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Primary Sources: Elections

This sample includes the following:

- Teacher's Guide Cover** (1 page)
- Table of Contents** (1 page)
- How to Use This Product** (2 pages)
- Lesson Plan** (4 pages)
- Primary Source Document** (2 pages)

To Create a World ⁱⁿ which
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To vote for Electors of President and Vice President under any one of the following Party Names or Political Designations, mark a Cross X in the Square at the right of said Party Name or Political Designation.

Vote for ONE

DECKER and MUNN ~~~~~ Prohibition

KENNEDY and MANN ~~~~~ Socialist Labor

NIXON and LODGE ~~~~~ Republican

To vote for a Person, mark a Cross X in the Square at the right of the Party Name or Political Designation.

SENATOR IN CONGRESS ~~~~~

Chicago Daily Tribune Home
DEWEY DEFEATS TRUMAN
G.O.P. Sweep Indicated in State; Boyle Leads in City



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How to Use This Product

This unit, with its primary documents, photographs, and support materials, will allow both teacher and student to expand their study of history beyond the textbook and classroom. The resources in this book assist the busy teacher in presenting innovative primary source lessons that meet state and national standards. Easy to follow, concise, and aligned to the curriculum standards, the teacher lesson plans and student activity pages are certain to become a great addition to any classroom.

Using primary sources offers students the opportunity to act and think as historians. Students will participate in the constructive process of history by studying primary documents and photographs. Viewing historic photographs, handling facsimiles of famous documents, and reading the comments and opinions of those in the past will bring history alive for students. Understanding the background of each primary source will help students to put historical events and attitudes into perspective, to think progressively, and to walk in the shoes of their ancestors.

The organization of the kit provides teachers with all they need to accomplish the lessons without additional research or planning. Teachers have the photographs and documents at their fingertips without scurrying to find such references. Activities are varied, interesting, challenging, and engaging.

The Book

The **teacher pages** provide lesson plans organized with objectives, materials, discussion questions, suggestions for using the primary sources, and extension ideas. **Historical background pages** are provided to give teachers and students information about each of the primary sources being studied. The coordinating **student activity pages** allow the flexibility for a class, individuals, or small groups of students to focus on a specific task and provide direction for a series of tasks to be completed during a time period.

The **standards** and **objectives** for the lessons are both process and content objectives to cover the full range of social studies skills. The standard listed for each lesson is a process standard taken from one of the ten strands of the National Council for Social Studies (NCSS, *Expectations of Excellence: Curriculum Standards for Social Studies*, <http://www.ncss.org>). The objective listed for each lesson is a content learning objective describing what students will learn and how they will show what they have learned. A complete chart listing each lesson in the book and the corresponding standards is available on the CD in the folder entitled *Lesson Support Files* (standard.pdf).

The **document-based assessment** section provides student preparation and practice on the document-based questions that appear on many standardized tests today. Students will be able to analyze for meanings, compare and contrast, compose short answers, and even respond to and reflect on topics with longer essay questions. The entire testing section will provide students with opportunities to prepare for a variety of testing situations.

The Photographs

Each photograph has four general areas on the back for teacher and student use. The top of the card has a brief **Historical Background Information** section. Along the left side of the card is the **Analyzing History** section. This includes questions and activities designed to make students analyze what they see and learn. In the **Historical Writing** section, students are given two writing assignments, one fiction and one nonfiction. Finally, the **History Challenge** section offers fun extension ideas for the students. The teacher lesson plans do not necessarily refer to each of the sections on the back of the card. These activities can be used by teachers in any way that fits their classroom needs (group work, individual work, learning center, etc.).

The Primary Sources

The documents, letters, maps, and other primary sources are provided in both an authentic-looking format as well as in the book for reproduction. The large copies of the primary sources should be shared with the students so that they can see and feel the facsimiles. The easy-to-read copies of the primary sources in the book can be reproduced for the students to use during student activities. If the text of a document is too long, only an excerpt of the text is included in the book. The entire text of the document is available on the CD.

The CD

The CD provided with the book has copies of the 16 main primary sources and photographs, additional documents and photographs from the time period, and activities to support and enrich the lessons in the book, including 16 student pages to support the introduction. See pages 75–76 for more information about using the CD.

Objectives of This Unit

By participating in the lessons provided in this book, students will:

- articulate their observations.
- analyze what they see.
- improve their vocabularies.
- be prompted by visual clues.
- compare their assumptions against others.
- expand their appreciation for other time periods.

By presenting the lessons in this book, teachers will:

- improve students' test scores and improve test-taking skills.
- meet curriculum standards.
- create a learning environment that extends beyond the classroom.
- encourage students to take an active role in learning history.
- develop critical-thinking skills in students.

Life on the Campaign Trail

Standard/Objective

- Use knowledge of facts and concepts drawn from history, along with elements of historical inquiry. (NCSS)
- Students will read and analyze a trip itinerary then construct itineraries of their own weekly activities.

Materials

Copies of the historical background information (page 40); Copies of *Campaign Trail Reading Comprehension Questions* available on the CD (filename: comp_11.pdf); Copy of the facsimile *Ford's Campaign Schedule*; Copies of the student activity sheet, *President Ford's Schedule* (page 41); Copies of *Truman Whistle Stop Speeches Schedule* available on the CD (filename: whistle.jpg); Five other pages of the *Ford Diary* available on the CD (filename: diary.pdf); For optional use, *Ford's Campaign Schedule* (page 42)

Discussion Questions

- Why is a schedule needed for a campaign trip?
- Why can't a presidential candidate make his or her own schedule?
- Has a candidate ever visited your city or town?
- Which candidate would you want to visit your city or town?

Using the Primary Source

Read and discuss as a class the historical background information (page 40) that focuses on campaigning. Use the discussion questions above to get students talking and sharing. Then, have partners complete the *Campaign Trail Reading Comprehension Questions* (comp_11.pdf).

Share the facsimile of *Ford's Campaign Schedule*. You may want to copy the facsimile or print it from the CD so that students can clearly read the text. If you wish, you can access the other five pages of the diary on the CD (diary.pdf). Working in partners, have students read the diary pages and complete the student activity *President Ford's Schedule* (page 41), which will help them analyze the Ford itinerary in detail.

Have students design an itinerary sheet that has columns for times and activities. Have students keep a daily itinerary for two full days both at school and at home. Explain to students how you, as a teacher, must make a daily schedule. Discuss their days and have students compare and contrast the experience.

Extension Idea

- Access the *Truman Whistle Stop Speeches Schedule* for September 6–20 (whistle.pdf). Make copies of this schedule and have students work with partners to write eight questions about the schedule. Have each pair exchange questions with another pair and then answer the questions.

Life on the Campaign Trail *(cont.)*

Historical Background Information

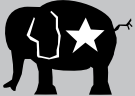
For over 60 years the presidential campaign trail has been fast paced. Presidential candidates have traveled by bus, train, motorcade, and plane all over the country. They may make six speeches in a day in six different places. They may even be in several different states in one day. Many days a candidate will campaign for 18 hours. The whole time, the candidate and his or her family must be smiling, waving, and shaking hands with the voters they meet.

Presidential candidates must visit big cities as well as small towns throughout the country. However, there are certain states that they must visit often. These states have more electoral votes than others. States like Ohio, California, Texas, and New York are visited often. South Dakota, Alaska, Vermont, and Wyoming are usually not visited more than once—sometimes not at all. Candidates also visit states that the polls say are close to voting for them. Candidates do not spend time visiting states that they know will not vote for them.

During a presidential candidate's visit in a city or town, the mayor is usually the host. Other people from that town who are big supporters are also invited to hear the candidate's speech. The governor of the state may also visit if the candidate is a member of his or her party. The police set up roadblocks so the candidate's motorcade can move quickly and safely. Secret service agents come with the candidate and watch all the people in the crowd to keep the candidate safe.

Members of the candidate's staff schedule the visit. They make calls and set up the plans. They contact the secret service, local police, and other officials. The staff members prepare an itinerary (schedule of meetings). Everything must go like clockwork to make the visit both safe and successful.

United States senators and representatives also must hit the campaign trail. In fact, United States representatives must run for office every two years. So in a sense, they are always campaigning. Senators run for office every six years, so they have the longest break between campaigns. Both of the senators from a state do not run for office at the same time. So, the voters are only voting for one senator at a time. They also have active campaign staffs and help from their political party during their campaign.



Name _____

President Ford's Schedule

Background Information

President Gerald Ford was vice president under Richard Nixon. When President Nixon resigned from office in 1974, Ford became president. So in 1976, he decided to run for president on his own. This diary shows his schedule for October 23, 1976. On this date, he started in Williamsburg, Virginia; he then went to Raleigh, North Carolina; then he went to Columbia, South Carolina; and finally he arrived in Pasadena, California.

Activity

Directions: Answer the following questions about the document. Then, choose one of the essay questions and write a short response. Remember to include an introduction, points to explain your thoughts, and a conclusion.

1. Where did President Ford go first thing in the morning?
3. What two things did Ford do at the state capitol grounds?
4. How long did it take for the president's car to drive from capitol grounds to the airport?
5. What was the president's plane called?
6. Why would the president want to attend a state fair?
7. Do you think any family member was with President Ford on this trip?

Essay Questions

- Would you like to meet a presidential candidate? Explain why or why not.
- Would you like to campaign for president and participate in this kind of busy schedule? Explain why or why not.

Challenge

Using the Internet, look to see if you can find the campaign schedule of one of the current presidential candidates. Write down the cities he or she visited this week.

Ford's Campaign Schedule

THE WHITE HOUSE				THE DAILY DIARY OF PRESIDENT GERALD R. FORD	
PLACE DAY BEGAN		DATE (Mo., Day, Yr.)		OCTOBER 23, 1976	
PRESIDENTIAL MOTORCADE		TIME		DAY	
ENROUTE TO RICHMOND, VIRGINIA		12:57 a.m.		SATURDAY	
TIME		PHONE		ACTIVITY	
In	Out	P-Placed	R-Rec'd		
12:57				Enroute from Williamsburg, Virginia, the President arrived at the Governor's Mansion, Capitol Square Richmond, Virginia. The President was accompanied in his motorcade by: Governor Mills E. Godwin, Jr. (R-Virginia) Mrs. Mills E. Godwin, Jr.	
				The President went to his suite.	
				The President was an overnight guest in the Governor's Mansion.	
8:00				The President went to the Ballroom-Dining Room. He was accompanied by: Governor Godwin Mrs. Godwin	
8:00	8:55			The President attended a coffee hosted by Governor and Mrs. Godwin for business and community leaders. For a list of attendees, see <u>APPENDIX "A."</u>	
				The President greeted approximately 100 guests attending the coffee.	
8:55				The President, escorted by Governor Godwin, returned to his suite.	
9:26				The President, escorted by Governor Godwin, returned to his motorcade.	
9:29	9:30			The President and Governor Godwin motored from the Governor's Mansion to the Virginia State Capitol grounds.	
9:30	10:09			The President participated in a campaign rally.	
9:30				The President and Governor Godwin went to the platform. a list of platform guests, see <u>APPENDIX "B."</u>	
				The President was introduced by Governor Godwin.	
9:40	9:55			The President addressed the crowd gathered for his visit.	
10:09				The President returned to his motorcade. He was accompanied by: Governor Godwin Mrs. Godwin	

THE WHITE HOUSE				THE DAILY DIARY OF PRESIDENT GERALD R. FORD	
PLACE DAY BEGAN		DATE (Mo., Day, Yr.)		OCTOBER 23, 1976	
PRESIDENTIAL MOTORCADE		TIME		DAY	
ENROUTE TO RICHMOND, VIRGINIA		10:09 a.m.		SATURDAY	
TIME		PHONE		ACTIVITY	
In	Out	P-Placed	R-Rec'd		
10:09	10:29			The Presidential party motored from the Virginia State Capitol grounds to Byrd International Airport.	
10:35	11:25			The President flew by the "Spirit of '76" from Byrd International Airport to Raleigh-Durham Airport, Raleigh, North Carolina. For a list of passengers, see <u>APPENDIX "C."</u>	
10:41	10:44			The President met with: Richard B. Cheney, Assistant Robert T. Hartmann, Counsellor	
10:41	10:43			The President met with: Mr. Cheney Mr. Hartmann Mr. Cheney	
10:54	11:01			The President met with his Consultant, Don Penny Schneider.	
10:56	11:10			The "Spirit of '76" arrived at Raleigh-Durham Airport.	
11:02	11:10			The President was greeted by Steve Ford and a delegation of North Carolina Republican and President Ford Committee (PFC) leaders. For a list of attendees, see <u>APPENDIX "D."</u>	
11:14	11:15		R	The President was telephoned by Rev. Billy Zeoli, President of Gospel Films, Incorporated, Muskegon, Michigan. The call was not completed.	
11:35				The President and Steve Ford went to their motorcade.	
11:35	11:57			The President and Steve Ford motored from Raleigh-Durham Airport to Dorton Arena, North Carolina State Fairgrounds.	
11:57	12:44			The President attended the annual North Carolina State Fair.	
11:57				The President was greeted by: Richard Petty, professional race car driver James A. Graham, North Carolina State Commissioner of Agriculture Art Pitzer, Manager of the North Carolina State Fair Jyles J. Coggins, Mayor (D-Raleigh, North Carolina)	
				The President went to the announcement area.	

Courtesy of the Gerald R. Ford Presidential Library and Museum, Michigan

THE DAILY DIARY OF PRESIDENT GERALD R. FORD

PLACE DAY BEGAN

DATE (Mo., Day, Yr.)

PRESIDENTIAL MOTORCADE
ENROUTE TO RICHMOND, VIRGINIA

OCTOBER 23, 1976

TIME DAY

12:57 a.m. SATURDAY

TIME		PHONE	ACTIVITY
In	Out	P=Placed R=Rec'd	
12:57			<p>Enroute from Williamsburg, Virginia, the President arrived at the Governor's Mansion, Capitol Square Richmond, Virginia. The President was accompanied in his motorcade by:</p> <p style="padding-left: 40px;">Governor Mills E. Godwin, Jr. (R-Virginia) Mrs. Mills E. Godwin, Jr.</p> <p>The President went to his suite.</p> <p>The President was an overnight guest in the Governor's Mansion.</p>
8:00			<p>The President went to the Ballroom-Dining Room. He was accompanied by:</p> <p style="padding-left: 40px;">Governor Godwin Mrs. Godwin</p>
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:41	10:43		Robert T. Hartmann, Counsellor
:54	11:01		The President met with: Mr. Cheney
:56	11:10		Mr. Hartmann
:02	11:10		Mr. Cheney
:14	11:15		The President met with his Consultant, Don Penny Schneider.
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