



▲ Andrew Jackson, known as the “People’s President”

### WITNESS HISTORY

#### A “Mob” at the White House

Washington, D.C., March 4, 1829. Andrew Jackson, a popular war hero from the Tennessee frontier, had been sworn in as President. The aristocratic Margaret Bayard Smith was horrified to see the White House overrun by what she called “a rabble, a mob”:

“Cut glass and china to the amount of several thousand dollars had been broken in the struggle to get the refreshments. . . . Ladies fainted, men were seen with bloody noses and such a scene of confusion took place as is impossible to describe. . . . But it was the People’s day, and the People’s President and the People would rule.”

—Margaret Bayard Smith, *The First Forty Years of Washington Society*

## Reform and Westward Expansion

### Objectives

- Analyze growing democratization, as well as limits on democracy, in the early 1800s.
- Discuss the importance of the Second Great Awakening and the rise of various reform movements.
- Explain how the nation expanded westward.

### Terms and People

Andrew Jackson  
tariff  
Second Great Awakening  
civil disobedience  
abolitionist

Missouri Compromise  
Frederick Douglass  
Underground Railroad  
Elizabeth Cady Stanton  
Susan B. Anthony  
Manifest Destiny

### NoteTaking

**Reading Skill: Identify Main Ideas** As you read, outline the main ideas.

- |  |
|--|
| <p>I. Democracy and the Age of Jackson<br/>A. More Americans can vote<br/>1. Suffrage grows in West<br/>2.</p> |
|--|

**Why It Matters** The Constitution established the framework for a democratic government based on principles of liberty and justice. In the mid-1800s, as the nation expanded westward, some Americans also called for an expansion of democratic rights. Today, issues raised by reformers in such areas as women’s rights continue to stir debate. **Section Focus Question:** What trends in democratization and reform were taking shape in the United States by 1850?

### Democracy and the Age of Jackson

In the first years of the Republic, political power was concentrated. Congressional caucuses nominated presidential candidates, and state legislatures chose the electors who cast votes for President. In general, only adult white men who owned property and paid taxes could vote.

**More Americans Can Vote** A major political shift began on the western frontier, where suffrage laws gave the vote to any white man over 21. Gradually, most eastern states also ended property requirements. Voting remained restricted—free African American men could vote in only a handful of northern states; women and Native Americans could not vote at all. Still, by 1828, more white men could vote than ever before.

**Jackson Becomes President** This new generation of voters made **Andrew Jackson** the overwhelming winner of the presidential election of 1828. Seen as a representative of the “common man,” Jackson had a background quite different from earlier Presidents.

Born to poor Irish immigrant parents, he had little early education. He had made a name for himself as a military hero in the War of 1812. By the time he became President, he had acquired wealth and a plantation, but he never lost his appeal to ordinary voters.

Although the Jackson era saw increased rights for some, Jackson's policies restricted the rights of Native Americans. He supported Georgia's efforts to reverse earlier treaties that had guaranteed lands to the Cherokees. When the Supreme Court upheld the Cherokees' rights, Jackson refused to enforce the decision. Instead, he ordered the relocation of Indians across the Mississippi to the West. Beginning in 1831, tens of thousands of Indians were compelled to leave their homes in Florida, Mississippi, and Alabama and march to what is now Oklahoma. The forced march of the Cherokees from Georgia in 1838 caused so much suffering and death that it became known as the Trail of Tears.

**Tariffs Threaten National Unity** Another issue during Jackson's presidency highlighted a growing conflict between state and federal power. The federal government had imposed high **tariffs**, or taxes on imported products. These tariffs protected northern manufacturers by raising the prices of foreign-made goods. But southerners resented paying higher prices for imports. John Calhoun of South Carolina argued that the tariff gave too much authority to the federal government—and that states had the right to nullify, or cancel, any federal law that went against their interests.

When South Carolina passed a law nullifying a federal tariff, Jackson responded strongly to the Nullification Crisis. He asked Congress for the authority to use federal troops if necessary. Congress eased tensions by lowering the tariff. Though the immediate crisis passed, southern distrust of federal authority continued to fester.

✓ **Checkpoint** How did tariffs lead to a conflict between federal and state authority?

## Religion and Social Reform

Even while strife divided diverse groups, many American men and women supported religious, political, or social experiments to create a better society. Reformers came from many backgrounds and all regions of the country.

**Religious Revival Sweeps the Nation** Starting in the 1820s, a religious movement swept across America that became known as the **Second Great Awakening**. Marked by outdoor camp meetings that might last as long as a week, this movement attracted thousands of religious converts. The Second Great Awakening encouraged the belief that people could and should work to achieve a state of moral perfection. The Second Great Awakening helped bring religious fervor to social reform.

The Second Great Awakening fueled the rapid growth of several Christian denominations, especially the Baptists and Methodists. Other denominations also expanded during this period, including the African

### Vocabulary Builder

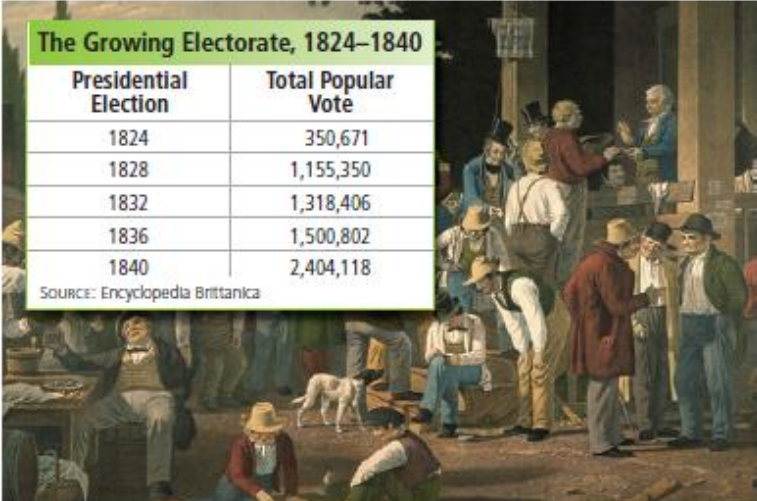
compel—(kuhm PEHL) *v.* to force

### The Growing Electorate

Before 1824, presidential election results did not even include a popular vote count. By 1840, the number of voters had skyrocketed. *Which Americans were not represented on the table below?*

Presidential Election	Total Popular Vote
1824	350,671
1828	1,155,350
1832	1,318,406
1836	1,500,802
1840	2,404,118

SOURCE: Encyclopedia Britannica




Methodist Episcopal Church. One of the most dramatic developments was the founding of the Church of Jesus Christ of Latter-day Saints, or Mormon Church, in 1830.

**Religious Conflicts Surface** From the earliest days of the Republic, Americans debated the relationship between church and government. While some favored what Thomas Jefferson called a “wall of separation” between church and state, others felt that the government should encourage public morality by supporting religion. In the 1830s, reformers known as Sabbatarians urged the federal government to officially observe Sunday, the Christian day of rest and worship. While the post office did end Sunday mail delivery, Congress rejected petitions to ban commerce on Sundays.

Members of minority religious groups, such as Roman Catholics and Jews, often faced discrimination. Most state constitutions forbade non-Christians from holding public office. Anti-Catholic rioting broke out in Philadelphia and Boston. In Illinois, Mormon leader Joseph Smith was murdered by an angry mob. As you will read, the murder of Smith spurred the Mormons to seek a safe haven in Utah.

**Reformers Work to Improve Society** The link between religious zeal and social reform was especially clear in the temperance movement, which worked to end alcohol abuse. But social reform took many other shapes. Dorothea Dix worked to improve the treatment of prisoners and the mentally ill. Horace Mann fought for the improvement of public schools.

A group of thinkers known as Transcendentalists also became involved in social reform. They included Ralph Waldo Emerson and Margaret Fuller, who taught that it was important to follow one’s conscience. Henry David Thoreau went even further, arguing that people should peacefully refuse to obey laws they considered to be immoral. He called this concept **civil disobedience**. Thoreau himself once went to jail for refusing to pay a tax to support a war that he felt encouraged the spread of slavery.

 **Checkpoint** How did the Second Great Awakening encourage reform?

## The Antislavery Movement

Thoreau was one of a small but fervent number of reformers, known as **abolitionists**, who sought a gradual or immediate end to slavery. They insisted that owning another human being was morally wrong, harming both slaves and slaveholders. Still, abolitionists faced an uphill struggle because many Americans believed their prosperity rested on the institution of slavery. Cotton produced by slave labor in the agrarian South supplied the textile mills of the industrial North.

**Slavery Causes Suffering** Some 2 million African Americans were unfairly treated by law as human property. Most labored at backbreaking tasks—picking tobacco or cotton, loading freight onto ships, or preparing meals in scorching kitchens. At any time, enslaved people could be whipped or sold away from their families.

Historians estimate that nearly 200 significant slave revolts took place in the first half of the 1800s. In 1831, Nat Turner led a rebellion in which more than 60 white Virginians were killed. Turner was later captured, tried, and executed. Fear of slave revolts led slave states to impose even harsher treatment. New laws made it a crime to teach a slave to read and write.

## TRACK THE ISSUE



### What is the proper relationship between government and religion?

The First Amendment says that government may not establish an official church or interfere with the free exercise of religion. But Americans differ over whether "separation of church and state" is meant to keep government out of religion or religion out of government. Use the timeline below to explore this enduring issue.

#### 1791 Bill of Rights

First Amendment bars government involvement in religion.

#### 1840s Sabbatarian Controversy

Congress debates whether to ban commerce and mail delivery on Sundays.

#### 1947 *Everson v. Board of Education*

Supreme Court affirms separation of government and religion.

#### 1984 Federal Equal Access Act

Law allows students to form religious clubs at public high schools.

#### 2000 *Mitchell v. Helms*

Ruling allows private schools to receive federal funds for educational materials.



A church of the early 1800s



Students pray around a flagpole outside their school.

## DEBATE THE ISSUE

**Should prayer be allowed in public schools?** One controversial topic in the church-state debate is the issue of prayer in public schools. Current law prohibits public-school-sponsored prayers. Some Christians believe this ban violates their right to practice their beliefs.

"We're deeply religious. . . . And we believe that prayer in school is a necessity because, although yes, my children say blessings at home and pray at home and they learn to do that at church, most of their waking hours are spent in school. So why shouldn't they be able to pray, on the intercom, anywhere."

—Pat Mounce, high school parent, Pontotoc, Mississippi

"I'm a Catholic and I hope a devout one, but I think that the public school classroom is no place for me to try and impose my world formula for prayer on children who don't share it, and for that very reason, I don't want my children in a public school classroom to be exposed to someone else's religion or formula."

—Senator Phillip A. Hart, Michigan



### TRANSFER Activities

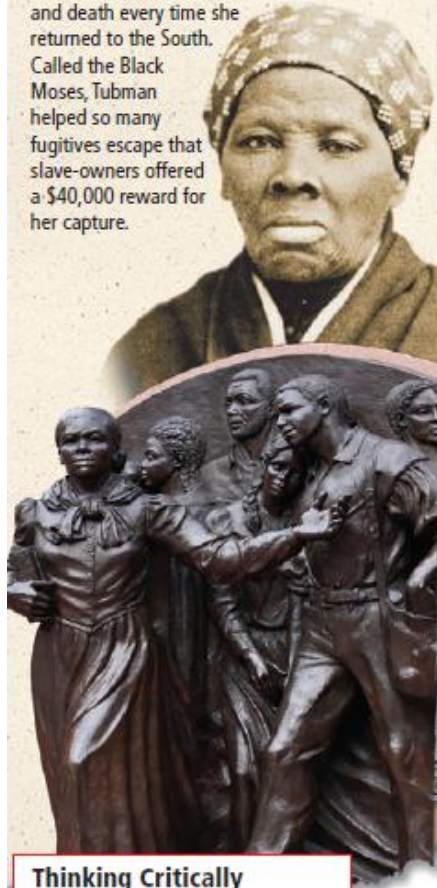
- 1. Compare** What views do Mounce and Hart share? On what point do they differ?
- 2. Analyze** How do you think each of these two speakers would have reacted to the issue of outlawing commerce on Sunday?
- 3. Transfer** Use the following Web site to see a video, try a WebQuest, and write in your journal. [www.pearsonschool.com/ushist](http://www.pearsonschool.com/ushist)

# Three Antislavery Heroes

Today, we take for granted that slavery is wrong. But in the mid-1800s, it took courage to oppose slavery. These three abolitionists took great risks to stand up for their beliefs.

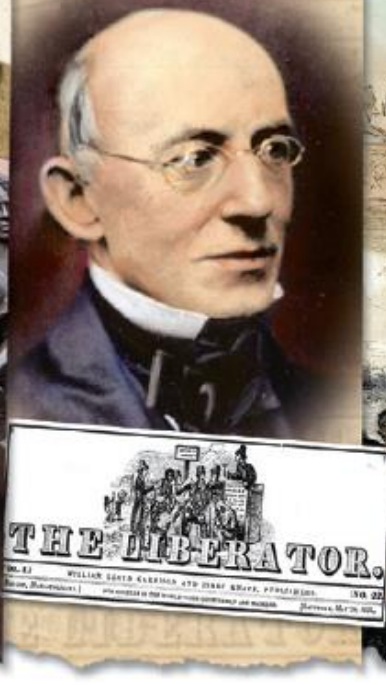
## Harriet Tubman

As a conductor on the Underground Railroad, Harriet Tubman risked enslavement and death every time she returned to the South. Called the Black Moses, Tubman helped so many fugitives escape that slave-owners offered a \$40,000 reward for her capture.



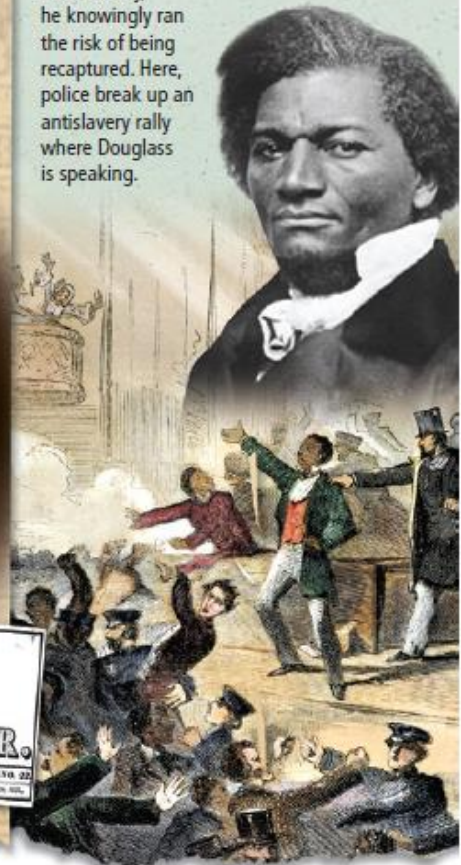
## William Lloyd Garrison

William Lloyd Garrison published *The Liberator*, the most influential abolitionist newspaper. In October 1835, a proslavery mob put a rope around his neck and dragged him through the streets of Boston.



## Frederick Douglass

When Frederick Douglass revealed at a public meeting that he had escaped from slavery, he knowingly ran the risk of being recaptured. Here, police break up an antislavery rally where Douglass is speaking.



### Thinking Critically

**Contrast** How did Tubman's method of opposing slavery differ from those of Garrison and Douglass?

### History Interactive\*

For: More about the Underground Railroad  
[www.pearsonschool.com/ushist](http://www.pearsonschool.com/ushist)

**Slavery Becomes a Political Issue** Slavery became one of many issues separating the slaveholding South and the northern states, which had gradually done away with slavery. American leaders sought to keep a balance of power between North and South in Congress. The **Missouri Compromise** of 1820 allowed Missouri to enter the Union as a slave state, so long as a free state—Maine—was admitted at the same time. It also set 36°30'N latitude as the dividing line between slave territory and free territory. This compromise worked until the 1840s. But by then, abolitionists had begun to increase the outcry against slavery.

**Abolitionists Call For Freedom** Some leading abolitionists had firsthand knowledge of slavery: they themselves had been born into slavery and ran away to seek freedom in the North. In 1838, **Frederick Douglass** struck out for the North from Maryland. In time, he started an antislavery newspaper and became a powerful speaker at abolitionist meetings. His booming voice filled lecture halls as he recounted the harrowing stories of his cruel master and his daring escape.

Like Douglass, Harriet Tubman had fled from slavery in Maryland. But Tubman returned to the South many times to help others escape. For this she earned the nickname Black Moses, after the biblical figure who led the Jewish people out of bondage. Tubman was one of the many “conductors” on the **Underground Railroad**, a network of abolitionists—white and black—who led enslaved people to freedom in the North or in Canada.

Douglass and Tubman added their efforts to those of a small but increasing number of white abolitionists. In January 1831, Bostonian William Lloyd Garrison began publishing *The Liberator*, which became the most influential abolitionist newspaper. Garrison proclaimed his mission: “I will be as harsh as Truth, and as uncompromising as justice. I am in earnest. I will not equivocate, I will not excuse, I will not retreat a single inch, and I WILL BE HEARD.” Unlike most white abolitionists, Garrison called not only for the immediate emancipation of all people held in slavery, but also for full political and social rights for African Americans.

In several northern states, abolitionists faced violent attacks. In Alton, Illinois, an irate crowd killed abolitionist newspaper editor Elijah Lovejoy. Such violence only increased the determination of abolitionists.

✓ **Checkpoint** How did the goals of the abolitionist movement change over time?

## The Women’s Rights Movement

While the abolitionist movement was gaining strength, another reform movement was just beginning. The focus of this movement was the political and legal rights of women.

**Women Have Limited Rights** Under the law, women could not hold office or vote. Married women could not own property in their own name. In the rare instances of divorce, husbands usually gained custody of children. When women began working in factories in the early 1800s, their wages went to their fathers or husbands. In addition, colleges and most professions were closed to women.

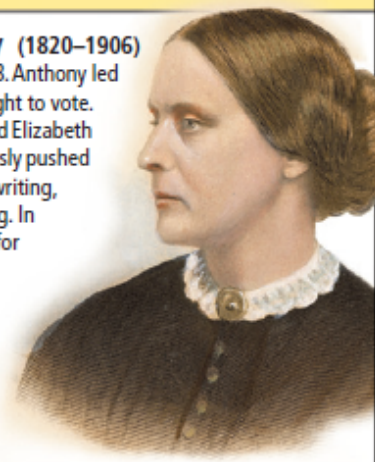
Slowly, some restrictions loosened. By the 1840s, a few women’s labor unions asked for higher wages and more control over their own wages for women. Some women worked for educational reform. Emma Willard opened the Troy Female Academy in New York to offer women a chance at higher education.

**Women Begin to Organize** Real progress began when women began to take a leading role in the abolitionist movement. In the 1830s, the Philadelphia Female Anti-Slavery Society, an organization of middle-class white and black women, led the movement to gain economic and political rights for both women and African Americans.

### HISTORY MAKERS

#### **Susan B. Anthony (1820–1906)**

For five decades, Susan B. Anthony led the fight for women’s right to vote. Working with close friend Elizabeth Cady Stanton, she tirelessly pushed the cause by traveling, writing, speaking, and organizing. In 1872, she was arrested for casting a ballot in the presidential election. Defiantly, she refused to pay the fine when found guilty.

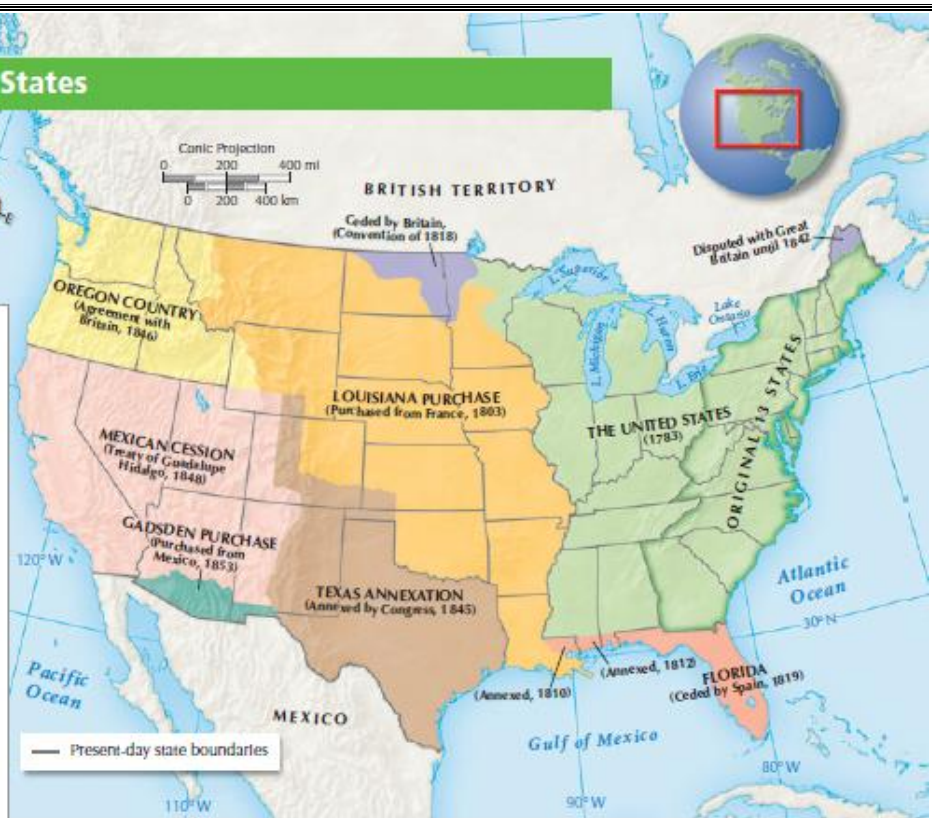


## Growth of the United States

**Map Skills** By 1853, the United States had extended its borders to the Pacific Ocean, achieving the goal of Manifest Destiny.

- 1. Locate:** (a) Oregon, (b) Texas, (c) the Mexican Cession, (d) the Pacific Ocean
- 2. Regions** What areas did the United States gain as a result of war?
- 3. Link Past to Present** Was the state in which you live part of the United States by 1803? By 1853? If so, how was it acquired?

**Geography Interactive**  
For: Interactive map  
[www.pearsonschool.com/ushist](http://www.pearsonschool.com/ushist)



Then, in 1848, **Elizabeth Cady Stanton** and **Lucretia Mott** helped organize the nation's first women's rights convention. Several hundred men and women, black and white, attended this gathering at Seneca Falls, New York. There they drew up a Declaration of Sentiments, modeled after the Declaration of Independence, beginning with the lines, "We hold these truths to be self-evident: that all men and women are created equal." The document goes on to charge:

**Primary Source** "The history of mankind is a history of repeated injuries and usurpations on the part of man toward woman, having in direct object the establishment of an absolute tyranny over her. . . . He has taken from her all right in property, even to the wages she earns. . . . He has denied her the facilities for obtaining a thorough education."

—Elizabeth Cady Stanton, Declaration of Sentiments

Over the next decades, women's rights leaders such as Stanton and **Susan B. Anthony** worked to achieve greater rights for women. But their ultimate goal—suffrage, or the right to vote—would not be attained in their lifetimes.

**✓ Checkpoint** How did Elizabeth Cady Stanton try to promote women's rights?

## Manifest Destiny

As in colonial times, Americans continued to expand westward. Seeking good farmland, gold, or animal furs—or just to satisfy a sense of adventure—some men crossed the Great Plains to explore the West. They marked out trails that crossed the Rocky Mountains and the Sierra Nevadas. By 1850, St. Louis, Mis-

souri, had become the launching point from which settlers traveled west along the Santa Fe Trail, the Oregon Trail, the Mormon Trail, or the California Trail.


In 1845, journalist John O'Sullivan predicted that it was the nation's "manifest destiny . . . to overspread the continent allotted by Providence for the free development of our yearly multiplying millions." The term **Manifest Destiny** came to stand for the idea that the United States was intended by God to stretch from the Atlantic Ocean all the way to the Pacific Ocean.

**Conflict Erupts With Mexico** Westward expansion brought the United States into conflict with Mexico. In the 1820s, the Mexican government encouraged Americans to move into Texas. Many did so, especially southerners with slaves. By the 1830s, these American Texans sought independence from Mexico. In 1836, after a short war against Mexico, they won their independence, and Texas became the Republic of Texas. Suddenly, without having moved, many Mexicans lived in a new country—one in which they often were treated as second-class citizens.

The United States annexed Texas as a state in 1845. The following year, a dispute over the boundary between Texas and Mexico led to the outbreak of war. Some northerners opposed the Mexican-American War, viewing it as an attempt to extend slavery. Still, the United States won a quick victory. In 1848, the Treaty of Guadalupe Hidalgo set the Rio Grande as the southern boundary of Texas. Mexico also agreed to cede an immense expanse of land to the United States, including California and parts of other southwest states.

**Gold Brings Settlers to California** In 1848, gold was discovered in California. Within months, easterners were streaming into California in search of quick riches. These "forty-niners" set up campsites and hastily constructed towns as they staked a claim to a plot of land that they hoped would make them wealthy. The gold rush also attracted emigrants from as far away as China.

In 1850, enough American citizens lived in California that it was able to apply for statehood as a free state. This request would inflame the growing national conflict over slavery.

 **Checkpoint** What were the causes and effects of the Mexican-American War?

**Vocabulary Builder**  
**manifest**—(MAN uh fehst) *adj.*  
obvious; clear; plain



**Gold Rush**  
News about the discovery of gold brought thousands of "forty-niners" like these rushing to California.

## SECTION 1 Assessment

**Progress Monitoring Online**  
For: Self-test with vocabulary practice  
[www.pearsonschool.com/ushist](http://www.pearsonschool.com/ushist)

### Comprehension

- 1. Terms and People** Write a sentence explaining how each of the following was connected with reform or the growth of democracy.
- Andrew Jackson
  - Second Great Awakening
  - civil disobedience
  - abolitionist
  - Frederick Douglass
  - Underground Railroad
  - Elizabeth Cady Stanton
  - Susan B. Anthony

- 2. NoteTaking Reading Skill: Identify Main Ideas** Use your outline to answer the Section Focus Question: What trends in democratization and reform were taking shape in the United States by 1850?

### Writing About History

- 3. Quick Write: Identify a Viewpoint** Write a paragraph describing one of the two viewpoints on the Nullification Crisis discussed in this section. Be sure to identify the underlying attitude about the nature of federal versus state authority.

### Critical Thinking

- 4. Evaluate Information** To what extent did the presidency of Andrew Jackson represent a move toward democratization? How was this trend limited?
- 5. Analyze Effects** Describe one direct and one indirect effect of the Second Great Awakening.
- 6. Compare and Contrast** How were the abolitionist movement and the women's rights movement similar? How were they different?