



BUILDING A MORE PERFECT UNION

PART II



NATIONAL
ENDOWMENT
FOR THE
HUMANITIES

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THE BEST OF THE HUMANITIES ON THE WEB

a more perfect
UNION

NATIONAL
ENDOWMENT
FOR THE
HUMANITIES

NHD
NATIONAL
HISTORY DAY

EXPANDING THE VOTE IN THE JACKSONIAN ERA

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GUIDING QUESTION:

How did the expansion of eligible voters and the push to appeal to these voters affect the 1824 and 1828 presidential elections?

OVERVIEW

The U.S. Constitution allows states to set the requirements to vote. In the early 1800s, many states expanded eligibility to vote by lowering or eliminating requirements that white male voters own property. This expansion did not include women or people of color. In this lesson, students will determine how the expanded electorate helped Andrew Jackson win the presidency by analyzing campaign materials designed to appeal to these new voters.

OBJECTIVES

At the conclusion of this activity, students will be able to:

- > Explain the various factors that influence and motivate people to vote in elections;
- > Draw conclusions from electoral maps;
- > Explain how Andrew Jackson's presidential campaign appealed to voters across regions of the United States; and
- > Explain the effect new voters had on the outcome of the 1824 and 1828 elections.

STANDARDS CONNECTIONS

CONNECTIONS TO COMMON CORE

- > CCSS.ELA-LITERACY.RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.
- > CCSS.ELA-LITERACY.W.8.1.B Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

CONNECTIONS TO C3 FRAMEWORK

- > D2.Civ.6.6-8. Describe the roles of political, civil, and economic organizations in shaping people's lives.
- > D2.His.3.6-8. Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant.

DOCUMENTS USED

PRIMARY SOURCES

Advertisement, *Jackson ticket. Agriculture, commerce and manufactures*, 1828

Library of Congress (2008661739)
<https://www.loc.gov/item/2008661739/>

Advertisement, *Jackson ticket. American system. Speed the plough, the loom & the mattock*, 1828

Library of Congress (2008661740)
<https://www.loc.gov/item/2008661740/>

Advertisement, *Jackson ticket. "Firm united let us be, rallying round our Hickory tree,"* 1828

Library of Congress (2008661741)
<https://www.loc.gov/item/2008661741/>

Advertisement, *Jackson ticket. Honor and gratitude to the man who has filled the measure of his country's glory--Jefferson*, 1824 and 1828

Library of Congress (2008661736)
<https://www.loc.gov/item/2008661736/>

Advertisement, *Jackson ticket. Internal improvement by rail roads, canals, & c.*, 1828

Library of Congress (2008661738)
<https://www.loc.gov/item/2008661738/>

Engraving, Joseph Wood, *Genl. Andrew Jackson, Protector & defender of beauty & booty*, 1828
Library of Congress (2003656574)
<https://www.loc.gov/item/2003656574>

Political cartoon, *The Pedlar and his pack or the Desperate effort, an overbalance*, 1828
Library of Congress (2008661735)
<https://loc.gov/item/2008661735>

Song lyrics, "The Hunters of Kentucky," 1824
History Matters, George Mason University
<https://historymatters.gmu.edu/d/6522/>

SECONDARY SOURCE

Article, "The Founders and the Vote"
Library of Congress
<https://www.loc.gov/classroom-materials/elections/right-to-vote/the-founders-and-the-vote/>

TEACHER-CREATED MATERIAL

- > Student Note Chart

ACTIVITY PREPARATION

- > Make one copy of the Student Note Chart for each student.
- > Organize students into groups of three or four students each.
- > Make enough copies of the primary sources so that each group can analyze two or three sources. If preferred, post the sources around the room or provide electronic copies.
- > Arrange the classroom for group work.

CONNECTIONS

The expansion of voting rights is a key theme in building a more perfect union. Lessons in this resource include themes of voting in the Reconstruction Era and the push in the Civil Rights Movement to enforce voting rights guaranteed by the U.S. Constitution.

PROCEDURE

ACTIVITY ONE: INTRODUCTION (20 MINUTES)

- > Discuss the importance of voting. As a whole group, discuss:
 - » *Do you think it is important for people to vote? Explain.*
 - » *How do people decide for whom to vote?*
 - » *What makes someone choose not to vote for a candidate?*
 - » *What are some things a candidate can do to win over voters, especially undecided ones?*
- > Organize students into groups of three or four students each.
- > Distribute the Student Note Chart.
- > Ask students to begin by reading the short article "The Founders and the Vote" and discuss the questions at the bottom in their groups.
 - » **Teacher Tip:** Circulate and help students understand Madison's argument for limiting the vote. Prompt them to consider what trends in the early 1800s would make this idea (largely accepted a few decades earlier) less popular.

ACTIVITY TWO: DEBATE (45 MINUTES)

- > Prompt groups to continue to Part Two of the Student Note Chart.
- > Review the electoral process for the selection of the president. Explain what happens if no candidate receives a majority of electoral votes (the top three candidates are voted upon by the U.S. House of Representatives, as decided in the Twelfth Amendment).
- > Give groups time to analyze the Electoral Map (1824) and the map showing the Votes of the House of Representatives (1824 Election) and respond to the questions.
- > Ask students:
 - » *How do you think voters reacted to the election of John Quincy Adams?*
 - » *Were the votes of the House of Representatives reflective of their constituencies? Why or why not?*
- > Explain that four years later, in 1828, Jackson's supporters actively campaigned throughout the nation.
- > Distribute two or three sources from the primary source packet to each group. Ask students to analyze their sources to determine what values were represented in the source (i.e., desire for infrastructure, support of war heroes). Analyze which voters would be drawn to the candidate based on this campaign source.
- > Share responses with the class. Ask groups to consider how each source would have appealed to new voters in the northern, southern, and western states.
- > Ask students to return to their Student Note Chart and analyze the 1828 Electoral Map.

ASSESSMENT OPTIONS

- > Students can research and compare campaign materials from 1828 with another election year, comparing and contrasting how candidates appeal to undecided voters.
- > Students can research campaign materials from John Quincy Adams's 1828 campaign to compare how the Federalists appealed to undecided voters.
- > Students can write a reflection answering the guiding question: *How did the expansion of eligible voters and the push to appeal to these voters affect the 1824 and 1828 presidential elections?* This should be a well-formed paragraph of six to eight sentences and include evidence from the notes and primary sources analyzed.

STUDENTS INTERESTED IN THIS TOPIC MIGHT BE INTERESTED IN RESEARCHING THE FOLLOWING FOR AN NHD PROJECT

- > The Era of Good Feelings (1815-1825)
- > The Corrupt Bargain (1824)
- > The Nullification Crisis (1832)
- > The Nineteenth Amendment (1920)
- > The Voting Rights Act (1965)

To access a PDF containing all of the sources and materials to complete this lesson plan, go to:

[NHD.ORG/250](https://www.nhd.org/250)

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RELATED RESOURCES

Closer Readings Commentary: Using Chronicling America to Tell a Fuller Story: How Historical Newspapers Represent Different Perspectives

<https://edsitement.neh.gov/closer-readings/using-chronicling-america-tell-fuller-story-how-historical-newspapers-represent>

Lesson Plan: Women's Suffrage: Why the West First?

<https://edsitement.neh.gov/lesson-plans/womens-suffrage-why-west-first>

Media Resource: Backstory: Give Us the Ballot from "LBJ and the Great Society"

<https://edsitement.neh.gov/media-resources/backstory-give-us-ballot-lbj-and-great-society>

Teacher's Guide: Commemorating Constitution Day

<https://edsitement.neh.gov/teachers-guides/commemorating-constitution-day>

STUDENT NOTE CHART

Article, "The Founders and the Vote"

Library of Congress

<https://www.loc.gov/classroom-materials/elections/right-to-vote/the-founders-and-the-vote/>

"In the Declaration of Independence, Thomas Jefferson wrote, "Governments are instituted among Men, deriving their just Powers from the Consent of the Governed."

But how would Americans consent to be governed? Who should vote? How should they vote? The founders wrestled with these questions. They wondered about the rights of minorities. In their day, that meant worrying if the rights of property owners would be overrun by the votes of those who did not own land. James Madison described the problem this way:

The right of suffrage is a fundamental Article in Republican Constitutions. The regulation of it is, at the same time, a task of peculiar delicacy. Allow the right [to vote] exclusively to property [owners], and the rights of persons may be oppressed . . . Extend it equally to all, and the rights of property [owners] . . . may be overruled by a majority without property . . .

Eventually, the framers of the Constitution left details of voting to the states. In Article I Section 4, the Constitution says:

The times, places and manner of holding elections for Senators and Representatives, shall be prescribed in each state by the legislature thereof; but the Congress may at any time by law make or alter such regulations.

Unfortunately, leaving election control to individual states led to unfair voting practices in the U.S. At first, white men with property were the only Americans routinely permitted to vote. President Andrew Jackson, champion of frontiersmen, helped advance the political rights of those who did not own property. By about 1860, most white men without property were enfranchised. But African Americans, women, Native Americans, non-English speakers, and citizens between the ages of 18 and 21 had to fight for the right to vote in this country."

Discussion Questions:

- > Consider the quote from James Madison. Why were some of the Founders reluctant to expand the right to vote?
- > Based on what you know of this time period, what trends in the early 1800s led to a push to expand voting rights to all white men (regardless of whether or not they owned property)?

STUDENT NOTE CHART (CON'T)

Part Two: Expanding the Vote and the Election of 1824

New State	Date Admitted
Ohio	March 1, 1803
Louisiana	April 30, 1812
Indiana	December 11, 1816
Mississippi	December 19, 1817
Illinois	December 3, 1818
Alabama	December 14, 1819
Maine	March 15, 1820
Missouri	August 10, 1821

Election Year	Percentage of Eligible Voters who Voted ¹	Percentage of the Overall Population who Voted ²
1824	26.9%	3.3%
1828	57.3%	9.58%
1832	57.0%	9.63%

Using the information above and what you already know about regional differences, consider who these new voters were. Where did they live? What were their lives like? What were their values? What issues mattered to them? Consider the social, political, and economic interests of these new voters.

Social Interests	Political Interests	Economic Interests

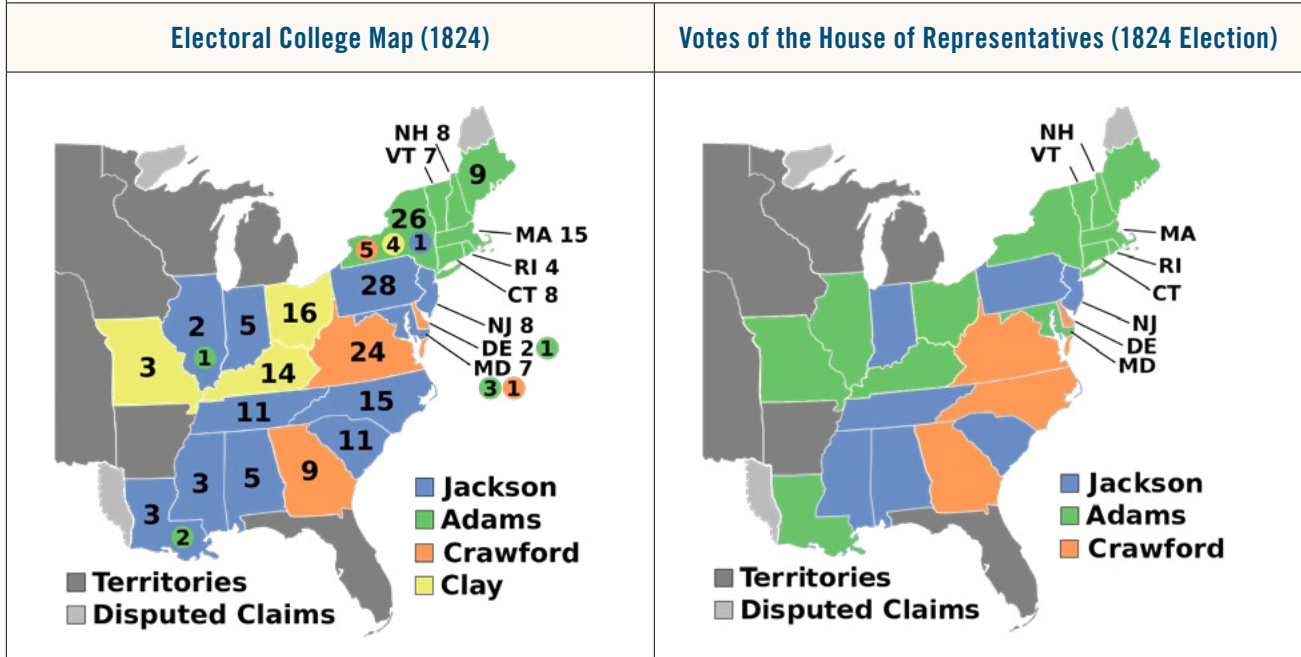
¹ "National Turnout Rates, 1789–present," United States Election Project, University of Florida, accessed March 6, 2023. <https://www.electproject.org/national-1789-present>.

² Aaron O'Neill, "Share of the Total Population Who Voted . . . in U.S. Presidential Elections from 1824 to 2020." Statista, accessed March 6, 2023. <https://www.statista.com/statistics/1140011/number-votes-cast-us-presidential-elections/>.

STUDENT NOTE CHART (CON'T)

Election of 1824

In 1824, four candidates ran for president: John Quincy Adams of Massachusetts, Henry Clay of Kentucky, William Crawford of Georgia, and Andrew Jackson of Tennessee. At the time, a candidate needed 99 of the available 131 electoral votes to win the presidency. In 1824, Jackson won the popular vote with 41% of the vote; however, neither he nor any other candidate garnered the 99 electoral votes needed to win the presidency. The U.S. House of Representatives voted to select the next president.



Which candidate(s) performed best in New England? Explain your answer.

Which candidate(s) performed best in the South? Explain your answer.

Which candidate(s) performed best in the West? Explain your answer.

STUDENT NOTE CHART (CON'T)

Election of 1824 (Con't)

Overall, which candidate performed the best? Explain your answer.

Which candidate was not considered for president by the House of Representatives in 1825? Explain your answer.

What happened to the majority of the states that Henry Clay won?

Did the representatives of each state vote the same way that their constituents voted? Explain your answer.

Why did Andrew Jackson and his supporters feel cheated by the results from the House of Representatives?

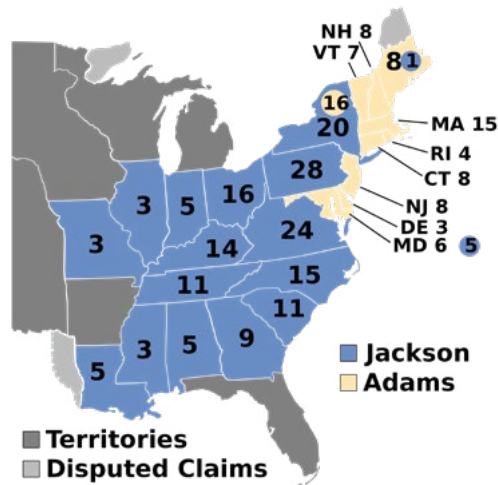
STUDENT NOTE CHART (CON'T)

Part Three: Election of 1828

By the 1828 election, the number of eligible voters in the United States had more than doubled. Roughly 3% of Americans were eligible to vote in 1824. By 1828, that number rose to nearly 10%.

The election between John Quincy Adams and Andrew Jackson was bitter, with mudslinging from both sides. While many of the attacks from each side were personal, Jackson used the Adams administration's record against him, branding Adams as an out-of-touch politician who did not understand the needs and values of the new American electorate.

Electoral College Map (1828)



What region(s) of the country supported John Quincy Adams for president? Explain your answer.

What region(s) of the country supported Andrew Jackson for president? Explain your answer.

What does Adams's lack of support across regions suggest about him as a candidate for president?

What does Jackson's broad support across regions suggest about him as a candidate for president?

PRIMARY SOURCE PACKET

Song lyrics, "The Hunters of Kentucky," 1824
History Matters, George Mason University
<https://historymatters.gmu.edu/d/6522/>

Historical Context: Farmers in the South and West supported the War of 1812. They wanted to end the British naval blockade, and they believed that British troops incited Native Nations in the West to attack frontier settlements. In this war, Andrew Jackson became famous as the general who won the Battle of New Orleans. Samuel Woodward wrote this song in 1824 (ten years after the battle). The song credits sharpshooters with winning the battle (when in fact, the battle was fought with infantry troops using artillery to attack). This song was used in Jackson's 1828 campaign for the Presidency.

"The Hunters of Kentucky"

Ye gentlemen and ladies fair, who grace this famous city,
Just listen, if you've time to spare, while I rehearse a ditty;
And for the opportunity conceive yourselves quite lucky,
For 'tis not often that you see a hunter from Kentucky.

Oh, Kentucky! the hunters of Kentucky.

We are a hardy free-born race, each man to fear a stranger,
Whate'er the game we join in chase, despising toil and danger;
And if a daring foe annoys, whate'er his strength and forces,
We'll show him that Kentucky boys are alligator horses.

Oh, Kentucky, &c.

I s'pose you've read it in the prints, how Packenham attempted
To make old Hickory Jackson wince, but soon his schemes repented;
For we with rifles ready cocked, thought such occasion lucky,
And soon around the general flocked the hunters of Kentucky.

You've heard, I s'pose, how New Orleans is famed for wealth and beauty
There's girls of every hue, it seems, from snowy white to sooty.
So Packenham he made his brags, if he in fight was lucky,
He'd have their girls and cotton bags in spite of old Kentucky.

But Jackson he was wide awake, and wasn't scared at trifles,
For well he knew what aim we take with our Kentucky rifles;
So he led us down to Cyprus swamp, the ground was low and mucky,
There stood John Bull in martial pomp, and here was old Kentucky.

A bank was raised to hide our breast, not that we thought of dying,
But then we always like to rest unless the game is flying;
Behind it stood our little force, none wished it to be greater,
For every man was half a horse and half an alligator.

PRIMARY SOURCE PACKET (CON'T)

They did not let our patience tire, before they showed their faces
We did not choose to waist [*sic*] our fire, So snugly kept our places;
But when so near to see them wink, we thought it time to stop 'em,
And 'twould have done you good I think to see Kentuckians drop 'em

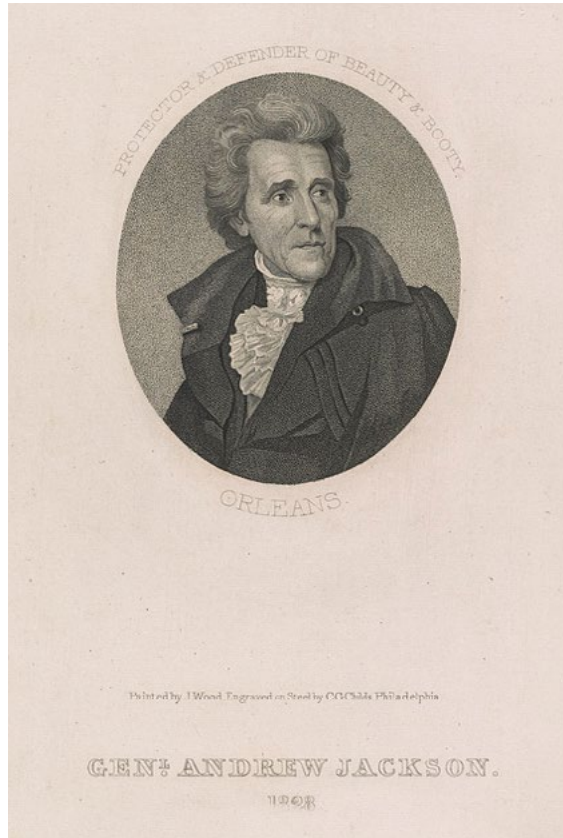
They found at last 'twas vain to fight, where lead was all their booty,
And so they wisely took to flight, and left us all our beauty,
And now if danger e'er annoys, remember what our trade is,
Just send for us Kentucky boys, and we'll protect your ladies.

What values are represented in this source?

What type(s) of voters might be persuaded to vote for Andrew Jackson when listening to this song?

PRIMARY SOURCE PACKET (CON'T)

Engraving, Joseph Wood, *Genl. Andrew Jackson, Protector & Defender of Beauty and Booty*, 1828
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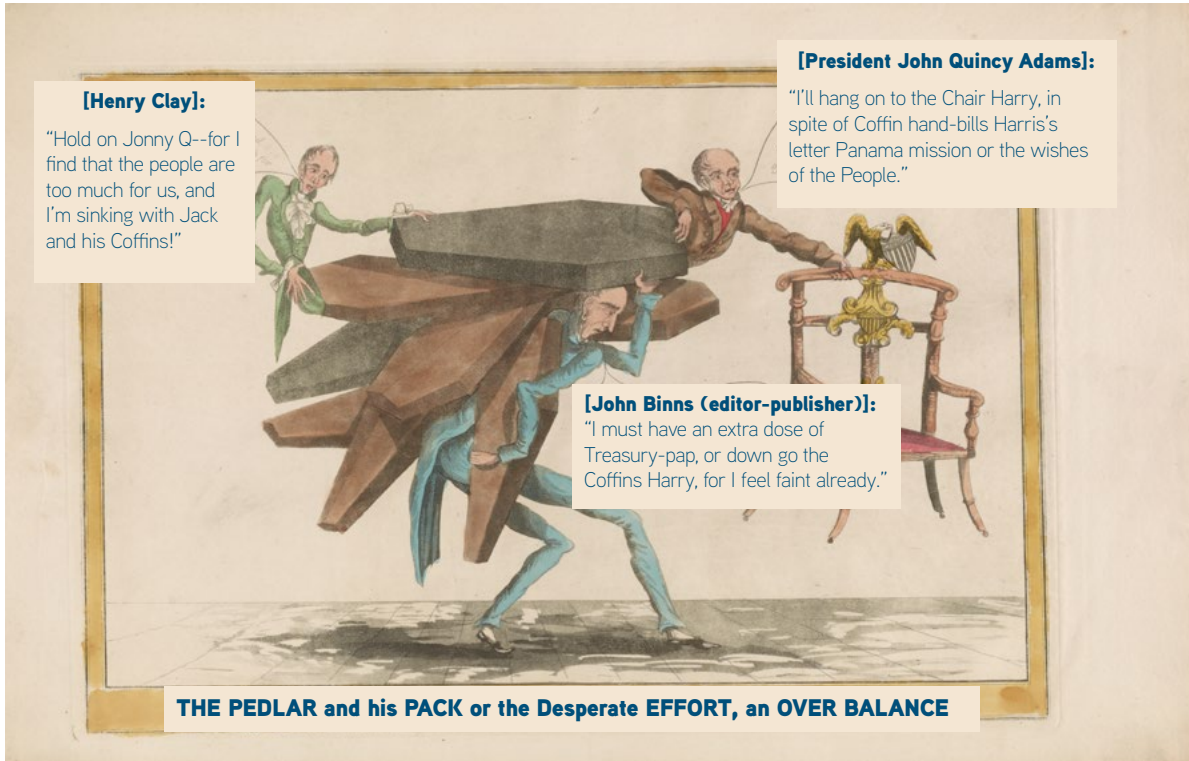


What values are represented in this source?

What type(s) of voters might be persuaded to vote for Andrew Jackson when seeing this image?

PRIMARY SOURCE PACKET (CON'T)

Political cartoon, *The pedlar and his pack or the Desperate effort, an overbalance*, 1828¹
Library of Congress (2008661735)
<https://loc.gov/item/2008661735>



What values are represented in this source?

What type(s) of voters might be persuaded to vote for Andrew Jackson when seeing this political cartoon?

¹The quotations and caption in the cartoon have been transcribed and the speakers identified.

PRIMARY SOURCE PACKET (CON'T)

Advertisement, *Jackson ticket. American system. Speed the plough, the loom & the mattock*, 1828
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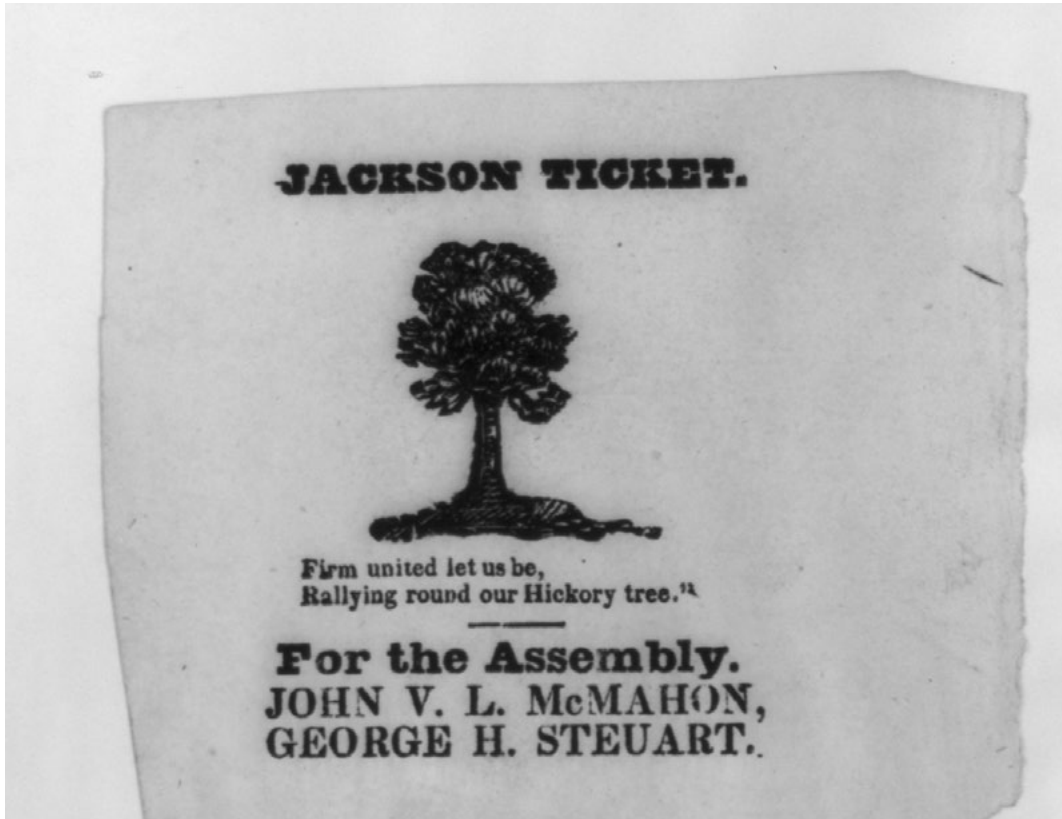


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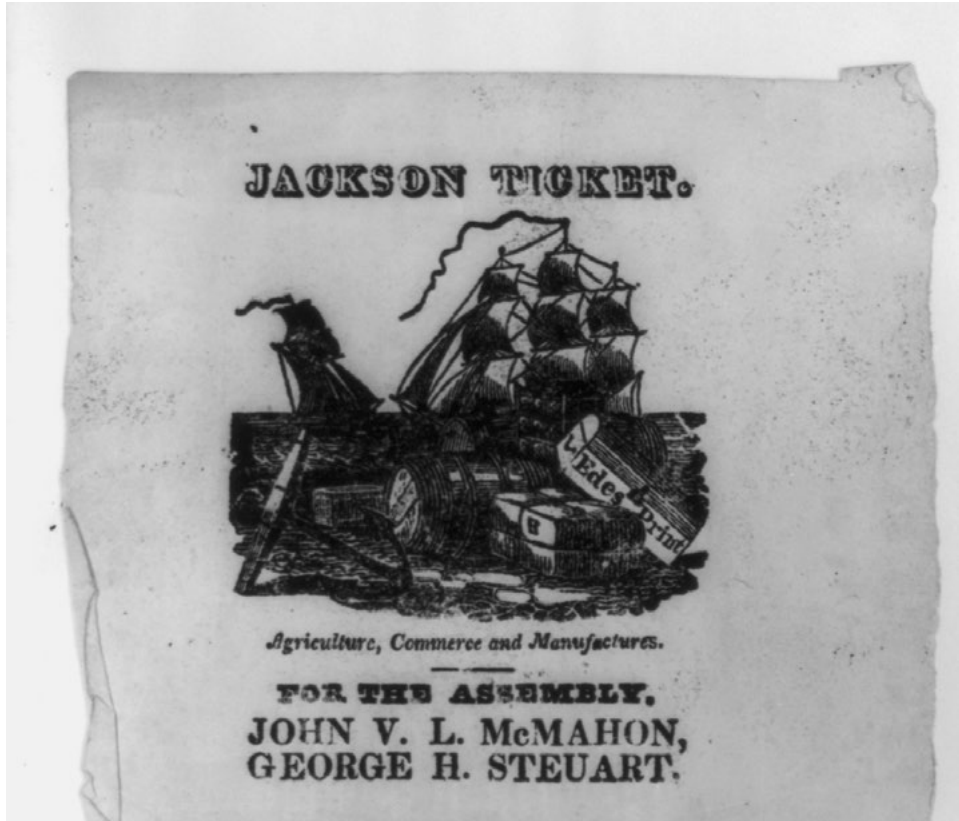


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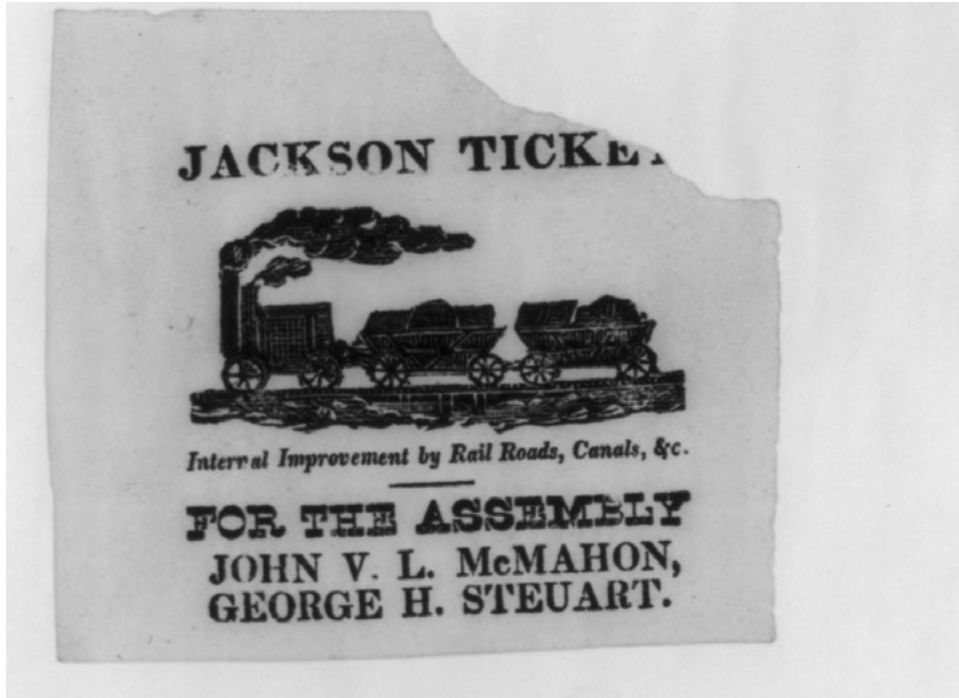


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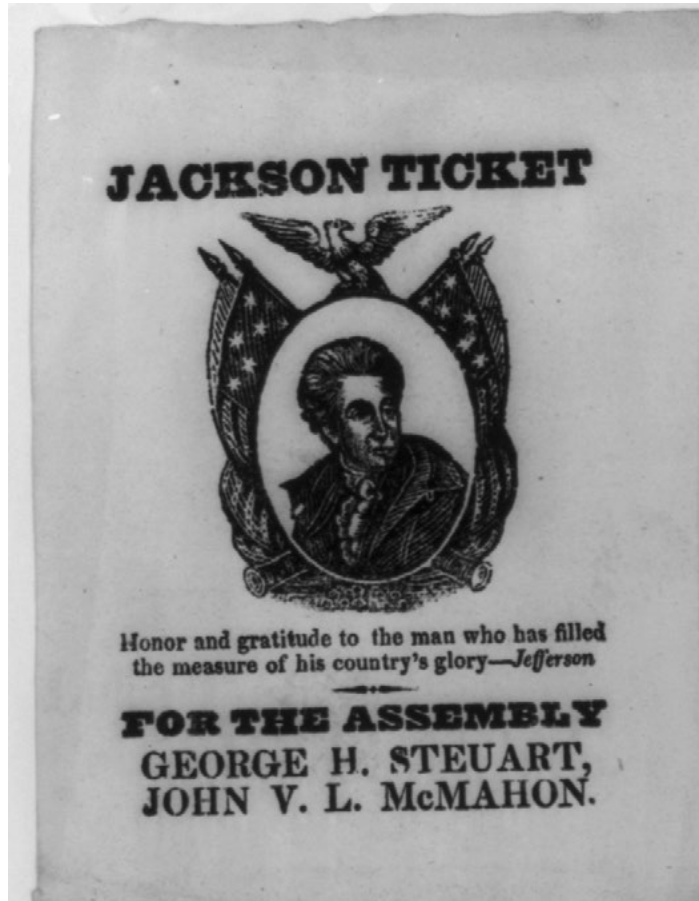
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Advertisement, *Jackson ticket*. Honor and gratitude to the man who has filled the measure of his country's glory--
Jefferson, 1824 and 1828

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