

Activity title: Describing the 1824 Presidential Candidates: Diary Entries Activity

Teacher Instructions

Materials:

- “Describing the 1824 Presidential Candidates: Diary Entries Activity” [student handout](#)
- [Diary Entries](#)

Activity overview

Students will consider the writers’ intent when crafting diary entries.

Teacher Instructions

Context: Use while teaching about campaigns during US History (1820s) or US Government class. For additional background information, read the [context essay](#).

Procedure:

1. Either make enough copies of the handout and diary entries, or share them via LMS.
2. Either as a whole group or in small groups, have students discuss the purpose of diary entries (the first three bullet point questions).
3. Debrief together as a class.
4. Instruct them to use the diary entries from Louisa Adams and John Quincy Adams regarding the Election of 1824 to consider each entry’s purpose.
5. Debrief again as a whole class.
 - a. In addition to discussing their rationale for each entry, here are some potential discussion topics:
 - i. Is there an equivalent kind of source for modern day records?
 - ii. What other kinds of communications would you like to see from the Adamses to determine their true feelings?

Standards (MA H/SS skills and content)

- Grade 8, Topic 3, Standard 4: Explain the process of elections in the legislative and executive branches and the process of nomination/confirmation of individuals in the judicial and executive branches.
- Grade 8, Topic 4, Standard 6: Evaluate information related to elections (e.g., policy positions and debates among candidates, campaign financing, campaign advertising, influence of news media and social media, and data relating to voter turnout in elections).

History SOURCE

- Grades 6–8 Reading Standards for Literacy in the Content Areas: Key Ideas and Details Standard 2, Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- Grades 9–10 Reading Standards for Literacy in the Content Areas: Key Ideas and Details Standard 1, Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information and Standard 2, Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of a text.
- Grades 9–10 Reading Standards for Literacy in the Content Areas: Craft and Structure Standard 4, Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.
- Grades 11–12 Reading Standards for Literacy in the Content Areas: Integration of Knowledge and Ideas Standard 8, Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.