D4 – Class Activity: Mudslinging Campaign of 1828

(100 pts total Due D8 - _____)

Don't forget to submit this on the Ch. 11 Discussion Board!

Objective: To understand the **viewpoints** and **agenda** of the candidates for the 1828 Presidential election, and relate how this campaign set the groundwork for political campaigns in the U.S. today.

Task: Students will roleplay as the **campaign managers** for one of the two candidates (Andrew Jackson or John Quincy Adams) to create **TWO** political **video advertisements** (50 pts each) supporting their candidate (one **positive** one for their candidate, and another **negative** one against their opponent).

In a political ad, you can appeal to your audience's sense of **logic** as well as their **emotions**. You may also want to consider sharing opinions from someone who is **credible** (the ancient Greeks called these **ethos** (credibility), **pathos** (emotion), & **logos** (logic). You can do this by focusing on the **issues** that are **important** to the public, provide **biographical information** about your candidate, or by **attacking** your **opponent** in advertisements that are **negative** in nature, sharing testimonials, etc.

Negative ads can publicize a **personal flaw** of the opposing candidates. The election of 1828 is known for its **mudslinging** (personal attacks against each other) and is considered one of the **most personal campaigns** in American history.

We will be having a **March Madness** tournament on D8 or 9 where we pit each of these against each other, to see who comes out on top. May the best ad win!

Directions: The job of your group is to create two political campaign posters.

> **Ad 1**: This video will highlight the positive qualities and or issues of your chosen candidate.
> **Ad 2**: This video will highlight the negative attributes of your opponent (mudslinging).
> See here for my example: https://biteable.com/watch/example-video-1807783/

Use the websites provided, as well as your own research to gather facts to create a positive ad for your candidate, and a negative ad against your opponent.

Research questions to consider:

1. What are the **issues** in the Election of 1828?
2. What are the **platforms** of the 2 candidates? (A platform is defined by the candidate's opinions and solutions to the issues facing the nation during the time period.)
3. What does a positive campaign ad look like?
4. What does a negative campaign ad look like?
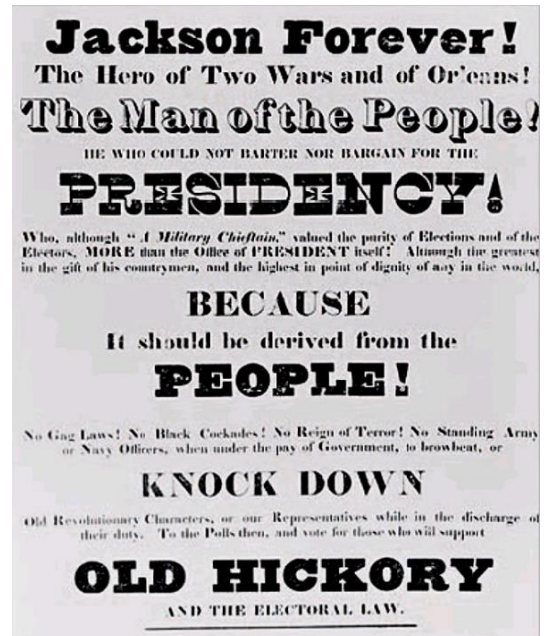
Appealing to your Audience

Appeals to Logic	Appeals to Emotion	Appeals to Credibility
Specific examples	Personal stories	"Inside scoop"
Facts or statistics	Emotionally charged language	Sources / people we trust
Carefully thought out reasons	Visual images	Mix of logic / emotion

Background Information about the candidates

Andrew Jackson (Democrat)	John Quincy Adams (Republican)
Hero of the war of 1812	Son of John Adams
Raised in poverty	Favored by merchants
Support states' rights	Supports strong central government
Won majority of popular vote in 1824	Won election of 1824 through House of Representative Vote

Websites to consider:

- http://presidentialcampaignselectionsreference.wordpress.com/overviews/19th-century/1828-overview/
- http://millercenter.org/president/jqadams/essays/biography/3
- **http://www.ushistory.org/us/23f.asp**
- **http://history1800s.about.com/od/leaders/a/electionof1828.htm**
- **http://www.whitehouse.gov/about/presidents/johnquincyadams**
- **http://www.tricities.com/news/article_309eebb2-efc5-5e70-a9e7-5225158b8101.html**
- **http://library.duke.edu/exhibits/sevenelections/elections/1828/issues.html**
- http://www.u-s-history.com/pages/h325.html
- Facts on File (GR Library)
- http://www.let.rug.nl/usa/biographies/andrew-jackson/the-1828-presidential-election.php
- http://www.usnews.com/news/articles/2008/08/20/the-most-consequential-elections-in-history-andrew-jackson-and-the-election-of-1828
- http://millercenter.org/president/biography/jackson-campaigns-and-elections

Make sure to include the following <u>elements</u> in your poster / ad:

- *Check out **www.biteable.com** or **adobe spark** to create your own **free video**!*
- *Use at least 2 main **illustrations / pictures** to keep the ad **relevant** & **interesting**. Others are good too!*
- *Make sure to include a **works cited** section for full points!*
- *Use **bullet points** to keeps info organized in easy to digest chunks.*
- *Make sure to have **good / true facts!** (at least 5 for full points)*
- *Review the rubric on the back, and make sure to follow it for full points.*

Project Rubric

Criteria	Accomplished 16-20%	Satisfactory 11-15%	Developing 6-10%	Beginning 0-5%	Score
Graphics & Accuracy	Contains fresh, original ideas. Solid content is backed up with examples, illustrations and a variety of support for ideas.	Good ideas and content backed up with generalized examples. Accurate wording is apparent. Illustrations are adequate. Support for ideas is all of the same type.	Stale ideas. Worn-out. Content is not well supported. Illustrations are acceptable. The writer is beginning to define the topic, but development is still basic or general.	No real ideas. Content is murky or unsupported. Illustrations used are poor. No awareness of audience is apparent. As yet, it has no clear purpose or central theme.	
Notes:					
Structure	All information is well-organized, neat and easy to follow. Illustrations used are well done, powerfully reinforcing the message	Information is easy to follow with perhaps some minor flaws. Illustrations used are adequate, and reinforce the message	Information is starting to make sense, but still a bit difficult to follow, and a bit messy. Illustrations used are adequate, but lack originality, and weakly support the message	Information is poorly organized and difficult to read / understand. Illustrations used are poor, rehashed ideas from other sources; don't really support the message	
Notes:					
Message Strength	The message to the viewers is clear, strong, & persuasive; viewer easily understands the message. Completes all of the requirements	The message is clear. Uses several different persuasive techniques to good effect; completes most of the requirements	The message is somewhat clear, but not very powerful or strong. Completes several of the required questions	The message is unclear or weak, and the viewer struggles to understand the point. Doesn't complete the requirements	
Notes:					
Creativity	Student has taken the assignment and completed it in a way that is totally his/her own. The student's personality/voice comes through quite strongly, yet doesn't detract from the information presented.	Student has taken the assignment and has used source material as a starting place. The student's personality comes through in some parts of the presentation.	Student has copied some info straight from the source material. There is little evidence of creativity, but the student has done the assignment.	Student has not made much attempt to meet the requirements of the assignment.	
Notes:					
Sources	Info, pictures used, etc., are correctly & fully cited.	Info, pictures used, etc., appear to be mostly cited.	An attempt was made to cite the sources, though it is sloppy, incorrect, etc.	Sources are not documented at all.	
Notes:					

Overall Comments:

Total Score: