

# ART *to* ZOO

TEACHING WITH THE POWER OF OBJECTS

Smithsonian Education

Fall 2012

Election Supplement

Classroom- Ready  
Resources from  
Smithsonian  
Education

Featuring Smithsonian  
Online Resources for  
Exploring the  
American Presidency,  
Elections and the  
role of Government.

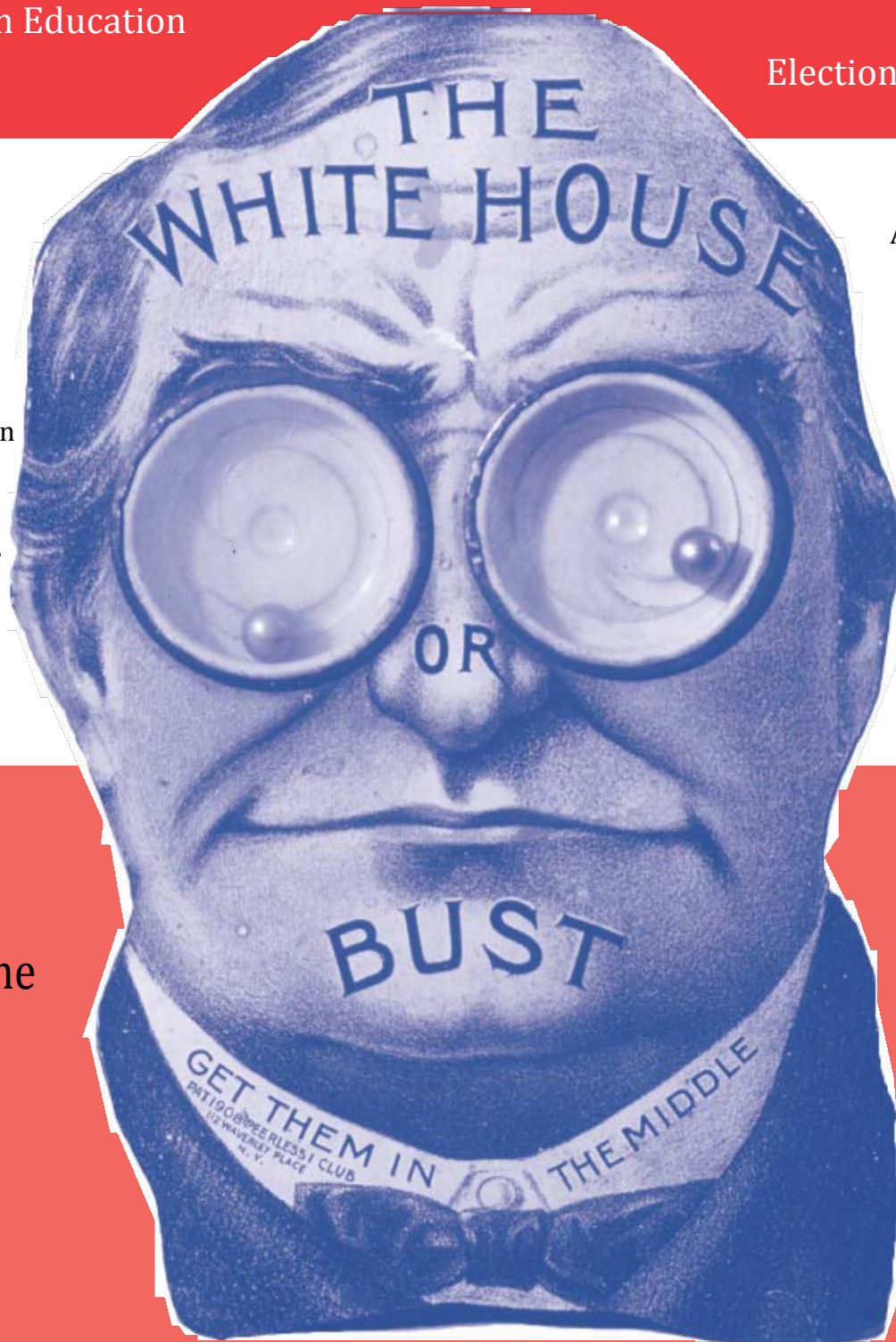
Examining Maps:  
A Closer Look at the  
Electoral College

Timeline  
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The Seven Primary  
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the President

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A Day in the Life of  
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Winning the  
Vote: How  
Americans  
Elect their  
President



**Cover photo**  
William Jennings  
Bryan presidential  
campaign game,  
1908.

## A Closer Look at the Electoral College

“Winning the vote” for the presidency includes two very important steps, as outlined in the U.S. Constitution. The first is the *general election*, in which eligible citizens cast their ballots. . Within a state these votes are tallied and counted toward the *electoral vote* for that state. A candidate wins the electoral votes for a state by winning the state’s *popular vote*.

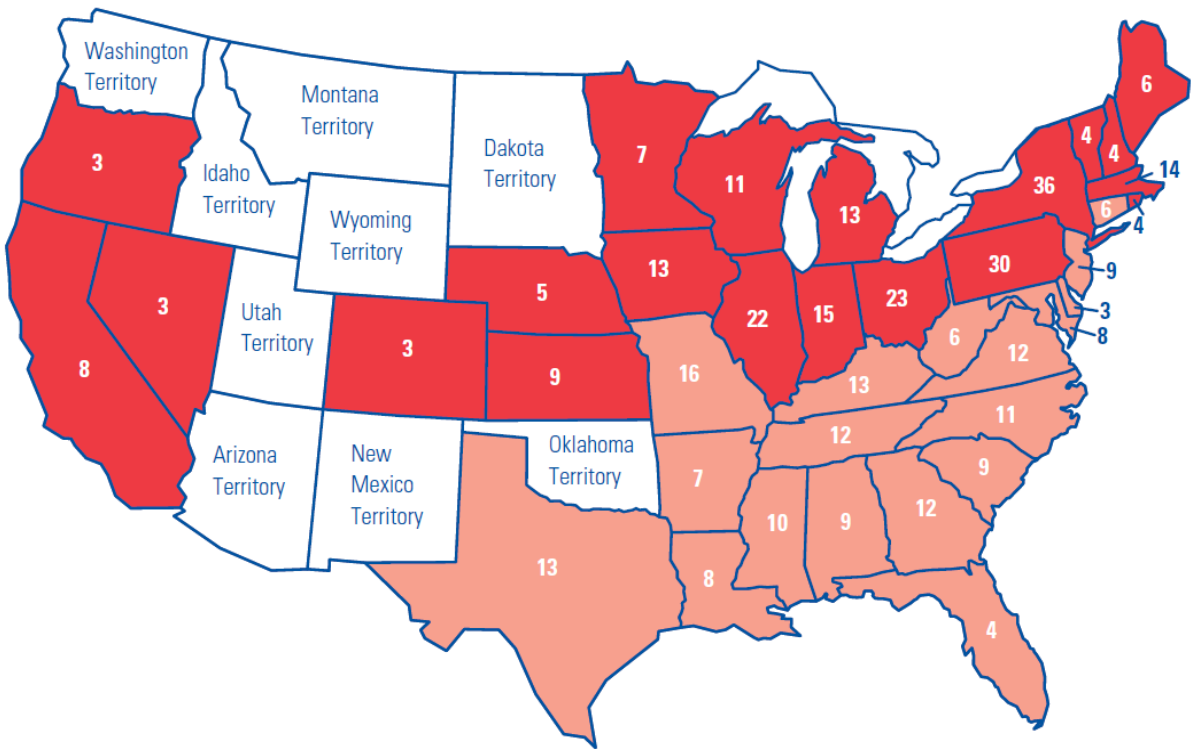
The number of a state's electoral votes changes over time according to changes in U.S. Census results. The candidate with the greatest number of the country's electoral votes wins the election.

In a few instances in American history, including the 1888 race between Grover Cleveland and Benjamin Harrison, the popular vote count was extremely close.

Tally the electoral votes for each candidate:

\_\_\_\_\_Cleveland\_\_\_\_\_Harrison

*Examine the map and explain why, even though Cleveland won the popular vote, he did not win the election.*



## KEY

- Benjamin Harrison (R)
- Grover Cleveland (D)

## Popular Votes

Cleveland	5,537,857
Harrison	5,447,129

## A Closer Look at the Electoral College: Extension Questions

- Choose a side: What are the pros and cons of the Electoral College system? Give reasons to support your position.
- Research how often a candidate has won the presidency while losing the popular vote.
- Investigate the number of electoral votes for each state in the most recent election. Calculate the number that a candidate needed to win the election.
- Find out more about your state's voting habits. Which party does your state typically support? Define "swing state," or "purple state." How might the votes of those states determine elections?

*Special thanks to Mary MacFarland, Project Zero, Harvard Graduate School of Education, for her contributions to these extension questions.*

Don't know where to start? Here are some resources to begin your research:

- \* **Art to Zoo: Winning the Vote**: Check out this archival guide to introduce students to the office of the presidency and the process of electing the president.  
[http://www.smithsonianeducation.org/educators/lesson\\_plans/elections/index.html](http://www.smithsonianeducation.org/educators/lesson_plans/elections/index.html)
- \* **George Washington: A National Treasure**: Help solve a make-believe mystery! Uncover hidden layers of a Washington portrait and learn fascinating facts along the way.  
<http://www.georgewashington.si.edu/>
- \* **Inaugural Addresses**: The complete texts of all presidential inaugural addresses can be found at  
<http://www.bartleby.com/124>
- \* **Mr. President**: Visit this exhibit to learn the facts about each of our nation's presidents. It's a great place for browsing, research, or homework help.  
<http://smithsonianeducation.org/president/gallerymain.aspx>
- \* **Object of History**: Discover how museum objects, including the 1898 Standard Voting Machine, can be used to understand history. Includes a "Virtual Exhibit Activity" and discussions with Smithsonian curators and historians about the objects, their history, and their role in the museum. Visit "The Object of History: Behind the Scenes with the Curators of the National Museum of American History."  
<http://objectofhistory.org/objects/intro/votingmachine/>
- \* **Smithsonian Education**: If you're looking for information on a specific president, be sure to check out the searchable database on smithsonianeducation.org. There's a lot to explore, from an interactive portrait of George Washington to an online conference on the presidency of Abraham Lincoln.
- \* **Smithsonian Quests**: Students can complete digital "quests" to build skills and learn in a fun new format. There are many subject areas to choose from. Be sure to check out the "Special Elections" theme which highlights the presidency. <http://smithsonianquests.org/>
- \* **The American Presidency, from Past to Present**: Investigate the history of the most powerful job in the world. Visit "The American Presidency: A Glorious Burden",  
<http://americanhistory.si.edu/presidency>
- \* **The Role of the Vice President**: This online exhibit highlights the role of the vice presidency through an interactive timeline, and highlights fourteen vice presidents who went on to become president. Also included are video interviews focusing on vice presidents' responses to pivotal moments in history. Visit "Presidents in Waiting." <http://npg.si.edu/exhibit/vicepres/>
- \* **The Voting Process**: Explore how votes are counted and who counts them. These matters are as important as the votes themselves! Visit "Vote: the Machinery of Democracy."  
<http://americanhistory.si.edu/vote>
- \* **White House information**: Visit the official White House web site, <http://www.whitehouse.gov>, for information on the current United States president.



# Media Use in American Elections

Adapted from *The American Presidency: A Glorious Burden* "Communicating the Presidency."



## Print Media

Newspapers were the dominant form of mass communication used by American presidents into **the early 1900s**. They shared ideas and projected images of a party, a candidate, and a chief executive.



## Stump Speeches

Presidents often relied on their oratorical ability to convey information and gain support. The number of people able to experience the personality and performance of the president was limited through this outlet.



## Newsreels

Motion-picture newsreels were an important means of mass communication from the **1920s through the late 1940s**. It gave many Americans their first look at the "performance" of presidential speeches and addresses.



## Radio

The technology allowing the human voice to be recorded on wax cylinders became a valuable political tool in the **early 1900s**. By **1920**, presidents routinely released speeches and remarks on records, or transcriptions.



## Television

By the **1950s**, presidents realized that much of their time and money should be spent on television. Dwight D. Eisenhower became the first presidential candidate to appear in a television campaign commercial, in **1952**.



## Internet

An interactive webcast of a national political convention took place for the first time in **2000**. The Republican Party permitted Psuedo Programs, Inc., to place several interactive 360-degree "BeHere" cameras on the convention floor in Philadelphia.



## Social Media

Whether tweeting while watching the presidential debates, watching election coverage & commenting via YouTube, or posting reminders to friends on Facebook to vote, it is clear that the social media world has greatly influenced how the public receives information about candidates and the elections.

### Spark Discussion!:

- List possible advantages and disadvantages for a contemporary candidate if he were running in a former time. For instance: Would Obama or Romney have the advantage if newspapers were the only means of information?
- Can you think of presidents who had a special gift for using the media to their advantage? Should this quality matter to those voting for a candidate? Why or why not?
- Is it ever O.K. for reporters or news anchors to show a bias toward a candidate? Look for examples in today's media.

### A Closer Look at the Objects Pictured:

- **Print Media:** The *Log Cabin* campaign newspaper, 1840. The *Log Cabin*, edited by Horace Greeley, was the leading campaign newspaper of 1840, with a circulation of 80,000. It took its title and masthead imagery from the first comprehensively merchandised symbol in American politics. The paper offered entertaining news as well as reports on the speeches and policies of soon-to-be president William Henry Harrison.
- **Stump Speeches:** President Theodore Roosevelt delivering an address from the rear platform of a train, about 1907.
- **Newsreels:** This Akeley newsreel camera belonged to Joseph W. Gibson, a cameraman whose career started in 1914 at New Jersey's Fort Lee Studios. He subsequently worked for five news organizations, and used the camera from 1935 to 1959. The tripod is a reproduction. By the 1930s, some 85 million Americans attended one of 17,000 movie theaters each week. At most film screenings, these moviegoers saw newsreels--short subjects, updated twice a week.
- **Radio:** The first president to regularly address the nation over the airwaves, President Roosevelt held his first "fireside chat" in March 1933 to explain why the banks were closing. Through his radio talks, Roosevelt developed an intimate, reassuring rapport with the American people that helped build confidence in his leadership during the Great Depression.
- **Television:** Garry Winogrand's double portrait of John F. Kennedy accepting the Democratic presidential nomination at Los Angeles's Memorial Coliseum. The portrait calls attention to the power of television as a medium of mass communication. Kennedy's success in four televised debates against his visibly awkward opponent, Richard Nixon, proved a decisive factor in his electoral victory in November.
- **Internet:** This camera was installed next to the Texas delegation. On Pseudo Programs' internet site, viewers could watch events unfold--unedited--from the camera's vantage point twenty-four hours a day.
- **Social Media:** A screenshot of the National Museum of American History's Facebook page, pre-2012 election, highlighting voting artifacts of the past.

*All images used for educational purposes. Log Cabin newspaper, Theodore Roosevelt image, Akeley newsreel and Pseudo Programs' internet camera from [americanhistory.si.edu/presidency](http://americanhistory.si.edu/presidency). FDR radio microphone from [smithsonianlegacies.si.edu](http://smithsonianlegacies.si.edu). Kennedy double portrait sourced from [npg.si.edu](http://npg.si.edu).*

### To Learn More:

- \*Visit the Smithsonian website "The American Presidency: A Glorious Burden" (<http://americanhistory.si.edu/presidency/>) to learn more about the presidency and the role played by media in the election process.
- \*Search through Smithsonian Education's database (<http://smithsonianeducation.org/>) for lessons on your favorite presidents and other classroom resources.

# The Seven Primary Roles of the President



*1997 Clinton Inauguration,  
Swearing-in ceremony  
Smithsonian Institution Archives*

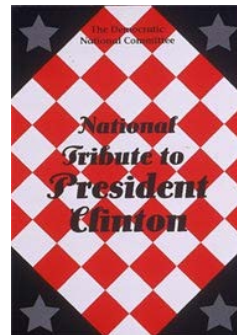
We ask our presidents to do many jobs. He is Chief Executive, National Leader, Commander in Chief, Manager of the Economy, Ceremonial Head of State, Party Leader, and Chief Diplomat. In all, the president has seven roles. A successful president must try to do all of these jobs well.

On the following pages, try your hand at the “Collections Study Sorting Game” and use primary sources to examine “A Day in the Life of President Truman.”

# Collections Study Sorting Game Cards (Front Sheet)



**TRUCKERS  
ASK  
WHAT PART DOES  
NIXON PLAY IN  
OIL SHORTAGES?**



Print these cards double-sided and cut along the dotted lines.

# Collections Study Sorting Game Cards (Back Sheet)

<p><b>Truckers' protest poster</b></p> <p>The increasing influence of the federal government over the economy has led many Americans to expect the president to maintain the nation's financial health. This includes restraining the price of oil, controlling inflation, and providing a reasonable minimum-wage standard.</p>	<p><b>George Washington's battle sword and scabbard, 1770s</b></p> <p>Washington carried this sword as commander-in-chief of the Continental Army during the Revolutionary War. He willed the sword to his nephew, Samuel Washington, a U.S. Army captain, with orders to use it "only in self-defense or in the defense of country and its rights." In 1843, Washington's grandnephew donated the sword to the US government. In 1922, it was transferred from the State Department to the Smithsonian.</p>	
<p><b>Moccasins presented to Ulysses S. Grant</b></p> <p>These moccasins were presented to Grant during an 1870s peace conference in Washington, D.C. Along with dealing with European powers, one of the earliest diplomatic issues facing a United States president was establishing and maintaining formal and legal relationships with the Indian nations within the country's declared borders.</p>	<p><b>Invitation to a dinner honoring President Clinton</b></p> <p>Presidents play an important role in strengthening their parties by hosting special events for loyal party members and candidates for office. Chief executives use valuable time for part of maintaining enthusiastic party support.</p>	
<p><b>Ivory-handled letter seal in the White House</b></p> <p>President James K. Polk used this ivory-handled letter seal in the White House. The size and role of the federal government was so small in the mid-19th century that during the hot Washington summers Polk let his cabinet secretaries return home while he ran their departments. He personally answered the mail, filled out forms, signed commissions, and issued purchase orders.</p>	<p><b>Sheet music, "Hail to the Chief"</b></p> <p>The United States Marine Band, established in 1798 and named the "President's Own" by Thomas Jefferson, has provided a regal air to the presidency and the White House for more than two hundred years. John Tyler's administration established the tradition of playing "Hail to the Chief" as a ceremonial introduction announcing the arrival of the president.</p>	<p><b>Emancipation Proclamation Inkstand</b></p> <p>This inkstand stood on the desk of an officer in the War Department's telegraph office, across the street from the White House, where Lincoln often stopped by to learn the latest news of the Civil War. The president, escaping interruptions at the White House, reportedly composed an early draft of the Emancipation Proclamation while sitting there in the summer of 1862.</p>



# Collections Study Sorting Game:

## The Seven Primary Roles of the President

Adapted from <http://americanhistory.si.edu/presidency>.

After cutting the “Collections Study Sorting Game Cards,” examine each object and its description. Each object relates to one of the seven primary roles of the president. Using this sheet as a guide, place each card on its corresponding role.

<b>Party Leader</b>  The president is the head of his political party and sets his party’s goals. The president plays an important part in raising funds for political candidates.	<b>Chief Executive</b>  The president heads the executive branch of the federal government. This duty includes appointing cabinet officials with the “advice and consent” of the Senate.	<b>Ceremonial Head of State</b>  The president represents all Americans when he presides over ceremonies. He may place wreaths on war memorials, award presidential medals, or give away the pens he uses to sign important new laws.
<b>Commander in Chief</b>  As commander-in-chief, the president leads the armed forces and can oversee strategy. In peacetime, we expect the president to ensure that the military is strong.	<b>National Leader</b>  As a symbolic as well as actual leader, the president sets forth his view of what America should be, or what Americans should do as good citizens. President Kennedy took on this role when he said: “Ask not what your country can do for you; ask what you can do for your country.”	<b>Chief Diplomat</b>  The president manages our foreign policy. He meets with world leaders to negotiate trade policy and peace treaties.
<b>Manager of the Economy</b>  We expect our presidents to maintain prosperity, create job growth, and keep markets healthy. Presidents have also resolved major labor disputes.		

# A Day in the Life of President Truman

What Did President Truman Do on June 29, 1950?



*Truman and his Military Advisors*  
Augustus Vincent Tack  
Smithsonian National Portrait Gallery

On June 2, 1950, the army of communist North Korea crossed over the country's southern border into pro-western South Korea. On June 25, the United Nations Security Council adopted a resolution calling for a withdrawal. On June 27, President Truman ordered air and sea support of South Korean troops. On June 30, he authorized General Douglas MacArthur to use ground troops. He also approved the bombing of military targets.

Examine President Truman's daily agenda from June 29, 1950, on the following pages.

Thursday, June 29th:

- 9.55 am (Mr. Walter Gates)  
(Came to see Mr. Connolly and saw the President OFF THE RECORD)
- 10.00 am (Staff Meeting)
- 11.00 am Honorable Frederick Lawton, Director, Bureau of the Budget  
(One-half hour)
- 11.30 am Honorable Charles F. Brannan, Secretary of Agriculture  
(Called Mr. Connolly to ask for this)
- 11.45 am (Vice Admiral E. B. Cochrane, Head of M. I. T.)  
(Arranged by Admiral Dennison, who brought Admiral Cochrane in OFF THE RECORD)
- 12.00 Honorable Edward R. Dudley, American Ambassador to Liberia  
(In State Department on consultation and asked if he might call before returning to his post at Monrovia)
- 12.10 pm (George Biddle)  
(Mr. Donald Dawson) - OFF THE RECORD
- 12.15 pm The President received group of Overseas Employees of the State Department, engaged in work on The International Information and Educational Exchange Program.  
(This group represents thirty-two overseas posts; are nationals of other countries who are now in U. S. for two months orientation and training. These foreign employees of the United States Government were chosen from overseas posts for ability and devotion to the United States International Information and Educational Exchange Program. The State Department asked that the President receive them.) - LIST ATTACHED.
- 12.30 pm The Secretary of State - Honorable Dean Acheson  
(Usual Thursday appointment)
- 1.00 pm (LUNCH)
- 4.00 pm Press and Radio Conference
- 5.00 pm The following conferred with the President:  
Honorable Dean Acheson - Secretary of State (and advisors)  
Honorable Louis Johnson - Secretary of Defense  
Honorable Thomas K. Finletter - Secretary of Air Force  
Honorable Frank Pace, Jr. - Secretary of Army  
Honorable Francis P. Matthews - Secretary of Navy  
Honorable Stephen T. Early - Under Secretary of Defense  
General Omar N. Bradley - Chairman, Joint Chiefs of Staff  
General Hoyt S. Vandenberg  
General J. Lawton Collins  
Admiral Forrest P. Sherman  
Honorable James Lay  
Honorable George Elsey  
Honorable John Foster Dulles
- 7.00 pm (The President left for Statler Hotel, where he attended dinner of Finance Committee of Democratic National Committee)

# A Day in the Life of President Truman

(Excerpt from the Truman Agenda)

*Using context clues about the appointments on Truman's agenda from June 29, 1950, match the item on his schedule with one of the seven roles of the president.*

\_\_\_\_\_ **11:00AM** Honorable Frederick Lawton, Director, Bureau of the Budget  
(One-half hour)

\_\_\_\_\_ **12:00PM** Honorable Edward R. Dudley  
American Ambassador to Liberia  
(In State Department on consultation and asked if might call before returning to his post at Monrovia)

\_\_\_\_\_ **12:15PM** The President received group of Overseas Employees of the State Department, engaged in work on The International Information and Educational Exchange Program.

\_\_\_\_\_ **12:30PM** The Secretary of State-  
Honorable Dean Acheson  
(Usual Thursday appointment)

\_\_\_\_\_ **4:00PM** Press and Radio Conference

\_\_\_\_\_ **5:00PM** The following conferred with the President:

- Secretary of State (and advisors)
- Secretary of Defense
- Secretary of Air Force
- Secretary of Army
- Secretary of Navy

\_\_\_\_\_ **7:00PM** The President left for Statler Hotel, where he attended dinner of Finance Committee of Democratic National Committee

**A. Commander-in-Chief**

**B. Chief Executive**

**C. Chief Diplomat**

**D. Ceremonial Head of State**

**E. National Leader**

**F. Manager of the Economy**

**G. Party Leader**

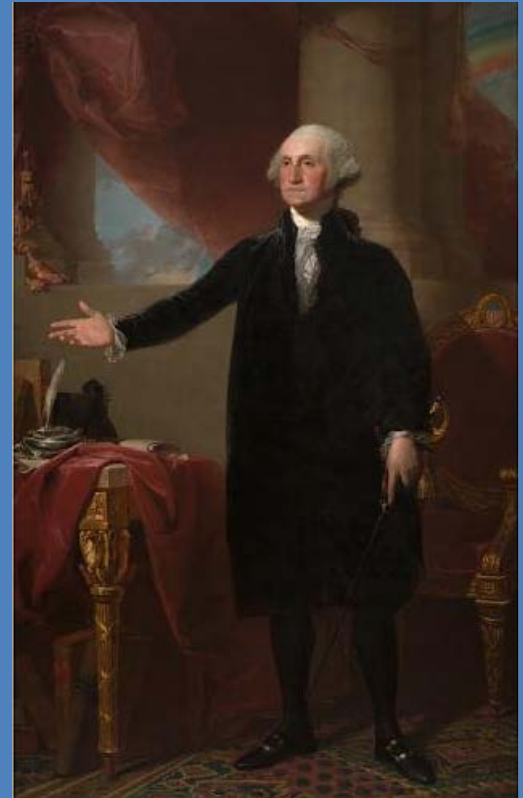
Adapted from "The American Presidency: A Glorious Burden" Hands-on Presidential Activities, *The President has Many Roles*. <http://americanhistory.si.edu/presidency>





# Smithsonian Center for Education and Museum Studies

MRC 508 PO Box 37012  
Washington, DC 20013-7012



Top right – Ulysses S. Grant Campaign Badge, Scovill Manufacturing Company, circa 1868, Smithsonian National Museum of American History.

Middle left – Harry S Truman, Frank Cancellare, 1948, Smithsonian National Portrait Gallery.

Middle right – George Washington (Lansdowne Portrait), Gilbert Stuart, 1796, Smithsonian National Portrait Gallery.

Bottom left – Lincoln Campaign Flag, 1864, Smithsonian National Museum of American History.

