CHAPTER 11

Reform and Politics in the Age of Jackson, 1824–1845

LEARNING OBJECTIVES
After you have studied Chapter 11 in your textbook and worked through this study guide chapter, you should be able to:

1. Discuss the causes, characteristics, and consequences of the Second Great Awakening.
2. Indicate the ideas, leaders, and contributions of the following reform movements in early nineteenth-century American society.
   a. The antiprostitution movement
   b. The temperance movement
   c. The movement to establish penitentiaries, insane asylums, and other social institutions
   d. The women’s movement
3. Explain the Antimasonry movement, and indicate its impact on American politics.
4. Discuss the growth of the antislavery movement, the differences between gradualists and immediatists, and the impact of this movement on American society during the first half of the nineteenth century.
5. Examine the issues in the presidential election of 1828, and explain the election’s outcome.
6. Describe the characteristics of the second party system, and compare and contrast the political, social, and economic philosophies of the Jacksonian Democrats and the Whigs.
7. Examine how the political, social, and economic ideology of the Jacksonian Democrats was translated into policy during the terms of President Jackson and President Van Buren, and explain the impact of these policies on the United States.
8. Identify the domestic failures and the foreign policy accomplishments of the Tyler administration.
9. Examine the variety of forces and beliefs that contributed to the emergence of expansionist sentiment within American society during the 1830s and 1840s, discuss the objectives of expansionists, and explain the debates over the Texas and Oregon territories.
10. Examine the issues in the presidential election of 1844, and explain the election’s outcome.

THEMATIC GUIDE
Americans responded in varied ways to the changes brought by industrialization and urbanization in the early nineteenth century. The religious revival known as the Second Great Awakening was the response of people who perceived a spiritual breakdown within society. This response, which was evangelistic and emotional in character and perfectionist in orientation, had an impact on the other reform
movements of the era in that they all aimed to perfect the human condition. Some of the reform movements were attempts to cleanse society of perceived moral evils (the American Female Moral Reform Society and the temperance movement). Some (the utopian communities dealt with in Chapter 12) attempted to create a sense of community in an increasingly impersonal society. And others (the movement to establish penitentiaries, insane asylums, and other social institutions) wanted to create a system by which the victims of a society perceived to be turbulent and unstable could be rehabilitated.

The reform impulse caused some Americans to redefine the ideal of equality and resulted in Antimasonry, the abolitionist movement, and the feminist movement. For many, Antimasonry served as the first bridge between reform and politics. Abolitionism, which was built on evangelical Christianity and the reform impulse, was the second bridge. Eventually territorial expansion prompted abolitionists to enter into the political arena and transformed the antislavery movement into one that consumed all other reforms.

Change in other aspects of American society was affecting the political process as well. The end of the caucus system, the trend toward choosing presidential electors by popular vote, and the election of Andrew Jackson as president all signaled the beginnings of a more open political system in which party organization and party politics were the most important ingredients in the acquisition of political power. Jackson’s acquisition of power brought with it an attempt to solve the nation’s problems through restoration of traditional republican values and through return to Jeffersonian concepts of limited government. It is within this context that the nullification crisis and the controversy over the rechartering of the Second Bank of the United States took place. In the former, President Jackson and Congress reaffirmed the supremacy of the federal government over what Jackson perceived to be special state privilege. In the latter, the concept of limited government was reaffirmed over what the Jacksonians perceived to be special economic privilege. However, Jackson’s antibank and hard-money policies led to economic hard times, with which his successor, Martin Van Buren, was unable to deal.

Jackson’s policies, his transformation of the executive branch into a more powerful arm of government, and the inching of reformists and evangelicals into politics led to the emergence of a loyal opposition in the form of the Whig party and to the emergence of the second party system. As the democratization of American society caused an expansion of the electorate, the two parties took shape and began to compete in local, state, and federal elections. In the process, disagreements between Democrats and Whigs on the fundamental issues of the age energized the political process and caused more people to become politically active. Nevertheless, the main determinants of party membership were religion and ethnicity. In the 1840 election, the Whigs capitalized on the economic hardships of the Van Buren years to capture the presidency. However, President Harrison died a month after taking office and was replaced by John Tyler, who was more a Democrat than a Whig. Tyler’s achievements were confined to the area of foreign policy.

In the last section of the chapter, “Manifest Destiny and Expansionism,” we consider the reasons for the emergence of the expansionist sentiment of the 1840s. Brought to fever pitch through the debates over Texas and Oregon, this sentiment, as well as the entry of abolitionists into the political arena, led to the election of James K. Polk to the presidency in 1844. This event brought momentous changes to the republic over the next fifteen years.

BUILDING VOCABULARY
Listed below are important words and terms that you need to know to get the most out of Chapter 11. They are listed in the order in which they occur in the chapter. After carefully looking through the list, (1) underline the words with which you are totally unfamiliar, (2) put a question mark by those words of which you are unsure, and (3) leave the rest alone.
As you begin to read the chapter, when you come to any of the words you’ve put question marks beside or underlined (1) slow your reading; (2) focus on the word and on its context in the sentence you’re reading; (3) if you can understand the meaning of the word from its context in the sentence or passage in which it is used, go on with your reading; (4) if it’s a word that you’ve underlined or a word that you can’t understand from its context in the sentence or passage, look it up in a dictionary and write down the definition that best applies to the context in which the word is used.

Definitions

**netherworld**

**epitomize**

**coercion**

**galvanize**

**exhort**

**mesmerize**

**benevolent**

**sanctions**

**abstinence**

**tout**

**familial**

**ribald**

**catalyst**

**coalesce**

**clarion**

**incendiary**

**equivocate**

**garner**

**anomaly**

**inept**

**elude**

**sabotage**

**paraphernalia**

**vindictive**

**prudence**

**patronage**

**egotism**

**demagogic**
IDENTIFICATION AND SIGNIFICANCE

After studying Chapter 11 of *A People and a Nation*, you should be able to identify fully and explain the historical significance of each item listed below.

- Identify each item in the space provided. Give an explanation or description of the item. Answer the questions who, what, where, and when.

- Explain the historical significance of each item in the space provided. Establish the historical context in which the item exists. Establish the item as the result of or as the cause of other factors existing in the society under study. Answer this question: *What were the political, social, economic, and/or cultural consequences of this item?*

1. Dorothea Dix
   a. Identification

b. Significance
2. the Second Great Awakening
   a. Identification
   b. Significance

3. Charles G. Finney
   a. Identification
   b. Significance

4. the “burned-over” district
   a. Identification
   b. Significance

5. the McDowall report
   a. Identification
   b. Significance

6. the American Female Moral Reform Society
   a. Identification
   b. Significance
7. the American Society for the Promotion of Temperance
   a. Identification

   b. Significance

8. the penitentiary movement
   a. Identification

   b. Significance

9. the asylum movement
   a. Identification

   b. Significance

10. the Antimasonry movement
    a. Identification

    b. Significance

11. the Morgan affair
    a. Identification

    b. Significance
12. the convention system
   a. Identification
   b. Significance

13. the American Colonization Society
   a. Identification
   b. Significance

14. William Lloyd Garrison
   a. Identification
   b. Significance

15. the *Liberator*
   a. Identification
   b. Significance

16. gradualists vs. immediatists
   a. Identification
   b. Significance
17. black abolitionists
   a. Identification
   
   b. Significance

18. the American Anti-Slavery Society
   a. Identification
   
   b. Significance

19. Elijah P. Lovejoy
   a. Identification
   
   b. Significance

20. the gag rule
   a. Identification
   
   b. Significance

21. women abolitionists
   a. Identification
   
   b. Significance
22. Angelina and Sarah Grimké
   a. Identification
   b. Significance

23. the Seneca Falls Declaration of Sentiments
   a. Identification
   b. Significance

24. the presidential election of 1824
   a. Identification
   b. Significance

25. the “corrupt bargain”
   a. Identification
   b. Significance

26. President John Quincy Adams
   a. Identification
   b. Significance
27. the presidential election of 1828
   a. Identification
   
   b. Significance

28. Andrew Jackson
   a. Identification
   
   b. Significance

29. the Jacksonian Democrats
   a. Identification
   
   b. Significance

30. the Kitchen Cabinet
    a. Identification
    
    b. Significance

31. the Maysville Road veto
    a. Identification
    
    b. Significance
32. the Tariff of Abominations
   a. Identification

   b. Significance

33. the doctrine of nullification
   a. Identification

   b. Significance

34. Exposition and Protest
   a. Identification

   b. Significance

35. the Webster-Hayne debate
   a. Identification

   b. Significance

36. the Tariff of 1832
   a. Identification

   b. Significance
37. the nullification crisis
   a. Identification

   b. Significance

38. the Force Act
   a. Identification

   b. Significance

39. the Tariff of 1833
   a. Identification

   b. Significance

40. the Second Bank of the United States
   a. Identification

   b. Significance

41. the veto of the Second Bank rechartering bill
   a. Identification

   b. Significance
42. the presidential election of 1832
   a. Identification
   b. Significance

43. "pet" banks
   a. Identification
   b. Significance

44. the Deposit Act of 1836
   a. Identification
   b. Significance

45. the Specie Circular
   a. Identification
   b. Significance

46. the Second Party System
   a. Identification
   b. Significance
47. the Whig party
   a. Identification
   b. Significance

48. the presidential election of 1836
   a. Identification
   b. Significance

49. Martin Van Buren
   a. Identification
   b. Significance

50. the independent treasury system
   a. Identification
   b. Significance

51. the presidential election of 1840
   a. Identification
   b. Significance
52. William Henry Harrison
   a. Identification
   b. Significance

53. John Tyler
   a. Identification
   b. Significance

54. the Caroline affair
   a. Identification
   b. Significance

55. the Webster-Ashburton Treaty
   a. Identification
   b. Significance

56. Manifest Destiny
   a. Identification
   b. Significance
57. the Republic of Texas
   a. Identification
   
   b. Significance

58. *empresarios*
   a. Identification
   
   b. Significance

59. “Remember the Alamo”
   a. Identification
   
   b. Significance

60. the Texas-annexation question
   a. Identification
   
   b. Significance

61. Oregon fever
   a. Identification
   
   b. Significance
62. the Oregon-boundary question
   a. Identification
   b. Significance

63. the presidential election of 1844
   a. Identification
   b. Significance

64. James K. Polk
   a. Identification
   b. Significance
### Chart A

#### Impact of the Second Great Awakening on Key Institutions and Movements

| Key Features Associated with the Religious/Spiritual Movement Known as the Second Great Awakening |
| Doctrinal focus | Converts' responsibilities | Worship services | Leaders and followers | Inclusion and exclusion |

**ORGANIZING, REVIEWING, AND USING INFORMATION**
# Chart A

## Impact of the Second Great Awakening on Key Institutions and Movements

<table>
<thead>
<tr>
<th>Core beliefs, emphases</th>
<th>Practices, activities, worship service</th>
<th>Inclusiveness, leadership</th>
<th>Organizational techniques</th>
<th>Future influence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examples of Awakening’s Influence on Various Religious Establishments</td>
<td>Examples of Awakening’s Influence on Two Types of Reform Movements</td>
<td>Examples of Awakening’s Influence on Political Movements</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evangelical Protestants (e.g. Methodists, Baptists)</td>
<td>Non-evangelical protestants</td>
<td>Catholics, Jews</td>
<td>Anti-sin reformers</td>
<td>Social and humanitarian reformers</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>(Anti-masonry, Women’s Rights, etc.)</td>
</tr>
<tr>
<td>Year</td>
<td>REPRESENTATIVE ABOLITION MOVEMENT EVENT</td>
<td>Links of Abolition-Related Events or Abolitionism Itself to Women’s Rights and Concerns</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Women’s Issues Aroused by Such Events and by Reactions to Them</td>
<td>Abolitionists Associated with such Events Who Became Women’s Rights Activists</td>
<td>Strategies or Responses Common to Both Movements</td>
</tr>
<tr>
<td>1830</td>
<td></td>
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<tr>
<td>1831</td>
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<tr>
<td>1832</td>
<td>Maria Stewart addresses abolitionists in Boston</td>
<td></td>
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<tr>
<td>1833</td>
<td>American Anti-Slavery Society founded</td>
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<tr>
<td></td>
<td>Female Anti-Slavery Society founded in Boston</td>
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<tr>
<td>1834</td>
<td></td>
<td></td>
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<tr>
<td>Year</td>
<td>REPRESENTATIVE ABOLITION MOVEMENT EVENT</td>
<td>Links of Abolition-Related Events or Abolitionism Itself to Women’s Rights and Concerns</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Women’s Issues Aroused by Such Events and by Reactions to Them</td>
<td>Abolitionists Associated with Such Events Who Became Women’s Rights Activists</td>
<td>Strategies or Responses Common to Both Movements</td>
</tr>
<tr>
<td>1836</td>
<td>Abolitionists petition Congress to abolish slavery and the slave trade in the District of Columbia</td>
<td></td>
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<tr>
<td>c. 1837</td>
<td>Sara and Angelina Grimké speak to men and women at anti-slavery meetings</td>
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<tr>
<td>1838</td>
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<td>1839</td>
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<tr>
<td>1840</td>
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</tr>
<tr>
<td>Year</td>
<td>President</td>
<td>Chief Opponent for Office</td>
<td>Character of Campaign</td>
<td>How Selected (electoral college, Senate, House, ascendency to office)</td>
</tr>
<tr>
<td>------------</td>
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<td>---------------------------------------------------------------------</td>
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<tr>
<td>1825–1829</td>
<td>John Quincy Adams Democratic Republican</td>
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<tr>
<td></td>
<td>John C. Calhoun Democratic Republican</td>
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<tr>
<td>1829–1833</td>
<td>Andrew Jackson Democrat</td>
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<tr>
<td></td>
<td>John C. Calhoun Democrat</td>
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<tr>
<td>1833–1837</td>
<td>Andrew Jackson Democrat</td>
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<tr>
<td></td>
<td>Martin Van Buren Democrat</td>
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</tbody>
</table>
## Chart C

### Presidents and Vice Presidents, 1825–1845

<table>
<thead>
<tr>
<th>Year</th>
<th>President</th>
<th>Vice President</th>
<th>How Selected</th>
<th>Character of Campaign</th>
<th>Chief Opponent for Office</th>
<th>Major Events During Term</th>
<th>Major Issues During Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>1825 – 1829</td>
<td>Martin Van Buren</td>
<td>Richard M. Johnson</td>
<td>Electoral college, Senate, House, ascendant to office</td>
<td>Democrat</td>
<td></td>
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<tr>
<td>1829 – 1837</td>
<td>Andrew Jackson</td>
<td>William R. King</td>
<td>Electoral college, Senate, House, ascendant to office</td>
<td>Democrat</td>
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<tr>
<td>1837 – 1841</td>
<td>Martin Van Buren</td>
<td>Richard M. Johnson</td>
<td>Electoral college, Senate, House, ascendant to office</td>
<td>Democrat</td>
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<tr>
<td>1841 – 1845</td>
<td>Andrew Jackson</td>
<td>John C. Calhoun</td>
<td>Electoral college, Senate, House, ascendant to office</td>
<td>Democrat</td>
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</tbody>
</table>
# Chart D

## Distinctions Between the Whigs and Democrats, 1824–1845

<table>
<thead>
<tr>
<th></th>
<th>Whigs</th>
<th>Democrats</th>
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</thead>
<tbody>
<tr>
<td>National Leaders</td>
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<tr>
<td>Religious Attitudes and</td>
<td></td>
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<tr>
<td>Associations and Ethnicity</td>
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<tr>
<td>Attitudes Toward Social</td>
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<tr>
<td>Reform/Moral Issues/Government</td>
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<tr>
<td>Activism</td>
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<tr>
<td>Association with Masonry/</td>
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<tr>
<td>Antimasonry</td>
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<tr>
<td>Views on States’ Rights</td>
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<td>Views on the Powers of the</td>
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<tr>
<td>Presidency</td>
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<tr>
<td>Attitudes Toward Expansionism</td>
<td></td>
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<tr>
<td>and Methods of Expansion</td>
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<tr>
<td>Views on National Fiscal Policy</td>
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<tr>
<td>(banking, credit, hard vs.</td>
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<tr>
<td>soft money)</td>
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</table>
### Chart E

**The Jackson Years: Elections, Issues, and Policies, 1824–1837**

#### CAMPAIGNS AND ELECTIONS

<table>
<thead>
<tr>
<th>Nominations and Campaigns</th>
<th>Election of 1824</th>
<th>Election of 1828</th>
<th>Election of 1832</th>
</tr>
</thead>
<tbody>
<tr>
<td>Party affiliation</td>
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<tr>
<td>Party’s role in campaign</td>
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<tr>
<td>Character of campaign</td>
<td></td>
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<tr>
<td>Role of caucus and other forms of candidate nomination</td>
<td></td>
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<tr>
<td>Main issues</td>
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</tbody>
</table>

#### Election Results

<table>
<thead>
<tr>
<th></th>
<th>Election of 1824</th>
<th>Election of 1828</th>
<th>Election of 1832</th>
</tr>
</thead>
<tbody>
<tr>
<td>Popular vote</td>
<td></td>
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</tr>
<tr>
<td>Electoral college</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Method of reaching final decision</td>
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<td></td>
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<tr>
<td>Method of determining vice president</td>
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</tbody>
</table>
## The Jackson Years: Elections, Issues, and Policies, 1824–1837

### BALANCE OF POWER BETWEEN CONGRESS AND THE PRESIDENT

<table>
<thead>
<tr>
<th>Presidents Before Andrew Jackson</th>
<th>Andrew Jackson</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>View of the veto</td>
<td></td>
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<tr>
<td>Use of the veto</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### ADMINISTRATION-DEFINING ISSUES AND POLICIES

<table>
<thead>
<tr>
<th>Term</th>
<th>Specific Issue/Crisis</th>
<th>Jackson’s Position and Response</th>
<th>Outcome and Consequences</th>
</tr>
</thead>
<tbody>
<tr>
<td>States’ Rights vs. Federal Authority</td>
<td>1828 and 1832 tariffs and nullification</td>
<td>Rechartering of the Second Bank of the United States</td>
<td></td>
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<tr>
<td>Fiscal Policy: The Specie Circular</td>
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</tr>
</tbody>
</table>
IDEAS AND DETAILS

Objective 1
1. The Second Great Awakening bred reform because it taught that
   a. the perfection of earthly society could speed the Second Coming.
   b. all people were evil and would burn in the fires of everlasting Hell.
   c. God was no longer active in human affairs.
   d. Jesus had returned to Earth and had begun the Last Judgment.

Objectives 1 and 2
2. The work of the American Female Moral Reform Society demonstrates that the Second Great Awakening
   a. was antifemale in orientation.
   b. theologically supported the concept of women’s rights.
   c. was instrumental in leading women into the public and political arenas.
   d. was antiforeign in its orientation.
Objectives 1 and 2

3. Which of the following is true of the temperance movement?
   a. The movement had little impact on the consumption of alcoholic beverages.
   b. Leaders of the movement simply wanted to regulate the sale of alcoholic spirits.
   c. Few women were involved in the movement.
   d. The movement was often supported by employers.

Objectives 1 and 3

4. Although short-lived, Antimasonry is important because it
   a. led to the abolition of the electoral college.
   b. was the vehicle used by Andrew Jackson to gain grassroots support.
   c. demonstrated to future political candidates that moral crusades had no place in American politics.
   d. was a bridge between reform and politics.

Objectives 1 and 4

5. Which of the following positions on slavery would William Lloyd Garrison most likely have endorsed?
   a. Colonization
   b. Immediate emancipation
   c. Compensated emancipation
   d. Free-soil

Objective 4

6. Both the Lovejoy murder and the gag rule served to
   a. cause dissension within the antislavery movement.
   b. increase northern support for the antislavery movement.
   c. mobilize national support for the temperance movement.
   d. increase national support for government regulation of industry.

Objective 5

7. The 1828 election was important because it
   a. demonstrated that issues were more important than personalities in presidential elections.
   b. led political reformers to charge that the electoral college was obsolete.
   c. demonstrated that party organization could be very important in presidential elections.
   d. led to literacy tests for voters.

Objective 6

8. Which of the following statements best expresses Jacksonian beliefs?
   a. Strong central government is the enemy of individual liberty.
   b. Public education is essential in a democratic society.
   c. Government should be active in the economic life of the state.
   d. A strong, powerful president is to be feared.
Objectives 6 and 7
9. In the Webster-Hayne debate, Webster argued that
   a. the doctrine of nullification would result in a society made up of warring states.
   b. the Union was a collection of sovereign, independent states.
   c. the Union was created by God and given as a gift to His special people, the American people.
   d. abolitionists sought to destroy the South.

Objective 7
10. As a result of the nullification crisis,
   a. federal authority was weakened because of the disagreement between Jackson and Congress.
   b. the South accepted the idea of secession.
   c. neither the federal government nor South Carolina won a clear victory.
   d. Jackson demonstrated his unwillingness to compromise.

Objective 7
11. In his veto message concerning the rechartering of the Second Bank of the United States, Jackson
   a. admitted that the bank was constitutional.
   b. denounced the bank as undemocratic and as an example of the use of government by the wealthy for their own selfish purposes.
   c. delivered a personal attack against the bank’s president.
   d. attacked the bank for its tight money policies.

Objectives 1 and 6
12. A person’s political affiliation in the 1830s and 1840s was most closely associated with the person’s
   a. social class.
   b. religious beliefs.
   c. occupation.
   d. gender.

Objective 8
13. After ascending to the presidency upon the death of President Harrison, President Tyler
   a. turned the reins of government over to Secretary of State Daniel Webster.
   b. proclaimed his opposition to Senator Calhoun’s nullification theory.
   c. committed himself to the creation of an activist federal government.
   d. opposed the economic program that the deceased president had wanted enacted.

Objective 9
14. The expansionist sentiment of the 1840s emerged for which of the following reasons?
   a. The absence of threats by foreign powers caused Americans to think in expansionist terms.
   b. Such sentiment served as a release for internal conflicts caused by the economic problems of the 1840s.
   c. Spanish tyranny throughout the West was repugnant to Americans.
   d. Americans believed that it was their duty to carry their superior American civilization to inferior peoples.
Objective 10

15. James K. Polk’s election to the presidency in 1844 was in large part due to
   a. fear among the voters that Henry Clay’s American System would lead the nation to war.
   b. the support given him by Martin Van Buren.
   c. the presence of the Liberty party candidate on the ballot.
   d. Polk’s stand against the expansion of slavery.

ESSAY QUESTIONS

Objectives 1, 2, 3, and 4

1. Discuss the characteristics of the Second Great Awakening, and explain the impact of this religious revival on American society in the early nineteenth century.

Objectives 1 and 4

2. Discuss the similarities and differences between “old” abolitionism as expressed through the American Colonization Society and “new” abolitionism as expressed through William Lloyd Garrison and the American Anti-Slavery Society.

Objectives 2 and 4

3. Discuss the role of women in American society in the early nineteenth century, and explain the emergence, growth, goals, and achievements of the women’s rights movement that emerged during that time.

Objectives 6 and 7

4. Discuss the social, political, and economic views of the Jacksonian Democrats, and explain how those views manifested themselves in the nullification crisis and in the controversy over rechartering the Second Bank of the United States.

Objective 9

5. Examine the expansionist sentiment that emerged in American society in the 1830s and 1840s.
MAP EXERCISE

1. On the maps that follow, label the first map “Presidential Election, 1824,” and the second map “Presidential Election, 1828.” After filling in the tables below, devise your own legend for the two maps, and, using the maps in the text as a guide, indicate the states carried by each candidate in each of the two elections.

<table>
<thead>
<tr>
<th>Candidate</th>
<th>Electoral Vote</th>
<th>% of Electoral Vote</th>
<th>Popular Vote</th>
<th>% of Popular Vote</th>
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1824 Election

<table>
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<tr>
<th>Candidate</th>
<th>Electoral Vote</th>
<th>% of Electoral Vote</th>
<th>Popular Vote</th>
<th>% of Popular Vote</th>
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1828 Election

<table>
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<tr>
<th>Candidate</th>
<th>Electoral Vote</th>
<th>% of Electoral Vote</th>
<th>Popular Vote</th>
<th>% of Popular Vote</th>
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2. Since no candidate received a majority of electoral votes in the 1824 election, how was the president chosen? What problems did this choice present? Why?

3. Is there any discernible regional pattern in the elections? If so, explain it.

4. How were electors chosen in these elections? Why was the electoral vote in some states split among the candidates? (You will need to do some independent research to determine the answer to this question. An excellent source is Presidential Elections Since 1789, published by Congressional Quarterly, Inc.)
ANSWERS

Multiple-Choice Questions

1. a. Correct. Leaders of the revival movement taught that perfection of earthly society would lead to the Second Coming. Therefore, evangelical Protestants became involved in reform movements that they believed were associated with the forces of good. See pages 273 and 274.

   b. No. Although preachers of the Second Great Awakening taught that all people were sinners, they preached that anyone could achieve salvation. See pages 273 and 274.

   c. No. The Second Great Awakening, based on evangelical Christianity, taught that God was an active force in the world. See pages 273 and 274.

   d. No. Although the evangelists associated with this religious movement believed in the Second Coming and in the creation of God’s kingdom on Earth, they preached neither that Jesus had already returned nor that the Last Judgment had begun. See pages 273 and 274.

2. c. Correct. At first the revival movement seemed to reinforce the traditional view of the role of women in a republican society. But the commitment of women to “spread the word” led to their involvement in reform organizations and to more involvement in the public and political arena. See pages 274–275.

   a. No. This society, formed by concerned women, not only led the crusade against prostitution but extended aid to impoverished women and orphans as well. It was not antifeminist in its orientation. See pages 274–275.

   b. No. The evidence does not support the conclusion that this society theologically supported the concept of women’s rights. See pages 274–275.

   d. No. Originally formed as an organization against prostitution, this organization was not antiforeign in its orientation. See pages 274–275.

3. d. Correct. The habit of drinking could not be tolerated in the factory. As factory owners complained about workers taking “St. Monday” as a holiday, they supported the temperance movement. See page 275.

   a. No. The temperance movement gained widespread support and by the 1840s had brought a decline in the amount of alcohol consumed in the United States. See page 275.

   b. No. The key word in this choice is “regulate.” The temperance movement was an attempt to prohibit the manufacture and sale of alcoholic spirits—whiskey, rum, and hard cider. Therefore, it went beyond a mere attempt to “regulate” hard liquor. See page 275.

   c. No. Women were at the vanguard of the temperance movement. See page 275.
4. d. Correct. At heart, Antimasonry was a reform movement that emphasized moral conduct and the rights of ordinary citizens. As a moral crusade, it attracted people in New England, the mid-Atlantic states, and Ohio. When it was then taken up by politicians as a device to win popular support, it became a bridge between reform and politics. See pages 276–277.

   a. No. Antimasonry did nothing to affect the electoral college. The electoral college is still in existence and is the mechanism by which the nation’s president is elected. See pages 276–277.

   b. No. Andrew Jackson was a Mason and was opposed by the Antimasons, who supported John Quincy Adams in the 1828 election. See pages 276–277.

   c. No. Antimasonry was turned into a moral crusade as church leaders and evangelicals joined the movement. It then crossed over into politics and was eventually absorbed by the Whig party. In the process, its crusading aspects helped to shape the political party system. See pages 276–277.

5. b. Correct. As said in the text, “[Garrison was] the most prominent and uncompromising immediatist.” See page 278.

   a. No. William Lloyd Garrison organized the American Anti-Slavery Society and was an outspoken proponent of equality for African Americans in American society. He did not support organizations like the American Colonization Society that called for the colonization of African Americans outside the United States. See page 278.

   c. No. Garrison believed that slaveholding was a sin and that slaveholders were sinners. Abolishing slavery was, in his eyes, a moral imperative that took precedence over the monetary investment slaveowners had in their slaves. Therefore, Garrison did not believe that slaveowners should be compensated when slavery was ended. See page 278.

   d. No. The Free Soil movement began after the United States acquired the Mexican Cession territory in 1848 as a result of the Mexican war. (See pages 359–360.) Free-Soilers wanted slavery prohibited in the Mexican Cession territory but were willing to allow slavery to continue to exist in the South. Garrison was not a Free-Soiler. See page 278.

6. b. Correct. Many northerners perceived the murder of Elijah Lovejoy, passage of the gag rule, and censorship of the mail in the South as a southern attack on the constitutional rights of abolitionists. As a result, many northerners became more supportive of the antislavery movement. See page 280.

   a. No. Although there was dissension within the antislavery movement, it was over the women’s rights question and over involvement of abolitionists in politics. Neither the Lovejoy murder nor the gag rule caused dissension within the movement. See page 280.

   c. No. Neither the murder of Elijah Lovejoy nor the passage of the gag rule by the House of Representatives was related to the temperance movement. See page 280.

   d. No. Neither the Lovejoy murder nor the gag rule had any relation to government regulation of industry. See page 280.
7. c. Correct. Jackson’s victory was in large part due to his direct appeal to the voters through a well-organized and well-funded party organization. See page 283.
   a. No. The issues were secondary in a campaign that became a personal conflict between John Quincy Adams and Andrew Jackson. See page 283.
   b. No. The election gave political reformers no reason to charge that the electoral college was obsolete. Jackson won 56 percent of the popular vote and won the electoral vote by a margin of 178 to 83. See page 283.
   d. No. The Jacksonian era is synonymous with the expansion of democracy and the advent of a more open political system, and the 1828 election did not lead to the adoption of literacy tests for voters. See page 283.

8. a. Correct. Out of the belief that strong central government was the enemy of individual liberty, Jacksonian Democrats returned to the Jeffersonian notion of limited government. See page 284.
   b. No. Jacksonian Democrats generally opposed the educational reform movement of the early nineteenth century. They believed that public education was too secular in its orientation and interfered with parental responsibilities. See page 284.
   c. No. The Jacksonians rejected active government involvement in the economic life of the state because they believed such intervention benefited the wealthy. See page 284.
   d. No. Jacksonian Democrats supported the idea of a strong chief executive who embodied the will of the people and acted on their behalf. See page 284.

9. a. Correct. Daniel Webster believed that the Union was an inviolable compact among the people of all the states. Therefore, he believed that states’ rights, which was the issue at the heart of the nullification crisis, would lead to “states dismembered, discordant, belligerent; on a land rent with civil feuds, or drenched … in fraternal blood!” See page 285.
   c. No. Although Daniel Webster probably believed that God smiled on the Union, he did not express the belief that the Union had been created by God. See page 285.
   d. No. The Webster-Hayne debate dealt with the issue of nullification and the issue of states’ rights, which was at the heart of the nullification crisis. In the debate, Webster did not argue that abolitionists sought to destroy the South. See page 285.
10. c. Correct. In light of the outcome of the nullification crisis, which included Jackson’s nullification proclamation, passage of the Force Act by Congress, and passage of a compromise tariff to appease South Carolina, one can logically conclude that neither side won a clear victory. See page 286


b. No. South Carolina’s nullification ordinance implied that the state would secede if the federal government attempted to enforce the Tariff of 1832. But other southern states did not formally accept either the theory of nullification or the more extreme idea of secession. See page 286.

d. No. Although Jackson indicated his belief that the theory of nullification was repugnant to the Constitution and at odds with the preservation of the Union, he urged Congress to lower the tariff by choosing from among several compromise tariff bills under consideration. See page 286.

11. b. Correct. Although Jackson declared the bank unconstitutional, his veto message focused on denouncing the bank as an undemocratic symbol of special privilege and undue concentration of economic power in the hands of the rich and powerful. See page 286.

a. No. Although Jackson’s veto message was an emotional attack on the undemocratic nature of the bank, it also declared the bank unconstitutional. See page 286.

b. No. Although Jackson had certainly been known to attack his opponents on the personal level, he did not deliver a personal attack against the president of the Second Bank in his veto message. See page 286.

d. No. Although the Second Bank had tightened credit considerably during the Panic of 1819 and generally followed a tight money policy after the depression ended in 1823, President Jackson’s veto message did not focus on that policy. Furthermore, Jackson himself followed such a policy, as may be seen with the Specie Circular. See page 286.

12. b. Correct. Religion and ethnicity were the two major determinants of party affiliation in the 1830s and 1840s. See page 288.

a. No. Social class was not the main determinant of party affiliation in the 1830s and 1840s. See page 288.

b. No. Since manufacturers, merchants, laborers, and farmers could be found in both parties, it cannot be said that occupation was the main determinant of party affiliation in the 1830s and 1840s. See page 288.

d. No. Since only men could vote, gender was not a determinant of one’s party affiliation in the 1830s and 1840s. See page 288.
13. d. Correct. John Tyler withdrew from the Democratic party in 1833 in opposition to Jackson’s use of executive power and his egalitarianism. Even though he joined the Whig party, he never accepted the Whig concept of an activist national government and opposed the Whig economic program. See pages 289–290.

a. No. John Tyler was the first vice president to assume the office of the presidency because of the death of the president. Some questioned whether he should assume all the powers of the office, but Tyler did not question his right to do so and took the reins of presidential power firmly in his hands. See pages 289–290.

b. No. Tyler spoke out against South Carolina’s nullification ordinance in 1832 when he was a senator from Virginia. However, he also opposed Jackson’s nullification proclamation, a stand that caused him to resign his Senate seat and withdraw from the Democratic party in 1833. See pages 289–290.

c. No. Although John Tyler withdrew from the Democratic party in 1833, became a Whig, and ran as the Whig vice-presidential candidate in the 1840 election, at heart he was a strict constructionist and was devoted to the idea of limited government. See pages 289–290.

14. d. Correct. One aspect of Manifest Destiny, and one of the reasons for the expansionist sentiment of the 1840s, was the idea that it was the mission of America to carry its superior civilization to inferior peoples. See page 290.

a. No. Many Americans believed that foreign enemies, especially the British, posed a threat to the nation’s security. Therefore, many supported expansionism in an effort to secure the nation’s borders from this perceived threat. See page 290.

b. No. The depression of 1839 lasted until 1843, and the 1840s are considered to be a period of economic expansion. This expansion heightened national pride, which in turn was a reason for the expansionist sentiment of the 1840s. See page 290.

c. No. Spain was no longer a power in the North American West, having been ousted in 1821 as a result of the Mexican independence movement. See page 290.

15. c. Correct. James G. Birney’s presence on the ballot as the Liberty party’s candidate drew enough votes away from Henry Clay in the state of New York to give the state and the election to James K. Polk. See page 294.

a. No. When Henry Clay first proposed the American System in 1824, he called for protective tariffs and federally funded internal improvements. With the rise of the Jacksonian Democrats, these proposals met with disaster. In 1844 the main campaign issue concerned expansion, not the American System. See page 294.

b. No. Van Buren’s stance in the 1844 presidential election did not decide the contest. See page 294.

d. No. Polk ran on a platform that called for the territorial expansion of the United States. He did not stand against the expansion of slavery into the territories. See page 294.