

## **United States History through the lens of Political Conventions**

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### **Introduction**

The atmosphere is electric. Everyone is optimistic and ready for the events to begin. As the loud speakers begin to play loud 60s music, small groups begin to spontaneously dance and sing along. Looking around the room you can see many outrageous outfits celebrating the country and our flag's colors. Everywhere you look people are smiling and talking to their neighbor.

Finally someone steps on stage and the crowd erupts in applause and cheers. And so the National Convention begins. This could be the scenario for either the Democrats or the Republicans in 2012. The conventions this year seemed like a celebration, not a time to debate key issues or have divisive political exchanges while nominating a presidential candidate.

Even though our political parties seem unified today, this has not always been the case. Let's consider the 1968 Democratic Convention. A war is raging in the South Pacific and the American public is losing faith in their President and his ability to win the war. President Johnson has announced he will not run for re-election so the party is forced to choose another candidate. Vice President Hubert Humphrey is the nominee and it seems the convention will run smoothly. But there has been some major turmoil in the country during the past year. Martin Luther King, Jr. was assassinated in April. His death was followed by massive riots around the country. Democratic Presidential hopeful Robert F. Kennedy was also assassinated in June causing some shuffling before the convention. These traumatic events, coupled with the Vietnam War set up a volatile situation in Chicago during the Convention week. Protestors clashed with local police and the Illinois National Guard. This Convention was anything but unifying for the country.<sup>1</sup>

Although conventions of today seem civil affairs, it wasn't too long ago that major issues marred the Convention floor. Many political conventions have been stained by events taking place in American like the Civil War, the Great Depression, and the Civil Rights Movement. Looking back at these conventions we see how history plays a major role in influencing politics and political decision making.

### **Content Objectives**

The purpose of this unit is to teach students about pivotal events in United States History. These events include: the rise of the Populist Party, The creation of the Progressive Party under Theodore Roosevelt, Franklin Roosevelt's third run for the White House, the Civil Rights movement and President Kennedy's death, the Vietnam War, and the controversy of the Iran Hostage Crisis. While looking at these events, students will be lead to discover how these events affected political conventions, candidate selection and/or the party platform. Students will be asked to question political party platforms to discover the real meaning behind their rhetoric. Each political year being discussed will act as a case study for the time period as well as the political party. Students assigned a specific convention year will have specific items to look for within their research because no two conventions are alike and history greatly influences the decisions that are made at these events.

I teach in an urban school of about 1800 students. The student population is majority African American, making up 69% of the school's demographics in 2011. We also have a large Limited English Proficient (LEP) population. These students enter American schools with varying degrees of education. Many LEP students come from countries where education is valued and they have some background knowledge of United States History. Other students have never been exposed to United States History and have only received a basic education in their native country. With these varying levels of background knowledge it is imperative that my classes create a foundation for students to build upon to fully comprehend the unit being taught.

Another obstacle for my class is that the school has 72% of the students classified as economically disadvantaged. Due to the location of the school, on the outskirts of Charlotte, we have a transient population that moves with available jobs and housing. Many students have had exposure to history classes in school, but their exposure to specific topics is varied due to their enrolment in multiple school districts.

Because a majority of my school is economically disadvantaged, these students tend to lean to the liberal side when evaluating their values and beliefs politically. Many of them benefit from government programs that provide economic assistance and they value policies that support these programs. This can become a stumbling block when discussing politics in class. At times it is difficult to get them to consider a more conservative view point or the reason why specific policy decisions were made that are contrary to their beliefs. The hope is that this unit will focus more on historical events so that they can truly consider the thought process behind political convention and not get distracted by the party making the decisions.

In order to teach the students about political conventions, I must start with the basics and ensure they have a grasp of concepts like political parties, nomination and platform. The unit will then delve deeper into historical events surrounding specific

political conventions. Students will research how these events affected the outcome of the political convention during that given year. This unit should take 9 days to complete, culminating in students presenting their research findings to the class.

This unit comes at the end of the semester for students. The semester begins with a discussion of the creation of the Constitution and the struggles our new Nation faced. We look at the War of 1812 and its influence on our relationship with other countries. Next is the Age of Jackson and the reforms that took place in our country due to new religious fervor taking hold. Conflict is rising as the slavery issue continues to divide the nation, leading to the Civil War. After the war, the federal government begins to rebuild the South while they also open the west for settlement. As this westward migration occurs there is again conflict, but this time with Native Americans living on the newly settled lands. Farmers in the west were suffering from low crop prices and begin campaigning for bimetallism, the use of gold and silver to give money value.<sup>ii</sup>

The next large topic covered is industrialization and immigration. Students learn about big business leaders like Rockefeller and Carnegie as well as the changes occurring in the country due to the large influx of European immigrants. Labor unions emerge as a voice for the working class but have difficulty enacting many lasting changes. Members of the Progressive movement attempt to correct injustices perpetrated by the government as well as big business leaders.<sup>iii</sup>

Our class then turns its attention to the world stage as we begin to fulfill our imperialist ambitions through our acquisition of Hawaii, Philippines and other pacific islands. Conflict continues as we enter World War I and attempt to “make the world safe for democracy.” Life is great during the Roaring Twenties but swiftly takes a negative turn with the Great Depression. Although President Roosevelt attempted to alleviate the burdens created by the Depression, World War II actually brings us out of this prolonged economic crisis. Post World War II brings in the Cold War and our conflict with the Soviet Union over Communism. At home America is experiencing a cultural revolution through the Civil Rights movement as well as the counterculture movement. The remainder of the class is devoted to the following Presidents and their policies: Reagan, Bush, Clinton, and George W. Bush.<sup>iv</sup>

The class has been exposed to the historical events that are being researched, and will then have the opportunity to look deeper at the event through the lens of the political convention. All activities within the unit will allow students the opportunity to utilize prior knowledge which they will synthesize with the newly acquired information from their given political conventions. The following convention years will be assigned to student groups to research. Groups will be given one political party to research for their given convention year and will look at the political reaction to events surrounding the convention.

## 1896 Convention

The Republican National Convention was a calm affair this year. William McKinley won the nomination on the first ballot and seemed to take the middle ground on the major issues of the day. Although he favored the gold standard, using only gold to give U.S. currency value, he left room for the discussion of the coinage of silver which please many in the west. He also supported women's rights and the expansion of the United States through the acquisition of Hawaii. <sup>v</sup>

William Jennings Bryan and the Democratic National Convention presented another perspective on the gold standard. Even before Bryan received the nomination for President, he gives the inspiring "Cross of Gold" speech criticizing big banks in the East for hurting the western farmers economically because of their financial policies. He calls for the unlimited coinage of silver to help alleviate the fiscal burden placed on the farmers. Bryan, the youngest Presidential nominee at 36, secures the nomination in five ballots. He also defers the selection of his Vice Presidential candidate to the Convention delegates which was rare. <sup>vi</sup>

## 1912 Convention

During the Democratic Convention this year, the party had difficulty selecting a candidate. Champ Clark and Woodrow Wilson were the two frontrunners for the nomination this year. Clark came to the convention with more pledged delegates but could not garner the 2/3 votes needed to secure the nomination. When Tammany Hall threw their support behind Clark, it became a death sentence for his nomination. Wilson finally received 2/3 of the delegates vote on the 46<sup>th</sup> ballot. <sup>vii</sup>

The Republican Party changed things up a bit by having state primaries before the Convention. Only 12 states actually held primaries while the other 36 states allowed delegates to be chosen by state conventions. Former President Theodore Roosevelt chose to run for president again against the incumbent William Howard Taft. Roosevelt actually won 9 of the 12 primaries that were held but Taft used his political influence to gain the majority of the delegates from the states that did not hold primaries. Once Roosevelt realizes he will not receive the presidential nomination from the Republican Party he leaves the Convention and creates his own party, the Progressive Party, also know as the Bull Moose Party. This division among the party helped secure a victory for the Democratic Party. <sup>viii</sup>

## 1932 Convention

This convention year comes after the Great Depression has hit and many Americans are looking to the Presidency for help through the crisis. The Republican Party chooses to nominate the incumbent, Herbert Hoover although his performance during the beginning

stages of the Depression was uninspiring. Hoover won the nomination on the first ballot.  
ix

The Democratic Party split into three factions at this convention. Three candidates were vying for the nomination, Franklin D. Roosevelt, Al Smith, and John Garner. Each had the backing of major party leaders. After several days of close vote counting and some behind closed door conversations, John Garner removed his name from the ballots and Roosevelt secured the nomination. This is the first Democratic Convention where the nominee was present and formally accepted the nomination with a speech, setting precedence for future conventions. <sup>x</sup>

#### 1940 Convention

Franklin Roosevelt is again nominated for President by the Democratic Convention. This is ground breaking because it will be his third term in office if he wins the election. A few other contenders are present at the convention, but he receives the official nod to be the nominee. <sup>xi</sup>

The Republican Party selects Wendell Willkie as their nominee. Willkie was a pro-Roosevelt delegate in the 1932 Democratic Convention, but switched his political beliefs by the time this convention began. Because of issues surrounding the two likely candidates at the beginning of the convention, Willkie had the ability to enter the contest late and come away with the nomination. <sup>xii</sup>

#### 1964 Convention

The 1964 convention presented our country with a new challenge to face. President John F. Kennedy was assassinated less than a year before the Democratic National Convention began. With the country still in mourning, Kennedy's Vice President, now President Lyndon B. Johnson receives the nomination. Although the convention seemed to run smoothly, delegates from southern states like Mississippi cause some controversy regarding the selection of African American delegates from their state. A compromise was reached, but not before their actions marred the convention. <sup>xiii</sup>

Republicans had their own issues at their convention. Nelson Rockefeller, the moderate candidate lost the nomination because of issues within his family life. His second wife recently had a child which led to unwanted attention to his divorce, an issue that was frowned upon by many Americans. Barry Goldwater received the nomination, but many in the party were wary of his ability to truly represent them as President. <sup>xiv</sup>

#### 1968 Convention

The Vietnam War is the focus of this convention year. President Johnson has decided not to run for re-election, due to poor public opinion of his handling of the war. Johnson's Vice President, Hubert Humphrey, receives the nomination. Due to the assassinations of Martin Luther King, Jr. and Robert F. Kennedy earlier in the year as well as the Vietnam War, this convention becomes the site of major protests and clashes with local and state police forces.<sup>xv</sup>

The Republican Party nominates Richard Nixon for a second time. Nixon devised his "Southern Strategy" to gain support from southern states to receive the nomination and the Presidency. Nixon won the nomination on the first ballot, beating frontrunners Nelson Rockefeller and Ronald Reagan.<sup>xvi</sup>

### 1980 Convention

President Carter, looking to be re-elected won the nomination for the Democratic Party at his convention. Senator Ted Kennedy provided some drama in that he tried to get delegates slated for Carter to switch their vote at the convention in an attempt to win the nomination. His scheme failed, as did his run for the nomination for president.<sup>xvii</sup>

The Republican Party chose a former movie star, Ronald Reagan to run for president. There was some debate about his running mate and former President Gerald Ford was up for consideration. But through certain demands from Ford, many saw his role too forward for a Vice President. George H. W. Bush receives the nomination for Vice President. This election year demonstrates that events surrounding Election Day can affect the public's voting pattern at the polls. The Iran Hostage Crisis as well as a slumping economy helped Reagan win the presidency.<sup>xviii</sup>

## **Teaching Strategies**

The following strategies will be used within the Political Conventions unit. Each strategy is explained below with examples of how it will be utilized within the classroom. Some strategies will be a small portion of the unit while others will be the cornerstone of the student centered unit.

### Activating Strategy

An activating strategy is an activity that is utilized at the beginning of the class. Students are given a prompt to answer that will help them understand the topic for the class that day. The activating strategy is designed to activate prior knowledge as well as allow students to brainstorm about new information that will be presented that day. Some examples of an activating strategy include: KWL, wordsplash, and anticipation guide. A KWL chart asks students to tell what they know about a given topic and what they want

to know. The final part of the activity is to write what they have learned at the end of the lesson. A word splash is a display of key vocabulary terms for the unit. Students are then asked to make predictions about the terms and their relationship to the lesson's topic. Finally an anticipation guide is a list of 8-10 statements about the lesson topic. Students are asked to write whether they agree or disagree with the statements. The anticipation guide is then referenced throughout the lesson to determine if the student's opinions concerning the statements are correct or incorrect.

### Summarizing 3-2-1

A 3-2-1 activity can be used in a variety of ways. The basic format of a 3-2-1 is to ask students to list 3 things they learned, 2 things they want more information about, and one question they still have about the topic. In my class I alter this format depending on the lesson being presented. Sometimes I ask the students to list 3 specific facts from the lesson to ensure they understand the information being presented. For this unit I will utilize this strategy to formally assess students' understanding of the content presented so that I can make adjustments to the next day's lesson. This is necessary so that all students are able to disseminate the information into a meaningful product at the conclusion of the unit.

### Guided Notes

Guided notes are teacher prepared handouts that outline or provide guidance for the lecture being presented. Many times students are so focused on copying the notes being presented they cannot listen to the teacher's explanation of the information. With guided notes, students are given the important information on a handout, then they are able to listen to instruction and add in information they feel is necessary to the guided notes. This strategy allows students to gain a foundational understanding of the topic being presented.

### Think-Pair-Share

Think-Pair-Share is a strategy that allows students the opportunity to briefly collaborate with their classmates on a given topic. Students are given a prompt, usually in the form of a question. They are then asked to think briefly about the question, less than a minute. Then students are paired up with a classmate to discuss their answer and to come up with the best answer for the question. Finally, student pairs are asked to share their responses with the entire class. This can be accomplished in a round robin fashion and the teacher can record their responses if necessary. This is a great strategy to get the entire class engaged with the lesson and allow the quieter students the opportunity to voice their opinion through their pair.

### Graphic Organizer

Graphic organizers can take on many shapes and purposes. In my U.S. History class they are utilized to synthesize new information into a simple format students can reference throughout the unit. Some examples of graphic organizers that are used in this class include: Venn diagram, spider chart, and sequence chart. Many times graphic organizers are teacher created and guided with a specific product in mind at the conclusion of the activity. Other times the graphic organizer is student generated and is preformed to allow the student the opportunity to revisit material and synthesize it in their own unique manner.

### Collaborative Groups

Collaborative groups is a strategy in which students are placed in groups of 3 to 4 to complete a given assignment. This teaching strategy allows students the opportunity to brainstorm with fellow students. It also helps keep students on topic by creating accountability for all group members. The activity that is assigned requires students to think critically and create a meaningful product that will be presented to the class. For this unit, collaborative groups will be the major teaching strategy utilized and students will delegate within their group the given tasks to ensure all portions of the assignment are completed.

### WebQuest

A WebQuest is an inquiry based activity in which students utilize the internet to research a topic and create a product. The parts of a WebQuest include: introduction, task, process, resources, evaluation and conclusion. The introduction provides students with background information and justification for completing the task. The task is a concise description of the product that will come from completing the WebQuest. Step by step instructions are included in the process section of the WebQuest. The resources section includes related websites students are linked to that will provide them with the information needed to complete their task. Well thought out resources will help the student's process the information presented, select appropriate information and create a meaningful product at the end of the assignment. Students are provided with a rubric in the evaluation section to ensure they know precisely how they will be evaluated and to ensure they meet all the criteria for the assignment. The conclusion allows for reflection and debriefing by the students on the information learned as well considering how the process worked for them.

## **Classroom Activities**

### Day One



Upon entering the room students will sit in their assigned seats that are in rows facing the dry erase board. They know that class always begins with an activating strategy that introduces the topic being presented that day. Today students will complete a K-W-L chart. The “Know” column asks them to list all prior knowledge related to political conventions and political party platforms. Some students will have more prior knowledge than others, but this should not greatly affect the class discussion to follow. The “Want to know” column is a place for students to ask questions about the give topic. The “What I have learned” column will be completed at the end of class.

A brief class discussion will follow the completion of the “K” and “W” columns to see what the students know before the discussion. Minor alterations will be made to accommodate students’ prior knowledge, either including more information where they are lacking or skimming over information they already understand.

The next activity in class is the completion of interactive notes. Interactive notes, also known as guided notes, provide students with an outline of the information being presented as well as room for interaction or commentary to aid in understanding the notes. The notes begin with a definition of political conventions. Students will learn about the format of conventions including the speakers involved the timeline of events and the main purpose behind conventions. Next the class will discuss the creation of political platforms and the meaning behind these documents. The background knowledge created by these notes is essential for students to complete their group project.

Class will conclude with the completion of their K-W-L chart. Students will briefly list information they learned from class today as well as verify if their questions were answered. If they still have a question concerning the class discussion, they are asked to write a note to me so that I can go over that topic tomorrow in class.

## Day Two

Class will begin today with an anticipation guide containing three statements. The three statements are as follows: “WebQuest provides students with a guide to locate answers to a broad question,” “History repeats itself,” and “Political parties are stagnant in their beliefs.” Students are asked to answer yes or no for the above statements. At the end of class today they will be asked to evaluate their opinion and see if it has changed after completing research on their given topic.

After completing their anticipation guide, students will be placed in mixed ability groups and given their historical topic to research. Each group will be given a graphic organizer focused on their topic to help them discover the important details for their topic. By the end of the class period, students should have an understanding of the issues surrounding their given election year and topic. This information will aid in their research of the political convention of their given year.

### Day Three

Class will meet in the computer lab on campus. Students will be introduced to the WebQuest and guided through the process involved in researching through given websites as well as the product they must create at the end of the unit. The WebQuest begins with brief vignette of a political convention to set the stage for the assignment. After students are introduced to the topic, they are given the task to complete. Students are to research their given convention and platform. This newly acquired information, along with their historical research will be combined in a class presentation. The process section of the WebQuest will guide students through the steps involved to complete their given task. Specific websites are included in the resources section to help students locate relevant information for their research. The evaluation section gives students a rubric for their in class presentation to ensure they complete all elements of the assignment. Finally, the conclusion wraps up the unit and gives students a culminating activity to ensure they understood the information presented throughout the unit.

### Days Four, Five and Six

Class will continue to meet in the computer lab to conduct research. Students groups will be given time to synthesize the information they have gather and will begin creating their final product. All groups are expected to create a PowerPoint presentation as well as a handout for the class to complete during their presentation.

### Days Seven and Eight

Student presentations will begin today. A laptop and LCD projector will be available for students to present their PowerPoint. As each group presents, all other students will be required to complete a handout that was created by the presenters. Students listening to the presentations will be asked to record any questions they may have for the presenters and a class discussion will follow every presentation.

### Day Nine

The unit will conclude with a writing assignment to assess students' understanding of political conventions and platforms. Students will be asked to evaluate a given convention year. They will be asked to write a newspaper article summarizing the events of the convention as well as the historical significance of the events surrounding the convention. This activity will be completed in class and will count as their formal assessment for the unit. Each group member will also complete an evaluation of their group members to ensure everyone completed some portion of the assignment and should receive the combined group grade.

## Resources

### Bibliography for Teachers

Panaqopoulos, Costas. *Rewriting Politics: Presidential Nominating Conventions in the Media Age* Baton Rouge: LSU Press, 2007. This book discusses nominating conventions of the past and the role media has played in changing the methods used at these conventions. Fourteen scholars from the fields of media and politics have shared their expertise in the discussion of the role of media and its influence over national conventions. There are also discussion about the evolution of mass media itself and how this has affected politics. From the first live televised broadcast from a national convention on June 21, 1948 to the use of the internet to influence voters, this book shares a variety of opinions and conclusions about the influence of media on politics. The book also looks at the changes at conventions. Because candidates are already solidified at the convention, the convention itself becomes a form of advertisement for the party to energize the party faithful and to hopefully sway undecided voters.

Buell, Emmett & William Mayer (Ed.). *Enduring Controversies in Presidential Nominating Politics* Pittsburg: University of Pittsburg Press, 2004. *Enduring Controversies* looks at the evolution of presidential elections. The book begins with the history of the voting process then looks at the importance of nominating conventions. There is also a focus on the use of primaries to solidify the candidate before the convention is held. Many primary readings are included in this book as well as the editors' commentary on these readings. The book provides great insight into nominating convention process and the evolution that has occurred, especially with the inventions of the television.

Haynes, Stan. *The First American Political Conventions: Transforming Presidential Nominations, 1832-1872* Jefferson, NC: McFarland: 2012. This book begins with the beginning of national conventions and discusses the rule and procedures created to "run a convention". The focus is on president elections from 1932 to 1972 and discusses key issues, speeches and important events at the convention itself. Other issues that are mentioned include "dark horse" candidates, back-room deal, rallies and other crowd pleasing events.

### List of Materials for Classroom Use

<http://partners.nytimes.com/library/politics/camp/whouse/convention-ra.html>. This website provides students with New York Times articles about their given Convention party and year. This will be the most beneficial site because it will show the controversies that surfaced during the convention.

[www.presidency.ucsb.edu/platforms.php](http://www.presidency.ucsb.edu/platforms.php). This website provides the reader with political platforms from the mid 1800s to the 2000 presidential election. Nominating convention speeches are also linked on this website. Students will have the opportunity to look at their specific election year to discern the issues that were at the forefront of the party's platform.

[www.poynter.org/latest-news/links-to-the-news/24121/republican-democratic-convention-history-1856-2008/](http://www.poynter.org/latest-news/links-to-the-news/24121/republican-democratic-convention-history-1856-2008/). This website has multiple links for students to research about their specific election year. Links include the National Convention website, biographies of important people from that election year as well as the Wikipedia link for that convention party and year.

Kennedy, David M., Lizabeth Cohen, and Thomas A. Bailey. *The American Pageant: A History of the Republic*. 12<sup>th</sup> ed. Boston: Houghton Mifflin Company, 2001. This is one of the textbooks available for students in class. Provides a brief history of the United States beginning with the colonial period and ending with changes in American in the early 2000s.

## Appendix

### WebQuest

#### **And the nominees are...**

##### Introduction

While sitting at home one night watching your favorite television show you get a phone call. Although you don't recognize the number on your caller id, you answer anyway. On the other end of the line is your local congressman informing you that you have been selected to represent his political party at their Presidential Nominating Convention this year as a delegate from North Carolina. Questions start whirling in your head but you quietly accept this honor and say goodbye. Now that you have this important role in the election process you begin considering how events of the past few years will affect the upcoming election. Will immigration reform be a hot-button issue or will it be the debt crisis. Although you want your candidate elected you also know that there are many outside influences that could sway voters and greatly alter the election.

##### The Task

- Research your given political convention

- Research the platform that was written for your convention year
- Using your notes on historical events, analyze how these events affected the convention events or the nomination process
- Create a PowerPoint presentation explaining the connection between history and convention events
- Be sure to answer the following question within your presentation: “How did history affect the choices made at your group’s convention?”

### The Process

1. Visit “Past Convention Coverage” on The New York Times website. Take notes on the articles related to your given convention.
2. Visit “Presidency” website to research the platform for your convention party and year.
3. Visit “Poynter” website for further links to the convention website (if applicable), biographies and other useful links for your given convention year.
4. Using prior knowledge, notes from previous classes, and/or your textbook, note the major historical events that occurred around your convention year.
5. Create a PowerPoint presentation explaining the major issues of your convention year, connecting historical events and information from the party’s platform.

### Resources

<http://partners.nytimes.com/library/politics/camp/whouse/convention-ra.html>.

[www.presidency.ucsb.edu/platforms.php](http://www.presidency.ucsb.edu/platforms.php).

[www.poynter.org/latest-news/links-to-the-news/24121/republican-democratic-convention-history-1856-2008/](http://www.poynter.org/latest-news/links-to-the-news/24121/republican-democratic-convention-history-1856-2008/).

Kennedy, David M., Lizabeth Cohen, and Thomas A. Bailey. *The American Pageant: A History of the Republic*. 12<sup>th</sup> ed. Boston: Houghton Mifflin Company, 2001.

## Evaluation

CATEGORY	4	3	2	1
<b>Presentation</b>	Well-rehearsed with smooth delivery that holds audience attention.	Rehearsed with fairly smooth delivery that holds audience attention most of the time.	Delivery not smooth, but able to maintain interest of the audience most of the time.	Delivery not smooth and audience attention often lost.
<b>Sources</b>	Source information collected for all graphics, facts and quotes. All documented in desired format.	Source information collected for all graphics, facts and quotes. Most documented in desired format.	Source information collected for graphics, facts and quotes, but not documented in desired format.	Very little or no source information was collected.
<b>Content</b>	Covers topic in-depth with details and examples. Subject knowledge is excellent.	Includes essential knowledge about the topic. Subject knowledge appears to be good.	Includes essential information about the topic but there are 1-2 factual errors.	Content is minimal OR there are several factual errors.
<b>Requirements</b>	All requirements are met and exceeded.	All requirements are met.	One requirement was not completely met.	More than one requirement was not completely met.
<b>Mechanics</b>	No misspellings or grammatical errors.	Three or fewer misspellings and/or mechanical errors.	Four misspellings and/or grammatical errors.	More than 4 errors in spelling or grammar.
<b>Organization</b>	Content is well organized using headings or bulleted lists to group related material.	Uses headings or bulleted lists to organize, but the overall organization of topics appears flawed.	Content is logically organized for the most part.	There was no clear or logical organizational structure, just lots of facts.

## Conclusion

Reflection assignment: Select a convention year that was present (not your own) and write a newspaper article summarizing events of the convention and the historical significance of the events surrounding the convention.

<sup>i</sup> David M. Kennedy, Lizabeth Cohen, and Thomas A. Bailey, *The American Pageant: A History of the Republic*. 12<sup>th</sup> ed. (Boston: Houghton Mifflin Company, 2001) 909-937.

<sup>ii</sup> Kennedy, Cohen, and Bailey, *The American Pageant*, 166-478.

<sup>iii</sup> Kennedy, Cohen, and Bailey, *The American Pageant*, 504-695.

<sup>iv</sup> Kennedy, Cohen, and Bailey, *The American Pageant*, 696-1024.

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- <sup>v</sup> Kennedy, Cohen, and Bailey, *The American Pageant*, 594-625.  
<http://partners.nytimes.com/library/politics/camp/whouse/convention-ra.html>.
- <sup>vi</sup> Kennedy, Cohen, and Bailey, *The American Pageant*, 596-624.  
<http://partners.nytimes.com/library/politics/camp/whouse/convention-ra.html>.
- <sup>vii</sup> Kennedy, Cohen, and Bailey, *The American Pageant*, 656-695.  
<http://partners.nytimes.com/library/politics/camp/whouse/convention-ra.html>.
- <sup>viii</sup> Kennedy, Cohen, and Bailey, *The American Pageant*, 656-695.  
<http://partners.nytimes.com/library/politics/camp/whouse/convention-ra.html>.
- <sup>ix</sup> Kennedy, Cohen, and Bailey, *The American Pageant*, 770-799.  
<http://partners.nytimes.com/library/politics/camp/whouse/convention-ra.html>.
- <sup>x</sup> Kennedy, Cohen, and Bailey, *The American Pageant*, 770-799.  
<http://partners.nytimes.com/library/politics/camp/whouse/convention-ra.html>.
- <sup>xi</sup> Kennedy, Cohen, and Bailey, *The American Pageant*, 800-820.  
<http://partners.nytimes.com/library/politics/camp/whouse/convention-ra.html>.
- <sup>xii</sup> Kennedy, Cohen, and Bailey, *The American Pageant*, 800-820.  
<http://partners.nytimes.com/library/politics/camp/whouse/convention-ra.html>.
- <sup>xiii</sup> Kennedy, Cohen, and Bailey, *The American Pageant*, 909-937.  
<http://partners.nytimes.com/library/politics/camp/whouse/convention-ra.html>.
- <sup>xiv</sup> Kennedy, Cohen, and Bailey, *The American Pageant*, 909-937.  
<http://partners.nytimes.com/library/politics/camp/whouse/convention-ra.html>.
- <sup>xv</sup> Kennedy, Cohen, and Bailey, *The American Pageant*, 909-937.  
<http://partners.nytimes.com/library/politics/camp/whouse/convention-ra.html>.
- <sup>xvi</sup> Kennedy, Cohen, and Bailey, *The American Pageant*, 909-937.  
<http://partners.nytimes.com/library/politics/camp/whouse/convention-ra.html>.
- <sup>xvii</sup> Kennedy, Cohen, and Bailey, *The American Pageant*, 966-988.  
<http://partners.nytimes.com/library/politics/camp/whouse/convention-ra.html>.
- <sup>xviii</sup> Kennedy, Cohen, and Bailey, *The American Pageant*, 966-988.  
<http://partners.nytimes.com/library/politics/camp/whouse/convention-ra.html>.