

ELECTORAL COLLEGE – DAY 1

NEW YORK STATE SOCIAL STUDIES CORE CURRICULUM, GRADES 7/8: UNITED STATES AND NEW YORK STATE HISTORY

UNIT FOUR *Experiments in Government*

Chapter III: The Writing, Structure, and Adoption of the United States Constitution

<http://www.emsc.nysed.gov/ciai/socst/pub/sscore1.pdf> (page 54).

These questions and documents can be used in conjunction with the New York State Education Department core curriculum for grades 7/8 Social Studies: United States and New York State History. Students will be able to discuss what citizenship means in a democratic society, the rights of individuals and the representation of slaves, as well as decipher electoral procedures: direct versus indirect.

FOCUS QUESTION

What is the Electoral College and how does it work?

MATERIALS

- Articles I and II of the U.S. Constitution, James Madison's Notes on the Constitutional Convention excerpt, population of United States per state with Electoral College votes, calculators, state cards, three paper bags, an empty soda bottle, an apple or orange and \$1.

INTRODUCTORY ACTIVITY

- The soda bottle should be filled with water. Place the soda, orange and \$1 all in separate bags. Try to conceal the dollar at the bottom of the bag under one of the flaps.
- Split students into two groups, one twice as large as the other.
- Ask students to choose a representative who will represent them for a vote.
- Have the two representatives come to the front of the room. Ask the students to feel the contents of each bag and decide which bag they would choose for the common good of their constituents.
- After the representatives choose, show the groups what is in each bag and have the students explain why they chose the item they did.

QUESTIONS TO THE GROUP FOLLOWING THE ACTIVITY

1. Was the representation fair?
2. Should the big group have had more of a say?
3. If the big group had two representatives, what would happen if they disagreed about which bag to choose?

Explain to the class that this was the problem faced by the founding fathers when they were deciding how states should be represented by Congress.

ELECTORAL COLLEGE – DAY I

PROCEDURE

- Read Article I of the United States Constitution. Chart how the House and Senate are representative of their states.
- Read Article II of the United States Constitution and chart how the number of Electors for each state was chosen. (Depending on students' background information, they may or may not need an explanation of what the popular vote is.)
- Explain to students that the number of representatives in the House was capped at 435 in 1910.
- Students receive the map of the electoral votes per state and the United States population by state.
- Students are broken into pairs and given calculators and a state card.

THE TASK

Decide whether the state you have been given would rather vote for the president with its popular vote or its electoral vote. In order to figure this out, you must calculate what percent of the total U.S. population is your state's population and what percent of the total U.S. electoral vote of 538 is your state's electoral vote.

REFLECT

Ask the students who have states with popular vote power to stand on one side of the room and the ones with the electoral power on the other. Have students name the state they chose and explain what the differences were in the percentages they calculated.

QUESTIONS

Give students the Notes written by James Madison in 1787. Ask them to read it (to themselves or aloud) and have them answer the following questions:

- Why do you think the founding fathers chose to have electors vote for the presidency?
- Why does Madison mention slavery?
- According to Madison, what are the disadvantages and advantages of the two methods of electing the president?
- Which system do you think is better and why? You may want to consider the activity in class today and the power of the “small states” versus the “big states.”

FOLLOW-UP/HOMEWORK

Create a system for electing a president that does not give too much power to the big states or take away power from the little states.

ELECTORAL COLLEGE – DAY I

DISCOVERING HISTORY IN TODAY'S NEW YORK TIMES

Descriptions of historic events in textbooks are often based on the original newspaper accounts. These questions help you compare the past with current reports in The New York Times.

1. Find and clip several articles about different states from current issues of The New York Times. Locate each of the states on a map of the United States. Write the number of electoral votes the state has at the top of the article.
2. Select an article from the National pages of The Times reporting a problem in two or more states, such as water rights, federal spending, military base closings, etc. Discuss in your group which state will win and why. Check to see if your choice is a large or a small state.
3. Some members of Congress are more powerful than others. Collect several Times clippings about members from small states and large states. In your group, discuss and decide who has more power – leaders from small or large states. Create a drama for the class from the facts you have learned about these leaders.

LESSON 1

ELECTORAL COLLEGE - DAY 1

UNITED STATES CONSTITUTION ARTICLE I

<http://www.archives.gov/national-archives-experience/charters/constitution.html>

http://www.archives.gov/national-archives-experience/charters/charters_downloads.html

Article I

Section 1. All legislative Powers herein granted, shall be vested in a Congress of the United States, which shall consist of a Senate and House of Representatives.

Section 2. The House of Representatives shall be composed of Members chosen every second Year by the People of the several States, and the Electors in each State shall have the Qualifications requisite for Electors of the most numerous Branch of the State Legislature.

No Person shall be a Representative who shall not, have attained to the Age of twenty five Years, and seven Years a Citizen of the United States, and who shall not, when elected, be an Inhabitant of that State in which he shall be chosen.

Representatives and direct Taxes shall be apportioned among the several States which may be included within this Union, according to their respective Numbers, which shall be determined by adding to the whole Number of free Persons, including those bound to Service for a Term of Years, and including Indians not taxed, three fifths of all other Persons. The actual Enumeration shall be made within three Years after they first Meeting of the Congress of the United States, and within every subsequent Term of ten Years, in such Manner as they shall by Law direct. The Number of Representatives shall not exceed one for every thirty Thousand, but each State shall have at least one Representative, and until such Enumeration shall be made, the State of New Hampshire shall be entitled to three, Rhode-Island and Providence Plantations one, Connecticut five, New-York six, New Jersey four, Pennsylvania one, Maryland six, Virginia ten, North Carolina five, South Carolina five, and Georgia three.

When vacancies happen in the Representation from any State, the Electors in that State shall fill the Vacancies.

Section 3. The Electors in each State shall have one Vote. The Electors in the most numerous State shall be composed of two Senators, chosen by the Legislature thereof, for six Years, and each Senator shall have one Vote.

ARTICLE I. SECTION 1. All legislative Powers herein granted shall be vested in a Congress of the United States, which shall consist of a Senate and House of Representatives.

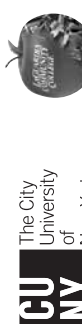
SECTION 2. The House of Representatives shall be composed of Members chosen every second Year by the People of the several States, and the Electors in each State shall have the Qualifications requisite for Electors of the most numerous Branch of the State Legislature.

No Person shall be a Representative who shall not have attained to the Age of twenty five Years, and been seven Years a Citizen of the United States, and who shall not, when elected, be an Inhabitant of that State in which he shall be chosen.

Representatives and direct Taxes shall be apportioned among the several States which may be included within this Union, according to their respective Numbers, which shall be determined by adding to the whole Number of free Persons, including those bound to Service for a Term of Years, and excluding Indians not taxed, three fifths of all other

Persons. (See Note 2) The actual Enumeration shall be made within three Years after the first Meeting of the Congress of the United States, and within every subsequent Term of ten Years, in such Manner as they shall by Law direct. The Number of Representatives shall not exceed one for every thirty Thousand, but each State shall have at Least one Representative; and until such enumeration shall be made, the State of New Hampshire shall be entitled to three, Massachusetts eight, Rhode-Island and Providence Plantations one, Connecticut five, New-York six, New Jersey four, Pennsylvania eight, Delaware one, Maryland six, Virginia ten, North Carolina five, South Carolina five, and Georgia three.

SECTION 3. The Senate of the United States shall be composed of two Senators from each State, chosen by the Legislature thereof, (See Note 3) for six Years; and each Senator shall have one Vote.



The City University of New York

LA GUARDIA COMMUNITY COLLEGE/CUNY
LA GUARDIA AND WAGNER ARCHIVES

The New York Times
KNOWLEDGE NETWORK
INSPIRING THOUGHT



ELECTORAL COLLEGE – DAY I**UNITED STATES CONSTITUTION ARTICLE II**

http://www.archives.gov/national-archives-experience/charters/charters_downloads.html



Article. II. SECTION 1. The executive Power shall be vested in a President of the United States of America. He shall hold his Office during the Term of four Years, and, together with the Vice President, chosen for the same Term, be elected, as follows

Each State shall appoint, in such Manner as the Legislature thereof may direct, a Number of Electors, equal to the whole Number of Senators and Representatives to which the State may be entitled in the Congress: but no Senator or Representative, or Person holding an Office of Trust or Profit under the United States, shall be appointed an Elector.



ELECTORAL COLLEGE – DAY I

JAMES MADISON'S NOTES ON THE CONSTITUTIONAL CONVENTION, JULY 25, 1787

http://memory.loc.gov/ammem/collections/madison_papers/mjmconst.html (introduction)http://memory.loc.gov/ammem/collections/madison_papers/mjmser5.html

The option before us ^{then} lay between an appointment by Electors chosen by the people – and ^{an} immediate appointment by the people. He thought the former mode free from many of the objections which had been urged agst it, and greatly preferable to an appointment by the Nat^l. Legislature. As the electors would be chosen for the occasion, would meet at once, & proceed ^{immediately} to an appointment, there would be very little opportunity for cabal, or corruption. As a farther precaution, it might ^{be} required that they should meet at some place, distinct from the seat of Gov^t. and even that no person within a certain distance of the place at the time sh^d. be eligible. This mode however had been rejected, ^{so} recently & by so great a majority that it probably would not be proposed anew. The remaining ~~alternative~~ mode was an election by the people, ^{or rather by the ~~qualified~~ qualified part of them,} at large. With all its imperfections he liked this best. He would not repeat either the general argum^{ts}. for or the objections agst. this mode. He would only ^{take notice of} two difficulties which he admitted to have weight. The first arose from the disposition in the people to prefer a Citizen of their own State, and the disadvantage this wd. throw on the smaller States. Great as this objection might be he did not think it equal to such as lay agst. every other mode which had been proposed. He thought too that some expedient might be hit upon that would obviate it. The second difficulty arose from the disproportion of ^{qualified voters} ~~qualified voters~~ in the N. & S. States, and the disadvantages ^{which} this mode would throw on the latter. The answer to this objection was 1. that this disproportion would be continually decreasing under the influence of the Republican laws introduced in the S. States, and the more rapid increase of their population. 2. That ^{local} ~~local~~ considerations must give way to the general interest. As an individual from the S. State he was willing to make the sacrifice.

The option before us then lay between an appointment by Electors chosen by the people – and an immediate appointment by the people. He thought the former mode free from many of the objections which had been urged agst. it, and greatly preferable to an appointment by the Natl. Legislature. As the electors would be chosen for the occasion, would meet at once, & proceed immediately to an appointment, there would be very little opportunity for cabal, or corruption. As a farther precaution, it might be required that they should meet at some place, distinct from the seat of Govt. and even that no person within a certain distance of the place at the time shd. be eligible. This Mode however had been rejected so recently & by so great a majority that it probably would not be proposed anew. The remaining mode was an election by the people or rather by the qualified part of them, at large: With all its imperfections he liked this best. He would not repeat either the general argumts. for or the

objections agst. this mode. He would only take notice of two difficulties which he admitted to have weight. The first arose from the disposition in the people to prefer a Citizen of their own State, and the disadvantage this wd. throw on the smaller States. Great as this objection might be he did not think it equal to such as lay agst. every other mode which had been proposed. He thought too that some expedient might be hit upon that would obviate it. The second difficulty arose from the disproportion of qualified voters in the N[orthern]. & S[outhern]. States, [because of slavery] and the disadvantages which this mode would throw on the latter. The answer to this objection was 1. that this disproportion would be continually decreasing under the influence of the Republican laws introduced in the S. States, and the more rapid increase of their population. 2. That local considerations must give way to the general interest. As an individual from the S. States he was willing to make the sacrifice.

ELECTORAL COLLEGE – DAY I

Alabama	Alaska	Arizona	Arkansas	California
Colorado	Connecticut	Delaware	District of Columbia	Florida
Georgia	Hawaii	Idaho	Illinois	Indiana
Iowa	Kansas	Kentucky	Louisiana	Maine
Maryland	Massachusetts	Michigan	Minnesota	Mississippi
Missouri	Montana	Nebraska	Nevada	New Hampshire

ELECTORAL COLLEGE – DAY I

New Jersey	New Mexico	New York	North Carolina	North Dakota
Ohio	Oklahoma	Oregon	Pennsylvania	Rhode Island
South Carolina	South Dakota	Tennessee	Texas	Utah
Vermont	Virginia	Washington	West Virginia	Wisconsin
Wyoming				

ELECTORAL COLLEGE – DAY I**UNITED STATES (PLUS WASHINGTON, D.C.) POPULATION AND RANKING WITH ELECTORAL COLLEGE VOTES**

United States total population: 281,421,906 (as of April 1, 2000, according to the US Census Bureau).
270 Electoral College votes are needed to be elected president.

POPULATION RANKING	STATE	2004 ELECTORAL COLLEGE VOTES	POPULATION (CENSUS DATA: APRIL, 2000)
1	California	55	33,871,648
2	Texas	34	20,851,820
3	New York	31	18,976,457
4	Florida	27	15,982,378
5	Illinois	21	12,419,293
6	Pennsylvania	21	12,281,054
7	Ohio	20	11,353,140
8	Michigan	17	9,938,444
9	New Jersey	15	8,414,350
10	Georgia	15	8,186,453
11	North Carolina	15	8,049,313
12	Virginia	13	7,078,515
13	Massachusetts	12	6,349,097
14	Indiana	11	6,080,485
15	Washington	11	5,894,121
16	Tennessee	11	5,689,283
17	Missouri	11	5,595,211
18	Wisconsin	10	5,363,675
19	Maryland	10	5,296,486
20	Arizona	10	5,130,632
21	Minnesota	10	4,919,479
22	Louisiana	9	4,468,976
23	Alabama	9	4,447,100
24	Colorado	9	4,301,261
25	Kentucky	8	4,041,769
26	South Carolina	8	4,012,012

ELECTORAL COLLEGE – DAY I**UNITED STATES (PLUS WASHINGTON, D.C.) POPULATION AND RANKING WITH ELECTORAL COLLEGE VOTES**

United States total population: 281,421,906 (as of April 1, 2000, according to the US Census Bureau).
270 Electoral College votes are needed to be elected president.

POPULATION RANKING	STATE	2004 ELECTORAL COLLEGE VOTES	POPULATION (CENSUS DATA: APRIL, 2000)
27	Oklahoma	7	3,450,654
28	Oregon	7	3,421,399
29	Connecticut	7	3,405,565
30	Iowa	7	2,926,324
31	Mississippi	6	2,844,658
32	Kansas	6	2,688,418
33	Arkansas	6	2,673,400
34	Utah	5	2,233,169
35	Nevada	5	1,998,257
36	New Mexico	5	1,819,046
37	West Virginia	5	1,808,344
38	Nebraska	5	1,711,263
39	Idaho	4	1,293,953
40	Maine	4	1,274,923
41	New Hampshire	4	1,235,786
42	Hawaii	4	1,211,537
43	Rhode Island	4	1,048,319
44	Montana	3	902,195
45	Delaware	3	783,600
46	South Dakota	3	754,844
47	North Dakota	3	642,200
48	Alaska	3	626,932
49	Vermont	3	608,827
50	District of Columbia	3	572,059
51	Wyoming	3	493,782
TOTALS		538	281,421,906

ELECTORAL COLLEGE – DAY 2

FOCUS QUESTION

What is the Electoral College and how does it work?

MATERIALS

Samuel Tilden Note, Rutherford B. Hayes diary excerpt, The New York Times American League Championship Series results.

INTRODUCTORY ACTIVITY

Chart the games of the 2004 World Series posted above.

1. Who had more total runs?
2. Who won the series?
3. Is it fair for a team to get more runs and lose the series?
4. Is there any connection here to Day 1's discussion of the Electoral College?

READ THE FOLLOWING TO THE STUDENTS

Background information about the 1876 presidential election

Only eleven years after the Civil War ended, the United States held its most closely fought and contentious presidential election. Ulysses S. Grant had been the Union's most capable general during the Civil War, but his eight years as president and leader of the Republican Party had been notable for political corruption and scandal. Reconstruction and the rights of African Americans also played a central role as northern whites tired of the experiment in political equality and the use of violence by white supremacists to oppose it. White supremacist Democrats, who often used violence and political skulduggery to gain power, were in control of all the Southern state governments except for South Carolina, Florida and Louisiana. The moment seemed ripe for the Democrats to win the presidency for the first time since the election of Abraham Lincoln sixteen years earlier.

The two candidates were Governor Samuel Tilden, Democrat of New York, and Governor Rutherford B. Hayes, Republican of Ohio. On election night of Tuesday Nov. 7, 1876, it appeared that Tilden had won a narrow victory in the Popular Vote (total votes counted) and in the Electoral College (the awarding of electors based on who won pluralities or majorities in their respective states). By morning, the Republicans realized that if they could hold the states of South Carolina, Florida and Louisiana, Hayes would be the winner. With credible accusations of Democratic violence and vote fraud in these states and the Returning Boards under Republican control, it appeared that the election could be turned to Hayes.

ASK THE STUDENTS

Who should win the election: the person with the most popular votes or the most electoral college votes? Have the students reflect.

ELECTORAL COLLEGE – DAY 2

PROCEDURE

- Arrange the students into pairs and give them the excerpt from Hayes's diary and Tilden's Note.
- Have the students read the two together and determine what each candidate is saying. Questions to include: Who has the stronger argument? What would you do to resolve this election?

SHARE

Have the pairs of students explain who they think should win and how they would resolve the issue.

FOLLOW-UP/HOMEWORK

Have students research the 2000 presidential election.

DISCOVERING HISTORY IN TODAY'S NEW YORK TIMES

Descriptions of historic events in textbooks are often based on the original newspaper accounts. These questions help you compare the past with current reports in The New York Times.

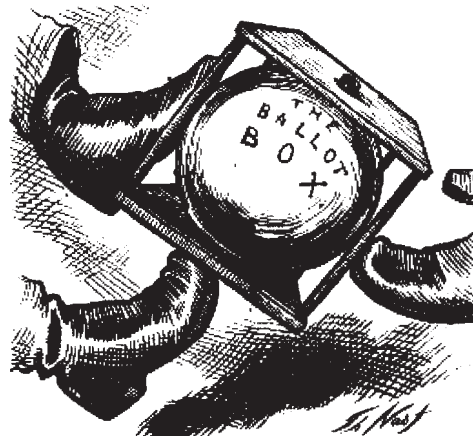
1. Find three or more articles in The New York Times that report voting fraud here in the United States and in other countries. Make a list of how people were prevented from voting and where.
2. Even in non-election years, potential candidates for the next presidential election and political party officials speak out on important topics. Pick a potential candidate or party spokesperson and follow this person's comments in The Times by clipping several articles. Which states will this potential candidate appeal to and why? How many electoral votes do these states have?
3. Create an advertisement supporting or opposing the Electoral College. Study advocacy ads in The Times for ideas on how to express your position in writing. Advocacy ads often appear on the Op-Ed page or in full pages in the A section (first section) of The Times.

ELECTORAL COLLEGE – DAY 2

TILDEN NOTE ON THE 1876 PRESIDENTIAL ELECTION (UNDATED: CA. 1876–77)

Our Presidential election as made by the people has been subverted by a false count of the votes cast by the Presidential electors, founded on a substitution of pretended votes known at the time to be fraudulent or forged, and to have been manufactured for that particular use.

If a Presidential election should be next controlled by abusive or corrupt influence exercised by the Government upon the voters in particular States, and a vista be opened of Third Terms and Terms in indefinite series displaying the undisputed supreme mastery of the office-holding class in successive elections, our Government would have degenerated into a bad copy of the worst government of the worst ages.



Cartoon by Thomas Nast,
Harper's Weekly, December 23, 1876.

A NATIONAL GAME THAT IS PLAYED OUT.

LESSON 1

ELECTORAL COLLEGE - DAY 2

RUTHERFORD B. HAYES' DIARY

<http://www.ohiohistory.org/online/doc/hayes/index.cfm>

Columbus 30 Nov., 1876. Thanksgiving

43

The Presidential question is still undecided. For more than two weeks it has seemed almost certain that the three doubtful States would be carried by the Republicans. South Carolina is surely Republican. Florida is in nearly the same condition - both States being for the Republicans on the face of the returns, with the probability of increased majorities by corrections. Louisiana is the State which will decide. There is no doubt that a very large majority of the lawful voters are Republicans. But the Democrats have endeavored to defeat the will of the lawful voters by the perpetration of crimes whose magnitude and atrocity has no parallel in our history. By murder, and ^{hellish} ~~hellish~~ cruelties they at many polls drove the colored people away, or forced them to vote the Democratic ticket. It now seems probable that the Returning Board will have before them evidence which will justify the throwing out of enough to secure the State to those who are lawfully entitled to it.

Columbus, 30 Nov., 1876. Thanksgiving.- The Presidential question is still undecided. For more than two weeks it has seemed almost certain that the three doubtful States would be carried by the Republicans. South Carolina is surely Republican. Florida is in nearly the same condition, both States being for the Republicans on the face of the returns, with the probability of increased majorities by corrections. Louisiana is the State which will decide. There is no doubt that a very large majority of the lawful voters are Republi-

cans. But the Democrats have endeavored to defeat the will of the lawful voters by the perpetration of crimes whose magnitude and atrocity has no parallel in our history. By murder and hellish cruelties, they at many polls drove the colored people away, or forced them to vote the Democratic ticket. It now seems probable that the Returning Board will have before them evidence which will justify the throwing out of enough [votes] to secure the State to those who are lawfully entitled to it.

ELECTORAL COLLEGE – DAY 2

THE 2004 AMERICAN LEAGUE CHAMPIONSHIP SERIES



Yankee Derek Jeter slides past Red Sox catcher Jason Varitek as Bernie Williams watches, 2004 American League Championship Series.

THE NEW YORK TIMES, OCTOBER 21, 2004

A.L. CHAMPIONSHIP

BOSTON VS. YANKEES

GAME 1 Yankees 10, Boston 7

GAME 2 Yankees 3, Boston 1

GAME 3 Yankees 19, Boston 8

GAME 4 Boston 6, Yankees 4, 12 inn.

GAME 5 Boston 5, Yankees 4, 14 inn.

GAME 6 Boston 4, Yankees 2

GAME 7 Boston 10, Yankees 3

(Red Sox win series 4-3)