

Election Study Across the Curriculum

Use these ideas and links to reference resources to support election study in English, math, science, and more!

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These activity and reference resources exemplify the authoritative, high quality resources you will also find in the eight award-winning ABC-CLIO Online Databases. Designed for secondary school libraries and curriculum, they provide easy access to teacher support materials and safe reference resources—articles, maps, and primary sources such as photos, audio and video recordings, and historical documents—all in one reliable source.

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Election Study Across the Curriculum Ideas and Reference Resources from ABC-CLIO, Inc.

This year's presidential election promises to be among our nation's most historic and significant. Beyond American history and government courses, the excitement created around Presidential Election 2008 can be used to engage students in projects in subjects beyond American history and government.

As the leader in history reference and research, ABC-CLIO is happy to offer these ideas and links to resources to support study around your school.

ABC-CLIO's Online Databases offer over 18,000 reliable reference resources in each database. Use the provided links below to quickly get to relevant election study resources within ABC-CLIO's Online Databases. Use your subscription or [sign-up](#) today for a FREE 60-day school-wide preview.

Art History: Compare cartoons of prior presidential campaigns with those appearing in today's magazines and newspapers. How have the styles, content, and approach to campaign cartooning changed over the years? How did/do cartoons "brand" candidates?

[Cartoon of Taft and Teddy Roosevelt](#)

[1916 cartoon featuring Thomas Nast's Democratic donkey](#)

Business/Marketing: Compare and evaluate the many ways various presidential candidates have marketed themselves (or have been marketed by others) to the voters, using give-away items (figurines, fans, buttons, photos, etc.). Here are two examples from the campaigns of Lincoln and Eisenhower.

[American flag featuring the names of Lincoln and Hamlin](#)

[Eisenhower campaign buttons](#)

Debate: Review, compare, and contrast the famous Kennedy/Nixon debates of 1960 with those of Obama and McCain.

[Summary of a series of four 1960 Kennedy/Nixon debates](#)

[Video excerpt of a Kennedy-Nixon TV debate](#)

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English: Campaign speeches often incorporate literary and rhetorical devices. Analyze the two speeches below for evidence of such devices. Compare the devices that you find in these speeches with those in speeches by the current major candidates.

[William Jennings Bryan's "Cross of Gold" speech](#)

[Franklin Roosevelt's 1932 speech to the Democratic National Convention](#)

Math: Voter turnout has always been crucial in presidential elections. Select individual states and/or regions from the lists below and graph their voter turnout. Based on your graph and on statistical analysis, make a prediction of the percentage of voter turnout that you anticipate would occur for your state or region in the 2008 election.

[Voter turnout in presidential elections 1880-2004](#)

Radio/Television: Compare and contrast the style, presentation, and effect of older radio and television ads and features, such as those for Gerald Ford and George Bush with those being broadcast today.

[Gerald Ford campaigning in 1976](#)

[George Bush campaign commercial from 1988](#)

Science: Examine what the major parties said were their science issues in the two campaign platforms listed below. How do those science issues differ from those listed in the parties' 2008 platforms?

[1968 Republican party platform](#)

[1980 Democratic party platform](#)

Sociology: Research how Democratic and Republican platforms reflect the social issues of their times by using the two examples below. Compare and contrast these two examples with both parties' platforms for the 2008 election.

[1972 Democratic party platform](#)

[1988 Republican party platform](#)

World History: Foreign policy issues are an important area of contention in the current presidential campaign. Review the general discussion of foreign policy listed below and then use the current candidates proposed foreign policies to determine how they might evaluate responses to the hypothetical foreign policy problems listed in the Foreign Policy Activity below. How would other nations evaluate that response?

[Foreign policy Overview](#)

[Foreign policy Activity](#)