

The Election of 1800

A re-creation of the 1800 presidential campaign involving
the Federalists and the Republicans



About the author

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Purpose

Every four years Americans get interested in politics. The front-page drama of a presidential election is enough to alter the concern of those who normally turn first to the comics or the horoscope. This re-creation involves students in roleplaying the election of 1800 so that the personalities and disputes of the time will come alive for them.

The election of 1800 was one of our country's most complicated elections because of the constitutional problems it raised. The tie in the electoral college between Thomas Jefferson and Aaron Burr, which occurred largely because of the development of a party system unanticipated by the framers of the Constitution, led to the passage of the 12th amendment, which established separate balloting for president and vice president. Because it was so difficult to choose a president, the election of 1800 provides one of the best opportunities in an American history course to examine how the electoral system works. Information about this process is included in the Background Essay and debriefing activities in the **Student Guide** and in the **Unit Test**. However, the emphasis of the re-creation itself is on the issues that are as real now as they were in 1800: foreign policy, defense, civil liberties, big government, and leadership.

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

Knowledge

1. Understand how the structure and process of presidential elections has changed since 1800
2. Become familiar with the important issues which divided the political parties in 1800

Attitudes

1. Appreciate that while issues may change in specific elections, basic questions of political philosophy change very little
2. Become aware of the manner in which a person's interests influence the way he or she votes

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

Why is the election of 1800 a particularly important historical election?

Overview

Three class periods-or days-are needed for this re-creation.

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

Day 1

Students first complete the **Issues Survey**. Then factions of Federalists, Republicans, and uncommitted voters are established, and students are selected to role-play candidates and campaign managers. Next students read the Background Essay in their Student Guides and begin to use this essay to record specific details for the five campaign issues on their Party Position Outline (see the **Student Guide**).

Day 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 in the **Student Guide**. Members of the opposing faction then have an opportunity to win over members of the uncommitted faction.

Day 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 the **Unit Test** if so desired. Optional follow-up activities also are available for a fourth period of instruction.)



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A LEONARDO FOR TODAY

Setup Directions

1. **Handouts:** See note at left the first time you use this recreation. For subsequent classes, duplicate the number in parentheses, using the masters in this Teacher Guide.
 - Issues Survey—class set
 - John Adams Handout—two: one for Adams; one for his campaign manager
 - Thomas Jefferson Handout—two: one for Jefferson; one for his campaign manager
 - Federalist Campaign Manager Handout—one
 - Republican Campaign Manager Handout—one

Optional:

- Unit Test—class set

2. Assigning roles

- a. Divide the class into thirds: one-third, Federalists; one-third, Republicans; one-third, uncommitted. It is important to have an equal number of Federalists and Republicans. 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 Republicans, 10 Federalists 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 the Federalists and Republicans.)
- 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, Jefferson, 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.



Teaching tip

Certain roles are so important that only you should determine who plays them.



Teaching tip

You may wish to choose candidates and their campaign managers one to 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.

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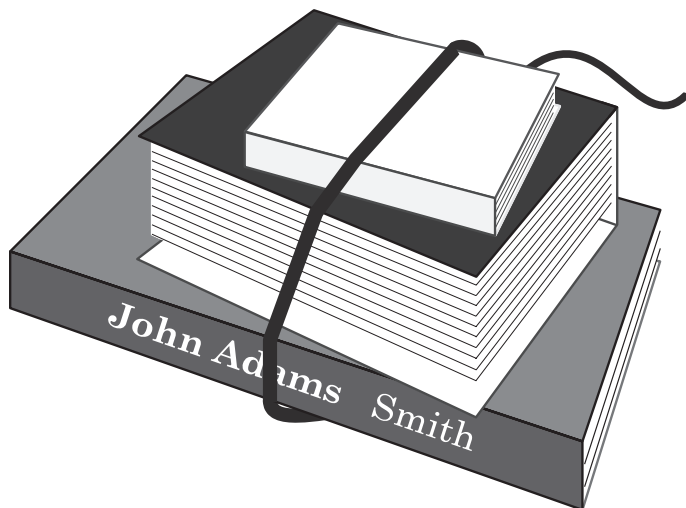
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Bright Idea

Consider seeing your friendly school librarian so that she/he will set up an Election of 1800 Reserve Shelf just for your class.



Certain students—the one playing John Adams, for example—just might go to scholarly works such as Page Smith's monumental biography in order to “flesh out” a character.



Daily Teaching Directions

Day 1

1. Distribute **Issues Survey**. Ask students to follow the directions. (Opinions in conflict are: A, B, and H; C and J; D and L; E and M; F and K; G and I.)
2. Collect the **Issues Survey** and keep 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 on page 3. (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 begin reading the Background Essay in the **Student Guide**. *However, before they begin reading, call students' attention to how to set up five sheets for the Party Position Outline.* (How-to instructions are in the Student Guide.) Have students start filling out these five sheets during this class period as they read the Background Essay.
6. Point out that they are to complete their filling out of these sheets overnight and during tomorrow's campaign speeches and question-and-answer session.
7. Use the last 10 minutes of this period to allow Republican and Federalist 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 begin answering their Identity Questions in the Student Guide. *Stress that the uncommitted must make their 8-½" x 11" ID sheets prior to tomorrow's class.*
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 the second day.



Teaching tip

The Issues Survey will show your students how the issues they are studying from the past are still "alive" for Americans today. Using this survey should help students sense the flow of history..

Teaching tip

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



Day 2

1. On this day the Republican and Federalist 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.)
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 2-3-4 with the second candidate.
6. The uncommitted voters now introduce themselves, using their answers to the identity questions provided 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 I.D. 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. The third day begins with a display of posters, presentation of songs, and general ballyhoo, each faction performing on behalf of its candidate.
2. Give the two committed factions one more chance to win over the uncommitted.
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 Republicans, Federalists and uncommitted.
5. Pass back the **Issues Survey** so students can use it during the debriefing.

6. Hear reports from the debriefing groups.
7. Give the **Unit Test** if you plan to. Here is the key to the Objective Test:

1. c	3. c	5. d	7. c	9. b
2. b	4. a	6. b	8. a	10. b
8. You may wish to collect and grade the **Party Position Outline**. The completeness of this outline will serve as a fairly good indication of general effort and attentiveness.

Day 4

Either on this fourth sequential day or during an end-of semester review, you might like to use these follow-up activities.

Follow-up activities

1. Have students bring in news stories on which they think Republicans, Federalists, or both would have an opinion. Here are some possibilities:
 - a cut in military spending
 - trade with Communist nations or with South Africa
 - the arrest of reporters who don't turn over their notes for court evidence
 - a case of a federal court overturning a state law
 - a tax break for business
 - treatment of American citizens abroad
2. Have students test out differences in the electoral system before and after the 12th amendment.
 - a. Consider the four candidates who ran in the last presidential and vice presidential election from the two major parties. First have students vote for a president and a vice president by party as occurs under the present system. Then have students cast two votes for any of the four candidates, as was the case in 1800. Is there a difference in the two outcomes?
 - b. Now pick out four student leaders (preferably oncampus students known to all class members but not members of the class). Pair them and have students cast one vote for one of the pairs. Now have them run separately and have students cast two votes for any two whom they wish to vote for. Is there a difference?



Teaching tip

If you are using this recreation with more than one class, you might like to vary such follow-up activities so that different classes work on different activities and then present their conclusions to other classes via a recording.



Issues Survey

The issues discussed in *The Election of 1800* re-creation are still being discussed in modern elections. The specifics have changed, but the debate over principles remains the same.

Directions: Below are some opinions heard regularly in modern political discussions. Match the viewpoints which seem to oppose one another by writing down the letters that precede the opposing viewpoints. (In one case there are three opposing views.) Once you have matched the opposing viewpoints, circle the letters preceding those statements with which you are in agreement.

- A. When a nation is going through a period of change, it is natural to expect human rights violations. We should try to stay on good terms with all nations and not condemn any country because we do not approve of the way that government treats its people.
- B. There is a standard of right and wrong by which all nations must be judged. Our government is founded on law and order and respect for the individual. We should condemn any country that does not operate according to accepted principles of law and human rights.
- C. We must have a strong army and navy. The international community will respect us only if we have a strong military force.
- D. When government helps big corporations and other big interests, it is actually helping all of us because these interests provide the jobs which guarantee our prosperity.
- E. It is important for the United States to assert its rights in international relations—even if this assertion could mean war.
- F. The first responsibility of our government is to protect itself from being overthrown. People who criticize the methods of the FBI and CIA do not realize that freedom can be protected only by keeping a careful watch on subversion.
- G. Every state in the United States has its selfish interests at heart; state governments often forget the needs of the nation as a whole. It is the federal government's job to look out for the interests of all Americans, not just those from a particular region.
- H. In determining if a nation should be our international friend, we should ask: "What can this particular nation do for us?" If trade with that country can help guarantee prosperity in the United States, we shouldn't worry about that nation's internal policies.
- I. Very little good comes out of Washington. The federal government there is too removed from the people. Because state and local governments are closer to the people, they are more likely to act in the people's interest.
- J. We must guard against creating more defense than we need. A military establishment can be extremely expensive, and if not watched constantly, it may threaten the people's freedom.
- K. If our government is to remain free, we must allow the free expression of all ideas, even those which may seem dangerous to the continued existence of the government.
- L. "Money talks" in Washington. Most legislation protects the interests of the rich and powerful at the expense of the common people.
- M. The United States must make sure its true interests are being challenged before it goes to war. The economic interests of the upper class do not represent the nation's true interests.

John Adams Handout

Speech Outline

Issue 1: Our friends and our enemies

The important issues of my administration have been in the area of foreign policy. I recognize that a young nation such as ours is in a very delicate position.

1. A young nation must act forcefully so as to gain the recognition and respect of the rest of the world.
 - a. My administration did act forcefully at the time of the XYZ Affair.
2. A young nation must do everything it can to preserve the peace so its budding resources are not used in unproductive wars.
 - a. I sent representatives to France this very year, and there is every hope we have now seen the last of our battles with the French.
3. A young nation must establish a healthy trade with other nations.
 - a. The healthy trade that has existed between the United States and Britain during my administration has been an important factor in achieving prosperity in our country.
4. A young nation must look for successful nations as models to emulate.
 - a. Although it is true we have cut our fetters to the British, it would not make sense for us to turn our backs on all we have learned about government from the British.
 - b. We as a people are much closer to the British tradition of orderly change than to the radical violence which has been going on in France for the last decade.

Issue 2: The army and navy

During my administration our nation has made every effort to build up a strong navy.

1. The wisdom of this position was clear after the XYZ Affair.
 - a. We now find the French are willing to deal with us on terms of mutual respect. It is doubtful this would have happened if our navy had not sunk some French warships.
2. Those who criticize a strong navy are very short-sighted.
 - a. A strong navy means protection for our merchant ships. This in turn means greater trade and hence greater prosperity at home.



Speech tip

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 tip

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:

Fourth ... And now we move to Issue 4...

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: Controlling subversion

The first responsibility of any government is to assure it will remain secure to protect the rights of its people. The acceptance of this responsibility has led to the Alien and Sedition acts.

1. With regard to the Alien Act, it is known that every country in the world sets up laws for residency and citizenship as it sees fit.
 - a. If you had reason to believe a guest in your house was going to move in with your family but throw you out in the street, it would not be wise to allow that person to remain in your house.
 - b. We know there are foreign elements in this country who would like to take over our political home. The Alien Act gives us power to remove this danger.
2. The Sedition Act must be considered in relation to the times we are living through.
 - a. Since the XYZ Affair we have been in an undeclared war with France.
 - b. Our government, which can freely tolerate criticism in peace time, cannot tolerate in time of war, even undeclared war, false and malicious statements directed against it.
 - c. The Sedition Act is a temporary act, a special act for special circumstances. For this reason, it does not conflict with the freedom of speech guarantees of the Constitution.

Issue 4: The states and the federal government

Much discussion has taken place about where the power of our new government should reside: Should it be with the states or with the federal government?

1. Our Constitution is clear on this point.
 - a. It gives the federal government certain powers and reserves all others to the states.
2. But now let's look at how the Republican mind works. The Constitution clearly allows the federal government to establish "a uniform rule of naturalization."
 - a. Yet when the federal government attempt to establish such rules as it did with the Alien Act, we have the Kentucky and Virginia resolutions, which we know to have been authored by Jefferson and his friend James Madison. These resolutions proclaim that a state need obey only those laws of the federal government it chooses to obey, even-it would seem-when those laws are clearly within the power of the federal government.

3. Let me remind you that a major goal of the Constitution of 1787 was to strengthen the national government.
 - a. We have evidence of what a weak national government is like from our experience under the Articles of Confederation during the 1780s. We are now beginning to see what a national government with designated powers can do to create order and promote prosperity.
 - b. Don't hand over our government to those who have no understanding of the great work which created the Constitution.

Issue 5: Who should rule?

The question of who should rule is much asked these days, but in fact, it is a question better off not asked.

1. The only real answer is that no one faction or interest should rule.
2. It is the role of government to make sure all groups are heard and that no one group comes to control another.

Conclusion

My last point symbolizes what I stand for as a candidate.

1. Moderation and stability in government provide a system where all have a chance to be free.
2. Such a government was the dream of George Washington; it is in the tradition of that great American that I have tried to act and that I seek a second term as your president.

Answering Questions

The Republicans will probably ask you questions such as the following. (The uncommitted voters will possibly ask you others.)

Question 1: Why did you support the American Revolution earlier and now you do not support the French Revolution?

Possible answers:

1. The American Revolution was a legitimate, orderly response to injustice; the French Revolution fell into the hands of a rampaging mob.
2. The French can have any kind of government they want in their own country. Federalists are concerned about Frenchmen exporting their wild anarchy to our country.



Speech tip

Before beginning your conclusion, consider pausing briefly, 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 main point you made earlier about each issue.

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

3. Our real complaint against the French has been that they do not seem to understand the basic rules of relations between civilized nations. A civilized nation does not ask for bribes before it will talk with another country.
4. You will notice that when Napoleon came to power in France last year and some sort of order was restored my administration acted immediately to restore relations between our two countries.

Question 2: Why did you favor titles for members of your first administration?

Possible answers:

1. First of all, that was some years ago. Times have changed.
2. At the time, what the new government needed more than anything was respect. Those titles seemed a harmless way of making it known that the new government was in charge and was serious.

Question 3: Why have you been “wishy-washy” on the issue of who should rule?

Possible answers:

1. I'll tell you the truth. I think all this talk of one class of people being more suited to rule than another is simple-minded.
2. It's the job of government to balance the interests of all groups in society so that everyone is treated fairly.
3. I do not want to kow-tow to the rich or to rouse the rabble. I just want to be fair.

Question 4: Why has Alexander Hamilton, a key member of your own party, criticized you?

Possible answers:

1. It is no secret that I have had differences with some party leaders, but this election is to decide who the people, not the party leaders, want for president.
2. Despite the things some party leaders have said about me, I believe their real objection to my candidacy is that in the last year I have made peace with France. I chose peace-not war. Challenging the war-mongers in my own party did not make me popular with them.

Speech tip



Since you know the questions you will be asked, go to a mirror at home and stand looking into it as you practice giving the 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 some of the questions and then critique how you answer them.

Question 5: Why does it seem like your wife Abigail is running the country?

Possible answers:

1. I am a blessed man. I am married to one of the brightest, best educated women in the United States. Since she has a fine mind and sound opinions, of course I will continue to ask her opinions. My wife is my intellectual companion, not just my housekeeper and the mother of our children.
2. It is absurd to say Abigail “runs the country.” This is the kind of Republican exaggeration that makes it impossible to believe anything the Republicans say.

Question 6: Why do you have such a love of pomp?

Possible answers:

1. This is just one more case where political rhetoric has nothing to do with reality. My inauguration after I was elected in 1796 was held in the simplest possible circumstances. If I had a great love of the trappings of monarchy, that would have been an ideal time to go all out.
2. What you have in my opponents are propagandists creating fake issues because they have no real issues. Don’t be taken in. *Remember that under my administration prosperity has continued, and we now have an honorable peace with France.*

Speech tip

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.

Thomas Jefferson Handout

Speech Outline

Issue 1: Our friends and our enemies

France has traditionally been our friend, and yet for the past two years we have been in an undeclared war with the oldest of our allies.

1. There is much fear in our country of the French Revolution.
 - a. We must clarify the difference between the ideals of the French Revolution which are so close to those expressed in the Declaration of Independence-which I authored-and the day-to-day working out of a revolution in which we can expect people to bleed and die.
 - b. We may consider some of the details of the French Revolution ugly, but they are really none of our business.
2. Federalists claim the XYZ Affair is an example of the immorality of the revolutionary French government, yet thoughtful diplomacy could have averted this fiasco.
 - a. The Jay Treaty with Britain was a way of telling France we no longer respected her interests.
 - b. The XYZ Affair was French retaliation for this thoughtlessness on the part of Federalist diplomats.
3. The Federalists view Britain as the nation which has provided us with our heritage and tradition.
 - a. We Republicans do not believe much in tradition.
 - b. We broke with tradition at the time we declared our independence from Britain.
 - c. Our nation is mankind's great experiment, its great hope. Our future has nothing to do with Britain's past.

Issue 2: The army and navy

All nations need adequate military force to defend themselves.

1. But a country does not need a strong standing army to do this.
2. Instead, it needs a militia so that all able-bodied men can come to the aid of their nation when it is attacked.
3. The talk of big armies and navies is generated mainly by certain Federalists who would like to be generals and admirals.

4. One must view with suspicion the advocates of a strong army at a time our shores are not threatened by attack.
 - a. Under such circumstances what purpose could a strong army have other than the suppression of our own people?

Issue 3: Controlling subversion

A government has a right to protect itself against subversion, but it must use constitutional means to do so.

1. The First Amendment to the Constitution clearly states that Congress shall make no law abridging freedom of speech or of the press, yet this is just what the Sedition Act has done.
 - a. Editors of newspapers who do not agree with the current government are today rotting in jail cells because they had the temerity to criticize our "Federalist Monarchs."
2. The Alien Act—also passed under the Federalist administration—is obviously an attempt to keep out of our country future citizens who will join the Republican party.
3. These two acts above show how little respect our current leaders have for our Bill of Rights. Consequently, we must remove these leaders from office or prepare to accept our chains.

Issue 4: The states and the federal government

Our national government gets its power from the states through the people.

1. The Federalists have forgotten this basic constitutional principle.
2. I want to work to restore a national government which does only what the Constitution says it can do, and where the states retain all other powers, just as the Constitution says they should.
3. There are many reasons why the primary functions of government should remain with the states.
 - a. The country is too large to be ruled by a single government. Government should be continually willing to experiment, and that is more likely in a small government than in a large one.
 - b. The smaller the unit of government, the more likely the voice of the individual will be heard.
4. My support of the Virginia and Kentucky resolutions is related to my support of the states in their struggle with the national government.
 - a. These resolutions demonstrated to the federal government that federal officials may not pass legislation which violates the Constitution.



Speech tip

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:

Fourth ... And now we move to Issue 4...

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.

Speech tip

Before beginning your conclusion, consider pausing briefly, 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 main point you made earlier about each issue.

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

- b. These resolutions were a way of reminding the federal government that it was the states that created the national government, not the other way around.

Issue 5: Who should rule?

The present administration excludes from real representation the overwhelming number of people in this country.

1. The president, the senators-even most House of Representative members-all are rich men.
2. More than 90 percent of the people in this country are country folk, farmers, and villagers.
 - a. These people, those close to the earth, are, as I have written, "the chosen people of God."
 - b. True wisdom resides in the people who remain close to the land, who have not allowed large city life to corrupt their morals, destroy their health, and lessen their control of their own lives.
3. Our hope is with an enlightened people who rule themselves.
 - a. For if the people are not capable of ruling themselves, who is capable of ruling them?
 - b. Certainly not a moneyed elite whose single interest is the perpetuation of its own wealth.

Conclusion

My last point symbolizes what I stand for as a candidate.

1. This is a time for change.
2. Our country needs an administration led by a man who trusts the innate ability in everyday people, who understands our Bill of Rights, and who correctly interprets our federal Constitution. I believe I am such a man.

Answering Questions

The Federalists will probably ask you questions such as the following. (The uncommitted voters will possibly ask you others.)

Question 1: Why did you choose Aaron Burr as your running mate?

Possible answers:

- a. I did not choose Burr; the Republican caucus chose him.
- b. Burr has done much good work for the party.

- c. Burr is, in fact, *not* my “running mate.” Under our present system he is just one more person running for president.
- d. Therefore, I prefer to direct my attention to the defects of the Adams administration.

Question 2: What did you mean by your remark that “Adams is disinterested”?

Possible answers:

- 1. I agree Adams tries to make fair judgments, but he is not only “disinterested,” he also seems to lack all interest in being president.
- 2. During his first term as president he spent 385 days away from the capital at Philadelphia. Most of this time he spent at the Adams family home far away in Quincy, Massachusetts.
- 3. The voters should do Adams and the country a favor by sending him back to Quincy permanently.

Question 3: Aren’t you naive, a person who lacks knowledge of the world? After all, didn’t you fail to recognize the violence of the French Revolution?

Possible answers:

- 1. On the contrary, I was in France before the revolution. I saw the conditions under which people lived.
- 2. This knowledge of the world has made me realize it is usually necessary to shed blood if liberty is to be achieved.

Question 4: Since times are prosperous, why should we vote for a change in presidents?

Possible answers:

- 1. Many persons would prefer to be a bit less prosperous rather than serve as “prosperous slaves” under the government responsible for the Alien and Sedition acts.
- 2. War is one way to assure prosperity, at least for the interests who supply the war. We have been in an undeclared war with France for two years. What I want is a prosperity based on peace.
- 3. The other question you need to consider when prosperity is discussed is “prosperity for whom.”
- 4. The farmers of western Pennsylvania who are being taxed to death by the federal government might not agree with you that these are such prosperous times.



Speech tip

Since you know the questions you will be asked, go to a mirror at home and stand looking into it as you practice giving the 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 some of the questions and then critique how you answer them.

Question 5: Mr. Jefferson, you've had many jobs in government, but aren't you the kind of man who takes on jobs and then quits them?

Possible answers:

1. The circumstances in each of the examples cited were different, but it sometimes takes more courage to leave an office than it does to stay on if a situation is no longer productive.
2. As president, however, you can rest assured that I would perform my duties for the full four years.

Question 6: Aren't you an atheist, Mr. Jefferson?

Possible answers:

1. I think it is time we cleared up the matter of my religious beliefs and my public policies toward religion.
2. First of all, I am not an atheist. I do believe in a supreme being, and I have been a student of the Bible for many years.
3. Those who claim I will outlaw religion if elected president are really saying I will give no special support to *their particular religion*. In this they are correct. We have many sects in this country: Calvinists, Episcopalians, Quakers, Catholics. My great hope is to leave them all free to practice their beliefs without the interference of the government.
4. Remember that I am the author of the Virginia Statute on Religious Freedom, one of the works of my life of which I am most proud.

Federalist Campaign Manager Handout

Your responsibilities

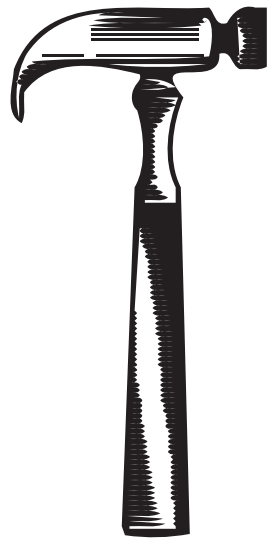
1. Create the “razzle dazzle” necessary for a lively campaign: posters, banners, buttons, slogans, and songs. Assign different members of your faction different tasks. Get ideas for slogans by studying the Background Essay in the Student Guide.
2. Assign the questions in this handout to members of your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



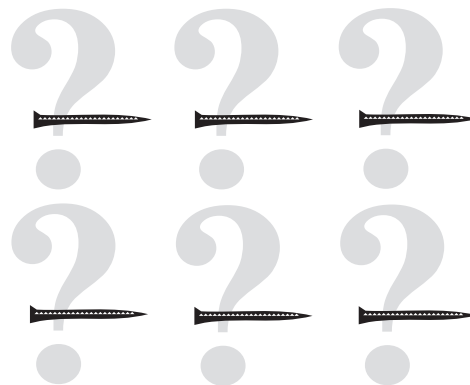
JOHN ADAMS
A MAN OF INTEGRITY

Federalist questions for Thomas Jefferson

1. How can you allow Aaron Burr on the same ticket with you? He is a New York lawyer who in no way shares your view of an agrarian America. He is friendly with many of the very people you hold in contempt. Is this not a sign you're selling out?
2. You have admitted that John Adams is "as disinterested as the being who made him." That is, you are saying he is a fair man who does not take sides without hearing all the arguments. How could we want more in a president? You are certainly not at all "disinterested." Therefore, why don't you just step aside and let John Adams assume the presidency for another four years?
3. You have claimed John Adams "lacks knowledge of the world," yet it was not John Adams who turned his back while thousands of innocent Frenchmen were guillotined at the hands of rabid mobs. Isn't it you who did ignore these events. Aren't you a person who *really* lacks knowledge of the world?
4. Almost everyone agrees these are prosperous times. Why should anyone vote for you when we are all doing so well economically under the present Adams administration?
5. Mr. Jefferson, you were once governor of Virginia. You quit. You were once ambassador to France. You quit. You were once secretary of state. You quit. Doesn't this tell the voters that any time things get rough you are going to get out? Can we even be sure you would finish a term as president?
6. It is well known you are an atheist and an enemy of religion. Where do you get the nerve to ask for the votes of God-fearing people?



**Nail Thomas Jefferson
with your six questions.**



Republican Campaign Manager Handout

Your responsibilities

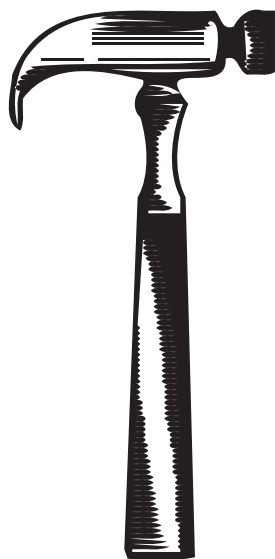
1. Create the “razzle dazzle” necessary for a lively campaign: posters, banners, buttons, slogans, and songs. Assign different members of your faction different tasks. Get ideas for slogans by studying the Background Essay in the Student Guide.
2. Assign the questions in this handout to members of your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



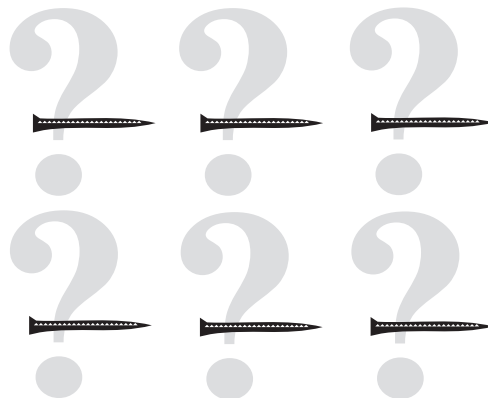
JEFFERSON
A LEONARDO FOR TODAY

Republican questions for John Adams

1. Federalists have repeatedly called the French Revolution a disgusting spectacle. Yet you, at least, thought the American Revolution was just fine. Why do you approve of your own revolution but deny others the right to theirs?
2. I understand you favored royal titles such as “His Excellency” for members of the first American administration. Why do you make suggestions like this if you believe in a government committed to rule by the *people*?
3. Mr. President, you seem pretty wishy-washy to me. We know that Alexander Hamilton and many of the other Federalists believe in a government directed by the well-to-do. We know that Thomas Jefferson has a belief in “the wisdom of the people.” But we can’t figure out what you believe. Can you please tell us?
4. A leader of your own party, Alexander Hamilton, has said of you that you “do not possess the talents adapted to the administration of government.” Further, he has said, you “lack sound judgment” and that you are vain. If this is what members of your own party are saying about you, why should *anyone* vote for you?
5. Mr. Adams, it is well known that you consult your wife Abigail before making important political decisions. If we elect you for another four years, are you going to continue to let “Mrs. President” run the country?
6. You have a reputation as a lover of pomp, monarchy, and titles. Should such a man be president of a *democratic* nation?



**Nail John Adams
with your six questions.**



Name: _____ Date: _____

Unit Test

Objective Test

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

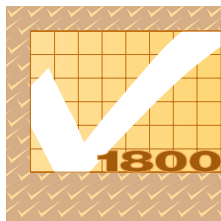
1. In which way was the election of 1800 like a modern presidential election?
 - a. Presidential and vice presidential candidates were separately designated.
 - b. The candidates were chosen at party conventions involving ordinary citizens.
 - c. Electors cast votes for president.
 - d. A candidate's appearance was important in "packaging his image."
2. Which of the following elements of modern elections was not described in the Constitution of 1787?
 - a. The electoral college
 - b. The party system
 - c. The resolution of tie votes for president in the House of Representatives
 - d. The right of every state to set up its own election procedures within the limits described in the Constitution.
3. With which statement would a Federalist most likely have agreed in 1800?
 - a. Louis XVI got what he deserved.
 - b. A free press is more important than a stable government.
 - c. A strong orderly government is essential to the survival of the nation.
 - d. The state militias should be the most important element in our defense.
4. With which statement would a Republican element most likely have agreed in 1800?
 - a. States' rights and individual rights are at the heart of the U.S. system.
 - b. Manufacturing is the key to American prosperity.
 - c. The United States can learn much from the English system.
 - d. A stable government is more important than a free press.
5. On which point would Thomas Jefferson and John Adams likely most disagree?
 - a. There was a need to dissolve the ties with England in 1776.
 - b. Alexander Hamilton is not always right.
 - c. It is appropriate for highly educated men to enter political life.
 - d. Given the chance, the people will always choose right.

6. If the 12th Amendment to the Constitution had existed in 1800
 - a. Jefferson would have been elected president and John Adams vice president.
 - b. The election would have been decided by the electors and not by the House of Representatives.
 - c. Aaron Burr would not have been elected vice president.
 - d. Alexander Hamilton would have had a better chance of being nominated for president.
7. Which issue is less important today than it was in 1800?
 - a. With which nations should we be friends and allies?
 - b. How strong does our military need to be?
 - c. How much voice should people have in how they are governed?
 - d. How much control should the national government have over peoples' lives?
8. Which issue is more important today than it was in 1800?
 - a. How should scarce resources be allocated?
 - b. How can the government protect itself against subversion?
 - c. To what extent should the wealthy and powerful be allowed to exert an influence on government?
 - d. Under what circumstances should the United States declare war?
9. With which of John Adams' policies would Jefferson more likely agree than Hamilton would likely agree?
 - a. Encouraging a strong national government
 - b. Encouraging peace with France
 - c. Enforcing the Alien and Sedition acts
 - d. Building up the American navy.
10. Which of the following statements about Adams and Jefferson is not true?
 - a. Both served as vice president.
 - b. Both were New Englanders.
 - c. Both served as ambassadors.
 - d. Both died on July 4.

Essay test

Directions: Using the format suggested by your teacher, write a brief or long essay in which you comment on the following:

In this re-creation you have been asked to role-play either an uncommitted voter with special interests or a voter committed to an 1800 political party. Now that you have been through the re-creation, declare your true feelings as to how you would have voted if you had been present in 1800. Would you have voted for Adams or Jefferson? Comment on the two candidates' personalities as well as the issues of the day.



The Election of 1800

A re-creation of the 1800 presidential campaign involving Federalists and Republicans

Purpose

You are about to begin a re-creation of the election of 1800. Thinking like a citizen of 1800 will not be that difficult because the issues debated in that year were not that different from issues we hear debated daily. Details may differ, but the outline of the arguments has not changed much. The following essay will acquaint you with the political questions and answers that were the focus of the campaign of 1800.

Background Essay

Introduction

In November 1984, the United States held its 50th presidential election. The election of 1800, the fourth of these, was the first in which power was transferred from one party to another. Indeed, it was the first election in which the political party system, so important to modern elections, was prominent. Also this election made clear there were some basic problems with the electoral college method the Constitution of 1787 had established for choosing a president. Although Amendment XII to the Constitution (1804) altered this method, it did not replace it. Hence, study of what happened in 1800 will still help you understand the process by which we elect our presidents, today.

Issues in 1800

Often, today, people complain because they see little difference between candidates' views on basic issues. A voter in 1800 would have had no such complaint, however, because John Adams and Charles Cotesworth Pinckney for the Federalists, and Thomas Jefferson and Aaron Burr for the Republicans, represented very different philosophies of government and stood on opposite sides of basic issues. (**Note:** *The Republican party of 1800 is not related to the modern Republican party, which was organized in 1856.*)



Issue 1: Who is our friend? Who is our enemy?

Many of the important issues of the Adams administration were related to foreign affairs, particularly U.S. relations with France, our Revolutionary War friend, and Great Britain, our old enemy. In 1789 a revolution took place in France. At first, most Americans enthusiastically supported the French revolutionaries. (Many believed that the United

States, the first nation in modern history to throw off a monarch, had inspired the French revolt.) Then, over the next years the relatively bloodless revolt turned messy. King Louis XVI was executed, the “mob” took over, and thousands of innocent people, even many early supporters of the revolution, were guillotined.

Federalists and Republicans responded differently to these events. To the Federalists, the French Revolution had become a “disgusting spectacle,” a time of immorality and plunder. The Republicans were more tolerant, believing with Jefferson that “the tree of liberty must be refreshed from time to time” with blood, “its natural manure.” Jefferson did not expect governments to be stable when they were not responsive to the people, and he believed the French monarchy to be unstable. He did not support the excesses of the French Revolution, but he did ignore them.

The Federalists, on the other hand, had very positive feelings about the British. Many Federalist leaders were related by birth or marriage to Englishmen. The economic interests of many Federalists depended on a lively trade with Britain, and party members respected the British system, which, they said, had evolved out of experience rather than violence. Englishmen, the Federalists argued, solved their problems without guillotining the innocent.

Foreign relations became more complicated in 1793 when France and England went to war. The United States as a neutral nation tried to trade with both sides. The British stopped U.S. ships headed for France, confiscated goods, removed American sailors, and forced them into the British navy. Both Federalists and Republicans objected to these British actions. The Federalist answer was the Jay Treaty between the United States and Great Britain in which the British agreed, among other things, to compensate American ship owners, most of whom were Federalists, for ships and cargoes seized by the British.

France, however, was angry when the British continued to seize goods bound for France. The French argued that since the United States and France had treaty arrangements going back to the American Revolution, the United States should not be signing treaties with France’s enemies. To show their displeasure, the French refused to accept the American ambassador, Charles Cotesworth Pinckney, when he arrived in 1796.

One of the first things Adams did when he took office in 1797 was to send Pinckney back to France-along with two other Americans-to try to work out differences between the two countries. This action led to the XYZ affair. Essentially, what happened was that the French told the Americans through three secret messengers (i.e., X, Y, and Z), “We will talk to you only if you pay us off.” When the details of this bribe were made public in the U.S., opinion turned against France and against



Issues to discuss

Are these five issues “dead history,” or is each still vitally alive today?

the Republicans, who were identified with the French cause. Public reaction to the XYZ affair accounted for many Federalists being elected to Congress rather than Republicans in 1798. Jefferson suggested the incident would not have occurred if it had not been for Jay's Treaty. Eventually, Adams himself sent representatives back to France who managed to patch things.

 **Issue 2: What should be the status of the army and navy?**

Nothing in our Constitution says the U.S. must have a permanent army and navy. In general, Jefferson and the Republicans distrusted such permanent armed groups. The Republicans contended that a corrupt government could use such a "standing army" to suppress its own people. The Republicans wanted only the state militias, which could be called to duty in an emergency, much in the way the national guards and reserves can be called today. Republicans admitted America had, in the past, encountered problems with the British and the French on the high seas, but they questioned the need for a strong navy when thousands of miles of ocean separated America from her nearest enemy.

The Federalists argued that the Republicans were unrealistic about the need for defense. A modern nation needs modern armed forces, they contended. Most Federalists believed in a permanent standing army. (Interestingly enough, Adams did not.) Alexander Hamilton and his Federalist followers argued the XYZ affair had shown that a weak country can be easily humiliated. Since that confrontation, the U.S. Navy had engaged in a number of successful encounters with French ships, in what was, in fact, an undeclared naval war. Now the French were willing to accept an American minister with respect. Federalists stressed that this would have happened earlier if the United States had previously demonstrated real sea power.

 **Issue 3: Does the government have the right to protect itself against subversion? If so, how?**

The Federalists feared that the revolution happening in France could happen in the United States. They viewed as a threat to orderly government the 25,000 French aliens in the United States and the increasing numbers of Irish who had begun arriving after the Irish Rebellion against Britain in 1798.

The Federalists also feared many American newspapers edited by Republicans who soundly criticized the Adams administration and sympathized with the French cause. The Federalist-controlled Congress therefore passed a series of acts (the Alien and Sedition acts) in order to check subversive activity. Alien residents now had to reside 14 years

in the United States before becoming citizens rather than for the five years previously required. Any foreigner the government suspected of subversive activity could be ordered to leave the U.S. Under the Sedition Act any American citizen who spoke or wrote against the government “with intent to defame” or to bring the government into “contempt or disrepute” could be fined or imprisoned.

In fact, no foreigners were deported during the two years the Alien Act was in force, but many who would likely have been deported left voluntarily shortly after the act was passed. The Federalists felt this exodus made the nation more stable; the Republicans felt it made America less free.

Persons were prosecuted under the Sedition Act. In a Massachusetts village, one David Brown persuaded French sympathizers to erect a liberty pole, a symbol of the French Revolution. For this he was sentenced to four years in prison. The Federalists believed such government action necessary because they considered the U.S. and France in a state of undeclared war. A vigilant federal government must act to reduce the threat of sabotage.

To the Republicans the Alien and Sedition acts were the first steps toward destroying the Constitution’s Bill of Rights. “Today,” they said, “newspaper editors are arrested for expressing their beliefs. Tomorrow, the president will be elected for life and will pass on his office to his heirs.”



Issue 4: What should be the roles of the state in relation to the federal government?

The Republican response to the Alien and Sedition acts reflected this faction’s general suspicion of federal power. Thomas Jefferson and James Madison wrote and arranged to have passed in two state legislatures the Kentucky and Virginia resolutions. These resolutions stated that the Alien and Sedition acts were unconstitutional and, further, that any act passed by the federal government which a state considers unconstitutional, the state’s citizens need not obey. The idea stressed was that the states created the federal government; hence, each state has the right to judge when the U.S. Congress goes beyond its constitutional powers.

To the Federalists such reasoning was anarchy. These resolutions, the Federalists believed, confirmed their worst fears: A nation led by Republicans would crumble into chaos.

Issue 5: Who should rule?

In these early days of our nation, the question of who should rule didn't mean which party. It meant what kind of men. Alexander Hamilton's views were shared by many Federalist leaders: People of wealth and position should run the government. Poor people were not responsible for anything because they had no property to protect. The rich man had the most to gain from stable government, but both rich and poor would benefit from the moderate rule of the propertied class.

Jefferson disagreed strongly with this view. "I have never observed men's honesty to increase with their riches," he said. He and other Republicans expressed unqualified confidence in the rule of the people. Of course, he admitted, "The people will make errors, but they will be honest ones that can be corrected." Rule by the rich, he believed, always protects wealthy individuals' interests at the expense of less well-to-do people. However, Jefferson was running against the Federalist John Adams, not against the Federalist Alexander Hamilton. Adams was more moderate in his Federalist views and supported all the checks and balances built into the U.S. Constitution. He thought these balances, especially the system of the two-house legislature, would moderate the conflicting interests of the rich and the poor. However, his middle-of-the-road view was lost in the debate between the more extreme positions of the Hamiltonian Federalists and the Jeffersonian Republicans.

Question to ask yourself



Did you understand that political parties did not exist prior to 1800?

Political parties

The Constitution says nothing about political parties. George Washington and other founding fathers spoke out against the emergence of political parties. Nevertheless, political parties inevitably evolved. The Federalists were America's first real political party. These Federalists, who were the original supporters of the United States Constitution of 1787, were primarily merchants, ship owners, manufacturers, and others who identified their interests with the upper classes. They believed only a strong national government could provide the necessary stability for strength abroad and prosperity at home. Another political group which was to evolve into the Republican party first called itself the Anti-Federalists. These persons either opposed or had strong reservations about adopting the Constitution of 1787. In 1788, once they lost their battle against this adoption, they carefully watched the actions of the Federalists who formed most of the office holders throughout the Washington and Adams administrations. They watched the Federalists because they suspected them of trying to re-establish too strong a national government, possibly even a monarchy. They took the name Republican because it has traditionally meant opposition to monarchy. Thus, the political party system evolved in the 1790s, and, as we shall see, the Constitution had to be amended after 1800 to accommodate the party structure.

Electing presidents

In order to understand what happened in the election of 1800, you need to know how candidates were chosen and how the president and vice president were elected. Examine the answers to the four questions below.

Who decides who will run?

In 1800, party conventions were not held to choose candidates; instead, party leaders held secret meetings called “caucuses” to do this. The Republican caucus chose Jefferson and Burr; the Federalists caucus, Adams and Pinckney. (Today, this function is done by delegates attending a national party convention. The first of these occurred in 1828, however.)

How is the president elected?

According to the Constitution, the president is to be elected by a “college of electors.” Each state is allowed a number of electors equal to the number of representatives it has in the House of Representatives plus its two senators. (For example, if a state has 10 representatives in the House, it can send 12 electors to the college.) The power to choose these electors is given to each state’s legislature. In 1800, 10 of 16 state legislatures chose the electors, themselves; in the remaining six, the legislatures allowed the citizens to vote directly for electors. (Today, each party lists on the citizen’s ballot its slate of electors headed by the party’s nominees for president and vice president. Although citizens mark their ballot for the presidential nominees of their choice, they actually are voting for electors who have pledged their political party to vote for these nominees in the electoral college.)

How does the electoral college work, then and now?

In 1790, each elector was allowed two votes. The candidate who received the greatest number of votes was to serve as president; the candidate with the second greatest number was to serve as vice president regardless of political party affiliation. In 1796, Adams, a Federalist, received the greatest number of votes and Jefferson, a Republican, the second. Thus the nation had a president belonging to one party, a vice president belonging to another. By 1800 party discipline was considerably improved. The Republican electors cast all their 70 votes for Jefferson and Burr, the nominees of the Republican caucus. However, the electors were not permitted by the Constitution as it was then written to make a distinction between which candidate should serve as president and which as vice president; hence, each candidate emerged with 35 votes for president-a tie.

Questions to ask yourself



Is the electoral college outmoded?

Should it be abolished?



What happens when the electoral college vote is tied?

According to the Constitution, a candidate to be elected must receive a majority of the votes cast. If a candidate fails to get more than 50 percent, or, in the case of 1800 when the vote in the electoral college was tied, the House of Representatives decides between the two candidates with the equal number of votes. Each state delegation gets one vote, which is cast according to the will of the majority of delegates from that state. If the vote within the state delegation is tied, then the state does not vote. In 1800 there were 16 states. Jefferson received eight votes, Burr, six; two states were tied and thus unable to vote. Jefferson needed nine states, a majority, to be elected. The House remained deadlocked through 35 ballots. Finally, for reasons that are still unclear today, representatives in the tied states changed their votes to Jefferson, allowing his election. If the balloting had continued to March 4, the date on which the president was to be inaugurated, and the date Adams was to leave office, the nation could have been left without a president and the entire structure of government could have collapsed.

The twelfth amendment

Before the election of 1804, Amendment XII was ratified. This amendment provided for separate votes for president and vice president in the electoral college. Separate votes assured that the president and vice president would belong to the same party and that there would be no more ties between candidates of the same party in the electoral college.

The candidates

Of all the candidates who have ever faced each other in presidential elections, Thomas Jefferson and John Adams probably shared more experience, mutual respect, and lasting friendship than any others. They met in 1775 at the Continental Congress in Philadelphia, where both served on the committee to draft the Declaration of Independence. (Jefferson became the principal author.) In one of the remarkable coincidences of history, both died on July 4, 1826, the 50th anniversary of the Declaration's signing. Both had served in the first administration under Washington, Adams as vice president, Jefferson as secretary of state. Both were scholars who participated in politics only reluctantly. Jefferson often spent 15 hours a day reading and studying. Adams enjoyed drawing on his knowledge of ancient history to explain contemporary issues.

Neither Jefferson nor Adams would have done very well in our era when an attractive TV image gets votes. Jefferson was a lanky six feet two and one-half inches tall, but he always seemed to be slouching and did not like formal dress. Although a skilled writer, he was an atrocious speaker. Adams was short and overweight. His critics called him "His Rotundancy," which served both as a comment on his waist line and what they considered his love of titles. But he had a fine legal mind, a knowledge of history, and a profound love for his country.

Issues to discuss



Has TV become too dominant in our modern political elections? And if so, how might TV's power be curtailed?

Both Adams and Jefferson had served as ambassadors to foreign countries. Adams had been ambassador to Great Britain in the years following the American Revolution. This service confirmed the Republicans' belief that Adams, like the other Federalists, was overly sympathetic to England. In fact, Adams' experiences with the English upper classes led him to dislike what he considered their pretentiousness and snobbery.

Jefferson had been ambassador to France in the years before the French Revolution. He had always admired French culture and philosophy, but he was horrified by the ordinary Frenchman's poverty. Blaming this condition on the system of monarchy, Jefferson had more tolerance for the excesses of the French Revolution once it broke out than many Americans had.

Both Adams and Jefferson were in Europe at the time of our Constitutional Convention of 1787. Adams was basically pleased with the new Constitution, particularly with its checks and balances, which he felt provided for a stable and orderly government. Jefferson, because the original Constitution lacked a Bill of Rights, was less enthusiastic. His doubts caused his opponents in 1800 to label him "an enemy of the Constitution."

When John Adams served in the Washington administration, he stayed on for two years, identified himself with Washington's policies and, as vice president, became Washington's "heir apparent." Jefferson, on the other hand, left the Washington administration in 1793, when he thought that Secretary of Treasury Alexander Hamilton's views were overly influencing President Washington's actions.

Jefferson and Hamilton were opposed on many issues. Jefferson believed in democracy; Hamilton feared giving common people too much power. Jefferson believed that the states and the people should retain as many rights as possible; Hamilton believed in a strong central government. Jefferson thought agriculture should be the basis of the American economy; Hamilton encouraged manufacturing and commerce.

Hamilton's views are important to the election of 1800 because Hamilton's policies dominated the Federalist party. John Adams did not share all Hamilton's opinions. For instance, he made peace with France in 1800 at a time the Hamiltonian Federalists were crying for war. Hamilton was less than enthusiastic about Adams' candidacy in 1800. "If we must have an enemy at the head of our government," Hamilton wrote privately, "let it be one we can oppose." This split between Hamilton and Adams may have cost Adams the election.

Hamilton further influenced the election's outcome when the tie between Jefferson and Burr was in the process of resolution before the House of Representatives. Some Federalists were leaning toward Burr because they considered him a practical politician they could work with and not the

"fanatic" they believed Jefferson to be. Hamilton told these Federalists Burr had no character while Jefferson "at least has pretensions of character." Hamilton continued his criticism of Burr until Burr silenced him by killing him in a duel in 1804.

Procedure

Here is the sequence you will follow during this re-creation of the election of 1800.

Day 1

1. Your teacher will assign you a role as a Republican, a Federalist, 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 Thomas Jefferson and John 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; 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 answers to the identity questions which will help you develop your role.

Day 2

1. Jefferson 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 1800, 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 1800 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.

- Each uncommitted voter now introduces himself/herself to the class based on the identity questions, which have helped the voter define his/her role.
- After the party members have listened to the uncommitted voters describe themselves, they will be given time to “lobby” the uncommitted voters. If an uncommitted voter is won over, the voter’s ID sheet is surrendered to the campaign manager of the party joined.

Day 3

- This day begins as each party stages a brief rally showing off its campaign materials.
- Then a few minutes more are allowed for lobbying the voters who are still uncommitted.
- Next the vote takes place and the results are announced.
- Now the class divides into groups for a debriefing discussion.
- Your teacher may conclude this hour 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:
- Boston wigmaker
- New York shopkeeper
- Recent arrival from Ireland who migrated because of the troubles with England
- Pennsylvania Quaker concerned about religious freedom
- South Carolina planter and slave owner
- Maine “rock farmer” living close to subsistence level on a small farm
- Philadelphia doctor with an interest in the latest developments in science
- Glassblower living in the working class section of Baltimore
- Kentucky frontiersman with a distrust of rich people and cities
- Massachusetts sailing master looking for a job on a merchant ship
- French tailor who became a citizen just before the Alien and Sedition acts were passed
- Baltimore newspaper editor who favors neither Republicans nor Federalists in his editorial comments



Note

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



Note

The students role-playing these intriguing individuals will enjoy their parts. See the top of the next page for identity questions.

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 above 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 Federalists or Republicans to 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

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

1. Take five sheets of paper and, following the model below, make note sheets for each of the five issues.
2. Write down specific details from the Background Essay—prior to Day 2's election debate.
3. Write down specific details from the speeches and the question and answers session—during Day 2's election debate.

Here is a model for the first of these five sheets:

Jennifer Swan - Period 3		
Issue 1: Who is our friend? Who is our enemy?		
	Federalists	Republicans

Note



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.

Five campaign issues

- **Issue 1:** Who is our friend? Who is our enemy?
- **Issue 2:** What should be the status of the army and navy?
- **Issue 3:** Does the government have the right to protect itself against subversion? If so, how?
- **Issue 4:** What should be the role of the states in relation to the federal government?
- **Issue 5:** Who should rule?

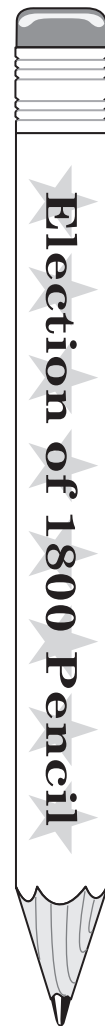
Debriefing/Testing**Debriefing**

1. Your teacher will return the Issues Survey you filled out at the beginning of this recreation.
2. You will be assigned to groups of five to seven. Appoint a chairperson and review the statements on the Issues Survey.
3. Decide if John Adams or Thomas Jefferson would be more likely to hold such a position—if he were around today with his basic views unchanged.
4. After the group has done #3, each member of the group should decide if he/she is more a Republican or a Federalist as these political philosophies relate to contemporary issues.
5. Other questions to consider during the debriefing:
 - What single issue of the campaign of 1800 has the most relevance today?
 - What was the greatest personal strength and weakness of each of the candidates in 1800?
 - 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

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 method by which presidents were chosen in 1800 and how they are chosen today
- the basic issues which divided the parties and candidates in 1800
- the background and personalities of the presidential candidates in 1800
- the relation between the issues of 1800 and modern political issues

Good luck!**Note**

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..

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