

# THE ELECTION OF 1828

**A re-creation of the 1828 presidential campaign  
involving Andrew Jackson and John Quincy Adams**

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## What did each candidate in the election of 1828 symbolize?

Any student of modern politics recognizes that when voters go to the polls they choose a candidate after considering factors as diverse as the candidate's sex, age, geographical roots, language use, and personal morals. Yet when students study past elections, particularly as these elections are treated in most textbooks, they are sometimes led to believe that these historical contests were decided entirely by debates over issues.

The election of 1828 was a battle between two personalities—John Quincy Adams and Andrew Jackson—who became symbols. This re-creation emphasizes this conflict between political types. When students finish this study, they should be able to examine any election, past or present, and make distinctions between a candidate's personal traits and personal stand on issues.

Through participating in this re-creation, students should be able to accomplish the following:

### **Knowledge**

1. Become familiar with the candidates in the 1828 election with particular understanding of how these men symbolized American social forces
2. Understand the issues debated in the 1828 election

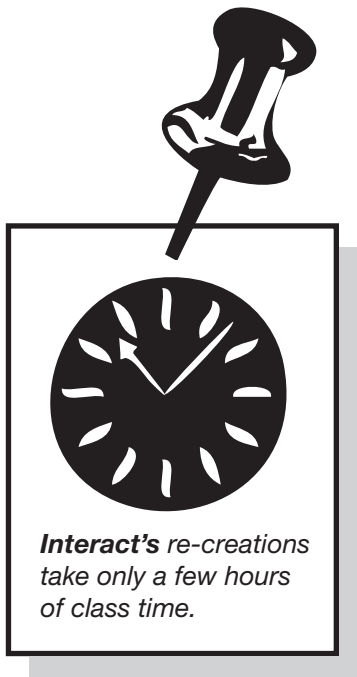
### **Attitudes**

1. Appreciate that while candidates may change, parallels may be found between attitudes and personal traits of historical candidates and modern candidates
2. Become aware of the manner in which a person's interests influence the way he or she votes
3. Be convinced that it's necessary to make a distinction between a voter judgment on issues and one based on personality

### **Skills**

1. Practice note-taking while reading and listening
2. Organize and present arguments which appeal to the personal concerns of a particular individual
3. Relate the issues of the past to present political controversies

## OVERVIEW



Three class periods are needed for this re-creation.

### Hour 1

Students first complete the CANDIDATE SURVEY. Then factions of National-Republicans, Democratic-Republicans, and uncommitted voters are established and students are selected to role-play candidates and campaign managers. Next students read the Background Essay in the Student Guide and begin to use this essay to record specific details for the six campaign issues on the Party Position Outline (see page 7 of the Student Guide).

### Hour 2

This hour's main purpose is for candidates' speeches and questions for the candidates from opposing and uncommitted factions. As students continue to gather specific information from the speeches and questioning, they add this information under the appropriate question on the Party Position Outline. After the speeches and questioning, members of the uncommitted faction "introduce" themselves, using as a guide their answers to Identity Questions on page 6 in the Student Guide. Members of the opposing faction then have an opportunity to win over members of the uncommitted faction.

### Hour 3

This hour begins with party members displaying posters, passing out campaign literature, making general ballyhoo for their candidates, and striving one more time to win over members of the uncommitted faction. Then the balloting takes place, and the results are announced. Students next divide into small groups to discuss the debriefing questions in the Student Guide. (The debriefing may be followed by objective and

essay tests, if so desired. Optional follow-up activities also are available for a fourth hour of instruction.)

**OLD HICKORY**  
STRONG AND DEPENDABLE...  
LIKE A TOUGH OLD HONEST TREE

## SETUP DIRECTIONS



**Note:** You will not need to duplicate the bulleted items the first time you use this re-creation, for Interact has given you different colored handouts for those students playing roles and a class set of the CANDIDATE SURVEY. If you choose to give the UNIT TEST—an optional activity—you will have to duplicate it. All other necessary items are in the Student Guide.

You may wish to choose candidates and their campaign managers one or two weeks before you use the re-creation. If you do, the key roles will have time to do extra research and plan their campaign posters and songs.

1. **Handouts** See note at left the first time you use this re-creation. For subsequent classes, duplicate the number in parentheses, using the masters in this Teacher Guide.
  - JOHN QUINCY ADAMS HANDOUT (two: one for Adams; one for his campaign manager, five pages, back to back)
  - ANDREW JACKSON HANDOUT (two: one for Jackson; one for his campaign manager, four pages, back to back)
  - NATIONAL-REPUBLICAN CAMPAIGN MANAGER HANDOUT (one for campaign manager: one page)
  - DEMOCRATIC-REPUBLICAN CAMPAIGN MANAGER HANDOUT (one for campaign manager: one page)
  - CANDIDATE SURVEY (class set: one page)

**Optional:**

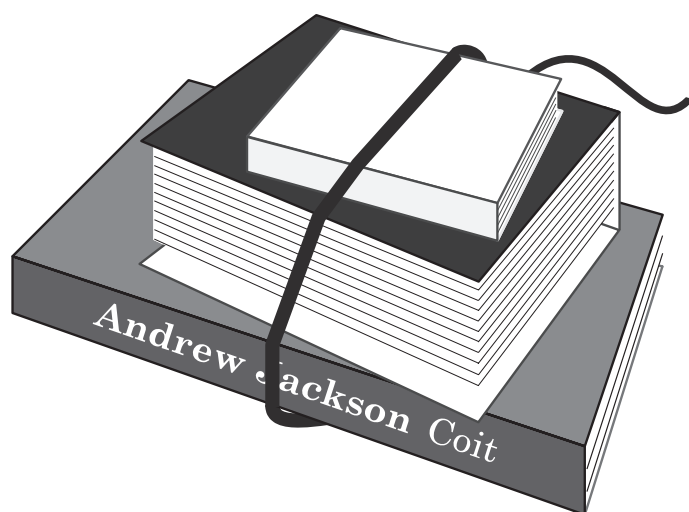
  - \* UNIT TEST (class set: two pages, back to back)
2. **Dividing the class into supporters and uncommitted**
  - a. You should divided the class into thirds: one-third, National-Republicans; one-third, Democratic-Republicans; one-third, uncommitted. It is important to have an equal number in the two parties. If the class cannot be equally divided, assign the “extra” students to the uncommitted faction. For instance, in a class of 32 you might have 10 National-Republicans, 10 Democratic-Republicans, and 12 uncommitted.
  - b. It is important that you pick faction memberships rather than allowing students to group themselves into factions. You can thus assure that each faction has students with appropriate skills and talent. (Remember artistic and even musical talent can be useful to both of the political parties.)
  - c. A particular word about the uncommitted faction: If possible, the students in this faction should all be imaginative enough to understand the relationship between their roles and their interests as voters.
  - d. You should choose the students who will play Adams, Jackson, and their campaign managers. Candidates should be persons who like to speak, who will conscientiously rehearse their speeches, and who will add some of their own touches. Campaign managers need to be good organizers who can delegate work within the faction, keep track of the faction’s efforts to win over the uncommitted, and generally take charge.

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Consider seeing your friendly school librarian so that she/he will set up *THE ELECTION OF 1828 RESERVE SHELF* just for your class.

Certain students—the one playing Andrew Jackson, for example—just might go to scholarly works such as Margaret Coit's biography in order to “flesh out” his/her character.

# DAILY TEACHING DIRECTIONS - 1



*The CANDIDATE SURVEY will help students to reflect upon what they favor in a presidential candidate—before they see how the 1828 election was more a contest of men rather than a contest of issues.*

## Day 1

1. Distribute the CANDIDATE SURVEY. Ask students to follow the directions.
2. Collect the CANDIDATE SURVEY and keep it to redistribute at the conclusion of the re-creation.
3. Divide the class into factions, candidates, and campaign managers according to the instructions outlined in the Setup Directions. (You may wish to choose the candidates and give them their materials several days in advance so they can study speeches and answers to the questions.)
4. Pass out copies of the Student Guide to all students. Pass out handouts to campaign managers and candidates—if not handed out earlier.
5. Allow students time to read the Background Essay and Procedure in the Student Guide.
6. Show them how to set up six sheets for Party Position Outline—see instructions on page 7 of the Student Guide. Have students start filling out these six sheets during the class period. Point out that they will complete filling out these sheets overnight and during tomorrow's campaign speeches and question-answer session.
7. Use the last 10 minutes of this period to allow the campaign managers to meet with their factions and the uncommitted voters to meet together to assign roles.
8. The uncommitted voters should use this time to answer their Identity Questions under the Responsibilities for the Uncommitted on page 6 of the Student Guide. Stress that the uncommitted must make their 8-1/2"x11" ID sheets prior to class tomorrow.
9. The campaign managers should assign party members to make posters or develop other campaign materials for demonstrations on the second and third days of the re-creation. They should also assign students questions to ask the opposition candidate on Day 2.

## Day 2

1. On this day the two presidential candidates speak and answer questions.
2. One candidate speaks, following the outline but possibly embellishing it with personal examples and language. No one should interrupt the candidate's speech to ask that a point be repeated. The basic ideas to be expressed are in the Background Essay; students may check the essay for points they miss.

## DAILY TEACHING DIRECTIONS - 2



*Encourage your students to speak passionately. Work to get them truly involved in their characterizations.*

*If you have a quality class and you are considering using this re-creation next year, videotape the debate so that you can show portions next year to stimulate students' performance. (Such a video is also useful for open house when you want parents to see the participatory nature of your instruction.)*



3. The opposition now has a chance to ask the candidate questions. Again the words may be their own, but the basic questions should be those assigned by the campaign manager.
4. The candidate answers the questions according to the instructions in his handout.
5. Repeat numbers 2, 3, and 4 with the second candidate.
6. The uncommitted voters now introduce themselves, using their answers to the Identity Questions in the Student Guide.
7. Each faction now holds a brief meeting to determine who will approach which uncommitted voter and what arguments might be used to convince the uncommitted voter to give up his/her vote.
8. Now the lobbying takes place. If an uncommitted voter does give up his/her vote, he/she hands over his/her ID sheet to the faction being joined. However, uncommitted voters are not required to decide whom they will vote for before the election and may keep their votes secret.

### Day 3

1. Day 3 begins with a display of posters, presentation of songs, and general ballyhoo, each faction performing on behalf of its candidate.
2. Give the committed factions one more chance to win over the uncommitted voters.
3. The vote should now take place. The ballot should be secret, but only the uncommitted really have a choice; faction members should vote the party line.
4. Announce the results of the election. Then divide the students into groups of five to seven to discuss the debriefing questions. Make sure each group has National-Republican, Democratic-Republicans, and uncommitted.
5. Pass back the CANDIDATE SURVEY so students can use it during the debriefing.
6. Hear reports from the debriefing groups. The match of qualities to candidates is as follows: A-Jackson; B-Adams; C-Jackson; D-Adams; E-Adams; F-Adams; G-Jackson; H-Jackson; I-Adams; J-Jackson; K-Neither; L-Adams; M-Neither (depending upon individual judgment); N-Adams; O-Jackson; P-Jackson; Q-Both; R-Jackson; S-Adams.
7. Give the UNIT TEST if you plan to. Here is the key to the Objective Test: 1. a; 2. b; 3. d, 4. d; 5. c; 6. b; 7. b; 8. b; 9. b; 10. b.



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## DAILY TEACHING DIRECTIONS - 3

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8. You may wish to collect and grade the Party Position Outline. The completeness of this outline will serve as a pretty good indication of general effort and attentiveness.

### Day 4 (optional)

1. Either on this fourth sequential day or during an end-of-semester review, divide your class into six activity groups by numbering the class off 1 to 6.
2. Have the six groups form six discussion circles.
3. Give two groups essay question 1, two groups essay question 2, and two groups essay question 3. (The essay questions are in the UNIT TEST.)
4. Tell the groups to first choose a chairperson and then discuss their question for about 10 minutes.
5. After 10 minutes go from group to group and tap a person on the shoulder who will report his/her group's conclusions. (Choose persons in each group of equal intelligence and/or shyness or openness.)
6. Allow one to two more minutes for these individuals to pull together their groups' thoughts; then have the six chosen ones sit at desks in front of the class and report their groups' conclusions.
7. **Testing options:** *You can give your students the UNIT TEST either during a current unit or as a semester final.*



# CANDIDATE SURVEY

The 1828 election was more a contest of men than of issues. Voters seemed to be looking at the personality, character, political philosophy, reputation, and style of each candidate more than at the candidate's stand on specific issues. Today these factors still influence voter judgment. The following survey will help you sort out how you judge a candidate.

Your teacher will keep this survey until the end of the re-creation. At that time you will have a chance to decide how these qualities apply to Andrew Jackson and John Quincy Adams. Then you will decide if the re-creation has changed your attitude toward any of these qualities.

**Directions:** The statements below give information about a possible candidate's background and approach to government and life. By each A-S letter rate each of the qualities as follows:

- +2 = I feel this is a **very positive trait** for a candidate.
- +1 = I feel this is a **somewhat positive trait** for a candidate.
- 0 = I **would not consider this trait** in evaluating a candidate.
- 1 = I feel this is a **somewhat negative trait** for a candidate.
- 2 = I feel this is a **very negative trait** for a candidate.

## The candidate ...

- |  |  |
|--|--|
| ___ A believes an office holder should be aggressive, using every legal means to push through his/her program.                               |  |
| ___ B believes he/she should have advisers who represent many points of view, rather than advisers who always agree with him/her.            |  |
| ___ C is a person who by temperament finds the process of government slow and looks for shortcuts to achieve what she/he thinks is right.    |  |
| ___ D understands that politicians must make deals and therefore makes compromises in a straight-forward way without apologizing.            |  |
| ___ E has served many years in many branches of government.  |  |
| ___ F has had experience in foreign affairs.   |  |
| ___ G has served as a military officer.  |  |
| ___ H was born poor.   |  |
| ___ I has numerous programs he/she believes will improve people's lives.   |  |
| ___ J believes that a politician's primary responsibility is to listen to what her/his constituents want, not to put forward personal ideas. |  |
|  | ___ K has a demonstrated record of getting legislation passed.   |
|  | ___ L respects the differences between the three branches of government, taking seriously the distinction between the executive branch (the president), which proposes laws, and the legislative branch (Congress), which enacts laws. |
|  | ___ M is highly educated in a formal (school) sense.   |
|  | ___ N has many of the same vices that most people have and doesn't try to hide them.   |
|  | ___ O leads a restrained life dedicated to public service.   |
|  | ___ P depends more on "common sense" than on "book learning."  |
|  | ___ Q can be believed and trusted.   |
|  | ___ R is gregarious and outgoing.  |
|  | ___ S is a student of the Bible.   |

# JOHN QUINCY ADAMS HANDOUT - 1



If you **read** this speech to your classmates, you will put them to sleep.

## **Suggestions:**

1. Read this speech over aloud at home several times until you get the feeling for its cadence and ideas.
2. Copy its ideas into an outline form—but copy down only sentence fragments.
3. The ideas you copy should be written onto 3" x 5" note cards.
4. Now practice the speech again, using the 3" x 5" note cards.
5. If you get stuck, look again at these handout pages.
6. Above all, do not read this speech from either these pages or note cards.
7. A good speaker talks a speech; he or she does not read it to an audience.

## Speech Outline

### **Issue 1: The election of 1824**

I wish to begin this talk with you today by clearing the air. For four years the American people have had to listen to the grumbling of a bad loser.

1. Our Constitution sets out a procedure for electing presidents. The procedure was followed, and I was elected president in 1825; Andrew Jackson was not.
  - a. No candidate had anything like a majority in the general election of 1824.
    - 154,000 people may have voted for Jackson, but 204,000 people voted against him.
    - Jackson received 99 electoral votes, but the other candidates received 162 electoral votes.
2. The reason Henry Clay decided to support me was not because of any secret agreement between us.
  - a. Mr. Clay has openly stated his opinion that Andrew Jackson may be suited to dictating orders to an army, but he is not suited to leading a free people.
3. I, on the other hand, sought out Clay as my secretary of state because, unlike Andrew Jackson who has surrounded himself with “yes-men,” I have sought out the most competent people available—even though I may not agree with them on every issue.
  - a. It was Henry Clay who has aided me in negotiating peace with Great Britain at the conclusion of the War of 1812, a peace, by the way, negotiated before Andrew Jackson led his troops to an important, though unnecessary, victory at New Orleans.
  - b. It was Henry Clay who negotiated the Missouri Compromise, a framework which will make it possible for our nation to grow and prosper despite the differences of its citizens.
  - c. Henry Clay is simply the best negotiator around; therefore, I wanted this skilled negotiator to be my secretary of state.

### **Issue 2: The issue of experience**

Since I am a Christian, I wish to be humble in putting forth my own case and charitable in criticizing my opponent. The truth is that I have spent my entire life preparing to serve the people in high office, while my opponent has enjoyed nothing so much as fighting battles against the Indians.

1. Jackson is bored with the time-consuming, sometimes tedious discussions that make our government work.
  - a. Twice he has been elected to the Senate.
  - b. Had he truly been interested in serving the people he would have had an opportunity to serve for 12 years.
  - c. However, General Jackson saw fit to resign each term. *The total time he spent in the Senate was less than three years.*

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## JOHN QUINCY ADAMS HANDOUT - 2

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- d. Is it wrong to conclude that Jackson cannot be bothered with the day-to-day affairs of government?
- 2. My story is different. I have always been fascinated by the workings of government.
  - a. When I was 14 years old, I was already serving as secretary to Francis Dana, then our ambassador to Russia.
  - b. Since then, I have devoted my life to diplomacy and public service.
- 3. My dedication to public life has not left me much time to attend cock fights, bet on horses, and fight duels.
  - a. General Jackson's admirers seem to believe that because the general has time for these diversions, his devotion to such activities somehow makes him a "man of the people."
- 4. I am confident the people will be able to decide for themselves if they respect such conduct.



*When you reach the sequential issues in your speech—for example, Issue 3—consider using a **transition**.*

*A transition is a word or phrase that acts as a bridge into your next point. Examples of transitions: **Third...** **And now we must move on to Issue 3...***

*Transitions help listeners keep track of where you are and where you are taking them. They are sort of verbal maps which carry us through a speech.*

### Issue 3: Attitude toward government

I have devoted my life to government because I believe government can make people's lives better.

- 1. I believe a national university will make people's lives better.
  - a. George Washington thought so, too.
- 2. I believe we should have federally sponsored astronomical observatories.
  - a. The progressive nations of Europe agree with me.
  - b. So far they have established more than 300 such observatories while the United States, a nation which seeks to join the great and liberal nations of the world, so far has none.
- 3. Part of government's job is to help us all to become more civilized.
  - a. We can do this by promoting what is positive—for example, a uniform system of weights and measures.
  - b. And we can restrict what is negative—for example, the efforts of "the land hungry wolves of the West" to grab up public land that belongs to all the people.

### Issue 4: The Adams record

I cannot claim much success thus far in achieving legislation which would make these, and my other valid hopes, realities.

- 1. But it is my job to make proposals to Congress; it is Congress' job to act upon them.
- 2. I am a president, not a general.
  - a. My role is to lead, not to dictate.
  - b. In the next four years I am confident I will be able to convince the Congress that my measures are valid.
- 3. I am also confident that the people will reject a candidate whose authoritarian nature leaves him totally unsuited to work within our system of checks and balances.

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# JOHN QUINCY ADAMS HANDOUT - 3

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*Consider making vivid pictures in your listeners' minds as you speak. And how do you do this? You use vivid, sensory language. Examples: "The bears he has slain" and "surrounded by attending slaves"...*

*Build in other specific details such as these to make your speech come alive!*



*You should give a summary to your speech. However, before you begin your summary, consider pausing briefly, thus cluing your audience that your speech is about over. Realizing this often helps listeners be attentive for one final moment.*

*And now, having captured their attention for one final moment, briefly summarize the theme of your speech and its main six points.*

*End your speech by asking for their support in this crucial election.*

4. One more word about General Jackson and my record.
  - a. Jackson had a chance to remain in the United States Senate between 1825 and 1828 and cast his votes for or against various proposals I made to Congress.
  - b. Instead the general chose to return home to Tennessee and wait to run for president.
  - c. I am confident the voters will reject a man who would rather strike a pose in Tennessee than establish a record in Washington.

## Issue 5: Images

It is General Jackson's efforts to establish himself as a symbol that I find most objectionable.

1. He wants to be known for the bears he has slain and the battles he has fought.
  - a. I cannot debate a man who is all style and no substance.
2. I would, however, caution those who may be seduced by this self-professed man of the people that their humble hero is probably the richest man in Tennessee.
  - a. I wonder how his admirers reconcile the life of this Prince of the Frontier, who holds daily court at his Great House surrounded by attending slaves, with the simple "man of the people" they would like you to support.
3. American voters have never looked kindly on hypocrites, and it is unlikely they will lose their good judgment now.

## Issue 6: Unfair tactics

You may have gathered I have some doubts about General Jackson's ability to serve as president, but I am not bitter. In fact, the dirty tricks which the opposition uses provide me with an occasional laugh.

1. Jackson's propagandists tell you that I am the one who has spent his nights carousing with wastrels and sharpers.
  - a. Their evidence? They say I have lived in Europe, and, of course, all Europeans spend their nights carousing.
  - b. General Jackson has never been to Europe, nor any foreign land, so we need not worry about him. In fact, the latest information we get from his publicists is that he doesn't even swear. We will find out about that when he hears the results of the upcoming election!

## Answering Questions

These questions you will likely be asked by the Democrats. The uncommitted voters will possibly ask you others.

**Question 1:** Why are you inflexible and out of keeping with the mood of the country?



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## JOHN QUINCY ADAMS HANDOUT - 4

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*Since you know you are going to be asked these questions, go to a mirror and stand looking into it as you practice giving your answers.*

*As you observe yourself, examine your body language—how you hold your arms, what expression is on your face—and listen to your tone of voice. Think about how to be most effective.*

*Have a family member or friend ask you these questions and then critique how you answer them.*



*Look your audience right in the eye. Speak slowly and forcefully in order to radiate sincerity.*

### **Possible answers:**

1. I have never been a person who holds up a damp finger to determine which way the political wind is blowing. I do not count up the votes before I express a belief.
2. Some will disagree with my opinions; few will doubt my integrity.

**Question 2:** Why do you wish to continue as president when you don't seem to enjoy it?

### **Possible answers:**

1. Responsibility is never completely enjoyable. But I belong to a family which has dedicated itself to public service. My father prepared me to serve, and I am preparing my sons to serve.
2. Serving your country brings you great satisfaction—in the long run—though I would be less than honest if I said I enjoy the day-to-day frustrations of public life.
3. My opponent seeks another type of enjoyment. He enjoys power. I fear he would enjoy very much being president because of the control he would be able to exercise over others. I sense that this man who claims to be a democrat has all the instincts of a dictator.

**Question 3:** Why did you “naively” retain in the executive branch persons who opposed you in the election?

### **Possible answers:**

1. I happen to believe that one can do a superior job as a customs clerk whether he is for John Quincy Adams or for Andrew Jackson.
2. It is not in the best interests of the country to throw out government workers every four years just because they voted for the losing candidate.
3. Unfortunately, my opponent does not seem to share this view. I hear he would throw out hundreds of skilled workers and replace them with others whose only qualification is their blind loyalty to Andrew Jackson.

**Question 4:** How can you support Henry Clay, whom you once called “a gamester, and person of loose morals” when your supporters criticize Andrew Jackson for these very traits?

### **Possible answers:**

1. There is a very important distinction here. I will admit to a moral code that is rigid; I have a hard time with the give-and-take of politics. That is why I need people like Clay around.
2. Henry Clay is able to bend. He is liberal and generous, a good antidote to my proper ways. However, he is not a demagogue seeking out the base in society so he can turn it to his political advantage. I believe this is an accurate description of General Jackson.

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# ANDREW JACKSON HANDOUT - 1

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If you **read** this speech to your classmates, you will put them to sleep.

## **Suggestions:**

1. Read this speech over aloud at home several times until you get the feeling for its cadence and ideas.
2. Copy its ideas into an outline form—but copy down only sentence fragments.
3. The ideas you copy should be written onto 3" x 5" note cards.
4. Now practice the speech again, using the 3" x 5" note cards.
5. If you get stuck, look again at these handout pages.
6. Above all, do not read this speech from either these pages or note cards.
7. A good speaker talks a speech; he or she does not read it to an audience.

## Speech Outline

### **Issue 1: The election of 1824**

There is one issue in this campaign I will not allow to be swept under the rug: I, Andrew Jackson, should be president of the United States right now. John Quincy Adams and Henry Clay have thwarted the will of the people.

1. When the people voted in 1824, I received 154,000 votes; Mr. Adams received 109,000. I received 99 electoral votes; Adams received 89.
  - a. My opponents have criticized my lack of education, but one does not need to be versed in the latest mathematical theory to understand that these figures do not add up to a victory for John Quincy Adams.
2. John Quincy Adams is president today because Adams and Henry Clay conspired against me and against the people of the United States.
  - a. Henry Clay was no supporter of John Quincy Adams, and Adams was no admirer of Henry Clay before they made their "corrupt bargain."
  - b. We are now treated to the spectacle of this conspiracy of strange bed-fellows. Why? First, because Adams could not concede an election he lost fair and square. Second, because Clay needed the prestige of the office of secretary of state to help the people forget, the next time he runs for president, that the last time he ran, he finished fourth among four candidates.

### **Issue 2: The issue of experience**

My opponents like to say their candidate is more experienced in the "ways of government." I am willing to concede this, but I do not understand how Mr. Adams' experiences better suits him to be a representative of a *democratic* people than my experiences.

1. True, he understands the interests of the rich and well-born.
  - a. He received his education among the chosen elite at Harvard.
2. I taught myself the law, opening a small office in Nashville, Tennessee. There I succeeded because I was willing to work hard and use my God-given intelligence.
3. His father was president; mine was only a poor man.
4. Which of us, Andrew Jackson or John Quincy Adams, has had the more *useful* experience?
  - a. While John Quincy Adams was dining on caviar with the crowned heads of Europe, I was surviving on acorns with my men as we fought side by side in battles which subdued the Indians and defeated the tyrannical British.

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# ANDREW JACKSON HANDOUT - 2

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5. Let me remind you I am no stranger to the halls of government.
  - a. I have been a member of the House of Representatives, a U.S. senator, and a justice of the Supreme Court of Tennessee.
6. The people have a choice: one man has spent his life jumping from one government job to another; the other has had government experience but has also fought for his country and has lived among the common, everyday people whom he wishes to represent.



*When you reach the next issue in your speech, consider using a **transition**.*

*A transition is a word or phrase that acts as a bridge into your next point. Examples of transitions:  
**Third...And now we move to Issue 3...***

*Transitions help listeners keep track of where you are and where you are taking them. They are sort of verbal maps which carry us through a speech.*

## Issue 3: Attitudes toward government

The reason Mr. Adams so badly misjudges what real people want today is that he has had so little contact with good, average, everyday Americans.

1. The people I know do not need the federal government to look after them.
  - a. They want cheap land, not astronomical observatories.
  - b. They want low prices on manufactured goods, not national universities.
2. We are now a country of several sections.
  - a. The government in Washington cannot dictate what is best for each section.
3. Our system rests on a faith in the people.
  - a. I say: Trust the people to make decisions for themselves.
  - b. John Quincy Adams knows what he wants; he does not seem interested in what the *real people* want.

## Issue 4: The Adams record

I have mixed feelings discussing Mr. Adams record.

1. First of all, it needs to be said that John Quincy Adams succeeded at nothing.
  - a. None of his schemes to “improve” our way of life was favored by Congress.
  - b. The evidence is that John Quincy Adams cannot lead.
2. Since most voters I have talked with believe that what Mr. Adams wants for us is of questionable value, perhaps we should be thankful he has no leadership ability.
3. However, what the people of this country deserve is a president who understands their aspirations, who can articulate their needs, and who can lead the nation in the direction it wants to go.

## Issue 5: Images

We have heard many crazy claims made by the supporters of Mr. Adams in this election. But I think I understand his followers’ nonsense.

1. They are so upset because they are afraid.
  - a. They are afraid of the new order I serve.



---

# ANDREW JACKSON HANDOUT - 3

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*Jackson is being general in his comments here. Then suddenly he gets concrete by attacking Adams by sarcastically using the phrase “not just Harvard graduates.”*

*See if you can come up with other specific details which use vivid language that makes pictures in listeners’ minds.*

*Another example can be found under Issue 6 #1. Here you comment concretely about how shamed your wife was when her name was tarnished by the slander regarding your marriage.*

*Breathe fire...  
Get dramatic!*

*Finally, pause dramatically so that your audience can tell your summary is coming. Then cover key points you have about all six issues and end with an appeal for their vote in the upcoming election.*

- b. They are afraid of the common, everyday people I represent.
- 2. But they will soon realize that the Declaration of Independence means what it says: “All men are created equal.”
  - a. That means *all* men, not just Harvard graduates.
  - b. That means equality for those who wear buckskin, not just for those who wear ruffles and silver buckles.
- 3. I suppose not a single member of the ruling elite will cast his vote for Andrew Jackson. It seems that no one is for Andrew Jackson but *the people*.

## Issue 6: Unfair tactics

I would like to close on a personal note. I wish to share with this group some feelings I have kept to myself for many months.

- 1. The opposition is desperate. They have resurrected the disproved claim that my innocent wife Rachel and I were improperly married.
  - a. I have not attacked these evil gossips.
  - b. I understand what they are up to. They wish to drive me to violence, thus “proving” I am a violent man; however, violence might be justified in a case such as this.
- 2. I do not intend to be led into their trap.
  - a. I only wish to remind those of you who understand the anguish these false statements bring my sweet Rachel that on election day you should let my opponents know what you think of their stinking tactics.

## Answering Questions

These questions you will likely be asked by the National-Republicans. The uncommitted voters will possibly ask you others.

**Question 1:** Why are you so dedicated to the Constitution when you claim you were cheated out of victory in the election of 1824 although the procedures followed in that election were, in fact, constitutional?

### Possible answers:

- 1. Of course I support the Constitution. What I do not support is the existence of a class of professional politicians who has learned how to manipulate the Constitution for its selfish purposes.
- 2. A true patriot must support the spirit as well as the letter of the Constitution.
- 3. Those who use the processes of the Constitution to thwart the will of the people are enemies of the people and the Constitution.

# ANDREW JACKSON HANDOUT - 4



*Since you know you are going to be asked these questions, go to a mirror and stand looking into it as you practice giving these answers.*

*As you observe yourself, examine your body language—how you hold your arms, what expression is on your face—and listen to your tone of voice. Think about how to be most effective.*

*Have a family member or friend ask these questions and then critique how you answer them.*

**Question 2:** Why did you exceed your authority in occupying Florida during the Seminole War and, generally, “acting on whim”?

**Possible answers:**

1. First of all, in the specific case to which you refer President Monroe made no effort to stop my occupation, so I must assume he approved of it.
2. Second, I am a person who pushes strongly for what he feels is right. If I am convinced something is right for the nation, I will make sure it happens. Contrast this with what we have now: a president who makes meek suggestions and never sees anything through.
3. I remind you that we have a system of checks and balances in our Constitution which assures us that no individual will become too powerful. Only when a president fails to act with authority is the system weakened.

**Question 3:** Why do you not take a stand on issues?

**Possible answers:**

1. The history of politics in this country is a history of candidates who have talked one way before they are elected and another way after they were elected.
2. Even a great American like Thomas Jefferson claimed he believed in a strict interpretation of the Constitution, but after he was elected president he purchased Louisiana, an act certainly not justified by the exact words of the Constitution.
3. We are in a time of great change. A whole new class of people is finding its political voice. I wish people to trust me to lead them through these changing times. I do not wish to make promises which may be inappropriate in a tomorrow we cannot know.

**Question 4:** Why did you go home to Tennessee instead of remaining in Washington after 1825?

**Possible answers:**

1. In 1825 when the Tennessee Legislature announced its support for me as a presidential candidate, I realized that the best way to prepare myself for the upcoming campaign was to get away from Washington.
2. As our country grows, the Washington politicians become more and more isolated. I believe I can learn more about what this country needs at a hog auction than warming the chair at some congressional committee meeting.



*Look your audience right in the eye. Speak slowly and forcefully in order to radiate sincerity.*

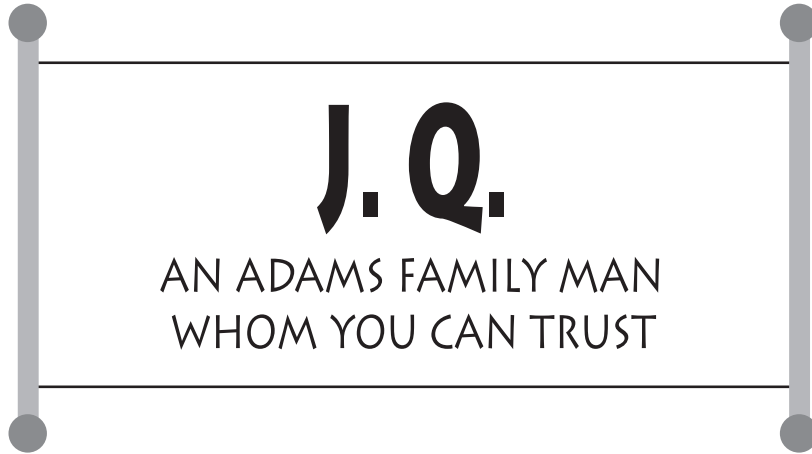
# NATIONAL REPUBLICAN CAMPAIGN MANAGER HANDOUT

## Your responsibilities

*The poster glorifies  
your candidate...*

*Hmmmm?*

*You may wish to*



*create posters  
slamming Jackson.*

1. Create the “razzle dazzle” necessary for a lively campaign: posters, banners, buttons, slogans, and songs. Assign different members of your faction different tasks. Get ideas for slogans by studying the Background Essay in the Student Guide.

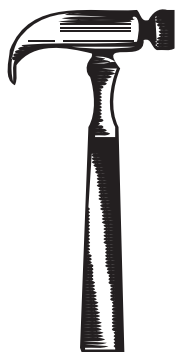
2. Assign the questions below to members of your faction. Tell them to make sure they understand each question. Make clear they may put their question into their own words, and that when they ask the question of the opposition party candidate, they should do so with understanding and conviction. (Suggest they practice asking the question aloud at home.)
3. Direct the campaign to get the uncommitted votes. Assign different members of your group to talk with each of the uncommitted voters.

Remember it is important to

approach each uncommitted voter with arguments related to the role he/she is playing. Help your faction members develop strategies for winning the votes of the various uncommitted voters.

## National Republican questions for President Jackson

1. You claim to be a supporter of the Constitution, yet when you lost the 1824 election according to procedures outlined in the Constitution, you claimed you were cheated. Is the Constitution only valid when it suits your purposes?
2. As a general at the time of the Seminole War, you exceeded your authority and occupied Spanish territory. This action seems characteristic of the way you behave. Don't you agree that in a nation of laws we cannot tolerate a leader who acts on his every whim?



**Nail Jackson with  
your 4 questions.**



3. You have not taken a forthright stand on internal improvements, on the tariff, or on any other important issue before the nation. How can you claim to be a strong leader when the voters do not know your opinions on any issue?
4. How can you justify returning home to Tennessee in 1825 instead of remaining in Washington as a senator where you could have kept up with the issues?

# DEMOCRATIC REPUBLICAN CAMPAIGN MANAGER HANDOUT

*The poster glorifies  
your candidate ...*

*Hmmmm?*

## Your responsibilities

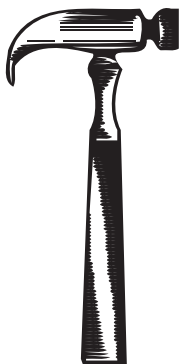
1. Create the “razzle dazzle” necessary to a lively campaign: posters, banners, buttons, slogans, and songs. Assign different members of your faction different tasks. Get ideas for slogans by studying the Background Essay in the Student Guide.
2. Assign the questions below to members of your faction. Tell them to make sure they understand the question. Make clear they may put their question into their own words, and that when they ask the question of the opposition party candidate, they should do so with understanding and conviction. (Suggest they practice asking the question aloud at home.)
3. Direct the campaign to get the uncommitted votes. Assign different members of your group to talk with each of the uncommitted voters. Remember it is important to approach each uncommitted voter with arguments related to the role he/she is playing. Help your faction members develop strategies for winning the votes of the various uncommitted voters.

**OLD HICKORY**  
STRONG AND DEPENDABLE...  
LIKE A TOUGH OLD HONEST TREE

*You may wish to  
create posters  
slamming Adams*

## Democratic-Republican questions for President Adams

1. You seem to support a strong federal government when many are turning to local control. You also seem to support big Washington-developed plans when the mood of the country is to give everyone the opportunity to be his own man. Can you bend with the times?
2. You do not seem to enjoy being president. It is well known, for instance, that you worry through many sleepless nights. How can you do a job well when you don't enjoy it, and why do you wish to continue in this office?
3. When you took office in 1825, you retained in the executive branch many people you knew had opposed you in the election. This decision seems to fly in the face of political common sense. Wasn't this a naive thing to do?
4. Several years ago you said of your now Secretary of State Henry Clay: “He is essentially a gamester; his public and private morals are loose.” This comment sounds like your view of Andrew Jackson. Why then are you an ally of Clay and an enemy of Jackson?



**Nail Adam  
with your  
4 questions.**



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# UNIT TEST - 1

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## Objective test

Your name: \_\_\_\_\_

**Directions:** Circle the letter in front of correct response.

1. The election of 1824 was similar to the election of 1828 in that:
  - a. both had the same leading candidates
  - b. both elections were decided in the House of Representatives
  - c. neither candidate was an incumbent
  - d. Henry Clay was a candidate
2. What experience did Adams and Jackson have in common? They had both been:
  - a. high-ranking military officers
  - b. senators
  - c. ambassadors to foreign nations
  - d. farmers
3. Which of the following government actions was vigorously supported by Andrew Jackson:
  - a. the building of roads and canals
  - b. the tariff of 1828
  - c. a national university
  - d. none of these
4. Which statement is true of John Quincy Adams' term as president?
  - a. It was marked by great successes in foreign affairs.
  - b. Congress supported all his programs' key aspects.
  - c. He put forward no program.
  - d. No important legislation got through Congress except an unpopular tariff.
5. Which word or words *do not* appropriately describe John Quincy Adams?
  - a. well-educated
  - b. religious
  - c. fun-loving
  - d. conscientious
6. Which word *does not* appropriately describe Andrew Jackson?
  - a. ambitious
  - b. non-violent
  - c. self-educated
  - d. democratic
7. On what point would the supporters of Adams and Jackson agree?
  - a. A Harvard education is the best education.
  - b. The presidential candidates of 1828 present the people with a clear choice.
  - c. There is nothing about Europe to admire.
  - d. The best national leaders are those who have traveled throughout the world.
8. Andrew Jackson was the first president who
  - a. had been a general
  - b. was elected from a western state
  - c. owned a plantation
  - d. owned slaves

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## UNIT TEST - 2

---

Your name: \_\_\_\_\_

9. John Quincy Adams was the only president who
  - a. had been secretary of state
  - b. was the son of a president
  - c. served only one term
  - d. was elected by the House of Representatives
10. Which statement least characterizes the 1828 election?
  - a. Different sections of the country supported different candidates.
  - b. The issues were clearly defined and debated.
  - c. Both sides resorted to unfair tactics.
  - d. The two candidates had clearly different personalities.



### Essay test

**Directions:** Using the format suggested by your teacher, write brief or long answers to one or more of the following:

1. What specific advice would you give each candidate in the 1828 election on how he might broaden his appeal with the voters?
2. Recall a recent election. (It might even have been a student body election.) What parallels and differences do you see between this election and the 1828 election?
3. Using what you consider to be the strong points of the personalities, backgrounds, and policy positions of John Quincy Adams and Andrew Jackson, describe a candidate who in your view would be stronger than either Adams or Jackson.

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# THE ELECTION OF 1828

A re-creation of the 1828 presidential campaign Involving  
Andrew Jackson and John Quincy Adams

## PURPOSE

What were American voters thinking when they walked into the nation's polling places to cast their votes for president in 1828? Were any of their attitudes similar to attitudes American voters bring to modern elections? The purpose of this re-creation is to relive the election of 1828 so that you will come to understand that the questions voters were asking about candidates in 1828 were not much different from the questions we ask about candidates today.

## BACKGROUND ESSAY

### Introduction

When voters consider presidential candidates, they consider two basic questions: *How do the candidates differ on issues?* and *Which candidate is best suited by character, personality, background, and temperament to hold office?* The first question is easier to answer. We can probably find out if the candidate favors an increase in defense spending, but questions which relate to the candidate's personal habits and traits are not so easy to answer. A candidate may have a loud voice or may continue to play cards with old high school friends on Saturday nights, but whether these habits will in any way affect performance in office is a matter of individual judgment.

### Issues in 1828

During the 1828 election voters debated the candidates' personalities more than they debated substantial issues. The contest of 1828 was between the well-bred, well educated incumbent, John Quincy Adams, and the self-made man and military hero, Andrew Jackson. Adams' party was the National-Republican Party; it had evolved during the 1820s from the old Republican Party, the party of Thomas Jefferson. Jackson's party, which now called itself the Democratic-Republican Party, would change its name to the Democratic Party by the 1830s. This party was a loose coalition of frontiersmen, urban workers, and southern planters. But in 1828 people were watching the men, not the parties. Part of the reason was that the election was a rematch. Adams had already defeated Jackson in 1824. Jackson's followers, however, wouldn't accept this "defeat." They wanted several issues thoroughly aired.

## Issue 1: Was the 1824 election settled by a “corrupt bargain”?

The 1824 election set the tone for the battle of personalities in 1828, for Jackson and his followers believed Adams had stolen the 1824 election. Besides Jackson and Adams, two other candidates, Henry Clay and William Crawford, vied for the presidency in 1824. Jackson won the popular and Electoral College vote, receiving almost as much of the popular vote as Adams and Crawford combined. But because Jackson failed to get a majority of the electoral vote, the election had to be resolved in the House of Representatives, where each state was allowed one vote. The representatives, as directed by the 12th Amendment, had to choose from among the top three candidates.

Clay, who finished fourth in electoral votes, was in a position to throw his support to one of the other candidates. He chose to support Adams, and, as a result, Adams was elected. Shortly thereafter, Adams appointed Clay as his secretary of state. Jackson was furious. He was convinced Adams had made a deal with Clay: Clay’s support in exchange for the office of secretary of state, a position which, at that time, often led to the presidency. No one has ever been able to prove this Adams-Clay trade-off, and, even if it had occurred, many would not consider it unusual since Clay and Adams were not that far apart on the issues. But to Jackson the alleged deal was a “corrupt bargain,” for even though he had received the greatest number of popular and electoral votes, he had lost the election. Jackson’s supporters were bitter toward Adams and Clay, who they believed had thwarted the people’s will. Consequently, in 1828 the Jacksonians were hungry for revenge.

## Issue 2: Which candidate had the most useful experience?

In most elections voters discuss the “experience” of candidates as a factor in determining how they will vote. Voters, though, often don’t agree on the type of experience that makes for the most successful office holder. Some believe that the best experience for a president is to have served in jobs close to the presidency.

By this standard, John Quincy Adams clearly had the edge over Andrew Jackson. Adams had completed one term as president, and, additionally, his father had been president. He had been around high-level government affairs all his life; he had held ambassador ships to the Netherlands, Sweden, Russia, and England; he had served in the United States Senate; he had helped negotiate a treaty to end the War of 1812; and, performing brilliantly as secretary of state under James Monroe, he designed the policy for protection of the Western Hemisphere that became known as the Monroe Doctrine.

Jackson’s supporters argued that while Adams may have been experienced in government, their candidate was experienced in life. Unlike Adams and the five presidents who preceded him, all of whom were born into well-to-do families, Jackson was the son of a poor farmer. True, the candidate Jackson was rich, but he was a self-made man who had succeeded through his own endeavors. He started his career as a self-educated lawyer in Nashville, Tennessee. He accrued his wealth by investing shrewdly in western land, a talent admired by many of his western followers who were eager to try their own hand at real estate deals in the new states and territories. Jackson’s experience as a leader was not so much in making the high-policy decisions of government as making the moment-to-moment life-or-death decisions of a battlefield commander. Jackson had been involved with the military since he participated in the American Revolution as a 14- year-old boy. Later he led successful expeditions against the Creek and Seminole Indians and was a national hero during the American victory at the Battle of New Orleans.

Furthermore, Jackson’s followers stressed, he was not inexperienced in government. He had been a United States senator and member of the House of Representatives. However, Jackson was not one of those lawmakers with many ideas about how to improve people’s lives. John Quincy Adams had many proposals for change and reform; Andrew Jackson, before he became president, had few, if any.



### Issues to discuss:

*What experiences best prepared a candidate in 1828 for the presidency?*

*What experiences would best prepare a current candidate for the presidency?*



### Issue 3: How do the two candidates differ in their attitudes toward the role of government?



#### **Question to ask yourself:**

*Does TV help or hinder today's presidential candidates to face and to discuss the actual campaign issues?*

Voters in all national elections are divided in their beliefs about the proper roles for a president and the federal government. Should the presidential candidate propose tasks for the government to carry out, or should the candidate instead stress his ability to deal with problems as they arise? John Quincy Adams believed in being an active president leading an active federal government. He wanted the government to use money raised by the sale of western lands to finance roads and canals, make river and harbor improvements, sponsor a national university and a national observatory, and even finance voyages of discovery to still unexplored regions of the world. Adams wanted a Department of Interior, a naval academy, and a uniform system of weights and measures.

Jackson was silent about such proposals. He, like his supporters, had mixed feelings on such issues as "internal improvements," the term used to describe government sponsored construction projects such as roads and canals. Jacksonians might like the idea of a new road out west, but they would be less enthusiastic about the government "interference" in land sales which would provide funds for this road. At any rate, in 1828, the voters had a choice between Adams, a candidate with many specific programs, and Jackson, a candidate with no specific proposals. A vote for Andrew Jackson was a vote for the man, not a platform.



### Issue 4: What is the record of the Adams administration?

Whenever an incumbent office-holder announces intention to run for another term, the voters are able to judge his/her record. John Quincy Adams had made all the proposals mentioned above during his first term in office, but none of them had been enacted into law. His style was to make proposals, then let Congress decide what to do with them. What the Congress had done was to ignore Adams' plans or to vote them down.

Even though Adams had demonstrated great skill as secretary of state, he had attained no particular success in conducting foreign affairs after he became president. He tried to increase trade with the British-controlled West Indies, but the British rebuffed him. He sent representatives to the First Pan-American Congress in Panama, but did not exercise the leadership which could have resulted in an alliance of Western Hemisphere nations.

Finally, Adams had signed into law The Tariff of 1828, a compromise import tax intended to please everyone, but which, in fact, pleased no one. Manufacturers did not like the tariff because it taxed raw materials coming from foreign nations, thus increasing all the prices for materials used in their products. Workers did not like the tariff because it raised the tax on manufactured and agricultural imports, an increase which meant higher prices on just about everything.

Though Adams' presidential record was not particularly distinguished, he did have a record to be judged, while Jackson had none. Jackson resigned as a U.S. senator in 1825 to return to Tennessee and wait for the election of 1828. We do not know how he would have voted on the Adams' proposals had he been in the Senate. In summary, the battle was between Adams with a record of failure, and Jackson with no record at all.



### Issue 5: What image does each candidate project?

Jackson waged his campaign less on what he stood for than on who he was. Part of his appeal was his appearance. He was a tall, thin man with a craggy face, intense blue eyes, and an unruly shock of white hair. Frontiersmen and working people identified with how he looked in a way they could not identify with the short, stout, and bald Adams.



**Question to ask yourself or a parent:**

*Has TV put too much emphasis upon the image a presidential candidate projects?*

Jackson was the first candidate for president who behaved like his less sophisticated constituents. He gambled, attended cock fights, and dueled. His grammar was imprecise, his spelling often atrocious. His supporters did not see these as negative qualities. They understood his habits, and they believed that above all else Jackson was an honorable man.

John Quincy Adams was also recognized as a man of honor by his supporters, but even they did not understand him very well. In social gatherings Adams was stiff and ungracious; his interest was in issues, not individuals. As president, he rose before dawn to read his Bible, swam in the Potomac River when the weather permitted, and spent the rest of the day attending to details he was not willing to delegate to others. His sense of responsibility led him to see almost any visitor who wanted to see him, but he was probably happiest during the evening hours he spent writing in his lengthy diary.

When competing candidates are as different in background and style as were Andrew Jackson and John Quincy Adams, they become symbols for divisions in American life. Jackson's supporters saw Adams as representative of the moneyed East, that segment of society more attached to ancient European traditions than to emerging American traditions. Jacksonians pointed out that Adams, as a member of the foreign service, had spent much of his life in European courts where kings rule and people submit. The Westerners saw their frontier life as providing a final democratic break with European aristocracy and luxury for the few. Adams' supporters agreed that the frontier had created a new world, but it was a world where eye-gouging was a sport and illiteracy, a virtue. To them Andrew Jackson symbolized the worst traits of a frontier society which encouraged bad manners and thrived on violence.

*"Jackson had the wisdom of nature; he didn't need the learning of the academy."*

Adams' National-Republicans considered Jackson undereducated, while Jackson's Democratic-Republicans considered Adams over-educated. He was, they believed, school educated, but he was not wise. Their man Jackson, on the other hand, had "the wisdom of nature"; he didn't need the learning of the academy.



#### **Issue 6: What unfair tactics has each candidate and/or his followers used?**



**Question to discuss with a classmate:**

*Do current presidential candidates still have to face such unfair attacks upon their character or their beliefs?*

As happens in many campaigns where wide philosophical gaps separate the candidates, supporters of both candidates in 1828 resorted to personal attack. Adams' party members published the so-called coffin handbill; it showed a line of coffins, one for each person who was said to have died a victim of Andrew Jackson's violence. Jackson was called an adulterer and his wife, a bigamist, because they had married without realizing Mrs. Jackson had not yet been properly divorced from her first husband. Further, Adams' supporters circulated a forged document which was said to demonstrate Jackson's illiteracy. They asked the question, 'What will the nations of the world think of a people who want to be governed by a man who cannot spell more than one word in four?'

Jackson's supporters also got in their knocks. Without foundation in fact, they accused Adams of aiding the Russian czar's seduction of an American girl while Adams was ambassador to that country. Additionally, Jacksonians tried to get people to believe that Adams had bought with public funds a billiard table—a "gaming table" they called it—for the White House. In fact, the table had been purchased for Adams' son with private funds.

Unfounded personal attacks of the type used by both sides in the election of 1828 are not unknown in modern politics. A student of the 1828 election, just as in modern elections, will have to sort out personal attack and half-truths to distinguish between those elements of a campaign related to issues and platforms and to those related to images and symbols.

## 1828 election results

More people voted in this election than had voted in any previous election. This large turnout can be mainly attributed to this change: qualifications for voting had been liberalized or abandoned. Most new voters went for Jackson, who out-polled Adams in the popular vote (647,376 to 508,064). More than half of Adams' total came from New England and New York. Jackson won the electoral vote 178 to 83, receiving the electoral vote of all states except the New England states, Delaware, and New Jersey. (The electoral vote in New York and Maryland was split.) This "Jacksonian Revolution" resulted in the first president elected from a state west of the Appalachian Mountains.

# PROCEDURE

Here is the sequence you will follow during this re-creation of the election of 1828.

## Day 1

1. Your teacher will assign you a role as a National-Republican, a DemocraticRepublican, or an uncommitted voter. If you are one of the uncommitted, you will be assigned an ethnic/occupational role which may eventually affect the way you vote.
2. Your teacher will also choose two students to play Jackson and Adams, two others to act as their campaign managers. These individuals will receive special handouts.
3. You will read the Background Essay for a) specific details to record under the appropriate question in the Party Position Outline found on page 7; and b) ideas your party may use for posters, slogans, and songs supporting your candidate.
4. There will be time at the end of the first day to meet with your campaign manager, who will assign the tasks necessary to produce campaign materials.
5. If you are an uncommitted voter, you will write out answers to the identity questions on page 6 which will help you develop your role.

## Day 2

1. Jackson and Adams will both speak. Their speeches will follow the Party Position Outline and will give other specific details not included in the Background Essay. You should record this information under the appropriate question. **(Note well: Prior to the election of 1840, presidential candidates did not actively campaign and give formal public speeches. Obviously, however, they and their supporters talked over the issues with one another and candidates' supporters debated publicly with one another. We are stretching history here to involve you in the 1828 issues and personalities.)**
2. After each candidate speaks, members of the opposition or uncommitted faction who have been assigned questions by the campaign manager or teacher will have a chance to ask them. Here again, both the questions and the candidate's answers may include specific details for your outline.
3. Each of the uncommitted voters now introduces himself to the class based on the identity questions, which have helped him define his role.
4. After the party members have listened to the uncommitted voters describe them selves, they will be given time to "lobby" the uncommitted voters. If an uncommitted voter is won over, he gives up his name tag to the campaign manager of the party he has joined.





### Day 3

*This political rally will get you all pumped up for the election.*

1. This day begins as each party stages a brief rally showing off its campaign materials.
2. Then a few minutes more are allowed for lobbying the still uncommitted.
3. Next the vote takes place and the results are announced.
4. Now the class divides into groups for a debriefing discussion.
5. The hour concludes with a test on the knowledge and concepts you should have mastered by participating in this re-creation.



## RESPONSIBILITIES OF THE UNCOMMITTED

Each of the uncommitted voters will be assigned one of the following roles:

*The students role-playing these intriguing individuals will enjoy their parts.*

- Customs agent who opposed John Quincy Adams in the election of 1824, but was allowed to keep his job
- French dancing teacher recently arrived in this country
- Black freeman living in Philadelphia, working against slavery
- Harvard professor of moral philosophy
- Keelman on the Erie Canal
- South Carolina ship owner
- Proprietor of a general store in Springfield, Illinois
- Kentucky tombstone maker
- New York City barrel maker
- Baltimore, Maryland, boarding housekeeper
- Kentucky land speculator
- Circuit riding Baptist preacher who travels in western Ohio

### Identity Questions



If you are assigned one of these uncommitted roles, write brief answers to the following Identity Questions:

- What is my name?
- Do I have a family? What else can I say about my personal life?
- What is the greatest personal problem I face?
- What do I see as the most pressing problem facing American society?
- What do I want to do in the future?

Be prepared to describe your role to the class by using your answers to the Identity Questions. Neatly print your answers on an 8-½" x 11" sheet of white paper or cardboard. Then pin this sheet on your blouse or shirt and be ready for both parties' followers, who will lobby for your vote. If you are won over to one party and its candidates, you may then give up your ID sheet to a party member.






# PARTY POSITION OUTLINE

Everyone in the class—except the two candidates and their campaign managers—should do the following:

1. Take six sheets of paper and make note sheets for each issue, following the model below.
2. Write down specific details from the Background Essay-prior to the election debate.
3. Write down specific details from the speeches and the question and answer sessions-during Day 2's election debate.

Here is a model for the first of the six sheets:

Paula Peyton - Period 3		
<b>Issue 1: Was the 1824 election settled by a corrupt bargain?</b>		
	Democrats-Republicans	National-Republicans

Writing the Party Position Outline before and during this mini-unit will focus your concentration. As a result, you will gain more from the re-creation experience.

The writing process intensifies learning.

## Six campaign issues

- **Issue 1:** Was the election of 1824 settled by a “corrupt bargain”?
- **Issue 2:** Which candidate has had the most useful experience?
- **Issue 3:** How do the two candidates differ in their attitudes toward the role of government?
- **Issue 4:** What is the record of the Adams administration?
- **Issue 5:** What image does each candidate project?
- **Issue 6:** What unfair tactics has each candidate and/or his followers used?

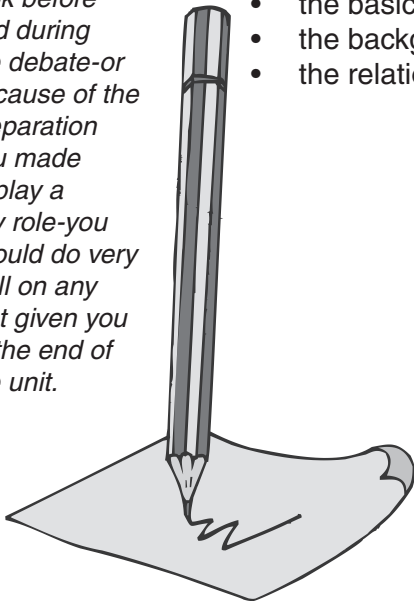
# DEBRIEFING/TESTING

## Debriefing

1. Your teacher will pass back to you the **Candidate Survey** you filled out at the beginning of this re-creation.
2. You will be assigned to groups of five to seven. Appoint a chairperson and review the statements on the **Candidate Survey**.
3. Decide if Jackson or Adams would be more likely to hold such a position were he around today with his basic views unchanged.
4. After the group has done this, each member of the group should decide if he is more a National-Republican or a Democratic-Republican as these political philosophies relate to contemporary issues.
5. Other questions to consider during the debriefing:
  - What single issue of the campaign of 1828 has the most relevance today?
  - What was the greatest personal strength and weakness of each of the candidates in 1828?
  - Do either of these candidates remind you of politicians on the modern political scene? Who? Why?
  - Should the method of electing a president be further amended? If so, how?

## Testing

*Either because of the notes you took before and during the debate-or because of the preparation you made to play a key role-you should do very well on any test given you at the end of the unit.*



Your experience in this historical re-creation should give you knowledge so that you will be able to pass objective and essay tests on the following:

- the basic issues which divided the parties and candidates in 1828
- the background and personalities of the presidential candidates in 1828
- the relation between the issues of 1828 and modern political issues

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