

Title: Different Types of Political Ads Used During Elections

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Key Words: Mass Media, Political Ads, Elections

Grade Level: 12th Grade, Virginia and U.S. Government

Time Allotted: 50 minutes

Rationale/ Purpose (so what?)

Nature and scope of topic. Why is this significant to the mission of educating future citizens?

This is a very important topic because it helps students understand the impact political advertising has on public opinion during elections. It is important to understand the different types of political ads and their functions at different points during the campaign process. This will help students better understand the different strategies organizations employ to sway their opinions toward one candidate, or away from another.

Background/Context: How does this lesson fit into a unit of study? Looking backwards, looking forwards

This lesson would fit very well into a unit on the election process. Students should have been taught the basic process of a campaign, and how politicians raise money to run for office. Looking forward, students will be able to apply this knowledge to both state and local elections as well, while also looking at districting and reapportionment

Key Concept(s) include definition:

Mass Media: A means of public communication reaching a large audience

Political Ads: advertising whose central focus is the marketing of ideas, attitudes, and concerns about public issues, including political concepts and political candidates.

Attack Ads: ads used to insult the opponent, while making yourself look better at the same time. They tend to get uglier as the campaign progresses toward the end.

Name Recognition: establishes a candidate's identity, and used at the early stag of the campaign process.

Positive Visionary Ads: ads that focus on your image. The idea is to make everyone feel warm inside with grand thought right before the election.

Policy Ads: ads used to reinforce a candidate's ideology and platform. Used later in the campaign proces

**NCSS Standard(s)
SOL Information**

*As written in the Virginia SOL "Curriculum Framework" for the grade level

NCSS Theme VIII. Science, Technology, and Society.

Social studies teachers should plan, provide, and assess experiences that provide for the study of relationships among science, technology, and society. Science, and its practical application, technology, have had a major influence on social and cultural change, and on the ways people interact with the world. Scientific advances and technology have influenced life over the centuries, and modern-life, as we know it, would be impossible without technology and the science that supports it.

SOLs: GOVT.6d: The student will demonstrate knowledge of local, state, and national elections by analyzing the influence of media coverage, campaign advertising, public opinion polls, and Internet-based communications on elections.

Essential Knowledge

- Mass media (including Internet) influence public opinion.
- Campaign advertisements are used to persuade and/or mobilize the electorate.

Essential Skills

- Analyze primary and secondary source documents. (GOVT.1a)
- Analyze political cartoons, political advertisements, pictures, and other graphic media. (GOVT.1c)

Guiding Question(s): MUST BE SHARED WITH STUDENTS AT BEGINNING OF EACH LESSON- Visible in lesson procedure and materials.

- Why do politicians continue use political ads?
- How can political parties and organization analyze how effective their ads are on changing public opinion?
- What are the 4 different types of political ads and when are they generally used?

The day's big question:

Why do politicians use a variety of political ads during the campaign process?

Lesson Objective(s): clearly emerges from big question and rationale and standards and will align with your assessment in Procedure and Process

Obj. ¹

Students will be able to describe the role of the media in the election process.

Obj. ²

Students will be able to label a variety of older and recent political ads based on strategies used.

Obj. ³

Students will be evaluate different primary sources and analyze how effective they are in persuading voters.

Assessment Tool(s) to be used

Assessment 1. Observation: We will observe the students progress while they are completing their work, participating in activities, and discussing their findings.

Assessment 2. Worksheets: We will collect the completed worksheets to check for completion and accuracy.

Assessment 3. Discussion: We will discuss students' answers and thought throughout the lesson to check for understanding.

Materials: Historical Source(s): Videos in PowerPoint:

"Kennedy Jingle" from 1960 Election. Accessed at: https://www.youtube.com/watch?v=7DoUiNxb6_0&noredirect=1

"Personal Responsibility" Bush Ad from 2000 Election. Accessed at: <https://www.youtube.com/watch?v=6Fxl242-z6I>

"Read My Lips" Clinton Ad from 1988 Election. Accessed at: https://www.youtube.com/watch?v=vnUv7y4U2T0&playnext=1&list=PL1F84B9266BFB9306&feature=result_s_video

"It's Morning Again in America" Reagan Ad from 1984 Election. Accessed at: <https://www.youtube.com/watch?v=EU-IBF8nwSY>

"Ike for President" Eisenhower Ad for 1952 Election. Accessed at: <https://www.youtube.com/watch?v=nG4IX5jBc4Q>

"Any Questions" Swiftboat Veteran Ad in 2004 Election. Accessed at: <https://www.youtube.com/watch?v=V4Zk9YmED48>

"The Bear" Reagan Ad in 1984 Election. Accessed at: <https://www.youtube.com/watch?v=NpwdcmjBgNA>

"Four More Years" National Republican Senatorial Committee for 2012 Election. Accessed at: <https://www.youtube.com/watch?v=VIA5aszzA18>

"Restoring the American Dream" Romney for 2012 Election. Accessed at: <http://www.youtube.com/watch?v=26AMgycOWoU>

"Memories to Last a Lifetime" Obama for 2012 Election. Accessed at: http://www.youtube.com/watch?v=LSH7G48_wOI

Additional Materials/Resources:

"The Living Room Candidate: Presidential Campaign Commercials 1952-2012," *Museum of the Moving Image*. Accessed at: <http://www.livingroomcandidate.org/>

Images:

"The Fight 2012." <http://cainandtoddbenson.com/2012/04/26/the-fight-2012/>

"Typical American Politician." <http://www.deceptology.com/2010/11/political-commercials-encourage.html>

"Rosser Reeves." <http://historyofads.the-voice.com/ted-bates-rosser-reeves>

"Something in the Air." <http://www.economist.com/news/united-states/21565245-vast-sums-have-been-spent-tv-advertising-mostly-cancelling-each-other-out-ads-take>

Procedure/Process:

1) JUST DO IT! The "Hook": Students will grab their journals and write about the last political ad they saw, whether it was on television, the radio, Internet, or campaign poster. Have them explain in writing who the ad was advocating for, what the message was, and if it was effective. After they are done writing down their thoughts, lead a quick discussion on ads they have seen/heard and what they would improve to make it better. **(5 Minutes)**

2) Instructional sequence:

Obj # See above.	Processing Activity and Procedure – include directions, question frames, assignment details, to be given to students (these should all be made into explicit materials (e.g. see material A) Do you have opportunities for direct/guided instruction and independent practice/engagement when appropriate and time estimates	Check for Evidence of Understanding -Either Formal or Informal e.g. assessments- question frames, quiz, choice activities, discussion with frame and your THAT’S A WRAP. (Checks Essential Knowledge and Skills should be in line with assessment tools above)
Seating	Students will enter the classroom, grab their journal, and sit in their assigned seats to begin the day’s lesson. Pass out worksheets (Material A and B) 1-2 Minutes	
Just do it.	Students will complete their journal entry. Directions: Please write about the last political ad you saw. Explain who the ad was for, what the message was, and whether or not it was effective. (PowerPoint Slide 1) 5 Minutes	Have students share what they wrote in their journals, and what they would improve about their specific ad to make it more effective.
Transition:	"In today’s lesson, we will be learning about political advertising and their influence on political campaigns. First, we will begin with why politicians use advertising."	
Objective # 1	Students will receive use their worksheet (Material A) to take notes on the presented material in PowerPoint (Slides 2- 8). Allow time for questions during the presentation, and return to slides if needed. 6-8 Minutes	Observe students taking notes and make sure they are all on task. (Collect these worksheets at the end to grade)
Transition:	"To ensure that their ads are effective in swaying public opinions, candidates use a variety of strategies. We will go over the 4 categories of ads and their objectives."	

Objective # 2	Students will go to the chart at the bottom of their handout (Material A). While going over the 4 different types of political ads, direct students to fill out the chart. (Slides 9 - 13) 10 Minutes	Observe students' engagement in the note-taking process. Pause and check for accuracy. (Collect these at end of class to check for accuracy)
Transition	"Does anyone have any questions about the four types of political ads?" If not, precede to closing activity. "Now that we know all the basic information, lets apply it to a new activity."	
Objective # 2	Students will split into groups of 3 and come up with their own grading scale for effective ads. Their scale must include at least 3 criteria. Each person in the group should copy their scale on the back of their handout (Material B). While watching the next 6 ads, have the students label it according to type and grade it using their grading scale. Directions (Slide 14), Example (Slide 15), Videos (16-21) 18 Minutes	Observe students' cooperation within groups. Walk around the room to make sure they are all working on a scale. (Collect these at the end to check understanding)
Transition	"To close today's lesson, we will end with an exit slip."	

3) Closure- THAT'S A WRAP that goes to opening question- and also in part to assessment tools –at least one key assessment tool.

Hand out the exit slips (Material C) to every student. Have them write down which of the ads in the last activity was their favorite. Have them write down what type of ad it was and why did they think it was effective? Do they think this ad persuaded voters? Have some students share their thoughts with the class before collecting all materials.

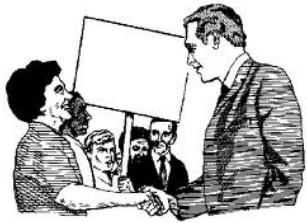
7 Minutes

Modifications/Accommodations for Diverse Learners:

- There are videos to compliment certain terms or to provide examples for concepts. This helps visual learners who learn better by seeing rather than reading.
- The language used on the PowerPoint is written in clear and simple language. The Notes Worksheet also clearly follows the PowerPoint. This would help those students who do not have the best reading comprehension skills.
- Students will also be working in groups. This will allow for the work to be divided in such a way that students will be able to use the skill

sets they have. For example, if one student has a hard time writing or reading directions, their group members can help them write their grading scales.

- You could modify this lesson by giving the students their specific roles in their groups, making sure that all students have the opportunity to participate.



Name _____



Political Advertising

- Why Use Political Ads?
 - Because we live an environment surrounded by the _____.
 - Definition: _____

- History of Political TV Ads
 - The 1st presidential candidate to use TV advertising was _____ in the 1952 election
 - Who was the advertising executive to convince the presidential candidate to use short ads? _____

- Why use television?
 1. A major source of public information about _____
 2. Ads are under the direct control of the _____
 3. Reaches a much _____ audience than other forms of communication
 4. Seen by _____ voters, and not just one political party
 5. Voters learn more about _____ from political ads than they do from news or debates.

- This Year's Election
 - Romney and Obama, together, have spent almost _____ dollars on TV advertisements.

Different Types of Political Ads			
Type	What is it used for?	When is it used?	Example
1.			
2.			
3.			
4.			

Material B

Activity: Get into groups of 3, and come up with a grading scale for political advertisements (you'll be the ones determining whether or not an ad was effective). There must be at least 3 criteria for judging.

- Must have a numerical grade to assign to each advertisement

After watching each video, label it as one of the four types. (Name Recognition, Policy, Attack, or Positive Visionary). Then using your grading scale, give a number grade to each.

1. "I Like Ike" (1952)
2. "Swiftboat Veterans Ad" (2004)
3. "Bear in the Woods" (1984)
4. "Four More Years" (2011)
5. "Restoring the American Dream" (2010)
6. "Memories to Last a Lifetime" (2012)

Exit Slip: Which ad from the last activity was your favorite? What type of ad was it and why was it effective? Do you think it persuaded voters to vote for a certain candidate?

Material D
(PowerPoint):
Slides from Left to Right