**The Treaty of Paris**

The Treaty of Paris was the official peace treaty between the United States and Britain that ended the American Revolutionary War. The British had surrendered after the Battle of Yorktown in October 1781, but the treaty was not signed until September 3, 1783, in Paris, France. John Adams, Benjamin Franklin, and John Jay had negotiated with Britain. Not only did the states get their independence; they also received all the land from the Appalachian Mountains to the Mississippi River. The treaty also made sure that citizens of the states who had remained loyal to Britain would not be punished.

**The Northwest Ordinance**

The Northwest Ordinance was enacted by the Confederation Congress on July 13, 1787. Conflict had occurred when states made overlapping claims to the land won in the Treaty of Paris. To avoid conflict and unite the states, the land was turned over to the national government. The Northwest Ordinance organized the land into territories and described how the territories would be governed and the steps a territory would take to become a state. This plan would continue to be used as the country expanded to the Pacific. Once land was organized into a territory, there were three steps for it to become a state. In the first stage, Congress appointed a governor, a secretary, and three judges to rule. The second stage allowed a territory that had 5,000 free adult, male inhabitants to elect an assembly and gave the territory one non-voting delegate to Congress. During the second stage, the territory drafted a state constitution which was required to have a bill of rights protecting religious freedom, the right of habeas corpus, and the benefit of trial by jury. Land was to be put aside for public education, and slavery was not to be allowed. The third stage was reached when the territory reached a population of 60,000. It could then submit its constitution to Congress for approval and ask to become a state.

**Articles of Confederation**

The Articles of Confederation served as the document that created the government of the United States from 1781 to 1789, when the Constitution was ratified. Due to their experience with the abuse of the powerful British government, the new states designed a confederacy of independent states with only a very weak national government. The Articles were written in 1776–77 and adopted by the Congress in November 1777. However, the document was not fully ratified by the states until March 1, 1781.

Congress had power to declare war, appoint military officers, negotiate a peace treaty, borrow money, coin money, and create a postal service. The national government could not tax and had no chief executive and no court system. During this time, the states were each busy drafting their own state constitutions.

**Shays’ Rebellion**

Shays' Rebellion occurred from August 1786 to February 1787 in western Massachusetts. Because taxes between the states had hurt the economy, the states began to tax land. Subsistence farmers could not pay these taxes, and uprisings like Shays' occurred in all thirteen states to fight to these taxes. Armed bands forced the closing of several courts to **stop** court decisions that forced the sale of farms when taxes had not been paid and sentenced people to jail for not paying taxes. In September 1786, Daniel Shays led several hundred men who forced the Supreme Court of Massachusetts to close. In January of 1787, Shays led a force of about 1,200 men who attacked a federal arsenal to steal guns to continue the fight. Shays' and his men were defeated and fled, but this rebellion and the others like it caused the states to attend the Constitutional Convention. At the convention a plan for a stronger national government that could prevent economic problems was created.

**The Constitutional Convention**

Motivated by severe economic troubles, which produced uprisings such as Shays’ Rebellion, a convention of delegates from each state except Rhode Island met in Philadelphia between May and September of 1787. The stated goal of the convention was to [amend](https://www.merriam-webster.com/dictionary/amend) the Articles of Confederation, but the delegates actually set out to plan a new form of government immediately. The delegates included many leading figures of the period, such as George Washington, who was elected to serve as the convention's president, James Madison, and Benjamin Franklin. Three major conflicts arose and were settled by compromise.

The first conflict concerned the representation of large states and small states. A plan known as the Virginia, or large state, plan provided for a two-house legislature with representation of each state based on its population. The New Jersey, or small state, plan provided for equal representation in Congress. A compromise, known as the Great Compromise, was reached that created a two house legislature with representation in the lower house based on population and equal representation in the upper house. All tax acts would have to start in the lower house.

The issue of whether slaves should count as population when deciding on the number of representatives a state would have in the lower house was settled by a compromise stating that three-fifths of the slave population should be counted. The issue of ending the importation of slaves ended with the agreement that importation would not be forbidden before 1808.

With these three major issues settled, the delegates finished the description of the legislative branch and described the executive and judicial branches and the relationship between the states and the federal government. The document then states that the Constitution is the supreme law of the land and describes the process by which it can be amended and the process by which it would be ratified.

Once the final decisions were made, the Committee of Style was appointed to polish the wording and arrange the articles which had been agreed to, and a stirring preamble was added. It was then sent to the printer and back to the convention to be signed. Ultimately, 39 of the original 55 delegates ended up signing, but it is likely that none were completely satisfied. Some demanded a bill of rights, and many states later ratified the Constitution only after it was agreed that a bill of rights would soon follow.

**The Constitution of the United States**

The Constitution of the United States established a new national government and fundamental laws and guaranteed certain basic rights for its citizens. It was signed on September 17, 1787, by delegates to the Constitutional Convention in Philadelphia. Under America’s first governing document, the Articles of Confederation, the national government was weak and states operated like independent countries. At the 1787 convention, delegates wrote a plan for a stronger federal government with three branches, executive, legislative and judicial, along with a system of checks and balances to ensure no single branch would have too much power. James Madison, Alexander Hamilton, and John Jay, wrote a series of essays to persuade people to ratify the Constitution. People who supported the Constitution became known as Federalists. Those who opposed it were called Anti-Federalists. The Anti-Federalists thought that the new Constitution gave too much power to the national government and did not have a bill of rights. Nine states were needed to ratify the Constitution.

With the promise of a Bill of Rights, the Constitution was adopted. In June 1788, New Hampshire became the ninth state to ratify the document. All states eventually did, the last being Rhode Island in May 1790.

**The Bill of Rights**

In 1789, Madison, then a member of the newly established U.S. House of Representatives, introduced amendments to the Constitution. In September 1789, Congress approved the amendments and sent them to the states for ratification. Ten of these amendments, known collectively as the Bill of Rights, were ratified and became part of the Constitution on December 10, 1791. The Bill of Rights guarantees individuals certain basic protections as citizens, including freedom of speech, religion and the press; the right to peaceably assemble; the right to bear and keep arms; protection from unreasonable search and seizure; and the right to a speedy and public trial by an impartial jury. For his contributions to the drafting of the Constitution, as well as its ratification, Madison became known as “Father of the Constitution.”

**George Washington is inaugurated.**

The inauguration, or formal swearing in, of George Washington as the first President of the United States on April 30, 1789, marked the beginning of a new era.

He made the **trip to New York from Virginia** in a carriage and was **met by crowds at every stop**. On many nights, he had to attend **dinners** hosted by local dignitaries. A large crowd greeted him in Philadelphia, and his **arrival in New York** was **a massive public event**.

Washington was ferried in an **elaborately decorated barge** from New Jersey **across** the **Hudson** River to the island of Manhattan. **Cannon**s that guarded the southern tip of Manhattan were **fired in salute**. When he landed, a **military parade** accompanied Washington, along with city and state officials, to the mansion rented as the **President's House**. **Citizens lined the route**, **flags** and **banners** were displayed from buildings, and **bells were rung**.

The Inauguration was on a Thursday. Washington chose his **clothes** carefully. Though **known as a soldier**, Washington **did not wear a uniform**, to show that the **presidency was a civilian positio**n. He also made sure his clothes were **made in America**, not Europe. At noon, **another military parade** accompanied Washington and other officials through the streets **to Federal Hall**, the building where **Congress met**. The basic **format** of this first inauguration more than 225 years ago set a **precedent**, meaning that it has been **repeated by every president** since.

Washington **passed through a formation of soldiers** to enter the building and was **introduced to both houses of Congress**. He took the **oath** of office on a **large open porch** on the front of the building so that the ceremony could be **viewed by the public** . The **Chief Justice** of the Supreme Court of New York **administered the oath** of office, since the Supreme Court of the U.S. did not exist until Washington got into office and appointed the justices.

After the oath, the Chancellor **proclaimed him THE PRESIDENT OF THE UNITED STATES** and **13 cannons were fired in salute**. The **president bowed** to the people then re-entered the building with the members of Congress and went to the Senate Chamber to **deliver the first inaugural address**, a short speech written by James Madison. Finally, Washington, Adams, and the Congress **walked** to St. Paul's Chapel to attend a **church service**, after which Washington **went home**. The citizens of New York, however, continued celebrating. That **night** there were **fireworks** throughout the city

**Hamilton financial plan is presented to Congress**.

The biggest problem facing the **new government** was that, due to the Revolution, the federal government **owed a huge debt of $54 million** and the **states owed** another **$25 million**. Money issued by the Articles of Confederation was worthless, and **no one would lend the new government money**. So in 1790, **Treasury Secretary** Alexander **Hamilton** designed a **three part financial plan**.

**First**, he proposed that the **government** take **responsibility** for not only its **own debts** but also the **states'**. **States that had already paid their debts**, like Maryland, Pennsylvania, North Carolina, and Virginia, saw **no reason** why they should be **taxed to pay off the debts** of other **states who had not**. Others thought it was **wrong** that **speculators** who had **bought bonds** from Revolutionary War veterans for as little as **10 or 15 cents on the dollar** would **now be rewarded** when the veterans themselves had suffered. James **Madison** and Thomas **Jefferson** engineered a **compromise**. Southerners would **support the plan** if the national **capital** was moved from New York City to the border **between** two southern states, **Virginia and Maryland**.

Hamilton's debt program was a remarkable success. By demonstrating Americans' willingness to repay their debts, European became very willing to loan large amounts of money to the new nation.

Hamilton's next objective was to **create a Bank** of the United States, modeled after the Bank of England. A national bank would **collect taxes**, **hold government funds**, and **make loans**. Critics worried that the bank would not be run by elected representatives and that money would be **loaned only to large corporations in the North**. Others, led by Jefferson and James Madison, said that a national bank was **unconstitutional** because the **Constitution did not specifically give Congress the power** to create a bank. They believed in **strict construction** of the Constitution. **Hamilton** argued that Congress had the power to create a bank because the Constitution granted the federal government the **power to do anything "necessary and proper"** to **carry out** its constitutional **duties**, like **collecting taxes and borrowing and coining money**. In 1791, **Congress** **passed** a bill creating a national bank for a **term of 20 years**.

Finally, Hamilton **proposed high tariffs** to raise money. The tariffs would also **protect American industry** by **making goods imported** from other countries **more expensive**. Thomas **Jefferson** believed that the **bank** and the **tariff** were designed to steer the United States toward an **industrial** **future**, which challenged the vision of **America as a nation of farmers** who **gained personal freedom** by **owning land**. A **member** of New York's first **antislavery society**, **Hamilton** wanted to **reorient the American economy away from the slavery** and trade with Britain that was such a large part of American agriculture.

**Washington sends 13,000 troops to suppress the Whiskey Rebellion.**

The Whiskey Rebellion was an **uprising** of **Backcountry** **settlers** rebelling **against tax** on **whiskey**. Alexander **Hamilton**, **secretary of the treasury**, had **proposed** the tax to raise money for the **national debt.** It was the **first tax** the national government ever charged **on business within** the **United States**. **Subsistence farmers** of the Backcountry **made**[**whiskey**](https://www.britannica.com/topic/whiskey) because it was **easier to transport** out of their **mountain** farms and was **very valuable**, as they were immigrants **from Scotland and Ireland** where the **craft originated**. They **traded** it for **goods** they **needed** but **could not produce themselves**, such as **bullets, guns, and tools**. These farmers **protested** the tax by **attacking tax officials** who attempted to collect it. **Three years later**, Congress **passed laws** designed to **strengthen enforcement** of the tax, which touched off a **more organized rebellion**. In July of 1794, about **500** **armed** men attacked and **burned the home** of **a tax official**, causing President  George **Washington** to issue a proclamation **ordering the rebels to return home** and **calling for militia** from Pennsylvania, New Jersey, Maryland, and Virginia. A **15-member committee** representing the **rebels** **unsuccessfully** **tried to negotiate** with **Washington**. Then Washington **ordered 13,000 federal troops** into the area. The **rebels melted away** back into the **Backcountry** and **no battle** ensued. Only **two** had been caught. Both were **convicted of treason**,  but Washington **later pardoned** them. Members of the new **Democratic Republican** Party led by Thomas Jefferson feared the overwhelming use of force might be the **first step** toward a **dictatorship**. **Federalists**, however, were glad to see that **federal law** was **enforced**

**Washington publishes his Farewell Address**.

In early 1796, President George **Washington** decided **not** to **seek** **reelection** for a **third term** and began drafting this farewell address to the American people. The address went through **numerous drafts**, in large part due to **suggestions** made by Alexander **Hamilton**. In his **32-page handwritten** **address**, Washington offered **advice to** the **new nation**. He advised American citizens to **view** them**selves** as **one unit**, to **avoid dividing** into separate **political parties** or associating themselves with one particular **region** of the country. He also warned the nation to be **wary of alliances** and **treaties** that **tangled** them in the **affairs** of **European nations**. The address was **printed** in Philadelphia’s *American Daily Advertiser* on September 19, **1796**.

**John Adams defeats Thomas Jefferson to become president.**

The election of **1796** marked the **beginning** of the **political party system** in the United States. In the elections of 1789 and 1792, George **Washington**, who was **not associated** **with** any **political party**,  won **unanimous support**. But during his presidency a **strong political divide** had **formed** around Alexander **Hamilton's** **financial plan**, the **French Revolution**, and the **war between Britain and France**. **Hamilton** and others who favored **a strong central government** formed the **Federalist** Party. Their opponents, favoring **states’ rights**, rallied around Thomas **Jefferson** and formed the **Democratic-Republican party**. In 1796, the **Democratic-Republicans chose Jefferson** and the **Federalists nominated Vice Pres. John Adams** as presidential candidates. The election was closely fought. The result was a **narrow victory for Adams**, who won **71** electoral votes to **Jefferson’s 68**. **Adams** swept the **northeast**, while **Jefferson** won much of the **south** and **west**. At the time, the Constitution stated that the **candidate** with the **second highest** total of **votes** would become **vice president**. This resulted in the very **uncomfortable situation** of **Jefferson** being **Adam's vice-president!** This was changed by **changed** in 1804 by the **Twelfth Amendment**.  The Federalist Party, due to its support in the **more heavily populated north**, **also won** the **majority** of seats in the **House** and had the majority in the **Senate**. This control of the Presidency, the House and the Senate **tested** the **protection** provided by **checks and balances**.

**The Alien and Sedition Acts are passed.**

**During the war between Britain and France, the United States attempted to stay neutral and continued to trade with both nations. Neither Britain nor France, however, accepted this neutrality as both saw the trade as supporting their enemy. Both nations thus attacked U.S. ships trading with their enemy. President John Adams sent ambassadors to France in 1797 to negotiate a treaty to stop these attacks. The French foreign minister refused to meet with the them. Instead three French agents met with them and suggested that a $250,000 bribe to Tallyrand and a $10 million loan to France, who needed money due to the war, would gain them a chance to negotiate. The U.S. ambassadors, instead of accepting this suggestion, made it public in the United States. Federalists, who sided with Britain in the war, developed the slogan "Millions in defense, not one cent for tribute!" The Congress then funded the growth of the navy to fight the attacks instead.**

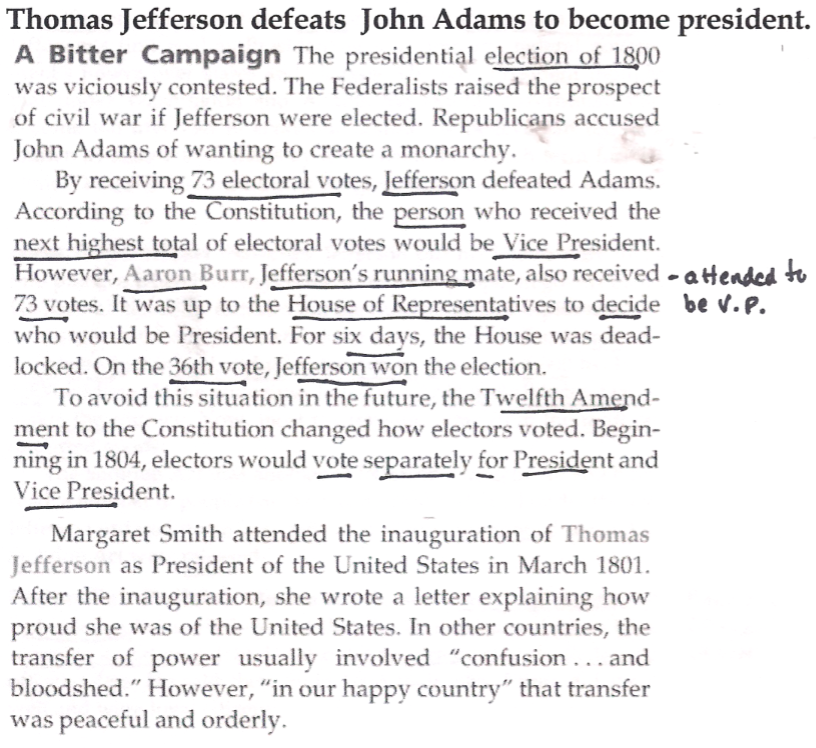
**War with France** seemed **certain**. Federalists saw **Democratic Republicans** who continued to **support** the **French** as being **treasonous** in their **lack of support** for this **war**. In **1798**, the Federalists, who had **the majority in both houses** of Congress, sought to **prevent Democratic Republican support** for a nation they saw as the **enemy** by passing the Alien and Sedition Acts.

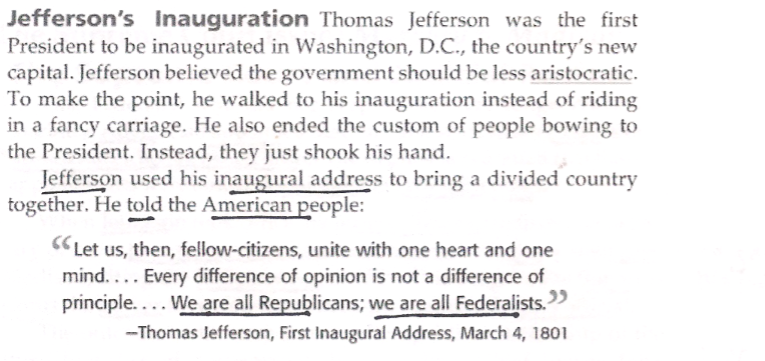
The **Alien Acts** were aimed at **immigrants** whose **numbers** were regularly **adding** to the number of **Democratic Republicans**. These laws **lengthen the time** it took to **become** a **citizen** from **5 to 14 years**, thus **preventing immigrants** from **voting**, and allowed the **president** to **detain and deport** any **immigrant** **he determined** was **dangerous**, with **no trial** held. The **Sedition Act** made **illegal** to **publish writings** that encouraged **opposition** to any **acts** of the **Congress** or the **president**, saying **such ideas aided** the **enemy**. **Democratic Republicans** declared these acts were **unconstitutional**. They were **supported in courts** ruled by **judges** who had been **nominated by** a **Federalist president** and **approved** by a **Senate** controlled by a **Federalist** **majority**. Jefferson and Madison led the **states of Virginia and Kentucky** in passing **resolution** saying the two states **refused** to allow these unconstitutional acts **to** be **enforce**d in their states. The threat of war began to pass, and opposition to these **laws caused** the **Federalists** to **lose support** and the **Democratic Republicans** to **gain support**, leading to the **Democratic Republicans** **taking control** of **both houses of Congress** and the **presidency** in the **Election of 1800** and thus being **in** a **position** to **repeal** **both acts**.

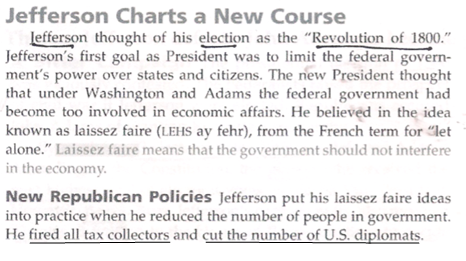
**The French Revolution begins.**

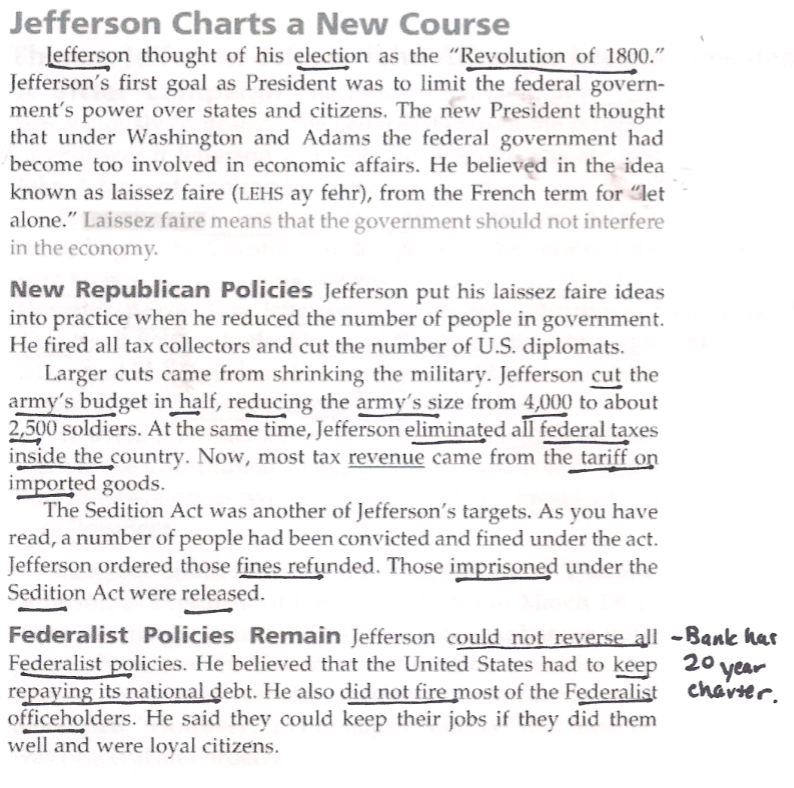
The French Revolution was a period of time in France when the people overthrew the monarchy and took control of the government. The French Revolution lasted 10 years from 1789 to 1799. Before the French Revolution, the people of France were divided into groups called "Estates." The First Estate included the clergy (church leaders), the Second Estate included the nobles, and the Third Estate included the common people. Each group had an equal voice in decisions though the people were 98% of the population. The Third Estate paid all the taxes, while the nobility lived lives of luxury. The rebellion began when the Third Estate created its own legislature, the National Assembly, declared this legislature to be the ruling body of France and wrote the Declaration of the Rights of Man. Revolutionaries seized guns from the army and then stormed a prison called the Bastille in the center of Paris, where gunpowder was stored. Other nations of Europe, which were all monarchies, went to war with France to end the revolution so it would not affect their nations. Believing that the nobility of France were aiding these nations, revolutionary leaders led by Robespierre suspended the rights of the people. Robespierre started what is known as the Reign of Terror, which lasted from 1793 to 1794, to stamp out the nobility's opposition to the revolution. 20,000 people suspected of treason were arrested and executed by guillotine, including the French king and queen. The general Napoleon led France in defeating the other countries of Europe , **but** the revolution came to an end 1799 when he overthrew the revolutionary government and **established** the French Consulate with himself as leader. The French Revolution completely changed France, ending the French monarchy, the nobility's control of the land, and the political power of the Catholic church. It brought new ideas to Europe including liberty and rights for the common man, the abolishment of slavery and the rights of women. Although the revolution ended with the rise of Napoleon, the ideas and reforms did not die.

**Thomas Jefferson defeats John Adams to become president.**

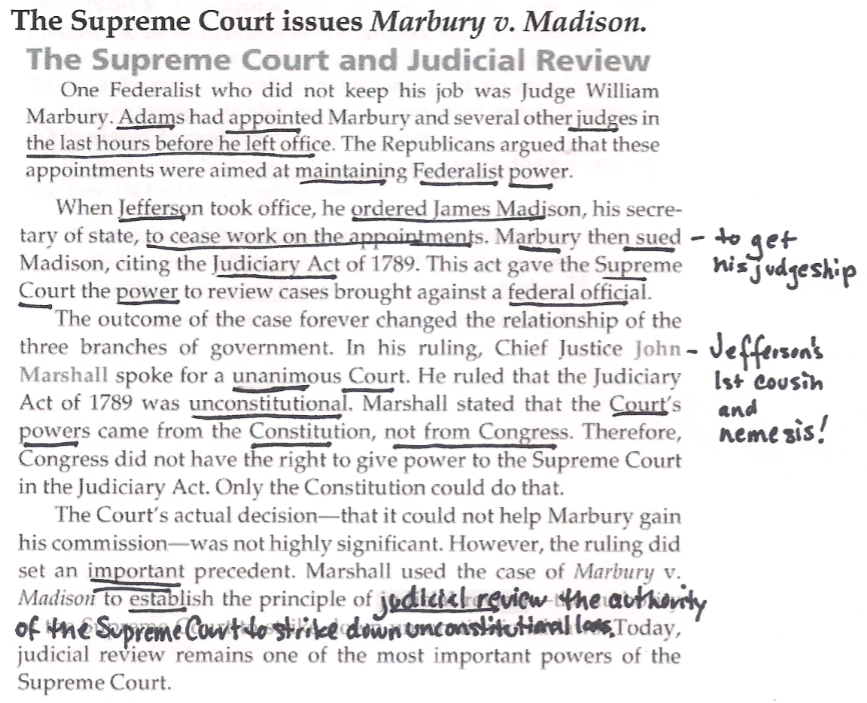
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**The Supreme Court issues *Marbury v. Madison*.**

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**The Louisiana Purchase is made by Jefferson.**

By **1800**, more than **one million** settlers **lived** **west** of the **Appalachian** Mountains. **Most** were **farmers**. Because there were few roads in the west, these farmers **relied on** the **Mississippi** River to **transport** their **goods**. Goods were shipped down the river to the **port** of **New Orleans**, where they were transferred from **flat-bottomed river barges** to **deep-hulled, ocean-going ships** that carried the goods to customers in eastern cities. **Spain controlled New Orleans** and thus the Mississippi River. It had several times threaten to close the port to American ships. To prevent this, the United States negotiated a **treaty** with Spain in 1795 that, in part, **guaranteed** them the right to **use the port.** However, in 1801, as part of negotiations with France designed to prevent Napoleon from conquering Spain, **Spain** had had to **give** **France** both **New Orleans** and all of the **Louisiana** territory west of the Mississippi.

**Westerners demanded war** to secure their rights to the port. **Jefferson** instead **decide**d to **offer** to **buy** the port from France. In 1803, James Monroe was sent to negotiate the deal along with the current American ambassador to France.

Events in France, made it more likely that France would accept this offer. War was looming against Britain again, and Napoleon **needed the money** for the war effort. Also, , France had recently lost control of the island of Haiti, which they **would have needed to defend Louisiana** if America did go to war. So **Napoleon** **offered** to **sell** not only New Orleans **but** the **entire Louisiana territory** for **$15 million**, or **4 cents per acre**!

Monroe **agreed immediately**, not waiting the months it would take to send word back to Jefferson to get approval. This was an **amazing deal**. It gave the United States **control** of not only **New Orleans** but the **entire Mississippi River** and **doubled the size of the United States**. The region had **millions of acres of fertile farmland** and many other natural resources.

Jefferson did have a problem. The Constitution did not specifically give the President power to buy land, and the Democratic Republicans believed in a strict interpretation of the Constitution. In the end, Jefferson avoided this problem by presenting the deal as a treaty between the United States and France. The Senate quickly approved the "treaty," and both houses of Congress quickly passed a bill approving the payment.

**The War of 1812 begins.**

In 1809, **two things** were **causing tension** with **Britain**. Britain still had not left its forts in the Northwest Territories, as it continued to **trade** **with Natives** there for furs. The British often **paid for the furs with weapons**. and these weapons were **used** by Natives **to attack American settlers** who were moving in increasing numbers into what the Natives considered their territory. The British had also **continued to impress American sailors** on the Atlantic during their continuing war with France.

Many Americans thought their **country's honor was at stake**. This feeling of nationalism was strongest in the West and South, so the **representatives** from these two regions joined together in Congress to **call for war**. They were called the **Warhawks.** **New England** **opposed** war with Britain, as it would **destroy trade**, but united the **West and the South** had the **majority** in the House and Senate, and the Congress declared war on Britain in June 1812.

**Britain** was **struggling** to **defeat** France's **Napoleon** in Europe, **but** the **Native** Americans would **fight** **with** the forces **Britain** did have in America. Also, the very powerful British navy was **able** to immediately **send 135 ships** to **blockade** **America's coast**, stopping all trade, which hurts the American economy and prevented supplies and help from reaching the United States. And the **United States** was **unprepared**, as Jefferson had reduced the size of the American military, which had only **16 warships** and less than **7,000 men** in its **army**.

During the **first half** of the war, the United States took **pride** in **four victories**. The outstanding shipbuilders of New England produced the warship, the ***U.S.S. Constitution***, which **defeated** the **British warship** the *Guerriere.* *The Constitution's* cannon tore down two of the *Guerriere's*  masts, and it earnedthenickname "Old Ironsides" because the British could not pierce its hull with their canon. The U.S. won another "sea" battle when **Oliver Hazard Perry** **defeated** a **British fleet** on **Lake Erie,** allowing **U.S. troops** to **cross the lake** and **invade Ontario**, where they **defeated British and Native forces**. Finally, future president Andrew **Jackson** **defeated** **Native** forces **in** the **South** in the bloody Battle of Horseshoe Bend.

But after the **British** **defeated** **Napoleon** in Europe, they were able to **turn** their **full** military **attention** on the war in **America**, **sending** even **more** **battleships** and finally **troops**. They immediately took symbolic aim at the brand new capital city, **Washington, D.C.** They are easily able to land troops, march right into the city and **set fire** to several buildings, including the White House. **Americans** are **shocked** and **embarrassed** by their army's inability to defend the capital.

The British then **turned north**, clearly intending to **head for** **Philadelphia** and **New York City**. They have taken the war out of the west and into the region that most opposed it. On their way north, they attacked Fort McHenry, which guarded Baltimore, Maryland. The Poem "The Star Spangled Banner" was written by Francis Scott Key, describing the night American troops held back a British attack on the fort. The poem was later turned into America's national anthem.

The **British** were **tired of war**, having spent years at war with France, and **offered** a **peace treaty** that returned **both nations** to their **previous status**. The two nations signed this treaty in December of 1815. A famous battle, though, occurred **two weeks after the treaty**, as **news did not reach** the opposing forces in New Orleans, where Andrew **Jackson** won a **stunning victory** over the British army and navy, **stopping** their attempt to **invade** **New Orleans** and take control of the Mississippi.

**The Monroe Doctrine is issued.**

**Pride** in the **victories** America had won **against** the **British** drove **American** **confidence** to **new heights**. **France** **no longer** held land **on** the **continent** after the Louisiana Purchase, and Britain had defeated Napoleon. Spain, which had been napoleon's ally, was also defeated by Britain and had begun to lose control of its colonies in the Americas. Inspired by the American and French revolutions, **Spain's colonies** were rebelled and one by one **won** their **independence**.

**Other nations** **in Europe**, including France and Russia, indicated they would help Spain regain its **colonies**. **Britain** **suggested** to the **United States** that they issue a **joint statement** that they would **protect** the **freedom** of these **new countries**. **John Quincy Adams**, President James Monroe's **Secretary of State**, **suggested** that the United States **issue** this declaration **alone**, as he believed that the United States would **look like only a junior partner** in a joint statement.

In his State of the Union address to Congress in 1823, **President Monroe announced** what is known as the **Monroe Doctrine**. The Monroe Doctrine States that the **United States** would **not allow** **European countries** to **create new colonies** in the **Americas** or interfere in any way with the newly free nations in Central and South America. The United States would consider any attempt to do so "dangerous to our peace and safety." This statement, backed by the powerful British navy, increased America's influence in the region and thus the world.

**Andrew Jackson begins a new era in the presidency.**

Andrew **Jackson** was born into a **Scots Irish**, **subsistence farm** family the **Backcountry** on the border between North and South Carolina. His father died before he was born, and his mother and both brothers died during the Revolutionary War, leaving him **orphaned** with no family at all in the United States **by the age of 14**. But he rose to **become** a **hero in the War of 1812**, and ran for the **presidency** in 1824.

Though he **received** the **most** **popular votes** and the most **electoral college** votes in the election, he **did not receive** a **majority**. There were actually **4 candidates splitting the vote**. The nation was divided into three regions. **Jackson** had run as a candidate from the **West**, William **Crawford** ran as candidate from the **South**, and **John Quincy Adams** ran as a candidate from the **North**. Henry **Clay**, of **Kentucky**, was the **Speaker of the House**. He greatly **disliked** the **aggressive** **Jackson**, thinking such a man was **unfit** for the **presidency**. He **entered the race** to further **divide** the **vote**. This caused the election to be **decided** by the **House** of Representatives, which **he controlled**. He **told his supporters** to **vote for Adams**, **who won** the election on the first vote.

**Jackson** was **furious**. His **supporters** were the **majority** once the **newly elected representatives** took their seats in Congress, and he **directed** **them** to **block** all **ideas** presented by **Adams** throughout his presidency.

**Jackson set out** to win the **next election** in **1828** and permanently **changed presidential elections** with his methods. Voting rights had expanded and for the **first time** a candidate actually **campaigned** for the **votes** of the **common man**. He **traveled** extensively, had his organizers hold **rallies** and **parties with bands** and **speeches**, and **printed posters** of himself as **the war hero** as **advertisements** to gain public support. As a result, **three times as many voters** voted in 1828 as had in 1824! Jackson **easily won**, calling it a victory for the "common man."

**Twenty thousand** crowded **into** and around the **White House** for a reception **after** his **inauguration**. **Jackson** was **almost crushed** by the crowd, escaping with the help of a slave through a secret servants' door. **Furniture** was **broken**, **drinks** were **spilled**, **rugs** were **spoiled**, and **thousands** of **dollars** in **glassware** was **broken**. His supporters saw it as a **victory for popular sovereignty**. Jackson would greatly increase the power of the president, **casting** the **president** as the **champion** of the **people**.