PAFET
Partners Affiliated for Exploring Technology

PAFET OPERATING COMMITTEE MEETING
Phoenix, AZ
April 16-17

HOTEL

Hyatt Regency Hotel at Civic Plaza
122 North Second Street
Phoenix, AZ 95004-2379
(602) 252-1234 or (800-233-1234 Reservations)
fax: (602) 254-9472

MEETING ROOMS

Boardroom - 2nd Floor
Hyatt Regency Hotel

COCKTAILS/DINNER

Such Is Life
3602 N. 24th St.
602-955-7822

ATTIRE

Business Casual is appropriate for meetings and dinner.

as of 4/11/96

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PAFET OPERATING COMMITTEE MEETING

Phoenix, Arizona

April 16-17, 1996

AGENDA

Tuesday, April 16th

8:00 AM - 8:30 AM	Continental Breakfast	
8:30 AM - 9:30 AM	Tour of PNI Building	
10:00 AM - 12:00 PM	Discussion of Project Portfolio – *Reviewing Current Projects* – *Defining New Projects* – *Principals/Standards for Projects* – *Role of Project Sponsors*	
12:00 PM - 1:00 PM	Lunch	
1:00 PM - 2:00 PM	New Business Investment Council Request Automotive Switchboard.com	 (Marla) (Howard) (Tom)
2:00 PM - 3:00 PM	Project Updates NIE Project Recruitment Project Career Path Phoenix Job Fair	 (David/Chris) (Martha/Jim)
3:00 PM - 3:30 PM	BREAK	
3:30 PM - 5:00 PM	Project Updates (cont.) Consumer Market Survey Interactive TV	 (Chris) (Tom/Myrta)
6:30 PM	Cocktails and Dinner	

PAFET

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PAFET OPERATING COMMITTEE MEETING

Phoenix, Arizona

April 16-17, 1996

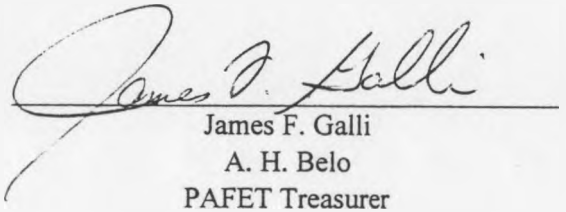
Wednesday, April 17th

8:30 AM - 9:00 AM	Continental Breakfast	
9:00 AM - 10:30 AM	Member Company Updates	(all)
10:30 AM - 10:45 AM	BREAK	
10:45 AM - 12:00 PM	Plans for MngCom Meeting	
12:00 PM - 1:00 PM	Lunch	

1996 PAFET Financial Summary

	Amount To Date	Annual Budget	Difference	Variance Notes
Member Contributions	**$300,000.00**	$1,050,000.00	($790,707.71)	
Information Sharing:				
PAFET Meetings	$7,221.53	$25,000.00	$17,778.47	
Workshops/Seminars	$4,299.00	$60,000.00	$55,701.00	($1590 Freedom Kelsey Conference fee pending reimbursement)
Technology/Market Tracking	$1,932.00	$122,700.00	$120,768.00	
Research/Dev. Projects				
Consumer Market Study	$0.00	$100,000.00	$100,000.00	
Recruitment	$202,484.14	$250,000.00	$47,515.86	
Youth Marketing	$2,244.55	$100,000.00	$97,755.45	
R&D Project Research	$0.00	$300,000.00	$300,000.00	
Collective Influence				
NCN	$0.00	$14,400.00	$14,400.00	
Investment Committee	$30,343.12	$154,000.00	$123,656.88	
Administrative				
Staff	$20,744.49	$157,725.00	$136,980.51	
Travel/Entertainment	$7,057.85	$26,100.00	$19,042.15	
Office Expenses	$2,199.80	$12,757.00	$10,557.20	
TOTAL	$278,526.48	$1,322,682.00	$1,044,155.52	

Interest Income	$1,214.87
Bank Charges	$0.00
1995 Balance Forward	$236,603.90
Net Partnership Balance	**$259,292.29**
Bank Balances:	
Hanover Money Mkt Fund:	**$224,817.92**
Operating Account	**$34,474.37**
Proof	**$259,292.29**



James F. Galli
A. H. Belo
PAFET Treasurer

04/10/96

PAFET
Partners Affiliated for Exploring Technology

P.O. Box 223605
Dallas, Texas 75222-3605
214-977-7525 • Fax 214-977-6838

April 10, 1996

Mr. Steve Ciesinski
President & CEO
Resumix
890 Ross Drive
Sunnyvale, CA 94089

Dear Steve:

The purpose of this letter is to state the intentions of Resumix and PAFET to enter into a definitive agreement to reflect the terms and conditions of a collaborative relationship to design, develop, test, launch and market an online/internet recruitment product. This relationship is based on leveraging the strengths that each of us offers, specifically:

• leading provider of recruitment matching software	• dominant position in local markets with strong local/regional brand names
• commitment to transitioning existing products to the online marketplace	• access to / credibility with employers/job seekers in local markets with healthy recruitment franchises
• strong brand name / reputation in the HR community	• strong marketing/promotional capabilities
• established customer base and contacts in the HR community	• established customer relationships
• HR-oriented sales force	• strong local sales force in numerous geographical locations with access to various segments in the recruitment market
• technical development expertise	• product development / market research capabilities
• service bureau expertise (system administration/resume processing)	• established internet presence

Upon the execution of this letter, PAFET and Resumix will proceed to negotiate in good faith the structure and terms of this relationship to be documented in a definitive agreement as described above. It is the mutual intent of Resumix and PAFET to define and agree upon a term sheet by April 30, 1996.

At the time of the execution of this letter, Resumix represents that it has no pending offers, commitments, or obligations with any third parties for the use of the Resumix Online software.

During this period:

- Resumix will not pursue or engage in any discussions or negotiations with any third party relating to the development / implementation of online or internet recruitment applications.

- PAFET will not pursue or engage in any discussions or negotiations with any Resumix competitor regarding the PAFET recruitment project.

- Neither party will disclose participation in or the existence of terms discussed during the negotiation to reach the definitive agreement.

Both PAFET and Resumix agree to use their best efforts and good faith to consummate this definitive agreement as soon as practical after the date of this letter.

PAFET

Marla McDonald

By: Marla McDonald
Executive Director

Resumix

Steve Ciesinski

By: Steve Ciesinski
President & CEO

PAFET NIE PROJECT

Revised Project Plan

BACKGROUND

The NIE Project was initially established as an experiment in conducting joint development within PAFET. This area was selected in part based on the existing relationships (and history of collaboration) among PAFET NIE representatives. After several discussions, the group decided to focus the project on jointly developing curriculum to support the 1996 Elections. The curriculum would contain both a print and "new media" component (e.g. online/internet, diskette, and/or CD-ROM).

Early on there had been discussions to leverage the NIE project to conduct market research and explore "youth marketing" opportunities. Several market research ideas were proposed including testing the effectiveness of NIE programs, evaluting the acceptance by students/teachers of print vs. online delivery techniques, exploring the implications of new technology on the role of NIE programs (at schools and at newspapers), and determining the value of "local" information/perspectives in an electronic world. In addition, the group discussed using this project to investigate opportunitities in the Youth Market, and generating revenue from national or local sponsors/advertisers.

After extensive discussions, the project has been refocused on *solely* developing the curriculum for the 1996 Elections which will include both print and online components.

OBJECTIVES

The objectives of this project are to learn how to protect the core content franchise and develop new customers using both traditional and new media products. Specific questions to be studied include:

- Can we integrate technology into content functions?
- Can new media products enhance the use/perceived value of traditional "newspaper" products?
- Is there benefit in collaboration/joint development among PAFET companies?

SCOPE and APPROACH

The focus of this project is exploring the relationship between print and new media products in the NIE area, through the development of a curriculum for the 1996 Elections. The curriculum will include both print and interactive components, that can be used together or separately (at the discretion of the teacher).

The components of the curriculum (print guide, interactive components and in-paper articles) will be jointly developed by the PAFET Member Companies. The curriculum is being designed to support an 8-12 week in-service program corresponding to the timing of the national elections in the Fall of 1996. Implementation of the program (marketing, sales, training, distribution, in-paper publication) will be handled locally, though the team will co-create/share support materials such as promotional handouts, training guides, user manuals, etc. At the conclusion of the program, informal surveys and interviews will be conducted locally with both students and teachers to document usage and attitudes to the curriculum.

DELIVERABLES

- Print guide on the national elections (designed to support local customization)
- Interactive applications that support the election curriculum (e.g. world-wide web, online, audiotex, fax)
- Series of in-paper features corresponding to the curriculum

MEASURES OF SUCCESS

- Extent of local implementation / support
  - NIE department
  - New Media department
  - Editorial/Newsroom
- Market reaction (schools, teachers, student, families)
  - attitude towards curriculum
  - comparison with competitive initiatives
  - linkage to other newspaper products

- Continued joint development /cross-company collaboration without OpCom initiation/support

ACTIVITIES and RESOURCES

The following activities are required to complete this project.

ACTIVITY	RESOURCES REQUIRED
developing the print curriculum guide	NIE
developing interactive components	NIE, technical
creating in-paper features	NIE, editorial

Specific tasks, participants and the anticipated timeline are outlined in the attached project schedule.

BUDGET

DELIVERABLE	Estimated Cost
Print Curriculum Guide	
*development cost**	$5,000
Interactive Components	
*design cost**	$3,000
development cost	$30,000
In-Paper Features	
*development cost**	$1,500
TOTAL	$39,500

* *primarily meeting expenses*

Each site will be responsible for local costs such as printing (guide, promotional material), implementation of the interactive components, and the publication of in-paper features, as well as the travel costs of project participants,

ST. LOUIS POST-DISPATCH

nie
newspapers in education

ELECT-TO-CONNECT

INTRODUCTION

Every four years our country exercises one of its most precious inalienable rights, the election of our Nation's president. As educators, we cannot let this opportunity to develop a concern and interest in public issues and the importance of being informed, active citizens pass. Newspapers In Education provides the teaching tools you need, the newspaper, this guide and new technology (on-line) to help accomplish just that.

Elect-To-Connect is a plethora of connections. The writing and design of the curriculum is a collaborative effort of eight NIE representatives of six newspaper companies. A project such as this one has never before been tried. The authors and the companies have connected to provide you more diverse perspective on the ways in which elections are covered in other communities. Elect-To-Connect is the first curriculum which totally integrates the use of new technology, on-line, e-mail, Internet and the print component both in the newspaper directly and in this guide. Elect-To-Connect further connects the grass-roots local elections coverage to the national presidential elections.

On the following pages, you will find activities and ideas to acquaint students with the workings of the electoral process from the role of the media, the campaign and the candidates to the history and laws pertaining to voter rights and responsibilities. Each section includes objectives and background information for the teacher, strategies for teaching the section and activities. The activities are designed to accommodate learners at all levels, * for beginners, ** for intermediate and *** for advanced. Activities are further identified by icon to indicate: family activity, a global perspective and new technology. To make the best use of this material, preview it prior to introducing it to your class. While the activities are designated to be at a certain learning level, do not let that limit their use. All activities can easily be adapted to meet the needs of your individual class.

The (individual newspaper name) Newspapers In Education offers the most up-to-date coverage of the 1996 elections locally, at the state level and nationally. NIE promotes the daily reading of the newspaper to educate the public and to create an informed citizenry. To complete the package, add the new technology offered with this program and there is something to be learned by everyone. Remember that NIE is a year long program with a wide variety of curriculum materials available. If you would like to continue receiving newspapers and on-line access as a part of the Newspapers In Education program regularly, please contact your NIE representative.

ELECT-TO-CONNECT

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Section 1: Media Understanding

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Discriminating Between Fact And Opinion
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Section 2: Candidate Information

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What Do You Take Issue With?
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Characteristics Make The Candidate
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Put Your Money Where Your Mouth Is
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Activities: What Do The Polls Say?
Are They Always Popular?
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History Of Elections

Activities:
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- National Conventions
- Beware The Issue-Resurface
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History Of The Electorate

Activities:
- Who Did You Vote For?
- Who Voted?
- To Vote Or Not Vote That Is The Question?
- Get Out And Vote
- Media Leads To The Polls
- Which Does It The Best?
- Bull's Eye
- "Rock The Vote"
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- Voting Beyond U.S. Borders 2

History Of Political Parties

Activities:
- Democrats And Republicans
- Political Differences
- Debate Party Philosophies
- Start Your Own Party
- They're In The Minority
- Minority Candidates
- Minority Issues
- What's In A Symbol

History Of The Presidency

Activities:
- Who Was President Then?
- Average Age
- Where Are They From?
- Which State Boasts The Most?
- Regional Patterns And Presidents
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Introduction To The Constitution And Voting Rights

Activities:
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- Constitution Word Search
- Create Your Own
- What Would We Have Missed?
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Women Today
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Go Back In History
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Foreign Voter Rights

Role Of The President
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Electoral College
Activities: Map Skills 1, 2 and 3
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Voter Rights And Responsibilities
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Glossary

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- Newspapers
- Magazines
- Television
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Media Understanding

Recognizing the Role of Media

Objective:
Students will recognize and evaluate various forms of media-print, electronic, and broadcast.

Background:

Since the first daily newspapers began in America in the 1780's, they have provided political information to the public, especially during elections. In the 19th century the press was strong, but partisan ((biased). Most towns had rival newspapers representing the major political parties, praising their candidates and parties and criticizing their opponents. Current-day journalistic standards-objective reporting and freedom from influence by advertisers and politicians-began later in the 19th century.

Today newspapers still provide much of the public's political and election information, but they've become more objective, reporting events factually and confining opinions to the editorial pages. Newspapers have been around the longest and are still one of the most trusted for election information. ***(according to what or whom?)***

The public depends on media-print, electronic, and broadcast-for much of its election information. Mass media does more than just report on election events and candidates' positions. It acts as a watchdog, investigating facts given by candidates, giving the public candid photos of candidates on the campaign trail, and checking candidates' backgrounds and voting records. Media's impact on elections is significant. To get media attention, candidates:

- advertise to win voters, and
- make public appearances, grant interviews, appear in televised debates, appear on talk shows, pose for photos, and give speeches to get publicity and win voters.

An important role of the media is to produce well-informed voters.

Strategies:
Look at ways election information is presented by media:

- news stories-objective (factual), found in the national or A section with a dateline or in the local or metro sections; includes the 5W's of the election (who, what, when, where, why, how...)
- editorials-opinion, biased; found on the editorial page written by editorial staff of the newspaper; about candidates, issues; uses facts to back up the opinions.
- editorial columns-opinions by a columnist or staff writer-an expert on a specific topic; found on the editorial pages and op ed pages.
- editorial cartoons-editorials in pictorial form; humorous treatment of serious issues
- features-lighter stories about candidates' families, personal lives...
- comics-a humorous representation of society
- paid political ads-found throughout the newspaper; tell students that these are paid ads.

- endorsements-found on the editorial page; the newspaper's support of a candidate.
- letters to the editor-found on the editorial page; opinions sent in by readers.
- Worldwide web pages - the newest type of election information.
- Web sites to tour are Campaign 96 at http://campaign.96.com/ or CNN/TimeALLPolitics at http://AllPolitics.com/ ***(add computer icon, add more sites)***

Activities: ***(set in boxes with appropriate graphics)***

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* Create a bulletin board in your class with examples of election coverage from each type of media source (print, electronic, and broadcast). Use cut-out newspapers, computers, and televisions and/or radios to distinguish the media source. For broadcast, you may want to write the time and specific data on the cut-out. For the others, you may want to have a print copy and paste it to the cut-out icon. ***(Family activity - icon)***
** Independent of the class project, individual students can keep journals to record the number of information pieces found from each media source.
*** Using the data from the journals, evaluate the effectiveness of each source. What effect can the media have on the outcome of an election?

---

* Cut out pictures or headlines of candidates making public appearances. Some photos and headlines as more flattering to the candidate while others are not. Make a collage distinguishing between the positive and negative views of the candidates. You may want to do this with only one candidate and compare yours with someone else's of another candidate. ***(Family activity - icon)***
** Identify ways the candidates have used the media to influence public opinion. Explain why the media should or should not be used to sway public opinion.
*** With the amount of media coverage given to candidates, why do they all hit the campaign trail? Write an editorial expressing your views on this.

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* List or cut out all comic strips in one day's newspaper that mention the election and explain the reference. Based on the drawings, what do you think the cartoonists' opinions are about the candidates or issues mentioned? Why? ***(Family activity - icon)***
** Find a newspaper article that supports the issue in the cartoon. ***(Family activity - icon)***

Covering the Election

Objective:
Students will be able to compare media sources and analyze their effectiveness.

Background:

To examine the media coverage of political candidates, one can monitor the amount of space and time given to candidates of different parties in various media, focusing on news and news-related coverage.

Since the media has such an impact on public opinion, students must learn to become critical thinkers, readers and/or listeners. "Critical" means "a process of careful judgment and evaluation." Following election campaigns, issues, policies, and candidates in the news can help students become more critical processors of the information.

Students must also consider the writers' sources of information and the reliability of that information. For example, a writer or reporter might get information from the public-through letters and phone calls, press conferences or releases by candidates and others; public records-like police reports, tax records, statistics, government reports; or speeches and statements given by candidates themselves. Students should also be aware that while reporters carefully present only the facts, each reporter has personal biases that can, in some small way, influence the coverage.

Strategy:

Newspaper and television material must be examined carefully to make valid conclusions. Students should ask questions such as these to evaluate election news sources:

- Who is the writer or broadcaster?
- Is the person an expert on this topic?
- Are the facts presents clearly ?
- Are the writer's statements backed up with fact?
- Does the writer use fact or opinion or both?
- What is the writer's trying to accomplish?
- Does the writer have anything to gain if readers accept his point of view without question?
- One good source of information about on-line's effect on elections is the Political Participation Project-which deals with a research project on how computer networks are affecting political participation in the United States (both traditional campaigning and voting, and electronic - email and on-line petitions). The site's address is: http://www.ai.mit.edu/projects/ppp/home.html. Another web site to visit is the Nando Times at http://www2.nando.net/nt/politics/ ***(computer icon, list more sites)***
- Compare coverage in the foreign media of the U.S. election, including where it is located in their newspaper, how much space is allotted and how they write about it. What is the perspective of the foreign press toward U.S. elections? Foreign newspapers are available at major libraries or can be requested through NIE Target Date data. See appendices. Surf the Internet for foreign sites to see how and if they cover the U.S. elections(***Global perspective icon,***

computer icon)

Activities:

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* Do a worldwide web search to find web pages dealing with the elections. Note the differences. Do some of them favor one candidate over another? Are they sponsored by an outside source (advertiser) or paid for by the candidate? Can you tell where the page originates? Compare web sites from different cities. Choose one of the sites of the newspaper companies other than your own. ***(computer icon)***

** /*** How can on-line resources improve election coverage? Hamper it? Draw a Venn diagram. Label one circle 'traditional coverage' and the other 'new media'. In each circle find examples of election coverage from the appropriate sources. In the intersect, put examples that are the same in both sources. After completing this activity, write a news story to support the use of new media.

(computer icon)

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* Watch one national and one local news broadcast (30 minutes each). Time how many minutes are devoted to elections on each broadcast. Create a graph to show the results. ***(family activity)***

** Newspaper 'white space,' space for a story, is limited to a certain number of inches or columns. Radio and television spots are limited to a certain number of seconds or minutes. Compare the amount of space given a story in the newspaper and the time given the same story on the radio or television. This could be done on a graph.

/*Use a newspaper article to write a radio or TV spot about the election. The amount of time given for the audio spot may require a condensed version of the newspaper story.

*** Compare the percentage of time in each newscast spent on "election" news with the percentage of time spent on other issues such as "crime", "the economy", etc.

---

* Compare newspaper election articles and television election coverage for one week. Which gives more in-depth coverage? Were accounts of the same events similar? ***(family activity)***

** Make a graph or chart showing the number of election stories each day. Categorize by types of stories.

*** List the advantages and disadvantages of each type of media.

*** Following a presentation by or about a candidate, use the following criteria to rank the candidate's presentation (four being the highest and one the lowest).

- well-organized
- captivating
- relevant
- insightful
- clarity of candidate's position
- quality of oral presentation
- appropriate visuals

- demonstration of commitment ***(make a graph with 4,3,2,1 at the top)***

---

* Follow the media for a week. Keep a log of information about the election, completing a chart with the following information.
- day of week
- information about Democrats
- information about Republicans
- information about other candidates

For each of those categories, (Democrats, Republicans, Other), tally how many are favorable and how many are unfavorable.
** To determine whether media coverage is balanced, use the following criteria:
- where a story appears (i.e.. front page, end of broadcast, buried deep within a web site)
- time and space allotted for a story
- use and accuracy of statistics
- use of flattering or unflattering photos
- tone or word choice

*** Can you tell by reading the newspaper's editorial pages which candidates the paper supports or opposes? These candidates can be local, state or national. Some papers support a particular party rather than a specific candidate. Do a Target Date study with other newspapers to see which candidates or party they endorse.
*** Determine whether your newspaper presents a biased point of view anywhere other than on the editorial pages. If so, where? With the Target Date papers, compare your newspaper's coverage with the others.

---

* Play an election version of the gossip game. The teacher will whisper one fact about the election from a news article to a student at one end of the room. The information is repeated from student to student until everyone has passed on the fact. What is the final version of the information? How does information change by being passed from source to source?

/* Divide into teams. Teams will analyze print and electronic media for one candidate. The teacher can assign candidates to groups or each group can select their own candidate. Use the following criteria as a guide:
- where a story appears (i.e.. front page, end of broadcast, buried deep within a web site)
- time and space allotted for a story
- use and accuracy of statistics
- use of flattering or unflattering photos
- tone or word choice.

Compare the analyses between the teams.

Discriminating Between Fact and Opinion

Objective:
Students will identify the difference between fact and opinion in various sources of media.

Background:

Straight news stories contain only facts. Any opinions in news should be quoted. Straight news stories begin with a lead paragraph which contains the 5 W's and H - who, what, when, where, why and how. Sometimes 'why' and 'how' are covered later because they take longer to explain. The rest of the story will contain supporting details.

Strategy:

Expose students to various types of news coverage in print, electronic, and broadcast media: hard news, editorials, editorial cartoons, features, columns, political ads and debates.

Activities:

---

* Find editorials, letters to the editor, and cartoons which support or criticize candidates. Underline statements of fact and circle statements of opinion in each. ***(family activity)***

** Using editorials, editorial cartoons, letters to the editor, political ads, and columns, select two which discuss the same issue, but express different opinions. List the facts and opinions each uses. Decide which of these is more persuasive and explain why.

*** Divide into small groups and have each select a candidate. Look at all forms of media and choose one item from each source (i.e.. news story, point of view, television interview, political ad, editorial or commentary, debate, political cartoon).

For each of those news items summarize the main idea, and list facts and opinions. Create one collage using all the facts you found and another using all the opinions you found. Exchange collages with another group. Using the facts collage, write a news story (for the newspaper, broadcast, or the web) and present it to the class. Or use the opinions collage to write an editorial, commentary piece or draw an editorial cartoon.

Creating an Image

Objective:
Students will understand candidates' use of media in creating an image.

Background:

For most people the media - - television, newspapers, radio, and magazines -- is the primary source of election information. In fact, the media's power is so great that it is sometimes referred to as the fourth branch of the government. Without the media, most voters would not have enough information to make an intelligent vote. Media gives voters information through active coverage and reports of campaigns and in political ads candidates pay for to project the image they want. Media coverage has a great deal of influence on the public's perception of a candidate.

Images of candidates were once developed and controlled almost completely by partisan newspapers or in fliers, but now they are influenced by television, newspapers, magazines, radio, and on-line sources. Advertisements, paid political announcements, are a big part of creating a positive image for any candidate by stressing their achievements, their leadership abilities and their character.

Candidates also try to obtain free positive news coverage in the various forms of media by making planned speeches, mentioning poll results that favor them and planning fund-raising events. The incumbent Presidential candidate has an even greater advantage over his opponents because he can get media coverage by scheduling press conferences and carrying on the daily business of the President.

Strategy:

A candidate's image can be greatly affected by his physical appearance in photos, on television and at public events.

Activities:

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* Look at photographs of the candidates and rate them based on appearance.

agree strongly	agree somewhat	unsure	disagree somewhat	disagree strongly
honesty				
leadership				
caring				
humorous				
knowledgeable				
sincere				

(graph with boxes to be filled in with check marks)

(family activity)

** Looking at candidates' photos use the following profile, designed by Robert Goodman, to rank candidates in order of best to worst image.

- face should show character; not round or chubby, no facial hair, good-looking, but not glamorous (glamorous might seem insincere).
- eyes are the most important feature; should look intelligent, passionate; glasses okay, but clothing, etc. should not detract from the eyes.
- has a full head of hair; touch of gray may show maturity.
- nose is average
- ears are not too big
- voice is deep; accents are okay, but a high voice can make people uncomfortable.
- his height is 6 ft. - 6 ft. 2 in.
- his dress is dark blue or gray suit; single-breasted, nicely tailored; a simple tie, preferably red.

How does this image compare with past president's?

*** Candidates often manipulate voters by hiring consultants to handle their campaigns -- designing ads, writing speeches and arranging appearances to sway voters for them or against their opponents. Two popular ways candidates' campaigns influence voters are:

Playing Up:

* repeating slogans, logos, so they become familiar
* associating candidates with patriotism or someone well-known (movie star, war hero...)
* careful phrasing of what's said or written

Playing Down:

* omitting information or telling half-truths, or saying nothing at all
* distracting attention from the issue with humor or by changing the subject
* confusing the issues by giving such complicated answers or using so much jargon that the public doesn't understand.

Find and label examples in the newspaper and on television where these strategies are being used. Make a bulletin board about playing up and playing down.

** Find examples of statements or promises a candidate makes that are hard to believe. Which candidate is most believable? Why?

** Find examples of things a candidate said or did that he may regret. Which of these factors has the greatest influence on campaigns: looks, religion, race, sex, education, financial background, social class, geographical location?

Evaluating Political Ads

Objective:
Students will examine political messages in advertising.

Background:

Newspapers are responsible for the content of their news stories and news analyses, while ads are paid for by particular groups or persons. That is why news stories differ from ads.

Many ads use propaganda to persuade and influence voters and get support for their candidates. It is the voter's responsibility to analyze issues, learn about candidates and make intelligent, informed decisions. Understanding the different propaganda techniques will help students to become discriminating voters. Some popular techniques are:

- bandwagon - convincing the public that 'everyone' is voting for the candidate
- card stacking - presenting only favorable facts about a candidate, omitting unfavorable facts
- glittering generalities - using broad vague words to influence voters and get acceptance without looking at the facts
- name-calling - giving opposing candidates bad labels to get voters to reject the opponent without looking at the evidence
- plain folks - making the public think the candidate is ordinary, just like them
- transfer - associating something the public thinks is good to the candidate, i.e. freedom, flag...
- testimonial - getting famous, well-liked and respected people to support the candidate

Strategy:

A web site to visit is the propaganda home page on the worldwide web: http://carmen.artsci.washington.edu/propaganda/contents.htm
(computer icon)

Activities:

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* Clip two political ads for each candidate and put them on paper. List reasons the ad gives as to why you should vote for this candidate. ***(family activity)***

** Find a negative ad that tells why the reader should not support a candidate. List the reasons the ad say you should not vote for him? Who paid for the ad? Why would that group have that opinion?

** Analyze a political ad. What propaganda techniques does it use?

** In addition to ads, collect campaign buttons and stickers. Identify the propaganda technique used. In both ads and other campaign material identify which technique seems to be used most often.

*** Compare an ad and a news story about the same candidate. How are they different?

*** Find an ad that quotes a news story or editorial. What conclusion is the candidate drawing in the ad?

*** Choose an ad in one of the forms of media. Write a summary including the following information:

- What group is paying for the ad?
- What issue is the group supporting?
- What candidate is the group supporting?
- What information can be found about this organization?
- Why would this group want a certain candidate or party to win?
- Does this group have anything to gain by his/her election?
- Have any facts about this candidate or issue have been omitted from the ad?
- What persuasive techniques are being used?
- What sources of information are quoted or mentioned?

*** Design an ad, brochure, bumper sticker, or button for a candidate. Indicate on a separate sheet of paper which propaganda technique you used, if any. ***(family activity)***

Interpreting Political Cartoons

Objective:
Students will interpret political cartoons and caricatures.

Background:

Like editorial writers and columnists, the job of editorial cartoonists is to make people think by focusing on issues. However, the cartoonists must depend on drawings to make their points. They must hit hard on one side of an issue or concern because they can't say, like a columnist can, "On the other hand...." Editorial cartoonists rely on humor in their cartoons. They assume the audience keeps up with news and understands enough about the issues to understand their messages. Often readers get angry when the cartoonists poke fun at people they like, but the cartoonists see themselves and all media, as watchdogs. They believe if they can get readers angry or can just make them think about an issue, they have done a good job.

Cartoons on the editorial pages help provide readers with additional viewpoints during election years, as well as a bit of humor on serious topics. Some of the cartoons will include caricatures, pictures that exaggerate some feature of a person -- bushy eyebrows, big nose, floppy ears, baldness -- for humorous effect. Other techniques cartoonists can use to help the reader understand their work are: labels, captions, symbols and stereotyping.

Strategy:
To help students understand editorial cartoons, share with them the different techniques used by cartoonists to create humor:

- exaggeration: overstating or magnifying a problem
- irony: saying the opposite of what they mean
- symbolism: using something that stands for something else
- satire: attacking or making fun of something or someone
- caricature: exaggerating a peculiar physical feature of a person
- stereotyping: making generalizations about people based on their membership in a class, their gender, religion, or ethnicity

Give students copies of the symbol sheet and discuss.

For a global perspective: ***(global icon)***

- Compare and contrast editorial cartoons of the U.S. candidates/issues from different U.S. newspapers and foreign newspapers (***Target Date list and computer icon)***
- Create a bulletin board using a large world map. Have students clip photos of world leaders and pin them on their respective countries to the map. Cut out political cartoons and put them around the map. With string or yarn, connect any political cartoons about the leaders to their pictures. This shows students which world leaders are most influential in shaping the world.

Activities:

* Locate a political cartoon about the election. ***(family activity)***

- Who is the cartoonist?
- What is the cartoonist's point of view?
- Do you agree with the cartoonist's point of view? Why or why not?
- Does the cartoonist support a particular candidate or party?
- What does the cartoon say?
- What symbols are used?
- At what does it poke fun?
- Did a news story or particular event inspire the cartoon?
- How effective is it?

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* Find editorials, letters to the editor or columns on the same topic as the cartoon. Do their creators (writers) have the same viewpoint as the editorial cartoonist? These articles or cartoons do not have to all be in the newspaper on the same day.

** Compare political cartoons from your newspaper over several days. Do some issues seem to be repeated? Can you tell what issues seem to be important in your area?

*** Draw an original editorial election cartoon using as many of the symbols, caricatures, and stereotypes as you can. Exchange your cartoon with other class members and interpret each other's cartoons. Make a display of these cartoons to be shared with the school.

SYMBOLS PAGE ***(Actual symbols to be included next to each word)***

Some examples of symbols are:
peace - dove, olive branch, victory sign
Egypt - camel, pyramid, sphinx
Russia - hammer and sickle, bear
Communism - red star
war - Mars, bombs, rockets, guns
Israel - Star of David
U.S. - President, Uncle Sam, flag, stars & stripes, shield, eagle
Democrats - donkey
Republicans - elephant
death - vulture, skeleton with shroud, skull and crossbones, grim reaper
love - heart, Cupid, Venus
China - dragon
England - lion
heroes or good guys - wear white
bad guys, villains - wear black

Candidate Information

Meeting the Candidates and Identifying the Issues

Objective:
Students will learn about the candidates and identify key issues in the campaign.

Background:

Many voters make their election decisions by studying the issues and the backgrounds and beliefs of the candidates, as well as who endorses them.. Media often carries this information.

Candidates' viewpoints on the issues should be the deciding factor in who wins or loses an elective office. Issues may be of universal or national concern such as: the environment, foreign policy, welfare and unemployment . The importance of these issues will vary at the local level depending on its relevance in that particular geographic area at that particular time.

Strategy:

Use print, electronic, and broadcast media to find information about candidates and issues.

Visit the web sites of the candidates. ***(see appendices, computer icon)***

Look at foreign media's coverage of the U.S. candidates, including where information is located in the media, how much space and time is allotted and what information is included. ***(global icon)***

Compare the important campaign issues from state to state. (***Target Date newspapers or on-line-computer icon)***

Activities:

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* Find the following information about each candidate:

- name
- residence
- age
- religion
- spouse's name
- number of children
- educational background
- professional background
- political background

---

* Identify the major issues of this year's campaign and categorize them as local, state, or national. ***(family activity)***

** Identify the candidates' positions on each of the issues you identified.

** /*** Choose a local or state issue for which you have strong beliefs. Write a letter to the editor expressing why you consider the issue important and what action should be taken on the issue.

*** Focus on one candidate. If that candidate wins, how will his/her position on the issues affect your local community? Predict how he/she would deal with current international issues?

/* Use this chart to rank the candidates according to certain characteristics and criteria. ***(Chart page 15 SACBEE)***

- Rank the characteristics: most important, 12 points and least important ,1 point.
- Next, rank each of the candidates on the criteria: (4 as the highest, 1 as the lowest.

To tally the rankings:

- For each criteria, multiply your character rankings by the candidates' rankings to determine point totals.
- Add each candidate's points to get a total.
- Compare your rankings with the candidates' totals.

*** Choose one of the candidates. Write and deliver an issues speech based on the research you have done about the candidate. Remember to consider your opponent's positions while writing your speech.

*** Compare your local newspaper coverage of a candidate to the coverage in the candidate's "hometown" newspaper. ***(Target Date listings)***

Endorsing the Candidates

Objective:
Students will identify special interest groups supporting/endorsing candidates.

Background:

A political endorsement is a statement by an organization, group, individual or media indicating its support of a candidate. Endorsements may sway some voters, especially if they are undecided. If a candidate supports the beliefs of a special interest group, that candidate may get wide support from members and supporters of the group based on this issue alone. On the other hand, public support of a candidate may decrease if a candidate supports a group that is unpopular with the average voter.

Media tries to provide balanced coverage of elections, but often, close to the election, newspapers may endorse certain candidates or issues in their editorial sections. Not all newspaper staff may agree with the endorsements; endorsements represent the opinion of the newspaper as an organization in the community, not individuals.

Strategies:

Using print, broadcast and electronic media have students look for endorsements of candidates by different groups.

Activities:

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* Newspapers usually endorse candidates with positions they think are best for the community or country. Has your newspaper endorsed a candidate?

** Select three candidates. Based on what you have found in the media, list two or three special interest groups you THINK might endorse this candidate. Use the media to identify special interest groups who have already endorsed these candidates. Look up special interest groups' sites on the web to verify their endorsements of candidates. ***(Computer icon)***

*** Write an editorial about one of the candidates you would not vote for because of a particular group's support of this candidate. Explain your point of view.

*** Write your own endorsement of a candidate as if you were a columnist on the op ed page. Be sure your piece includes reasons for your endorsement. ***(family activity)***

Financing the Election

Objective:
Students will identify different sources of campaign contributions.

Background:
The United States has long been known as a country where anyone can grow up and become president. However, in recent years, there has been growing concern that due to the increased cost of campaigning, a candidate must be wealthy to obtain a position in government. Money can be contributed to finance a candidate's campaign, even though local, state and federal laws limit the amount a business, individual or committee can contribute. The media serves as a watchdog to publicize campaign contributions.

Strategy:
Use media to determine contributions.

Activities:
* Find articles or reports about contributions made to campaigns. ***(computer icon)***
* Identify the candidate, the group financially supporting the candidate, and the amount the group donated. ***(family activity)***
** Explain why you think the media supplies this information.
*** Compare current campaign costs to those of the past. What conclusions can you draw from the information you found?
(Suggestion to add math activities)

Speaking For Themselves

Objective:
Students will draw conclusions based on the candidates' presentations in a debate.

Background:
Before most elections candidates get together to debate issues, providing an opportunity for voters to hear the candidates speak for themselves. In a debate, a panel asks the candidates questions about issues and problems facing the nation. Debates between candidates are often televised, and frequently newspapers and electronic media will print the entire text of a debate and analyze candidates' positions for the readers.

Strategy:
Have students check media sources for information about scheduled debates between candidates. Ask them to watch the debates and take notes as a homework assignment. Using print and electronic media, have students find the text of the debate and/or an analysis of the debate. ***(computer icon)***

Activities:

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* List all the candidates participating in the debate. Did each candidate answer the questions clearly? Did each candidate give facts to support their position.
* Who do you believe won the debate? (***family activity)***

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* Using print media and broadcast media, determine who the press said won the debate. What information was given to support print media's evaluation of the debate?
**Watch the candidates' ratings in the polls after the debate. Which candidate gained or lost popularity immediately after the debate?
** Which particular issue received the most coverage? Why?
** Did the debate give you new insight about any of the candidates?
*** Did that new insight change your opinion of one of the candidates? Explain why.

Following The Polls

Objective:
Students will analyze the results of polls.

Background:
Polls survey the attitudes and opinions of large numbers of people by asking questions of a relatively small random sample of the population. Questions may include who they would vote for, how they view a particular election issue. Poll results are widely reported in the media and can seriously impact the campaign. For example, a candidate is likely to change his campaign strategy based on a poll. Some people believe polls influence undecided voters, influencing them to vote for the leading candidate.

Strategy:
Look up information reporting poll results.

Activities:

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* Find poll results in the newspaper or other media source. Often these are displayed in a graph. Explain why the media gave the results of this poll. What are the implications might this poll have on the campaign strategies of the candidates. ***(family activity)***
** /*** Track opinion polls over a four-week period on a graph to show the fluctuations in a candidate's popularity week to week. What election events might have caused an increase or decline in popularity?
** /*** After the election, look at your graph. How did the percentage of popular votes the candidates received compare to the poll's prediction just before election day?

*** Design a poll. In small groups develop questions related to the elections. Conduct the poll schoolwide, tabulate and share the results.
*** Compare the results of your school poll to the results of another poll. Discuss your findings. Compare your poll results with other schools conducting independent polls via the Internet. (***computer icon)***

Looking at Election Results

Objective:
Students will analyze election results.

Background:

After the election, readers/viewers will find extensive coverage of the election returns and analyses of the results. These results reveal the attitudes, ideas and concerns of the majority of voters. Following the election, all of the media sources will analyze the election in its entirety. Citizens should have a good idea of what to expect from the newly elected leaders during the next four years based on election results.

Strategy:

Provide newspapers and other media sources that include election results. Review the winning candidate's position on the issues with the class. Visit your newspaper's web site for results. (***Target date newspapers, computer icon)***

Activities:

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* Compile lists of the winners in local, state and federal elections. Were there any upsets or surprises?

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* Pretend that you have an opportunity to interview the new president. Make a list of questions you would ask include what you consider to be the "hot" issues about the future and what action you would like him to take. (***family activity)***

** Regardless of the results of an election, the issues discussed during the campaign are still the best reflection of the public's ideas and attitudes throughout the country. After reading the local newspaper's election analysis, can you determine what influences voters' attitudes.
**Design a political cartoon to illustrate how the election of the candidate meets the needs of the nation and the community.

*** In small groups, clip new stories, photos and headlines about election results for the week following the election. Place them in a time capsule. Exchange your time capsule with another group. Imagine a hundred years have passed and you, as a reporter for the current media source, open the capsule. Write about the election and the impact it had on today's world (100 years hence).

** Make a collage of photos after the election showing the winning candidate or party and/or write a celebratory speech for the candidate. ***(family activity)***

Civic Section: Government

Introduction To The Constitution And Voting Rights

Objective:
Students will identify articles and amendments to the U.S. Constitution pertaining to the voting rights and privileges of citizens and demonstrate how they work.

Background:

Students of all ages and grade levels need to recognize the importance of the U.S. Constitution to the citizens of this country. The first constitution of the United States was called The Articles of Confederation. It served the states from 1781 to 1788. With disputes and distrust running rampant throughout the land, 55 men from 12 of the 13 states met in Philadelphia, Pennsylvania, to rewrite the articles. It became apparent the document needed to be discarded and replaced with a new one. They started drafting the present Constitution in May 1787 and finished on September 17, 1787. Two-thirds or nine of thirteen states needed to vote for the document in order for it to be ratified. The Constitution of the United States became official when New Hampshire ratified it June 21, 1788. (Rhode Island was the last of the original states to ratify it on May 29, 1790.)

The Constitution is the framework of our government and guarantees the individual liberties of all Americans. The Preamble of the Constitution states the reasons for the document: (1) to provide a better government than under the Articles of Confederation; (2) to treat everyone fairly; (3) to keep peace in the country; (4) to defend the country from enemies; (5) to live comfortably, and (6) to keep people free.

The election of the president and nature of the office caused great controversy for the framers. A free government with independent executive, legislative and judicial branches won out over a move to have Congress choose the executive. This provided a carefully designed system of checks and balances of power.

As time went by, the original document's flaws became evident. State delegates wanted the rights of individuals included. They first proposed 145 amendments and pared these down to 12, then 10. The first 10 amendments, known as the Bill of Rights, became part of the U.S. Constitution on December 15, 1791.

In the early days of the Nation, only upper-class males who owned property, had voting privileges. Article I, Section 2 allows states to set their own voting standards. States dropped property ownership qualifications for voting early on, but some retained literacy tests as late as 1970.

Amendments to the Constitution got around some state qualifications (which were limiting, restricting and discriminating to some) and allowed others the right to vote: all men 21 years old except those committing crimes (14th), citizens of all races, color or previous condition of servitude (15th), women (19th), residents of Washington, D.C. (23rd) and young people 18 years or older (26th). The 24th amendment prohibited denial of the right to vote because of failure to pay poll or other taxes.

The 12th amendment clarified the electoral procedure that caused chaos in 1800. ***(more explanation needed)***

Here are some other amazing facts: (Checking with John Patrick on accuracy of statements under 1-3, p.91 Constitution Book, grades 4-6.) (See attached.)

A. No other written constitution has lasted so long.

B. The Constitution of 1787 was an innovative document, a breakthrough in the establishment of republican self-government.

C. The United States Constitution has had great global influence; no other has had so much influence on the framing of governments around the world.

Strategies:

Encourage your students to use various parts of the newspaper (news stories, features, editorials, editorial cartoons, comic strips and advertising) to study the Constitution. Current events demonstrate the 18th century document at work in the 20th century. Students can explore constitutions at work in other countries through articles found in the newspaper. Divide students into groups to explore the constitutions of different countries. Students will need access to copies of the Constitution and the Amendments. These are available on-line at http://www.sjmercury.com/news/politics/***(Target date foreign newspapers, appendices to include source for foreign Constitution, global icon, computer icon)***

Activities:

The following activities relate to these articles and amendments:

- Original (Article II, section 1) (Electoral College) Clarified in Amendment XII
- Amendment XIV
- Amendments XV
- Amendment XIX
- Amendments XXIII
- Amendments XXVI

Exploring Amendments On Voting Rights:

* Discuss the number of times the Constitution was changed to make voting a right for all citizens.

* Find pictures of people in the newspaper that could not vote if these amendments had not passed. (***family activity)***

*/**Amendments 14, 15, 19, 23, 24, 25 and 26 affected the voting rights of citizens. Do some research and/or read the Constitution. Who won voting privileges through the passage of these amendments.

14th Amendment. _____

15th Amendment. _____
19th Amendment. _____
23rdAmendment._____
24th Amendment_____
26th Amendment._____

*** Independently or in groups discuss the significance of the amendments pertaining to voting rights. Write an editorial on the need of these amendments.
_____

Constitution Word Search:

* Constitution Define and Search: Word Search puzzle with definitions only. ***(family activity)***

** Create your own word search using the newspaper, broadcast or electronic media to find terms relating to the U.S. Constitution and citizen's right to vote. (Examples: debate, delegate, judicial, president, etc.) Challenge: Write the definition of the words used in the word search. Exchange puzzles with other classmates or even with other classes. You can do this via email with other schools near and far. ***(computer icon)***

Activities: Amendment 15 (Check state amendments)

* In the early days of the country, white males made the laws of the land. It may not be surprising that they decided only white males who owned property could vote. Today our laws have changed a great deal allowing people to vote regardless of their race, religion, ethnicity, gender or property status. Find pictures and stories in the newspaper showing the contributions of people, who were not previously allowed to vote, to our society. (***family activity)***

** Throughout the campaign, candidates will try to appeal to various cultural/ethnic groups. Find photographs and articles in the newspaper showing how candidates purposely target messages and appearances for these groups. Do a web search for special interest groups who have been targeted by candidates. ***(family activities, computer icon)***

*** Look through the newspaper over a period of several weeks. List the candidates' names, the issues addressed in each public appearance and the ethnic make-up of the audience. Can you draw any conclusions about the issues candidates cover with different groups of people? Where do you think candidates get information on which issues are important to these groups?

Activities: Amendment 19 (check state amendments)

* Find pictures and articles in the newspaper that show women government officials. (***family activity)***

** List problems that might occur today if this amendment did not exist.

** Find examples in the different media source of opportunities women have today that they did not have in early times. ***(family activity, computer icon)***

*** Write a letter to the editor in favor of women's right to vote that might have appeared in the newspaper prior to the passage of Amendment 19.

*** Debate women's right to vote. Prior to 1920, women were not permitted to vote in the United States. Divide into groups: for and against women voting. Prepare a list of issues involved for your side. Carry out the debate.

/* Look up the League of Women Voters on the Internet. What are some ways this group encourages women to vote? Find examples of how they market their message to women? What candidates and issues does the group support? (***computer icon)***

Activities: Amendment 26 (check state amendments)

** What issues might motivate 18 to 21 year olds to vote? Use the newspaper or electronic media to gain this data. Scan the editorial pages of your newspaper for letters to the editor from young citizens.

*** Write a letter to the editor on an issue of interest to 18 to 21 year old voters. Go on-line to chat with others on issues that interest younger voters. ***(computer icon)***

** Find newspaper stories about voting issues in other countries. Are these nations struggling for rights guaranteed in the U.S. Constitution? (***global icon, computer icon)***

*** Find out about other countries' Constitutions and how they pertain to voter rights. ***(global icon, computer icon)***

Roles Of The President

Objective:
Students will define the roles of the president.

Background:

The president plays many different roles in the United States. In some countries, more than one official would perform these duties. Citizens elect the president and vice-president in the United States. The president appoints most other high officials in the executive branch and members of the Supreme Court.

The President has six basic roles:

- Chief of State

  Serves as the ceremonial head of the government as kings or queens do in other nations. Hosts dinners. Greets visiting chiefs of state of other countries. Makes official visits to other nations. Attends historical and other celebrations.

- Chief Executive

  Sees that laws of land are carried out. Enforces acts of Congress, judgments of federal courts and international treaties. Grants reprieves and pardons for offenses against the United States. Has special emergency powers. Nominates members of the Cabinet, justices of the Supreme Court, ambassadors and other officials. Issues executive orders. Prepares national budget.

- Chief of Foreign Policy

  Makes treaties. Appoints ambassadors (with approval of Congress). Makes agreements with other countries. Participates in international c conferences. Proposes foreign-aid legislation, tariffs and international monetary policies.

- Commander in Chief

  Commands the armed forces. Appoints military leaders. Keeps nation's defenses strong. Solves disputes among various military branches. Can decide to use nuclear weapons.

- Chief of Party

  Leads political party and helps form positions. May campaign for others in party. May apply power to appoint members of party to various federal jobs.

- Chief Policy Maker

  Can veto bills. Makes annual State of the Union address. May draft bills through party's congressional leaders. Gives annual budget and economic reports.

Some sources include "popular leader" as a seventh. The president communicates with the public. People depend on the president to serve the

nation's interest ahead of any state or citizen. The president depends on the people to help push programs through Congress.

Strategies:

Students will search the various media sources for several weeks to follow the president's activities. These can be classified according to the various roles. At the same time, students can look at the roles of other world leaders and compare their duties, responsibilities and authority. ***(computer icon, global icon)***

Activities:

* Find examples of leaders in action in the newspaper. (These do not need to be political leaders.) Make a list of reasons we need leaders in school, in groups, in communities, in states and in our country. Describe what would happen if we did not have leaders. Find a picture of the leader of the United States. ***(family activity)***

** Cut out articles, pictures and editorial cartoons about the president of the United States. Decide which role of the president each demonstrates. Design a collage using these to show at least four of the president's roles. Write an explanation including a description of the pictures and a list of the roles depicted in each.

*** Analyze the presidential candidates' traits to determine their strengths and weaknesses. (Review the Candidate Information section of this guide.) If you could ideally match the candidates to the roles of the president, which candidate would you choose for a particular role. Why would you select a particular candidate for a role? What are the advantages and disadvantages of having one person serve in all the roles?

ROLES OF THE PRESIDENT OF THE UNITED STATES

- Chief of State
  Serves as the ceremonial head of the government as kings or queens do in other nations. Hosts dinners. Greets visiting chiefs of state of other countries. Makes official visits to other nations. Attends historical and other celebrations.

- Chief Executive
  Sees that laws of land are carried out. Enforces acts of Congress, judgments of federal courts and international treaties. Grants reprieves and pardons for offenses against the United States. Has special emergency powers. Nominates members of the Cabinet, justices of the Supreme Court, ambassadors and other officials. Issues executive orders. Prepares national budget.

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Some sources include "popular leader" as a seventh. The president communicates with the public. People depend on the president to serve the nation's interest ahead of any state or citizen. The president depends on the people to help push programs through Congress.

Electoral College

Objective:
Students will

- identify the criteria for determining the number of electoral votes given to each state;
- demonstrate the differences between the popular vote and the electoral votes in the election of the president;

Background:

Voters in the United States do not actually vote for the president. When voters go to the polls on Election Day, they vote for a group of electors (or representatives) in their state who have pledged to support a party's nomination for president and vice president. The electors vote is based on the majority of the popular vote.

The delegates to the Constitutional Convention in 1787 decided on this process, and this system of presidential electors, called the Electoral College, is still in effect today. Adjustments and changes have been made over the years — the most significant being the 12th Amendment to the Constitution in 1804. (See background information under the Constitution.)

The Electoral College is the body that elects the presidents and vice-presidents of the United States. Article 2, Section I of the Constitution of the United States provides that each state "shall appoint" as many presidential electors as the state has members of Congress. (Three is the smallest number of electors a state may have, since every state has two senators and at least one member of the House of Representatives.) The Constitution gives the legislature of each state the authority to decide how that state's presidential electors are chosen, and every state provides that the electors are directly elected by the voters.

California, having the largest population, has 54 electoral votes: 52 for the number of U.S. Representatives and two for the state's U.S. Senators. To be elected President, a candidate must receive an absolute majority, or 270 of the total 538 electoral votes. Candidates usually concentrate their campaign efforts in those states with the highest number of electoral votes.

Strategies:

During a period of several weeks, students will use their copies of the daily newspaper or other media sources to track candidates' travels. They will mark each visit reported on a classroom map and forecast election results based on candidates' stops along the campaign trail. (Individual maps may be used as well.) A hypothetical election situation will allow students to see how popular and electoral votes differ. Math, reading and comparison skills will be used to complete activities. Using the election results found in the different media sources, students will evaluate the effectiveness of campaign visits to states by candidates. Students can research other countries' election practices and compare our Electoral College system to theirs. Two web sites to visit: http://www.fedworld.gov (for U.S. Government documents) and http://eryx.syr.edu (Ask ERIC) ***(computer icon, global icon)***

Pre-election Activities:
* On your "Elect-To-Connect" classroom map, locate 14 states with the highest number of electoral votes and color them yellow. Do the two- and three-starred activities as a group.

** Add the total number of electoral votes in the 14 states with the highest number of electoral votes. Determine if a candidate could win the election by winning just these 14 states? What is the smallest number of states a candidate could win and still become president?

*** Choose a media source or use several to follow the campaign trails of the Republican, Democratic and other candidates for the President of the United States. Locate the states in which each candidate campaigns. Place an "R" in a state each time the Republican presidential candidate visits there. Place a "D" in a state each time the Democratic candidate visits there. Assign an appropriate initial for each other candidate on the ballot (I = Independent; L = Libertarian, etc.) and record in the same way.

** During a period of several weeks, track the candidates' travels. Plot the Republican's campaign trail in red, using a solid line for the presidential candidate and a broken line for the vice-presidential candidate. The Democrats in blue, using both a solid and broken line for each candidate. Assign other colors to other candidates on the ballot and chart them as well. This can be done as a class, in small groups or individually.

*** Can you forecast the outcome of the presidential election based on the number and location of the campaign visits?

*** What factors contribute to a candidate's campaign trail? Estimate a budget for two months travels.

Apply the Electoral College system to hypothetical voter-return statistics by creating a fictional election. Use only 10 states for this purpose. Set up a chart with the following headings:

State	# Republican Popular Vote	# Democratic Popular Vote	# Electoral Vote

Discuss the following questions:

- What was the total number of popular votes cast in this election?
- In this fictional election, approximately how many people does each elector represent?
- How many popular votes were cast for each candidate? Republican candidate? Democratic candidate?
- In which states did each candidate win? Republican? Democratic?
- How many electoral votes were cast for each candidate?
  Republican_____ Democratic_____
- Who won this election?
- If the electoral college was abolished, who would win this election?

- Should the U.S. continue to use the electoral college system to elect the president? Why or why not?

Write an editorial to support your opinion. Note: At the present time, there are no electors for the "other" party. What would you suggest to Congress as they review this?

Post-election Activities:

/* After Election Day, shade in each state to show the winner of the presidential election. Use blue for the Democratic candidate and red for the Republican. Assign the same color you used for the other candidates on the Campaign Trail activity. Compare the actual voter returns to the number of visits to the number of electoral votes attained by individual candidates in each state. Evaluate the effectiveness of these campaign visits.

** /*** These questions may serve as a guide:

- Who won the election?
- How many electoral votes did the candidate receive?
- Did the candidate also win the popular vote?
- Have the candidates traveled more frequently to the states you colored yellow (most electoral votes) on your "Elect-To-Connect" map?
- In what geographic areas did candidates campaign the most? the least? What are the reasons for this?
- Were some areas visited by one party's candidates and not by their opponents? If yes, what do you think was the reason?
- Draw some conclusions about whether the number of campaign visits helped the candidate win or lose the states.

History Of Elections, Political Parties And The Presidency

History of Elections

Objective:
Students will understand that today's elections are affected by the past, and that what happens today will affect the future.

Background:

Every four years, our country gets involved in the exciting process of electing a president. In 1787, the Framers of the United States Constitution were concerned about defining the job of the chief executive. They were afraid of both anarchy and monarchy. Governor Morris of Pennsylvania explained it like this: "Make him too weak: the Legislature will usurp his powers. Make him too strong: he will usurp on the Legislature."

The Framers thought the relationship between the president and Congress was of utmost importance, and they spent a great deal of time discussing it. Originally, Congress was going to elect the president---much like a parliament. Finally, they decided that the president would be chosen by voters, but the problem was which voters? The Founding Fathers decided to assign the task to an "Electoral College." (See Civic Section: Government, Electoral College.) Since 1789, Americans have gone to the polls 52 times to elect a president. The history of our elections, as well as the process, is fascinating.

Once the parties choose a nominee, the presidential campaign begins in earnest. Election Day, established in 1845, marks the end of the campaign when the American people go to the polls. The day is always the Tuesday after the first Monday in November. Even though the voters are really choosing "presidential electors," our attention is given to the popular vote returns-the actual number of people who vote. The most votes ever cast for a candidate were 54,455,075 for Ronald Reagan in 1984, and the least was **one** single vote for Andrew Gump in 1924.

When political parties began holding national conventions, the entire political process became more democratic. The conventions also strengthened the two-party system. Martin Van Buren, who helped Andrew Jackson in his 1828 election victory, wrote in 1827: "We must always have party distinctions."

Strategies:

Use the Statistical Almanac as a resource to find out how many people voted in elections through the years and other election statistics.

Get information about current political candidates and major party platform or philosophy by going to local party headquarters.

Activities:

* What date is the presidential election this year? ***(family activity)***

** Determine the dates the next three presidential elections be held?

*** List the dates of presidential elections since 1845?

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* Where were the national conventions held this year? What major issues were raised? What was each party' platform? ***(family activity)***
*** Over the years, where have previous national conventions been held. How do the issues from past conventions compare with the issues discussed in this year's convention? Compare this year's convention issues with the issues at the first National convention.

*** Using print, broadcast and electronic media, identify the major differences and the similarities in the philosophies or platform of the political parties. Use a Venn diagram as a model to show the differences and similarities. The similarities would be listed in the intersection of the two or three individual circles for the parties. ***(computer icon)***

History of the Electorate

Objective:
Students will understand the history of voting privileges in the United States and its effect on the present and future of elections as well as what techniques are used by various groups to get people to vote.

Background:

In the beginning, the privilege of voting was limited to males of the upper economic class who owned property. Next, males who did not own property were allowed to vote. Then women were given the right to vote, followed by African-Americans. Finally, young Americans were granted the privilege. By the early 1970s, almost everyone over the age of 18 could vote. (See Civic Section: Government, Introduction to the Constitution and Voting Rights.)

The United States Constitution has been amended five times to keep states from denying the voting privilege to various groups of people. Voting records show that each time a new group of people was allowed to vote, there was a significant increase in the number of people voting. From 1824 to 1856, when states allowed people who did not own property or pay taxes to vote, the number of voters increased from 3.8 percent to 16.7 percent of the entire population.

When women were given the right to vote in 1920, the number or voters went up to 25.1 percent of the total population. Between 1932 and 1976, the number of people who were old enough to vote and the number of voters in presidential elections almost doubled. With the exception of the 1948 election, the turnout in the years after World War II until 1968 was about 60 percent, according to the Census Bureau. This growth can be attributed to the new civil rights laws that encouraged African-Americans to vote.

Even though the number of voters is steadily increasing, the percentage of voters who can vote, but do not is decreasing. Voter participation peaked at 63.1 percent in the 1960 presidential election. It fell to 61.8 percent in 1964, 60.7 percent in 1968 and 55.5 percent in 1972. Voting in the off-year congressional elections has also gone down.

Strategies:

Use newspapers, news magazines, television programs, web sites and propaganda (campaign literature) from political parties and special interest groups to see what strategies are used to get people to vote. ***(computer icon)***

Activities:
* Ask three adults if they voted in the last presidential election.
** Conduct a survey among adults you know, family, neighbors or friends to find out who voted in the last presidential election and who did not. Tabulate these results in graph form. Include in your survey, the general group the voter belongs to, i.e. gender, race, age. This data can be used to determine ratios of voters to non-voters in various groups.
*** Challenge. Also ask those you surveyed why they chose to vote or not to vote. Write an editorial explaining why people choose to vote or not, then predict voting trends for the upcoming presidential election.

* Draw a poster encouraging people to get out and vote! (***family activity)***
** Determine the ways people are asked to vote in the presidential elections in newspapers, on television, via on-line sites and by political parties. ***(computer icon)***
*** Investigate and compare how people are asked to vote by various interest groups in newspapers, on television, newsmagazines and the World Wide Web. Which one is the most persuasive for you personally, and why? ***(computer icon)***
*** Work in small groups to devise an effective campaign to get people to the polls. Each group should have a target audience, i.e. women, minorities, young people or elderly.
*** Look up "Rock the Vote" at http:www.rockthevote.org/ on the Internet. What are some ways this group is encouraging young people to vote? Do a web search to find other interest groups that target voters. Make a chart showing which website targets which group of voters and how. (***computer icon)***

** Choose three countries other than the United States and compare their laws for who is allowed to vote. You may want to a web search to learn this information. ***(global icon, computer icon)***
** How is voting encouraged or supported in the countries you chose? ***(global icon)***

History of Political Parties

Objective:
Students will be able to demonstrate the relationships between major political parties and minor ones, and the relationships of the past to the future.

Background:

American political parties are among the oldest in the world. There was a time in our history when being a Democrat or a Republican was taken very seriously. But just what is a "political party." Is it fun, is it a party and does anyone actually come to it? A political party is a label-a "political identification" by which candidates are known to the people who choose to elect them or not. This definition includes the more popular parties, Democratic and Republican, as well as parties not so well known---Whig, Libertarian, Socialist Worker.

Our country did not even have political parties in the beginning, and now they are considered to be very weak. It is critical, though, if we are to understand the political parties of the present and future, we must understand their past, and understand the profound influence that minor parties have had on the major ones.

The first political party was formed by the followers of Thomas Jefferson. They called themselves Republicans, hoping people would see their opponents as "secret monarchists." Hamilton's followers called themselves Federalists, a term that had once been used to refer to supporters of the new Constitution. They hoped people would think their opponents were enemies of the Constitution. When Andrew Jackson ran for president in 1828, those who were for him were called Democrats, and those who were against him were Whigs.

Minor parties, sometimes called third parties have always been with us. There are four types of Minor Parties:

- **Ideological parties** have a radically different view of American society and government than the major parties do. Some examples are: the Socialist Party (1901 to 1960s), the Socialist Labor Party (1888 to present), Socialist Workers Party (1938 to present), Communist party (1920s to present), Libertarian party (1972 to present),
- **One-Issue parties** revolve around a single issue, usually obvious from their names. Some examples are: Free Soil party-to prevent the spread of slavery (1848-1852), American or "Know-Nothing" party-to oppose immigration and Catholics (1856), Prohibition party-to ban the sale of liquor (1869 to present), Women's party-to obtain the right to vote for women (1913-1920).
- **Economic-protest parties** protest against bad economic conditions and they disappear as conditions improve. Examples: Greenback party (1876-1884) and the Populist party (1892-1908).
- **Factional parties** occur when there is a split in a major party either because of a disagreement over a candidate or a philosophy, i.e. from the Republican party: "Bull Moose" Progressive party (1912),La Follette Progressive party (1924) and from the Democratic party: States' Rights ("Dixiecrat") party (1948), Henry Wallace Progressive party (1948) and American Independent (George Wallace) party (1968)

It is important to remember third parties bring the new ideas to the major political parties. Ideas such as the graduated income tax, popular election of senators, women's suffrage, the minimum wage, Social Security and the 18 year-old vote were brought to voter's attention by the Populists, Progressives and other independents.

Strategies:

Learn about the major philosophical differences in the major and minor parties in this presidential election using newspapers, news magazines, web searches and television news as well as specials. Visit local political headquarters to see how they to get their message out to the voters.

Activities:

* Find newspaper articles about Democrats and Republicans. ***(family activity)***
* Look up groups that represent each party on the web? How do they present their information? ***(computer icon)***
** Using newspaper articles, television programs and data from web sites, define the major differences between the two major political parties. ***(computer icon)***
*** Using as many references as possible, define what it means to be a Democrat and a Republican today. Then choose one party and make an argument for why you think that parties' philosophies are superior to the other's. Have a class debate to prove your point of view.

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* Discuss: If you could start your own political party, what would you name it and why?
** Using the media available to you, find out as much as you can about minority party's presidential candidates in the upcoming election. Design an ad which would show the reasons this candidate is different from the other majority party candidates.
*** Using newspapers, television, news magazines and the Web, identify as many presidential candidates as you can from minor political parties. Choose one that has a viable chance of winning the election and write a speech discussing their positions on select issues.
** /*** What are the most significant issues the minor party candidates are trying to bring to voters' attention? What issues that are most significant to you are not being addressed by the candidates? If you were going to start a "One-Issue" third party, what would the issue be, and what would you call your political party? Who would be the best presidential candidate to promote your party's philosophy? Stage a full-scale mock election including as many minor party candidates as possible in your classroom.

** /*** The traditional symbol of the Democratic Party is the donkey, and the traditional symbol of the Republican Party is the elephant. Using what you now know about the two parties, do you think that other animals would be more appropriate symbols. Get in small groups and design new logos for the Democrats and the Republicans. Next, design a symbol for any third party that actually exists, or that you thought of for the last activity.

History of the Presidency

Objectives:
Students will learn how the role and profile of past U.S. presidents sets a precedent for the new president to follow. Students will be able to explain the uniqueness of our political system.

Students will also learn how to use a table to do research.

Background:

Once the Founding Fathers decided how they were going to elect the president, they had to decide how long the president should serve. George Washington, after he was unanimously by the Electoral College as the first President of the United States, said he would definitely serve only two terms (1789-1796). Franklin D. Roosevelt was the only U.S. president who ran for more than two terms. He served from 1933 until 1945. In 1951, the Twenty-second Amendment to the Constitution was ratified, and it formally limited all presidents to two four-year terms.

For the past two centuries, the president and Congress have worked at establishing a peaceful relationship. This might not seem consequential, but in comparison with much of the rest of the world, it is quite significant. In many countries, a new chief executive comes into office as a result of an assassination, a coup dí tat, or revolution. At the time our Constitution was being written, the Framers wanted to be sure there would be an orderly transfer of power from one chief executive to the next. This was something they could not take for granted. France had just gone through a deadly revolution, England had recently beheaded a king and in Poland, they had just gone through a shockingly corrupt election process.

The first presidents were among the most prominent men in the country. Of the first five presidents, all but John Adams served two full terms. Fortunately, for the first presidents, there was not a great deal to do. Establishing better relationships with England and France were top priorities, but other than that, the government did not take much time or money to run.

The presidency was a very modest position in the early days. Washington had not asked to be president, and did not demonstrate his new power. Instead, he traveled as much as he could so that the people in the country could see their new president.

U.S. Presidents and Vice Presidents

President and Political Party	Born/Died	Age at Inauguration	Native of	Elected from	Term	Vice President
George Washington (F)	1732 1799	57	Va.	Va.	April 30, 1789-March 4, 1793	John Adams
George Washington (F)	1735 1826	61			March 4, 1793-March 4 1797	John Adams
John Adams (F)	1743 1826	61	Mass.	Mass	March 4, 1797-March 4, 1801	Thomas Jefferson
Thomas Jefferson (DR)	1743 1826	57	Va.	Va.	March 4, 1801-March 4, 1805	Aaron Burr
Thomas Jefferson(DR)		61			March 4, 1805-March 4, 1809	George Clinton
James Madison (DR)	1751 1836	57	Va.	Va.	March 4, 1809-March 4, 1813	George Clinton
James Madison (DR)		61			March 4, 1813-March 4, 1817	Elbridge Gerry
James Monroe (DR)	1758 1831	58	Va.	Va.	March 4, 1817-March 4, 1821	Daniel Thompkins
James Monroe (DR)		62			March 4, 1821-March 4, 1825	Daniel Thompkins
John Q. Adams (DR)	1767 1848	57	Mass.	Mass.	March 4, 1825-March 4, 1829	John C. Calhoun
Andrew Jackson (D)	1767 1845	61	S.C.	S.C.	March 4, 1829-March 4, 1833	John C. Calhoun
Andrew Jackson (D)		65			March 4, 1833-March 4, 1837	MartinVan Buren
Martin Van Buren(D)	1782 1862	54	N.Y.	N.Y.	March 4, 1837-March 4, 1841	Richard Johnson
W.H. Harrison (W)	1773 1841	68	Va.	Va.	March 4, 1841-April 4, 1841	John Tyler
John Tyler (W)	1790 1862	51	Va.	Va.	April 6, 1841-March 4, 1845	
James K. Polk (D)	1795 1849	49	N.C.	N.C.	March 4, 1845-March 4, 1849	George M. Dallas
Zachary Taylor (W)	1784 1850	64	Va.	Va.	March 4, 1849-July 9, 1850	Millard Fillmore
Millard Fillmore (W)	1800 1874	50	N.Y.	N.Y.	July 10, 1850-March 4, 1853	
Franklin Pierce (D)	1804 1869	48	N.H.	N.H.	March 4, 1853-March 4, 1857	William R. King
James Buchanan (D)	1791 1868	65	Pa.	Pa.	March 4, 1857-March 4, 1861	John Breckenridge
Abraham Lincoln (R)	1809 1865	52	Ky.	Ill.	March 4, 1861-March 4, 1865	Hannibal Hamlin
Abraham Lincoln (R)		56			March 4, 1865-April 15, 1865	Andrew Johnson
Andrew Johnson (R)	1808 1875	56	N.C.	Tenn	April 15, 1865-March 4, 1869	
Ulysses S. Grant (R)	1822 1885	46	Ohio	Ill.	March 4, 1869-March 4, 1873	Schuyler Colfax
Ulysses S. Grant (R)		50			March 4, 1873-March 4, 1877	Henry Wilson
Rutherford B. Hayes(R)	1822 1893	54	Ohio	Ohio	March 4, 1877-March 4, 1881	William Wheeler
James A. Garfield (R)	1831 1881	49	Ohio	Ohio	March 4, 1881-Set. 19, 1881	Chester A. Arthur
Chester A. Arthur (R)	1830 1886	50	Vt.	N.Y.	Sept. 20, 1881-March 4, 1885	
Grover Cleveland (D)	1837 1908	47	N.J.	N.Y.	March 4, 1885-March 4, 1889	Thomas Hendricks
Benjamin Harrison (R)	1833 1901	55	Ohio	Ind.	March 4, 1889-March 4, 1893	Levi Morton
Grover Cleveland (D)	1837 1908	55			March 4, 1893-March 4,1897	Adlai Stevenson
William McKinley (R)	1843 1901	54	Ohio	Ohio	March 4, 1897-March 4,1901	Garret A. Hobart
William McKinley (R)		58			March 4, 1901-Sept. 14, 1901	Theodore Roosevelt
Theodore Roosevelt (R)	1858 1919	42	N.Y.	N.Y.	Sept. 14, 1901-March 4, 1905	
Theodore Roosevelt (R)		46	Va.	N.J.	March 4, 1905-March 4, 1909	Charles Fairbanks
William H. Taft (R)	1857 1930	51	Ohio	Ohio	March 4, 1909-March 4, 1913	James S. Sherman
Woodrow Wilson (D)	1856 1924	56	Va.	N.J.	March 4, 1913-March 4, 1917	Thomas Marshall
Woodrow Wilsom (D)		60			March 4, 1917-March 4,1921	Thomas Marshall
Warren G. Harding (R)	1865 1923	55	Ohio	Ohio	March 4, 1921-Aug 2, 1923	Calvin Coolidge
Calvin Coolidge (R)	1872 1933	51	Vt.	Mass.	Aug. 3, 1923-March 4,1925	
Calvin Coolidge (R)		52			March 4,1925-March 4, 1929	Charles G. Dawes
Herbert Hoover (R)	1874 1964	54	Iowa	Calif.	March 4,1929-March 4, 1933	Charles Curtis
Franklin D. Roosevelt(D)	1882 1945	51	N.Y	N.Y.	March 4, 1933-Jan. 20, 1937	John N. Garner
Franklin D. Roosevelt(D)		55			Jan. 20, 1937-Jan. 20, 1941	John N. Garner
Franklin D. Roosevelt(D)		59			Jan. 20, 1941-Jan. 20, 1945	Henry A. Wallace
Franklin D. Roosevelt(D)		63			Jan. 20, 1945-April 12, 1945	Harry S Truman
Harry S Truman (D)	1884 1972	60	Mo.	Mo.	April 12,1945-Jan. 20, 1949	
Harry S Truman (D)		64			Jan. 20, 1949-Jan. 20, 1953	Alben W. Barkley
Dwight D. Eisenhower(R)	1890 1969	62	Tex.	N.Y.	Jan. 20, 1953-Jan. 20, 1957	Richard Nixon
Dwight D. Eisenhower(R)		66			Jan. 20, 1957-Jan. 20, 1961	Richard Nixon
John F. Kennedy (D)	1917 1963	43	Mass.	Mass.	Jan. 20, 1961-Nov. 22, 1963	Lyndon B. Johnson
Lyndon B. Johnson (D)	1908 1973	55	Tex.	Tex.	Nov. 22, 1963-Jan. 20, 1965	
Lyndon B. Johnson (D)		56			Jan. 20, 1956-Jan. 20, 1969	Hubert Humphrey
Richard Nixon (R)	1913 1994	56	Calif.	N.Y.	Jan. 20, 1969-Jan. 20, 1973	Spiro T. Agnew
Richard Nixon (R)		60			Jan. 20, 1973-Aug. 9, 1974	Spiro T. Agnew Gerald R. Ford
Gerald R. Ford (R)	1913	61	Neb.	Mich.	Aug. 9, 1974-Jan. 20, 1977	Nelson Rockefeller
Jimmy Carter (D)	1924	52	Ga.	Ga.	Jan. 20, 1977-Jan. 20, 1981	Walter Mondale
Ronald Reagan (R)	1911	69	Ill.	Calif.	Jan. 20, 1981-Jan. 20, 1985	George Bush

Ronald Reagan (R)		73			Jan. 20, 1985-Jan. 20, 1989	George Bush
George Bush (R)	1924	64	Mass.	Tex.	Jan. 20, 1989-Jan. 20, 1993	Dan Quayle
Bill Clinton (D)	1946	46	Ark.	Ark.	Jan. 20, 1993	Al Gore

Abbreviations: (D) Democrat, (DR) Democratic Republican, (F) Federalist, (R) Republican, (W) Whig

Strategies:

Using the information on the table of U.S. Presidents and Vice Presidents, determine how our past affects our future. Note the frequency of reference to the past is used by the media.

Activities:

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* Find who the president was the year you were born, and ask your parents and grandparents who the president was when they were born. ***(family activity)***

** Figure the average age of presidents? Compare that with the age of candidates who are running now. Is there a trend? If so what?

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* Were any of the presidents born in the same state you were? If so, which state? Were any of the presidents elected from the state where you are living now? ***(family activity)***

** Using either the weather map in your newspaper or the Electoral Map with this curriculum or a classroom map, tally the number of presidents that hailed from each state. Which state can boast that the most native presidents? Which of the states have never had any presidents born or elected from there?

***What region of the country has had the most presidents? Is there a pattern? Can you make a prediction on who the next president will be based on geographic precedence? Refer to the map in the previous activity.

**Write an obituary for a past president using information gathered from a media source. Include his philosophy, record as well as personal data.

*/** Scan the newspaper, web sites or watch television to find as many references as you can to former presidents and vice presidents. Keep a journal of the references. ***(family activity, computer icon)***

Information taken from the 1991 Congressional Quarterly and American Government---Institutions and Policies by James Q. Wilson.

Voter Rights And Responsibilities

Voter Rights And Responsibilities

Objective:
Students will be able to ascertain the importance of voting.

Background:
In 1788, George Washington was elected president by 234,000 votes, out of a population of more than 2 million adults. At least the voters in 1788 who did not vote had a good excuse, because voting rights were not extended to all citizens. Since that time, suffrage (the right to vote) has been extended to all citizens at least 18 years old.

Strategies:
In order to heighten student awareness of the importance of voting, share with them this information from the Election Judge's Manual.

How Important is One Vote?

In 1645, one vote gave Oliver Cromwell control of England.
In 1649, one vote caused Charles I of England to be executed.
In 1776, one vote gave America the English language instead of German.
In 1845, one vote brought Texas into the Union.
In 1868, one vote saved President Andrew Johnson from impeachment.
In 1875, one vote changed France from a monarchy to a republic.
In 1876, one vote gave Rutherford B. Hayes the Presidency of the United States.
In 1923, one vote game Adolf Hitler leadership of the Nazi party.
In 1941, one vote saved Selective Service--just weeks before Pearl Harbor was attacked.

Discuss the implications of the "one-vote" facts listed above. What would our world be like if that "one vote" would have gone the other way? Is exercising one's right to vote essential to a democracy? Why or why not?

How is voting in the U.S. different from voting in a non-democratic society? What are the differences in how "close" elections are handled in the U.S. versus other countries? ***(global icon)***

Activities:
* Interview a parent, grandparent, teacher or other adult to find out what one law that was passed in their lifetime has had the most effect on their life. As a class, crate a graph to compare and contrast each of the students results. Look through the newspaper to find a law or person that may influence your life. Why do you think this law or person is important to you? ***(family activity)***

** Using any of the media sources available select an article, a photograph or drawing or a web page that best illustrates why we should exercise our right and responsibility to vote. If you can, cut it out and paste it on a separate sheet of paper. Below it, answer the following questions:

- Who or what is most significant in the article or photo?
- What is the main idea?
  When did it happen?
- Where did it take place?
- How does our constitutional right and/or civic responsibility to vote relate to the main idea of the photo? Explain.
- Why do you believe in the importance of one vote? ***(computer icon)***

*** Look through newspaper archives, history books, and other resource books or search on-line databases to compile a list of significant laws that have been passed in your lifetime. Imagine your life today without these laws. How would the news be different? How would your school be different? How might your day to day activities change? Design a front page of a newspaper highlighting how today would be different if these laws had not been enacted. Also, include at least one story about an issue to be voted on in the future and its importance. ***(computer icon)***

Objective:
Students will identify the reasons why people do and do not vote.

Background:

In recent presidential elections, only about two-thirds of the people in the U.S. who are eligible, have registered to vote and less than sixty percent of those registered actually turned out to vote. The age group with the worst turnout and the least number of registered voters is the 18 to 20-year-old group.

Not voting may indicate that a citizen does not care about the democratic process. But there are many other reasons why a person might not vote. For example, confusion about voting locations, bad weather, and lack of knowledge about the issues all contribute to poor voter turnout.

Strategies:

To demonstrate this lesson, announce to the class that in one week, you will be expecting them to vote on an issue that will affect the entire class, i.e. omitting recesses, adding pop quizzes, adding 15 minutes of free time at the end of every class. Put a ballot box out the next class meeting but don't mention or remind students about the election. After election day, count the votes to determine the outcome. More than likely only a minority of the class will have voted. The next day, discuss the outcome of the election and explain the consequences of their actions. This should demonstrate the negative effects of voter apathy.

In Costa Rica, voter turnout is more than 90% and it is considered a family activity. And in some countries, such as Australia, voting is compulsory--non-voters are fined. Research voter rights and practices in other countries. ***(global icon)***

Activities:
* The weather can have serious impact on voter turnout at the polls on election day. Two or three days before an election, use your newspaper's weather information to predict how weather may affect voter turnout in several areas of

the country. Compare your predictions to actual voter turnout in the areas you identified.

** Using various media sources, gather data regarding voter turnout in a recent election. This could be in an article in the newspaper, a broadcast on television or on-line. Make a graph or graphs illustrating the percent of total registered voters that participated in the election. If possible, show a break down by age group, gender, ethnicity or other factors. ***(computer icon)***

*** Follow up the previous activity by discussing the many reasons why a person would or would not vote. Divide the class into small groups. Each group can role play a committee of county election officials whose task it is to design a plan for increasing voter turnout in the next election. For example, you might suggest a vote-by-mail plan similar to one that was recently used in an Oregon election. Your group should consider the feasibility of your plan, the implementation costs, the promotion of the plan to the public and should make predictions about the plan's effectiveness. Have each group make a presentation to the class. Editorials can be written in support of one of the plans. Challenge: Find records of voter participation statistics for previous elections and compare.

Volunteerism In Political Campaigns

Objective:
Students will recognize the significance of volunteer involvement and commitment in political campaigns.

Background:

Volunteering is one way citizens can get involved in elections. According to Terry Holt, press secretary for one time presidential candidate Sen. Richard G. Lugar, "In order to be successful. you have to have people who are willing to go anywhere and sleep on the floor to get their candidate in a position to win." Volunteers reduce campaign costs, persuade their friends and acquaintances to vote for their candidate and increase the numbers at candidate's rallies. They come away with valuable work experience, a sense of accomplishment, and, in some cases, employment with winning candidates.

Strategies:

`To introduce a local example about the importance of volunteers, have students make a list of all of the volunteers who help at the school. Next, list the jobs that could not be accomplished without the help of those volunteers. Estimate the cost to the school if these services had to be purchased.

Discuss the importance of volunteers to political campaigns. Collect items important to campaigns, i.e. posters, bumper stickers, buttons. invitations to fund-raisers and petitions to demonstrate different ways volunteers contribute. Talk about the benefits and skills gained by the volunteers.

Have students poll family members and friends about their volunteer experiences, specifically, service on behalf of a candidate or an issue for the community during an election year. ***(family activity)***

Activities:

* Using your local newspaper and other media, find examples of the many political events and activities that require volunteers to make them successful. Make a list of some of the jobs or tasks that are done by local campaign volunteers. Next design an advertisement encouraging citizens to volunteer for a campaign or an election. Make sure to include the job requirements as well as the experience and benefits that will be gained.

/* Go to the library and find information about grass-roots political movements such as "United We Stand." Information on this group can be found on the Internet at http://www.uwsa.com:8972/, in local newspapers or magazines. Information about other grass-roots organizations can be found at http://www.ai.mit.edu/projects/ppp/groups.htm/. Imagine that you and your friends want to organize a "grass-roots" political movement in your school for an issue relevant to students. (i.e. no school dress code, open-campus lunches, or mandatory recycling.) Refer to "one-issue" political parties in the History of Political Parties section of this guide. Use this information to write a five to ten step plan for accomplishing your goal. ***(computer icon)***

*** Another important way citizens get involved with political campaigns is by donating money to a particular party or candidate. Find several examples of ways candidates or parties bankroll their campaigns. If possible, look up each candidate on the Internet and analyze the ways that person encourages monetary donations. Write a paper examining the way a candidate is using campaign funds. Is the person spending money appropriately, making effective use of volunteer labor, making wise travel decisions, etc.? ***(computer icon)***

*** There has been much discussion in Congress and other political circles about the need to reform campaign funding. Search the media sources to learn more about this. Write a column for the op-ed or commentary page of the local newspaper stating your view. ***(computer icon)***

Voting Process

Objective:
Students will experience the voting process.

Background:

Originally, the Constitution of the United States granted voting rights to "free, white, land-owning, adult males 21 years of age or older." In 1870 the 15th Amendment gave voting rights to black males. Two later amendments, the 19th and the 26th Amendments, granted voting rights to women and then to all citizens at least 18 years of age. However, all eligible voters must follow a specific process in order to participate in an election. This process begins with voter registration. Also essential is knowing where to vote and how to vote.

Strategies:

To demonstrate the need for voter registration, hold a class election to decide on a new school mascot. Secretly, tell one group of students that they can vote as many times as they would like. After the results have been reported to the class, tell the students that several of the class members voted more than once. Also, tell them that several students from another school may have cast ballots. Discuss why the election was unfair and how a registration procedure would have eliminated the problem.

Explain to students that cities and counties are grouped into voting districts. Districts are then divided into smaller voting precincts. By registering to vote, voters can determine in which precinct to vote. Common polling locations include schools, churches, office buildings and community service sites. Absentee ballots are provided by request for voters who will be out of town at the time of the election. These ballots are then mailed in .

Show students a sample ballot from the newspaper or other source. Explain the difference between voting a straight versus a split ticket. Discuss how to point out a non-contested office and how to place a "write-in" vote.

Activities:

* Use the local newspaper for information about polling places. Each registered voter receives a postcard with information about the polling site and hours. Determine the following:

- What precinct or district do you live in?
- Where is your polling place if you are registered and eligible to vote.
- Hours of polling places.

** Who are the people who work at the polling places? Who counts the ballots? What other duties or responsibilities are necessary on the day of the election pertaining to the act of voting?

** Locate sample ballots in the newspaper. What does "non-contested" mean? What is a "write-in" vote? Some newspapers have voter services. Phone lines are set up to provide polling information.

** Use any media source to find out the habits or practices of voters in the local

area. *(computer icon)*

THE MOCK ELECTION (Separate piece added here)

GLOSSARY OF ELECTION TERMS

Absentee Ballot - A ballot designed for voters who will be absent from their polling location on election day.

Amendment - A formal change or addition to a document.

At large - Representing all the people within a geographical area like a city rather than only a section of that city.

Balanced ticket - Presidential and vice presidential nominees chosen to appeal to as many voter groups as possible; factors considered in balancing a ticket include the candidates' race, religion, sex, geographical origin, position on certain issues and experience.

Ballot - A list of people running for public office; a form voters use to show who they voted for.

Bandwagon Effect - The snowballing or rapid increase of support for a candidate based on a good level of initial positive publicity for the candidate.

Barnstorming - Political slang for appearing in many communities and before many groups.

Bipartisanship - A policy that emphasizes cooperation and a united front between the major political parties.

Cabinet - A group of government department heads who advise on a state or national level.

Campaign - A series of actions by a political candidate designed to bring victory in an election.

Canvassing - Gathering information on voters' attitudes and preferences.

Caucus - A closed political meeting at which candidates are chosen and policies decided.

Caricature - A sketch or picture drawn so as to exaggerate certain features.

Conservative - Generally describes a person or a view favoring traditional ways, usually seeking to limit the role of government.

GLOSSARY OF ELECTION TERMS, Cont.

Convention - A meeting of party delegates on a state or national level to decide policies and to nominate candidates.

Dark Horse - A surprise candidate for public office in an election. A person nominated without advance publicity whose chances for success are better than generally supposed.

Debate - A discussion involving.two or more opposing sides of an issue.

Delegate - A person who is authorized to represent a state or a district at a national political convention.

Democratic Party - the oldest of the two U.S. parties that evolved in the 1820's; associated today with broad social reform and international policies.

Election - The process whereby eligible persons vote to determine who will hold a political office, and what proposals will become law.

Electoral College - Persons chosen by the people to cast the official vote for president and vice president.

Electorate - The voting population.

Endorsement - Formal approval of a candidate or a program; support.

Exit Poll - A poll taken of individuals leaving a polling place after casting their votes.

Franchise - A legal right or privilege, especially the right to vote.

Front Runner - A candidate who seems to hold the edge over opponents in a political race.

Gerrymandering - To divide a state, county or city into voting districts to give unfair advantage to one party in elections.

Grass Roots - The origin or basis of something. In politics, refers to the common citizen rather than political leadership.

G.O.P. - Nickname for the Republican Party, standing for "Grand Old Party."

GLOSSARY OF ELECTION TERMS, Cont.

General election - Election held on Tuesday after the first Monday in November in which candidates representing all parties as well as independents compete to determine the winners of public offices.

Incumbent - A person presently holding an office.

Insurgent - A member of a political party who rebels against its leadership.

Issue - A topic that is a matter of debate or controversy during a political campaign.

Landslide - An overwhelming victory in which an opponent is figuratively "buried."

Liberal - Generally describes a view or a person believing that it is the primary responsibility of government to deal with social and economic problems.

Lobby - To act to change public opinion; to influence.

Majority - More than half (50 percent plus one) of the total number of votes cast.

Moderate - Generally describes a person or view that avoids political extremes; neither strongly liberal nor strongly conservative.

Mudslinging - Dirty politics; when candidates seek to hurt their opponent by making unsubstantiated charges or name-calling.

Nominate - To offer the name of a person as a candidate for public office.

Nonpartisan - An election in which candidates are not identified by a political party preference.

Partisan - A strong support of a party, cause, faction, person, or idea.

Petition - A written request for change, often signed by many people and sent to government representatives.

Plank - One specific promise or statement within a political platform.

Platform - The declaration of a political party's principles, policies and goals.

Plurality - More votes than any other candidate receives in an election.

GLOSSARY OF ELECTION TERMS, Cont.

Political Action Committee (PAC) - An organized group that gives money to candidates for public office.

Political cartoon - A drawing showing the artist's reaction to a political news event. *The donkey and the elephant first appeared in political cartoons more than 100 years ago. The first Democratic donkey cartoon appeared in 1828. The first Republican elephant cartoon appeared in 1874.*

Politics - The art of influencing people with specific views and issues.

Politicians - People who hold or seek public office.

Poll - A survey of the public or a sample of the public to acquire information or record opinion; the place where votes are cast and registered.

Precinct - A division of votes by neighborhoods; smallest political unit in the U.S. government.

Primary - A preliminary election to nominate candidates for the major political parties and to choose delegates to national conventions.

Register - To sign up to participate in something, especially to vote.

Republican Party - One of the two major U.S. parties that began in 1854, mainly associated today with business, banking and farming interests, preferring limited federal control in social and economic life.

Running Mates - The presidential and vice presidential nominees of a political party.

Returns - The results of a vote.

Special Interest Group - People supporting a single issue or group of related issues who organize to try to influence elections and public policy.

Split ticket - A ballot on which the voter casts votes for candidates from different parties, as in voting for a Republican for president but a Democrat for United States Senator.

Straight ticket - Voting for all the candidates of one party.

Suffrage - The right to vote.

GLOSSARY OF ELECTION TERMS, Cont.

Third Party - Any one of the many parties that exist in addition to the two major ones, the Democratic Party and the Republican Party.

Vote - a method by which people choose their leaders and decide public issues.

Voting Roster - An alphabetical list of eligible people to vote.

Write-in Vote - A vote for a person whose name does not appear on the official ballot; made by writing the person's name on the ballot.

Additional Resources

Students are encouraged to contact these organizations or access these sources to gain a balanced understanding of the candidates and the issues.

LOCAL/NATIONAL ORGANIZATIONS
- Party headquarters
- Election officials
- League of Women Voters/nonpartisan groups

(add addressses and telephone numbers for local groups)

NEWSPAPERS
(***might want to include complete Target Date list from NIE Info. Services)***

The Dallas Morning News
The Minneapolis Star/Tribune
Sacramento Bee
Orange County Register
The Indianapolis Star
The Indianapolis News
St. Louis Post-Dispatch
The News and Observer
The Arizona Republic
The Phoenix Gazette

Other newspapers with heavy election coverage
New YorkTimes
LA Times
Chicago Tribune
Boston Globe

Wire Services
Associated PRess
Reuters

Magazines
- Time
- U.S. News and World Report
- Newsweek

Television (***include Sunday broadcasts, national nightly news)***
- CNN: Crossfire
- Capital Line
- Larry King Live
- Inside Politics
- C-Span
- ABC: Nightline
- PBS: WashingtonWeek in Review
- The News Hour with Jim Lehrer
- CBS

- NBC

Internet Sites

Disclaimer - content on pages not our responsibility

Candidates' Web Sites:

- Buchanan http://www.buchanan.org/
- Clinton
- Dole http://www.dole96.com/
- Perot /United We Stand America
  http://www.uwsa.com:8972/

Election Web Sites:

The Internet Herald
http://server.Berkeley.EDU/herald/
Project Vote Smart Web
http://vote-smart.org/
The Political Network
http://www.polinet.com/
Project Election
http://www.lhric.org/mhs/proj.htm
Almanac of American Politics
http://politicsusa.com/PoliticsUSA/resources/almanac/
Republican National Committee
http://www.rnc.org/
Democratic National Committee
http://www.democrats.org/
Democracy Place
http://democracyplace.org/
City Vote
http:www.cityvote.org/cityvote/home.htm
League of Women's Voters
http://www.electriciti.com/~lwvus/elect.html
Jefferson Project
http://www.stardot.com/jefferson
White House
http://www2.whitehouse.gov/WH/Welcome.html
email the president and vice president;citizen handbook
Presidential Poll 1996
http://www.rtis.com/nat/pol/cyberpoll/
Third Parties 96
http://www.envirolink.org/lgreens/3rd-p96/
Presidential Campaign Tour and Opinion Page
http://www.ipt.com/vote/
Political Participation Project
http://www.ai.mit.edu/projects/ppp/home.html
Countdown '96
http://www.comeback.com/countdown/voting.html
Propaganda Analysis page

http://carmen.artsci.washington.edu/propaganda/home.htm

Vote Smart Web
http://www.vote-smart.org/
candidates, issues, history, how the government works, political humor.

Almanac of American Politics
http://www.politicsusa.com/PoliticsUSA/resources/almanac/
national and local elections, issues, finances, demographics charts;

Thomas Web
http://www.thomas.loc.gov/
email the representatives

PoliticsUSA
http://politicsusa.com

Campaign Central
http://www.clark.net/ccentral/

Campaign'96 Online
http://campaign.96.com/

CNN/Time ALLPolitics
http://AllPolitics.com/

C-Span
http://www.c-span.org/road.html

Doonesbury ElectronicTown Hall
http://www.doonesbury.com/

Electionline
http://www.electionline.com

DarkHorse: The Virtual Campaign Game
http://www.decision96.msn.com/virtual.htm

HotWired Netizen
http://hotwired.com/netizen/

Nando Times
http://www2.nando.net/nt/politics/

Choices '96
http://www.nando.net/nao/choices/choices/html
local, state, national election info.

Mercury Center
http://www.sjmercury.com/news/politics

The New York Times
http://www.nytimes.com

Primary Destination NH
http://www.fosters.com

Rock the Vote
http:www.rockthevote.org/

U.S. News Online
http://www.usnews.com

NPR
http://www.npr.org

Internet Publishing Technologies
http://www.ipt.com/vote/

Federal News Service
http://www.fednews.com/

AllPolitics (*Time* and CNN)
http://AllPolitics.com
Election Line
http://www.electionline.com
(ABC News. *The Washington Post, Newsweek*)
Electronic Newstand
http://www.enews.com/
National Election Studies
http://www.umich.edu/~nes/
data on voting, public opinion, and political participation

Fun Sites: ***(i don't have this on disk, please send)***

Education Sites: ***(i don't have this on disk, please send)***