

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



Interact's re-creations take only a few hours of class time.

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.

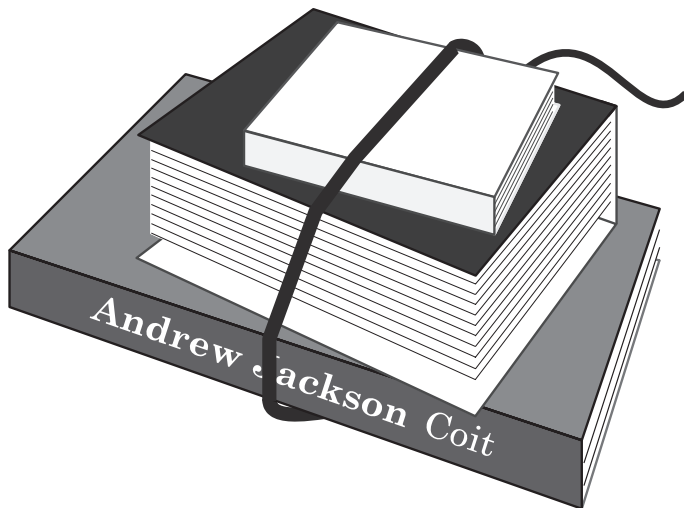
1. **Handouts** See note at left the first time you use this re-creation. For subsequent classes, duplicate the number in parentheses, using the masters in this Teacher Guide.
 - JOHN QUINCY ADAMS HANDOUT (two: one for Adams; one for his campaign manager, five pages, back to back)
 - ANDREW JACKSON HANDOUT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

DAILY TEACHING DIRECTIONS - 3

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.