

2013 Georgia History Festival Featured Historical Figure Teacher Guide

John Charles Frémont

Online resources explanation: The online resources for John Charles Frémont include offer background information, primary source analysis, and critical thinking questions. The resources are divided into separate pages covering different periods of Frémont's life. Each page is divided into different categories, each having multiple tabs for students to explore. The image below explains what students will find when exploring a typical page in the online resources.

Early Explorations

With the help of his mentor Joel Poinsett, Frémont got his first surveying jobs with the U.S. Army's Bureau of Topographical Engineers. It was on these early surveys that Frémont decided his future career path. We can learn a lot about American history from Frémont's early explorations which included surveying a proposed railroad route from Charleston, SC to Cincinnati, OH, military reconnaissance of Cherokee Country in preparation of the forced removal of the Cherokee, and a map-making survey of the Upper Mississippi River Basin.

Each page has a short introduction explaining the general content of the page.

— Summer 1837 Railway Survey

Background Think about it From the Source

In 1837, President Martin Van Buren made Joel Poinsett his Secretary of War. As Secretary of War, Poinsett helped get Frémont hired as an assistant engineer on the U.S. Army's Bureau of Topographical Engineers survey of the proposed railroad route from Charleston, South Carolina, to Cincinnati, Ohio. Frémont was assigned to a survey party working in the mountains of South Carolina and Tennessee. The survey ended early, but it was just the beginning of Frémont's surveying career.

*View of the Black Mountains, Asheville, Buncombe County, NC.
Library of Congress Prints & Photographs Division, HAER NC,11-ASHVV,2-159*

Each page is subdivided into different topics. Clicking on the bar will open the content. Clicking on it again will close the content again.

Each topic will have some background information.

Think about it offers an interesting fact and often asks a critical thinking question.

From the source and **Map analysis** provide a primary source related to the topic and several critical thinking questions or activities.

Teacher Guide Materials:

The teacher guide includes two resources meant to help use the online resources with your students. First, you will find a list of state and national standards broken down by page. The standards are based on the background content and questions provided on each of the online pages. Second, the guide includes a GHS create unit on the 1856 presidential campaign. For this unit, students will use primary sources to investigate the importance of the 1856 presidential election and the nature of presidential elections both past and present. At the end of the unit, students will create a 15-30 second campaign advertisement for John C. Fremont or James Buchanan.

State and National Standards by Page

Early Life

The content and questions on this page correlate to the following standards:

[National Curriculum Standards for Social Studies](#)

- NCSS 1
- NCSS 2
- NCSS 3
- NCSS 4
- NCSS 5
- NCSS 9

Common Core State Standards College and Career Readiness Anchor Standards:

The following standards are the main anchor standards for reading and writing in the Common Core. These anchor standards correlate to the [Common Core Georgia Performance Standards.](#)

Anchor Standards for Reading

- Key Ideas and Details – CCRI, CCRR2, CCRR3
- Craft and Structure – CCRR6
- Integration of Knowledge and Ideas – CCRR8

Anchor Standards for Writing

- Text Types and Purposes – CCW1
- Production and Distribution of Writing – CCW4
- Research to Build and Present Knowledge – CCW9

[Georgia Performance Standards \(GPS\)](#)

- 8th Grade Georgia Studies – SS8H5
- United States History – SSUSH6

Early Explorations

The content and questions on this page correlate to the following standards:

[National Curriculum Standards for Social Studies](#)

- NCSS 1
- NCSS 2
- NCSS 3
- NCSS 4
- NCSS 5
- NCSS 6
- NCSS 8

Common Core State Standards College and Career Readiness Anchor Standards

The following standards are the main anchor standards for reading and writing in the Common Core. These anchor standards correlate to the [Common Core Georgia Performance Standards.](#)

Anchor Standards for Reading

- Key Ideas and Details - CCRI, CCRR2, CCRR3
- Craft and Structure - CCRR4, CCRR5, CCRR6

- Integration of Knowledge and Ideas - CCRR8

Anchor Standards for Writing

- Text Types and Purposes - CCW1
- Production and Distribution of Writing - CCW4
- Research to Build and Present Knowledge - CCW9

Georgia Performance Standards

- 2nd Grade - SS2H2, SS2G1, SS2G2
- 4th Grade - SS4H6, SS4G2
- 8th Grade - SS8H5, SS8G1
- United States History - SSUSH6
- World Geography - SSWG1, SSWG2, SSWG8

First and Second Expeditions

The content and questions on this page correlate to the following standards:

National Curriculum Standards for Social Studies

- NCSS 1
- NCSS 2
- NCSS 3
- NCSS 4
- NCSS 5
- NCSS 8

Common Core State Standards College and Career Readiness Anchor Standards:

The following standards are the main anchor standards for reading and writing in the Common Core. These anchor standards correlate to the [Common Core Georgia Performance Standards.](#)

Anchor Standards for Reading

- Key Ideas and Details – CCRR1, CCRR2, CCRR3
- Craft and Structure – CCRR6
- Integration of Knowledge and Ideas – CCRR8

Anchor Standards for Writing

- Text Types and Purposes – CCW1
- Production and Distribution of Writing – CCW4
- Research to Build and Present Knowledge – CCW9

Georgia Performance Standards (GPS)

- 3rd Grade – SS3G1
- 4th Grade – SS4H6, SS4G1, SS4G2
- 8th Grade – SS8H5
- United States History – SSUSH6
- World Geography – SSWG1, SSWG2, SSWG8

Third, Fourth & Fifth Expeditions

The content and questions on this page correlate to the following standards:

[National Curriculum Standards for Social Studies](#)

- NCSS 1
- NCSS 2
- NCSS 3
- NCSS 4
- NCSS 5
- NCSS 8

Common Core State Standards College and Career Readiness Anchor Standards:

The following standards are the main anchor standards for reading and writing in the Common Core. These anchor standards correlate to the [Common Core Georgia Performance Standards.](#)

Anchor Standards for Reading

- Key Ideas and Details – CCRI, CCRR2, CCRR3
- Craft and Structure – CCRR6
- Integration of Knowledge and Ideas – CCRR8

Anchor Standards for Writing

- Text Types and Purposes – CCW1
- Production and Distribution of Writing – CCW4
- Research to Build and Present Knowledge – CCW9

[Georgia Performance Standards \(GPS\)](#)

- 3rd Grade – SS3G1
- 4th Grade – SS4H6, SS4G1, SS4G2
- 8th Grade – SS8H5
- United States History – SSUSH6
- World Geography – SSWG1, SSWG2, SSWG8

Civil War General

The content and questions on this page correlate to the following standards:

[National Curriculum Standards for Social Studies](#)

- NCSS 1
- NCSS 2
- NCSS 4
- NCSS 5
- NCSS 6

Common Core State Standards College and Career Readiness Anchor Standards:

The following standards are the main anchor standards for reading and writing in the Common Core. These anchor standards correlate to the [Common Core Georgia Performance Standards.](#)

Anchor Standards for Reading

- Key Ideas and Details - CCRI, CCRR2, CCRR3

- Craft and Structure - CCRR6
- Integration of Knowledge and Ideas - CCRR8

Anchor Standards for Writing

- Text Types and Purposes - CCW1
- Production and Distribution of Writing - CCW4
- Research to Build and Present Knowledge - CCW9

[Georgia Performance Standards \(GPS\)](#)

- 5th Grade - SS5H1
- 8th Grade - SS8H6
- United States History - SSUSH8, SSUSH9



The 1856 Election and the Prelude to the Civil War

Grades: 6-12

Length of Time: Approximately 5 fifty-minute class periods or 2.5 90 minute periods.

Goals:

- To introduce students to the important events and outcomes of the 1856 election, including; the sectional nature of the vote, the creation of the Republican party, the election of Buchanan, and the set-up for Abraham Lincoln's election in 1860.
- To introduce and review key issues existing before the Civil War; including slavery, state's rights, Nullification Crisis, Missouri Compromise, Compromise of 1850, and the Kansas-Nebraska Act.
- To facilitate investigation and dialogue about the nature of political campaigns both past and present.
- To increase student content knowledge and literacy through analysis of primary sources from the period.
- To increase student understanding of the time-period under study by participating in project-based learning.

Objectives:

- The student will be able to summarize the important events and outcomes of the 1856 election including the sectional nature of the vote, the creation of the Republican Party, the election of Buchanan, and the set-up for Abraham Lincoln's election in 1860.
- The student will be able to draw conclusions about the 1856 election from primary sources from the period including campaign speeches, music, and news coverage.
- The students will be able to explain the importance of key issues in the 1856 election; including slavery, state's rights, Nullification Crisis, Missouri Compromise, Compromise of 1850, and the Kansas-Nebraska Act.
- The student will be able to produce a political campaign advertisement for one of the candidates in the 1856 election using primary sources from the 1856 election.

Materials Used: (including handouts)

- 1856 Presidential Election Primary Source handout
- 1856 Presidential Campaign: The Candidates and the Issues handout
- Document Analysis Handout
- Graphic Organizer
- Election Results handout
- Stanza by Stanza handout
- Political Campaign Ad Assignment and Rubric
- USA Today Political Ad Tracker (<http://www.usatoday.com/news/politics/political-ad-tracker/index>)



- Reason TV Attack Ads Circa 1800 (<http://reason.tv/video/show/the-negative-campaign-of-1800>)
There is a downloadable version available at bottom of page for easier classroom use.
- Museum of the Moving Image. The Living Room Candidate: Presidential Campaign Commercials 1952-2008. (<http://www.livingroomcandidate.org/>)
- “Negative Political Advertising” video from C-Span Classroom (<http://www.c-spanclassroom.org/Video/1289/Negative+Political+Advertising.aspx>)
- Election Tracker: Ad Spending (<http://www.cnn.com/ELECTION/2008/map/ad.spending/>)
- Candidate Biographies from University of Virginia’s Miller Center (<http://millercenter.org/president>)
- Frémont Biography from Georgia Historical Society Webpage
- Free online video software to create campaign advertisements. The ads could also be made with Microsoft products including PowerPoint. You may give students the option to perform their advertisement live in the classroom or complete a physical story board for their advertisement using poster board.
 - Voice Thread (<http://ed.voicethread.com/>)
 - Primary Access (<http://www.primaryaccess.org/>)
 - StupieFlix (<http://studio.stupeflix.com/>)
 - Animoto (<http://animoto.com/education/>)
 - Footable (<http://www.fotobabble.com/>)
 - Smilebox Slideshow(<http://www.smilebox.com/slideshows.html>)

Anticipator Set:

Did you know that over 440 million dollars was spent on campaign ads in the 2008 presidential race according to the [CNN Election Tracker](#)? Can you describe a political campaign ad from the current election or a past election that really sticks out in your mind? Do negative campaign ads work? Is promoting a presidential candidate like selling a product? Do you think that presidential campaigns are more or less negative now than they used to be in American History?

Procedure:

Part 1

Introduction:

1. Use the anticipatory set questions to start a discussion on political campaigns. Ask students to talk about political campaign ads they have seen. Start a conversation about negative ads and if they think they work. Conclude the discussion by asking if students think presidential campaigns are more or less negative now than they used to be in American History.
2. After students have discussed what they think about political campaign ads have them watch the video “[Attack Ads, circa 1800](#)” created by Reason TV.
3. Ask students to reflect on the video using the following questions. You can do this verbally or have them write it down.
4. Would you describe the videos as positive or negative ads?
5. Were you surprised by anything in the videos?
6. Do you think modern presidential candidates use more or less negative attacks on their opponent?
7. Explain to the students that they will be studying the presidential election of 1856 and creating their own political campaign ads using primary sources from the election.



1856 Presidential Campaign the Candidate and the Issues:

Students will analyze will consult two primary sources and two secondary sources to fill out the 1856 Presidential Campaign the Candidates and the Issues handout.

1. Activate background knowledge about the key economic, political, and social events and issues dividing the United States leading up to the 1856 presidential election. Ask students what they know about westward expansion, slavery, state's rights, the nullification crisis, Missouri Compromise, Compromise of 1850, Fugitive Slave Act
2. Give each student the "1856 Presidential Campaign the Candidates and the Issues" handout. Briefly go over what is expected of the students, pointing out that they are required to use complete sentences for some answers.
3. Pass out primary sources 1 & 2 from (Frémont Journal article and Georgia Democratic Convention speech). Next pass out two copies of the "document analysis handout" to each student. Explain that the students will use the document analysis handout to help them analyze primary sources 1&2. After they have read the sources and completed their analysis sheets they will be required to take the information they gathered and write an introduction to the main issues of the 1856 presidential campaign.
4. Have students use the following online short biographies of each candidate to complete the second part of their "1856 Presidential Campaign the Candidates and the Issues" handout. If internet access is not available prepare print-outs of the biographies to hand out.
 - a. John Frémont (<http://georgiahistory.com/containers/1579>)
 - b. James Buchanan (<http://millercenter.org/president/buchanan>)
 - c. Millard Fillmore (<http://millercenter.org/president/fillmore>)

Part 2

The Campaign

Students will consider the sources they have already read along with an analysis of two campaign songs to examine the nature of the 1856 presidential campaign. The students will focus on what techniques were used to persuade citizens to vote for their candidates. The analysis of these documents can be done as a class, in groups, or as individuals.

1. Go over the "1856 Presidential Campaign the Candidates and the Issues" handout with the students. Have a few students share their introductions to the issues of the 1856 Presidential Campaign. Clarify any confusion and fill in any gaps. Ask a few students to provide a background on each of the candidates.
2. Pass out primary sources 1&2 again. Explain to students that today we will be looking at these documents again but for a different reason. Today, the students will be examining the documents to answer questions about the nature of the 1856 political campaign. In particular, we will be looking for any negative campaigning.
3. Pass out the graphic organizer and briefly go over each campaign techniques described in the left column and then as a class, individually, or in groups, have the students fill out the graphic organizer with examples of each technique.
4. Next – pass out primary sources 2&3. Explain to students that these were campaign songs used during the 1856 election. Have the students read the lyrics individually. Next as technology allows use the links on the primary source set to play the songs. Finally have students complete the "stanza by stanza analysis" handout, or complete the questions as a class.



Part 3

Outcomes of the Election

Students will analyze the election results of the 1856 Presidential election and how these results impacted the state of the Union leading up to the Civil War. The students will also receive some initial introduction to the presidential campaign advertisement activity they will complete over the next two class periods.

1. It may be necessary to begin this activity by reviewing the Electoral College and the process of electing a president in the United States before beginning the following activities.
2. Before revealing the map of the [results of the 1856 election](#), ask students to guess how the map might look. Are there certain states they are sure would go Buchanan, Fillmore, or Frémont? Next, pass out the “Election Results” handout. Have students use their knowledge of geography to fill label the states. You may need to direct students to maps in their textbook or in the classroom to check their answers.
3. Reveal the election results and have students use colored pencils, or patterns to fill out their own map. Next, ask the students what trends they notice in the election map. Students should notice the split between North and South. Have the students write this on their sheet.
4. Next have students compare and contrast the 1856 and 1860 election results and answer the three final questions concerning the election.
5. Before students leave, ask a few to share their answers and thoughts. Facilitate discussion about the effects of the 1856 election, including; the sectional nature of the vote, the creation of the Republican party, the election of Buchanan, and the set-up for Abraham Lincoln’s election in 1860.
6. Optional: Pass out the Presidential Campaign Advertisement Assignment and Rubric. Go over the assignment with the student and answer any questions they may have about what they will be working on the next few days.

Part 4

1856 Presidential Campaign Advertisements

Students will spend two full class periods creating an 1856 presidential campaign advertisement for James Buchanan or John C. Frémont. The students will be required to use primary source material to create the visual and script elements of their advertisement. Students will also be required to turn in a script and document showing the citation and fair use analysis of all sources used in the video.

1. Begin class by showing several political campaign advertisements from past and current presidential elections. As you view the ads, ask students to point out the techniques the ads use to try and convince their audience to vote for a specific candidate. Ask students to compare these techniques to the ones they found in the 1856 presidential campaign primary sources. Students may want to make a list of techniques so they can incorporate them in their advertisements.
 - a. *For past campaign ads.* Museum of the Moving Image. The Living Room Candidate: Presidential Campaign Commercials 1952-2008. (<http://www.livingroomcandidate.org/>)
 - b. *For 2012 campaign ads.* USA Today Political Ad Tracker (<http://www.usatoday.com/news/politics/political-ad-tracker/index>)
2. Next review the assignment and rubric. You may also want to show them the example of the 1800s attack as an example. Depending on what software you will have the students use, you may need to take time to teach them how to create their advertisements.
3. Provide time for students to view their classmate’s advertisements. You may want to allow peer review as a part of their grade, especially if work was done in groups.



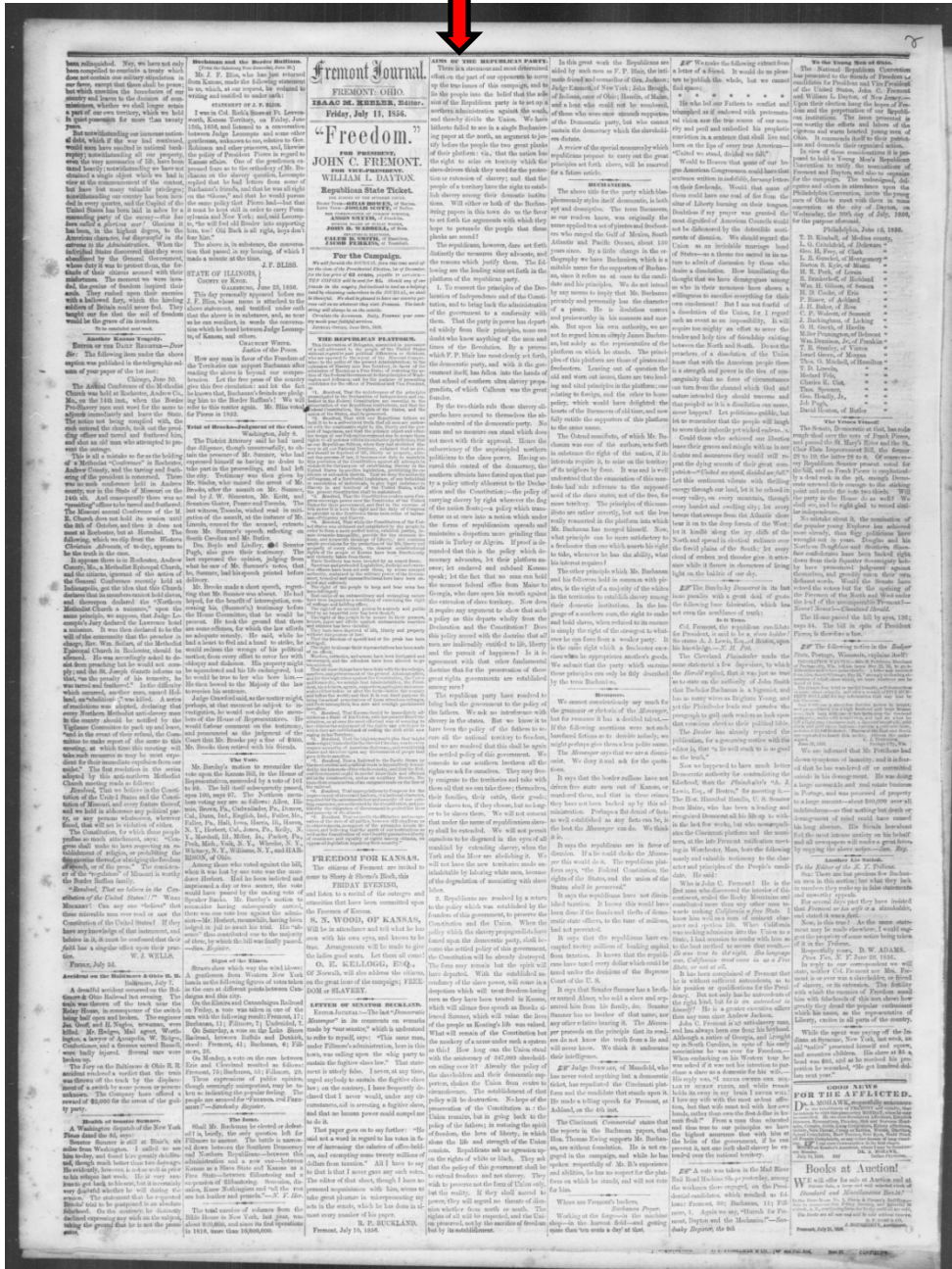
Conclusion:

- Have students reflect on the project as a whole. Use these questions as a guide:
 - Do you think you can summarize the key political, economic, and social issues in the United States leading up to the 1856 presidential election based on the primary sources we analyzed?
 - How have presidential campaigns changed, how have they stayed the same?
 - Based on the 1856 election, do you think presidential campaigns can change the course of American history?
 - What did you learn from creating the presidential campaign ads?
 - Will you look at modern campaign ads differently?
 - Were you surprised by anything you learned?
 - Did studying the 1856 election give you a better understanding of the political and social situation in the United States before the Civil War?
 - What questions do you still have?

Assessment:

- Completed analysis handouts
- Presidential campaign advertisements graded by rubric

Primary Source I:
"Aims of the Republican Party." *Fremont Journal*. Fremont, Ohio. January Friday July 11, 1856.
Ohio Historical Society, Columbus, OH. Accessed online at Library of Congress Chronicling
Historic American Newspapers. <http://chroniclingamerica.loc.gov/lccn/sn85026050/1856-07-11/ed-1/seq-2/>





TRANSCRIBED EXCERPT:

There is a strenuous and most determined effort on the part of our opponents to cover up the true issues of this campaign, and to lie the people into the belief that the sole aim of the Republican party is to set up a northern administration against the south, and thereby divide the Union. We have hitherto failed to see in a single Buchaniering paper at the north, an argument to justify before the people the two great planks of their platform: viz, that the nation has the right to seize on territory which the slave-drivers think they need for the protection of extension of slavery; and that the people of a territory have the right to establish slavery among their domestic institutions. Will either or both of the Buchaniering papers in this town do us the favor to set forth the arguments with which they hope to persuade the people that these planks are sound!

The republicans, however, dare set forth distinctly the measures they advocate and the reasons which justify them. The following are the leading aims set forth in the platform of the Republican Party.

- I. To reassert the principles of the Declaration of Independence and of the Constitution, and to bring back the administration of the government to a conformity with them. That the party in power has departed widely from their principles, none can doubt who know anything of the men and times of the Revolution. By a process which F. P. Blair has most clearly set forth, the democratic party, and with it the government itself has fallen into the hands of the school of southern ultra slavery propagandists, of which Calhoun was the great founder.

By the two-thirds rule these slavery oligarchs have secured to themselves the absolute control of the Democratic Party. No man and no measure can stand which does not meet with their approval. Hence the subserviency of the unprincipled northern politicians to the slave power. Having secured this control of the democracy, the southern ultraists have forced upon that party a policy utterly abhorrent to the Declaration and the Constitution; - the policy of carrying slavery by right wherever the flag of the nation floats; - a policy which transforms us at once into a nation which under the forms of republicanism spreads and maintains its despotism more grinding than exists in Turkey or Algiers. If proof is demanded that this is the policy which democracy advocate, let their platform answer; let enslaved and subdued Kansas speak; let the fact that no man can hold the meanest federal office from Maine to Georgia who dare open his mouth against the extension of slave territory. Now does it require any argument to show that such a



policy as this departs wholly from the Declaration and the Constitution? Does this policy accord with the doctrine that *all* men are inalienably entitled to life, liberty and the pursuit of happiness? It is in agreement with that other fundamental doctrine that for the preservation of those rights governments are established among men!

The republican party have resolved to bring back the government to the policy of the fathers. We ask no interference with slavery in the states. But we know it to have been the policy of the fathers to secure all the national territory to freedom, and we are resolved that this shall be again the settled policy of this government. We concede to our southern brethren all the rights we ask for ourselves. They may freely emigrate to the territories and take with them all that we can take there; themselves, their families, their cattle, their goods; their slaves too, if they choose, but no longer to be slaves there. We will not consent that under the name of republicanism slavery shall be extended. We will not permit ourselves to be disgraced in the eyes of all mankind by extending slavery, when the Turks and the Moor are abolishing it. We will not have the new territories made uninhabitable by laboring white men, because of the degradation of associating with slave labor.

2. Republicans are resolved by a return to the policy which was established by the founders of this government, to preserve the Constitution and the Union. When the policy which the slavery propagandists have forced upon the democratic party, shall become the settled policy of this government, the Constitution will be already destroyed. The form may remain but the spirit will have departed. With the established ascendancy of slave power, will come in a despotism which will treat freedom-loving men as they have been treated in Kandahar, which will silence free speech as Brooks silenced Sumner, which will value the lives of the people as Keating's life was valued. What will remain of the Constitution but mockery of a name under such a system as this? How long can the Union stand with the aristocracy of 347,000 slaveholders ruling over it? Already the policy of the slaveholders and their democratic supporters shakes the Union from the centre to circumference. The establishment of that policy will be destruction. No hope of the preservation of the Constitution and the Union remain, but in going back to the policy of the fathers; in restoring the spirit of freedom, the love of liberty, in which alone the life and strength of the Union consists. Republicans ask no aggression upon the rights of white or black. They ask that the policy of this government shall be to extend freedom and not slavery. They wish to preserve not the form of Union only, but the reality. If they shall ascend to power, they will



regard no threats of disunion whether from north or south. The rights of all will be respected, and the Union preserved, not by the sacrifice of freedom but by its establishment.

In this great work the Republicans are aided by such men as F. P. Blair, the intimate friend and counselor of Gen. Jackson; Judge Emmett, of New York; John Brough, of Indiana, once of Ohio; Hamlin, of Main, and a host who could not be numbered, of those who were once staunch supporters of Democratic party, but who cannot sustain the democracy which the slaveholders dictate.

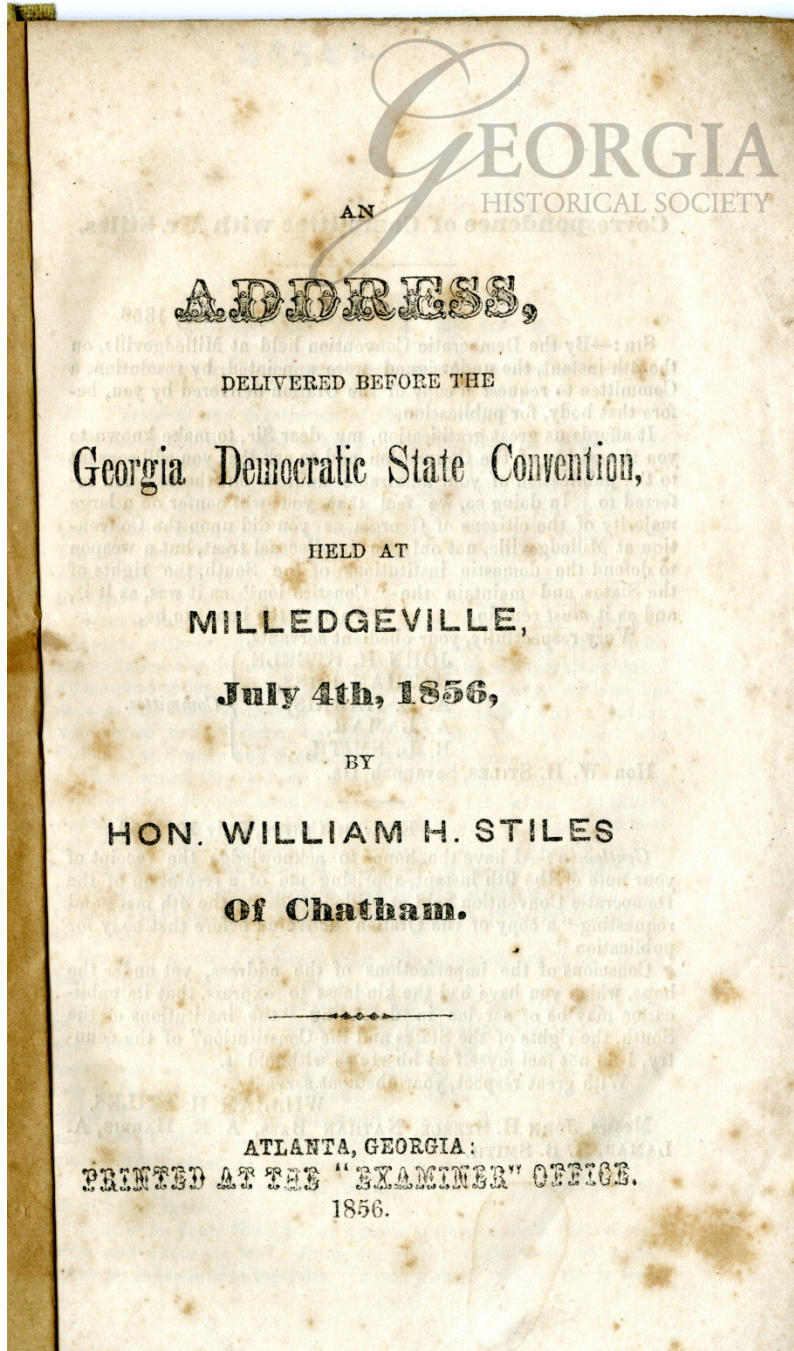
A Review of the special measures by which republicans propose to carry out the great principles set forth above, will be reserved for a future article.



Primary Source 2

"An Address Delivered Before the Georgia Democratic State Convention Held at Milledgeville, July 4th, 1856 by Hon. William H. Stiles of Chatham." Rare Pamphlet Collection, E435.S85 1856.

Courtesy of the Georgia Historical Society.





TRANSCRIBED EXCERPT:

“But the victorious march of Northern aggression does not stop with the capture of this important citadel (*referencing slavery being banned in the District of Columbia*). Another more serious conflict between the contending forces has occurred of late years upon that portion of the constitutional compact requiring the rendition of fugitive slaves.

What is the history of congressional legislation on this point? The first fugitive law as has been already intimated, was passed in 1793 and was signed by the “father of his country” – But of late years (especially since the North has become so dead to its constitutional obligations) experience has developed defects in that law, and the South has been obliged to demand the further legislation of Congress, for the protection of her constitutional rights. The act of 1850 providing for the rendition of fugitive slaves was passed. But how, and in what manner?...It never could have passed alone; its passage was only effected, by its being one of a series of measures known as the Compromise Bill of 1850, by which the South for the promised enforcement of this clear constitutional right, agreed to yield an Empire on the Pacific almost equal to that of the Caesars.....

“The last and heaviest battle, one which has daily increased in severity and virulence, and which hands this day over our heads big with the fate of this republic, is the contest for territory, or in other words, for political power.

All that the South desired and all that the Kansas-Nebraska law proposes is that the common Territory be left open to the common enjoyment of all the people of the United States – that they shall be protected in their persons and property by the Federal Government until its authority is superseded by a State Constitution, and then that the character of the domestic institutions of the new States, to be determined by the free men thereof. This is justice, this is Constitutional equality.

For what then are the people of the South contending? What is the issue in the present contest?

Who is there, fellow-citizens, that does not see at a glance that the object for which the South is contending, is the same for which the colonist dared to “run against the thick bosses: of



England's "buckler." The issue in the present contest is the same for which our fathers "pledged their lives, their fortunes, and their sacred honor," *the right of local self-government*.

Think not I counsel violence and bloodshed – there is another remedy before us, for the security of our endangered rights, more peaceful, perhaps more efficient, certainly the last before we reach the dread alternative of the sword, and that is the *triumph in the present contest of the National Democratic party*.

But if not from the Whig or American parties, from whence comes our opposition in the approaching contest? It comes from the so-called or rather mis-called National Republican party. A faction composed of the great mass of Seward Whigs and the entire bodies of the abolition and free-soil parties. Its single bond of adhesion is the opposition to slavery, its sole object to war in solid phalanx on the South. And who of all aspirants has been chosen as a standard bearer, to lead on their dark columns in their charge upon the rights and interests of the South? One born among us, whose eyes, it is said, opened for the first time on the light of day in Georgia, and at this hour her deadliest foe. A traitor to the South, he has been selected for his *treachery* alone, for he is destitute of all qualifications for the exalted station unless, indeed, physical endurance for which alone he is distinguished may be so considered.....

The opponents of slavery throughout the Union, of every hue and form, their discussions hushed, their discord banished, their differences of opinion waved now stand together as one man on the isolated point of the repeal of the Nebraska bill and the re-establishment of the Missouri restriction. Their black banner recently unfurled by their leaders in both Houses of Congress bears upon its folds the astounding inscription "an expulsion of the South from all common Territories. No more slave States to be admitted. The repeal of the fugitive slave law. Issues which no party in this county ever before dared to avow even in secret, they now openly proclaim from their standard and boldly challenge us to the conflict.

The issue is fairly made, boldly tendered, and must be met -. The great vital question of the quality of the States and their rights under the Constitution are involved, and must be maintained or the Union is dissolved.

This question has to be settled. The battle must be fought sooner or later.....



But we are indebted to the Democratic Convention not only for a platform of principles in every way worthy of our support, but we are under still further obligations for the selection of a standard bearer in every respect worthy of the platform.....

The nomination of James Buchanan, was in every light it may be viewed, the most judicious selection that could possibly have been made. In the first place, the nomination came from the right quarter- the Old Key-Stone State..... The nomination as far as regards the individual, was one most "fit to be made."

Descended from honest and industrious though not wealthy parents, James Buchanan was born in Franklin, one of the Southern counties of Pennsylvania, and which sighth of Mason & Dixon's line....a member of the Legislature of his native State to which post he was elevated in 1814 and 1815, gave him some knowledge of the principles and practices of legislation, and prepared him for the more important station on a representative to Congress to which he was elected in 1820. Ten years' service in the House of Representatives, assiduously devoted to his duties, and forced into intellectual conflict with the giant minds of the land, imparted to him not only a skill and power in debate, but a familiarity with all questions of foreign and domestic policy....Ten years competition in the United States Senate with such intellects as Webster, Calhoun, Clay, Wright, Woodbury, and Benton, his long and successful services at home and abroad, his perfect familiarity with all questions of either foreign or domestic interest likely to arise, rendered him of all others the most proper person to be charged with the conduct of our foreign relations, the second office in our government and to which he was called by Mr. Polk in 1845.....

If there exists a hand which can safely guide the helm, amid those storms, which rising on foreign coasts are now bursting in all their fury around our ship of State, but above all which can dexterously avoid these sunken rocks of fanaticism and error upon our own shores, on which the prow seems almost striking, it is the hand of one who not only possess the requisite skill, but especially enjoys the unlimited confidence of all. Such an one, it is my settled conviction, the Democratic Convention of Cincinnati has selected, and my confidence in the intelligence and patriotism of the people, does not permit me to doubt, but that this selection will be confirmed.....



PRIMARY SOURCE 3

“The White House Chair” Buchanan Campaign song from 1856 election

- Listen to the Songfellows perform “The White House Chair” on the New York Public Library Site (<http://www.nypl.org/audiovideo/white-house-chair>)

Lyrics

Stanza 1

Let all our hearts for union be,
For the North and South are one;
They've worked together manfully,
And together they will still work on.
Then come ye men from ev'ry state,
Our creed is broad and fair;
Buchanan is our candidate,
And we'll put him in the White House Chair.

Stanza 2

We'll have no dark designing band
To rule with secret sway;
We'll give to all a helping hand,
And be open as the light of day.

Stanza 3

We'll not outlaw the land that holds
The bones of Washington;
Where Jackson fought and Marion bled,
And the battles of the brave were won.

Chorus

Come all ye men of every state,
Our creed is broad and fair;
Buchanan is our candidate,
And we'll put him in the White House Chair.

[Words and Music by Stephen Collins Foster, 1826-1864]



PRIMARY SOURCE 4

“Poor Old Buck” Frémont Campaign Song, 1856

- Listen to the song performed by Joseph Trahey, Leslie Beukelman and Tara Dirst.
Recording engineer: Matt Dotson on the Getting the Message Out Site
(<http://dig.lib.niu.edu/message/songs/pooroldbuck.html>)

Lyrics

Stanza 1

THERE is an old donkey, a worn-out Jack,
Too old to live very long,
He has no bone in the middle of his back,
Where the bones *ought* to grow very strong.

CHORUS.

Then let down the bars very low,
And drive in the poor old *joe*
There's no more work for poor old “Buck,”
Let him go where the old nags go.

Stanza 2

His legs are long when he trots after votes,
But he has no eyes for to see -
And his teeth are worn out eating public oats,
So he'll have to let the public oats be.

CHORUS. - Then let down the bars very low, &c.
He *always* pulls wrong, with a very hard jerk,
Which gives to his driver much trouble;
He's not at all fit for *our* kind of work,
For he's never yet learned to go *double*.

CHORUS. - Then let down the bars very low, &c.

Stanza 3

What's the *use* of a nag with so many bad ways,
So stubborn, so old, and so slow?
The best we can do is to turn him out to graze
In the fields where the short grasses grow.

CHORUS. - Then let down the bars very low, &c.



Additional Primary Sources

Getting the Message Out: National Campaign Materials 1840-1860 (<http://dig.lib.niu.edu/message/>)

Frémont Songs: <http://dig.lib.niu.edu/message/songs/1list-fremontsongs.html>

Historic Newspaper Archive on the Digital Library of Georgia

(<http://dlg.galileo.usg.edu/MediaTypes/Newspapers.html>)

Search historic newspapers published in Georgia. Choose a specific archive then use the advanced search option to limit the years to 1856. Try searching for references to the names of the presidential candidates.

Chronicling Historic American Newspapers, (<http://chroniclingamerica.loc.gov/>)

Search historic newspapers from all over the country. Use the advanced search options to limit the years to 1856. Try searching for references to the names of the presidential candidates.

Republican Party Platforms: "Republican Party Platform of 1856," June 18, 1856. Online by Gerhard Peters and John T. Woolley, *The American Presidency Project*.

<http://www.presidency.ucsb.edu/ws/?pid=29619>

Democratic Party Platforms: "Democratic Party Platform of 1856," June 2, 1856. Online by Gerhard Peters and John T. Woolley, *The American Presidency Project*.

<http://www.presidency.ucsb.edu/ws/?pid=29576>.

House Divided: The Civil War Research Engine at Dickson College. "Election of 1856."

(<http://hd.housedivided.dickinson.edu/node/9598>)

This site has primary and secondary sources related to the 1856 election. Use the documents and images tab to access downloadable primary sources.

Library of Congress Prints and Photographs Division (<http://www.loc.gov/pictures/>)

"Republican campaign edition for the million : containing the Republican platform, the lives of Fremont and Dayton..." available on the Internet Archive

(<http://www.archive.org/details/republicancampai00unit>)

Short answers to reckless fabrications, against the Democratic candidate for president, James Buchanan. Available on Internet Archive

(<http://www.archive.org/details/shortanswerstor00unkngoog>)

Internet Archive (www.archive.org) search for the subject "Campaign literature, 1856" to find speeches, pamphlets, and letters related to the election.



1856 Presidential Campaign:
Document Analysis Sheet

ANSWER BEFORE YOU READ

What is the title of the document? _____

Who wrote this document? _____

Where was the document written? _____

When was the document written? _____

Before you read the document, is there anything you can learn just by knowing the title and who wrote the document where and when?

ANSWER AS YOU READ

Directions: As you read the document, fill out the chart below. Read the explanation under each title to better understand how to fill out the each column.

Words <i>In this column write down any words you think are important to understanding the text</i>	People <i>In this column write down the names of people mentioned by the author</i>	Events <i>In this column write down any events such as court cases, laws passed,</i>
Ex) rights	Ex) James Buchanan	Ex) fugitive slave act
_____	_____	_____
_____	_____	_____
_____	_____	_____
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ANSWER AFTER YOU READ

What words, people, and events from this document do you need to learn more about? Make a list of the words, people, and events you need to know more about on the left column, and in the right column use your textbook, internet, or dictionary to define or explain the term.

Term	Definition or explanation
Ex) fugitive slave act	Part of a package of bills in the Compromise of 1850. Required citizens to help catch runaway slaves, making it easier for slave owners to capture fugitive slaves.

Did this document help you understand the key issues of the 1856 presidential election? What questions do you still have after reading the document?



1856 Presidential Campaign:
The Candidates and the Issues




I. The Issues

In the box below write an introduction to the main issues of the 1856 presidential campaign. Your introduction must be written using complete sentences and be understandable to someone who has little to no background about the 1856 presidential campaign.

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2. The Candidates

Use information from the provided secondary sources to complete the following graphic organizer. Be sure to use your own words and not copy directly from your sources.

<p>John C. Fremont</p>  <p>Col. John C. Fremont, Republican candidate for the President of the United States. Library of Congress Prints and Photographs Division, LC-DIG-pga-03112</p>	<p>Political Party:</p> <p>Age:</p> <p>Political Offices Held:</p>	<p>Give a brief description of the candidates life and experience:</p>
<p>James Buchanan</p>  <p>James Buchanan, Democratic candidate for President of the United States, Library of Congress Prints and Photographs Division, LC-DIG-pga-03522</p>	<p>Political Party:</p> <p>Age:</p> <p>Political Offices Held:</p>	<p>Give a brief description of the candidates life and experience:</p>
<p>Millard Fillmore</p>  <p>Millard Fillmore, American candidate for president of the United States, Library of Congress Prints & Photographs Division, LC-DIG-pga-03523</p>	<p>Political Party:</p> <p>Age:</p> <p>Political Offices Held:</p>	<p>Give a brief description of the candidates life and experience:</p>



1856 Presidential Campaign:
Stanza by Stanza Analysis

Directions: Answer the following questions on a separate sheet of paper.

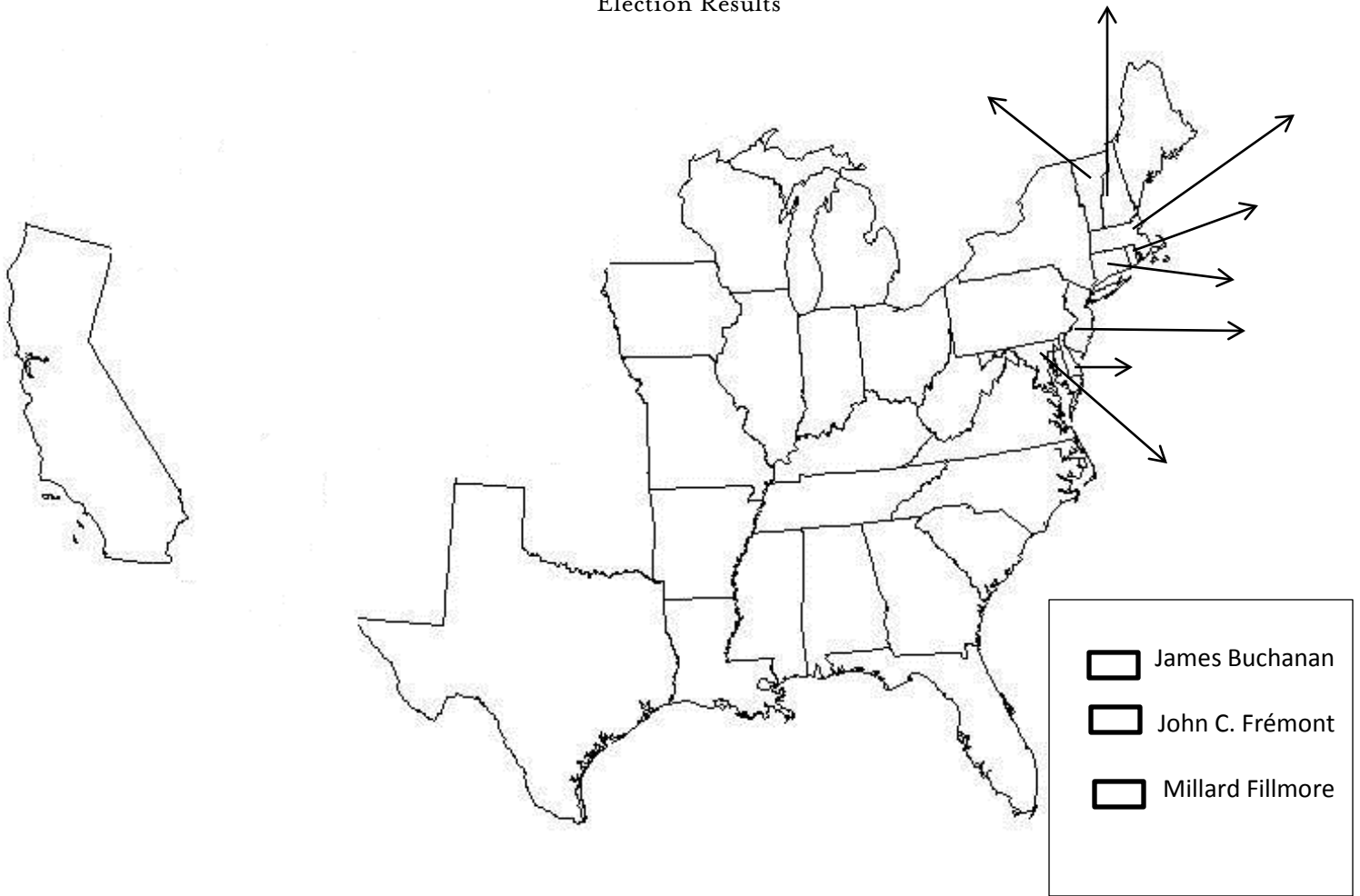
Primary Source 3 “The White House Chair”

1. Which candidate does the first stanza imply will be able to keep the Union together?
2. Which line from the first stanza suggests that Buchanan is a candidate for everyone and not just extremist?
3. In the second stanza, how does the song use light and dark to contrast Buchanan from their opponents?
4. What land do you think the third stanza is referring to?
5. Rewrite the chorus in your own words.

Primary Source 4 “Poor Old Buck”

1. Who is the “old donkey” referred to in the song? How do you know?
2. Rewrite the chorus in your own words.
3. What do you think stanza 2 means by “his teeth are worn out eating public oats?” What do the public oats stand for?
4. What does stanza 3 suggest should be done with the “poor old buck?”
5. Does this song appeal to the issues of the campaign or is it a personal attack on a candidate? Explain your answer.

1856 Presidential Campaign: Election Results

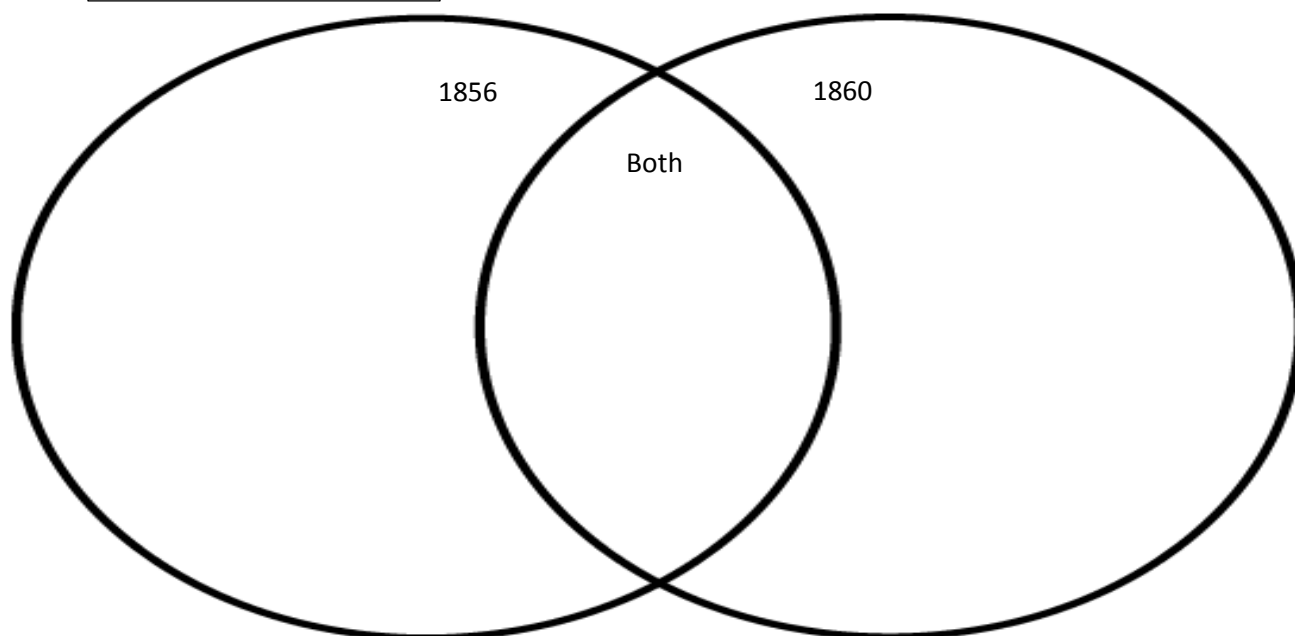
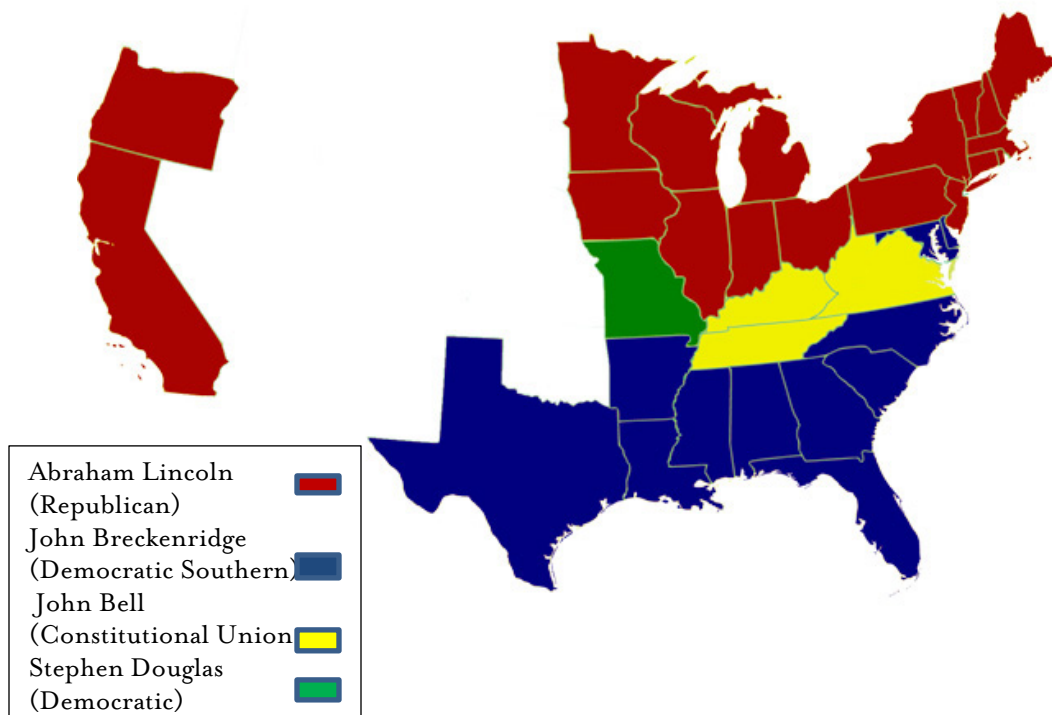


State Bank

Alabama	Louisiana	North Carolina
Arkansas	Maine	Ohio
California	Maryland	Pennsylvania
Connecticut	Massachusetts	Rhode Island
Delaware	Michigan	South Carolina
Florida	Mississippi	Tennessee
Georgia	Missouri	Texas
Illinois	New Hampshire	Vermont
Indiana	New Jersey	Virginia
Iowa	New York	Wisconsin
Kentucky		

Looking at the map, explain what major trend you notice in the election results of 1856.

Use the map of election results from 1860 to complete the compare and contrast venn diagram.





1. What might have happened if John Charles Frémont had won the presidency?

2. How did the 1856 presidential election change American politics?

3. What issues from the 1856 presidential campaign do you think were carried over to the 1860 Presidential campaign?



1856 Presidential Campaign: Graphic Organizer

Directions: Find a quote from each document that matches the campaign technique described in the left column. If the quote is too long to fit, you may give a description of what is being said.

TECHNIQUE	DOCUMENT1	DOCUMENT2
Fear Mongering <i>the use of fear to influence the opinions and actions of others</i>		
Name Calling <i>The use of negative language or words to describe a political enemy.</i>		
Glittering Generalities <i>Words that have a positive meaning and make the audience have a positive reaction. For example; freedom, democracy, love of country, honor, glory, rights....</i>		
Pinpointing Enemy <i>an attempt to simplify a complex situation by presenting one specific group or person as the enemy. Could be a person, group, or even geographic region.</i>		
Suggesting Extremism <i>Suggesting that your opponent and their followers are too extreme in their beliefs and actions.</i>		
Historic Arguments <i>Referencing historical events or figures to support your cause. In politics often referencing founding fathers and founding principles.</i>		
Drawing on Constitution <i>Suggesting that one candidate or party is more true to the Constitution than another</i>		



1856 Presidential Campaign Campaign Advertisement Assignment

To show how much you have learned about the 1856 presidential campaign and the techniques used by parties and candidates to persuade voters, you will create a 15 to 30 second campaign advertisement for either James Buchanan or John Charles Frémont. You will be using primary sources to create the content of your advertisements. The project can be done individually or in groups.

Requirements

- Your advertisement must be 15 to 30 seconds long.
- You must write and turn in a script for the advertisement that includes citation for primary sources quoted or paraphrased in the script.
- You must use at least 3 primary sources to create your advertisement. The primary sources must be used in BOTH the visual and script component of your advertisement.
 - A quote or phrase pulled directly from a source
 - A paraphrase of a quote or idea from a primary source. For example comparing James Buchanan to an “old donkey”.
 - A political cartoon, portrait, or other period image
- Copyright Page – a list of proper citations for the primary source you used AND a short explanation of how you decided the source was permissible to use for your advertisement. For more instruction on copyright see the Library of Congress guide or ask for help.
(<http://www.loc.gov/teachers/usingprimarysources/copyright.html>)
- You will be graded on the creativity and appearance of your advertisement. Remember, you are trying to sell your candidate. See if you can convince your classmates to vote for your candidate.

WARNING:

You are allowed to make negative advertisements using the techniques like name-calling and pin-pointing the enemy; HOWEVER, you are not allowed to use any inappropriate language or violent imagery. If you think something is inappropriate then it probably is!

Where to get your primary sources

- You may use the four primary sources analyzed in class
- You may use the primary sources on the Georgia Historical Society Georgia Day Honoree Page for John Frémont. You may especially want to use materials on the “Political Career” page.
- You may want to consult the following sites for primary source materials
 - Getting the Message Out: National Campaign Materials 1840-1860(<http://dig.lib.niu.edu/message/>) Frémont
Songs: <http://dig.lib.niu.edu/message/songs/1list-fremontsongs.html>
 - Historic Newspaper Archive on the Digital Library of Georgia
(<http://dlg.galileo.usg.edu/MediaTypes/Newspapers.html>) *Search historic newspapers published in Georgia. Choose a specific archive then use the advanced search option to limit the years to 1856. Try searching for references to the names of the presidential candidates.*



- Chronicling Historic American Newspapers, (<http://chroniclingamerica.loc.gov/>) *Search historic newspapers from all over the country. Use the advanced search options to limit the years to 1856. Try searching for references to the names of the presidential candidates.*
- Republican Party Platforms: "Republican Party Platform of 1856," June 18, 1856. Online by Gerhard Peters and John T. Woolley, *The American Presidency Project*. <http://www.presidency.ucsb.edu/ws/?pid=29619> Democratic Party Platforms: "Democratic Party Platform of 1856," June 2, 1856. Online by Gerhard Peters and John T. Woolley, *The American Presidency Project*. <http://www.presidency.ucsb.edu/ws/?pid=29576>.
- House Divided: The Civil War Research Engine at Dickson College. "Election of 1856." (<http://hd.housedivided.dickinson.edu/node/9598>) *This site has primary and secondary sources related to the 1856 election. Use the documents and images tab to access downloadable primary sources.*
- Library of Congress Prints and Photographs Division (<http://www.loc.gov/pictures/>)
- Internet Archive (www.archive.org) *search for the subject "Campaign literature, 1856" to find speeches, pamphlets, and letters related to the election.*

How to make your advertisement

You can make your video using a free online software such as those linked below or by downloading video editing software like Microsoft's Windows Live Essentials: Movie Maker (<http://windows.microsoft.com/en-US/windows-live/movie-maker-get-started>). Your advertisement could also be in the form of slides using Microsoft PowerPoint, GoogleDocs presentations, or Prezi (<http://prezi.com/index/>)

- Voice Thread (<http://ed.voicethread.com/>)
- Primary Access (<http://www.primaryaccess.org/>)
- StupieFlix (<http://studio.stupeflix.com/>)
- Animoto (<http://animoto.com/education/>)
- Footable (<http://www.fotobabble.com/>)
- Smilebox Slideshow(<http://www.smilebox.com/slideshows.html>)

Multimedia Project : 1856 Presidential Campaign Ad

Teacher Name: _____

Student Name: _____

CATEGORY	4	3	2	1
Use of Primary Sources	The advertisement uses 3 or more primary sources in the script and visual components of the advertisement	The advertisement uses 2 primary sources in the script and visual components of the advertisement	The advertisement uses 1 primary source in the script and visual components of the advertisement	The advertisement uses no primary sources in the script and visual components of the advertisement
Copyright	All materials used in the advertisement are properly cited and the students have documented their \"fair use\" analysis	All materials used in the advertisement are properly cited and the students have shown some attempt at completing a \"fair use\" analysis	Most materials used in the advertisement are cited, although some citations may be inaccurate, and there is some sort of attempt at a \"fair use\" analysis	Most materials do not have a proper citation and there is little to no attempt at a \"fair use\" analysis
Length	The advertisement is between 15 and 30 seconds in length	The advertisement is between 10 and 14 seconds in length	The advertisement is between 5 and 9 seconds in length	The advertisement is less than 5 seconds in length / or excessively longer than 30 seconds
Campaign Techniques	The script effectively uses 2 or more techniques discussed during the 1856 Presidential Campaign lesson	The script effectively uses 1 technique discussed during the 1856 Presidential Campaign lesson	The script attempts to use techniques discussed during the 1856 Presidential Campaign lesson but they are not effective	The script does not attempt to use techniques discussed during the 1856 Presidential Campaign lesson
Attractiveness	Makes excellent use of font, color, graphics, effects, etc. to enhance the advertisement	Makes good use of font, color, graphics, effects, etc. to enhance the advertisement	Makes use of font, color, graphics, effects, etc. but occasionally these detract from the advertisement content	Use of font, color, graphics, effects etc. but these often distract from the advertisement content
Originality	Product shows a large amount of original thought. Ideas are creative and inventive.	Product shows some original thought. Work shows new ideas and insights.	Uses other people's ideas (giving them credit), but there is little evidence of original thinking.	Uses other people's ideas, but does not give them credit.