# Democracy Central

## New in 2012

Melody Kahkedjian

## A Teachers Guide to California's Statewide Elections

Debra Bowen
Secretary of State

MYVOTE
STUDENT MOCK ELECTION

Tom Torlakson
Superintendent of Public Instruction

www.sos.ca.gov/elections/studentmockelection.htm

# Democracy Central
## A Teachers Guide To California's Statewide Elections

## New in 2012!

EDUCATING FOR DEMOCRACY

California Campaign for the Civic Mission of Schools

**This is a publication of the California Campaign for the Civic Mission of Schools, a collaboration of Constitutional Rights Foundation, Center for Civic Education, and the Alliance for Representative Democracy.**

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# Democracy Central
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## Introduction

Since 2008, the California Campaign for the Civic Mission of Schools has been working with Secretary of State Debra Bowen to prepare a collection of lesson plans and classroom activities to help students discover the importance of elections and the power of their vote in our democracy. Called *Democracy Central: A Teachers Guide to California's Statewide Elections*, its materials have been widely used by teachers across the state.

*Democracy Central* was originally developed as a resource for teachers whose students would be taking part in the MyVote California Student Mock Election, which is co-sponsored this year by Secretary Bowen and Superintendent of Public Instruction Tom Torlakson. However, we hope you will find the Democracy Central collection useful in non-election years, too.

With the "New In 2012!" volume we are introducing three lessons intended to help students understand the origins of political parties and become informed voters. Please note that all of the lessons and activities in the Original Volume of *Democracy Central*, created in 2008, and the "New In 2010!" Companion Volume are suitable for use in any federal, state, or local election.

The Constitutional Rights Foundation, on behalf of the California Campaign for the Civic Mission of Schools, selected and created material that is in line with California's 8th, 11th and 12th-grade History-Social Science standards. Students in 9th and 10th grade would also benefit from the many opportunities here to develop their critical thinking and civic participation skills. The lessons are also aligned with the Civic Mission of Schools Proven Practices.

For young people, taking part in a mock election at school can be the first step toward becoming a lifelong voter. We encourage you to participate in the MyVote California Student Mock Election, and help your students gain further firsthand experience with elections while serving their community as a High School Poll Worker.

### Overview of New in 2012 Lessons

#### How American Political Parties Began
What the students do: Read about how political parties began and examine a chart describing some of Hamilton's and Jefferson's views. Select views they think were important both during the founding period and today.

#### Slogans in Presidential Elections
What the students do: Explore, analyze, and evaluate the historical uses of advertising slogans in electoral campaigns.

#### Where do the Candidates Stand?
What the students do: Explore, analyze, and evaluate current interactions between citizens, mass media, and presidential candidates during election campaigns.

**Topic:** Candidates, Parties, and Ballot Measures
**What the students do:** Read about how political parties began and examine a chart describing some of Hamilton's and Jefferson's views. Select views they think were important both during the founding period and today.
**California History-Social Science Standards**: 8.3, 11.1, 12.6, 12.7
**CMS Proven Practices:** 1,2
**Thanks to: Constitutional Rights Foundation**

# How American Political Parties Began

## Overview

In this lesson, students read about how political parties began during the founding period. Next, working in pairs or small groups, students examine elements of Hamilton's and Jefferson's views on major topics. Putting themselves in the time period of the new nation, they decide which overall vision was best for America, then they select federalist and republican views that they think are relevant today.

## Objectives

Students will be able to:
- Describe the evolution of political parties in American history through the early 1800's.
- Analyze items from Hamilton's and Jefferson's political agendas.
- Select items from those agendas that were most important then and now, and justify their choices.

## Materials

Copies of the reading, "How American Political Parties Began" — one per student.
Copies of the handout, "Two Visions for America" — per student.

## Procedure

**I. Focus Activity — Political Parties**

A. Engage the students in a discussion using the following questions:

- What are political parties?
- What are some political parties you have heard of?
- Do you think it is good or bad to have political parties in our country? Why?

Explain to students that political parties play a big role in American politics and elections and that today they are going to learn more about how political parties got started.

**II. Reading — How American Political Parties Began**

A. Distribute the reading, "How American Political Parties Began" to each student. When they complete the reading, discuss:

- Under the Constitution, what role do political parties have?
- What did George Washington say about political parties in his Farewell Address? What reasons did he give?
- What circumstances led to the development of the Federalist Party?
- How did the presidential election of 1800 contribute to the development of political parties?

## III. Activity — Two Visions for America

A. Distribute the handout, "Two Visions for America" to each student. Divide the class into pairs or small groups and explain that first they will imagine that they are living during the time when Hamilton and Jefferson were members of Washington's Cabinet and decide which vision they think is best for the new nation. Then, they will choose two views from each side that they think are relevant today.

B. Ask half of the groups to report and justify their responses to the first question, and the other half of the groups to respond to the second question.

## IV. Debrief — Political Parties Today

A. Engage students in a discussion using the following questions:

- What are some of the issues political parties are talking about now?
- Do you think political parties are good for democracy today? Why or why not?

# How American Political Parties Began

At first, our nation's founders—including Hamilton, Jefferson, and others—believed political parties were evil and a threat to the new nation. But these early American leaders soon began to invent a new and important role for political parties in a democracy.

When the Constitution was written in 1787, the founders did not include any mention of political parties. Even in electing the president, the founders did not intend a role for political parties. The Constitution established an Electoral College. It called for a small number of electors—elected or appointed in the states—to meet and choose the best person for president. The person with the most elector votes would become president. The runner-up would automatically become the vice president.

**Hamilton vs. Jefferson**

In 1788, George Washington won a large majority of electoral votes and became the nation's first president. John Adams, who won the second highest number of electoral votes for president, became vice president.

When Washington appointed his Cabinet, he included Alexander Hamilton as secretary of the treasury and Thomas Jefferson as secretary of state. As it turned out, these two Cabinet members disagreed on many issues.

Hamilton strongly believed that for the new nation to succeed, it had to gain financial investors—both American and foreign. The new nation needed them, Hamilton argued. They would invest in businesses and make loans to the government for projects like roads, harbors, and canals. To gain the confidence of investors, Hamilton promoted a plan to help stabilize America's financial condition. Supported by Washington, it called for the federal government to pay off all Revolutionary War debt owed by the federal government and the states. This would show investors that the United States was a good investment.

Hamilton proposed a bold economic plan to raise revenue to settle these debts. He asked Congress to approve taxes on products like whiskey made in the United States. He also proposed creating a Bank of the United States to centralize federal government finances.

Almost immediately, Thomas Jefferson in Washington's Cabinet and James Madison in Congress opposed Hamilton's economic program. They complained that many of the investors would be greedy and would make huge profits at America's expense.

Jefferson and Madison also objected to new taxes because these taxes mainly burdened small farmers and city workers. Hamilton replied that wealthy Americans already carried a heavy tax burden and that it was time for the common people to pay their share.

Jefferson and Madison also opposed a national bank that, they said, would give too much power to the federal government. Hamilton and his supporters thought that a central bank was vital for a strong and stable economy.

As differences emerged between supporters of Hamilton and Jefferson, many began referring to Hamilton and his allies as the Federalist Party. Jefferson claimed Federalist policies mainly benefitted the "opulent" (rich) classes while he and his supporters represented "the mass of the people" (middle class).

In foreign affairs, the Federalists wanted a strong trade relationship with Britain. Washington sent John Jay to Britain in 1794 to negotiate an end to its interference with American merchant ships to prevent another war. Hamilton was satisfied with the Jay Treaty and pushed for Senate approval. Jefferson and his followers condemned the treaty as too favorable to the British.

Jefferson and his supporters favored a closer relationship with Britain's rival, France. The French had helped the Americans win the Revolutionary War. During Washington's presidency, the French Revolution erupted. Revolutionaries executed King Louis XVI and declared a French republic. The new French republic's motto was "Liberty, equality, fraternity."

Unlike the American Revolution, the one in France upended French society. The republic confiscated (took) the land of the rich people and hunted them down. In 1793, a "reign of terror" led to the execution of thousands of people condemned as disloyal to the republic.

France's new republic scared the Federalists, who feared mob rule, lawlessness, and the confiscation of property. Many of Jefferson's followers, however, cheered the French republicans. They believed the republicans were carrying forward the ideals of equality contained in the American Declaration of Independence.

American support increased for France in 1793 when it declared war against Britain. Many of Jefferson's followers wanted to enter the war on the side of France. Many Federalists called for aiding the British. But Hamilton persuaded Washington to be neutral with Britain and France. In a rare moment of agreement with Hamilton, Jefferson supported this policy.

When Washington's second term began, Jefferson left the Cabinet. He deeply opposed most of Hamilton's Federalist Party policies. Jefferson believed the Federalists were attempting to establish an all-powerful federal government, one that would soon become a monarchy.

Jefferson began working with Madison to organize opposition to the Federalist Party. The Federalists referred to this opposition as the Democratic-Republican Party. Soon, however, those opposing Hamilton and the Federalist Party began to call themselves Jeffersonian Republicans, or simply Republicans.

## Federalists vs. Republicans

At the end of his second term, Washington announced he would not run again for president. The bitter rivalry that had developed between the Federalists and Republicans deeply disturbed him. In his Farewell Address, he warned that parties were likely "to become potent engines by which... unprincipled men will be enabled to subvert the power of the people and to usurp for themselves the reins of government." In other words, Washington believed that the powerful political parties could get people elected who might not make good decisions for "we, the people."

Washington's warning did not convince many. In the presidential election of 1796, the first without Washington as a candidate, candidates were backed by the Federalist and Republican parties. The Federalists favored John Adams and the Republicans backed Thomas Jefferson.

Neither Adams nor Jefferson actively campaigned. They remained at home while their supporters wrote letters and newspaper articles promoting their candidate. Adams won the presidency with 71 of the 139 Electoral College votes, one more than the required majority. Jefferson with 68 electoral votes came in second to become vice president. Thus the new administration had a Federalist president and Republican vice president.

Adams continued Washington's pro-British trade policies. Angered, France began to attack American merchant ships. The attacks enraged the American public and Adams threatened war against France. He also proposed increasing taxes to create a navy and expand the federal army. Jefferson and the Republican Party were alarmed at the rush to war and opposed the idea of building up the military. They viewed a large military as a threat to the power of the states.

As war loomed, the Federalists claimed that French spies and Americans who insulted federal officials were a threat to the security of the nation at home. In 1798, Adams signed the Alien and Sedition Acts. These laws forbid any mean criticism of the president or other federal officials. In a series of trials, Federalist judges and juries convicted about a dozen Republican writers and newspaper editors, mainly for defaming President Adams. Jefferson thought these convictions were wrong and accused the Federalists of trying to destroy the Republican Party.

With Congress controlled by the Federalists, legislation was passed for a navy and bigger army. But Adams used diplomacy to avoid war with France. This angered many of his fellow Federalists who wanted to take a tougher stand against the French.

## The Struggle for Power in 1800

In 1800**,** the Federalists again chose John Adams to run for president. They chose Charles Cotesworth Pinckney, a Hamilton loyalist from South Carolina, as their candidate for vice president. The Republicans nominated Thomas Jefferson for

president. They selected Aaron Burr, Hamilton's opponent in New York, for vice president.

Campaign tactics changed in this election. Adams made a speechmaking tour, campaigning on his record and promoting himself as a political moderate. Jefferson remained at home but wrote numerous letters to his supporters. He also wrote a statement of principles, perhaps the first party platform. Jefferson's statement called for restoring civil liberties, curbing the growth of federal power, and protecting states' rights.

Both parties used political attacks and smears, perhaps making this one of the dirtiest presidential elections in U.S. history. Republicans called Adams a monarchist who wanted to enslave the people. The Federalists called Jefferson a political radical and atheist.

Backstabbing occurred within both parties. Hamilton despised Adams and worked to line up the Federalist electoral vote to elect Pinckney as president, who was supposed to be running for vice president. This divided the Federalist Party between Adams and Hamilton factions. On the Republican side, Aaron Burr, running for vice president, secretly plotted to become president in the event of a tie between Jefferson and himself.

Jefferson and Burr ended up with more electoral votes than Adams and Pinckney. In fact, with 73 electoral votes each, the two Republicans did tie for president.

The tie in the Electoral College threw the election for president into the House of Representatives. Jefferson needed a majority, nine of the 16 states, to win the presidency. The House voted 35 times and each time, no candidate won nine states.

Finally, Hamilton asked fellow Federalists to vote for Jefferson. Hamilton distrusted Burr even more than he did Jefferson. On the 36th ballot, Jefferson won the presidency with 10 states. Burr came in second and became vice president.

The Federalist Party handed over the government to Jefferson and the Republicans. The ruling party had peacefully given up power as the result of a democratic election. Even today, this is a major test for any nation wanting to be a democracy.

Because of the election results, the Federalists also became a party of the minority. This means that they had fewer members in Congress than the majority party. This, too, was significant. The election of 1800 produced a new positive role for a political party that was out of power. It became the "loyal opposition", opposing the ruling party while still remaining loyal to the Constitution and nation.

In 1804, the 12th Amendment was added to the Constitution. It required the Electoral College to vote separately for president and vice president rather than for the two best candidates for president. From then on, parties nominated candidates to run for president or vice president. In effect, this amendment recognized the permanent role of political parties in American government.

# Two Visions for America

Study the political differences between the Federalist and Republican parties summarized in the chart below.

1. Discuss and decide which vision overall was best for the new nation when Hamilton and Jefferson were members of Washington's Cabinet.
2. Select two of Hamilton's views and two of Jefferson's views that are relevant and important for America today.
3. Prepare to report and justify your conclusions to the rest of the class.

**Two Visions for America**

The Federalist and Republican parties held two visions for America based on the thinking of Alexander Hamilton and Thomas Jefferson.

| Hamilton and the Federalists | Jefferson and the Republicans |
|---|---|
| **The People**<br>"The people are turbulent and changing, they seldom judge or determine right."<br>—Hamilton (1787) | **The People**<br>"The will of the majority . . . is the only sure guardian of the rights of man."<br>—Jefferson (1790) |
| **Government**<br>1. Strong federal government and president acting for the national interest.<br>2. Voting and holding elected office limited to those who own property.<br>3. Interpret the Constitution in a flexible way to enable the nation to grow.<br>4. Order, stability, and unity have priority over individual rights. | **Government**<br>1. Small federal government with strong states' rights.<br>2. All white adult males should have the right to vote and hold office.<br>3. Interpret the Constitution according to the strict meaning of its wording.<br>4. Individual rights should have top priority. |
| **Political Parties**<br>5. The party that rules should be controlled by the educated and wealthy elite. | **Political Parties**<br>5. The party that rules should be controlled by the common people. |
| **Economy**<br>6. A commercial and industrial economy is best for the nation.<br>7. Tax certain products like whiskey so that everyone shares the tax burden. | **Economy**<br>6. An agricultural economy is best with most people owning small farms.<br>7. Collect taxes mainly from the business and large landowner classes. |
| **Security**<br>8. Strong permanent army and navy to defend the homeland and free trade overseas.<br>9. Internal security laws are needed to prevent criticism and insults against the president and other elected leaders. | **Security**<br>8. A permanent military may lead to a takeover by a strongman like Napoleon; rely on local and state militias for defense.<br>9. Internal security laws interfere with freedom of speech and press are a threat to liberty. |

**Topic:** The Media
**What the students do:** Explore, analyze, and evaluate the historical uses of advertising slogans in electoral campaigns.
CA History-Social Science Standards**:** 12.6.3, 12.8.2
CMS Proven Practices**:** 1, 2, 6
**Thanks to:** The Center for Civic Education and Arsalyn

# Slogans in Presidential Elections

## Overview

From *Tippecanoe and Tyler Too* to *Yes, We Can*, students will trace the development and use of slogans in presidential elections in the United States. The lesson allows students to compare slogans that are issue-related to those that are more generic. Students are then asked to analyze how these types of slogans are used and the effects they are meant to have on voters.

## Objectives

Students will be able to

- define the term *slogan* and categorize at least three different types;
- analyze the evolution of slogans in presidential elections from 1840 to today;
- describe the relevance of the slogans to the issues of the day; and
- explore how the development of new media types impacted the type of slogan used in presidential elections.

## Materials/Preparation

**Teacher Resources**

- Teacher Resource 1
- Teacher Resource 2

**Student Handouts**

- Student Handout 1
- Student Handout 2

## Procedure

1. *Introduce the lesson*. Begin the lesson by giving students five advertising slogans and asking them to identify either the product or company associated with them. Then give the students five additional advertising slogans, this time, as incomplete sentences, and see how quickly they are able to complete them and identify their source. A list of common advertising slogans has been provided in Teacher Resource 1. However, the teacher should feel free to use any advertising slogans he or she feels the students would be able to identify quickly.

Ask students the following questions:

- What are these "phrases" commonly known as? (They should be able to immediately categorize them as slogans or taglines).
- Why are they so easily recognizable? Students should suggestion things like: their repetition on TV or radio, often accompanied by an image or a song/melody, etc.
- What is the definition of a slogan? (1) A war cry; (2) a brief, attention-getting phrase used in advertising or promotion; (3) a word or phrase used to express a characteristic position, stand, or goal to be achieved—a motto.

2. *Transition.* How else are slogans used? Ask student to give categories of slogans and an example of each of these non-ad slogans. (i.e., social issues: anti-drugs, anti-violence, healthier living, cleaner environment, etc.; political issues: legislation, anti-war, anti-tax, campaigns, etc.). Share the following slogans with students and ask if they can identify them in American History.

    - Remember the Alamo (battle cry at the Battle of San Jacinto)
    - Remember the Maine (rallying cry during the Spanish-American War)
    - Remember Pearl Harbor (both a slogan and a song to encourage patriotism and sacrifice during WWII)
    - Lips That Touch Liquor Must Never Touch Mine (slogan of the Anti-Saloon League)
    - Make Love, Not War (against the Vietnam War)
    - Black Is Beautiful (political slogan of a cultural movement in the 1960s by African Americans)
    - The Buck Stops Here (a phrase from President Harry S. Truman in reference to government accountability)
    - Any similar phrase the students might like to add.

3. *Slogans and Elections*. During an election season, slogans can be used by:

    - a political party. For example, in the 1946 congressional elections, "Had enough?" was used by the Republican Party, which had been out of power since 1930 and was asking voters if they were tired of Democrats.
    - a group trying to convey a message to politicians and voters. For example, in the 1960s, an anti-Vietnam War and anti-Lyndon B. Johnson slogan was "Hey, Hey, LBJ, how many kids you kill today?"
    - a particular candidate. In 1952, John F. Kennedy's senatorial race slogan was, "He can do more for Massachusetts." Sometimes candidates adjust terms from everyday advertisements. In 2006, "Got Guv?" was a play on the "Got Milk?" ads. Jim Oberweis, a dairy owner, used this in his campaign for Illinois governor.

Ask students to recall any political slogans used in elections either from their own lifetime or from history.
Ask students to briefly discuss why slogans have been used this way in the political arena. Do they see these as a help or hindrance to the political process? This discussion should be very brief, as they will get to talk about this more after their activity.

4. *Slogans in Presidential Campaigns*. Certainly slogans have been used in presidential races. Ask students if they know the current slogan used by the Obama Campaign (Forward) and the Romney Campaign (Believe in America)?

    - Tell students they are going to complete the activity, "What's in a Slogan?" Student Handout 1 has a list of 72 slogans used in 36 presidential campaigns from 1840 to 2012.
    - Divide the class into 12 small groups of 2 or 3 (depending on the size of the class). Distribute Student Handout 2 (the directions for the activity). Give each group a set of slogans as divided in Teacher Resource 2. Each group will be responsible for determining the relevance of the slogans assigned to the campaign by identifying the historical, social, and/or economic context of the phrase. For example, what was the relevance of "Tyler and Texas" to the 1840 campaign of William Henry Harrison? What did the slogan reveal about the campaign? The time period? What perception, if any, do you have of the voting populace?
        i. You, the teacher, will need to determine how much time students have to complete this task, perhaps one or two nights. Or you may use this opportunity to work with a librarian to set up research time.
    - Once the groups have completed their assignment, each group, in chronological order of election year, should share its findings with the class. All students should take notes on the presentations.
    - Upon completion of the presentations, randomly re-divide the class into new groups of 4 or 5, (depending on the size of the class). The new groups will try to analyze the evolution of the slogans over the 36 presidential elections by answering the questions given in Student Handout 2.
    - Ask each group to share their answers with the class and allow for a discussion to unfold based on their responses.

5. *Concluding the lesson*. Ask the class to examine the slogans of the current presidential campaign (based on when you do this lesson, please add any additional slogans that surface during this campaign season). Use the following questions to hold a discussion:

    - What specific issues are linked to any of these slogans?
    - What kind of reaction and or emotions are these slogans supposed to elicit?

- How are these slogans similar to the ones of the mid-to-late 1800s? How are they different from the ones of the mid-to-late 1800s?
- Is the use of slogans beneficial or harmful in the political campaign? Explain your answer.
- If you could develop a new slogan for each or either of the candidates, what would it be and why?

**Teacher Resource 1: Advertising Slogans**

The table below contains some of the most common advertising slogans paired with the product or company they represent. Use this list to create the two sets needed for beginning the lesson. Some of these lend themselves better to "*complete the phrase*" while others are best used to "*identify the product/company.*" The choices, of course, are not limited to this list, and you may choose to substitute others more recognizable to your students.

| **Slogan** | **Product/Company** |
|---|---|
| Taste the Rainbow | Skittles |
| It's the Real Thing | Coca-Cola |
| It Gives You Wings | Red Bull |
| Let Your Fingers Do the Walking | Yellow Pages |
| Be All You Can Be | U.S. Army |
| Like a Rock | Chevy |
| Because You're Worth It | L'Oréal |
| Diamonds Are Forever | DeBeers |
| M&Ms Melt in your mouth, not in your hands | M&Ms |
| Just Do It | Nike |
| Breakfast of Champions | Wheaties |
| Reach Out and Touch Someone | AT&T |
| Think Different | Apple (computers) |
| Do You…Yahoo!? | Yahoo |
| Between Love and Madness Lies Obsession | Calvin Klein |
| Got Milk? | CA Milk Processor Board |
| Have It Your Way | Burger King |
| Eat Fresh | Subway |
| M'm M'm Good | Campbell's Soup |
| Pizza Pizza! | Little Caesars |
| Can you hear me now? Good. | Verizon Wireless |
| Buy it. Sell it. Have it. | eBay |
| There are some things money can't buy. For everything else, there's MasterCard. | MasterCard |

**Student Handout 1: Presidential Campaign Slogans**

The following table contains 72 political slogans used in 36 presidential campaigns between 1840 and 2012. This list is by no means exhaustive of all the slogans used during this time period.

| Election Year | Candidate | Campaign Slogan |
|---|---|---|
| 1840 | William Henry Harrison | Tippecanoe and Tyler Too |
| 1840 | William Henry Harrison | Tyler and Texas |
| 1844 | James K Polk | 54-40 or Fight |
| 1844 | James K Polk | Reannexation of Texas and Reoccupation of Oregon |
| 1844 | Henry Clay | Who is James K Polk? |
| 1848 | Zachary Taylor | For President of the People |
| 1852 | Franklin Pierce | We Polked you in ’44, We shall Pierce you in ’52 |
| 1856 | John C. Fremont | Free Soil, Free Labor, Free Speech, Free Men, and Fremont |
| 1860 | Abraham Lincoln | Vote Yourself a Farm |
| 1864 | Abraham Lincoln | Don’t swap horses in the middle of the stream |
| 1868 | Ulysses S. Grant | Vote as you Shot |
| 1872 | Ulysses S. Grant | Grant us another term |
| 1872 | Ulysses S. Grant | Grant beat Davis—Greeley bailed him |
| 1884 | Grover Cleveland | Blaine, Blaine, James G. Blaine, The Continental Liar from the State of Maine |
| 1884 | James Blaine | Ma, Ma, Where’s My Pa? |
| 1884 | James Blaine | Rum, Romanism and Rebellion |
| 1888 | Benjamin Harrison | Rejuvenate Republicanism |
| 1888 | Benjamin Harrison | Grandpa’s hat fits Ben |
| 1896 | William McKinley | Patriotism, Protection and Prosperity |
| 1900 | William McKinley | A Full Dinner Pail |
| 1916 | Woodrow Wilson | He kept us out of war |
| 1920 | Warren G. Harding | Return to Normalcy |
| 1920 | Warren G. Harding | Cox and Cocktails |
| 1924 | Calvin Coolidge | Keep Cool with Coolidge |
| 1928 | Herbert Hoover | A chicken in every pot (and a car in every garage) |
| 1928 | Herbert Hoover | Hoo but Hoover |
| 1932 | Anti-incumbent | Hoover we trusted—now we’re busted |
| 1932 | Herbert Hoover | We’re turning the corner |

| | | |
|---|---|---|
| 1932 | Franklin D. Roosevelt | I propose (to the American People) a New Deal |
| 1936 | Franklin D. Roosevelt | Remember Hoover |
| 1936 | Franklin D. Roosevelt | Sunflowers die in November |
| 1936 | Alfred Landon | Let's make it a Landon-slide |
| 1936 | Alfred Landon | Defeat the New Deal and its Reckless Spending |
| 1940 | Wendell Willkie | Roosevelt for ex-president |
| 1940 | Wendell Willkie | Washington wouldn't, Grant couldn't, Roosevelt shouldn't |
| 1948 | Harry S Truman | Give 'Em Hell Harry |
| 1952 | Dwight D. Eisenhower | I like Ike |
| 1956 | Dwight D. Eisenhower | Peace and Prosperity |
| 1956 | Dwight D. Eisenhower | We still like Ike |
| 1960 | Richard Nixon | For the future |
| 1960 | John F. Kennedy | A Time for Greatness |
| 1960 | John F. Kennedy | Go all the way with JFK |
| 1964 | Lyndon B Johnson | The stakes are too high for you to stay at home |
| 1964 | Barry Goldwater | In your heart you know he is right |
| 1968 | Richard Nixon | Nixon's the One |
| 1968 | Eugene McCarthy | Go clean for Gene |
| 1976 | Gerald Ford | He is making us proud again |
| 1976 | Jimmy Carter | Not Just Peanuts |
| 1976 | Jimmy Carter | A Leader for Change |
| 1980 | Ronald Reagan | Are you better off than you were four years ago? |
| 1984 | Ronald Reagan | It's morning again in America |
| 1984 | Walter Mondale | America Needs a Change |
| 1988 | George Bush | Kinder, Gentler Nation |
| 1992 | Bill Clinton | Don't stop thinking about tomorrow |
| 1992 | Bill Clinton | Putting People First |
| 1992 | Ross Perot | Ross for Boss |
| 1996 | Bill Clinton | Building a Bridge to the 21st Century |
| 1996 | Bob Dole | The Better Man for a Better America |
| 2000 | Al Gore | Prosperity and Progress |
| 2000 | Al Gore | Prosperity for America's families |

| | | |
|---|---|---|
| 2000 | George W. Bush | Compassionate Conservatism |
| 2000 | George W. Bush | Leave no child behind |
| 2000 | George W. Bush | Real plans for real people |
| 2000 | George W. Bush | Reformer with results |
| 2004 | Ralph Nader | Government of, by, and for the people…Not the monied interests |
| 2004 | George W. Bush | Yes, America Can! |
| 2008 | John McCain | Country First |
| 2008 | Barack Obama | Change We Can Believe In |
| 2008 | Barack Obama | Change We Need |
| 2008 | Barack Obama | Hope |
| 2008 | Barack Obama | Yes, We Can! |
| 2012 | Barack Obama | Forward |
| 2012 | Mitt Romney | Believe in America |

**Teacher Resource 2: Presidential Campaign Slogans**

The following table contains 72 political slogans used in 36 presidential campaigns between 1840 and 2012. This list is by no means exhaustive of all the slogans used during this time period.

Student Handout 1 contains the following list. This teacher resource version of the list suggests the assignments for the small group research of this activity.

| Group Assignment | Election Year | Candidate | Campaign Slogan |
|---|---|---|---|
| Group 1 | 1840 | William Henry Harrison | Tippecanoe and Tyler Too |
| Group 1 | 1840 | William Henry Harrison | Tyler and Texas |
| Group 1 | 1844 | James K. Polk | 54-40 or Fight |
| Group 1 | 1844 | James K. Polk | Reannexation of Texas and Reoccupation of Oregon |
| Group 1 | 1844 | Henry Clay | Who is James K Polk? |
| Group 2 | 1848 | Zachary Taylor | For President of the People |
| Group 2 | 1852 | Franklin Pierce | We Polked you in ’44, We shall Pierce you in ’52 |
| Group 2 | 1856 | John C. Fremont | Free Soil, Free Labor, Free Speech, Free Men, and Fremont |
| Group 2 | 1860 | Abraham Lincoln | Vote Yourself a Farm |
| Group 2 | 1864 | Abraham Lincoln | Don’t swap horses in the middle of the stream |
| Group 3 | 1868 | Ulysses S. Grant | Vote as you Shot |
| Group 3 | 1872 | Ulysses S. Grant | Grant us another term |
| Group 3 | 1872 | Ulysses S. Grant | Grant beat Davis—Greeley bailed him |
| Group 3 | 1884 | Grover Cleveland | Blaine, Blaine, James G. Blaine, The Continental<br>Liar from the State of Maine |
| Group 3 | 1884 | James Blaine | Ma, Ma, Where’s my Pa? |
| Group 3 | 1884 | James Blaine | Rum, Romanism and Rebellion |
| Group 4 | 1888 | Benjamin Harrison | Rejuvenate Republicanism |
| Group 4 | 1888 | Benjamin Harrison | Grandpa’s hat fits Ben |
| Group 4 | 1896 | William McKinley | Patriotism, Protection and Prosperity |
| Group 4 | 1900 | William McKinley | A Full Dinner Pail |
| Group 4 | 1916 | Woodrow Wilson | He kept us out of war |

| | | | |
|---|---|---|---|
| Group 5 | 1920 | Warren G. Harding | Return to Normalcy |
| Group 5 | 1920 | Warren G. Harding | Cox and Cocktails |
| Group 5 | 1924 | Calvin Coolidge | Keep Cool with Coolidge |
| Group 5 | 1928 | Herbert Hoover | A chicken in every pot (and a car in every garage) |
| Group 5 | 1928 | Herbert Hoover | Hoo but Hoover |
| Group 6 | 1932 | Antiincumbent | Hoover we trusted—now we're busted |
| Group 6 | 1932 | Herbert Hoover | We're turning the corner |
| Group 6 | 1932 | Franklin D. Roosevelt | I propose (to the American People) a New Deal |
| Group 6 | 1936 | Franklin D. Roosevelt | Remember Hoover |
| Group 6 | 1936 | Franklin D. Roosevelt | Sunflowers die in November |
| Group 6 | 1936 | Alfred Landon | Let's make it a Landon-slide |
| Group 6 | 1936 | Alfred Landon | Defeat the New Deal and its Reckless Spending |
| Group 7 | 1940 | Wendell Willkie | Roosevelt for ex-president |
| Group 7 | 1940 | Wendell Willkie | Washington wouldn't, Grant couldn't, Roosevelt shouldn't |
| Group 7 | 1948 | Harry S Truman | Give 'Em Hell, Harry |
| Group 7 | 1952 | Dwight D. Eisenhower | I like Ike |
| Group 7 | 1956 | Dwight D. Eisenhower | Peace and Prosperity |
| Group 7 | 1956 | Dwight D. Eisenhower | We still like Ike |
| Group 8 | 1960 | Richard Nixon | For the future |
| Group 8 | 1960 | John F. Kennedy | A Time for Greatness |
| Group 8 | 1960 | John F. Kennedy | Go all the way with JFK |
| Group 8 | 1964 | Lyndon B. Johnson | The stakes are too high for you to stay at home |
| Group 8 | 1964 | Barry Goldwater | In your heart, you know he is right |
| Group 9 | 1968 | Richard Nixon | Nixon's the One |
| Group 9 | 1968 | Eugene McCarthy | Go clean for Gene |
| Group 9 | 1976 | Gerald Ford | He is making us proud again |
| Group 9 | 1976 | Jimmy Carter | Not Just Peanuts |

| | | | |
|---|---|---|---|
| Group 9 | 1976 | Jimmy Carter | A Leader for Change |
| Group 9 | 1980 | Ronald Reagan | Are you better off than you were four years ago? |
| Group 10 | 1984 | Ronald Reagan | It's morning again in America |
| Group 10 | 1984 | Walter Mondale | America Needs a Change |
| Group 10 | 1988 | George Bush | Kinder, Gentler Nation |
| Group 10 | 1992 | Bill Clinton | Don't stop thinking about tomorrow |
| Group 10 | 1992 | Bill Clinton | Putting People First |
| Group 10 | 1992 | Ross Perot | Ross for Boss |
| Group 10 | 1996 | Bill Clinton | Building a Bridge to the 21st Century |
| Group 10 | 1996 | Bob Dole | The Better Man for a better America |
| Group 11 | 2000 | Al Gore | Prosperity and Progress |
| Group 11 | 2000 | Al Gore | Prosperity for America's families |
| Group 11 | 2000 | George W. Bush | Compassionate Conservatism |
| Group 11 | 2000 | George W. Bush | Leave no child behind |
| Group 11 | 2000 | George W. Bush | Real plans for real people |
| Group 11 | 2000 | George W. Bush | Reformer with results |
| Group 12 | 2004 | Ralph Nader | Government of, by, and for the people…Not the monied interests |
| Group 12 | 2004 | George W. Bush | Yes, America Can! |
| Group 12 | 2008 | John McCain | Country First |
| Group 12 | 2008 | Barack Obama | Change We Can Believe In |
| Group 12 | 2008 | Barack Obama | Change We Need |
| Group 12 | 2008 | Barack Obama | Hope |
| Group 12 | 2008 | Barack Obama | Yes, We Can! |
| Not used at this time | 2012 | Barack Obama | Forward |
| Not used at this time | 2012 | Mitt Romney | Believe in America |

**Student Handout 2: What's in a Slogan?**

You will complete the following activity: *What's in a Slogan?* by working in two distinct and different groups of classmates. Please follow the directions given here and by your teacher.

1. The class will be divided into 12 small groups of 2 or 3. Your teacher will assign each group a set of slogans from Student Handout 1. Your group will be responsible for determining the relevance to the election of the slogans assigned to you. You will do that by identifying the historical, social, and/or economic context of the phrase. For example, what was the relevance of "Tyler and Texas" to the 1840 campaign of William Henry Harrison? What did the slogan reveal about the campaign and the time period? What perception, if any, does this give you of the voting populace? The teacher will let you how long you have to complete this part of the activity.

2. Once all the groups have completed their assignment, each group, in chronological order of election year, will share its finding with the class. All students should be taking notes on the presentations.

3. Upon completion of the presentation, the teacher will randomly re-divide the class into new groups of 4 or 5. In your new group, you will try to analyze the evolution of the slogans over the 36 presidential elections by answering the following questions:

    - What similarities do you see among the slogans? What common characteristics do they share?
    - What differences do you see among the slogans? Are any of these differences substantive in nature? Please explain.
    - If you were a voter during any of these time periods, which slogans do you believe would be directly related to major issues of the time?
    - What kind of reactions or emotions do you think these slogans were trying to produce?
    - What impact, if any, do you think the physical growth of the United States has had on use of slogans?
    - What impact, if any, do you think the development of various forms of media has had on the creation and use of slogans?

4. Each group will share their answers with the class. A discussion should unfold based on your responses.

**Topic:** Candidates, Parties, and Ballot Measures
**What the students do:** Explore, analyze, and evaluate current interactions between citizens, mass media, and presidential candidates during election campaigns.
CA History-Social Science Standards**:** 12.6.4, 12.8
CMS Proven Practices**:** 1, 2, 6
**Thanks to:** The Center for Civic Education and Arsalyn

# Where Do the Candidates Stand?

## Overview

This lesson allows students to explore where the presidential candidates stand on issues that are important to them. It also allows them to scrutinize informational sources in order to obtain accurate and unbiased data.

## Objectives

Students will be able to:
- demonstrate an understanding of a citizen's role in an election cycle.
- discuss the role of the media (print, television, Internet, etc.) in a presidential election;
- analyze sources of information for bias versus objectivity;
- discern the essential core of contemporary issues in society;
- use information gathered to develop a position on a contemporary societal issue;
- compare and contrast the positions of presidential candidates on important issues.

## Materials/Preparation

**Teacher Resources**
- Teacher Resource 1
- Teacher Resource 2

**Student Resources**
- Student Handout 1
- Student Handout 2

## Procedure

1. *Introduce the lesson*. Begin the lesson by engaging students in a short discussion based on the following questions:

    - What is the role of a citizen during an election cycle?
    - How can citizens inform themselves about issues that are important to them or their communities?
    - How can citizens learn about where candidates stand on these important issues?
    - Are political campaigns important to the democratic process?

2. *What do they care about*? Conduct a brainstorming activity with the class. Write the word ISSUES on the board (or chart paper) and ask students to name any issue they have heard about, think they know about, or is important to them—anything at all that they think fits under the title ISSUES. Post all the responses without comment. Once completed ask students to review the list and: a) categorize the issues as federal, state, or local issues. Some will fall under two or three categories and need to be indicated as such; b) determine which issues, if any, could be directly linked or grouped together under a broader title. Some may fall neatly under an umbrella category. For example, failing schools, a high drop-out rate, etc. could fall under Education. Others may fall under more than one category. For example, funding cuts to colleges and universities could fall under Education or the Economy. If that is the case, place the issue in more than one place. There is no need to get into a lengthy conversation about these issues at this point. Example of some major or broad issues include:

    - *Education*
    - *The Environment*
    - *The Economy*
    - *Foreign Policy*
    - *Civic Rights*
    - *Health Care*

3. *Learning about the issues:* Break the class up into small groups of 3 (a triad). Direct each group to choose an issue and review the sub-categories associated with it. (Because the focus of this unit is the presidential election, the issues should be federal or national in scope. If you choose to apply this to other election races, the issues could be either state or local in nature.) Each triad should choose which subcategory they are most interested in and write up what they think they know about it.

    Inform students they are going to complete a two-part activity. Provide them Student Handout 1. Teacher Resource 1 provides a step-by-step description of the entire activity. First, each triad needs to research the topic they chose and find out as much factual information as they can about it. They should compare what they learn to what they thought they already knew and see where differences, if any, may exist. This is a good time to review with students how to be critical readers and researchers. You may choose to use Student Handout 2, which provides tips on how to scrutinize sources of information.

    Follow Teacher Resource 1 to complete Part 1 of the activity and lead a class discussion on the issues.

4. *Where do the candidates stand on the issue?* Part 2 of the activity has students try to determine where the presidential candidates stand on their issues. Please review Teacher Resource 1 to complete this activity.

5. *Looking at the larger picture:* Post the completed chart around the classroom. Remind students that they will come back to this information in the weeks to come

before the election. Students should begin to formulate in their minds which candidate they might choose for president based on the information gathered in this lesson. They should also determine what other information they might need to know before making their choice.

*Concluding the lesson:* Students should reflect upon what they learned about their issues and about where the candidates stand on their issues. Students can share aloud or write an essay about what they learned from this lesson. How has their initial view changed? Where do they stand on this issue and why? Has their stance changed as a result of their research? Do they agree with either of the candidates?

## Teacher Resource 1: Fact v. Fiction, Learning about the Issues

This activity has two parts. First, it asks students to research factual information about an issue that is important to them. In the second segment, it has students trying to determine where the presidential candidates stand on that issue.

### Part 1: Learning about the Issues

Step 1: Divided the class into small groups of three (triads). As described in the lesson procedure, each triad should choose an issue and determine which sub-category is important to its members and that they want to know more about.

*Note: Ideally the triads would reflect a variety of issues and a variety of subcategories. Depending on the size of the class, duplication of subcategories could pose a problem. Upon completion of this lesson, the class will have a chart of issues that contains background information on these issues and where the presidential candidates stand on them. This chart will serve as the foundation for Part 2 of this lesson.*

Step 2: When each triad has reached a consensus on an issue's subcategory, employ a form of the K-W-L strategy*, and allow students 5–6 minutes to write down everything they think they know about the issue they have chosen.

> **K-W-L strategy: Generally used as a simple three-column chart: K = What I Know (eliciting from students prior knowledge of a subject or topic). W = What do I want to know? (gives students a direction or focus on finding out information on a topic) L = What I Learned.*

Step 3: The group's members should determine what they need (and want) to learn about their issue. Student Handout 1 offers some basic suggestions.

Step 4: The group will need to research the questions and bring its responses to class. (This can be a homework assignment or a research assignment over several days, etc. It is a choice to be made by the individual teacher.) To help students complete this task, it would be helpful to review the importance of finding solid, credible sources for their information. Student Handout 2 could be used at this point.

Step 5: Once the allotted time has elapsed, students meet in their respective triads and share the information they have gathered. They should take note if any of the information they have gathered is different from their original thoughts about the subject.

Step 6: Each group should share its information with the class.

Step 7: Lead the class in a discussion about the issues and the information they uncovered. The following questions may be useful in guiding the discussion:

- What types of sources did you use to gather the information?
- How easy or difficult was it to get specific information?
- If your sources contradicted one another, how did you determine what information was accurate and useful?
- Did any of the information you discovered surprise you? Why?
- What discrepancies did you find between what you thought you knew and what you learned from your research? How might you account for these discrepancies?
- Did your issue have ties to other issues? If so, what were they?
- Many of these issues are viewed and discussed as problems. What possible solutions did you come across?

**Part 2: Where Do the Presidential Candidates Stand?**

Step 1: Within their triad, students should take a quick poll about where they believe the presidential candidates stand on their issue. Each student should write a sentence or two about why they think the candidate would take the particular position they attribute to them.

Step 2: Share with students the outline of the “Issues Chart” that they will fill out and will be used in other lessons (A sample of the chart is available in Teacher Resource 2).

Step 3: The students within the triad should determine who will do each of the following tasks:

a) Write the information about their issue into the chart
b) Explore where President Obama stands on their issue
c) Explore where Governor Romney stands on their issue

(The teacher must determine how much time it will take to complete task (b) and (c). Task (a) could easily be done as a homework assignment.)

*Note: This is also a good time to reiterate how to determine a credible source and how to identify bias in information sources. Remind students to review Student Handout 2, or go over certain aspects with the class as a whole.*

Step 4: Groups need to meet and share their findings about the candidates. They should compare what they initially thought with what they found out—or, in some

cases, what they weren't able to find out. Finally, they need to add their new information to the chart.

Step 5: Have the groups share their findings about the candidates' positions with the class. As they share, each group should also indicate if their initial belief of the candidates' positions matches what they learned. Collect each piece of the chart as the groups share out.

Step 6: Conclude with a class discussion about their findings on the candidates. The questions below may be used to guide the discussion.

- Did the candidates line up as you predicted on the issues?
- What difficulties did you encounter in trying to determine a candidate's position on a particular issue?
- Where did you find most of your information on the candidates?
- Were there any issues for which there was no clear position by either candidate? If so, why might you think that is?
- Were there instances of contradictions in either candidate's position?

## Student Handout 1: Fact v. Fiction, Learning about the Issues

This activity has two parts. First, you will gather factual information about an issue that is important to you. In the second segment, you will try to determine where the presidential candidates stand on that issue. The information you gather in this activity will also be used in a subsequent lesson.

### Part 1: Learning about the Issues

Step 1: The teacher will divide the class into small groups of three (triads). Your group will choose an issue that is important to it. You will then discuss the subcategories of that issue and come to a consensus about which one your group will work on.

Step 2: Once the triad has reached a consensus on an issue's subcategory, each of you should write down everything you know about it. You will be allotted 5–6 minutes to do this. Share with each other what you have written.

Step 3: In this step, your group will determine what it needs (and wants) to learn about its issue. Often, the issues are viewed as a problem. Here are some basic questions you should consider:

- Which branch of government has the authority to deal with this issue?
- What government agency has the authority to deal with this issue? Be sure to include both national and state agencies where applicable.
- What groups of people, i.e., age, race, gender, region of country, etc., are most affected by this issue?
- How widespread is the problem?
- How severe is the problem?
- Are there private entities that could deal with the situation?
- What possible remedies exist?
- What are some of the financial implications of the problem or its possible remedies?
- What are the short term and long term implications if this issue is not positively resolved?
- How does this issue affect you directly? Indirectly?

  (*You are not limited to these questions and, based on your topic, there may be others that you should consider. Confer with your teacher as you work through this step*.)

Step 4: The group will need to research the questions from Step 3 and bring its responses to class. (Your teacher will let you know how much time you have to accomplish this.)

Step 5: Once you have completed the research, you will meet with your group members and share the information you have gathered. Compare the new information with your original thoughts on the subject. Take note of differences that might exist.

Step 6: Each group will share its information with the class.

Step 7: The teacher will lead the class in a discussion of its findings on the issues.

**Part 2: Where Do the Presidential Candidates Stand?**

Step 1: Within your triad, take a quick poll about where you believe the presidential candidates stand on your issue. Each student should write a sentence or two about why they think the candidate would take the particular position they attribute to them.

Step 2: Your teacher will share an outline of the "Issues Chart" that each group will help to complete. Your group will be given its portion to fill out. This chart will remain in the classroom and will be used in other lessons.

Step 3: Within your triad, each student will need to complete one of three tasks. Determine which member will be responsible to do the following tasks:

d) Write the information about the issue into the chart
e) Explore where President Obama stands on the issue
f) Explore where Governor Romney stands on the issue

(The teacher will let you know how much time you have to complete these tasks.)

Step 4: Once the tasks are completed, the group needs to meet and share its findings about the candidates. Compare what each of you thought the candidates' positions were with what you found their positions to actually be. Add this information to the chart.

Step 5: Each group will be given the opportunity to share its findings about the candidates' positions with the class. As you share your findings, include whether or not the candidates' positions matched your initial speculation. Be sure to hand in your completed piece of the chart.

Step 6: Your teacher will guide you in a discussion about the candidates' positions.

## Teacher Resource 2: Issues Chart

The issues chart created by this lesson will be used in the subsequent lesson on the Presidential Debates and can also be used for the rest of the election cycle.

### Designing the Chart

The categories in the chart will be a combination of required categories and those determined by the questions students will explore about their issues. For example:

| Issue & Subcategories | What We Know | Background Information | Severity of Issue | How Widespread | Sources | Position of Pres. Obama | Position of Gov. Romney |
|---|---|---|---|---|---|---|---|
| Environment | | | | | | | |
| Subcategory A | | | | | | | |
| Subcategory B | | | | | | | |

The columns that reflect the issues and their subcategories (as chosen by the groups), the sources used to gather the information, the position of President Obama, and the position of Governor Romney are required and standard to the chart. The number of columns that will contain the results of the students' research will be organized as the teacher sees fit. There are three shown here. However, teachers could easily include more or fewer, and title them differently. What is key is that the chart be uniform for the entire class.

### Producing the Chart

The chart can be created electronically. Each group will receive a template to fill in. When groups have completed their work, they will submit their portion of the template to the teacher, who will combine them all into one comprehensive chart. That chart can be distributed to all students and viewed in class.

Depending on the size of the classroom, the Issues Chart can be tacked onto the walls of the classroom, forming a carousel. Each group receives a template of categories and places its information on the chart paper. All the subcategories of a large issue would be placed side-by-side.

## Student Handout 2: Evaluating Information Sources

### Introduction

You've heard the old adage, "Don't believe everything you read," a wise warning which is too often ignored. In this day and age of instant access to information, the warning is more important than ever. With sound bites coming from every direction, what should a person believe? Today, more than ever, citizens need to know how to scrutinize information sources and discern between factual articles and opinion pieces. There are a variety of ways to do this. You have probably discussed many of these tips in your classes. This handout is a brief reminder of the various tips you can use when you research issues or topics. Your teacher will review it with you in conjunction with the lesson you're currently involved in.

### Fact v. Opinion

Webster's Dictionary defines facts as anything that is done or happens; any statement strictly true; truth; reality, e.g., the Declaration of Independence was signed on July 4, 1776.

Opinion is defined as: indicating a belief, view, sentiment, conception, e.g., Blue is the prettiest color in the spectrum.

### How to Recognize Bias in a News Article

This technique is applicable to any news story in a website, newspaper, magazine, or television program.

1. Read the news article.
2. Identify the five Ws and one H of the article: Who, What, When, Where, Why, and How of the article.
3. See if you can rewrite the article, using the same information, to tell a completely different story.
4. Look at how the writer treats the people he is writing about.
5. Pay attention to the overall tone of the article.
6. What is missing from the article?
7. Watch for buzzwords.
8. Does the writer try to identify with you or label you (or others)?
9. Observe the placement of the story.
10. Consider how people are portrayed through pictures.
11. Look for at least two sides to every story.
12. If statistics are provided or studies are mentioned, dig a little deeper.

13. If a headline or chart claims “the worst/best/highest/lowest in X years,” do some research. A comparison to years earlier or immediately following may prove otherwise.
14. Learn to recognize a news release.

**How to Evaluate the Credibility of a Source**

1. Think about how reliable you need the information to be.
2. Consider the medium with which you are working.
3. Research the author.
4. Check the date.
5. Investigate the publisher.
6. Determine the intended audience.
7. Check the reviews.
8. Evaluate the author’s sources.
9. Identify bias.
10. Evaluate consistency.
11. Investigate the financial or funding sources for sponsored research, websites, etc.