



2004 Shaping the World: Conversation on Democracy The Presidential Debate of 1804

Section IV: The Campaign



Thomas Nast (1840-1902) was a political caricaturist. He created the Republican elephant and popularized the Democratic donkey. Read more about them below.

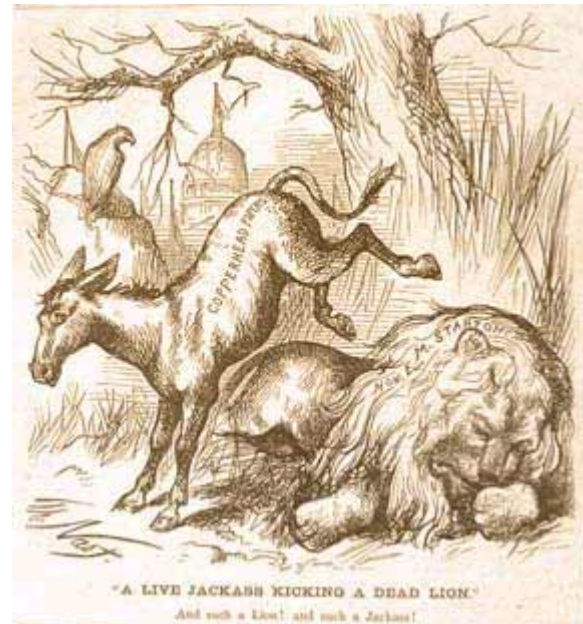


Images Courtesy of Carl Vinson Institute of Government, University of Georgia

Party Symbols

"A Live Jackass Kicking a Dead Lion," *Harper's Weekly*, January 15, 1870, p.48. Wood engraving

The donkey first appeared as a symbol for the Democratic Party in the 1830s when the Democrat Andrew Jackson was President. The donkey continued in American political commentary as a symbol for the Democratic Party thereafter. Thomas Nast built upon this legacy and used his extraordinary skill to amplify it. For a time, the rooster also served as the symbol of the Democratic Party, but gradually the donkey replaced it in popular usage after the 1880s. Nast first used the donkey as a symbol for the Democratic Party in "A Live Jackass Kicking a Dead Lion" published January 15, 1870, in *Harper's Weekly* to comment on Northern Democrats (nicknamed Copperheads) dealings with Edwin M. Stanton, Lincoln's Secretary of War.



"The Off Year," *Harper's Weekly*, November 17, 1877, cover.
Wood engraving

The elephant has been a symbol of strength since Roman times. Its first use by the Republican Party is believed to date from a printer's cut (pre-made pictures kept ready to use as illustrations when needed) of an elephant used by an Illinois newspaper during Abraham Lincoln's 1860 presidential campaign. Thomas Nast was a staunch Republican, and he deliberately chose the elephant as a symbol for his own Party because of the animal's great size, intelligence, strength, and dignity. It first appeared in his November 7, 1874 cartoon, "The Third Term Panic," which was a comment on fears that Grant would run for a third term as President that led some Republicans to vote with the Democrats. Nast continued using the elephant thereafter, and gradually it became the Republican icon as it was adopted by other cartoonists.



Information from [Thomas Nast Portfolio](#) at [Ohio State University Library](#).

Have students create a cartoon symbol for the 1804 Democratic-Republican party and the Federalist party.

Benjamin Franklin supposedly printed the first political cartoon in American. Here is a 1789 cartoon. Use the Cartoon Analysis Worksheet to analyze this cartoon. (Hint: what was taking place in 1789 in American that would have caused this uproar?)



Cartoon Analysis Worksheet

Level 1	
Visuals	Words (not all cartoons include words)
<ol style="list-style-type: none"> List the objects or people you see in the cartoon. 	<ol style="list-style-type: none"> Identify the cartoon caption and/or title. Locate three words or phrases used by the cartoonist to identify objects or people within the cartoon. Record any important dates or numbers that appear in the cartoon.

Level 2	
Visuals	Words
<p>2. Which of the objects on your list are symbols?</p> <p>3. What do you think each symbol means?</p>	<p>4. Which words or phrases in the cartoon appear to be the most significant? Why do you think so?</p> <p>5. List adjectives that describe the emotions portrayed in the cartoon.</p>
Level 3	
<p>A. Describe the action taking place in the cartoon.</p> <p>B. Explain how the words in the cartoon clarify the symbols.</p> <p>C. Explain the message of the cartoon.</p> <p>D. What special interest groups would agree/disagree with the cartoon's message? Why?</p>	

Have students try their hand at creating a cartoon of

- Recent/current Presidential candidates at a campaign rally
 - Jefferson and Pinckney at the President's House (White House)
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Propaganda Techniques are used to influence public opinion. They are used in today's campaigns but also were used during the early years of the nation.

Propaganda techniques include the following:

- Card stacking: Presenting only one side of a situation or using only part of the facts.
- Glittering Generalities: Association positive symbols, slogans and vague phrases with an idea or person.
- Bandwagon: Giving the impression that everyone is supporting this issue, or voting this way, and so should you if you want to be like everyone else.
- Testimonial: Getting some well-known person to endorse an idea or candidate in an attempt to get a favorable reaction from the public.
- Transfer: Shifting the attraction of strong positive symbols or the repulsion of strong negative symbols to some person, group or idea for which they were not intended.
- Plain Folks: Pretending to be "Just one of the folks." Sometimes voters are convinced of the worth of a candidate because that candidate acts "folksy" by using simple English, kissing babies or posing with a fishing rod in their hand.
- Name-Calling: Using labels or attaching a negative symbol to someone or something instead of discussing the facts.

Listen to our 1804 candidates and decide if they are using any of these techniques. Click on the candidates name to hear their comments. In a chart like the following, write the propaganda technique or techniques they are using.

Jefferson	Pinckney	King	Clinton

Did any of the candidates **not** use any of these techniques? If so can you explain why he/they did not.

German scientist Baron Alexander von Humboldt visited President Jefferson at the Presidents House. He noticed a newspaper article that attacked the president viciously. On inquiring why the President didn't suppress the libelous paper, fine, or even imprison the editor, Jefferson replied,

"Put that paper in your pocket, baron, and if you hear the reality of our liberty, the freedom of the press, questioned, show them this paper and tell them where you found it."

What was Jefferson referring to?

Examine the following 2004 campaign images for any propaganda techniques.



Have students collect recent/current campaign literature (pictures, brochures, flyers, bumper stickers, etc.) and analyze it for the propaganda techniques. Use the Campaign Literature Analysis form (below) to assist in this activity. Using the collected literature have students create poster board exhibits that reflect each of the propaganda techniques.

Ask the students: Did any of the literature analyzed deal with issues. Can you verify the candidates' statements with facts from the newspaper?

Campaign Literature Analysis Worksheet

Directions: Analyze the literature (pictures, bumper stickers, cards, brochures, flyers, etc.) looking for evidence of one or more of these propaganda techniques. Evaluate each piece of literature by listing the candidate's name, checking the appropriate technique(s) used and giving examples of how the technique was used.

Candidate/ Literature	Card Stacking	Glittering Generalities	Band wagon	Testimonial	Transfer	Plain Folks	Name Calling

- **Card stacking:** Presenting only one side of a situation or using only part of the facts.
- **Glittering Generalities:** Association positive symbols, slogans and vague phrases with an idea or person.
- **Bandwagon:** Giving the impression that everyone is supporting this issue, or voting this way, and so should you if you want to be like everyone else.
- **Testimonial:** Getting some well-known person to endorse an idea or candidate in an attempt to get a favorable reaction from the public.
- **Transfer:** Shifting the attraction of strong positive symbols or the repulsion of strong negative symbols to some person, group or idea for which they were not intended.
- **Plain Folks:** Pretending to be "Just one of the folks." Sometimes voters are convinced of the worth of a candidate because that candidate acts "folksy" by using simple English, kissing babies or posing with a fishing rod in their hand.
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Adapted from Decision 2000, the George Mock Election

What political parties exist today? List them and make notes on what each party's platform is. (create a chart like the one below)

Political Party	Party's Platform

There was much debate at the Constitution Convention of 1787 over the method of electing the President. Have students research the various methods that were debated. Re-enact this debate with the students arriving at a consensus on the method of electing the President. Compare their consensus with the compromise that was reach in 1787.

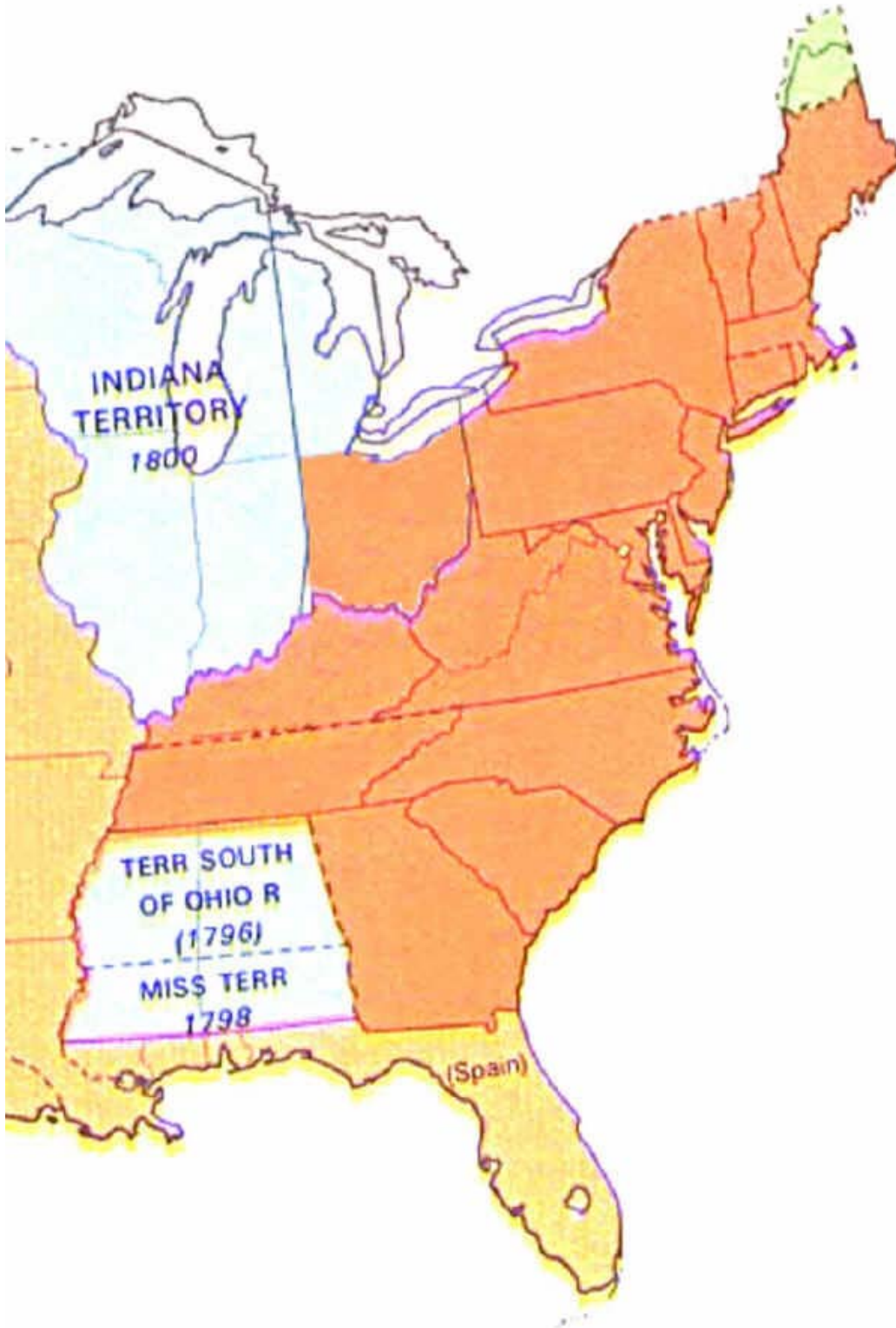
Methods Debated	
Student consensus, Today	Delegate Compromise, 1787

In recent years there have been proposals to change the method of election. Have students determine what those proposals were. Ask students if they have suggestions on the election process. What would it take to change the current voting system?

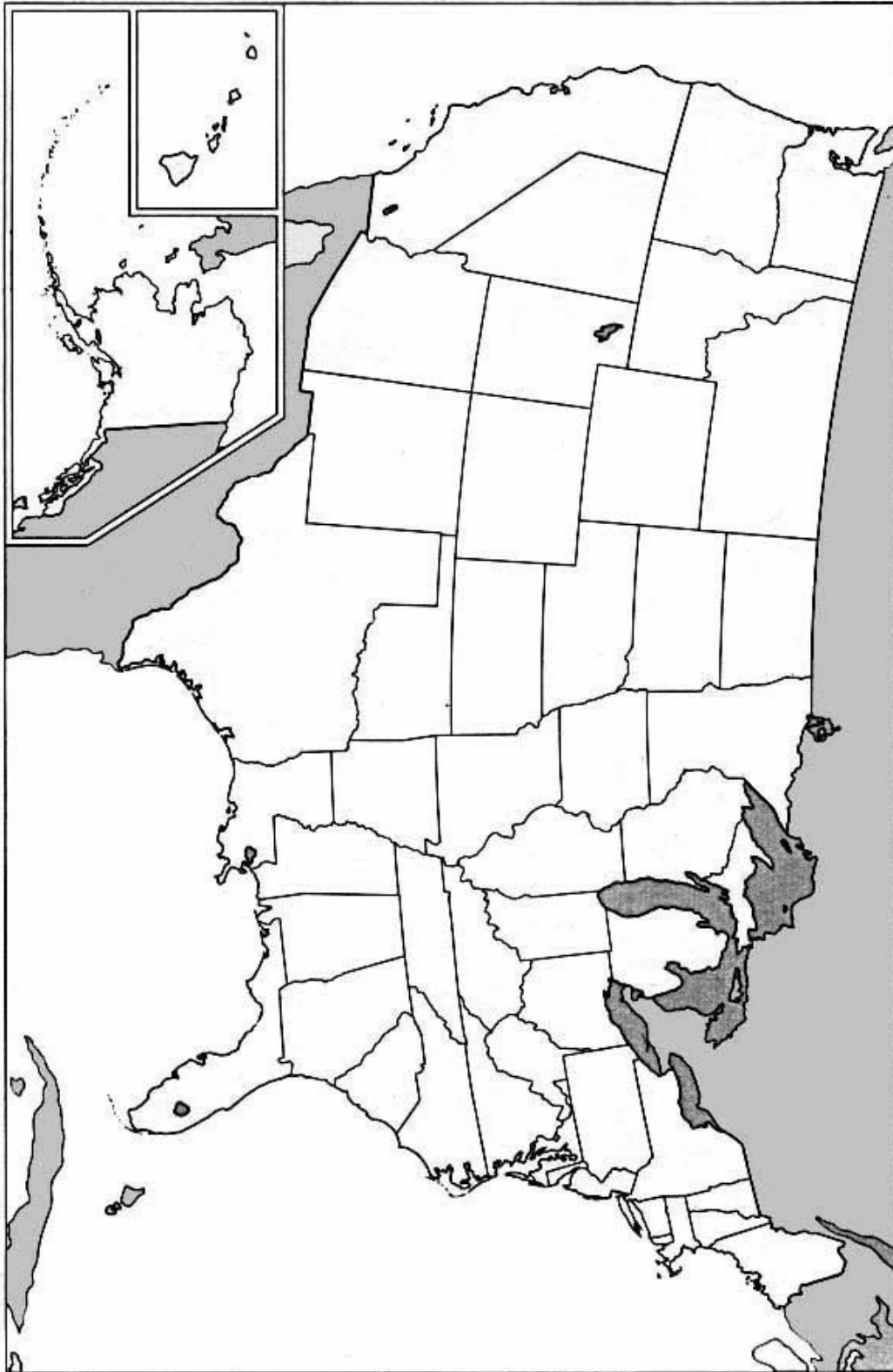
There have been several Constitutional provisions for elections. In the chart below explain the provision change and when it was ratified.

Constitutional Provision	Explanation of Change	Date Ratified
15th Amendment		
19th Amendment		
24th Amendment		
26th Amendment		

In 1804 there were 176 electoral votes, Jefferson received 162 of those votes and became President. How many votes did Pinckney receive? [On a map](#) write in the number of electoral votes for each state. Have students do research to see which states voted for Jefferson and which for Pinckney. List that information in a chart. Have students then color code the states on the map for Jefferson's wins and Pinckney's wins.



Today there are 528 electoral votes. On the map write in the number of electoral votes for each state.



270 votes are needed to be elected President. What happens if neither candidate get the required 270 votes? Who will decide whom the President and Vice President will be?

Have students define "good citizenship." What are the responsibilities of American citizens?

Voting is perhaps the most important responsibility. Ask students to agree or disagree with that statement? Have them explain their answer.

Does voting make a difference? Gather the students' opinions.

Share with the students the following information:

Can one vote really make a difference?

The April 7, 1987 Ann Landers column listed the following:

- In 1645, one vote gave Oliver Cromwell control of England.
- In 1649, one vote caused Charles I of England to be executed.
- in 1776, one vote gave America the English language instead of German.
- In 1845, one vote brought Texas into the Union.
- In 1868, one vote saved President Andrew Johnson from impeachment.
- In 1875, one vote changed France from a monarchy to a republic.
- In 1876, one vote gave Rutherford B. Hayes the presidency of the United States.
- In 1923, one vote gave Adolf Hitler leadership of the Nazi Party.

Live with the News:

- Assign students the role of Jefferson and Clinton at a Press Conference or Political Rally for the Democratic-Republican campaign
 - Assign students the role of Pinckney and King at a Press Conference or Political Rally for the Federalist campaign
 - Assign students to be the audience at the Press Conferences or Political Rallies
 - Assign several students the role of field news reporters to report on the action at the Press Conferences or Political Rallies
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Today the contenders for the Presidency have their own web pages . Have students visit the websites of the current candidates.

Have students design a web site for Thomas Jefferson and one for Charles Cotesworth Pinckney. Have students e-mail their creations or URLs to democracy@poplarforest.org for display on Thomas Jefferson's Poplar Forest website.

A culminating activity could be a Mock election for the 1804 election or the current election.