Resource Booklet

Presidential Campaigns
Packaging the Presidents
This booklet was created by Teaching with Primary Sources at Eastern Illinois University (www.eiu.edu/~eiutps) as a companion to the EIU TPS website. The booklet features information and images of digitized primary sources from the Library of Congress American Memory Collection that you may wish to use in your classroom. These images were selected for their relevance and as a means to intrigue students and encourage inquiry. American Memory (www.memory.loc.gov/ammem) is a multimedia web site of digitized historical documents, photographs, sound recordings, moving pictures, books, pamphlets, maps, and other resources from the Library of Congress’s vast holdings.

To access items in this booklet visit www.loc.gov and enter the item title in the search box to access a digital file and bibliography page on the Library of Congress website. You may also locate them on the WWW by entering the URL provided in the citation page at the end of the booklet. This will take you to a descriptive page for the item which also identifies the host collection – CHECK OUT THE REST OF THE COLLECTION!! We hope you find this booklet helpful.

Please feel free to print and share with colleagues and contact us with questions, comments or ideas!

For years historians and educators have understood the value of primary sources in K-12 education.

1. Primary sources expose students to multiple perspectives on great issues of the past and present. History, after all, deals with matters furiously debated by participants. Interpretations of the past are furiously debated among historians, policy makers, politicians, and ordinary citizens. Working with primary sources, students can become involved in these debates.

2. Primary sources help students develop knowledge, skills, and analytical abilities. When dealing directly with primary sources, students engage in asking questions, thinking critically, making intelligent inferences, and developing reasoned explanations and interpretations of events and issues in the past and present.
**Develop critical thinking skills...**
Primary sources are snippets of history. They are incomplete and often come without context. They require students to be analytical, to examine sources thoughtfully and to determine what else they need to know to make inferences from the materials.

**Understand all history is local...**
Local history projects require students to “tell their stories” about familiar people, events, and places. Memories from an adult perspective provide a glimpse of history not available in a textbook. What evolves is the sense that world history is personal family history, which provides a compelling context for student understanding.

**Acquire empathy for the human condition...**
Primary sources help students relate in a personal way to events of the past coming away with a deeper understanding of history as a series of human events.

**Consider different points of view in analysis...**
In analyzing primary sources, students move from concrete observations and facts to making inferences about the materials. “Point of view” is one of the most important inferences that can be drawn. What is the intent of the speaker, of the photographer, of the musician? How does that color one’s interpretation or understanding of the evidence?

**Understand the continuum of history...**
It is difficult for students to understand that we all participate in making history everyday, that each of us in the course of our lives leave behind primary source documentation that scholars years hence may examine as a record of “the past.” The immediacy of first-person accounts of events is compelling to most students.


**Interest**
What kinds of sources are of particular to interest my students?

**Reading Level**
How difficult is the reading level of the primary source compared to my students' abilities? What might help my students comprehend this material (a glossary of terms, for example)?

**Length**
How long is the source? Do I need to excerpt a portion of the source given my students' abilities and/or time constraints? How do I ensure that the original meaning of the source is preserved in the excerpt?

**Points of View**
Are various points of view on a given topic, event, or issue fairly represented in the sources I have chosen to use? Have I achieved proper balance among the competing points of view?

**Variety of Sources**
Have I included a variety of types of sources (e.g., published, unpublished, text, visual, and artifacts)?

**Location**
Where can I or my students find the sources we need (the school or public library, the local history society, over the Internet)?

**Something To Consider:**
Be sure that the use of primary sources makes sense in the overall curriculum plan. Using too many primary sources or in the wrong places could cause them to lose impact.

Primary sources are the raw materials of history—original documents and objects that have survived from the past. They are different from secondary sources, which are accounts of events written sometime after they happened. Examining primary sources gives students a powerful sense of history and the complexity of the past.

Helping students analyze primary sources can guide them toward higher-order thinking, better critical thinking and analysis skills.

Before you begin:
- Choose at least two or three primary sources that support the learning objectives and are accessible to students.
- Consider how students can compare items to other primary and secondary sources.
- Identify an analysis tool or guiding questions that students will use to analyze the primary sources.

1. Engage students with primary sources.
- Draw on students’ prior knowledge of the topic.
- Ask students to closely observe each primary source.
- Who created this primary source? When was it created? Where does your eye go first? Help students identify key details.
- What do you see that you didn’t expect? What powerful words and ideas are expressed? Encourage students to think about their personal response to the source.
- What feelings and thoughts does the primary source trigger in you? What questions does it raise?

2. Promote student inquiry
- Encourage students to speculate about each source, its creator, and its context: What was happening during this time period? What was the creator’s purpose in making this primary source? What does the creator do to get his or her point across? What was this primary source’s audience? What biases or stereotypes do you see? Ask if this source agrees with other primary sources, or with what the students already know. Ask students to test their assumptions about the past. Ask students to find other primary or secondary sources that offer support or contradiction.

3. Assess how students apply critical thinking and analysis skills to primary sources.
- Have students summarize what they’ve learned. Ask for reasons and specific evidence to support their conclusions. Help students identify questions for further investigation, and develop strategies for how they might answer them.

Analysis tools and thematic primary source sets created by the Library of Congress can provide helpful entry points to many topics.
Political campaigns have become multimillion dollar endeavors. Early in the campaign season students are inundated with advertisements. Today, the bulk of campaign funds are spent on television and radio commercials. But what about elections held early in the history of the United States? This booklet will take a look at some of the broadsides, sheet music, photographs, motion pictures and audio recordings from past presidential campaigns. These items are found within the digitized collections of the Library of Congress. This booklet will closely look at the use of broadsides and posters to publicize candidates and the use of sheet music and political cartoons as means of looking at the issues candidates took a stand for or against.


A variety of policies, parties and personalities inspire American citizens to support or reject candidates. This was true in past elections and continues to be true today! Media coverage provides the American people with great detail about candidates' lives, both public and private. How has this influenced our regard for candidates today? Many presidents experienced turbulent candidacies.

Abraham Lincoln had songs written for him, just for being nominated. Conversely, his anti-slavery position aroused so much opposition toward the candidate.

Most candidates, past and present, have fought hard for their party's nomination. Today, many politicians make this their life's work as they move from city, to state, to national office. This has not always been the case.

Many people don't realize that our country's very first presidential candidate, George Washington, was reluctant to accept the office.

"I cannot describe, the painful emotions which I felt in being called upon to determine whether I would accept or refuse the Presidency of the United States,"

Washington had fully intended to retire to Mount Vernon when the Constitutional Convention was over. But Washington's sense of duty to his new country outweighed his desire to withdraw from public life.

Washington was not the only candidate to feel reluctant about the presidency. James K. Polk accepted the party's nomination as a duty "neither sought nor declined."

The methods and media have changed since early campaigns and today's campaign strategies incorporate statistical analysis and the science of influence and affect. Reaching the people and gaining their confidence is still the goal of a political campaign. However, many of the methods for influencing voters remain essentially the same. Advertising, theme songs, stump speeches, and even negative campaigning have been around since our country began.
The Spoken Word

Presidential candidates of the past and today use a variety of ways to communicate with Americans who will cast votes in an election and attempt to reach as many voters as possible. Throughout the years, new media formats have been introduced allowing candidates to broaden their reach and expand from local events such as speaking live outdoors to a gathered crowd to the production of recorded comments, motion pictures, print media and live broadcasts that allow millions to see and hear a candidate in real time regardless of location.

Today, a candidate's every word, action and expression is recorded and shared with the public. Showing the voter that they are both a leader and a "good person" is part of the challenge of the campaign. If we listen to an audio clip of candidate Calvin Coolidge on the subject of Law and Order it is hard to imagine this monotone voice, this "man of few words" appealing to modern voters.


The presidential election of 1920 was the final campaign only available through record albums. Radio broadcasts and commercials ushered in a new style of campaigning and reaching a much more broad audience. In the twentieth century, radio became the new political medium. In the presidential campaign of 1924, radio broadcast the political speeches of incumbent President Calvin Coolidge, the Republican candidate, and John W. Davis, the Democratic candidate.

Increases in radio use by politicians led to arguments on the issue of the freedom and responsibility of the broadcasting industry in providing coverage of political events. Criticism by political parties, Congress, and Federal Communications Commission led to legislation in the areas of equal airtime and freedom of speech.

President Teddy Roosevelt was the first U. S. president whose life was extensively recorded and preserved in the motion picture format. Although Roosevelt obtained fame before the motion picture form was perfected, he was one of the most frequently photographed subjects among public men. Films are available of Roosevelt and other national figures participating in political ceremonies, delivering campaign speeches, and attending social activities. These items made excellent newsfilm topics primarily because of the high interest factor involved and the relative ease with which the filming could be preplanned and executed. One of the most distinguished groups of films concerns Roosevelt's campaign for the presidency under the banner of the Progressive party, formed when Roosevelt left the Republican Party.

Television

In 1952, the national political conventions and the presidential campaign were televised nationwide for the first time. The public avidly followed television coverage of the campaign and rated television as the most informative of the media available to them. The televised broadcasts of the debates in the 1960 presidential campaign were a response to the public's enthusiasm for this type of coverage.

Pollsters of the Great Debates have estimated that approximately 3.4 million voters determined their choice of party solely on the basis of the debates. That milestone event thrust broadcast media into a central role in American political life. The trend continues in spite of critics' blaming the media for the "merchandising" of candidates, the rising costs of political campaigns, and using advertising agencies in the "image manipulation" of candidates.

On the Library of Congress Today in History page for October 21, 1960, we learn that American viewers were riveted to their television sets for the broadcast of the fourth and final debate between Vice President Richard M. Nixon, the Republican presidential candidate, and Senator John F. Kennedy, the Democratic candidate.

The first-ever televised presidential candidate debate was held on September 26, 1960. An estimated sixty to seventy million viewers watched the first and successive debates—known as "the Great Debates." The first, broadcast by CBS, focused on domestic issues. The 1960 debates have been compared to the famous 1858 debates in the senatorial campaign between Abraham Lincoln and Stephen Douglas. However, the seven Lincoln-Douglas debates were held outdoors in the towns of several voting districts. Their debates—each lasting three hours—first one candidate spoke for one hour, then the second candidate spoke for an hour and one-half, and then the first candidate again for another half an hour, were attended by crowds ranging from 1,500 to possibly as high as 20,000 people.

Accessed 1.13.08 at
Today in History page for
October 21, 1960,

Candidates and the Issues

The following paragraphs present presidential candidates, the stance they took with issues at the time of their campaign and how those positions may have impacted election results. In addition to war, presidential candidates in American history have based their campaigns on issues like corruption, environmental conservation, and foreign policy. Though people change, issues tend to remain constant.

Win the War, Win the Whitehouse

In 1781, General Cornwallis surrendered British troops to George Washington, commander-in-chief of the Revolutionary army. As Cornwallis handed over his sword, he handed Washington the status of America's number one war hero. That status easily translated into Washington's presidency at a time when Americans could celebrate the victory of their stance on issues they had been willing to die for.

Slavery, Succession and State Rights
Abraham Lincoln's careful stance on a variety of issues guided him to a meager victory in a year when the country and its political parties, were ravaged by many complicated and volatile issues.

Sir,...
1st -- Suppose you should be elected President of the United States and the South would not submit to your inauguration: What would you do? --
2nd -- Are you opposed to slavery as it now exists in the slave states, and if so, do you believe that Congress has more power to remove it from those states than to protect it in the Territories?
3rd -- Were you in favor of [John] Brown the Traitor, or do you now occasionally drop a silent tear or two in honor to his memory?
I am a voter and I want to know exactly every inch of ground you stand upon -- I want to know for I want to vote for the right kind of a man -- If you suit me I'll go for you -- If not away with you!!
From Thomas T. Swan to Abraham Lincoln, June 15, 1860

As Swan's letter shows, the election turned on a number of issues including secession, treachery, the relationship between the federal government, states, and territories, slavery and abolition. Candidates had to consider how to hold the nation together as states were divided about slavery, states’ rights; questions about federal vs. state power; how to govern Western territories; and respond to extremist abolitionists like John Brown.

With four candidates in the race, Lincoln won the 1860 election. But by the time he took office in March of 1861, seven southern states had seceded from the Union and one month later the Civil War began. Lincoln's hopes for peacefully preserving the union were dashed. In 1863, he issued the Emancipation Proclamation and promoted a Constitutional Amendment to permanently abolish slavery. These bold steps marked a shift from Lincoln's more moderate campaign position on slavery issues. They also shifted the focus of the war from preserving the union to freeing the slaves.

Remarkably, the election of 1864 was not suspended during the Civil War. Union soldiers were given absentee ballots or furloughed to vote. With mounting Union victories, the votes of soldiers and the campaign slogan, "Don't switch horses in mid-stream," Lincoln won the election.

A Fighting Man Fights Corruption
Andrew Jackson earned his first war memento as a fourteen-year-old soldier in the American Revolution. The lifelong scar on Jackson's forehead came from the sword of a British officer who had captured the teenager. Jackson's offense was refusing to shine his captor's boots.

To win the White House, Jackson's tenacity would be called back into action. In the 1824 presidential election, Jackson won the popular vote but lost the electoral vote. John Quincy Adams took office instead when fourth place finisher, Henry Clay, threw his electoral votes to Adams. In gratitude, Adams named Clay Secretary of State. And with that appointment, Jackson found the political issue that would carry him into office four years later. In 1828, Jackson returned to campaign against what he called the "corrupt bargain" between Adams and Clay. Jackson's anti-corruption platform, his emphasis on the political will of the common man, and his popularity as a war hero won him almost twice as many electoral votes as the incumbent Adams.
Issues surrounding the aftermath of World War I launched Warren Harding's presidency. The wartime boom had collapsed. Diplomats and politicians were arguing over peace treaties and the question of America's entry into the League of Nations. Overseas there were wars and revolutions; at home there were strikes, riots and a growing fear of radicals and terrorists. Disillusionment was in the air.

Harding vowed to keep America out of the League of Nations, an isolationist foreign policy stance that appealed to war-weary citizens. Harding appealed to Americans by promising "A Return to Normalcy" after the difficult and casualty-strewn war years.

Peace and foreign policy were again the issue in 1952, when Dwight Eisenhower was a candidate for president. His status as a World War II hero and his promise to end the Korean War helped carry Eisenhower into office in 1953. During his two-terms as president, Eisenhower withdrew troops from Korea as promised, and lived up to his own words.

While war weary Americans elected Eisenhower in the 50s to end international military activity, Americans of the 80s were moved by Ronald Reagan's willingness to make a strong military stand as well as his promise to pull America out of economic recession. In his 1980 campaign, Reagan espoused a hawkish position, criticizing Jimmy Carter's failure to secure the release of American hostages in Iran. Reagan won by a landslide, and used his first term in office to toughen America's foreign policy against the "evil empire" of communism.

Capitalizing on his success as a war-hero and courting the American press, Theodore Roosevelt saw his way to the Vice Presidency under President William McKinley in 1897. And it was McKinley's assassination in 1901 that ushered Roosevelt into the Presidency. Once there, however, he used the press to advance his issue agenda which emphasized regulating monopolies and protecting the environment.

Roosevelt easily secured re-election in 1904. His tenure in office was a harbinger of the important influence the American media would have on political issues and the political fortunes of future presidents.


Something to Consider...
Do you think Roosevelt's approach to conservation shaped the American political and social, as well as natural, landscapes? Would Roosevelt have been as successful a conservationist or president without media coverage? Did the media ever adversely affect this President or his causes? What is the role of the media in today's political arena?
Why Teach with Posters and Broadsides?

What we see often remains in our memory for a long period of time. A print document is carefully planned and created. Propaganda is a tool used freely during election season. Famous images and slogans that originated on posters of past leaders are still recognized today. Some of the same techniques that were used to invoke emotion are used today in advertisements, something our students will be able to relate to easily. Posters attract our attention and may immediately appeal to some type of emotional reaction.

When we look at posters as historical documents, we must consider what the poster implies. In less than a single sentence, and on occasion with no words at all, posters are highly selective in the way that they depict the world. They way that a group, race, class or gender is portrayed in a poster can be very biased or skewed to fit the needs of the creator or to raise the desired reaction from viewers.

Connecting to our topic of Packaging Presidents.

When reading a poster, decoding and the use of context clues can be helpful. Students must understand that although their first impression is important, they must continue to investigate the attributes of the poster to fully appreciate how the artist developed the entire finished product. Using the Poster Analysis sheet on the next page, students can deconstruct the poster to consider symbolism and messages. As a final step, student will consider all of these features to try to understand the possible motivation and goal of the creator and possible reactions of various groups that view the poster.

### First Glance
Looking at the poster, identify

<table>
<thead>
<tr>
<th>Title</th>
<th>What emotions did you feel when you first saw the poster?</th>
</tr>
</thead>
</table>

### Symbolism

#### People

<table>
<thead>
<tr>
<th>Person or character used</th>
<th>What they symbolize</th>
</tr>
</thead>
</table>

#### Objects

<table>
<thead>
<tr>
<th>Items used</th>
<th>What they symbolize</th>
</tr>
</thead>
</table>

#### Colors

<table>
<thead>
<tr>
<th>Colors Used</th>
<th>What they symbolize</th>
</tr>
</thead>
</table>

### The Message

Are the messages in the poster primarily visual, verbal or both? How?

Who do you think is the intended audience for the poster?

What does the creator of the poster hope that people that see the poster will do?

### After Viewing

The most effective posters use symbols that are simple, attract your attention and are direct. Is this an effective poster? Why or why not?

List three things that you infer from this poster.

1. 
2. 
3.
Why Teach with Sheet Music and Song Sheets?

Today politicians will often select a popular song to use as a theme song. These songs are selected to give voters a glimpse into the personality of the candidate, issues he or she feels strongly about and who they hope to connect with. Early election songs were written about candidates and often reflected the feelings of the person on a particular issue that was important to voters at the time.

A song can take a group of people and move them towards a common goal or express common emotions. There are songs that become “anthems” for events and even generations which express emotions, values or experiences that help define a group’s identity. Song lyrics express lifestyles, values, and appearances. When looking at cultures and society, songs are sometimes considered representative of those who create it at that particular time and place. However, songs are typically open to more than one interpretation. One of the most interesting ways to use music sheets is to consider a variety of possible perspectives and uses.

Connecting to our topic of Packaging Presidents.

Music is an open forum for a multitude of topics and styles such as children’s, military, spirituals, celebration, loss, intimately personal, reflective of society and novelty. For each pro-war song that was written there was an anti-war song. By looking at the music of a group of people we can learn about issues they were concerned about, what they did for pleasure, their hopes, dreams and frustrations.

Music Sheets can be read from a variety of approaches. Students will often relate to lyrics and appreciate their value when they have an affinity towards a particular style of music themselves. Using the Music Sheet Analysis Form, students will identify various qualities that will help them understand the music and the author’s purpose. They will also look at any artwork associated with the music sheet. All of these qualities will help them gain an understanding of individuals who either like or dislike songs.

Republican campaign song
Lincoln & Hamlin. H. De Marsan, 60 Chatham Street, N.Y. (n.d.) Publisher: H. De Marsan
America Singing: Nineteenth-Century Song Sheets, American Memory, Library of Congress
## First Look

<table>
<thead>
<tr>
<th>Cover or Heading</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Title of Music Sheet</td>
<td></td>
</tr>
<tr>
<td>Date created</td>
<td></td>
</tr>
<tr>
<td>Is there a cover or image?</td>
<td></td>
</tr>
</tbody>
</table>

Based on what you already know, what message do you think is portrayed by this image?

## The Lyrics

Read the lyrics. Write a three sentence summary describing the main idea of the song.

Choose two phrases of lyrics that grabbed your attention. Why?

1. 
2. 

## Song Purpose

What social or cultural topic is this song about?

Based on the lyrics, in your opinion, what seems to be the viewpoint expressed in the song?

Do the images express this viewpoint? How?

Who are the types of people who might buy and sing this song? What might be the public’s reaction to this song?
Why Teach with Audio?

A performance, speech, oral history or other information presented in an audio format is individualized in the mind of each listener who brings their unique experiences and perspectives. Because there are a variety of types of audio, they may be used in many ways. Entertainment, news reports, speeches, commercials and more present information for a specific purpose.

Audio recordings uniquely present reactions and experiences of average Americans to significant events and to daily life creating an intimate connection with a listener. A personal connection is formed as the recipient forms mental images to go with the words and sounds heard. Recordings can provide information about everyday life and thoughts of "ordinary people" that are often not collected to share publicly. Some audio focuses on specific events rather than broad topics which can help us understand the relationship between individuals and major historical events. The personal reports, often shared through voices full of emotion draw listeners in.

Connecting to our topic of The Art of War ...

Reading audio requires interaction between the student and the audio before, during and after listening. Students will first consider the bibliographical information that will provide clues to the background of the recording, time period, historical events that were occurring at that time and the current situation of the United States. While listening and completing the Sound Recording Analysis sheet students will come to conclusions regarding the type of recording and the qualities of the recording that were used for a particular purpose. Finally, students will reflect on the recording and relate it to their predictions, what they know about the topic and what they want to learn about the topic. A recording of a speech given by President Calvin Coolidge, entitled Law and Order, can be found in the American Memory collection American Leaders Speak: Recordings from World War I and the 1920 Election. http://memory.loc.gov/ammem/nfhtml/nfexpe.html

President Calvin Coolidge speaking and standing in profile behind a podium at a dedication ceremony for Wicker Park in Indiana. 1927. American Memory. Library of Congress.
# SOUND RECORDING ANALYSIS

## Before Listening

Based on information provided and what you already know…

<table>
<thead>
<tr>
<th>Title</th>
<th>Whose voices will you hear?</th>
<th>Date Created</th>
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</table>

## While Listening

**Type of Sound Recording (may be more than one)**

- Policy Speech
- Congressional Testimony
- Panel Discussion
- News Report
- Interview
- Court Testimony
- Entertainment Broadcast
- Press Conference
- Campaign Speech
- Other

**Unique Qualities of the Recording (may be more than one)**

- Music
- Narration
- Special Effects
- Live Broadcast
- Background Noise
- Other

How do music, narration, sound effects and other noises contribute to the mood of the recording?

What is the mood or tone of the recording?

## After Listening

Circle the voices that you list in the previewing activity that were in the recording.

List three things in this sound recording that you think are important.

1. 
2. 
3. 

List two things this recording tells about life in the U.S. at the time it was made.

1. 
2. 

What is the central message or messages of this recording?

Was the recording effective in communicating its message? How?

Who do you think the creators intended to hear the recording?

Write a question to the creator that is left unanswered by the recording.
Why Teach with Political Cartoons?

Editorial or political cartoons divulge opinions on issues, events and people in the public eye and are present in major, local and regional papers and appeal to most readers. Artists who create editorial cartoons are in tune with society and cultural events and possess art skills such as the use of symbolism, satire, and the use of caricatures. The cartoons of the past relied much more heavily on text than modern cartoons that incorporate visual cues for recognition of individuals.

Editorial cartoons can be used to help students identify current issues or themes, analyze symbols, identify stereotypes and caricatures, think critically, recognize the use of irony and humor and understand the need for a broad knowledge base. Cartoons are excellent tools for developing higher-level thinking skills.

Connecting to our topic of Packaging Presidents.

Students can discuss, analyze and create original works that reflect their perceptions of current events and issues. Once only utilized in language arts and social studies classes, today teachers of all subject areas can use cartoons with a wide range of topics.

Cartoons offer a variety of ways to reach learners. The use of language and writing skills, drawing techniques and social situations offer multiple opportunities to reach students from different backgrounds and interests. Using the Cartoon Analysis sheet, students search for the use of each tool in editorial cartoons from the past and today. They will then form opinions about the purpose of the cartoon, the message the artist was trying to send and possible responses by readers.
### CARTOON ANALYSIS

<table>
<thead>
<tr>
<th>First glance…</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Look at the cartoon you were given or selected and list any of the following you see:</td>
<td></td>
</tr>
</tbody>
</table>

- Title
- Objects/People
- Words/Phrases
- Dates/Numbers
- Sensory Qualities
- Are lines bold, fussy, light, hard or soft?

<table>
<thead>
<tr>
<th>Taking a closer look…</th>
<th></th>
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<tbody>
<tr>
<td>Images</td>
<td></td>
</tr>
<tr>
<td>Which objects are used as symbols?</td>
<td></td>
</tr>
<tr>
<td>Why were the symbols used?</td>
<td></td>
</tr>
<tr>
<td>Is anything exaggerated? How?</td>
<td></td>
</tr>
<tr>
<td>Is the cartoon realistic or abstract?</td>
<td></td>
</tr>
<tr>
<td>List adjectives that describe emotions visible in the cartoon.</td>
<td></td>
</tr>
<tr>
<td>Words</td>
<td></td>
</tr>
<tr>
<td>Which words or phrases appear to be important? Why?</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Cartoon Purpose</th>
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<tbody>
<tr>
<td>Describe the action taking place in the cartoon.</td>
<td></td>
</tr>
<tr>
<td>Explain how the words in the cartoon explain the symbols.</td>
<td></td>
</tr>
<tr>
<td>What is the message of the cartoon?</td>
<td></td>
</tr>
<tr>
<td>Who are the types of people who might agree with the cartoon? What might be the public’s reaction to this song?</td>
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</tr>
</tbody>
</table>
Identify the candidate that used the following slogans in a presidential campaign.

**Across**
1. Don't stop thinking about tomorrow. (1992)
2. He kept us out of war. (1916)
3. I like Ike. (1952)
4. Return to Normalcy (1920)
5. A leader, for a change. (1976)
6. Tippecanoe and Tyler too. (1840)

**Down**
1. A full dinner pail. (1900)
2. A chicken in every pot and a car in every garage. (1928)
3. Don't swap horses in the middle of the stream. (1864)
4. Leadership for the 60s. (1960)
5. The stakes are too high for you to stay at home. (1964)
7. Are you better off than you were four years ago? (1980)
In Their Own Words

“...time that we start moving again.”
John F. Kennedy’s opening statement in the first televised debate against Richard Nixon. (1960)

"I cannot describe the painful emotions which I felt in being called upon to determine whether I would accept or refuse the Presidency of the United States"

George Washington in speech. (1789)

"I can think of nothing more boring for the American people than to have to sit in their living rooms for a whole half hour looking at my face on their television screens."
Dwight Eisenhower

“...would I be wearing this one?”
Abraham Lincoln during the 1858 debates with Stephen Douglas.
"The Library's mission is to make its resources available and useful to the Congress and the American people and to sustain and preserve a universal collection of knowledge and creativity for future generations.

The Library of Congress is the nation's oldest federal cultural institution and serves as the research arm of Congress. It is also the largest library in the world, with nearly 130 million items on approximately 530 miles of bookshelves. The collections include: books and other printed materials, sound and motion picture recordings, photographs, maps, and manuscripts."


As large and diverse as the Library's collections are, it does not have every book ever published. While virtually all subject areas are represented in the collections, the Library does not attempt to collect comprehensively in the areas of clinical medicine and technical agriculture, which are covered by the National Library of Medicine and the National Agricultural Library, respectively.

Researchers should also note that the Library of Congress is distinct from the National Archives, which is the major repository for the official records of the United States government.


Things to Remember When Using the Library of Congress Website

- The Library of Congress' Collections are not encyclopedic.
- The Library of Congress is the world's largest library. The primary function is to serve congress and the American people.
- There are many different places on the Library of Congress website to locate primary source items and information.

Different Library of Congress search boxes will locate different types of resources.
Herblock’s History:
Political Cartoons from the Crash to the Millennium.
From the stock market crash in 1929 through the new millennium beginning in the year 2000, Herb Block has chronicled the nation's political history, caricaturing twelve American presidents from Herbert Hoover to Bill Clinton. Block’s cartoons on presidential campaigns typically caricature candidates, question party platforms and monitor the candidates’ claims and attacks on each other, as he delves into their records and tactics. In the 2000 presidential campaign—his eighteenth as a cartoonist—he deals with issues that include the role of religion within the political arena and the need for campaign finance reform. Within the collection be sure to visit “Presidents” and “Hare and Tortoise”. Accessed 1.13.08
http://www.loc.gov/rr/print/swann/herblock

Humor’s Edge: Cartoons by Ann Telnaes
Ann Telnaes became the second woman to win the Pulitzer Prize for editorial cartooning, a highly competitive field in which fewer than 5 percent of the practitioners are women. The Pulitzer Prize committee awarded her the prize for “a distinguished cartoon or portfolio of cartoons published during the year, characterized by originality, editorial effectiveness, quality of drawing, and pictorial effect”. Her drawings exemplify these qualities in dynamic, inventive compositions, which capture humorous and dismaying aspects of the election, communicate the candidates’ foibles and flaws, and convey her unflinching views on the roles of the Florida legislature and U.S. Supreme Court in the election's outcome.
Accessed 1.13.08 http://www.loc.gov/exhibits/telnaes

Oliphant’s Anthem Pat Oliphant at the Library of Congress
Pat Oliphant won the Pulitzer Prize for editorial cartooning in 1966, just two years after he left his native Australia for an American career. Now, thirty years later, he is considered among the most gifted practitioners in the history of the profession. He has caricatured seven United States presidents, from Lyndon Johnson to Bill Clinton. Be sure to visit exhibit section #3 Presidential Campaigns.
Accessed 1.13.08 http://www.loc.gov/exhibits/oliphant
**American Leaders Speak: Recordings from World War I and the 1920 Election, 1918-1920**

The Nation's Forum Collection consists of fifty-nine sound recordings of speeches by American leaders from 1918-20. The speeches focus on issues and events surrounding the First World War and the subsequent presidential election of 1920. Speakers include: Warren G. Harding, James Cox, Calvin Coolidge, Franklin D. Roosevelt, Samuel Gompers, Henry Cabot Lodge, and John J. Pershing. Speeches range from one to five minutes. Accessed 1.13.08

http://memory.loc.gov/ammem/nfhtml/nfhome.html

**The Printed Ephemera** collection is a rich repository of Americana. The collection comprises 28,000 primary-source items dating from the 17th century to the present and encompasses key events and eras in American history. While the broadside format represents the bulk of the collection, there are leaflets, pamphlets, proclamations, advertisements, blank forms, programs, election tickets, catalogs, clippings, timetables, and menus. They capture the everyday activities of ordinary people who participated in the events of nation-building.

http://memory.loc.gov/ammem/rbpehtml/pehome.html

**America Singing: Nineteenth Century Song Sheets**

For most of the nineteenth century, before the advent of phonograph and radio technologies, Americans learned the latest songs from printed song sheets. Not to be confused with sheet music, song sheets are single printed sheets, usually six by eight inches, with lyrics but no music. These were new songs being sung in music halls or new lyrics to familiar songs, like "Yankee Doodle". Some of America's most beloved tunes were printed as song sheets, including "The Star Spangled Banner" and "Battle Hymn of the Republic". Song sheets are an early example of a mass medium and today they offer a unique perspective on the political, social, and economic life of the time, especially during the Civil War. Some were dramatic, some were humorous; all of them had America joining together in song.

http://memory.loc.gov/ammem/amsshtml

**WISE GUIDE**

**On the Campaign Trail.** The “Wise Guide” was designed to introduce visitors to the many fascinating, educational and useful resources available from the nation’s library. The “Wise Guide” is refreshed monthly, like a magazine, and offers links to the best of the Library’s online materials. Each article is based on items in a collection, database, reading room or other area of the Library’s online presence.

http://www.loc.gov/wiseguide/oct06/campaign.html
Prints and Photographs Division: Cartoon Prints, American
Link to more than 500 political prints made in America during the 18th and 19th centuries. Search the entire collection by subject or click on the terms “political cartoons” or “caricatures.”
http://memory.loc.gov/pp/apphtml/appabt.html

Prints and Photographs Pictorial Americana. Pictorial Americana, a 1955 Library of Congress publication, is being prepared for the Internet in stages. Images from the campaigns from 1836 through 1908 are featured.
http://www.loc.gov/rr/print/list/picamer/paPrescamp.html

We'll Sing to Abe Our Song!: Sheet Music about Lincoln, Emancipation and the Civil War from the Alfred Whital Stern Collection of Lincolniana


Library of Congress. American Memory.

George Washington to Alexandria, Virginia, Citizens, April 16, 1789

Retained copy of letter, James K. Polk to the Committee of the Democratic National Convention accepting the Democratic presidential nomination, 12 June 1844. Library of Congress. American Memory. Words and Deeds in American History: Selected Documents Celebrating the Manuscript Division's First 100 Years

Millard Fillmore, American Candidate For President Of The United States. 1856. Library of Congress. American Memory. By Popular Demand: Portraits of the Presidents and First Ladies, 1789-Present

James Buchanan, Democratic Candidate For President Of The United States. 1856. Library of Congress. American Memory. By Popular Demand: Portraits of the Presidents and First Ladies, 1789-Present


Herblock, Herb. For the championship of the United States, November 17, 1971 Published in the Washington Post (72). Library of Congress. Herblock's History: Political Cartoons from the Crash to the Millennium.


Scenes of TR at Sagamore Hill, 1912. Library of Congress. American Memory. Early Motion Pictures, 1897-1920


By Popular Demand: Portraits of the Presidents and First Ladies, 1789-Present

For President ABRAM LINCOLN. For Vice President HANNIBAL HAMLIN. Philadelphia: H.C. Howard, 1860 Woodcut or lithograph on linen. Library of Congress. Prints and Photographs Division.


Herbert Hoover standing on back of train looking out at crowd, during presidential campaign trip. 1928. Library of Congress. Prints and Photographs Division.

1840 Presidential campaign handkerchief. Log cabin with flag on top reading "Harrison and Reform" Library of Congress. Prints and Photographs Division.


A. Lincoln. Attorney and counselor at law. Springfield, Illinois ... My old customers, and others, are no doubt aware of the terrible time I have had in crossing the stream, and will be glad to know that I will be back ... ready to swap horses., 1864. Business card of Abraham Lincoln, probably printed by the Democratic committee in 1864. Library of Congress. Prints and Photographs Division.


Hear the amazing Al Gore explanation machine. Oliphant. August 28, 1997 Ink and white out over pencil on paper Swann Fund Purchase (51)


McClellan will be president. By M. J. Million. Library of Congress. American Memory. America Singing: Nineteenth-Century Song Sheets
President Calvin Coolidge speaking and standing in profile behind a podium at a dedication ceremony for Wicker Park in Indiana. 1927. Library of Congress. American Memory.