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**EACH LESSON CONTAINS:**

- Basic assignment which can be completed in approximately 20-30 minutes
- Teacher sheet
- Objectives
- Student sheet
- Detailed procedure
- Enrichment activities to supplement the basic lesson
- Assessment criteria
- Hard copies of all materials necessary to complete the basic assignment
- Links to web resources for enrichment activities
- Clearly identified links to Massachusetts History and Social Science Curriculum Frameworks

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**Elections 2008**

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9. We are always eager for feedback from teachers. Please tell us what worked best in these lessons. How might you improve them?
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11. Would you be interested in being one of our Pilot Teachers for our next Curriculum unit?

# EXPLORE THE CANDIDATES' lives



**LOCATION** World/US

**TIME PERIOD** Current Events

**GRADES** 4-8

## ESSENTIAL QUESTION

What has been the life journey of each candidate up to this point?  
Does where we live impact how we think?

## OBJECTIVES

Students will construct a timeline of the candidates' lives.

Students will identify key places of candidates' lives on a world map.

Students will identify major events of candidate's lives and explore one in more detail.

Students will note similar and different experiences of the two candidates.

## ★ CURRICULUM STANDARDS

Grade 4: North American Geography

Use map skills to determine absolute locations

Grade 5: US History, Geography, Economics and Government

Interpret timelines

Grade 6: World Geography

The effects of geography on the history of civilizations and nations

World History 1 and United States History 1: Concepts and Skills

Interpret and construct timelines

The effects of geography on the history of civilizations and societies

The rise and continuing international influence of the United States

Both John McCain and Barack Obama have lived several places in their lives. Has the path of their lives affected who they are and what they believe in? What adversity have they faced and how has this shaped their world view and policies?

### Procedure

1. See what information students know about the two candidates. Possible questions:  
What are the names of the candidates?  
What job do they currently hold?  
Did they see anything about the convention on TV?  
Have they seen or heard the candidates speak?
2. Write the important details on the board.
3. Give class Student Sheet, World Map and Data Sheets for both candidates. They may work individually or in small groups.
4. Allow time to complete their work independently.
5. Discuss results. Post timelines and maps in your classroom.

### Time Allocation

20-30 minutes plus home work assignment for one evening

### Materials Needed

#### [World Map](#)

Important Dates and Places in Lives of Barack Obama and John McCain Sheets

Two different colored pencils or markers

Paper for timelines

### Assessment Criteria

- Did the students identify the key events of the candidates' lives on their time lines?
- Did the students identify the places where the candidates have lived on their map?
- Did the students note similarities and differences between the two candidates?
- Did the students describe one event in the life of one of the candidates?

### Enrichment Activities

1. Have students read a newspaper article about the candidate and summarize what they have read.
2. Use the biographies from the HS lesson and have students construct timelines from that material.
3. Have the students use the interactive timelines below to explore the candidates' lives more fully. Let them add these dates to their timeline and locations to the map.  
[http://www.nytimes.com/interactive/2008/02/03/us/politics/20080203\\_MCCAIN\\_TIMELINE.html](http://www.nytimes.com/interactive/2008/02/03/us/politics/20080203_MCCAIN_TIMELINE.html)  
[http://www.nytimes.com/interactive/2007/12/29/us/politics/20071229\\_OBAMA\\_TIMELINE.html](http://www.nytimes.com/interactive/2007/12/29/us/politics/20071229_OBAMA_TIMELINE.html)
4. Use Lesson 1 in conjunction with Lesson 2 to see if the connection between events in the candidate's life and the positions he holds.
5. Compare the key events in the candidates' lives with major events in US and/or World history.
6. There are a great many 'myths' about Barack Obama. Have the students explore these myths and explain why they continue despite being untrue. John McCain is a 'legend' for having survived 5 ½ years in a Prisoner of War camp. How has this shaped his political life and presidential campaign?





### Important Dates and Places in the Life of Barack Obama

Barack Hussein Obama was born August 4, 1961, in Hawaii. His father was from Kenya and his mother from St. Louis, Missouri.

Obama's parents separated when he was two years old and later divorced. His mother married Lolo Soetoro, another East–West Center student from Indonesia. In 1967, the family moved to Jakarta, Indonesia.

In 1971 Barack returned to Hawaii to live with his grandparents, Madelyn and Stanley Dunham. He went to school at the Punahou Academy and graduated in 1979.

After high school, Obama studied at Occidental College in Los Angeles for two years. Then he transferred to Columbia University in New York City, graduating in 1983 with a degree in political science.

After working in New York, Obama moved to Chicago in 1985. He worked as a community organizer.

Obama entered Harvard Law School in Cambridge, Massachusetts in 1988. Obama graduated in 1991.

After law school, Obama returned to Chicago to practice as a civil rights lawyer, joining the firm of Miner, Barnhill & Galland. He also taught at the University of Chicago Law School.

Obama ran for the Illinois State Senate as a Democrat. He was elected in 1996 from the Chicago south side neighborhood of Hyde Park.

That summer, he was invited to deliver the keynote speech in support of John Kerry at the 2004 Democratic National Convention in Boston.

In the November 2004 general election, Obama won his Senate race and came to Washington, D.C.

In February 2007, Obama announced his candidacy for the 2008 Democratic presidential nomination.

The Democratic convention was held in August 2008 in Denver, Colorado.

Source: <http://www.biography.com/featured-biography/barack-obama/bio-print.html>

### Important Dates and Places in the Life of John McCain

John Sidney McCain III was born on August 29, 1936, at Coco Solo Naval Air Station in the Panama Canal Zone.

Because his father was in the Navy, McCain spent his childhood moving between naval bases in America and the Pacific.

He attended Episcopal High School in Alexandria, Virginia, and graduated in 1954.

McCain graduated from the Naval Academy at Annapolis, Maryland in 1958.

McCain volunteered for combat duty in the Vietnam war in the 1960s.

On October 26, 1967, McCain's plane was shot down during a bombing run over the North Vietnamese capital of Hanoi. McCain spent five and a half years in various prison camps, before he was finally released, along with other American POWs, on March 14, 1973.

In 1976, he worked for the Navy in Washington, D.C.

In 1981, after marrying his second wife, Cindy Hensley, McCain retired from the Navy, and moved to Phoenix, Arizona.

McCain was elected to the U.S. House of Representatives on November 2, 1982, representing Arizona in Washington, D.C.

In 1986, McCain won election to the U.S. Senate.

McCain officially entered the 2008 presidential race on April 25, 2007, in New Hampshire.

The Republican convention was held in September 2008 in Minneapolis, Minnesota.

Source: <http://www.biography.com/featured-biography/john-mccain/bio2.jsp>



# WHAT ARE THE issues IN THIS ELECTION?



**LOCATION** US

**TIME PERIOD** Current Events

**GRADES** 4-8

## **ESSENTIAL QUESTION**

What are the important issues in this campaign and how does each candidate propose to address them?

How does this election connect the United States to the rest of the world?

## **OBJECTIVES**

Students will identify 10 terms central to the major issues in this campaign.

Students will identify the candidates' position on a key issue(s).

Students will place locations relevant to this election on a world map.

## **★ CURRICULUM STANDARDS**

Grade 4: North American Geography

People of the contemporary United States

Rights of immigrants

Rights of citizens

Grade 5: US History, Geography, Economics and Government

Democratic institutions and ideas

US History 1:

Basic framework of democracy and concepts of American government

Explain the basic function of the government in the US economy

This election is very important. There are many problems facing the nation and the next president will have to figure out how to solve them. John McCain and Barack Obama agree on what the problems are but have very different approaches to their solutions.

### Procedure

1. Generally discuss the idea of problems and solutions with your students. To prompt discussion, you might ask them to think about a problem they have faced. Were they able to solve the problem on their own? Was there more than one way to solve the problem? How much did understanding what caused the problem help them solve it?
2. Brainstorm about problems the country is currently facing. List the ones they identify on the board. Several that you may wish to explore:

War in Iraq	Environment and Energy
Health Care	Immigration
Economy	National Security and Defense
3. For each problem they identify, try to generate possible solutions.  
Examples: War in Iraq—US forces leave or send more troops  
High gas prices—Drive less or carpool
4. Give out Student Sheet, Issue/Candidate Position Sheet and World Map. You may have them work individually or in small groups. You may do Step One, Step Two and/or Step Three, depending on time and interest level. You may wish to read the Issue/Candidate Position Sheet to younger students. If they are unable to define the terms using the Position Sheets, discuss the answers as a group.
5. Discuss their answers. Ask the students how many places they had to find on their world map. What conclusions might they reach about America's problems being part of larger global concerns?

### Time Allocation:

30-40 minutes

### Materials Needed:

Issue and Candidate Position Sheet  
[World Map](#)

### Assessment Criteria

Did students define 10 key terms related to issues of this campaign?  
Did students identify both candidates' solutions to two problems?  
Did students locate areas that are of geographic concern to the United States?

### Enrichment Activities

1. Look at each candidate's biography to see if his life experiences shaped how he arrived at his solution to the problem. Biographies can be found at:  
<http://www.biography.com/featured-biography/barack-obama/index.jsp>  
<http://www.biography.com/featured-biography/john-mccain/bio2.jsp>

2. Have the students watch the candidates speak about the various issues. For a list of speeches and video clips, as well as the clips themselves, go to:  
[http://maps.google.com/help/maps/elections/#obama\\_videos](http://maps.google.com/help/maps/elections/#obama_videos)  
[http://maps.google.com/help/maps/elections/#mccain\\_videos](http://maps.google.com/help/maps/elections/#mccain_videos)
3. Does either candidate vary his message based on where or to whom he is speaking? Using these websites, compare the candidates against themselves.  
[http://maps.google.com/help/maps/elections/#obama\\_videos](http://maps.google.com/help/maps/elections/#obama_videos)  
[http://maps.google.com/help/maps/elections/#mccain\\_videos](http://maps.google.com/help/maps/elections/#mccain_videos)
4. Divide the class in half. Have one side represent Barack Obama and the other John McCain. Have each group prepare to debate the major issues in this campaign. For more information on each candidate's position, go to:  
<http://www.johnmccain.com/Informing/Issues/>  
<http://www.barackobama.com/issues/>
5. Have students look at the candidates' ads to see how they present their position on the issues. Examples of ads can be found at :  
<http://projects.washingtonpost.com/politicalads/candidates/barack-obama/>  
<http://projects.washingtonpost.com/politicalads/candidates/john-mccain/>
6. Place the candidates in history. After learning their positions on current problems, have the student prepare their debate points on historical topics such as :  
The Immigration Quota Legislation of 1921 and 1924  
The Annexation of the Philippines after the Spanish American War  
The Alien and Sedition Acts (1790s)  
The Alien, Sedition and Espionage Acts (World War One)  
The Sherman Anti-Trust Act (1890)
7. Conduct a mock school election. What are the big issues for your school? What different positions might candidates take to solve these problems? Divide the class in half and have each group prepare to debate the big issues facing your school.
8. Have students read press coverage of the election in the foreign press or watch the news on BBC America. How does the perspective shift?

There are two men running for president of the United States: John McCain and Barack Obama. Each man has strong ideas about how to solve the problems our nation faces. Your teacher will give you sheets that describe the big problems and what the candidates think is the best way to solve these problems.

**Step One:**KEY TERMS

Using the Issues and Candidates' Position Sheets, try to identify the following terms:

Income Tax	Saddam Hussein	Nuclear Power
Corporate Tax	George Bush	National Security
Off Shore Drilling	Illegal Immigrant	
Health Insurance	Gas Tax Holiday	

**Step Two:**

For at least two of the issues listed, fill in this chart and answer the questions below.

<u>Problem</u>	<u>Obama's Solution</u>	<u>McCain's Solution</u>
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**Questions:**

1. What do you think is the biggest problem our nation has? Whose solution makes more sense to you? Can you think of another way to solve this problem?
  
2. Do the candidates have the same solutions to any of these problems?

**Step Three:**

Look through the Issues and Candidates' Position Sheet. Underline all geographic locations. Place these on your world map.

## Issues and Candidates' Position

### ISSUE #1: The War in Iraq

The United States has been fighting the war in Iraq since March 2003. Over 4,000 American soldiers have been killed. As of July 23, 2008, the United States has spent \$661 billion dollars to fight the war. Sometimes the fighting stops but often the Iraqi people are fighting one another. Most people think we should leave Iraq but worry what will happen after we go.

#### Obama's Position:

Senator Obama has always opposed the war in Iraq. He did not believe that Iraq's leader, Saddam Hussein, was going to hurt America. That reason was President Bush's main reason why we should go to war. He now believes that we should bring our soldiers home as soon as possible.

#### McCain's Position:

Senator McCain thinks it was right to fight the war in Iraq although he has not always been happy with how we have fought it. He does not want to leave Iraq until he is sure that the Iraqi people will be safe and can run things on their own. He thinks we should send more soldiers so that the fighting is being done properly.

### ISSUE #2: Immigration

There are 12 million immigrants who are in the country illegally. This means that there is no record of who they are, where they live, or what work they do. They also are not protected by the rules of our country.

#### Obama's Position

He wants to spend money to keep immigrants from coming in unless they follow the rules. But if they are already here, he wants to help them become citizens of the United States which means they could do what people who are born here do: Vote, serve in the Army, go to School. As a Senator he voted to build a 700 mile fence along the United States-Mexico border.

#### McCain's Position

He wants to spend money to keep immigrants from coming in unless they follow the rules. But if they are already here, he wants to help them become citizens of the United States which means they could do what people who are born here do: Vote, serve in the Army, go to School. As a Senator he voted to build a 700 mile fence along the United States-Mexico border.

### ISSUE #3: National Security and Defense

What does it mean to be secure? Secure means to be safe. Both as individuals and as a country we try to keep bad things from happening to us. The question becomes how to keep us safe. We want to keep bad people from coming into the country. We do not want anyone who is already in the country to hurt us.

In addition to being safe, we are also used to our freedoms. Freedom means we can say what we want and go where we want. We also want our privacy, to let us do and think what we want as long as we do not hurt anyone else. As a country, we have to balance being safe with being free.

Suppose the government thinks someone is dangerous. Should the government be allowed to read someone's e-mail or listen to a person's phone calls to see if he or she is planning to hurt another person? There is no easy answer to these questions. Both being safe and being free are very important.

A country needs to defend itself. Defend means to keep others from hurting us. That is the job of the soldiers in the Army, Navy, Air Force and Marines. How do our soldiers keep us safe? How much should they be fighting wars? Are there other ways to defend our country?

Another question about being safe is whether it is good to use our soldiers to fight in other places.

John McCain believes that we should increase the number of soldiers we have but their jobs should be more than just fighting wars. We should work with other countries. We should also spend more money to make us safe. He thinks it is very important to be able to keep an eye on everyone to see what they are doing and saying.

Barack Obama wants to help cities and towns share information with one another. He wants to use people to gather and share important information to keep us safe. He wants to keep our water supply and factories safe. He wants to be sure that those parts of the country that face the biggest dangers, such as New York and California, get the most help defending themselves.

#### **ISSUE #4: Health Care**

Millions of American have no health insurance which means they must pay every time they go to the doctor. They cannot afford to go the hospital or have an operation. Even people who do have health insurance, often cannot pay if they get very sick or have to miss work or school because they are sick for a long time. The big question is what is the job of the government? Is health care like a store where people should just pay? Or should the government be in charge of doctors, medicine, and hospitals?

Barack Obama wants the government to help out a lot. If you don't get health insurance from your job, the government should give it to people, especially children. To give this help will cost lots of money. Obama wants wealthier people to pay more taxes to help pay for this. In the last 8 years under President Bush, the richer people have paid lower taxes. Obama wants them to pay more to help out with health care costs.

John McCain thinks that it is not really the government's job to pay for more health care but that the very poor should pay less in taxes to help them get health insurance. He hopes that how much doctors and medicine cost will go down if there are good choices for people to make.

#### **ISSUE #5: The Economy**

Many parts of the economy are in trouble. The economy involves what we buy and what we sell. Most people work very hard but seem to have trouble paying for their houses, their gas, their cars, and their food. The government gets money from taxes. Companies pay taxes on what they earn and so do individuals. The government in Washington spends money on all sorts of things from the war in Iraq to fixing roads. During the last 8 years, President Bush along with Congress has lowered the amount of taxes so there wasn't as much money to spend. But the government spent anyway and had to borrow from other countries like China and Japan. The big questions is what to do about taxes?

Barack Obama wants to raise taxes on people who make more than \$150,000 a year.

At first John McCain thought it was wrong to ask the rich to pay lower taxes and as a Senator voted against this plan in 2001 and 2003. Now he supports the idea.

#### **ISSUE #6: Energy and the Environment**

America uses a lot of oil and gas. We use these fuels to run our cars and heat our homes. We do not have fuel enough in our own country, so we get it from other countries in Africa, Asia, and the Middle East. We need to be nice to these countries to be sure we can keep buying oil and gas from them. All of the oil and gas, as well as coal, is not good for the environment and dirties our air and our water. We need to figure out how to

1. use less fuel and
2. get our energy from other sources.

#### McCain's Position

1. A gas tax holiday. A tax is an extra charge that goes to the government to help pay for roads and other transportation needs. Right now, every gallon of gas has an 18¢ tax on it. He proposed getting rid of the tax for the summer.
2. Another kind of tax is on what people or companies earn. He thinks there should be no extra tax on the oil companies no matter how much they earn.
3. Lift rules again drilling for oil off the shores or coasts of American states such as Florida
4. Build 45 new nuclear power plants.
5. Spend \$2 billion a year to figure out how to make coal less dirty.
6. A \$300 million award to the person who invents a car that can run on a battery rather than on fuel.
7. Companies that figure out a way to use wind, sun, and water power will pay less in taxes.
8. To lower the amount of air pollution, he wants to limit the total amount of bad gases that can go into the air. This system, called cap and trade, gives each state a certain amount of bad gases they can put into the air. If a state does not use the total it is allowed, another state that wants to use more than it is allowed can trade.

#### Obama's Position

1. Would make it a law that cars be more efficient, which means they could travel farther on a single gallon of gas than they do now.
2. Does not think a gas tax holiday will save any money.
3. Give every family in the country \$1,000 to help pay for higher gas bills. The money would come from an extra tax on the companies that sell gas, like Exxon.
4. Had been against drilling off the shores of American states but has changed his mind because it seems like something the American people want. He is still worried that this drilling will not bring down prices or lower how much oil we use.
5. Use nuclear power only if it is safe.
6. Have all new cars be 'flex-fuel' which means they can use a mix of fuels. This will lower the amount of gas used. He wants to lend money to companies to help them use fuels other than coal, oi, and gas.
7. Companies that figure out a way to use wind, sun, and water power will pay smaller taxes.
8. To lower the amount of air pollution, he wants to limit the total amount of bad gases that can go into the air. This system, called cap and trade, gives each state a certain amount of bad gases they can put into the air. If a state does not use the total it is allowed, another state that wants to use more than it is allowed can trade.

Sources for these overviews:

<http://www.johnmccain.com/Informing/Issues/>

<http://www.barackobama.com/issues/>

<http://www.cnn.com/ELECTION/2008/issues/index.html>

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# Track

## THE ELECTION CAMPAIGN AND RESULTS



**LOCATION** US

**TIME PERIOD** Current Events

**GRADES** 4-8

### ESSENTIAL QUESTION

Do the candidates' travels affect the election results?

### OBJECTIVES

Students will follow the campaigning of the candidates until November 4, 2008.

Students will chart the candidates' campaign stops by state.

Students will identify those states that are important to the election.

Students will track the results of the election on November 4, 2008.

### ★ CURRICULUM STANDARDS

Grade 4: North American Geography

US political geography

Grade 5: US History, Geography, Economics and Government

Development of democratic institutions and ideas

Read and interpret maps

Grade 6: World Geography

Interpret geographic information

US History 1: Framework of American Democracy and Concepts of Government

The candidates travel a great deal during the campaign. What influences where they go and how often they visit certain places? Why are some locations avoided and others visited several times? These questions are relevant not only for the candidate but also for the money the campaign spends. As a way to introduce the realities of presidential campaigns in the 21<sup>st</sup> century, students will keep track of the candidates' campaign stops from now until the election. Tallying the election results will be a good way to see if their visits made a difference.

### Procedure

1. Introduce the two candidates and the blank Electoral College map. You may use the overhead transparency and give each student a hard copy as well. If you wish to have students read about the Electoral College, see Lesson 6B.
2. Explain that candidates travel a great deal during a campaign. Ask the students why this is important. Try to solicit answers that focus on the importance of meeting the voters, explaining their policies, trying to convince people that they will be a good president.
3. Tell the students they will keep track of where the candidates go each day. The students will take turns finding out where the candidates are and report back to the class. They should be able to get this daily information from one of the following places: a newspaper, the evening news, or the web. The candidates' websites usually tell where they are each day:

<http://www.johnmccain.com>

<http://www.barackobama.com>

You can also keep track of the candidates at the following website:

[http://maps.google.com/help/maps/elections/#campaign\\_trail](http://maps.google.com/help/maps/elections/#campaign_trail)

4. Have the student whose assignment it is report to the class where each candidate was the previous day.
5. Have students keep track of the candidates' travels. They may mark the number of visits to each state on the blank electoral map or use the State Population and Electoral Votes Chart.
6. A few times before the election, have the students check their charts/maps and complete Part I of the Student Sheet. Discuss their results and what might explain the patterns they notice.
7. On November 3, have students complete Part II of the Student Sheet.
8. For homework on November 4, have students complete Part III of the Student Sheet.

### Time Allocation

20 minutes to introduce lesson

Daily update

5 minutes for periodic check-ins (Part I Student Sheet)

20 minutes to complete Part II of the Student Sheet on November 3, 2008

Follow up after November 4—time will depend on actual election results!!

### Materials Needed

Transparency of Map with each state's electoral votes

Hard copy of Map with each state's electoral [also available at:

[http://www.netstate.com/states/maps/images/usa\\_electoral\\_votes04-08.gif](http://www.netstate.com/states/maps/images/usa_electoral_votes04-08.gif)]

State Population and Electoral Votes Chart

### Assessment Criteria

Did the students keep a record of the candidates' campaign stops?

Did the students note the number of visits to key areas?

Did the students identify those states that were most important in this election?

Did the students track the results of the election?

### Enrichment Activities

1. Track the travels of Cindy McCain and Michelle Obama.
2. Track the travels of the vice presidential candidates, Joe Biden and Sarah Palin.
3. Using the following website, have students predict whom they think will win the election.  
<http://www.archives.gov/federal-register/electoral-college/calculator.html>
4. Track the candidates' fundraising using one of the following two websites:  
<http://maps.google.com/help/maps/elections/#fundrace>  
<http://www.cnn.com/ELECTION/2008/map/>  
Compare the number of campaign visits with the money raised in each state.  
Compare the results with the money raised raised in each state.
5. Does either candidate vary his message based on where or to whom he is speaking?  
Using these websites, compare the candidates against themselves.  
[http://maps.google.com/help/maps/elections/#obama\\_videos](http://maps.google.com/help/maps/elections/#obama_videos)  
[http://maps.google.com/help/maps/elections/#mccain\\_videos](http://maps.google.com/help/maps/elections/#mccain_videos)

Your class will be keeping track of where the candidates go between now and Election Day, November 4, 2008. Keep your records up to date.

**Part I: Check in every few weeks**

Keep a record of where the candidates have been.  
Which states have both candidates been to?

Which states have neither McCain nor Obama been to?

Which states has just McCain gone to? Which states has just Obama gone to?

Look at the State Population and Electoral Votes Chart. Which states have the largest number of people/electoral votes? Has either candidate visited these states? How might you explain their campaign travels?

**Part II: November 3, 2008**

Using either your election map or State Population and Electoral Votes Chart, record the number of visits to each state.  
Graph or chart your results.

What patterns do you notice in terms of how often or rarely each candidate went to each state?

**Part III: Election Results**

After the election is over, color in each state, using a different color for the two candidates. Also use the State Population and Electoral Votes Chart to add up the number of Electoral Votes each candidate has received.

Go back and look at your graph or chart from Part II.

Look at the 3 states that Senator Obama visited most often. Did he win those states?

Look at the 3 states that Senator McCain visited the least. Did he lose those states?

Distribution of 2004 and 2008 Electoral Votes - Votes are allocated based on the 2000 Census.

Total Electoral Vote: 538; Majority Needed to Elect: 270



## State Population and Electoral Votes Chart

Rank	State or District	Population based on 2000 census	Share of US Population	Number of electoral votes	Rank	State or District	Population based on 2000 census	Share of US Population	Number of electoral votes
1	California	33,871,648	12.04%	55	27	Oklahoma	3,450,654	1.23%	7
2	Texas	20,851,820	7.41%	34	28	Oregon	3,421,399	1.22%	7
3	New York	18,976,457	6.74%	31	29	Connecticut	3,405,565	1.21%	7
4	Florida	15,982,378	5.68%	27	30	Iowa	2,926,324	1.04%	7
5	Illinois	12,419,293	4.41%	21	31	Mississippi	2,844,658	1.01%	6
6	Pennsylvania	12,281,054	4.36%	21	32	Kansas	2,688,418	0.96%	6
7	Ohio	11,353,140	4.03%	20	33	Arkansas	2,673,400	0.95%	6
8	Michigan	9,938,444	3.53%	17	34	Utah	2,233,169	0.79%	5
9	New Jersey	8,414,350	2.99%	15	35	Nevada	1,998,257	0.71%	5
10	Georgia	8,186,453	2.91%	15	36	New Mexico	1,819,046	0.65%	5
11	North Carolina	8,049,313	2.86%	15	37	West Virginia	1,808,344	0.64%	5
12	Virginia	7,078,515	2.52%	13	38	Nebraska	1,711,263	0.61%	5
13	Massachusetts	6,349,097	2.26%	12	39	Idaho	1,293,953	0.46%	4
14	Indiana	6,080,485	2.16%	11	40	Maine	1,274,923	0.45%	4
15	Washington	5,894,121	2.09%	11	41	New Hampshire	1,235,786	0.44%	4
16	Tennessee	5,689,283	2.02%	11	42	Hawaii	1,211,537	0.43%	4
17	Missouri	5,595,211	1.99%	11	43	Rhode Island	1,048,319	0.37%	4
18	Wisconsin	5,363,675	1.91%	10	44	Montana	902,195	0.32%	3
19	Maryland	5,296,486	1.88%	10	45	Delaware	783,600	0.28%	3
20	Arizona	5,130,632	1.82%	10	46	South Dakota	754,844	0.27%	3
21	Minnesota	4,919,479	1.75%	10	47	North Dakota	642,200	0.23%	3
22	Louisiana	4,468,976	1.59%	9	48	Alaska	626,932	0.22%	3
23	Alabama	4,447,100	1.58%	9	49	Vermont	608,827	0.22%	3
24	Colorado	4,301,261	1.53%	9	50	District of Columbia	572,059	0.20%	3
25	Kentucky	4,041,769	1.44%	8	51	Wyoming	493,782	0.18%	3
26	South Carolina	4,012,012	1.43%	8					