1860: The Election that Led to War

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The Election of 1860

I. Lesson Summary

Summary

The Election of 1860 demonstrated the divisions within the United States just before the Civil War. The election was unusual because four strong candidates competed for the presidency. Political parties of the day were in flux. The dominant party, the Democratic Party, had split into two sectional factions, with each promoting its own candidate.

The Republican Party was relatively new; 1860 was only the second time the party had a candidate in the presidential race.

The Constitutional Union Party was also new; 1860 was the first and only time the party ran a candidate for president. The results of the 1860 election pushed the nation into war.

Objectives

S.S.A.1.2 Students will use information to draw conclusions from maps, charts and graphs.
 Students will analyze the information from the maps, charts, and graphs to determine the
1860 election results and the impact of the election results on the Civil War

U.S. History Event or Era
Pre-Civil War (the Election of 1860)

Grade Level
This lesson is appropriate for a middle school social studies classroom (8th grade). It may also be used for 5th grade if adapted by the teacher.

Materials
  Handout #1:   "Electoral Vote Map and Graph – 1860"
  Handout #2:   "Popular Vote Graph and Data – 1860"
Worksheet #1: "Candidates and Parties"
Worksheet #2: "Analysis of Election Data"

Lesson Time
4-5 days

II. Lesson Procedures
Procedures

1.) To start the lesson, have the students define the following words using the glossary in the classroom text or a dictionary:

A. Sectionalism
B. Electoral vote
C. Popular vote.

2.) Computer Lab: Students will work in groups of two and use internet search programs to find information about the candidates and political parties involved in the election of 1860. This information is used to complete Worksheet #1, "Candidates and Parties," using the results of the internet search.

3.) Students are to work in small heterogenous groups of 3-4 students. Instruct students to use the data from the map, graphs, and charts to analyze the 1860 election and complete Worksheet #2.

Part 1

III. Activities

Election of 1860 Name _____

Worksheet #1 - Candidates and Parties

The election of 1860 demonstrated the divisions within the United States. The political parties of the decades before 1860 no longer dealt with the issues of 1860. The Whig Party had fallen into disorder and was not a viable political force. The party did not run a candidate for president in 1860. The dominate party of the era was unable to come to a consensus and splintered into two factions. A new party came into politics in the 1850s and was running its second candidate for president in 1860. The divisive nature of the issues in 1860 led to the formation of a fourth party, specifically organized to try and keep the union together. The results of the election for president pushed the nation closer to war.

Use the internet and your text to locate information to complete the following chart about the election of 1860

	Political Party	Political Experience	Position on Slaver	Region of Support
Abraham Lincoln				
Stephen A. Douglas				
John C. Breckinridge				
John Bell				

Abraham Lincoln
Republican
Prohibit slavery in territories, contain slavery to where it exists

John Breckinridge
Democrat
Support federal slave code in territories, support popular sovereignty

Stephen Douglas
Democrat
Oppose federal slave code in territories, support popular sovereignty

John Bell
Constitutional Union
Avoid the slavery issue and keep the country united
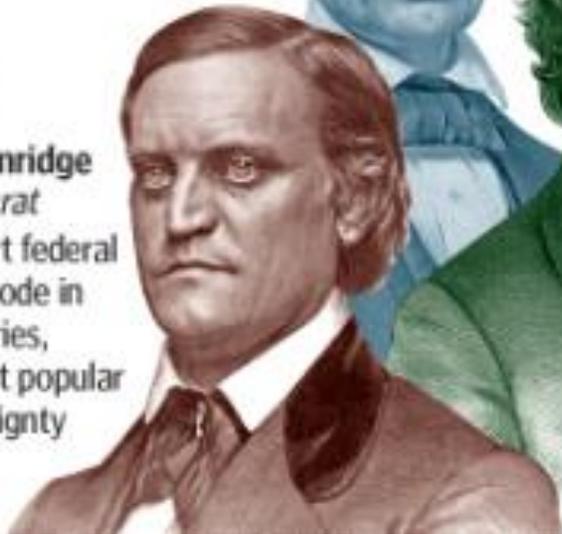
NOTE: A federal slave code would protect the interests of slave holders in the territories. *Popular sovereignty* allowed states to choose to enter the union as free or slave.

Politicians often gave "stump speeches" explaining their positions on the issues of the day and appealing to the voters. Typically presidential candidates in the 19th Century did not campaign actively but allowed their supporters to make the case for them. The one exception was Stephen Douglas. Douglas began the 1860 presidential campaign expecting "to look on and see a fight without taking a hand in it," but repeated entreaties from local Democrats together with his own concerns about the country's perilous situation led him to launch a speaking campaign that directly addressed the divisive issues confronting the nation.

To those opponents who criticized his unseemly behavior, Douglas retorted, "What a pity it would be if a man, by the honest expression of an honest sentiment, should lose anybody's vote."
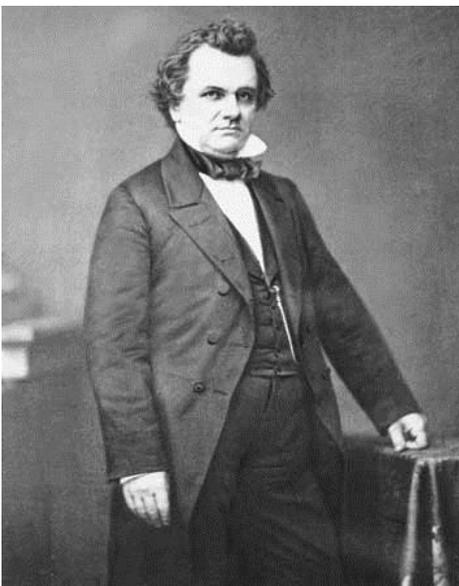
Part 2

Exercise: Divide the class into groups: 5 if possible, although for larger classes more groups may be necessary. Each group will be assigned a candidate for the 1860 election.

The group will study the assigned candidate to find out as much as possible about that candidate's background and experience.

Determine your candidate's strengths: What will make voter choose your candidate over others.

What are you candidate's weaknesses: You do not want to highlight these but you must be prepared to defend the candidate against attacks from other parties that may emphasize these problems.

How can your candidate appeal to other groups and regions: Your candidate may be strong with certain regions or groups, Breckenridge, for example might be more popular in the South and with slave owners. How can you appeal to voters from other areas? What can you offer them? Why is your candidate the best for the country as a whole and how will his election avoid a possible conflict within the country?

Determine a policy for campaigning. Will your candidate take an active role by giving speeches or campaigning?

How will you get the message out on where your candidate stands on the issues of the day?

Possible campaign promotional materials:

Campaign tokens or buttons with your candidate's picture and what he stands for

Parades and rallies with your supporters to excite and impress the voters with your candidate.
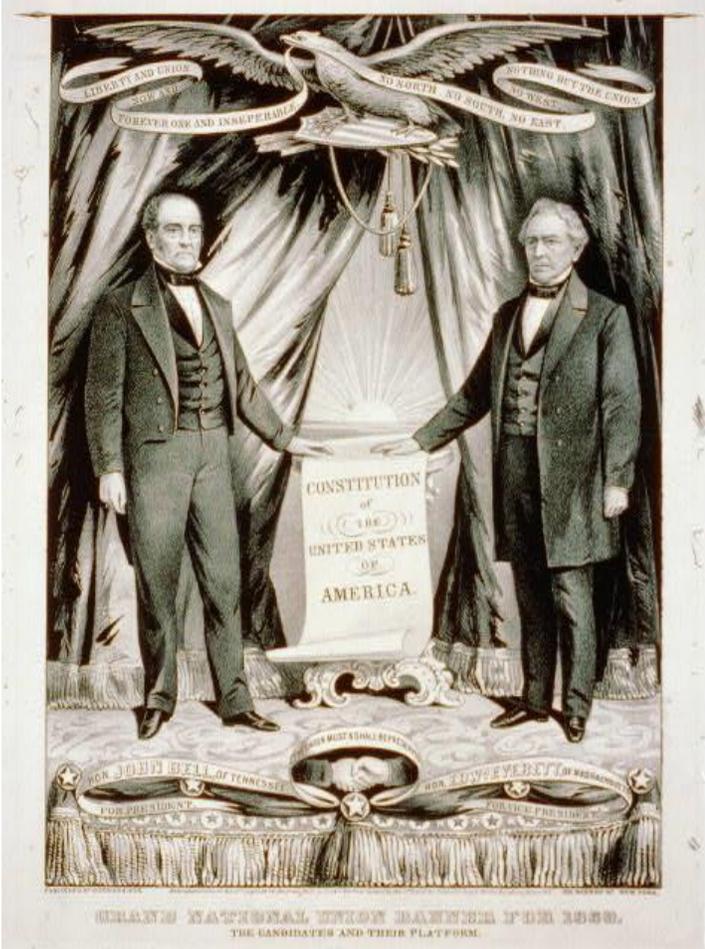
Campaign posters showing your candidates and what they stand for.

POLITICAL OYSTER HOUSE
Hardshells & Softshells
Constantly on hand.
Democrats fried, Stewed, Roasted
or on the half Shell.

I'm a gone sucker!!

These fellows have been planted so long in Washington, that they are as fat as Butter, I hardly know, which to swallow first.

Alas! that ever I should live to be swallowed by a rail splitter!

HONEST-ABE TAKING THEM ON THE HALF SHELL..
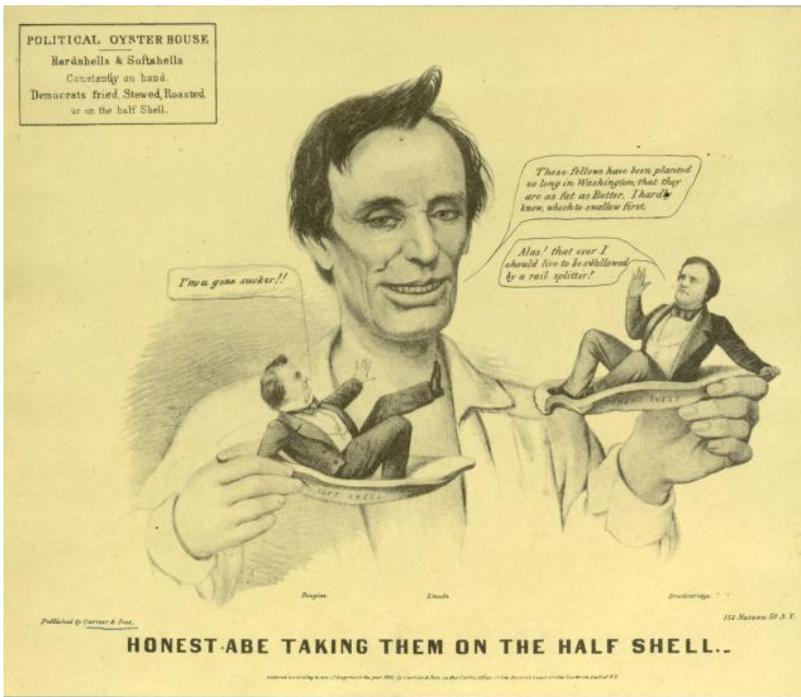
Print cartoons making fun of your candidate's opponents.

In a cartoon captioned "Honest Abe Takes Them On the Half-Shell," Lincoln was portrayed about to consume two of his opponents.

In the 1860 campaign Lincoln faced three opponents, two of whom represented warring factions of the Democratic Party.

In this pro-Lincoln cartoon, "Honest Abe" is shown about to consume Senator Stephen A. Douglas, at left, and John C. Breckenridge, at right, who was the incumbent vice president in the administration of James Buchanan.

Douglas, from Illinois, was considered a moderate on the slavery issue, and he is labeled "soft shell." He is crying out, "I'm a gone sucker!!" (In 1860 "sucker" was a nickname for people from Illinois, the home state of both Douglas and Lincoln)

Breckenridge, from Kentucky, was adamantly pro-slavery. He is labeled "hard shell" and is exclaiming, "Alas! That ever I should live to be swallowed by a rail splitter!"

Lincoln, considered the political outsider in the race, is saying, "These fellows have been planted so long in Washington that they are as fat as butter, I hardly know which to swallow first."

Distribute souvenirs promoting your candidate.

A commemorative axe for Lincoln, the rail splitter.
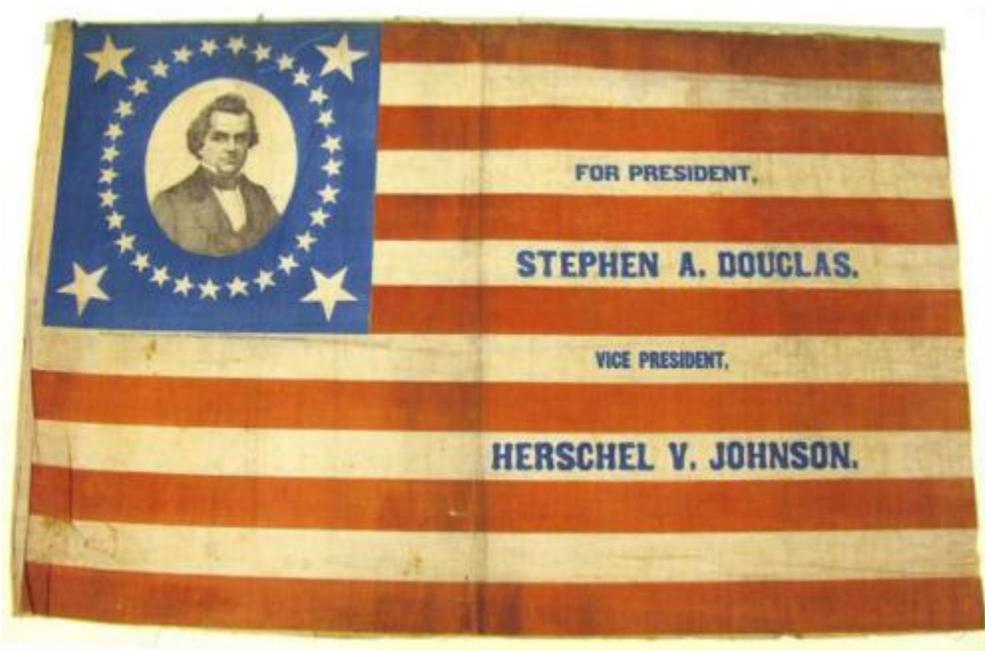
An American Flag promoting Stephen Douglas
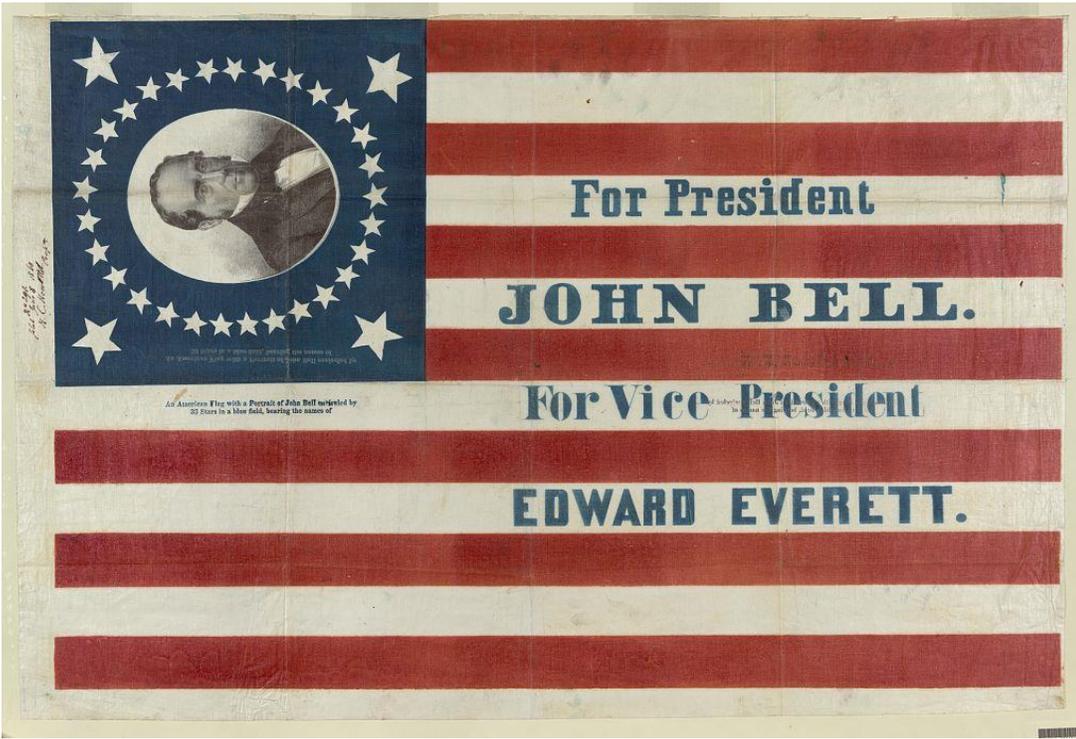
An American Flag promoting John Bell

Distribute ballots for your candidate to be used in voting on Election Day.

UNION ELECTORAL TICKET
STATE OF VIRGINIA
The Union, The Constitution & the Enforcement of the Laws.

For President
JOHN BELL.
OF TENNESSEE.

For Vice President
EDWARD EVERETT.
OF MASSACHUSETTS.

ELECTORS.
Dis. 1st. L. H. CHANDLER, of Norfolk City
" 2nd. TRAVIS H. EPES, of Nottoway
" 3rd. THOMAS BRUCE, of Halifax
" 4th. JOHN T. THORNTON, of P. Edward
" 5th. JAMES F. JOHNSON, of Bedford
" 6th. MARMADUKE JOHNSON, of Richmond
" 7th. LEMUEL J. BOWDEN, of Williamsburg
" 8th. JOSEPH CHRISTIAN, of Middlesex
" 9th. B. H. SHACKELFORD, of Fauquier
" 10th. ANDREW E. KENNEDY, of Jefferson
" 11th. FRANCIS T. ANDERSON, of Rockbridge
" 12th. W. R. STAPLES, of Montgomery
" 13th. WALTER PRESTON, of Washington
" 14th. J. J. JACKSON, Jr. of Wood
" 15th. A. B. CALDWELL, of Ohio

VIRGINIA
Republican Ticket.

FOR PRESIDENT,
ABRAHAM LINCOLN,
OF ILLINOIS.

FOR VICE PRESIDENT,
HANNIBAL HAMLIN,
OF MAINE.

ELECTORS AT LARGE.

George Rye.   John McLure, jr.

DISTRICT ELECTORS.

John Wright.
R. H. Gray.
Thomas Todd.
Joseph Applegate.
Thomas J. Hewitt.
Joseph Bell.
Levi Pittman.
W. E. Stevenson.
D. W. Roberts.
J. L. Freeman.
Jacob Hornbrook.
S. M. Peterson.
G. D. Hall.

NATIONAL
Democratic Ticket,
FOR VIRGINIA.

FOR PRESIDENT.
STEPHEN A. DOUGLAS,
OF ILLINOIS.

FOR VICE-PRESIDENT,
HERSCHEL V. JOHNSON,
OF GEORGIA.

ELECTORS:

DISTRICTS		RESIDENCE
1st.	GEORGE BLOW,	Norfolk City.
2d.	HENRY L. HOPKINS,	Petersburg.
3rd.	JONATHAN B. STOVALL,	Halifax.
4th.	JAMES GARLAND,	Lynchburg.
5th.	BENJAMIN F. RANDOLPH,	Albemarle.
6th.	JAMES H. COX,	Chesterfield.
7th.	J. B. AILWORTH,	Accomac.
8th.	G. H. C. ROWE,	Fredericksburg.
9th.	GEORGE W. BRENT,	Alexandria.
10th.	ISRAEL ROBINSON,	Berkeley.
11th.	J. N. LIGGETT,	Rockingham.
12th.	D. H. HOGE,	Montgomery.
13th.	GEORGE W. HOPKINS,	Washington.
14th.	C. J. STUART,	Doddridge.
15th.	WILLIAM G. BROWN,	Preston.

Election, the 6th day of November, 1860.

Express Print.

DEMOCRATIC TICKET

OUR PRINCIPLES
The Constitution

The Sovereignty & Equality of the States, The Repeal of the Missouri Restriction, The People of the Territories in forming State Governments to adopt their own Institutions, Equal protection to Citizens Native & Naturalized & to every species of Property

FOR PRESIDENT

JOHN C. BRECKINRIDGE
of Kentucky

FOR VICE PRESIDENT

JOSEPH LANE
of Oregon

ELECTORS

1st District		William Lamb, of Norfolk City
2d	do	Thomas F. Goode, of Mecklenburg
3d	do	John R. Edmunds, of Halifax
4th	do	Thomas T. Tredway, of Prince Edward
5th	do	James L. Kemper, of Madison
6th	do	James Lyons, of Henrico
7th	do	Rich'd A. Claybrook, of Northumberland
8th	do	Beverley B. Douglas, of King William
9th	do	Eppa Hunton, of Prince William
10th	do	Thomas M. Isbell, of Jefferson
11th	do	James W. Massie, of Rockbridge
12th	do	Wm H. Anthony, of Botetourt
13th	do	Isaac B. Dunn, of Washington
14th	do	John G. Newman, of Kanawha
15th	do	Zedekiah Kidwell, of Marion

Write your name on the back of this Ticket
Election on Tuesday November 6th 1860
Lith. of Hoyer & Ludwig Richmond Va

16

Make speeches for your candidate telling people why they should vote for him.

REGULAR NOMINATIONS.

STUMPING.

LINCOLN AND LIBERTY !!!

Tract No. 2. New York, June 26th, 1860.

Liberty and Union, now and forever, one and inseparable.

For President,

ABRAHAM LINCOLN,
Of Illinois.

For Vice-President,

HANNIBAL HAMLIN,
Of Maine.

ISSUED BY THE

Young Men's Republican Union,
OF THE CITY OF NEW YORK.

Campaign Reading Room, Stuyvesant Institute, 659 Broadway ; open daily, from 8 A. M. to 11 P. M.

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DEXTER A. HAWKINS, Vice-President.
ERASMUS STERLING, Secretary.
WILLIAM M. FRANKLIN, Treasurer.

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Francis Hall.

"*Let us have faith that right makes might, and in that faith, let us to the end, dare to do our duty, as we understand it.*"

"ABRAHAM LINCOLN."

THE HON. OWEN LOVEJOY

Will speak before the "Young Men's Republican Union," early in July.

The President of the "Young Men's Republican Union," of this city, has received the following letter from the Hon. CHARLES SUMNER :

"Washington, June 17, 1860.
(Bunker Hill Day.)

My Dear Sir :—My desire has been strong from the beginning to address the Republican Young Men of New York, and I have not for a moment forgotten the invitations with which at different times they have honored me. Your recent letter, repeating the invitation, and the approaching adjournment of Congress, seem at last to fix this opportunity. * * * As soon as Congress is adjourned I will let you know when I can be in New York.

Accept my thanks, and believe me, dear Sir, faithfully yours,

CHARLES SUMNER."

YOUNG MEN FOR LINCOLN.

It is an encouraging indication of the Campaign that the Young Men are rallying, in great numbers and with unbounded enthusiasm, to the support of "HONEST OLD ABE." Thousands who, in 1856, were deluded into the belief that MILLARD FILLMORE could be elected, are no longer willing to support a decoy ticket ; besides, the Young Men have every confidence in the Illinois rail-splitter, knowing that one competent to raise himself from the humblest and most obscure, to the most elevated and influential position in society, is fit to be entrusted with the reins of the government, and will not hold them amiss. LINCOLN is, emphatically, the choice of the Young Men, and their earnest enthusiasm will contribute largely to his inevitable success.

INDIANA.

The Opposition press of this State seems to have wheeled into support of LINCOLN and HAMLIN with great unanimity. The Vincennese Gazette, the New Albany Gazette, the Fort Wayne Times, and the Evansville Journal, all Fillmore papers in 1856, have come out heartily for LINCOLN and HAMLIN. The Terre Haute Express, which was a Fillmore paper for a short time in 1856, is now enthusiastically out in support of the ticket. The Greencastle Banner, the Seymour Times and the Rising Sun Visitor, all Fillmore papers in 1856, will advocate LINCOLN. The Jeffersonville Republican is going for LINCOLN and HAMLIN.

The old German daily newspaper, the *Volksbode*, of Evansville, Indiana, which has been Democratic in politics from its first issue, has hoisted the names of LINCOLN and HAMLIN, and is doing battle valiantly for the Republican cause.

SCHUYLER COLFAX, of Indiana, was, for the fifth time, nominated for Congress last week, in this wise : the whole district had come together in mass meeting, at Plymouth, devoting the whole day to it. One county delegation had splinters of rails in their hats ; another bore an elaborate banner representing the manner of rail-splitting ; some carried big rails across their shoulders ; and another delegation bore in a wagon an old weather-beaten eaves-trough hewed with an ax from a round log, as emblematic of pioneer life. Indeed, the variety of things was beyond description. After raising a tall liberty pole in the center, and running up the flag, the procession formed, *a mile and-a-half long*, and marched to an oak opening. The gavel of the presiding officer was a maul. But the people couldn't wait for ceremony, and hardly had a formal organization been made when somebody shouted the name of SCHUYLER COLFAX! Another moved to amend that "we re-elect him by at least 4,000 majority, and give the same majority to the State and National tickets." The motion, as amended, prevailed, with loud, long, deafening cheers, which seemed to cause every leaf in the oak grove to tremble as if stirred by some mighty wind. Then they had their speeches and the *et ceteras* of the occasion. The people of the district are only just to themselves in sustaining in Congress, with such enthusiasm, a man who does himself, his State and the country such great credit as Mr. COLFAX. He is one of the most practically useful and able members of Congress on either side.

"WHO IS LINCOLN ?"

The ablest lawer in Illinois, and the smartest stump-speaker in the Union ; an earnest and an honest man, who believes what he professes, and will carry out what he undertakes.—Senator DOUGLAS.

Freedom of Public Lands to Actual Settlers.

Free Speech. Free Press. Free Soil. Free Men.

Write songs or jingles (short rhymes) supporting your candidate or making fun of your opponent.

During the 1860 election Abraham Lincoln supporters used this song in his campaign, taking an old Irish drinking song and using their own lyrics:

Hurrah for the choice of the nation!
Our chieftain so brave and so true;
We'll go for the great Reformation–
For Lincoln and Liberty too!

Lincoln and Liberty

Words by Jesse Hutchinson, tune: Rosin the Beau, anon.

Hur - rah for the choice of the na - tion, Our chief - tain so brave and so true, - We'll
They'll find what by fel - ling and maul - ing, Our rail - ma - ker states - man can do; - For the
Our Da - vid's good sling is un - er - ring, The Slav - o - crat's gi - ant he slew, - Then

go for the great re - for - ma - tion, For Lin - coln and Li - ber - ty, too! -
peo - ple are ev' - ry - where cal - ling, For Lin - coln and Li - ber - ty, too! -
shout for the free - dom pre - fer - ring, - For Lin - coln and Li - ber - ty, too. -

We'll go for the son of Ken - tuck - y, The he - ro of Hoos - ier - dom through, - The
Then up with the ban - ner so glo - ri - ous, The star - span - gled red, white, and blue, - We'll
We'll go for the son of Ken - tuck - y, The he - ro of Hoos - ier - dom through, - The

pride of the "Suck - ers" so luck - y, For Lin - coln and Li - ber - ty, too. -
fight 'til our ban - ner's vic - tor - ious, For Lin - coln and Li - ber - ty, too. -
pride of the "Suck - ers" so luck - y, For Lin - coln and Li - ber - ty, too. -

Your group should pick two of the campaign promotions below and produce them to promote your candidate. You must also distribute ballots for you candidate to other members of the class for voting.

1. Produce a token or button promoting your candidate.

2. Produce a poster promoting your candidate and his views.

3. Draw cartoons which make fun of one or more of your candidate's opponents.

4. Write a flyer or editorial explaining to readers why your candidate is the best choice for President.

5. Write a unique song promoting your candidate. You may use any style of music you choose. You may also want to include a skit, demonstration, or dance to accompany your music.

Part 3

Choose a candidate from your group who will give a stump speech for your candidate in front of the group. You should provide your speaker with an outline and notes providing information on your candidate's strengths. Why should voters choose him? What can your candidate offer the voters that will make their life better or provide better opportunities for them and their families? How will your candidate handle the current crisis between sections over slavery and territorial expansion?

After each presentation the speaker will take questions from the audience, who may want to know more about their stand on the issues or what the candidate can do for them.

Note to Teacher: Monitor the stump speakers to make sure what they say is in line with the platform of the candidate they represent.

Bell supporters should not support anything that might upset the Union such as abolition of slaves.

Breckenridge supporters would not sacrifice the rights of the southern states for the sake of the Union.

Part 4

ELECTION DAY

The conduct of elections has changed in many ways over the past 200 years. The extent of these changes is nicely illustrated by a comparison of today's voting practices with those illustrated in George Caleb Bingham's painting, The County Election (above). In addition to being a noteworthy artist, Bingham was a successful politician; this painting shows a polling place on the steps of the courthouse in Saline County, Missouri, in 1846.

In this painting, we see the judge (top center) administering an oath to a voter. The voter (in red) is swearing, with his hand on the bible, that he is entitled to vote and has not already done so. There was no system of voter registration, so this oath and the possibility that the judge or someone else in the vicinity of the polls might recognize him if he came back was all that prevented a voter from voting again and again.

There was no right to a secret ballot; having been sworn in, the voter simply called out his choices to the election clerks who sit on the porch behind the judge tallying the vote. Each clerk has a pollbook in which he writes the voter's name and records his votes; multiple pollbooks were a common defense against clerical error. There are several people in the painting holding paper tickets in their hands. We know that these were not paper ballots because Missouri continued to use voice voting until 1863. In a general election, however, many voters might have wanted to bring their own notes to the polling place.

Campaigning at the polling place was legal and common. The man in blue tipping his hat to the voter immediately behind the man taking the oath is one of the candidates in this election, E. D. Sappington, who lost

to Bingham by one vote. He's handing out his calling cards so that people can easily read off his name to vote for him.

Voice votes offer modest protection against fraudulent vote counts: An observer can easily maintain an independent tally of the votes, and since there is no ballot box, it cannot be stuffed. On the other hand, the lack of privacy means that voters are open to bribery and intimidation; an employer can easily demand, for example, that his employees vote as required and a crook can easily offer to pay a voter if he votes a certain way.

In 1860 and 1861, voting was viva voce, or by voice vote. Voters announced out loud for whom they voted in the presence of everyone there. In presidential elections only, voters also handed in ballots containing the names of candidates for presidential elector, and they signed the back of the ballots in order that a ballot could be removed if a voter's eligibility was successfully challenged. Throughout the state, newspaper editors and printing offices printed ballots, or tickets, for voters to take to their polling places.

Polling places of this period could be chaotic. To distribute their ballots to prospective voters, political parties printed them in newspapers to be clipped-out or they hired workers known as peddlers, hawkers, or bummers to hand the ballots out at the polls. Often the respective parties installed several of these ticket peddlers at the busiest polls, each vying for the attention of a prospective voter by waving and thrusting ballots. Parties might use visual ploys to catch the eye of a voter by varying the size and color of a ticket (A notable example in the is a Regular Republican ticket of 1878 that features broad red stripes on the back). The conspicuous appearance of these ballots and the high visibility of the voting process in general would also allow party officials to track who voted their ticket, compromising the secrecy of the vote and creating a situation that was potentially rife with bribery and intimidation. Calls for reform were inevitable. In Massachusetts, reform measures resulted in the passage of an 1851 law requiring ballots to be sealed in envelopes. Championed by Massachusetts Democrats and Free Soilers, (Free Soilers opposed the spread of slavery to the new territories) the law was subsequently repealed by the Whigs in 1853.

1878 Republican Ballot

Ballots were meaningless pieces of paper until they were handed over to election officials or "judges of elections," as they were called, and placed in a ballot box to be counted eventually. Judges of elections were politically appointed by the party in power, which frequently resulted in charges of election fraud by the opposing party. In the immediate wake of the Civil War, general suppression of black suffrage in the South and election fraud in New York City in particular provoked a federal response to the problem. The Federal Elections Law of 1871 authorized federal oversight of state elections, and it was designed to thwart bribery, intimidation, voter impersonation, and repeating. To be implemented, as it was regularly in Boston, the law had to be invoked by at least two citizens concerned about election fraud, at which point a federal court would appoint two supervisors from different parties for each election district. Additionally, U.S. Marshalls could appoint deputies to maintain order at the polls.

By the time the 12th Amendment to the United States Constitution was passed, it is clear that the term ballot was routinely taken to refer to a slip of paper on which were written the names of candidates for office. The very fact that the 12th amendment requires the use of separate ballots to elect the President and Vice-President implies that the use of one ballot to elect candidates to more than one office was understood at the time. Of course, this amendment applied only to the Electoral College and not to voting by the electorate at large.

The Tennessee Acts of 1796, chapter IX section 3 gave the following definition: "[A ballot is] a ticket or scroll of paper, purporting to express the voter's choice, given by the voter to the officer or person holding an election, to be put into the ballot box."

These early paper ballots were no more than slips of paper provided by the voters themselves, although it was not long before candidates or political parties began to provide preprinted ballots. This innovation was not always welcome. It took a state Supreme Court decision in Massachusetts (Henshaw v. Foster) in 1829 to legalize this practice in that state. It took a constitutional amendment in Connecticut, in 1844.

This form of paper ballot makes it very difficult to reconcile several requirements that we usually take for granted, the right to privacy, the requirement that the voter not disclose his or her vote, and the requirement that no voter deposit more than one ballot in the box.

To maintain voter privacy, we must allow voters the right to insert their own ballots into the ballot box. Doing this, however, raises the possibility that a voter might deposit a handful of ballots. If we require voters to give their ballots to a polling place official, the official might read the ballot in the process of unfolding it to determine if other ballots have been cleverly concealed inside, or a dishonest official might add other ballots to the box.

If a voter wants to disclose his votes, he may easily sign the ballot, and if we disallow this with rules that require signed ballots to be rejected in the count, the voter may simply arrange to use distinctive paper or a distinctive style of writing in order to identify his ballot to someone observing the count. Political parties quickly mastered the art of printing ballots on distinctive paper so that all voters using a party's ballot could be easily identified.

Your class will now vote for one of the 1860 candidates. If you are in Tennessee or Mississippi no Republican ballots are distributed. If you wish to vote for the Republican candidate you will have to write out your own ballot which must include the electors for that candidate from your state. There is no list provided of the electors for the Republican candidate in your state and without that listing your vote will not be counted.

Before you vote you will be given an identity card which tells you who you are what your profession is and other information which may help you decide which candidate is best for you. Some of you will receive information which informs you that you will not be permitted to vote and why.

(Distribute identity cards to students and let them review their new identity and how it relates to the candidates in the election)

You are a 38 year old West Point veteran with some military experience in the Mexican War which you opposed. Your wife is from a slave owning family. You have struggled to make a living as a farmer and failed. You now work at your father's shop in Illinois. Who will you vote for?

You are a 24 year old West Point graduate born in Georgia but raised by your New England relatives. You are on duty with the army in the west. Who will you vote for?

You are a 25 year old former school teacher in Kansas. You were born in Ohio and have been a failure as a farmer. Your have been in trouble with the law for possible theft. Who will you vote for?

You are a 19 year old college student in Iowa. Your father is a small town merchant. Who will you suggest he Vote for?

You are a 45 year old lawyer in Illinois. Your were born in Charleston, South Carolina but were forced to leaved due to legal problems. You're interested in politics and advancing yourself financially. Who will you vote for?

You are a 44 year old army officer born in Virginia. You fought in the Mexican War and you are on duty as an officer in Texas with the Army. Who will you vote for?

You are a 30 year old farmer in McNairy County Tennessee. You do not have any slaves. On your way to vote a local politician promises you $10 If you vote for Breckenridge. Who will you vote for?

Your are a 25 year old poor farmer in Tennessee. You rent your land from a man who owns several businesses and owns slaves. Who will you vote for?

You are a 37 year old steamboat pilot on the Mississippi River. Your are not an abolitionist but a war might impact your business. Who will you vote for?

You are a 35 year old Irish immigrant in Memphis. You work loading steamboats. You are concerned that if too many slaves are emancipated you may loose your job. War would also stop shipping on the river, threatening your job. Who will you vote for?

You are a 40 year old blacksmith in a small Tennessee town. You served in the Mexican War. You do not own slaves. Some of your business involves work for local plantation owners who have slaves. Who will you vote for?

You are a 40 year old West Point graduate born in Ohio. You have left the army and failed as a banker and lawyer. You have recently achieved success as superintendent of a school in Louisiana. Who will you vote for?

You are a 39 year old native of Kentucky and a West Point graduate. After serving in the Mexican War you retired from the army and became a civil engineer. In 1860, you are working as street commissioner of New York City. Who will you vote for?

You are a 55 year old Methodist minister and newspaper editor from East Tennessee. You are not an Abolitionist. You are from a poor back-ground and do not like the West Tennessee planters. Who will you vote for?

You are a 50 year old German immigrant and revolutionary with military training and experience. You have been forced to leave Europe. You have worked as a carpenter in the Brooklyn navy yard. You now edit a German language newspaper in Ohio. Who will you vote for?

You are a 35 year old part Cherokee farmer in Indian Territory (Oklahoma). You have a large farm and are a slave owner. You can not vote since you live in a Territory and might not be allowed to vote anyway. Who would you advise friends in Tennessee to vote for?

Your are a 32 year old shipping clerk in Mobile, Alabama. You do not own slaves but are not opposed to slavery. You are concerned that a potential war might impact the shipping trade.

You are a 43 year old Cuban immigrant and revolutionary. You have become an American citizen and settled in South Carolina. Your main interest is in the liberation of Cuba from Spanish rule. Who will you vote for?

You are a 32 year old Irish immigrant and druggist in Arkansas. You do not own slaves. You like the south and have been well received by many of the people in your town. Some of your friends are slave owners. Who will you vote for?

You are a 32 year old from a sugar plantation outside of Houston, Texas. Your family has become wealthy since moving to Texas. You and your neighbors own a number of slaves. Who will you vote for?

You are a 35 year old Philadelphia businessman born in Huntsville, Alabama. Your family moved north because your father opposed slavery. Who will you vote for?

You are a 45 year old Irish revolutionary who has been banned by the British from Ireland. You do not believe in abolition. Your now edit a newspaper in Knoxville, Tennessee, Who will you vote for?

You are a 42 year old owner of an Iron furnace in Middle Tennessee. You use slaves that you lease from their owners in your business. Some of your business is with customers in Northern states and you have concerns about how this election will effect your business. Who will you vote for?

You are a 28 year old farmer in West Tennessee. Your farm has been moderately successful. You do not own slaves but you do not oppose slavery. Who will you vote for?

You are a 25 year old women. You can not vote. You are from New England and were taught that slavery was wrong. You have married a wealthy planter from Tennessee who depends on slavery for his planation. Who should you tell your husband to vote for?

You are a merchant in Memphis. You do not own slaves but you do not believe in emancipation. Your business involves trading on the Mississippi River with businesses in the north. A war might harm your business. Who will you vote for?

You are a 41 year old poorly educated self made-man from Tennessee. Your have made a fortune as a planter and slave trader in West Tennessee. Who will you vote for?

You are an 18 year old farmer with a family in Tennessee. You can not vote. You have no slaves. Your father is also a farmer with no slaves. Your main concern is making a living on your small farm. Who will you encourage your father to vote for?

You are a 53 year old self educated man from East Tennessee from a very poor family. Your have become a successful businessman and politician. You hate the aristocratic slave owners of West Tennessee but oppose abolitionists. Who will you vote for?

You are a 21 year old worker in Memphis Tennessee. You are in favor of preserving Union but your boss is a strong supporter of Breckenridge. Who will you vote for?

You are a 25 year old free African-American Farmer. You can not vote. Some of your relatives are slaves. Your main concern is making a living on your small farm. Who will you encourage your white neighbor to vote for?

You are a 30 year old tenant farmer in Illinois.   (you do not own your own farm) You are not in favor of abolition. You would like to own your own farm and you are considering moving west to find land. You do not want to compete with slave owners in the territories. Who will you vote for?

You are a 48 year old West Point graduate And veteran of the Mexican war. You are married to a women from Virginia Who will you vote for?

You are a 36 year old farmer in East Tennessee. Your family are Quakers and you are opposed to slavery and war. Some of your friends have been active in the Underground Railroad assisting escaped slaves get north to freedom. Who will you vote for?

You are 43 year old lawyer and farmer in East Tennessee. You own a number of slaves and are involved in politics. You are in favor of preserving the Union but you do not believe in abolition of Slavery. Who will you vote for?

You are a 30 year old laundress in Nashville. Your husband works for the Louisville & Nashville Railroad. A war could have a serious impact on the rail business. You have three children. Who will you tell your husband to vote for?

Those of you who vote must come to the front with your ballot and announce who you are voting for. The secret ballot is not yet used in American politics in 1860 and everyone will know who you voted for. You must sign the back of the ballot with your name. If you are in a large community you might be able to get away with voting more than once, since there is no list of eligible voters to be checked off. In a smaller group such as this class you would be recognized and would not be able to vote a second time.

After you have voted write a couple of sentences explaining and justifying your choice in voting, considering the character you have been assigned. Explain why this is the best choice for that particular person.

Part 5

Election of 1860 Name _____

Worksheet #2 - Analysis of Election Data

Examine the political data provided by the maps and graphs and answer the following questions.

1. List the popular vote and popular vote percentage for each of the following candidates:

Abraham Lincoln (Republican)

 Stephen A. Douglas (Northern Democrat)

 John C. Breckinridge (Southern Democrat)

 John Bell (Constitutional Union Party)

2. List the electoral vote and electoral vote percentage for each of the following candidates:

Abraham Lincoln (Republican)

Stephen A. Douglas (Northern Democrat)

John C. Breckinridge (Southern Democrat)

John Bell (Constitutional Union Party)

3. What was the total electoral vote in 1860?

4. How many electoral votes were needed to win the 1860 election?

5. All four candidates were not on the ballot in every state. Using the data provided, cite evidence to support this information.

6. Rank the candidates in order of electoral vote.

7. Rank the candidates in order of popular vote.

8. Explain why Stephen A. Douglas, who came in second in popular votes, received so few electoral votes.

9. If the Democratic Party ran only one candidate, would that candidate have won the election? Explain your answer.

10. Identify the geographic region that supported each candidate.

11. Explain how the election of 1860 demonstrated the sectional divisions within the United States in 1860.

12. Southerners believed that the results of the election of 1860 demonstrated the political domination of the north. Does the election data support or refute that claim. Explain your answer.

13. Lincoln only had 40% of the popular vote. How could he become President?

What is the Electoral College and what do they do? Could the electors vote for someone else?
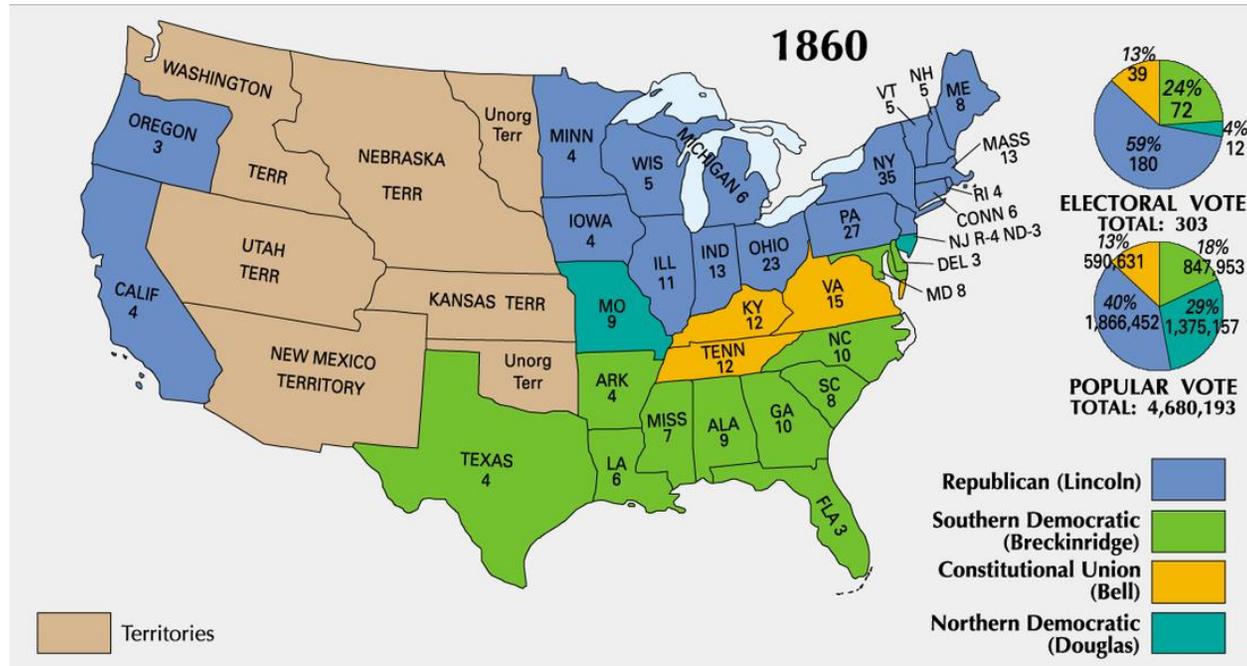
Key	Presidential Candidate	Vice Presidential Candidate	Political Party	Electoral Vote		
				% pop vote		
■	Abraham Lincoln	Hannibal Hamlin	Republican	39.65%	180	59.4% Electoral
■	John Breckenridge	Joseph Lane	Southern Democrat	18.20%	72	23.8%
■	John Bell	Edward Everett	Constitutional Union	12.62%	39	12.9%
■	Stephen Douglas	Herschel Johnson	Democratic	29.52%	12	4.0%
■	Other (+)	-	-	0.01%	0	0.0%
	Total				303	

Handout #2: Popular Vote Graph and Data – 1860

Presidential Election 1860 Popular Vote

POPULAR VOTE

39.9%
29.5%
18.1%
12.5%

■ Abraham Lincoln (R)   ■ John C. Breckinridge (South. D.)
■ Stephen A. Douglas (D)   ■ John Bell (Constitutional Union)
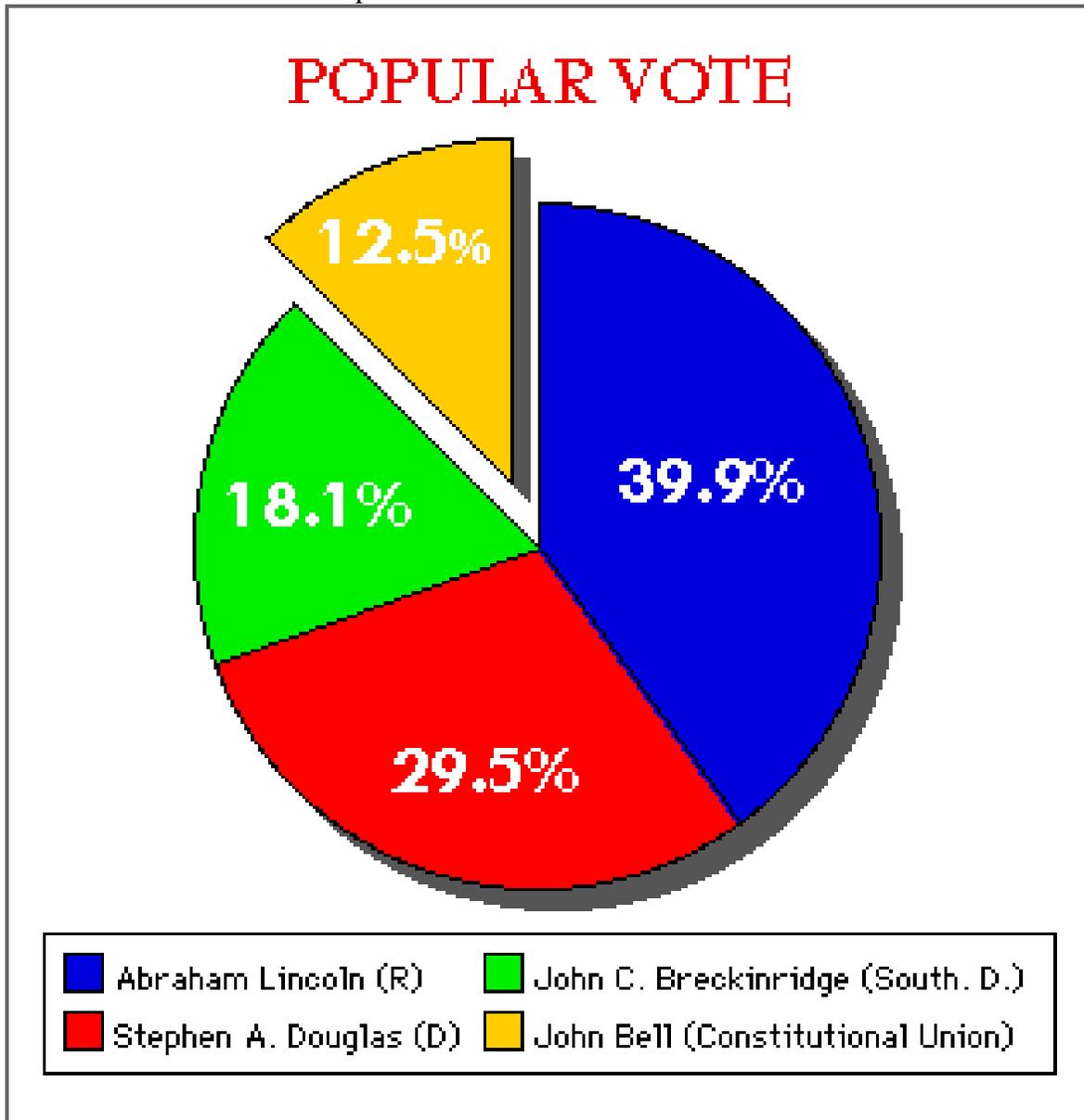
Bell, John

Cartoon from the 1860 presidential election showing three of the candidates—(left to right) Republican Abraham Lincoln, Democrat Stephen A. Douglas, and Southern Democrat John C. Breckinridge—tearing the country apart, while the Constitutional Union candidate, John Bell, applies glue from a tiny, useless pot.

Part 6 – The Electoral Vote versus the Popular Vote

How did the vote go back home in Tennessee?

1860 Presidential General Election Results – Tennessee

	Presidential Candidate	Vice Presidential Candidate	Political Party	Popular Vote		Electoral Vote
🟨	John Bell	Edward Everett	Constitution Union	69,728	47.72%	12
🟩	John Breckenridge	Joseph Lane	Southern Democrat	65,097	44.55%	0
🟥	Stephen Douglas	Herschel Johnson	Democratic	11,281	7.72%	0

Map Key

> 40%	-	-	🟨
> 50%	-	-	-
> 60%	-	-	-
> 70%	-	-	-

Turnout
100%
80%
60%
40%
20%

Tennessee Election Results: Bell 69,728   47.7%
                       Breckenridge 65,027   44.6%
                       Douglas   11,281   7.7%
                  Lincoln no ballots

So who received Tennessee's 12 Electoral Votes in 1860 – Bell
Usually the candidate with the majority receives all the Electoral Votes of a state regardless of how close the popular vote is.
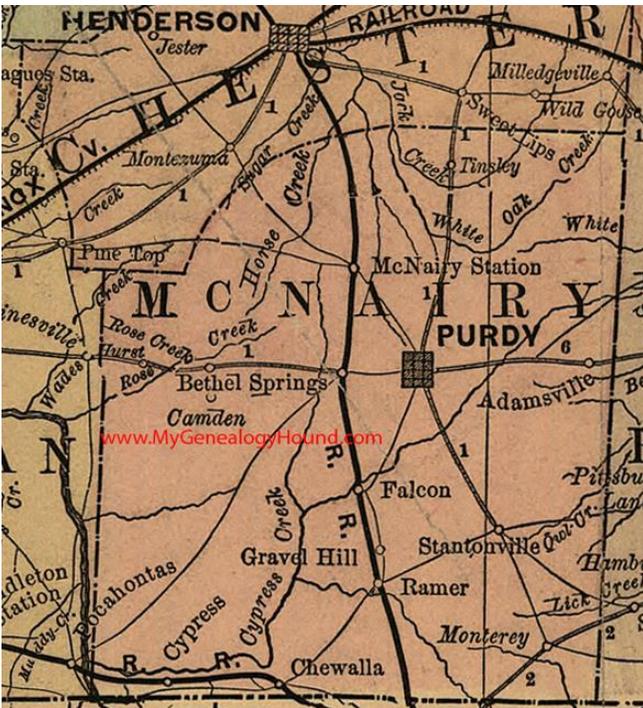
McNairy County   (Note: Although Chester County is shown on this map it was not created until 1875)
                 Bell – 1,064
                 Douglas -   514
                 Breckenridge -   493
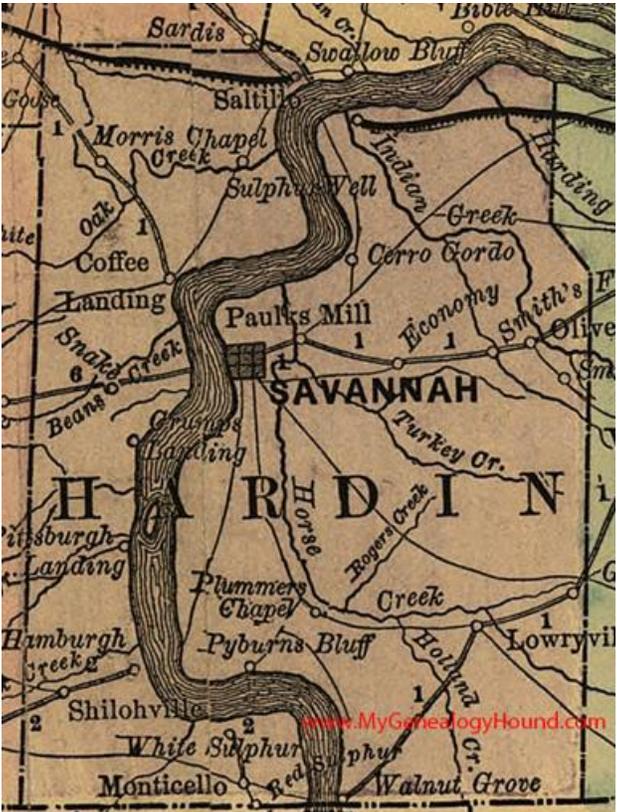
Bell carried Hardin County

Chart of States with Popular and Electoral Votes

State	Candidate	Popular Vote	Electoral Vote	Candidate	Popular Vote	Electoral Vote	Candidate	Popular Vote	Electoral Vote	Candidate	Popular Vote	Electoral Vote
Alabama	Abraham Lincoln		0	Stephen Douglas	13,618	15.1	John Breckinridge	48,669	54.0	John Bell	27,835	30.9
Arkansas	Abraham Lincoln	-	0	Stephen Douglas	5,357	9.9	John Breckinridge	28,732	53.1	John Bell	20,063	37.0
California	Abraham Lincoln	38,733	32.3	Stephen Douglas	37,999	31.7	John Breckinridge	33,969	28.3	John Bell	9,111	7.6
Connecticut	Abraham Lincoln	43,488	58.1	Stephen Douglas	15,431	20.6	John Breckinridge	14,372	19.2	John Bell	1,528	2.0
Delaware	Abraham Lincoln	3,822	23.7	Stephen Douglas	1,066	6.6	John Breckinridge	7,339	45.5	John Bell	3,888	24.1
Florida	Abraham Lincoln	-	0	Stephen Douglas	223	1.7	John Breckinridge	8,277	62.2	John Bell	4,801	36.1
Georgia	Abraham Lincoln	-	0	Stephen Douglas	11,581	10.9	John Breckinridge	52,176	48.9	John Bell	42,960	40.3
Illinois	Abraham Lincoln	172,171	50.7	Stephen Douglas	160,215	47.2	John Breckinridge	2,331	0.7	John Bell	4,914	1.4
Indiana	Abraham Lincoln	139,033	51.1	Stephen Douglas	115,509	42.4	John Breckinridge	12,295	4.5	John Bell	5,306	1.9
Iowa	Abraham Lincoln	70,302	54.6	Stephen Douglas	55,639	43.2	John Breckinridge	1,035	0.8	John Bell	1,763	1.4
Kentucky	Abraham Lincoln	1,364	0.9	Stephen Douglas	25,651	17.5	John Breckinridge	53,143	36.3	John Bell	66,058	45.2
Louisiana	Abraham Lincoln	-	0	Stephen Douglas	7,625	15.1	John Breckinridge	22,681	44.9	John Bell	20,204	40.0
Maine	Abraham Lincoln	62,811	62.2	Stephen Douglas	29,693	29.4	John Breckinridge	6,368	6.3	John Bell	2,046	2.0
Maryland	Abraham Lincoln	2,294	2.5	Stephen Douglas	5,966	6.4	John Breckinridge	42,482	45.9	John Bell	41,760	45.1
Massachusetts	Abraham	106,684	62.8	Stephen	34,370	20.2	John	6,163	3.6	John	22,331	13.1

	Lincoln			Douglas			Breckinridge			Bell		
Michigan	Abraham Lincoln	88,481	57.2	Stephen Douglas	65,057	42.0	John Breckinridge	805	0.5	John Bell	415	0.3
Minnesota	Abraham Lincoln	22,069	63.4	Stephen Douglas	11,920	34.2	John Breckinridge	748	2.1	John Bell	50	0.1
Mississippi	Abraham Lincoln	-	0	Stephen Douglas	3,282	4.7	John Breckinridge	40,768	59.0	John Bell	25,045	36.2
Missouri	Abraham Lincoln	17,028	10.3	Stephen Douglas	58,801	35.5	John Breckinridge	31,362	18.9	John Bell	58,372	35.3
New Hampshire	Abraham Lincoln	37,519	56.9	Stephen Douglas	25,887	39.3	John Breckinridge	2,125	3.2	John Bell	412	0.6
New Jersey	Abraham Lincoln	58,346	48.1	Stephen Douglas	62,869	51.9	John Breckinridge	-	0	John Bell	-	
New York	Abraham Lincoln	362,646	53.7	Stephen Douglas	312,510	46.3	John Breckinridge	-	0	John Bell	-	
North Carolina	Abraham Lincoln	-	0	Stephen Douglas	2,737	2.8	John Breckinridge	48,846	50.5	John Bell	45,129	46.7
Ohio	Abraham Lincoln	231,709	52.3	Stephen Douglas	187,421	42.3	John Breckinridge	11,406	2.6	John Bell	12,194	2.8
Oregon	Abraham Lincoln	5,329	36.1	Stephen Douglas	4,136	28.0	John Breckinridge	5,075	34.4	John Bell	218	1.5
Pennsylvania	Abraham Lincoln	268,030	56.3	Stephen Douglas	16,765	3.5	John Breckinridge	178,871	37.5	John Bell	12,776	2.7
Rhode Island	Abraham Lincoln	12,244	61.4	Stephen Douglas	7,707	38.6	John Breckinridge	-	0	John Bell	-	
Tennessee	Abraham Lincoln	-	0	Stephen Douglas	11,281	7.7	John Breckinridge	65,097	44.6	John Bell	69,728	47.7
Texas	Abraham Lincoln	-	0	Stephen Douglas	18	0	John Breckinridge	47,454	75.5	John Bell	15,383	24.5
Vermont	Abraham Lincoln	33,808	75.7	Stephen Douglas	8,649	19.4	John Breckinridge	218	0.5	John Bell	1,969	4.4
Virginia	Abraham Lincoln	1,887	1.1	Stephen Douglas	16,198	9.7	John Breckinridge	74,325	44.5	John Bell	74,481	44.6

| Wisconsin | Abraham Lincoln | 86,110 | 56.6 | Stephen Douglas | 65,021 | 42.7 | John Breckinridge | 887 | 0.6 | John Bell | 161 | 0.1 |

Examine the chart which shows the outcome of the election by state:

How many southern states did Breckenridge carry?

How many southern states did Bell carry?

Which states did Douglas carry?

If Douglas was second in popular vote, why did he get the least number of electoral votes?

How many states were there where Douglas came in second?

Can a president win the popular vote and still loose the election? (see below)

Is this a democratic system?

Should we keep the electoral vote or elect the president by the popular vote alone?

Presidential Elections where the popular vote winner lost the election
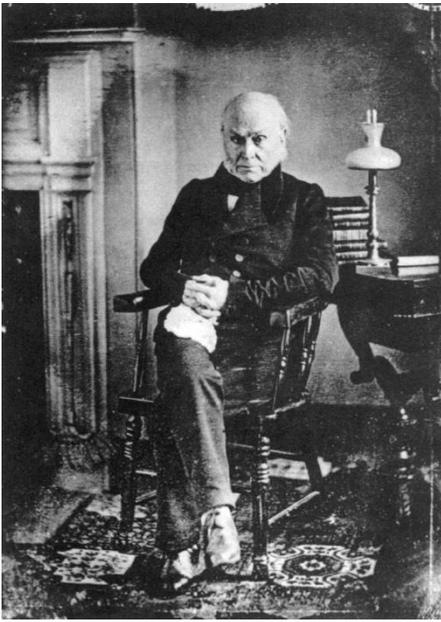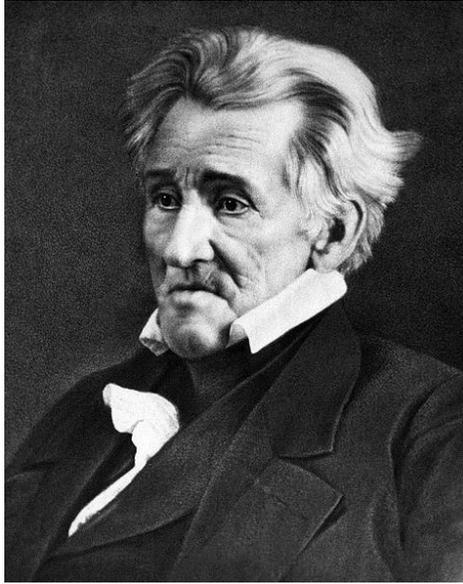
John Quincy Adams   Andrew Jackson   these two were the first Presidents to have their photos
   taken

In 1824, John Quincy Adams was elected president despite not winning either the popular vote or the electoral vote. Andrew Jackson was the winner in both categories. Jackson received 38,000 more popular votes than Adams, and beat him in the electoral vote 99 to 84. Despite his victories, Jackson didn't reach the majority 131 votes needed in the Electoral College to be declared president. In fact, neither candidate did. The decision went to the House of Representatives, which voted Adams into the White House.
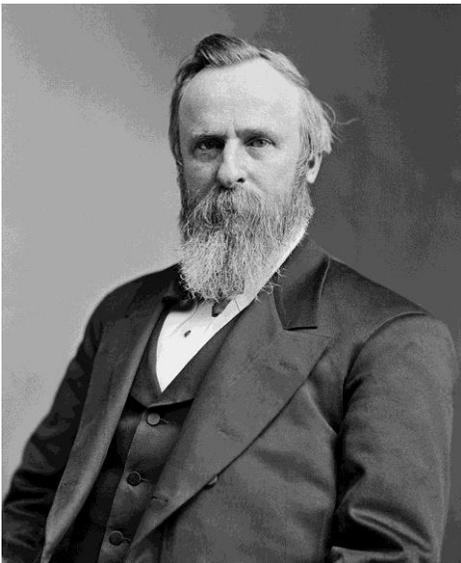
Rutherford B. Hayes   Samuel J. Tilden

In 1876, Rutherford B. Hayes won the election (by a margin of one electoral vote), but he lost the popular vote by more than 250,000 ballots to Samuel J. Tilden.
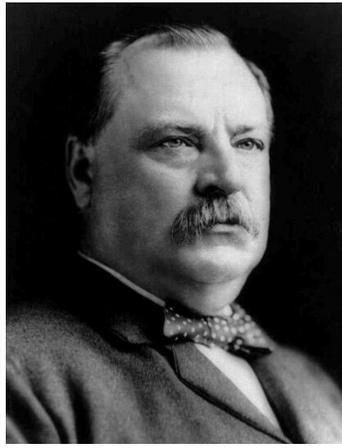
Benjamin Harrison   Grover Clevland

In 1888, Benjamin Harrison received 233 electoral votes to Grover Cleveland's 168, winning the presidency. But Harrison lost the popular vote by more than 90,000 votes.


George W. Bush   Al Gore

In 2000, George W. Bush was declared the winner of the general election and became the 43rd president, but he didn't win the popular vote either. Al Gore holds that distinction, garnering about 540,000 more votes than Bush. However, Bush won the electoral vote, 271 to 266.

How would you feel if you were a candidate and won the popular vote but lost the election?

Is this system fair?

Many Southerners were unhappy with the election of Lincoln, who they considered a threat to slavery, and began to think about the possibility of leaving the union.
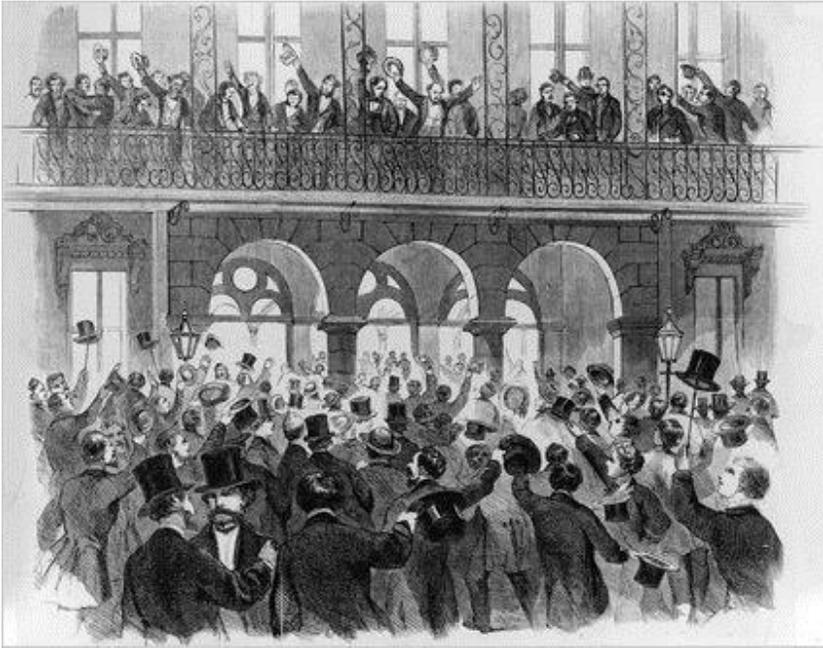
South Carolina was the first to secede on December 20, 1861 before Lincoln could even take office.

As both North and South began to organize troops war would break out. The Constitution would face its largest challenge as it remained to be seen if the Union the founding fathers had created and which was governed by the Constitution would remain intact. The election had led to the American Civil War.
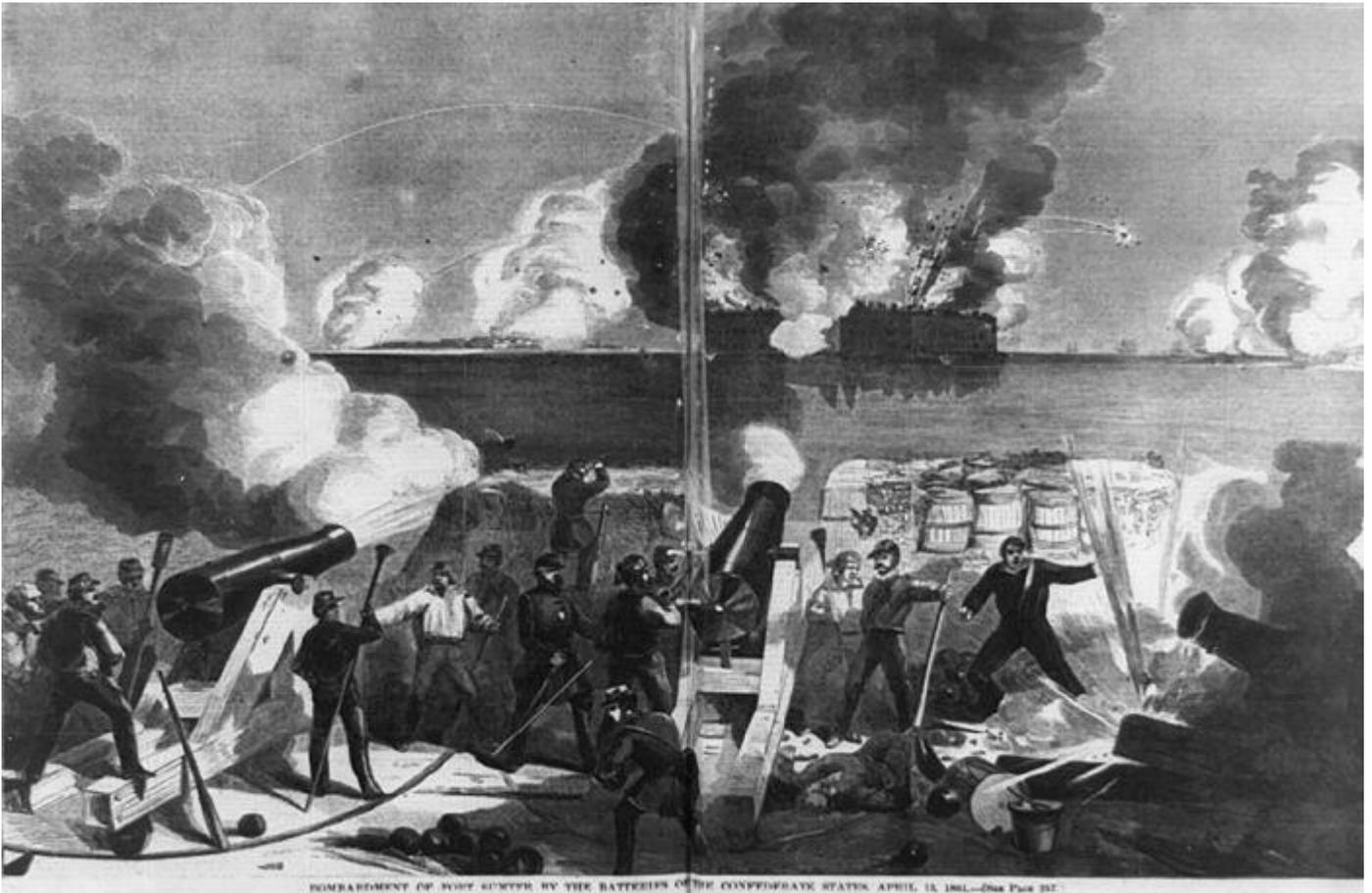
Confederates firing on Fort Sumter, April 1861