



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

Section II: The Candidates

Examine the 12th Amendment to the U. S. Constitution (below). Explain the circumstances that led to this amendment. (Hint: 1796 and 1800 elections)

What is the significance of this amendment?

AMENDMENT XII

Passed by Congress December 9, 1803. Ratified June 15, 1804.

Note: A portion of Article II, section 1 of the Constitution was superseded by the 12th amendment.

The Electors shall meet in their respective states and vote by ballot for President and Vice-President, one of whom, at least, shall not be an inhabitant of the same state with themselves; they shall name in their ballots the person voted for as President, and in distinct ballots the person voted for as Vice-President, and they shall make distinct lists of all persons voted for as President, and of all persons voted for as Vice-President, and of the number of votes for each, which lists they shall sign and certify, and transmit sealed to the seat of the government of the United States, directed to the President of the Senate; -- the President of the Senate shall, in the presence of the Senate and House of Representatives, open all the certificates and the votes shall then be counted; -- The person having the greatest number of votes for President, shall be the President, if such number be a majority of the whole number of Electors appointed; and if no person have such majority, then from the persons having the highest numbers not exceeding three on the list of those voted for as President, the House of Representatives shall choose immediately, by ballot, the President. But in choosing the President, the votes shall be taken by states, the representation from each state having one vote; a quorum for this purpose shall consist of a member or members from two-thirds of the states, and a majority of all the states shall be necessary to a choice. [And if the House of Representatives shall not choose a President whenever the right of choice shall devolve upon them, before the fourth day of March next following, then the Vice-President shall act as President, as in case of the death or other constitutional disability of the President. --]* The person having the greatest number of votes as Vice-President, shall be the Vice-President, if such number be a majority of the whole number of Electors appointed, and if no person have a majority, then from the two highest numbers on the list, the Senate shall choose the Vice-President; a quorum for the purpose shall consist of two-thirds of the whole number of Senators, and a majority of the whole number shall be necessary to a choice. But no person constitutionally ineligible to the office of President shall be eligible to that of Vice-President of the United States.

**Superseded by section 3 of the 20th amendment.*

Divide the class into the two parties of 1804, Federalists and Democratic-Republicans. Using the information in the [Candidate Biographies](#), have the students create the following for their party's candidates:

- Design a flyer or brochure
- Write a TV advertisement (3 minutes) – to be presented to the class
- Write a radio spot (90 seconds) – to be presented to the class
- Write a newspaper article
- Write a speech for a Candidate Rally (5 minutes)

Using the information in the [Candidate Biographies](#), complete the chart below.

1804 Presidential Candidates

[Printer friendly version of chart](#)

Candidates Name/Age	Political Party	Education	Occupation	Previous Political Experience	State Residence
President					
Vice President					
President					
Vice President					

Have students collect information (flyers, documents, newspaper articles, bumper stickers, campaign pens and other campaign materials) on the candidates for the most recent Presidential election. Have students post their collection of materials on bulletin boards or walls – one area designated for the Democrats and another for the Republicans.





Visit the presidential candidates' campaign headquarters or write letters to the headquarters and request campaign materials for the bulletin boards.

Using the information collected, have students complete the chart below on the Presidential candidates. Remember to add the names of any presidential candidates who were running earlier in the year, but dropped out of the race.

Current Presidential Candidates

Candidates Name/Age	Political Party	Education	Occupation	Previous Political Experience	State Residence
President					
Vice President					
President					
Vice President					
President					
Vice President					

In many elections today “the image” of a candidate plays a crucial role in the campaign. President John F. Kennedy, for example, came across as honest, sincere, caring, knowledgeable, good sense of humor, an experienced leader – a charismatic individual – on television and in the newspapers. Projecting an “image” to the public wasn’t an issue for the candidates of 1804. Have students look at the illustrations of the 1804 candidates. Assign students the role of political consultants to the candidates. Their job as consultants is to offer advice to the candidates on improving their “image”. Use the chart below.

Candidate/Office - 1804	Image currently projected (what characteristics does the illustration convey to you)	Suggestions for improving image
 <p>Jefferson President</p>		
 <p>Pinckney President</p>		
 <p>King Vice President</p>		
 <p>Clinton Vice President</p>		

Using photographs collected for the bulletin boards (or from watching the candidates on television), do the same for the current Presidential Candidates.

Candidate/Office	Image currently projected (what characteristics does the illustration convey to you)	Suggestions for improving image

Create a chart of all the Presidents with the following information: Name, State, Age at time of Presidency, Ancestry, Religion, Education, Job before becoming President, Political Experience. Use the charts below to get started. Charts should be placed on a bulletin or wall for easy reference. Two Presidents are done for you. Students should use reference books in the Library.

Suggested websites to visit for information include:

- The American Presidents website: <http://www.americanpresidents.org> (Click on **Pick a President**)
- or the White House website: <http://www.whitehouse.gov/history/presidents/index2.html>

Presidents of the United States, 1789 - 1901

President	State	Age	Ancestry	Religion	Education	Job	Political Experience
George Washington	VA	57	English	Episcopalian	No College	Military/Surveyor/Planter	House of Burgesses/Continental Congress

Presidents of the United States, 1901-Present

President	State	Age	Ancestry	Religion	Education	Job	Political Experience
Theodore Roosevelt	NY	42	Dutch	Dutch Reform	Harvard	Rancher/Soldier/Politician	Vice-President/Governor

Once the charts are completed have the students answer the following questions:

- Which President(s) has never held public office?
- Which President(s) has the most experience in public office?
- What are the advantages/disadvantages of having held a public office?

Analyze the information in the charts and form generalizations about the “typical” president in the 17th and 18th century.

Analyze the information in the charts and form generalizations about the “typical” president in the 20th and 21st century.

What are the duties of the Vice-President?

Follow these links to hear how [Rufus King](#) and [George Clinton](#) answer that question.