

From Acceptance to Oath of Office

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Election 2012: From Acceptance to Oath of Office

The presidential campaign of 2012, election and inauguration offer the opportunity for one- and two-day lessons, multiple-day activities and long-term projects. This timeline shows when topics might be scheduled.



2012 AUGUST	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	2013 JANUARY
27-30 Republican National Convention	4-6 Democratic National Convention	Follow the Campaign <ul style="list-style-type: none"> ■ Evaluate campaign advertising ■ Reflect on the issues ■ Write about the kind of government you want ■ Map the final days ■ Feature the family 	6 ELECTION DAY <ul style="list-style-type: none"> 5 Hold a Mock Election Analyze election results 	Reflect on Ceremony <ul style="list-style-type: none"> ■ Prepare students to cover the public Inauguration Ceremony ■ Read about the Electoral College 	20 Official Oath of Office taken in a private ceremony*

Understand the Candidates and Party Platforms

- Begin at the National Convention: stage and décor, video, nominating speeches, acceptance speech

21

- Public Inauguration Ceremony
- You Are the Media — cover the events of the day

*The Twentieth Amendment established "the terms of the President and Vice President shall end at noon on the 20th day of January." Therefore, the new President must take his Oath of Office on January 20 before noon. On Sunday, January 20, 2013, a private ceremony will be held when the Chief Justice will administer the oath. The public ceremony will be held the following day.

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Organizing the Long-Term Election Project

The different themes that are listed on the September to January timeline may provide one- or two-day lessons, weekly activities, or a long-term project. The national presidential election is a natural for interdisciplinary work within a school. The presidential campaign, election and inauguration could also be stimulus for a media project in which journalism/media students in different schools coordinate coverage.

Below are some suggestions for organizing. For all of these activities, know what skills students will need to accomplish the tasks. What will you need to teach before presenting the project? Also look within the curriculum guide for more ideas and resources.

Understand the Candidates and Party Platforms

Students can still review the acceptance speeches of the four candidates. These can be compared to campaign speeches and debate positions. The party platforms are available online to review in a comparison and contrast of the political positions. Student teams could be assigned different topics to research within each party's official platform. Present them in concise comparison and contrasting informational graphics.

Follow the Campaign

Geography application can be made as the campaign stops are mapped. Use four colors, one for each candidate. Do the battleground states get more visits? Students could do the mapping by the week. Then compare the maps. Which week and which states received the most campaign stops?

KidsPost is covering campaign advertising. Use the Sunday issue for younger students. Older students could view some of the landmark ads of campaigns over the years. Media students could produce their own campaign ads.

Analyze Election Day and Results

Two national mock election groups are included in this curriculum guide. Math, social studies and journalism teachers could collaborate asking students to create graphs and analyze the results.

Youngest students can color the states and work with percentages. Use the Washington Post Campaign 2012 [<http://www.washingtonpost.com/politics/decision2012>] data for this and more demanding analysis.

Reflect on Ceremony

The Electoral College can be baffling to adults. It is your task to explain why voting is not the last step in being elected. Use resources in the Washington Post curriculum guide, *Should the Electoral College Count?*, to help explain it to students.

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Feature the Family

The first child to be born in the White House was the grandson of Thomas Jefferson. James Madison Randolph was born to Martha Jefferson Randolph [<http://www.whitehouse.gov/about/first-ladies/martha-jefferson>] in 1806 while she was visiting her father. Esther Cleveland is the first, and only to this day, child of a president to be born in the White House. The second daughter of Grover Cleveland was born September 9, 1893 [<http://george-w-bush-whitehouse.archives.gov/history/life/family-life.html>].

These are just two of many children who enjoyed living and visiting family in the White House. Some recent presidents like Barack Obama, George W. Bush, Bill Clinton, and Jimmy Carter had young children. The senior prom of Susan Ford was held in the White House [<http://blogs.smithsonianmag.com/aroundthemall/2011/10/susan-ford-bales-a->

[peek-inside-the-white-house/](#)]. Tad Lincoln was seven years old and the six children of Teddy and Edith Roosevelt ranged in age from three to sixteen years when they moved in with their many animals [http://www.whitehousehistory.org/whha_classroom/classroom_4-8-firstkids.html].

This gets you started thinking about First Kids living in the White House. Select a president and first lady. Find out if they had children and/or grandchildren who lived in the White House or visited them there. If they did, they qualify for your research of First Families in the White House.

Get the facts about this presidential family. Find some pictures. Write a 200- to 300-word profile of the First Family during their time in the White House. Illustrate the feature with photographs and captions. Be sure to give the source of the photographs.

Thomas (Tad) Lincoln



Baby Esther Cleveland

Theodore and Edith Roosevelt family



Lucy Hayes, her children and a friend



President Franklin Delano Roosevelt and 13 grandchildren



David Eisenhower celebrates his birthday.



John F. Kennedy Jr. under his father's desk.

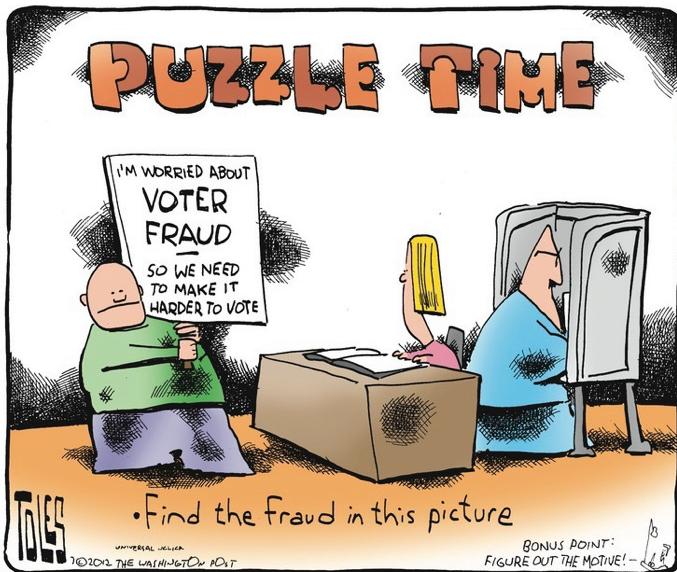


Amy Carter with Grits

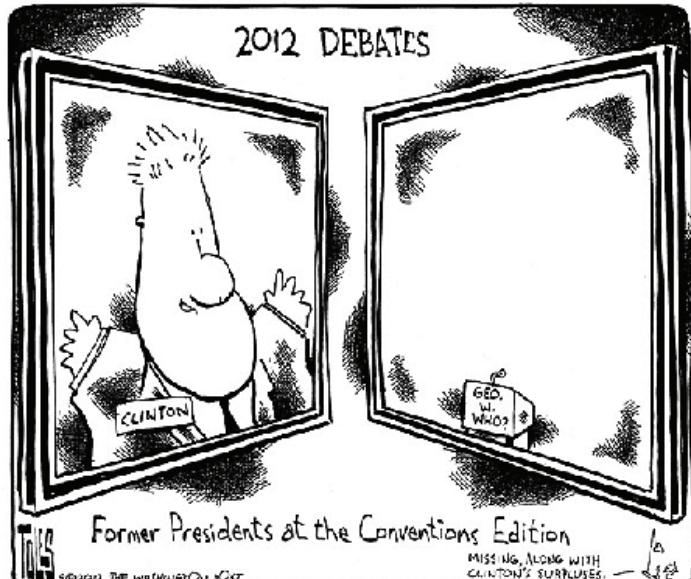
SOURCE: White House Archives

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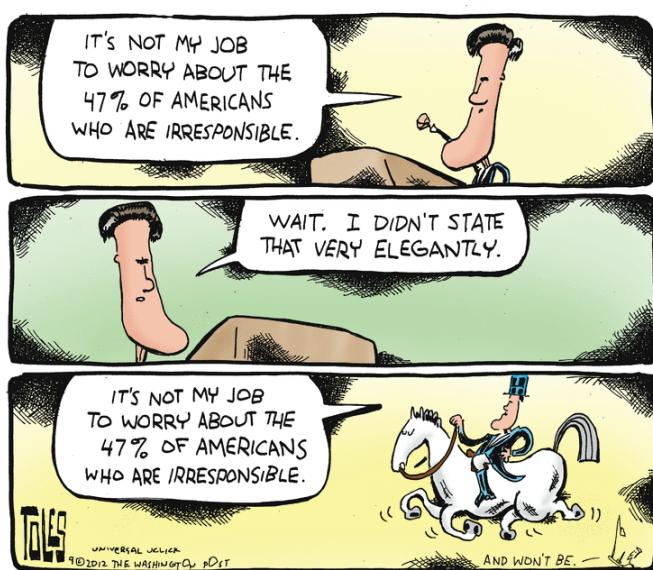
Tom Toles



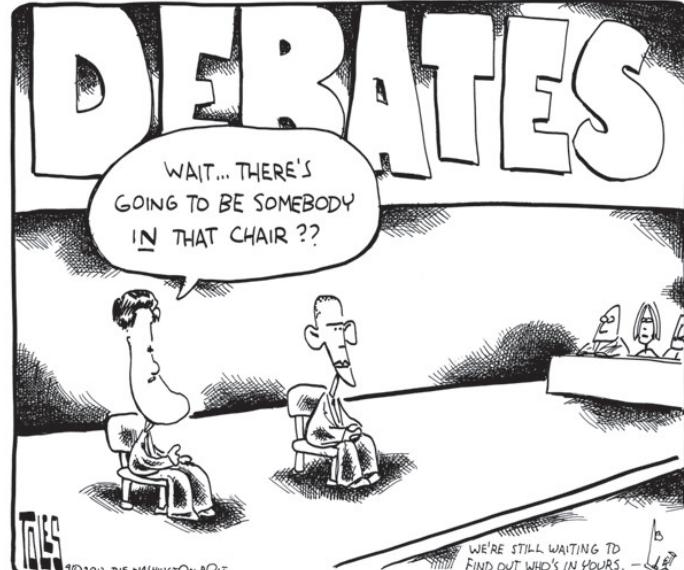
July 29, 2012



September 6, 2012

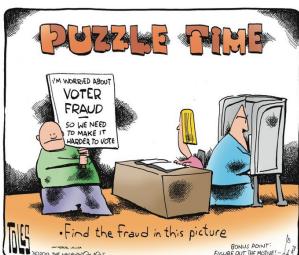


September 19, 2012

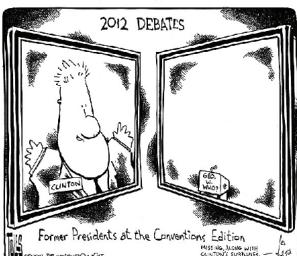


September 26, 2012

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TOM TOLES**Take on the Issues****JULY 29, 2012**

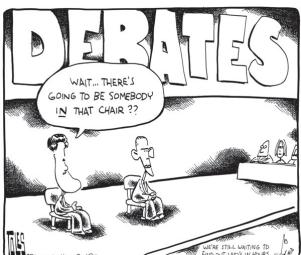
1. What does each of the three figures represent? Include details that support your conclusion.
2. Toles asks readers to find the fraud. What is “fraud”?
3. Where is fraud illustrated in the cartoon?

**SEPTEMBER 6, 2012**

1. Two flat TV screens broadcast images from the party conventions. Who is missing in the right screen? What does the empty lectern signify? Why is the Clinton image so large?
2. Discuss the role(s) of former presidents at the party conventions. To what extent should past presidents be part of each candidate’s campaign?
3. To what is Toles’ alter ego referring?

**SEPTEMBER 19, 2012**

1. Editorial cartoons during elections may allude to candidates’ speeches and comments. Where and when did Mitt Romney make the comments that are used in this cartoon?
2. What does the addition of the horse in the third frame add to the commentary?
3. By repeating the same phrase, Toles presents his view of the candidate’s response to his comments that were captured on a hidden video. What is it?

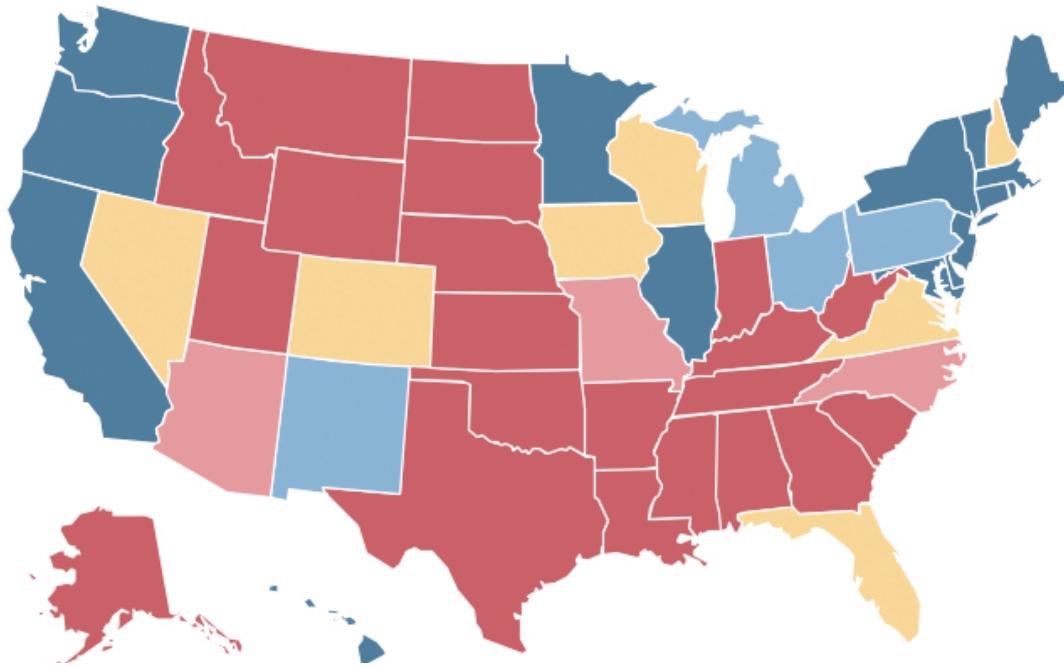
**SEPTEMBER 26, 2012**

1. What features in the caricatures identify each person in the editorial cartoon?
2. Romney alludes to the “chair” from another campaign event as well as the specific “that chair.” What are the chairs upon which Toles’ cartoon commentary is built?
3. Read Toles’ alter ego comments. To what function of presidential debates is he referring?

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2012 Election Map: The race for the presidency

On October 2, 2012, The Fix team posted this interactive map of the United States. The colors indicate the team's predictions for Election Day, November 6.



The race to 270

Throughout the 2012 campaign, Chris Cillizza and The Fix team will provide their expert predictions on how each state may vote in the November presidential election. Explore the menu at left to see how factors like unemployment, race and income could impact the outcome.



For factors that might influence the vote and updates of the "Toss-up States" view current election maps (<http://www.washingtonpost.com/wp-srv/special/politics/election-map-2012/president/>). In addition to the presidential interactive map, Senate, House and Governor maps are available. After reviewing the maps and data, read analysis by The Fix, *Post* reporter Chris Cillizza.

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GET READY

Cover the Inauguration

National and international reporters will be in Washington, D.C., to cover the inauguration. Print, online, radio and television coverage will inform the public on January 20 and 21. That's their job. It is your job to localize the story. Cover the inauguration from your school community's perspective. Here are a few ideas to consider.

Inform Your Audience

Do your students know on what day the oath of office must be administered? How does the Twentieth Amendment stipulation make this a special ceremony in 2013?

Interview Your Member of Congress

Did your member of Congress get re-elected? If not, what does Inaugural Day mean for him and his family? If yes, where will she and her family be?

- Does someone in your student body have a parent or relative in Congress?
- How will the election results influence your school or community?

Report Memories of Faculty, Staff and Parents

Did anyone in your school community attend a previous inauguration? Interview them.

- Why were they in D.C.? A family trip? In a marching band?
- Did that day influence them, even if they were not in D.C.?

Follow the Band

Has your school band or nearby school's band been invited to march in the inaugural parade? Cover the fundraising, preparation and day of participation.

- If no one from your staff will be on Pennsylvania Avenue, arrange for several people to photograph the band before, during and after the parade.

Broadcast It

Online news, radio and television students can be put to the test covering the event. Staff may be on the Mall, at Metro stations, in the neighborhood finding out what people are doing, thinking and hoping for on inaugural weekend.

Photograph It

Practice before the event. Get wide angle, medium range and close-up photographs of school events and people. Be prepared for the weather conditions. Plan where the teams of photographers will be located. Get still and motion pictures.

Tweet It

This coverage can be done from the comfort of living rooms, at neighborhood gathering places and on the Mall. Someone needs to be ready to handle technical problems and to monitor the tweets that appear on the school's student news website.

Collaborate to Cover It

Work with the staffs of nearby schools or form a media partnership with a "sister school" in another state or country. This could be a print (special commemorative issue), online or broadcast project.

- Teachers will meet with each other to do the basic planning of skills needed, logistics, and final project's format and depth. Students can meet together, e-mail and Skype to do the planning of assignments and coverage.
- Will the coverage be done from the school and neighborhood only? Will some students be on the Mall?
- Do a Q&A for international coverage. How are students and adults in Italy, China or Canada thinking about the elections and inauguration?
- Create photo galleries, photo essays, broadcast news and feature packages.

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Reflections on Elections

Popularity should be no scale for the election of politicians. If it would depend on popularity, Donald Duck and The Muppets would take seats in the senate.

— Orson Welles

Do not run a campaign that would embarrass your mother.

— Robert C. Byrd

The people who cast the votes don't decide an election, the people who count the votes do.

— Joseph Stalin

A politician thinks of the next election. A statesman, of the next generation.

— James Freeman Clarke

In the end, that's what this election is about. Do we participate in a politics of cynicism or a politics of hope?

— Barack Obama

I am making a collection of the things my opponents have found me to be and, when this election is over, I am going to open a museum and put them on display.

— Lyndon B. Johnson

The language of America changed with the election of Bill Clinton, because with all due respect to my friends on the Republican side, Bill Clinton is the best communicator of the last 50 years. He felt your pain.

— Frank Luntz

Free enterprise has done more to lift people out of poverty, to help build a strong middle class, to help educate our kids, and to make our lives better than all the programs of government combined.

— Mitt Romney

You campaign in poetry. You govern in prose.

— Mario Cuomo

An election cannot give a country a firm sense of direction if it has two or more national parties which merely have different names, but are as alike in their principles and aims as two peas in the same pod.

— Franklin Delano Roosevelt

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Every Four Years ... Not Everybody Wins



Nina Katchadourian's "Monument to the Unelected," on display in the front window of the Washington Post building.



MAURA JUDKIS FOR THE WASHINGTON POST

FIELD TRIPS

<http://historyexplorer.si.edu/themes/theme/?key=88>

Elections

Collections present major themes in American history

<http://www.newseum.org/exhibits-and-theaters/temporary-exhibits/every-four-years/index.html>

Every Four Years: Presidential Campaigns and the Press

Exhibit at the Newseum

<http://americanhistory.si.edu/>
National Museum of American History
Visit the First Ladies gowns and other exhibits

<http://npg.si.edu/>

National Portrait Gallery

America's Presidents is a permanent exhibition; see where Lincoln's second inaugural ball was held

<http://www.archives.gov/nae/visit/vaults.html>

The Public Vaults at the National Archives

Documents, photographs and records were never so engaging

<http://www.newseum.org/exhibits-and-theaters/temporary-exhibits/every-four-years/campaign-ads/index.html>

Presidential Campaign Ads

An introduction to landmark and modern political ads

http://www.aauw.org/act/issue_advocacy/voter_ed/index.cfm

Voter Education

Tools for voter registration

What Kind of Government Do I Want?

The individuals who sought votes of support in the primaries shared their ideas about the kind of leadership they would provide. The voters narrowed the field as they selected the ones who most expressed ideas about today's issues with which they agreed. At the national party conventions, names were put in nomination to be the party's candidates for president and vice president of the United States.

Visions for the future, solutions for today's problems and approaches to governing are part of the presidential campaign rhetoric. Mitt Romney and Paul Ryan have told the American people the kind of government they believe in as Republicans in 2012. Likewise, President Barack Obama and Joe Biden state the kind of government in which they as Democrats believe.

Now it is your turn. Write a commentary in which you state the kind of government you want.