

THE ROAD *TO THE* WHITE HOUSE *ELECTION 2016*



RONALD REAGAN
PRESIDENTIAL
FOUNDATION
& INSTITUTE

GRADES
6-12



RONALD REAGAN PRESIDENTIAL FOUNDATION & INSTITUTE

The Road to the White House *A Unit for Secondary Students*

Developed by

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RONALD REAGAN PRESIDENTIAL FOUNDATION & INSTITUTE

Since the founding of this Nation, education and democracy have gone hand in hand. Thomas Jefferson not only wrote the Declaration of Independence and served as our third President but also founded one of our most distinguished institutions of higher learning, the University of Virginia. Jefferson and the Founders believed a nation that governs itself, like ours, must rely upon an informed and engaged electorate.

~ Ronald Reagan
Radio Address to the Nation, September 10, 1988

Dear Educator,

In recent years, much of the discussion around education has focused on ensuring that students are well prepared for College and Career. Assessments in literacy and math have long been held as key indicators for measuring overall student success and the success of our education system as a whole. If we have students who can read, write, and compute at or above grade level, then we'll have a nation of students who go on to achieve much in college and career. While reading and writing well is certainly important, the ability to think for oneself and critically analyze multiple sources of information is just as important.

The truth is, there has been far too much focus on making this system work, and not nearly enough focus on the "Why?" of education. Why does education exist? To help create the sorts of informed and engaged citizens and leaders we know our schools, communities, and our country needs to fulfill the promise of democracy. What good are skills in literacy, math, and science, without thinking about how those skills should be employed in the name of our families, our schools, and our communities? What good are those skills without a keen understanding of both historical and contemporary context? We focus on the importance of College and Career, but what about the importance of preparing our children for the role they will play in Civic Life? The *National Council for the Social Studies*, for example, has published the C3 Framework, which proposes a framework for preparing students for College, Career, and Civic Life. We know that our role as citizen begins well before we enter college, and will extend long beyond what happens with our careers.

This unit is designed with this in mind. During an election, civic energy reaches a fever pitch. The vote is one of the citizen's most powerful tools, and advocating for a candidate, a set of ideas, or a platform is the right of every citizen. The President of the United States is often called the most powerful person in the world, so with every presidential election, the stakes are high. This unit is designed to teach students about presidential elections. It is not a collection of facts, diagrams, and explanations of processes. It is an interactive, project based unit that invites the student to fully engage in the process of an election while also informing students about how elections work. It is our hope that this unit helps cultivate the sorts of informed and engaged citizens that are so essential to our democracy.

Thank you for all you do in the classroom to ensure good outside the classroom,

Tony Pennay
Director, Walter and Leonore Annenberg Presidential Learning Center
Ronald Reagan Presidential Foundation

Organization

“Freedom is never more than one generation away from extinction. We didn’t pass it on to our children in the bloodstream. It must be fought for, protected, and handed on for them to do the same, or one day we will spend our sunset years telling our children and our children’s children what it was once like in the United States where men were free.” - Ronald Reagan, 1961

Layout

This unit is organized into three main sections.

1. First, students will explore general American ideas and values, and explore the ways in which these American values are connected to our political and electoral process.
2. Second, students will evaluate how their individual thoughts on these American values/beliefs impact their political ideology and participation in the political process.
3. Finally, through the mini-PBL lessons, we ask students to grapple with how elections/campaigns leverage these themes and ways we identify ourselves to capture votes and political power. Each lesson is designed to put the students at the center, with the teacher taking on a facilitator role.

We’ve designed this unit so that students can get a sense of why elections, and especially presidential elections, generate so much civic energy. One way to approach teaching the election is to “tell” students about the election. We could explain how it works, what the electoral college is, why there are political parties, and many other facts about elections. However, students are much more likely to learn about elections if there is a correlation to the real world. Rather than simply learn about and analyze a campaign ad, students will go through the process of creating their own ads. Rather than outline the positions of the candidates on various issues, students will become the candidates and their teams, and debate the issues themselves. This way there is direct connection between their learning and the real world application. This approach also connects students directly to current events, and allows them to learn more about the candidates, their positions, and the election.

Project Based Learning

“Project Based Learning is a teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to an engaging and complex question, problem, or challenge.” – Buck Institute

We designed this unit with the principles of project based learning (PBL) in mind. The benefits of PBL include:

- **Real-World Challenge:** solving problems that connect to the real world provides great motivation for students.
- **Sustained Inquiry:** Students consult several sources, examples, and experts to conduct deep dive learning.
- **Student Reflection:** The process of reflecting and connecting during learning, allows students the opportunity to create meaning.
- **Public Product:** Producing a learning product that is public connects to the real world applicability for students.

Project based learning also builds 21st century skills, including: Critical Thinking, Collaboration, Communication, Creativity and Innovation. We know that these skills are a critical skillset for any citizen-leader.

In the resource section of the unit there are additional lessons from other civic-minded organizations that you can add to the unit to add depth as well as find teacher resources and handouts.

20 Things to Know About Elections

In no particular order.

1

When the nation was founded only white, male, property owners could vote in elections.

2

Four of the twenty-seven amendments to the Constitution have been about expanding who could vote.

3

Voter turnout for presidential elections averages about 55% and even lower for primaries and Congressional elections.

4

The Constitution does not mention political parties. Even so, political parties began during President Washington's administration.

5

When you vote for a presidential candidate, you aren't actually voting for that person but for an elector who will vote for that person in the Electoral College.

6

A presidential candidate can win the popular vote but still not get elected because they did not win the Electoral College vote. This has happened four times.

7

The magic number to win the presidency is 270 electoral votes. This can be done by winning the election in as few as 11 states!

8

If no candidate reaches 270 electoral votes, the election goes to the House of Representatives and each state gets one vote. This has happened three times.

9

All elections (even presidential and Congressional races) are run by the states and NOT the federal government. Voting rules/methods vary from state to state.

10

Election day is the first Tuesday after the first Monday in November in even numbered years. It will always fall between the 2nd and 8th of November.

11

Qualifications to be elected to the House:
You have to be 25 years old, citizen of the United States for 7 years, resident of the state you represent.

12

Qualifications to be elected to the Senate:
You have to be 30 years old, citizen of the United States for 9 years, resident of the state you represent.

13

Qualifications to be elected president:
You have to be 35 years old, natural born citizen, resident of the United States for 14 years.

14

Presidential & vice-presidential candidates cannot be from the same state.

15

It costs a lot of money to run for president. The Republican and Democrat candidates spent over \$1.1 BILLION in both the 2008 & 2012 elections.

16

It is hard to unseat an incumbent member of Congress. Representatives are reelected over 90% of the time and Senators over 80% of the time.

17

Most of the money spent in campaigns is for TV, radio, and internet political advertisements.

18

Three things typically decide presidential elections: the health of the economy, public attitude towards the parties, and how well the candidates campaign.

19

Three things that DON'T typically decide presidential elections: the VP candidate, the religion of the presidential candidate, position on social issues.

20

Elected members of Congress start his/her term on January 3rd and the president starts his/her term on January 20th.

UNIT TEACHING AND LEARNING GUIDE

Unit: The Race for the White House

Course/Semester:

Knowledge & Skills Needed by Students

To successfully complete culminating products and performances, and do well on summative assessments, students will need the following knowledge & skills:

Scaffolding / Materials / Lessons to be Provided

The following are needed to be provided by the unit teacher, other teachers, experts, mentors, or community members:



Lesson One: American Political Culture & Values

Overview

Our Founding Fathers built America on a foundation of democracy, individualism, and liberty. These values have been expanded upon throughout our history but they still hold true to today. Each election, we hear candidates speaking about the importance of American values. What are these values? Do they change? Are American values universal to all American citizens. To understand the American political system, we need to first identify these values and how they shape our nation's consciousness.

Lesson Essential Question: What do we believe as Americans?

Students will be able to:

- Define/describe the many facets of American political values through class discussion and journal writing.
- Evaluate the relative merits of the American political value system and judge the most important, providing evidence to support their judgement in both discussion as well as writing.
- Argue/discuss both their choices and those of their peer-group through whole-class as well as small group discussion.

Materials

Copies of American Political Values Cards
Copies of Student Handout: American Political Values
Student Project Journals

Plan of Instruction

1. Have the following quotes on the board as students walk into class:

- "Always vote for principle, though you may vote alone, and you may cherish the sweetest reflection that your vote is never lost." - John Q. Adams
- "The ballot is stronger than the bullet." - Abraham Lincoln
- "A man without a vote is a man without protection." - Lyndon B. Johnson
- "The ignorance of one voter in a democracy impairs the security of all." - John F. Kennedy
- "The right to vote is the crown jewel of American liberties and we will not see it diminished." - Ronald Reagan

Ask students to reflect on one of the quotes in their journals. What do American values mean to them? Do they agree with President Reagan's point of view?

2. Hand out copies of Student Handout: American Political Values to the students.

- Individually the students should select the ten values that they feel are the most important to them and rank them from 1 - 10.
- Once each student has selected their top ten, break the class up into an equal number of teams, with 4-5 students in each group. Each member of the team will share their top 5 values. Collectively, each group must



now create a new list consisting of five values that mean the most to their group. There may be some disagreements. This is okay. Allow the students to work through this without much assistance.

- Have a representative from each group come to the board and write down their group's top five values. Keep record of any trends.
 - Once all the values are listed on the board, explain to the students that, as a class, we must know vote on the top five American Values. Have each student write down their individual responses and then hand them in. Alternatively, you could create a digital word cloud using a program like Polleverywhere or Mentimeter to gather their responses.
3. Lead a discussion of this exercise with the class. Consider the following questions:
- How did it feel to cross off the values? Was it hard? Were there some obvious choices?
 - Are there any values you think are missing from this list?
 - Are there any values that you don't think are actually American values?
 - What value was so important to you that it became non-negotiable?
 - How did you handle disagreements within your group?
 - How does voting and elections connect to what we value as Americans?
4. Have students write a personal reflection about this exercise on the back of the American Political Values worksheet and have them insert the worksheet into their Project Journal for future reference.

American Political Values Cards

Freedom of Speech	Individualism
Freedom from Discrimination	Equal Opportunity
Patriotism	Majority Rule
Tolerance of Others	Minority Rights
Freedom of Religion	Capitalism
Right to Bear Arms	Public Service

American Political Values Cards

<p>Freedom of Speech</p> <p>The right to communicate one's opinions and ideas without fear of government retaliation or censorship. This protects you from the government, NOT others, your employer, the school administration, or your parent/guardian.</p>	<p>Individualism</p> <p>Belief in the primary importance of the individual and in the virtues of self-reliance and personal independence. Also advocates for freedom from government regulation in the pursuit of a person's economic goals and that the interests of the individual should take precedence over the interests of the state or social group.</p>
<p>Freedom from Discrimination</p> <p>The right to be free from discrimination due to your age, gender, religion, race/color, sexual orientation, ethnicity, language, country of origin, or disability.</p>	<p>Equal Opportunity</p> <p>The belief that everyone should be given the ability to achieve whatever they wish without any barriers or preferences except those that are justified.</p>
<p>Patriotism</p> <p>The devoted love, support, and defense of one's country. It can also be described as national loyalty.</p>	<p>Majority Rule</p> <p>A political principle providing that a majority usually constituted by fifty percent plus one of an organized group will have the power to make decisions binding upon the whole group.</p>
<p>Tolerance of Others</p> <p>The ability or willingness to tolerate something in other people, particularly the existence of opinions or behavior that one does not necessarily agree with.</p>	<p>Minority Rights</p> <p>The normal individual rights as applied to members of racial, ethnic, class, religious, linguistic or sexual minorities; and also the collective rights accorded to minority groups. Minority rights may also apply simply to individual rights of anyone who is not part of a majority decision.</p>
<p>Freedom of Religion</p> <p>Freedom of religion or freedom of belief is a principle that supports the freedom of an individual or community, in public or private, to follow a religion or belief through teaching, practice, worship, and observance. It also includes the freedom to change one's religion or belief.</p>	<p>Capitalism</p> <p>A way of organizing an economy so that the things that are used to make and transport products (such as land, oil, factories, ships, etc.) are owned by individual people and companies rather than by the government.</p>
<p>Right to Bear Arms</p> <p>The right to own arms (handguns/rifles) for individual use and to bear these same arms both for personal protection and for use in a militia.</p>	<p>Public Service</p> <p>Something that is done to help people rather than to make a profit or the work that someone does as part of a government (the work done by public servants).</p>

American Political Values Cards

Right to Private Property	Democracy
Right to Vote	Freedom of the Press
Equal Justice	Right to Protest
Right to Privacy	Civilian Control of the Military
Limited Government	Separation of Powers
Federalism	Rule of Law

American Political Values Cards

<p>Right to Private Property</p> <p>The right to acquire (by legal means), hold and use property (physical or intellectual) for use by a private entity (person or corporation). This is in contrast to public property which is for use by the public as a whole or collective property which is owned and used by a select group of people.</p>	<p>Democracy</p> <p>A government in which the supreme power belongs to the people and exercised by them directly or indirectly through a system of representation usually involving periodically held free elections.</p>
<p>Right to Vote</p> <p>The right to vote, especially in a political election (in favor of a proposed measure, candidate, or the like).</p>	<p>Freedom of the Press</p> <p>The right to publish newspapers, magazines, and other printed matter (has been understood to also include radio, TV, Internet) without governmental restriction and subject only to the laws of libel (purposely lying about someone to hurt them), obscenity, sedition (plotting to illegally resist/overthrow the government), etc.</p>
<p>Equal Justice</p> <p>"...no State can deprive particular persons or classes of persons of equal and impartial justice under the law." The belief that every person deserves to be treated equally and fairly in a court of law.</p>	<p>Right to Protest</p> <p>Sometime use interchangeably with sometimes used interchangeably with the freedom of assembly or association, is the individual right or ability of people to come together and collectively express, promote, pursue, and defend their ideas.</p>
<p>Right to Privacy</p> <p>The right to privacy refers to the concept that one's personal information is protected from public scrutiny. Supreme Court Justice Brandeis called it "the right to be left alone."</p>	<p>Civilian Control of the Military</p> <p>The idea that places ultimate responsibility for a country's military decision-making in the hands of the civilian political leadership, rather than professional military officers. This refers to the control of when and where to utilize the military and not the conduct of military operations themselves.</p>
<p>Limited Government</p> <p>The concept of limiting the powers available to the government by law and reserving the remaining powers to the people or other levels of government (which are limited in their own way). This is in contrast to an absolute monarch or dictator with no limits to their power.</p>	<p>Separation of Powers</p> <p>The principle or system of vesting in separate branches the executive, legislative, and judicial powers of a government. This is one of the methods for helping to limit the powers of government, by preventing any one part of government from becoming too powerful.</p>
<p>Federalism</p> <p>A system of government in which entities such as States or provinces share power with a national government. This is another way of limiting the powers of government by giving some powers to one level of government and other power to another level of government.</p>	<p>Rule of Law</p> <p>The principle that all people and institutions are subject to and accountable to law that is fairly applied and enforced; the principle of government by law.</p>

American Political Values

Directions: Circle the ten (10) Values that you feel are the most important to you.

Freedom of Speech

Equal Justice

Capitalism

Freedom from Discrimination

Right to Privacy

Public Service

Patriotism

Limited Government

Democracy

Tolerance of Others

Federalism

Freedom of the Press

Freedom of Religion

Individualism

Right to Protest

Right to Bear Arms

Equal Opportunity

Civilian Control of the Military

Right to Private Property

Majority Rule

Separation of Powers

Right to Vote

Minority Rights

Rule of Law

Break into teams. Team number: _____

Out of your top ten Values select the five your team thinks are most important and explain why these Values are so important.

1. _____:

2. _____:

3. _____:

4. _____:

5. _____:



Personal Reflection on American Political Values

Prompt: Which do you think is the most important political value and why? Which political values need other political values to work?

(When complete, file in your Project Journal)

Lesson Two: Political Ideology (Typology)

Overview

Why do we believe the things we believe in? What shaped those beliefs? To truly understand our position in the American political system, we need to identify what we believe and who we really are. We also need to understand how we make decisions when it comes to political leaders. Rarely, if ever, will we agree 100% with anyone (let alone a politician), so how do we narrow down what is important to us so that we can finally choose? How does what we value factor into how we identify ourselves politically?

Essential Question: What political values do I believe and why?

Students will be able to:

- Define/describe the spectrum of political ideologies by drawing a graphic representation of the political spectrum.
- Recognize and identify those political values to which they subscribe through online assessment.
- Illustrate understanding of the choice-making process of the presidential elections system through in-class discussion.

Materials

Food items (or pictures of food items) for Making Choices Activity

Copies of Student Handout: Political Soul Searching

Access to the internet via computer lab or personal devices.

Student Project Journals

Plan of Instruction

1. Write or project the following question on the board: 'Why do I make the choices I make?' Lead a quick discussion of the answers that the students give. Tell the class that they are going to take part in a little exercise to dig into their decision making process.
 - You will need 16 different foods (or images of the foods) in 8 food pairs to complete this exercise. Each food should have an 'opposite' companion (e.g. Coke vs. Pepsi). A sample list follows, but feel free to choose your own. The important factor is that there is a progressively harder choice between the items as you go along. Early on, the choices should be relatively easy with little entrenched loyalty/preference leading to a very polarizing food that someone either likes or hates.

Table A	Table B
Potato Chips	Pretzel Sticks
Skittles	M & M's
Oreos	Chips Ahoy
Oatmeal	Cereal
Coke	Diet Coke
Cool Ranch Doritos	Nacho Cheese Doritos
Tea	Coffee
Spam	Can of creamed spinach

2. Have two tables set up at the front of the room. Make sure it is relatively easy for students to move back and forth between the two tables. Tell students that as items are placed on the table, they should silently go to the side with the item(s) that they prefer the most. When making a choice on which table to be by the students should take into account the most recent items placed as well as the overall table 'package'. Tell them that they should remember that they would have to eat/drink all of the items that are a part of the group that they end up with (though they really won't do so).
3. Have all of the items hidden away in a box out of sight of the students and bring out each pair one at a time. Students will vote with their feet as the food items are brought out and the food packages are put together. As students move back and forth you will want to ask some of them why they either moved or stayed. When the table sets are complete, lead a discussion of the exercise. Some questions to consider are:
 - Did anyone stay at one table the entire time?
 - If you stayed at one table, do you like every item on your table?
 - Is there one particular item that made you prefer one table over another?
 - If you moved back and forth between the tables often, what made you choose your final table?
 - If the item you like most was moved to the other table, would you move with it? Why or why not?
 - What item do you dislike the most from the other table? If that item were moved to your table would that cause you to switch sides?
4. Have the students take their seats and lead a discussion of how this exercise could be compared to the process of picking political candidates. Some thoughts to consider would be that were most likely very few students that either liked or hated all the items on their table. Also, a few probably had some very strong feelings about one or two items on the tables. Some questions to consider here:
 - How does this exercise approximate the views of many citizens when they are considering presidential candidates? (Many people have to consider the entire package when choosing candidates but sometimes there are one or two things that are dealmakers/breakers.)
 - What do the tables approximate when considering the candidates? (They could be considered to be like a party platform/policy positions.)
 - Where did students develop their like/dislike for certain items? (Parents, religious/cultural rules, friends, etc. probably all had an impact on developing their tastes.)
5. Next, hand out copies of Student Handout: Political Soul Searching. Have students fill out the worksheet on their own without talking to anyone. This assignment is looking for prior knowledge, preconceived notions and introspection. When students have completed the front side, lead a discussion with the class and ask students to share their answers.
6. Hand out copies of the Political Typology sheet. To come up with a better picture of their political beliefs, have students take the Pew Research Center's Typology Test. Next, have students complete the www.isidewith.com quiz. Once students have completed the tests/worksheet, lead a discussion of the results. Were any students surprised by their results? If so, why?
7. For homework, give students additional copies of the Political Typology worksheet and have them take it home for parent(s)/guardian(s) to fill out. Ask students to discuss the results of their own tests as well as the results of the tests they took home with their parent/guardian.
8. Have students write about this exercise in their Project Journals and attach the worksheets.

Note: Included in the Unit Resources section at the back of this unit are two political spectrum guides that may be useful in illustrating the different ways to represent political beliefs. One is a traditional left/right (binary) with rather absolutist positions correlating to the common perception of Liberal/Conservative ideology. The second is a spectrum that places all of the potential and actual candidates from the 2016 presidential election on a liberal/conservative scale based on support from outside sources and their voting record.

Political Soul Searching

Directions: Fill out this sheet without speaking with anyone. From what you have heard from your family, friends, and the news, decide what you know about political parties and which party you belong to.

I believe that I am a Conservative Moderate Liberal Other: _____ because:

Most people I know who belong to a political party are:

- Democrats
- Republicans
- Other: _____

This is what I know about the two main political parties in the United States:

Democrats	Republicans

I think I belong to the _____ Party because:

Political Typology

Instructions: Take the following political ideology test online: www.people-press.org/quiz/political-typology/

According to the Pew Research Center 2014 Political Typology Test, what category do you fall into?

- Steadfast Conservatives
- Business Conservatives
- Young Outsiders
- Hard-Pressed Skeptics
- Next Generation Left
- Faith & Family Left
- Solid Liberals
- Bystanders

Read the description given to each group and decide/reflect upon whether you feel you fit in that category. As a class, let's reflect on the following questions:

- Do you believe that your test results were accurate? Why or Why not?
- How did it feel being asked to choose one of two opposing options?
- Did you wish you were given any other choices?
- Do political viewpoints follow this very black or white mentality or are there gray areas?

Now take the following political ideology test: www.isidewith.com/political-quiz/

Given the results of the tests you have completed, draw yourself on the political spectrum:

In your project journals, reflect on the following questions:

- What does this say about you politically?

- Are you surprised by the results? Why or why not?

- How do your results correlate (match) with your family's beliefs?

- What factors do you think influence your political views? Have any of your views changed over time? Why or why not?

- How do political views connect to elections? How do political views inspire action/ participation during elections? How might they cause one to decline to participate?

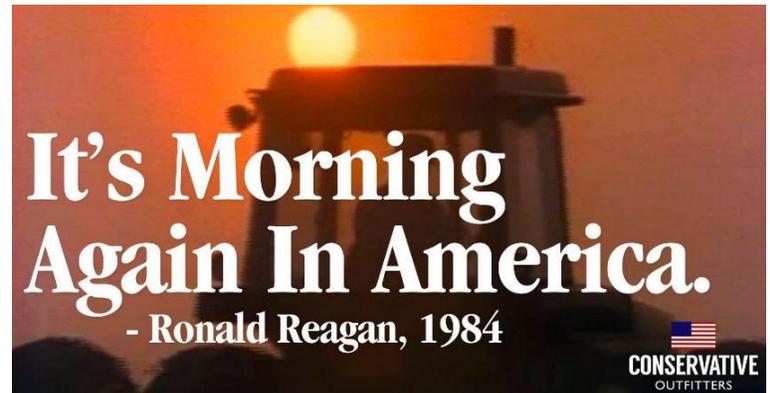
Mini PBL: The Campaign Ad

Project Essential Question: As campaign workers, how can we influence voters to choose our candidate?

Introduction

What is it that we look for in a leader? How do we choose? This project looks at the messaging that campaigns use to let us know about the candidate, their positions on issues, and how they would govern. Students will also learn about

the techniques, tools, and tricks that are used to inform, inspire, convince, and sometimes mislead us. Since 1952, television campaign ads have greatly influenced presidential elections. Whether the ads focus on issues, biographical stories, or attacks against their opponents, a well-crafted campaign ad can lead to success at the polls. Students will be tasked with researching a presidential candidate and creating an effective campaign ad for the 2016 National Election.



Intro Lesson: Political Advertising

Overview

The media is a powerful tool. It can inform us, entertain us, help us communicate with our leaders, as well as deceive us. With great power comes a great responsibility to use and consume the media intelligently. Students will look at the tools & trick of the media to help shape the messages sent and received as well as using those tools & tricks to create their own message.

Lesson Essential Question: What makes a campaign ad effective?

Students will be able to:

- Identify the techniques, tools, and tricks that are used in campaign advertisements to evoke a response in voters through analysis of historical ads.
- Evaluate and use the techniques, tools, and tricks through the creation of an authentic political ad.

Materials

Copies of Student Handout: *Media Blitz! Techniques, Tools and Tricks*

Access to the internet via computer lab or personal devices

American Political Values Cards

Copies of Personal Reflection Sheet

Student Project Journals

Plan of Instruction

1. Distribute copies of the article [The Ten Most Successful Presidential Commercials Ever Made](#). Divide the students into groups of 3-4 and assign them one presidential commercial. The students will analyze their video using the handout *Media Blitz! Techniques, Tools and Tricks*, outlining the campaign's message, mood, and goal. Each group will share their video and findings with class.

- Either have students get out their copies of the American Political Values cards or give them a fresh copy of the sheet.
 - Ask students to identify the American Political Values that are called upon in their ad.
2. After watching all 10 campaign ads, have the students vote on their favorite ad. Tally the votes based on type of ad (biographical, issues-based, or attack) and then lead a discussion based on your findings. Which ads resonated with your students? Why were they most effective?
 3. Hand out copies of the personal reflection sheet and have students answer the questions about the ads that watched.

Extension Lesson:

The education team from the Museum of the Moving Image has created an excellent lesson to go along with their outstanding website that looks at campaign advertisements, *The Living Room Candidate* (<http://www.livingroomcandidate.org/>). “What Makes an Effective Ad” addresses topics that are examined in greater detail in other lesson plans on *The Living Room Candidate*. Teachers wishing to explore any of the four levels of analysis discussed here more deeply should consult the other lesson plans on the site:

- Playing on Emotions (emotion)
- The Use of Language in Political Ads (persuasion)
- Evaluating Information (factual claims)
- Developing Critical Analysis (cinematic style)

NOTE: We at the Ronald Reagan Presidential Foundation with to thank the Museum of the Moving Image for letting us use their lesson as part of this unit.

Media Blitz!

Techniques, Tools, & Tricks

Instructions: Watch your assigned political commercial. Identify which of the following techniques, tools, and tricks are used in the ad and note them in the example column. When finished with the chart, answer the questions on the back of this sheet.

Technique, Tool, or Trick	Example
Appeal to fear and prejudice.	
Using facts and statistics to try to prove a point.	
Branding a candidate with a positive image or name.	
Branding an opponent with a negative image or name.	
Creating 'plain folks' appeal by showing a normal home life to build trust with voters.	
Showing the candidate doing/saying things to appeal to men.	
Showing the candidate doing/saying things or showing emotion to appeal to women.	
Using celebrities to build popular appeal.	
Using common images that portray patriotism.	
Using humor to make the candidate seem more appealing.	
Using vague or general statements that can't be proven or disproven.	
A call to action that tells voters to do something like vote or donate money.	

Showing/hearing lots of people support the candidate to get people on the 'bandwagon'.	
Showing the candidate doing 'serious' work to make them seem more experienced/presidential.	
A direct attack on an opponent's character or positions.	
A veiled attack on an opponent's character or positions.	
Repetition of images, phrases, or the candidate's name to imprint them on voters.	
Images of candidate doing things to appeal to certain interest groups.	
Using catchy slogans or songs to stick in voter's minds.	
Stating opinions as facts to make them more convincing.	
Calling the opponent names.	
Flattery of voters to make them like the candidate.	

1. What is the campaign message?

2. What mood is the campaign trying to set?

3. What is goal of this campaign ad?

4. Which of the American Political Values are called upon by your ad?

American Political Values Cards

<p style="text-align: center;">Freedom of Speech</p> <p>The right to communicate one’s opinions and ideas without fear of government retaliation or censorship. This protects you from the government, NOT others, your employer, the school administration, or your parent/guardian.</p>	<p style="text-align: center;">Individualism</p> <p>Belief in the primary importance of the individual and in the virtues of self-reliance and personal independence. Also advocates for freedom from government regulation in the pursuit of a person’s economic goals and that the interests of the individual should take precedence over the interests of the state or social group.</p>
<p style="text-align: center;">Freedom from Discrimination</p> <p>The right to be free from discrimination due to your age, gender, religion, race/color, sexual orientation, ethnicity, language, country of origin, or disability.</p>	<p style="text-align: center;">Equal Opportunity</p> <p>The belief that everyone should be given the ability to achieve whatever they wish without any barriers or preferences except those that are justified.</p>
<p style="text-align: center;">Patriotism</p> <p>The devoted love, support, and defense of one’s country. It can also be described as national loyalty.</p>	<p style="text-align: center;">Majority Rule</p> <p>A political principle providing that a majority usually constituted by fifty percent plus one of an organized group will have the power to make decisions binding upon the whole group.</p>
<p style="text-align: center;">Tolerance of Others</p> <p>The ability or willingness to tolerate something in other people, particularly the existence of opinions or behavior that one does not necessarily agree with.</p>	<p style="text-align: center;">Minority Rights</p> <p>The normal individual rights as applied to members of racial, ethnic, class, religious, linguistic or sexual minorities; and also the collective rights accorded to minority groups. Minority rights may also apply simply to individual rights of anyone who is not part of a majority decision.</p>
<p style="text-align: center;">Freedom of Religion</p> <p>Freedom of religion or freedom of belief is a principle that supports the freedom of an individual or community, in public or private, to follow a religion or belief through teaching, practice, worship, and observance. It also includes the freedom to change one’s religion or belief.</p>	<p style="text-align: center;">Capitalism</p> <p>A way of organizing an economy so that the things that are used to make and transport products (such as land, oil, factories, ships, etc.) are owned by individual people and companies rather than by the government.</p>
<p style="text-align: center;">Right to Bear Arms</p> <p>The right to own arms (handguns/rifles) for individual use and to bear these same arms both for personal protection and for use in a militia.</p>	<p style="text-align: center;">Public Service</p> <p>Something that is done to help people rather than to make a profit or the work that someone does as part of a government (the work done by public servants).</p>

American Political Values Cards

<p style="text-align: center;">Right to Private Property</p> <p>The right to acquire (by legal means), hold and use property (physical or intellectual) for use by a private entity (person or corporation). This is in contrast to public property which is for use by the public as a whole or collective property which is owned and used by a select group of people.</p>	<p style="text-align: center;">Democracy</p> <p>A government in which the supreme power belongs to the people and exercised by them directly or indirectly through a system of representation usually involving periodically held free elections.</p>
<p style="text-align: center;">Right to Vote</p> <p>The right to vote, especially in a political election (in favor of a proposed measure, candidate, or the like).</p>	<p style="text-align: center;">Freedom of the Press</p> <p>The right to publish newspapers, magazines, and other printed matter (has been understood to also include radio, TV, Internet) without governmental restriction and subject only to the laws of libel (purposely lying about someone to hurt them), obscenity, sedition (plotting to illegally resist/overthrow the government), etc.</p>
<p style="text-align: center;">Equal Justice</p> <p>"...no State can deprive particular persons or classes of persons of equal and impartial justice under the law." The belief that every person deserves to be treated equally and fairly in a court of law.</p>	<p style="text-align: center;">Right to Protest</p> <p>Sometime use interchangeably with sometimes used interchangeably with the freedom of assembly or association, is the individual right or ability of people to come together and collectively express, promote, pursue, and defend their ideas.</p>
<p style="text-align: center;">Right to Privacy</p> <p>The right to privacy refers to the concept that one's personal information is protected from public scrutiny. Supreme Court Justice Brandeis called it "the right to be left alone."</p>	<p style="text-align: center;">Civilian Control of the Military</p> <p>The idea that places ultimate responsibility for a country's military decision-making in the hands of the civilian political leadership, rather than professional military officers. This refers to the control of when and where to utilize the military and not the conduct of military operations themselves.</p>
<p style="text-align: center;">Limited Government</p> <p>The concept of limiting the powers available to the government by law and reserving the remaining powers to the people or other levels of government (which are limited in their own way). This is in contrast to an absolute monarch or dictator with no limits to their power.</p>	<p style="text-align: center;">Separation of Powers</p> <p>The principle or system of vesting in separate branches the executive, legislative, and judicial powers of a government. This is one of the methods for helping to limit the powers of government, by preventing any one part of government from becoming too powerful.</p>
<p style="text-align: center;">Federalism</p> <p>A system of government in which entities such as States or provinces share power with a national government. This is another way of limiting the powers of government by giving some powers to one level of government and other power to another level of government.</p>	<p style="text-align: center;">Rule of Law</p> <p>The principle that all people and institutions are subject to and accountable to law that is fairly applied and enforced; the principle of government by law.</p>

Personal Reflection on Campaign Advertisements

(When complete, file in your Project Journal)

1. Which technique did you find the most persuasive and why?

2. Which technique did you find the least persuasive and why?

3. What was your favorite media piece and what is it about that piece that you like so much?

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Project Launch

Essential Question: How do we communicate our candidate's vision to the public?

Materials

- Computers/devices with access to internet for each student
- Copies of Student Handout: Campaign Ad
- Copies of Student Handout: Candidate Profile Sheet
- Copies of Reagan Campaign Examples
- Copies of Campaign Advertisement/Teamwork Rubrics
- Copies of Self-Assessment Slips
- Student Project Journals

Plan of Instruction

1. Divide the class into groups four or five students. It is recommended that this either be done randomly or by the teacher to ensure diversity of knowledge and abilities. Inform the students that for the next 3-days, they will assume the role of a campaign worker for the 2016 Presidential election. They will have 3 days to research, design, and then present an effective campaign video for their candidate.
2. The group needs to select a presidential candidate to base this exercise upon. They can choose the Republican, Democrat, or Third-Party candidate. Alternatively, candidates can also be assigned to each group. Each group will then be randomly assigned the type of ad that they will be creating (biographical, issue-based, or attack ad).
3. Distribute copies of Handout: Campaign Ad to each student. Read over the directions together as a class and make sure the teams understand the task they have been asked to complete.
4. Once the groups have selected their candidate and have been assigned their campaign ad angle, hand out copies of Student Handout: Candidate Profile Sheet. This sheet will serve as a starting point for their candidate's research.
5. Groups will begin working on creating a draft script/storyboard for their project. Each group will be able to meet with a media consultant (the teacher) to discuss their storyboards and receive feedback before starting production.
6. Hand out copies of the examples from President Reagan's 1984 campaign.
7. Students will be graded upon the completed campaign ad and supporting materials in addition to group participation, individual assessments, journal entries, and presentation. Hand out copies of the rubrics and read through them as a class to ensure that all students are aware of the criteria for the project and how they will be graded.
8. **NOTE:** If you feel that your students could use some practice examining issues first or would like to add to the ProCon.org investigation, you can use a worksheet developed for that task by one of the participants in our teacher training.

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Handout: Campaign Ad

You have been tasked with creating a political ad for a Presidential campaign, and you have to make sure that the ad you create is the best it can be. In order to do so, you've decided to research some of the most successful political ads in history, one of which is "Morning in America". The documents below are original versions of the famous "Morning in America" ad that President Reagan's campaign ran leading up to the 1984 election. Also included are some of the strategic notes that were used to formulate this ad. Use these documents to help you create your own winning political advertisement.

First, take a look at the document titled "Reagan Strategy". In it, you can see that the authors listed many things that are important to any advertisement. To begin the process of creating your advertisement, fill out your own "Presidential Strategy" sheet below.

Strategic Objective

Target Audience

Principal Themes

Support for Themes

Tone

Focus of Advertisement

Campaign Theme



REAGAN STRATEGY

Strategic Objective

Establish the reality of a strong, confident leader, whose principles of governance have effected positive change that assures hope for America's future.

Target Audience

- Soft Democrats, particularly blue collar workers and Catholics
- Slightly upscale voters
- Hispanics in California and Texas

Principal Themes

- Ronald Reagan's principles of governance will continue to generate economic growth and opportunity for all Americans.
- Ronald Reagan's defense policy of "preparedness" will insure America's deterrent strength and better position America and the world for peace.

Support For Themes

- Ronald Reagan's principles of governance have been proven to:
 - Reduce inflation
 - Reduce interest rates
 - Expand employment
 - Increase personal income
- Ronald Reagan's defense policy has:
 - Restored military strength for peace
 - Reduced the risk of Communist expansionism by re-establishing America's commitment to a proper balance of diplomacy and military strength.

Tone

Convey a feeling of optimism and confidence in ourselves, our leaders and the future.

Focus For Thematic Development

Strong leadership for the future. You know it works.

Campaign Theme

Not yet determined.



THE TUESDAY TEAM, INC.

1270 AVENUE OF THE AMERICAS, NEW YORK, NY 10020 (212) 315-0440

System media

*primary spread - Waller -
• comic spread
• social security*

FALL MEDIA CAMPAIGN

OVERALL CAMPAIGN OBJECTIVES

Establish the reality of a strong, confident leader whose principles of governance have effected positive change that assures hope for America's future.

OPERATIVE NATIONAL ISSUES TO BE ADDRESSED

- Leadership
 - Strength
 - Vision/Future
- Economy
 - Deficit
 - Unemployment
 - Interest Rates
 - Fairness
- Foreign Policy
 - Arms Control
 - Defense/Preparedness
 - Peace/Safety
- Special Interest/Fairness
 - Tax Structure
 - Social Security
 - Government Waste/Fraud
 - Social Program Spending Cuts
 - *- Crime

CRIME - DRUGS first

- use interactive spots to show public participation in success

* Made Primary Issue.



THE TUESDAY TEAM, INC.

1270 AVENUE OF THE AMERICAS, NEW YORK, NY 10020 (212) 315-0440

THE OVERALL CREATIVE PLAN

Isolate key national "issues" and develop single minded commercials to be aimed at key constituencies/target groups.

OBJECTIVES OF THE ISSUE ADVERTISING

1. To convince the target audience that the Reagan Administration's performance on each of the key issues has effected significant, positive change.
2. To strengthen (among soft democrats/independents) and reinforce (among soft republicans) voter confidence in The Reagan Administration's performance on key issues.
3. To preempt and diffuse the current and anticipated Democratic attack strategies on the issues.
4. To convince target audiences that the positive performance of the past four years is a precursor of even greater accomplishments in the future.



THE TUESDAY TEAM, INC.

1270 AVENUE OF THE AMERICAS, NEW YORK, NY 10020 (212) 315-0440

CREATIVE STRATEGY

1. Address all issues and President Reagan accomplishments in a positive, preceptive manner.
2. Where applicable highlight the progress which has been made versus the Carter/Mondale administration.
3. Promise that continued improvement will come in a second Reagan-Bush Administration.

THE TUESDAY TEAM, INC.

1270 AVENUE OF THE AMERICAS, NEW YORK, NY 10020 (212) 315-0440

KEY NATIONAL UMBRELLA ISSUES

- Economy
- Family Values
- Crime
- Foreign Policy/Peace
- Fairness/Caring

After you've created your general strategy, it's time to start working on your ad. Below you will see an early version of the script for the "Prouder, Better, Stronger" ad, which is what the official name for Morning in America was. Create a rough draft of your ad on the template below that, filling in information for both what the audio and video of the ad will be.

Date:	Title:	
Client: Political Ad Project	Comm. I.D. QRRP0066	Rev. 2
Job. No. 100-TV-p008	AS RECORDED	

VIDEO

AUDIO



COPY

THE TUESDAY TEAM, INC.
1270 AVENUE OF THE AMERICAS
NEW YORK, NY 10020

Date 5/10/84	Title "Prouder, Stronger, Better": 60
Client Reagan-Bush '84	Comm. I.D. QRRP0066 Rev. 2
Job No. 100-TV-p008	AS RECORDED

VIDEO

AUDIO

(MUSIC UNDER)

ANNCR (VO) :

IT'S MORNING AGAIN, IN AMERICA...

A [TODAY, MORE MEN AND WOMEN WILL GO TO
WORK THAN EVER BEFORE IN OUR COUNTRY'S
HISTORY...]

B [WITH INTEREST RATES AT ABOUT HALF THE
RECORD HIGHS OF 1980,] [NEARLY TWO THOUSAND
C FAMILIES TODAY WILL BUY NEW HOMES]. [MORE,
D THAN AT ANY TIME IN THE PAST FOUR YEARS...]

E [THIS AFTERNOON, SIXTY-FIVE HUNDRED YOUNG
MEN AND WOMEN WILL BE MARRIED...] AND [WITH
F INFLATION AT LESS THAN HALF OF WHAT IT WAS
JUST FOUR YEARS AGO,] THEY CAN LOOK FORWARD,
WITH CONFIDENCE, TO THE FUTURE. . .

IT'S MORNING AGAIN IN AMERICA... AND UNDER
THE LEADERSHIP OF PRESIDENT REAGAN OUR
COUNTRY IS PROUDER AND STRONGER AND
BETTER...

WHY WOULD WE EVER WANT TO RETURN TO WHERE
WE WERE, LESS THAN FOUR SHORT YEARS AGO?



Date	7/23/84	Title	"Reagan/5 min./#1/NBC" 4:54
Client	Reagan-Bush '84	Comm'l. ID#	QRRP-0275

AUDIO

words of concern about deficits, fairness, and opportunity will ring hollow to the nation that yearns for us to act. They'll be left as empty promises. We should not and need not settle for that. Thank you and God bless you.

(MUSIC UNDER)

ANNCR (VO):

It's morning again, in America...

Today, more men and women will go to work than ever before in our country's history...

With interest rates and inflation down, more people are buying new homes...and our new families can have confidence in the future.

America today is prouder and stronger and better.

Why would we want to return to the way we were less than four short years ago?

SUPER: PRESIDENT REAGAN

MANDATORY SUPER: Paid for by Reagan-Bush '84

Now that you've created the initial draft of your ad, it's time to make sure that you can back up all of the points that you make in your ad. Below you will see two pages of a document which shows the rationale for each of the points made in the Prouder, Better, Stronger advertisement. The Tuesday Team had to make sure all of the things they were saying were true, otherwise their opponents would be able to say that they were untrustworthy. For each of the points that you make in your ad, provide one or two statistics/sources to back up your claims. Make sure that you use sources which provide an unbiased view, and that your sources are reliable.



PROUDER, STRONGER, BETTER

More men and more women are earning more income than they've ever earned before.

This statement cannot be proven conclusively. However:

In 1983, total personal income reached \$2.7 trillion, the highest level ever.

Per capita disposable income was \$9,969 in 1983 (the highest ever) compared to \$8,032 in 1980. In constant 1982 dollars per capita disposable income reached \$4,671 (highest ever), compared to \$4,487 in 1980.

The average gross weekly earnings was \$280.35 in 1980. In constant 1977 dollars, gross weekly earnings were \$174.91 in January 1984, up from \$172.74 in 1980. (Note this was not the highest level ever).

(Source: CEA Economic Indicators)

With interest rates at nearly half the record highs...

In January 1981, the prime rate was 21¹/₂%. It is now 11¹/₂%.

More people are buying new homes than at any time in the last 5 years.

625,000 new homes were purchased in 1983, up from 545,000 in 1980. New home purchases had dropped from 819,000 in 1977.

(Source: CEA Economic Indicators)

With inflation at its lowest level since 1973...

The Consumer Price Index fell to 3.8% in 1983, down from 12.4% in 1980. The 1983 inflation rate was the lowest since 1973, when the CPI was 3.4%.



PROUDER, STRONGER, BETTER

In America today there are more men and women working than ever before...

With inflation at it's lowest since 1973...

More people are buying new homes...

By January 1984, total civilian employment reached 103.2 million. Civilian employment was 99.3 million in 1980.

(Source: Department of Labor, Bureau of Labor Statistics)

1973 inflation rate was 3.4. Inflation reached 12.4 in 1980, dropped to 3.8 in 1983.

New home sales rose in 1983 to 625,000 (from a low of 412,000 in 1982 and 436,000 in 1983). Sales had fallen from 819,000 in 1977 to 545,000 in 1980.

(Source: Department of Commerce, Bureau of Census).



Title of Ad: _____

Claim #1:	Source 1: Source 2:
Claim #2	Source 1: Source 2:
Claim #3	Source 1: Source 2:
Claim #4	Source 1: Source 2:
Claim #5	Source 1: Source 2:
Claim #6	Source 1: Source 2:



Handout: 1984 Campaign Examples

REAGAN-BUSH '84

The President's Authorized Campaign Committee

"PROUDER, STRONGER, BETTER"
:60

AUDIO

IT'S MORNING AGAIN, IN AMERICA...

TODAY, MORE MEN AND WOMEN WILL GO TO
WORK THAN EVER BEFORE IN OUR COUNTRY'S
HISTORY.....

WITH INTEREST RATES AT ABOUT HALF THE
RECORD HIGHS OF 1980, NEARY TWO THOUSAND
FAMILIES TODAY WILL BUY NEW HOMES...MORE
THAN AT ANY TIME IN THE PAST FOUR YEARS...

THIS AFTERNOON, SIXTY-FIVE HUNDRED YOUNG
MEN AND WOMAN WILL BE MARRIED...AND WITH
INFLATION AT LESS THAN HALF OF WHAT IT WAS
JUST FOUR YEARS AGO, THEY CAN LOOK FORWARD,
WITH CONFIDENCE, TO THE FUTURE....

IT'S MORNING AGAIN IN AMERICA... AND UNDER
THE LEADERSHIP OF PRESIDENT REAGAN OUR
COUNTRY IS PROUDER AND STRONGER AND
BETTER....

WHY WOULD WE EVER WANT TO RETURN TO WHERE
WE WERE, LESS THAN FOUR SHORT YEARS AGO?



REAGAN-BUSH '84

The President's Authorized Campaign Committee

"PROUDER, STRONGER, BETTER"
:30

AUDIO

IT'S MORNING AGAIN, IN AMERICA...

TODAY, MORE MEN AND WOMEN WILL GO TO
WORK THAN EVER BEFORE IN OUR COUNTRY'S
HISTORY...

WITH INTEREST RATES AND INFLATION DOWN,
MORE PEOPLE ARE BUYING NEW HOMES... AND
OUR NEW FAMILIES CAN HAVE CONFIDENCE
IN THE FUTURE.

AMERICA TODAY IS PROUDER AND STRONGER
AND BETTER.

WHY WOULD WE WANT TO RETURN TO THE
WAY WE WERE LESS THAN FOUR SHORT
YEARS AGO?



REAGAN-BUSH '84

TUESDAY TEAM (HR)
"Prouder, Stronger,
Better"

:30 TV
4/20/84

6-TV-TT

ANNCR(VO):

IN AMERICA TODAY THERE ARE MORE MEN AND
WOMEN WORKING THAN EVER BEFORE. WITH
INFLATION AT IT'S LOWEST LEVEL SINCE
1973, MORE PEOPLE ARE BUYING NEW HOMES
AND AMERICA'S NEW FAMILIES CAN HAVE
CONFIDENCE IN THE FUTURE.

AMERICA TODAY IS PROUDER AND STRONGER
AND BETTER.

WHY WOULD WE EVER WANT TO RETURN TO
THE WAY WE WERE LESS THAN FOUR SHORT YEARS
AGO?

PRESIDENT REAGAN

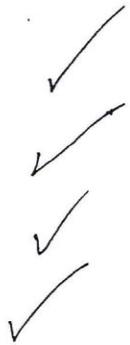


REAGAN-BUSH '84

TUESDAY TEAM(HR)
"Prouder, Stronger,
Better"
:60 TV
4/20/84
Job # 5-TV-TT

ANNC(VO):

IN AMERICA TODAY THERE ARE MORE MEN AND
MORE WOMEN EARNING MORE INCOME THAN THEY'VE
EVER EARNED BEFORE. WITH INTEREST RATES
AT NEARLY HALF THE RECORDS HIGHS OF 1980,
MORE PEOPLE ARE BUYING NEW HOMES THAN AT
ANY TIME IN THE LAST FIVE YEARS. WITH
INFLATION AT ITS LOWEST LEVEL SINCE 1973,
AMERICA'S NEW FAMILIES CAN HAVE CONFIDENCE
IN THE FUTURE.



UNDER THE LEADERSHIP OF PRESIDENT REAGAN,
AMERICA TODAY IS PROUDER AND STRONGER
AND BETTER.

WHY WOULD WE EVER WANT TO RETURN TO THE
WAY WE WERE LESS THAN FOUR SHORT YEARS
AGO?

PRESIDENT REAGAN



REAGAN-BUSH '84

TUESDAY TEAM(HR)
"Prouder, Stronger,
Better"
:30 TV
4/20/84

6-TV-TT

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1973, MORE PEOPLE ARE BUYING NEW HOMES
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AND BETTER.

WHY WOULD WE EVER WANT TO RETURN TO
THE WAY WE WERE LESS THAN FOUR SHORT YEARS
AGO?

PRESIDENT REAGAN



REAGAN-BUSH '84

TUESDAY TEAM(HR)
"Prouder, Stronger,
Better"
:60 TV
4/20/84
Job # 5-TV-TT

ANNC(VO):

IN AMERICA TODAY THERE ARE MORE MEN AND
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INFLATION AT ITS LOWEST LEVEL SINCE 1973,
AMERICA'S NEW FAMILIES CAN HAVE CONFIDENCE
IN THE FUTURE.

UNDER THE LEADERSHIP OF PRESIDENT REAGAN,
AMERICA TODAY IS PROUDER AND STRONGER
AND BETTER.

WHY WOULD WE EVER WANT TO RETURN TO THE
WAY WE WERE LESS THAN FOUR SHORT YEARS
AGO?

PRESIDENT REAGAN



COMMERCIAL FOCAL POINTS

*For further
study*

A. ECONOMY

WHERE WE WERE UNDER
CARTER/MONDALE

WHAT WAS ACCOMPLISHED
UNDER REAGAN

TODAY
DEMOCRATS

REAGAN

THE REAGAN FUTURE
DREAM/BENEFIT

1. Taxes

- C/M instituted largest 4 year tax increase in American history.
- W. Mondale has consistently voted for/supported tax increases to fund huge government spending problems, except for defense.

- Lowered taxes across the board (Personal & business)
- Established indexing.

- Mondale for increased taxes again.
- Tax rich.
- Eliminate indexing.
- Automatic tax on corp.
- Raise revenue through personal income taxes.

- Hold line on taxes.
- No income tax increases.
- Raise revenue through economic growth/further cuts in government spending/waste.

- Further lowering of taxes through expanding tax base/simplification.
- Keeping economic control in hands of individual as opposed to government (You spend what you make.)

2. Inflation

- Huge spending programs led to rampant inflation (13%, the highest in 65 years).

- New economic programs created jobs; brought interest rates down and inflation down 4.2%.

- Mondale claims inflation brought down on backs of poor through recession.
- Will claim that keep inflation under rise as consequence of deficit.

- Continued economic recovery (free enterprise stimulation, strong dollar, plus deregulation) will control.

- Sustained economic growth with low levels of inflation. Protect value of your savings/earnings.

3. Employment

- Huge interest rates, inflation led to stagnant economy (GNP Flat.)
- An increasing pressure on businesses/jobs.
- Key industries (auto-motive/steel) in decline.

- Today more people working than ever before.
- Created 7M new jobs.
- Key industries coming back.
- GNP growth greatest since WWII.

- Mondale for 15% automatic tax on corporate profits. Will have immediate impact on jobs/prices.

- Continued economic recovery will increase jobs further.
- 1985 goal of _____ new jobs.
- Job retraining.

- A "full employment" economy with quality jobs for everyone who is able to/wants to work.

COMMERCIAL FOCAL POINTS

4. General Economy

WHERE WE WERE UNDER CARTER/MONDALE

- Worst economy since depression.
- Highest interest rates in a century.
- Highest inflation in 65 years.
- First major decline in smoke stack industries.
- Stagnant GNP.
- Government spending.

WHAT WAS ACCOMPLISHED UNDER REAGAN

- Interest rates 1/2 of what they were.
- Inflation lowest since early 70's.
- GNP strongest since WW II.
- More jobs since
- Reassert American Industrial leadership.

DEMOCRATS TODAY

REAGAN

- Continue programs in place to further reduce inflation, interest rates and to further stimulate productivity/jobs.

THE REAGAN FUTURE DREAM/BENEFIT

- The most powerful economy in the world again with individual opportunities for all.

B. FAMILY VALUES

5. Power to the People vs. Power to the Government

- The Mondale/Democratic philosophy has always been more federal government intervention into all aspects of family life.
- Education.
- Taxation.
- Federal rights over state/local rights.

- Dramatic cutbacks in government spending/control.
- Federalism program returns power to state/local entities.
- Reduced taxes puts spending power back into hands of individual.

- Government control through more spending/higher taxes/greater regulation.

- Further reduction in government control of family lives.

- Government off our backs so that we have individual freedom to pursue the American dream.

6. Patriotism

"Standing tall in the World again."

- Pride in America reached an all time low.
- Emasculated defense posture.
- Iranian hostages.
- Economy out of control.
- Deteriorating relations with our allies.

- Restored defense posture.
- Put a stop to communist aggression.
- Strengthened alliances.
- U.S. economy envy of the world.

- Continue to strengthen economy and defense posture in the interest of negotiating a lasting peace.

- Can take pride again in being the most powerful nation in the world.



COMMERCIAL FOCAL POINTS

C. FOREIGN
POLICY/PEACE

WHERE WE WERE UNDER
CARTER/MONDALE

WHAT WAS ACCOMPLISHED
UNDER REAGAN

DEMOCRATS TODAY

REAGAN

THE REAGAN FUTURE
DREAM/BENEFIT

7. Peace Through Strength

● Deteriorating defense posture. ● Unverifiable arms control agreements. (SALT II.)

● Restored defense posture vis a' vis Soviets. ● Harder line on arms reduction agreements with Soviets. ● Made more concrete proposals on nuclear arms reduction than any other administration.

● Nuclear freeze. ● Immediate moratorium on weapons. ● No "Star wars" efforts.

● Peace is #1 goal of administration. ● Peace can only be negotiated through strength. ● Democratic posture is unrealistic. ● Nuclear arms reduction.

● A lasting peace through mutual arms reduction. The end to the threat of nuclear war.

8. Preventing Spread of World Communism

● Our deteriorating military posture permitted accelerating spread of communism. ● Ethiopia. ● Nicaragua. ● Laos. ● Afghanistan. ● Southern Yemen.

● Not an inch of ground taken. Rather first line ground taken back (Granada.)

● Strong military posture/resolve will continue to stem the tide of communism.

● We can look forward to a day when the threat of communist aggression is over.

9. Preserving Freedom For Our Friends and Allies

● Reestablished closer ties with Nato alliance through missile deployment. ● Hold line in Central America ● Granada.

● Essentially isolationist. ● Unrealistic in their assessment of communist threat. ● Military support only if U.S. security threatened.

● We have obligation to preserve world peace/freedom. ● We will provide whatever support is necessary to our threatened friends and allies.

● America will continue to play its role as the leader of the free world.

COMMERCIAL FOCAL POINTS

WHERE WE WERE UNDER
CARTER/MONDALE

WHAT WAS ACCOMPLISHED
UNDER REAGAN

DEMOCRATS

TODAY

REAGAN

THE REAGAN FUTURE
DREAM/BENEFIT

10. Nobody Wants Peace More Than Reagan agreements (SALT II.)

- Stronger military posture gives us stronger negotiating presence.
- o Advanced more concrete proposals for mutual arms reduction than any other administration.

- Immediate freeze on weapons Moratorium on Star Wars weapons.

- Freeze only guarantees that we will have inferior position. This limits the incentive for Russians to negotiate.
- A lasting peace can come only through a mutually verifiable reduction in nuclear weapons.

- Some day, the world could be free of nuclear arms.

- We must continue to develop advanced system to ensure our safety should the Russians continue to reject our arms reductions proposals.

D. FAIRNESS/CARING

11. Older Americans

- Security benefits boomed without commensurate increases in revenues bringing the Social Security system to the brink of disaster and bankruptcy.

- Under President Reagan's administration and leadership, a bipartisan commission reconstructed the social security system so retirement benefits will be secure both now and in the future.

- Mondale claims Reagan will slash Social Security post-election as part of his indiscriminate Federal budget cutting.

- President Reagan remains committed to care for the elderly, as shown by the 30% increase in Social Security benefits, doubling of Medicare payments and 27% increase in overall Federal spending to the elderly that has occurred over the first term.

- President Reagan cares deeply about our obligation to properly care for our elderly. He will not cut Social Security benefits, in fact, he has asked for a cost of living increase this Fall that is not required by law. In addition, he will work to contain health care costs, to help ease pressure on overburdened Medicare system.



COMMERCIAL FOCAL POINTS

	<u>WHERE WE WERE UNDER CARTER/MONDALE</u>	<u>WHAT WAS ACCOMPLISHED UNDER REAGAN</u>	<u>TODAY</u>	<u>THE REAGAN FUTURE DREAM/BENEFIT</u>
12. Inflation	<ul style="list-style-type: none"> ● Inflation under Carter/Mondale rose to its highest level in years, eroding the saving and purchasing power for all Americans, which was particularly harmful to the poor, and the elderly and those living on fixed incomes. 	<ul style="list-style-type: none"> ● President Reagan's economic programs have brought inflation back under control, easing the hidden and unfair destruction of the standard of living for the poor and elderly. 	<ul style="list-style-type: none"> ● Mondale argues that Reagan brought inflation under control by inducing a recession which hurt the poor the most and increased their ranks by 800M people. 	<ul style="list-style-type: none"> ● President Reagan's common sense economy programs brought inflation under control and will keep it there. ● President Reagan will continue to work to keep inflation low, reducing inflationary expectations and giving confidence to the poor and elderly that their income's purchasing power will continue to afford them a decent standard of living and hope for the future.
13. Tax Cuts/ Indexing	<ul style="list-style-type: none"> ● Taxes nearly doubled under Carter/Mondale, increasing the burden on all Americans and stifling economic growth. 	<ul style="list-style-type: none"> ● President Reagan cut taxes for everyone, contributing to dramatic increases in disposable income and standard of living. ● He also indexed taxes to inflation, halting "bracket creep" which increases taxes on people by sending them into higher brackets. 	<ul style="list-style-type: none"> ● Mondale wants to raise taxes for the wealthy and businesses, which will return us to economic disaster. He also wants to delay implementation of tax indexing. 	<ul style="list-style-type: none"> ● President Reagan remains committed to decreasing the tax burden on all Americans. ● Taxes should be simplified and personal income tax rates reduced further. Americans should spend their hard-earned dollars, not the Federal Government.



COMMERCIAL FOCAL POINTS

WHERE WE WERE UNDER
CARTER/MONDALE

WHAT WAS ACCOMPLISHED
UNDER REAGAN

DEMOCRATS TODAY
REAGAN

THE REAGAN FUTURE
DREAM/BENEFIT

E. CRIME
14. Drugs/
Organized
Crime

o Organized inter-agency law enforcement efforts and 12 special task forces to stem the flow of drugs into this country and target organized crime efforts. Seized 4 times the amount of cocaine in 1983 vs. 1981. Increased drug convictions by 33%.

o The drug problem plagues the youth of our country and thus our future. It must be a #1 goal to not just stem but eliminate the flow of illegal drug into this country.

15. General
Crime

o First two-year drop in serious crime since the FBI began keeping records. Increased law-enforcement budgets and hired more FBI agents.

o We will continue to take a tough stand on crime and will continue to push for House passage of the Comprehensive Crime Bill which would tighten bail, eliminate parole.

16. Victims

o President Reagan has put the focus back on the victim's rights not the criminal's.

o Pres. Reagan will push for more legislation to assist victims, focus on missing and exploited children, tougher laws and sentences for offenders - not just to make our country safer but also to rebalance the scales of justice.

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Candidate Profile Sheet

Instructions: Fill out or create a profile for your candidate. Try to find as much of the information as possible.

Name: _____

Political Party: _____

Place of Birth: _____

Age/Date of Birth: _____

Spouse: _____

Children: _____

Education: _____

Religion: _____

Ethnicity: _____

Political Experience: _____

Work Experience: _____

Hometown: _____

Other Information: _____

Picture or drawing of candidate here.

Go to 2016election.ProCon.org and explain your candidate's position on three of the following issues:

Crime & Justice

Economy & Taxes

Education

Elections

Energy

Foreign Policy

Guns/Second Amendment

Health Care, Abortion, & End of Life Issues

Immigration

Military & War on Terror

Race

Science & Environment

Sex & Gender

Name: _____

Issue: _____

Pro/Con

Visit www.procon.org and find the issue we are examining today.

Pro	Con
Point 1:	Point 1:
Point 2:	Point 2:
Point 3:	Point 3:
Point 4:	Point 4:
Point 5:	Point 5:

Your Stance:

Explain Your Views:

Campaign Ad Rubric

	Poor - 1 pts	Average - 3 pts	Excellent - 5 pts
Candidate Candidate's name and party affiliation shown	Group at least named the candidate and/or their party affiliation. Text difficult to read; misspelled words; etc.	Group projected candidate's name and party affiliation somewhere in presentation; somewhat obvious who the candidate was and what party he/she belongs to	Group projected candidate's name and party affiliation at the beginning using large, bold, easy-to-read text. Was obvious who the candidate was and which party he/she belonged to.
Point of View Purpose of ad quickly identified	Ad seemed to have a few lapses in focus; never truly identified why the ad was created; seemed disjointed	Ad established a purpose early on and maintained focus for most of the commercial.	Ad established a purpose early on and maintained a clear focus throughout.
Persuasion Convincing voters to support your candidate	Ad showed very limited awareness about the audience. Who was the target audience? Students made no connection between vocabulary, music and images with an audience.	Ad showed some awareness of the "target" audience. Students can partially explain why they made decisions on vocabulary, music and images that they did.	Ad established a strong awareness of who their "target" audience was. Students understood why they chose vocabulary, music and images to support that audience.
Emotion How do you want your audience to feel?	There is no clear tone in this ad. Almost impossible to determine what type of emotion the viewer should feel after viewing.	Ad establishes a tone that may be identified but the relationship to the argument is questionable or unclear. Not sure how they want the viewers to feel.	Ad establishes strong positive or negative tone that advances the group's argument; very clear how the group wants the audience to feel; achieves desired emotional effect.
Images Movie / Pictures	Images do not really tie-in to the message of the ad. Used either movie or still images. Images did not seemingly enhance commercial.	Images create tone that matches some issues of the campaign. Uses both movie and still images. Has some connection to the ad's mission.	Images create distinct atmosphere or tone that matches different issues of the campaign. Multiple images are used to support intended impression. Used both movie and still images. Connects well to mission of the ad.
Sound Music / Voice-overs	Music/voice-over used but not effective at all.	Music/voice-over stirs an emotional response that somewhat matches the intended impression of the candidate.	Music/voice-overs stir a rich emotional response that matches the intended impression of the candidate.

Truth Ad using facts?	Presents one factual claim with no reference to source.	Presents a limited number of general factual claims with minimal reference to sources.	Presents multiple specific factual claims with clear references to multiple reliable sources.
Duration of Presentation Must be between 30 seconds & 1 minute in length.	Commercial was shorter than 30 seconds. Actual length? _____	Commercial lasted over one minute. Actual length? _____	Commercial lasted between 30 -60 seconds. Actual length? _____
Neatness	Final ad is complete, but editing or quality may distract from commercial.	Final ad is fairly polished and smooth.	Final ad is polished and professional.

Collaboration/Teamwork Rubric

	Below Standard	Approaching Standard	At Standard	Above Standard
Responsibility for Oneself	<ul style="list-style-type: none"> Is not prepared and ready to work with the team. Does not do project tasks. Does not complete tasks on time. Does not use feedback from others to improve his/her work. 	<ul style="list-style-type: none"> Is sometimes prepared and ready to work with the team. Does some project tasks, but needs to be reminded. Completes some tasks on time. Sometimes uses feedback from others. 	<ul style="list-style-type: none"> Is prepared and ready to work with the team; is available for meetings and uses the team's communication system. Does what he or she is supposed to do without having to be reminded. Completes tasks on time. Uses feedback from others to improve his or her work. 	<i>In addition to At Standard criteria:</i> <ul style="list-style-type: none"> + Does more than what he or she has to do. + Asks for additional feedback to improve his or her work, beyond what everyone has been given.
Helping the Team	<ul style="list-style-type: none"> Does not help the team solve problems; may cause problems. Does not share ideas with other team members. Does not give useful feedback to others. Does not offer to help others. 	<ul style="list-style-type: none"> Cooperates with the team but does not actively help it. Makes some effort to share ideas with the team. Sometimes gives useful feedback to others. Sometimes offers to help others. 	<ul style="list-style-type: none"> Helps the team solve problems, manages conflicts, and stays focused and organized. Shares ideas that help the team improve its work. Gives useful feedback (specific & supportive) to others so they can improve their work. Offers to help others do their work if they need it. 	<i>In addition to At Standard criteria:</i> <ul style="list-style-type: none"> + Steps in to help the team when another member is absent. + Encourages others to share ideas, help to make them clear, and connects them to the team's work. + Notices if a team member does not understand something and takes action to help.
Respect for Others	<ul style="list-style-type: none"> Does not pay attention to what teammates are talking about. Does not show respect for teammates (may interrupt, ignore ideas, hurt feelings). 	<ul style="list-style-type: none"> Usually listens to teammates but not always. Is polite and kind to teammates most of the time but not always. 	<ul style="list-style-type: none"> Listens carefully to teammates. Is polite and kind to teammates. 	<i>In addition to At Standard criteria:</i> <ul style="list-style-type: none"> + Encourages the team to be respectful to each other. + Recognizes everyone's strengths and encourages the team to use them.

SELF-ASSESSMENT SLIP

I feel that I deserve the following grade for my work on this project: _____

Justify this grade with specific examples that supports this grade:

SELF-ASSESSMENT SLIP

I feel that I deserve the following grade for my work on this project: _____

Justify this grade with specific examples that supports this grade:

SELF-ASSESSMENT SLIP

I feel that I deserve the following grade for my work on this project: _____

Justify this grade with specific examples that supports this grade:

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PROJECT WORK REPORT: INDIVIDUAL

Project Name:			
Student Name		Date:	

During this class period I had the following goals for project work:	1	
	2	
	3	
	4	
	5	

During this class period I accomplished...	1	
	2	
	3	
	4	
	5	

My next steps are...	1	
	2	
	3	
	4	
	5	

My most important concerns, problems, or questions are...	1	
	2	
	3	
	4	
	5	

Supportive Lesson: Source Research and Bias

Overview

This entire unit is student research driven. Students will begin gathering background information and articles on their candidate to inform their political ad campaign. It is imperative for students to learn where they can go for credible information, especially when tasked with internet research. This lesson provides students with a list of reputable research sites they can reference throughout their project and a brief introduction on detecting bias and point of view.

Essential Question: How can I trust that the information in my research is reliable?

Students will be able to:

- Recognize and identify the pros/cons of different forms and sources of information through the evaluation of multiple media sources.
- Identify useful sources to use for project research through selection and organization of provided sources.
- (Extension/Additional Resources) Evaluate statements and sources for potential bias and spin through application of checklists.

Materials

Copies of Student Source Reference Guide
Copies of Student Worksheet: Checking Your Sources
Access to the internet via computer lab or personal devices.
Student Project Journals

Plan of Instruction

1. Ask the following question to the students: ‘How do we find out the information we need?’ Give the students a few minutes to brainstorm ideas as a free write in their project journals.
2. Ask the students to share their ideas to the class, while you or a student assistant writes them on the board. Students will most likely contribute ideas similar to search engines (e.g. Google) or internet informational sites (e.g. Wikipedia).
3. Have students select a partner and explore this question: ‘How do we know which websites to trust?’
4. Hand out the Student Sources Reference Guide. Review the pros and cons of the sites as a class. Encourage the students to use this reference sheet as a starting point. Students can use additional sources but they will need to complete the “Checking Your Sources” checklist to verify its credibility. Students should add Student Source Reference Guide to their Project Journals for future reference.

Extension Lessons:

If your students are novice researchers, it may be worthwhile to prepare them for addressing bias in the media. We recommend the following lessons:

- Media Smarts: http://mediasmarts.ca/sites/mediasmarts/files/pdfs/lesson-plan/Lesson_Bias_News_Sources.pdf

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Student Source Reference Guide

The following list of websites can help you in your research but it is not all-inclusive and you should look for additional sites that can further your research. The sites listed are in no particular order (with the exception of the Presidential Libraries) and no inference should be made from the inclusion/exclusion of any site or its order in the listing.

	Pros	Cons
Non-Partisan Groups	Fact-based and direct.	Very rarely is there any analysis or commentary so the reader is forced to do all of the work. Polling data often requires reader to dig for methodology and significance.
www.procon.org		
www.factcheck.org		
www.politifact.com		
http://lwv.org (League of Women Voters)		
www.realclearpolitics.com		
www.vote411.org		
www.pollingreport.com		
www.opensecrets.org		
http://votesmart.org		
	Pros	Cons
Presidential Libraries	Extensive information on each presidential administration. Each site has a variety of primary and secondary source documents in addition to large collections of photos, videos, and audio files.	While some materials have been curated and have some explanatory information to go along with them, most pieces do not have any information to accompany them with the exception of a simple descriptor.
www.hoover.archives.gov/		
www.fdrlibrary.marist.edu/		
www.trumanlibrary.org/		
www.eisenhower.archives.gov/		
www.jfklibrary.org/		
www.lbjlibrary.org/		
www.nixonlibrary.gov/index.php		
www.fordlibrarymuseum.gov/		
www.jimmycarterlibrary.gov/		
https://reaganlibrary.archives.gov/		
http://bushlibrary.tamu.edu/		
www.clintonlibrary.gov/		
www.georgewbushlibrary.smu.edu/		
	Pros	Cons
U.S. Government Sites	A wealth of information on a wide variety of topics.	Due to the extensive collection of information, it may be difficult to locate needed information quickly or easily (if at all).
www.archives.gov		
www.loc.gov		
http://americanhistory.si.edu/ (National Museum of American History)		
www.whitehouse.gov/1600		
https://kids.usa.gov/index.shtml		
www.usa.gov/		
www.fec.gov		

	Pros	Cons
Campaign Websites/Literature	More detailed information on the candidate's position on issues (in most cases).	Filled with spin to get people to support the candidate and to donate to the campaign.
www.hillaryclinton.com		
www.donaldjtrump.com		
www.jill2016.com		
https://johnsonweld.com/issues/		
www.gop.com		
www.democrats.org		
	Pros	Cons
News Media	Broad coverage of the election and most try to remain as neutral as possible.	Some media outlets are clearly partisan and take sides. Depending on the type of outlet (print, 24-hour news, website), the stories can vary considerably in depth and analysis.
www.cnn.com		
www.foxnews.com		
www.msnbc.com		
www.nytimes.com		
www.washingtonpost.com		
www.politico.com		
www.wsj.com		
www.latimes.com		
www.nbcnews.com		
www.cbsnews.com		
http://abcnews.go.com		
www.time.com		
www.newsweek.com		
www.allsides.com/		
	Pros	Cons
Blogs	Lots of different points of view and levels of analysis. Some of the biggest blogs follow the same journalistic rules as the media outlets.	The dividing line between opinion and fact is often blurred. Many blogs are partisan in nature. Most do not follow the common rules of journalism.
http://fivethirtyeight.com		
www.dailykos.com		
http://talkingpointsmemo.com		
www.redstate.com		
www.huffingtonpost.com		
	Pros	Cons
Interest Groups	Very focused on specific issues and easy for readers to make decisions on candidates based on their views on those issues.	Often lacking nuance and detail on the positions held by different politicians. Can focus too much on voting record and not the reason for certain votes.
www.aarp.com		
www.sierraclub.com		
www.nra.com		
www.uschamber.com		
www.hrc.com (Human Rights Campaign)		

Checking Your Sources

Use this checklist to evaluate the information sources you discover as a result of performing a search.

Check the items in each of the following categories:

Purpose

- What is the purpose or motivation for the source? (E.g., educational, commercial, entertainment, or promotional.)
- Is it trying to sell you something? How easy is it to differentiate advertisement from content in the source?
- Based on your knowledge, is the information fact, opinion, or propaganda?
- Who is the intended audience for the information, and how is this fact reflected in the organization and presentation of the material?

Authority

- Is the author identifiable?
- What is the author's background? (E.g., experience, credentials, and occupation, and has he or she published anything else on the topic?)
- Does the author cite his or her sources?

Currency

- When was the resource last updated or revised, and how often is it updated?

Reliability

How stable does the resource seem to be? The resource's dependability (particularly in the case of Web sites) is important if it is going to be cited as a source or recommended for use by others.

- For Web sites, do most of the links on the page work?
- From your evaluation of currency and authority, do you think the resource will be there the next time you visit it?

Coverage

- What information is included or omitted?
- Is the resource completed or under construction?

These are not the only criteria you will need to look at. Depending on what your professor has asked you for and on your research needs, you may need to look for certain kinds of material. In academic research in particular, your professor may ask you to find scholarly, peer-reviewed, or primary sources.

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Mini PBL – The Presidential Debate

Project Essential Question: How do we as a campaign team effectively communicate our ideas during a debate?

Introduction

Every four years the United States conducts an interview process to choose the leader that will serve as our president. This process begins again almost as soon as the new (or reelected) president is sworn in. At times the process can seem chaotic and almost like a sporting match (or horserace). At other times we are thrilled by leaders who cut through all the extraneous things and inspire us to be better versions of ourselves.

This project will have students come together as a campaign team to create an argument and deliver/defend it in a competitive debate environment.



Intro Lesson: Leadership

Overview

Leaders come in many forms and leadership is shown in a myriad of different ways. What characteristics are most important to us when selecting a president? The complete list varies from person to person but there are some common characteristics that we expect our leaders to have. This lesson will help students identify those characteristics and which ones mean the most to them.

Lesson Essential Question: What makes for an effective leader?

Students Will Be Able to:

- Identify the characteristics of a leader and evaluate individuals for their leadership ability through in-class discussion and writing.
- Illustrate and assess the leadership characteristics of presidential candidates through the creation of a comprehensive outline of their assigned candidate's biography.
- Support and defend the positions of their assigned candidate while simultaneously attacking those of their debate adversary through in-class debate.

Materials

Sticky Notes

6-8 Large sheets of blank paper (posted on the walls around the room)

Markers

Computers/devices with access to internet for each team

(Optional) Copies of Student Worksheet: Candidate Profile Sheet

Student Project Journals

Plan of Instruction

1. Write on the board or have projected the following definition:

Leader: The person who leads or commands a group, organization, or country.

2. Ask students to think of people that they think of when they think of the word 'leader'. These people can be from all walks of life (real or fictional) or you can limit the scope to just political leaders if you wish. You may want to write the names down as they are given or have a student record them on the board.

3. Distribute three blank sticky notes to every student and ask them to write down three characteristics of a leader (such as the ones they just named), one on each sticky note. Once students are done writing down the characteristics, go around the room and have students report out their ideas. Discuss/define these characteristics (to ensure that everyone agrees on a common definition) and ask if students can think of any more (hand out more sticky notes to students as they come up with more ideas).

- Discuss with the class if there are any ways to group the characteristics that they just presented (or you can have students do this in small groups). Most likely, students will give examples of personality traits (honest, fair, brave), physical characteristics (strong, good looking), experience (success in war, government, sports, business), personal background (overcame adversity, education, wealth), and perhaps there will be a few that are not as easily categorized.
- Have the students organize the sticky notes into the appropriate groups and to write the title of each grouping on one of the large sheets of blank paper and then attach the sticky notes that belong in that group to each sheet.
- Discuss the characteristics of a leader as a class. Some questions to consider are:
 - Does being a good leader in one realm (business, military, or government) necessarily mean that the person would be a good leader in other realms?
 - By being a good leader, does it follow that they are a good person? In other words, can you be a bad person but a good leader? To a lesser extreme, can good leaders have some bad traits?
 - Are there characteristics that are more important in certain realms than in others? Are there some characteristics that are more important than others in all circumstances?

4. In their project journals, students will free write to the following prompt:

How will we know which presidential candidate will make a good leader?

(If you are continuing on with campaign groups from the previous project, skip to step seven.

If you are solely doing this project or want to have groups debate, continue on to step five.)

5. Divide the class into groups of four. It is recommended that this either be done randomly or by the teacher to ensure diversity of knowledge and abilities.

- The groups need to select a presidential candidate to base this exercise upon. This can be assigned by the instructor, students can choose, or be chosen randomly by picking a name out of a hat.
- Once the groups have chosen their political candidate, they will need to research the candidate using the Student Worksheet: Candidate Profile Sheet.

6. **NOTE:** If you feel that your students could use some practice examining issues first or would like to add to the ProCon.org investigation, you can use a worksheet developed for that task by one of the participants in our teacher training.

7. Groups will need to pair off with another group that does not share the same candidate. This will be the team they go head-to-head with in the debate match-up.

Candidate Profile Sheet

Instructions: Fill out or create a profile for your candidate. Try to find as much of the information as possible.

Name: _____

Political Party: _____

Place of Birth: _____

Age/Date of Birth: _____

Spouse: _____

Children: _____

Education: _____

Religion: _____

Ethnicity: _____

Political Experience: _____

Work Experience: _____

Hometown: _____

Other Information: _____

Picture or drawing of candidate here.

Go to 2016election.ProCon.org and explain your candidate's position on three of the following issues:

Crime & Justice

Economy & Taxes

Education

Elections

Energy

Foreign Policy

Guns/Second Amendment

Health Care, Abortion, & End of Life Issues

Immigration

Military & War on Terror

Race

Science & Environment

Sex & Gender

Name: _____

Issue: _____

Pro/Con

Visit www.procon.org and find the issue we are examining today.

Pro	Con
Point 1:	Point 1:
Point 2:	Point 2:
Point 3:	Point 3:
Point 4:	Point 4:
Point 5:	Point 5:

Your Stance:
Explain Your Views:

Project Launch

Essential Question: Why is effective communication important for leaders?

Materials

- Computers/devices with access to internet for each student
- Copies of Debate Procedures
- Copies of Debate/Teamwork Rubrics
- Copies of Self-Assessment Slips
- Student Project Journals

Plan of Instruction

1. Distribute copies of the Debate Procedures and the Rubrics. As a class, go over the procedures for the project as well as the criteria upon which groups/individuals will be graded.
2. This is a good opportunity for students to role-play the elements of the debate/spin-room so that they have an idea of which role they might like to play when they select their campaign position during the next lesson.
3. Have students file away the debate procedures and the rubrics into their Project Journals.

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Debate Project Procedures

The Debate

Each group will have a 15-minute debate on their specific topic. The teacher (and/or students who might be assigned in this role) will serve as moderator for the topic. The timing for this debate is as outlined below.

AFFIRMATIVE/ PRO	2 minutes	Opening Statement
NEGATIVE/ CON	2 minutes	Opening Statement
AFFIRMATIVE/ PRO	2 minutes	Rebuttal
NEGATIVE/ CON	2 minutes	Rebuttal
CROSSFIRE	2 minutes	Both debaters will stand, ask each other questions as well as answer questions from their opponent.
MODERATOR	3 minutes	Pose questions to each side.
AFFIRMATIVE/ PRO	1 minutes	Closing Statement
NEGATIVE/ CON	1 minutes	Closing Statement
TOTAL DEBATE TIME	15 minutes	

- **Opening Statement:** The candidate will prepare a brief opening statement that clearly states his/her position on the issue being debated. He/she should do the following:
 - Clearly outline his/her position
 - Give appropriate facts, studies, or articles that support this position
 - Deliver the “soundbite” – how best to sum up this position in 10 words or less
 - Begin to paint the case against his/her opponents position
- **Rebuttal:** The candidate will then have two minutes to rebut the information, facts, ideas, etc... their opponent has presented.
- **Crossfire:** During this portion of the debate, both candidates will have a chance to pose questions to one another. They should be tough, but civil.
- **Moderator:** During this phase of the debate, the moderator should pose questions to the candidates. These questions can clarify the facts, ask for further explanation of an idea, or challenge a statement that could be false.
- **Closing Statement:** The candidates each have one minute to wrap up their case and explain why the audience should choose them.

The Spin Room

After the debate has concluded, the candidates are finished, but the campaign team now has to face the madness of the Spin Room. In the Spin Room, the teams must do their best to “spin” what happened during the debate so that it is presented in the best possible light for their candidate. Regardless of what really happened during the debate, the Spin Room is a place where everything that happened is interpreted in the best possible way for the candidate (at least this is what their teams would have us believe).

- 1) To get a sense of what a Spin Room is like, have the students explore one of the following resources on the Spin Room at the Reagan Library following the September 2015 GOP Debate: “Inside the Debate Spin Room, Where Everybody Wins” (NPR, 9/17/15) <http://bit.ly/election40a>
- 2) “A peek inside the spin room’s chaos and characters” (LA Times, 9/17/15) <http://bit.ly/election40b>
- 3) “In debate spin room: Aides, hopefuls steer their stories” (Des Moines Register, 9/17/2015) <http://bit.ly/election40c>
- 4) Ben Carson in the Reagan Library Spin Room (Video): <https://www.youtube.com/watch?v=Lz5iH9xuCRw>

The campaign surrogates (the campaign team) will take seats at the front of the classroom. For five minutes, the Moderator, as well as any of the students in the class, have an opportunity to ask the campaign teams about anything that was said during the debate. The campaign teams face the ‘press’ one at a time.

Debate Rubric

Candidate One	
Name:	
Side:	Points
Opening Statement:	
Rebuttal:	
Crossfire:	
Response to Moderator Questions:	
Closing Statement:	
Total:	

Candidate Two	
Name:	
Side:	Points
Opening Statement:	
Rebuttal:	
Crossfire:	
Response to Moderator Questions:	
Closing Statement:	
Total:	

Rate each speaker from 1 - 10 points in each category (Opening Statement, Rebuttal, Closing Statement)

1-2 Unethical/Inappropriate Behavior 3-4 Below Average 5-6 Average 7-8 Above Average 9-10 Outstanding

The winner of the debate **MUST** receive the higher amount of speaker points. Speakers may not receive the same score.

Comments to Candidate One	Comments to Candidate Two

Debate Winner: _____

Reasons for my decision (cite specific arguments):

Spin Room Rubric

	Below Standard	Approaching Standard	At Standard	Above Standard
Team Member	<ul style="list-style-type: none"> Shows little to no understanding of issue. Shows little ability to spin candidate's performance in a positive way Communication is ineffective 	<ul style="list-style-type: none"> Shows some understanding of the issue Attempts to spin candidate's performance in a positive way. Communication is okay, but could be more effective 	<ul style="list-style-type: none"> Shows solid understanding of the issue Is able to spin candidate's performance in a positive way Communication is clear and effective 	<ul style="list-style-type: none"> Shows advanced understanding of the issue Masterfully spin's candidate's performance in a positive way. Communication is compelling and persuasive

Collaboration/Teamwork Rubric

	Below Standard	Approaching Standard	At Standard	Above Standard
Responsibility for Oneself	<ul style="list-style-type: none"> Is not prepared and ready to work with the team. Does not do project tasks. Does not complete tasks on time. Does not use feedback from others to improve his/her work. 	<ul style="list-style-type: none"> Is sometimes prepared and ready to work with the team. Does some project tasks, but needs to be reminded. Completes some tasks on time. Sometimes uses feedback from others. 	<ul style="list-style-type: none"> Is prepared and ready to work with the team; is available for meetings and uses the team's communication system. Does what he or she is supposed to do without having to be reminded. Completes tasks on time. Uses feedback from others to improve his or her work. 	<p><i>In addition to At Standard criteria:</i></p> <ul style="list-style-type: none"> + Does more than what he or she has to do. + Asks for additional feedback to improve his or her work, beyond what everyone has been given.
Helping the Team	<ul style="list-style-type: none"> Does not help the team solve problems; may cause problems. Does not share ideas with other team members. Does not give useful feedback to others. Does not offer to help others. 	<ul style="list-style-type: none"> Cooperates with the team but does not actively help it. Makes some effort to share ideas with the team. Sometimes gives useful feedback to others. Sometimes offers to help others. 	<ul style="list-style-type: none"> Helps the team solve problems, manages conflicts, and stays focused and organized. Shares ideas that help the team improve its work. Gives useful feedback (specific & supportive) to others so they can improve their work. Offers to help others do their work if they need it. 	<p><i>In addition to At Standard criteria:</i></p> <ul style="list-style-type: none"> + Steps in to help the team when another member is absent. + Encourages others to share ideas, help to make them clear, and connects them to the team's work. + Notices if a team member does not understand something and takes action to help.
Respect for Others	<ul style="list-style-type: none"> Does not pay attention to what teammates are talking about. Does not show respect for teammates (may interrupt, ignore ideas, hurt feelings). 	<ul style="list-style-type: none"> Usually listens to teammates but not always. Is polite and kind to teammates most of the time but not always. 	<ul style="list-style-type: none"> Listens carefully to teammates. Is polite and kind to teammates. 	<p><i>In addition to At Standard criteria:</i></p> <ul style="list-style-type: none"> + Encourages the team to be respectful to each other. + Recognizes everyone's strengths and encourages the team to use them.

SELF-ASSESSMENT SLIP

I feel that I deserve the following grade for my work on this project: _____

Justify this grade with specific examples that supports this grade:

SELF-ASSESSMENT SLIP

I feel that I deserve the following grade for my work on this project: _____

Justify this grade with specific examples that supports this grade:

SELF-ASSESSMENT SLIP

I feel that I deserve the following grade for my work on this project: _____

Justify this grade with specific examples that supports this grade:

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Lesson Two: The Campaign Team

Overview

What decides the election? For the most part it boils down to three things: Your party, your stand on the issues, and most importantly, your campaign. It is through the campaign that you activate loyalists, convert the undecided, show the electorate how you handle stress, and show that you can be presidential. This is the ultimate job interview. It is a multi-year, expensive, grueling interview for the most powerful position on the planet. How do you ensure that the interview goes well? The same way you try to ensure your administration will go well if elected; you get a good team together and you work hard to make good decisions and avoid mistakes.

Essential Question: What do we need to know/do to be an effective campaign team?

Students will be able to:

- Identify the roles and responsibilities of the members of a presidential campaign team and apply those responsibilities to the assigned group project.
- Demonstrate teamwork through the coordination of group assets and responsibilities to create an effective debate plan.

Materials

Copies of Student Handout: Candidates and Campaign Staff
Copies of Student Handout: Campaign Team Project Plan
Student Project Journals

Plan of Instruction

1. Hand out copies of Student Handout: Candidates and Campaign Staff to the class. Students will either choose their positions in the campaign or have the positions chosen for them by the teacher. You can also have students draw for the positions. It is probably best to let the group work out the positions themselves because that will allow students to choose the job that they are most interested in, thereby promoting student buy-in. **Note:** The Political Director and Opposition Research positions can have two people doing the job. These positions are good for those students that require a little extra help or are intensely reserved and would do best in a smaller team unit.
2. Once all of the positions have been filled, hand out copies of Student Handout: Candidates and Campaign Staff to every student. Have each student write the election match-up and year their group has selected. Also have them annotate their assigned position at the top of the sheet. The students have several things they will be required to research:
 - a. Once students have completed their counterpart research, they will come together as a campaign team to figure out how each will contribute to the success of the team. Students should role play their positions as closely as possible but there is some flexibility to ensure that everyone contributes to the end goal.
 - b. Students should then figure out the information and resources they will need to gather in order for them to be successful in their tasks. It is encouraged that the students collaborate on this section to share ideas and potential resources.

3. For the remainder of the class period the campaign groups will outline their plan to accomplish the Debate Project that comes at the end of this segment. Hand out copies of Copies of Student Handout: Campaign Team Project Plan to each student.
 - a. For the Debate side of the project plan sheet, students will write down the primary topic(s) that they and their opposition team agree upon.
 - b. Students should figure out their campaign's position on the debate topic and annotate some basic details of their candidate's stance on the issue.
 - c. Team members will then determine their responsibilities for this project as well as compiling a task list and ensuring that all tasks are assigned and equitable.
4. Students should file away the handouts from today in their Project Journals and to begin taking notes and writing down their thoughts/questions about the upcoming projects as homework.

Candidates and Campaign Staff

Election Match Up: _____ vs. _____

Year: _____

PRESIDENTIAL CANDIDATE: _____

The presidential hopeful is responsible for announcing their candidacy to the world and their supporters. This person has to establish a campaign, build a war chest, deliver their message, and reach the voters. The day-to-day operations are often handed over to the campaign manager, but the campaign ultimately belongs to the candidate. The candidate has one goal, and that is to get elected, but they can't forget the real issues that Americans care about, like the economy, national security, and social issues.

Debate Task: You will be responsible for participating in the debate against the other presidential candidate.

CAMPAIGN MANAGER: _____

The campaign manager oversees all aspects of the campaign including day-to-day operations, the hiring and management of staff, the coordination and implementation of the fundraising operations and ongoing coordination with the candidate. They are also responsible for creating and managing the campaign budget.

Debate Task: You will be responsible for leading the spin room team and putting a positive spin on the performance of your presidential candidate's debate performance.

OPPOSITION RESEARCHER: _____

The opposition researcher digs up as much dirt on the other campaign as possible. They are looking for skeletons in the closet of the candidates or their close associates/family. They also look for past inconsistencies with current policy positions. Did they once support gun control and now are saying that have always been a gun rights supporter? Once they find this unfavorable information, they work with the campaign to find the best time to either leak this information to the press or to have the candidate go on the attack during a debate. They are also looking into the background of their own candidate to make sure there are no surprises from the opposition researcher on the other campaign.

Debate Task: You are responsible for attacking the other presidential candidate's personal qualifications and background in the spin room. You also need to be able to respond to the attacks from the other opposition researcher.

POLITICAL (POLICY) DIRECTOR: _____

The political director works with specific constituency groups to organize their involvement with the campaign, for example – labor, seniors, educators, veterans, communities of color, new Americans, environmentalists, and college students, etc. They help develop a voter contact plan in coordination with the field director for particular communities by building relationships with the existing organizations that represent these communities.

Debate Task: You are responsible for attacking the other presidential candidate's policy positions in the spin room. You also need to be able to defend the policy positions of your candidate.

Campaign Team Debate Plan

Topic(s): _____

(Discuss this with the other team and come to an agreement on the topic or topics.)

Position:

I am responsible for:

Task List:

- _____
- _____
- _____
- _____
- _____
- _____

Notes:

Lesson Three – Debate Project Lab

Overview

This lesson is a dedicated time for teams to work on the preparation of their arguments for the upcoming debate and spin room exercise.

Materials

Copies of Project Management Log: Group Tasks / Project Work Report: Individual
Computers/devices with access to internet for each team
Additional copies of the Debate/Spin Room Rubric (if needed)
Student Project Journals

Plan of Instruction

1. This exercise will have students digging in to the background of their campaign contest and formulating a plan for the upcoming debate project.
 - a. Have students break up into their campaign teams and begin/continue researching the primary debate topics for their match-up. They will then research the positions their campaign will take during the debate. Students should be reminded that they are to reflect the positions of their candidate whether they agree with the position or not.
 - b. Teams should research the past debate performances of their candidates (if available) and look at other debate match-ups. Presidential debates are far different than what many students think of as a debate, especially those students who actually participate in debate competitions. The class exercise will be a bit of a hybrid combining some of the structure of a traditional debate with the character & confrontation of a presidential debate.
2. Once the student groups have a good sense of their debate topic, positions, and process, they should then begin assigning out tasks to everyone in the group.
3. Have students get out the copies of the Debate/Spin-Room Rubrics (have additional copies on hand for those students that forgot to bring their project journals). Go over the grading criteria once more to ensure that students are completely aware of what is expected of them for this project both as a group and as individuals.

Debate Research Guide

Candidate	
Issue	
Candidate's Position on Issue. Use minimum of 2 sources.	
Reasoning for Position	
Soundbite <i>Which phrase most effectively and concisely sums up the candidate's position?</i>	
Opposition <i>Why is the other candidate wrong on this issue? Use facts and studies, at least 2 sources.</i>	
Other Notes	

PROJECT WORK REPORT: INDIVIDUAL

Project Name:			
Student Name		Date:	

During this class period I had the following goals for project work:	1	
	2	
	3	
	4	
	5	

During this class period I accomplished...	1	
	2	
	3	
	4	
	5	

My next steps are...	1	
	2	
	3	
	4	
	5	

My most important concerns, problems, or questions are...	1	
	2	
	3	
	4	
	5	

Project: Candidate Debate

Overview

Today is the big day! Teams go head-to-head to see who can argue and defend their position the best. May the best team win!

Materials

Copies of Debate/Spin Room Rubric
 Student Project Journals

Plan of Instruction

The debate and spin-room exercise will be conducted as follows:

The Debate

Each group will have a 15-minute debate on their specific topic. The teacher (and/or students who might be assigned in this role) will serve as moderator for the topic. The timing for this debate is as outlined below.

AFFIRMATIVE/ PRO	2 minutes	Opening Statement
NEGATIVE/ CON	2 minutes	Opening Statement
AFFIRMATIVE/ PRO	2 minutes	Rebuttal
NEGATIVE/ CON	2 minutes	Rebuttal
CROSSFIRE	2 minutes	Both debaters will stand, ask each other questions as well as answer questions from their opponent.
MODERATOR	3 minutes	Pose questions to each side.
AFFIRMATIVE/ PRO	1 minutes	Closing Statement
NEGATIVE/ CON	1 minutes	Closing Statement
TOTAL DEBATE TIME	15 minutes	

- **Opening Statement:** The candidate will prepare a brief opening statement that clearly states his/her position on the issue being debated. He/she should do the following:
 - Clearly outline his/her position
 - Give appropriate facts, studies, or articles that support this position
 - Deliver the “soundbite” – how best to sum up this position in 10 words or less
 - Begin to paint the case against his/her opponents position
- **Rebuttal:** The candidate will then have two minutes to rebut the information, facts, ideas, etc... their opponent has presented.
- **Crossfire:** During this portion of the debate, both candidates will have a chance to pose questions to one another. They should be tough, but civil.

- **Moderator:** During this phase of the debate, the moderator should pose questions to the candidates. These questions can clarify the facts, ask for further explanation of an idea, or challenge a statement that could be false.
- **Closing Statement:** The candidates each have one minute to wrap up their case and explain why the audience should choose them.

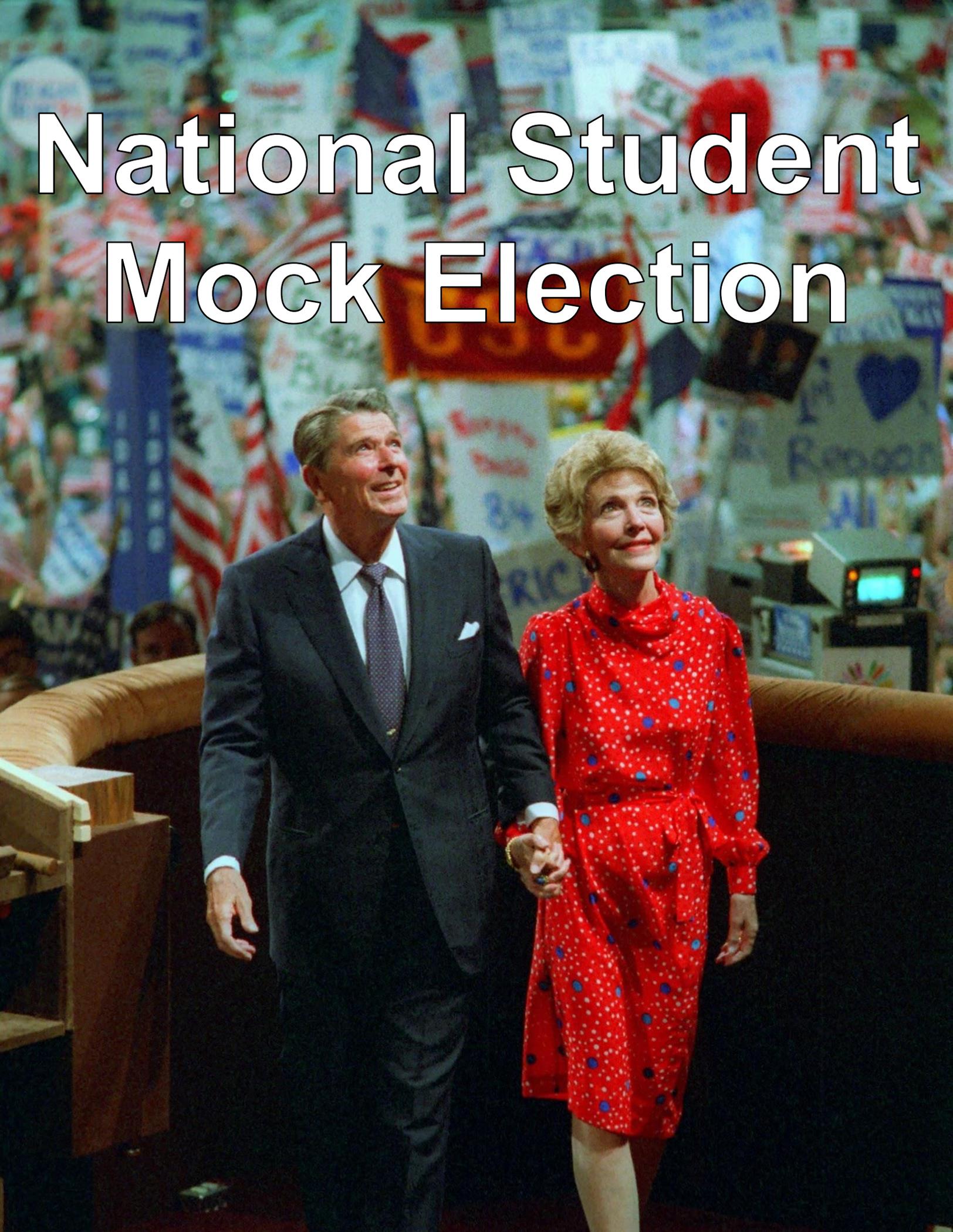
Optional In-Class Voting After the Debate: Either by a show of hands or through the use of an online polling tool (For example, [menti.com](https://www.menti.com)), you can have students vote on which side made their case most effectively.

The Spin Room

After the debate has concluded, the candidates are finished, but the campaign team now has to face the madness of the Spin Room. In the Spin Room, the teams must do their best to “spin” what happened during the debate so that it is presented in the best possible light for their candidate. Regardless of what really happened during the debate, the Spin Room is a place where everything that happened is interpreted in the best possible way for the candidate (at least this is what their teams would have us believe).

The campaign surrogates (or the campaign team) will now take seats at the front of the classroom. For five minutes, the Moderator, as well as any of the students in the class, have an opportunity to ask the campaign teams about anything that was said during the debate. Have one campaign team face the press at a time.

National Student Mock Election



Mock Election



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ALEX PADILLA, Secretary of State
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The 2016 MyVote California Student Mock Election is on Tuesday, October 11!

Join Us!

The **MyVote California Student Mock Election** helps young people discover the importance of elections and the power of their votes in our democracy. It gives high school and middle school students firsthand experience with the electoral process by giving them a chance to make their voices heard on the candidates and issues important to them and their families.

Here's How

Schools need to select a Mock Election Coordinator and register their school at www.sos.ca.gov/elections/studentmockelection.htm. The Coordinator serves as the school's primary contact to receive and distribute updates on the Student Mock Election to participating teachers, and report the final schoolwide vote tally to the Secretary of State's office.

The mock election could become a project for the student government, by itself or with other student groups. Or it might involve a broader committee of students, teachers, parents and community volunteers. Voting can take place in classrooms or in one central location on campus. Schools decide on the location and add their own creative touches to make their mock election a rewarding experience.

Tools and Resources

Engaging, standards-based lesson plans and activities, selected for the **Student Mock Election** by the Constitutional Rights Foundation on behalf of the California Campaign for the Civic Mission of Schools, can help teachers prepare their students to become informed and involved voters. The following mock election tools and resources will be available this summer on the **MyVote California Student Mock Election** web page at www.sos.ca.gov/elections/studentmockelection.htm:

- Standards-based lessons and activities
- Ballots, posters and "I Voted" stickers
- The Secretary of State's Official Voter Information Guides (early fall)
- Links to other election-related resources

2016 Key Dates

March 20	School registration opens
August 20	Schools registered by this date receive a mock election tool kit by mail
August 21	Schools registered by this date print materials from website
October 11	Mock Election Day
October 12	Announcement of statewide results
November 8	California General Election

WHO'S NEXT?



Unit Resources

Lesson Resources:

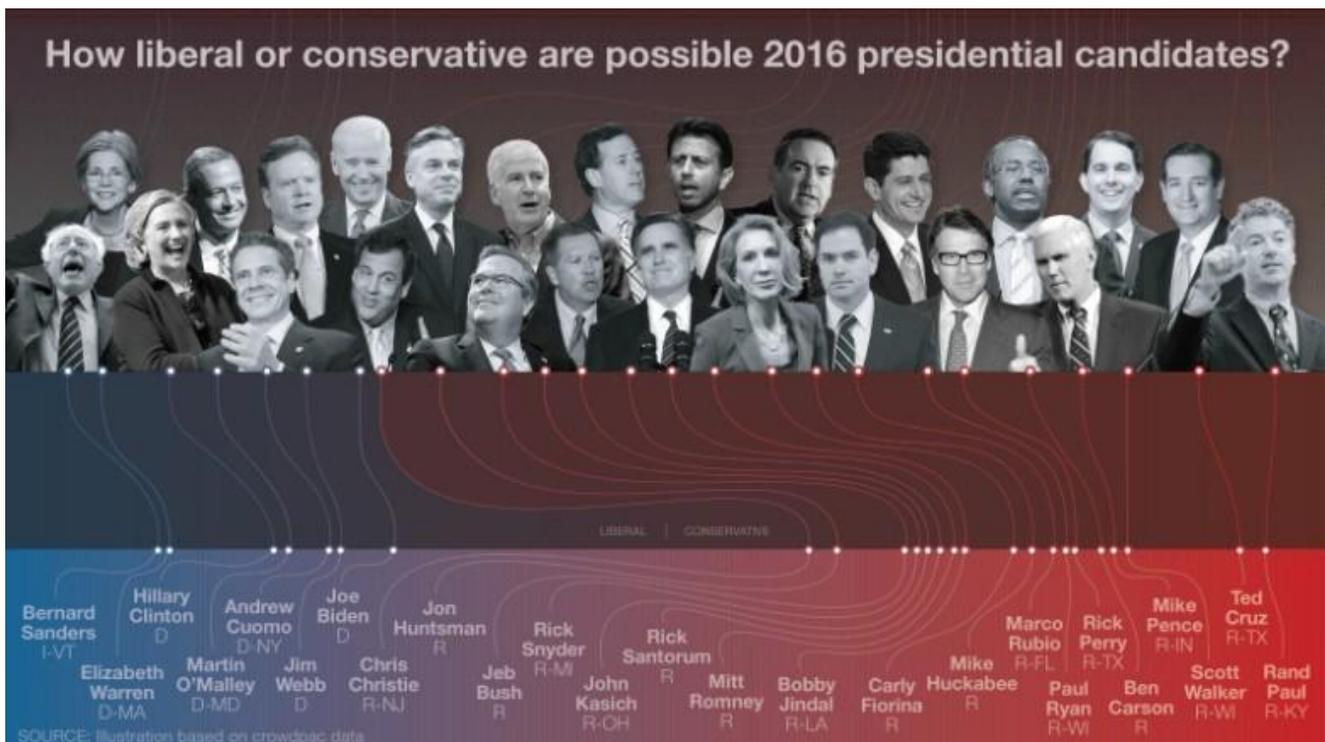
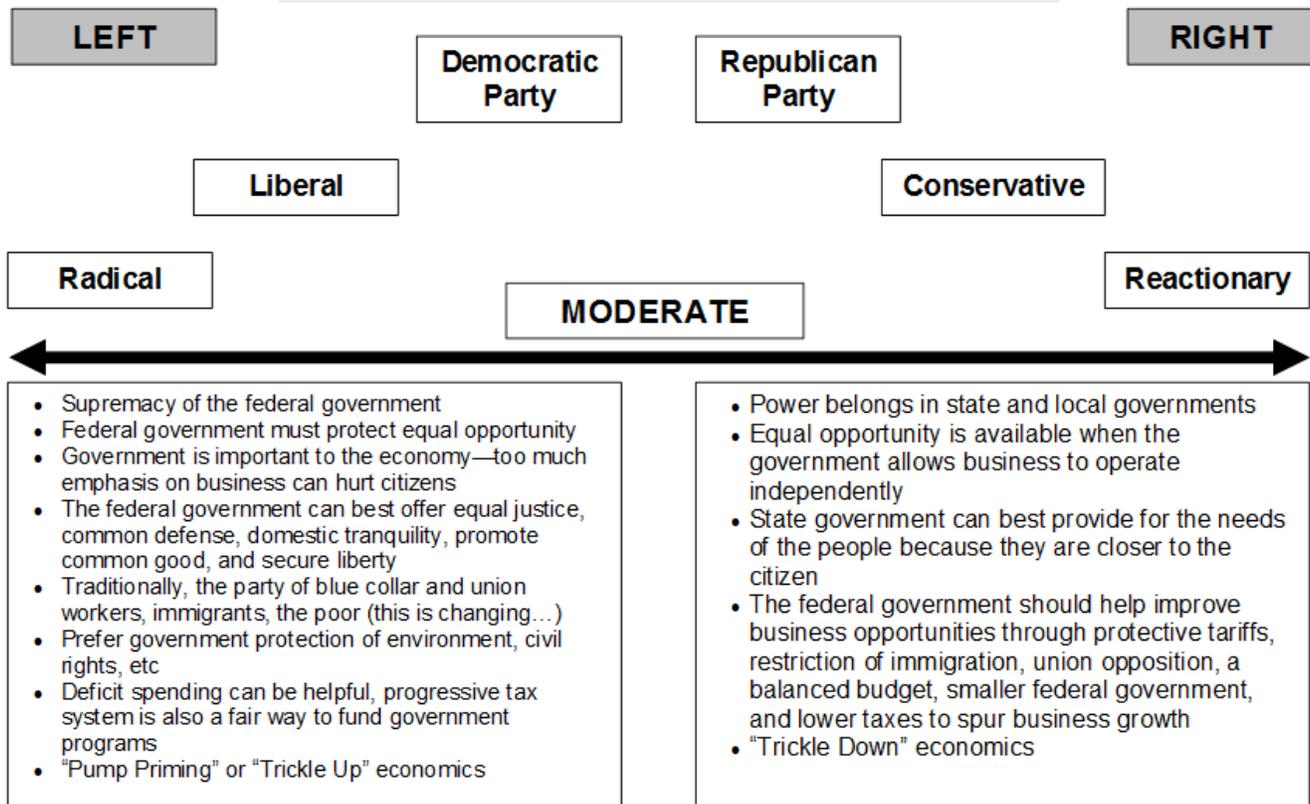
Political Spectrums

Teacher Guide: Detecting Bias, Spin, & Logical Fallacies

Candidates & Campaign Staff Guide (for Teacher or Students)

Political Spectrums

Political Spectrum (United States)



Data: CrowdPAC / Graphic: CNN

Teacher Guide: Bias, Spin, & Logical Fallacies, Oh My!

How to Detect Bias

The media has a lot of power when it comes to ‘setting the agenda’ and defining options. By providing a lot of coverage for an issue or a candidate, they can drive discussion to focus on those topics almost exclusively. When the media only focuses on one or two solutions to a problem or issue they often make it seem like those are the ONLY solutions and very little time is given to any equally viable solutions. It is important that you are able to identify elements of bias in media and to look for additional information when you detect it.

- **Who are the sources?**

Be aware of the sources that a media outlet uses on a regular basis. In order to give as complete of a picture as possible, they should be citing sources from a wide range of outlets. Are they only reporting from sources in government? Do they cite sources from only one side of an argument or are they weighted towards one side or the other? If they only focus on one source, they aren’t reporting but instead are just a megaphone for that source.

- **From whose point of view is the news reported?**

When reporting on an issue or policy does the media outlet talk to those affected by the problem or policy or only to government officials or others not directly impacted by the issue/policy? For example, when a city announces that it is closing a homeless shelter, does it only talk to city officials or does it also talk to the homeless population that utilized that shelter? When discussing an economic downturn does the media outlet focus on the impact of only one segment of society (business owners/shareholders, labor unions, or the public)?

- **Are there double standards?**

Are some people/groups held to one standard while another group is held to a completely different standard? Are criminals from one segment of society described as ‘hardened criminals’ while those from another segment are described as having been ‘led astray’? Does a think tank that has liberal backing have its backing called out while the conservative think tank does not?

- **Do stereotypes skew coverage?**

Does coverage of an issue use stereotypes when discussing individuals/groups? Are people/groups described by racial, sexual, ethnic, or religious stereotypes? Remember, stereotypes can be positive and not just negative.

- **Is the language loaded?**

Words shape ideas. Is a person described as a terrorist/criminal or freedom fighter/Robin Hood? Is a program described in language that is used by only supporters or detractors? Is the program called an affirmative action or racial preference program? Is a government subsidy called ‘corporate welfare’ or is it ‘helping to maintain competitiveness’? How something is described has an effect on how it is perceived and supported by the public.

- **Do the headlines and stories match?**

Does the headline ‘cherry-pick’ one single item or quote that does not reflect the actual tone or content of the article? Is the headline inflammatory or hyped and intended more for ‘click-bait’ (getting readers to click on the story) than an actual representation of the article’s content?

- **What is emphasized?**

What stories does the paper put ‘above the fold’ or at the top of the hour? What stories are buried at the back of the paper or not covered at all?

- **What photos are used?**

Does the photo/video that goes along with a story show a person or a group in an unflattering light? Is the photo/video framed in such a way as to make a person seem nicer or in a more positive light? An image is worth a thousand words, and often times those words are more impactful than the actual words used in the story.

- **How are numbers and statistics used?**

Does the article frame the argument as ‘almost 30% of people support this policy’ or is it framed as ‘over 70% of people are against the policy’? Also, remember that statistics don’t ever **prove** anything; they represent the results of a study and are limited by the structure of that study.

Teacher Guide: Detecting Bias, Spin, & Logical Fallacies

How to Detect Spin

Spin Control or Spin is defined as: the activity of trying to control the way something (such as an important event) is described to the public in order to influence what people think about it. Spin is a form of propaganda that is intended to shape people's opinions. It is often times considered to be part of public relations and individuals that are gifted at creating and presenting it are sometimes called 'spin doctors' or 'spinmeisters'.

- **Cherry Picking**

This is done by selectively presenting facts and quotes that support a certain position. For example, a pharmaceutical company could pick and choose trials where their product shows a positive effect, ignoring the unsuccessful trials, or a politician's staff could handpick speech quotations from past years which appear to show his or her support for a certain position.

- **Non-Denial Denial**

This is when a seemingly straight forward denial is not really one when you really look at it carefully. Typically words or legal definitions are used that can have multiple meanings and therefore could be argued to mean anything. An example could be a criminal saying 'I am not a thief at heart.' No, but they may be one in fact.

- **Non-Apology Apology**

"Mistakes were made" is commonly used by a speaker acknowledging that a situation was managed poorly but without accepting any responsibility for themselves, the organization they represent, nor does it place blame on anyone else. An actual apology is direct, "I made mistakes" or "John Doe made mistakes", and shows some level of remorse. The word "mistakes" also does not imply intent and leaves the door open for something to be an accident and not actually the fault of anyone. Another example is an 'if apology'. This is where someone apologizes 'if they offended anyone'. Again, it doesn't take any real responsibility or actually identify someone hurt by the words or actions.

- **Avoiding the Question**

This is where a direct question is either not acknowledged, or if it is acknowledged it is not actually answered. It can also be redirected back to the person asking the question by saying 'you tell me'. This puts the person asking the question on the spot and allows the person avoiding the question to attack the answer or the wording while still avoiding their own answer. The person avoiding the question can also attack the question itself saying that it is 'not-factual', 'biased', or 'taken out of context'. This redirects the conversation to the merits of the question and not the answer.

- **Burying the Story**

This is done by taking news that is unfavorable and announcing it at a time when it is believed that the media will focus on other news. Many times, bad news is announced after the cutoff time for the evening news on a Friday afternoon so that it won't be covered until Monday at the earliest by the major networks. It is hoped that by Monday, some other news will have come out that will overshadow the new from Friday. Another way to bury the story is to put a really bad piece of news in with a lot of bad news or with a lot of good news in the hope that it is drowned out.

- **Misdirection and Diversion**

Sometimes information harmful to an organization or group is leaked anonymously to the media and then the group can frame the reporting of the news as an attack. This makes the original group seem more sympathetic in the eyes of the public. A group may also leak false information that is actually worse than the actual facts and therefore make it seem that there is a lot of false information out there and that what is true is actually not all that bad 'in the grand scheme of things'.

Teacher Guide: Detecting Bias, Spin, & Logical Fallacies

How to Detect Logical Fallacies

Logical fallacies are errors in reasoning that will undermine the logic of an argument. Fallacies can be either illegitimate arguments or irrelevant points, and are often utilized because the person making them lacks evidence that supports their claim. You should avoid using logical fallacies in your own arguments and watch for them (and call them out) when used in the arguments of others.

- **Slippery Slope**

Concludes that if A happens, then eventually Z will happen. So, if we don't want Z to occur, A must not be allowed to occur either. Example: *'If we ban hover boards because they are dangerous, eventually the government will ban all toys, so we should not ban hover boards.'* In this example, the author is equating banning Hummers with banning all cars, which is not the same thing.

- **False Cause**

A conclusion that assumes that if 'A' occurred after 'B' then 'B' must have caused 'A.' Example: *'I drank bottled water and now I am sick, so the water must have made me sick.'* This assumes that everything is directly caused by the thing preceding it. This person could have eaten some bad food that morning and was just now showing the signs of food poisoning. Correlation does not prove causation!

- **Genetic Fallacy**

Equating the value of an idea, argument, or a product with where it comes from or from whom. Example: *'We all know that John Doe is a convicted criminal so we should look at his claim with some suspicion.'* Just because someone or something has been wrong in the past, does not make everything from that source wrong.

- **Begging the Question**

The conclusion that the writer should prove is validated within the claim. Example: *'Dangerous and scary nuclear power should be banned.'* Just stating that nuclear power is dangerous and scary does not prove your argument. The argument is made by providing proof that nuclear power is in fact dangerous and scary.

- **Circular Argument**

Restating the argument rather than actually proving it. Example: *'I am a good communicator because I speak effectively.'* Both good communicator and speaking effectively describe the same thing. Instead a person should give examples like, 'I make good use of humor when speaking in front of groups.'

- **Either/Or**

Oversimplification of an argument by reducing it to only two sides or choices. Example: *'We can either stop using fossil fuels or destroy the earth.'* This example only allows two dramatically different options with no room in between for a range of options, many of which may be completely realistic options.

- **Ad Hominem**

An attack on the character of a person rather than his or her opinions or arguments. Example: *'My opponent's opinion is completely wrong because he is lazy and mean.'* This person's opponent may be lazy or mean but that doesn't mean that their argument lacks merits.

- **Ad Populum**

An emotional appeal that speaks to positive (such as patriotism, religion, democracy) or negative (such as terrorism or fascism) concepts rather than the real issue at hand. Example: *'Real, red-blooded Americans know that Senator Doe is the best choice for President.'* This argument ties being a good American with supporting Senator Doe's campaign for president and if you disagree, you must not be a good American.

- **Red Herring**

Misleading or distracting from the primary argument by offering up an unrelated argument. Example: *'Coal power plants may generate a lot of pollution, but if they close how will coal miners feed their families.'* The argument is shifted from trying to come up with solutions to pollution from coal factories to the economic impact of closing coal power plants. The jobs issue for coal miners may be important, but it does not address the primary discussion.

- **Straw Man**
Oversimplification of an opponent's viewpoint and then attacking that hollow argument. Example: *'My opponent supports raising the minimum wage and hurting small business owners.'* This makes it seem like their opponent only supports raising the minimum wage to hurt small business owners and not that they have several reasons why raising the minimum wage might be a good idea. They may even have ways to help small businesses.
- **Moral Equivalence**
Compares minor misdeeds with major atrocities. Example: *'The politician who wrote this legislation is as bad as Stalin!'* The chance of any legislator writing a piece of legislation that is equivalent to Stalin starving millions of Soviet citizens is remote. It is an unfair and incorrect argument.
- **Anecdotal**
Occurs when someone disregards or diminishes some fact or argument by stating that they have not experienced that in their own lives. Example: *'It may be true that smoking is bad for you, but my grandfather smoked two packs a day and lived to 101, so it can't be that bad.'* There are a lot of factors that impact a person's lifespan so saying that an argument is weak or wrong just because it doesn't seem to apply in their anecdotal case, is wrong.
- **Bandwagon**
The number of people that believe something does not increase (or decrease) the validity of an argument. Example: *'Millions of people believe in astrology so there obviously must be something to it.'* A billion people may believe that the world is flat but that doesn't make it true.
- **Turn Around**
When a person is accused (rightly) of having committed a logical fallacy, instead of correcting their own fallacy and shoring up their argument, they instead point out a logical fallacy on the part of their opponent. Example: *'Oh yeah? Well, you used anecdotal evidence earlier in this conversation.'* Their opponent may have committed that logical fallacy earlier, and it should have been called out then, but that doesn't excuse this person from making one now.
- **Burden of Proof**
Putting the requirement of proof on the shoulders of the person trying to disprove a statement not on the person making the positive statement. Example: *'You can't prove to me that Santa Clause doesn't exist, so he must exist.'* The burden of proof always lies with the person making the positive claim not those who don't agree. This is why in a criminal court case the government that accuses you of a crime must prove that you did something, not that you must prove that you didn't.
- **Middle Ground**
Claims that the middle between two different claims is the most correct. Example: *Becky says that vaccinations cause autism. Sarah says that the scientific evidence says that is not. Robert says that it is most likely true that vaccinations cause some autism.* Sometimes the truth does lie in the middle between two points but that is not always the case.
- **Appeal to Authority**
Calling on the authority of a supposed 'expert' to prove their point. Example: *'Dr. Smith says that washing your hands is not important when trying to prevent the spread of the flu.'* Just because someone has some authority on a topic, that doesn't mean that they are always correct.
- **Incredulity**
Just because you can't understand an argument and its reasoning, does not make it false. Example: *'I can't see how if the Earth is spinning as fast as scientist say it is, that we don't go flying off into space. The Earth must actually be standing still and everything revolves around it.'* Not understanding the Law of Gravity does not negate its existence.

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Candidates and Campaign Staff Guide

PRESIDENTIAL CANDIDATE:

The presidential hopeful is responsible for announcing their candidacy to the world and their supporters. This person has to establish a campaign, build a war chest, deliver their message, and reach the voters. The day-to-day operations are often handed over to the campaign manager, but the campaign ultimately belongs to the candidate. The candidate has one goal, and that is to get elected, but they can't forget the real issues that Americans care about, like the economy, national security, and social issues.

VICE PRESIDENTIAL CANDIDATE:

The vice presidential candidate is chosen by the presidential candidate in order to 'balance the ticket', many times from earlier opponents during the primary campaign. The vice presidential candidate will need to remind the public that they will be by the president's side representing an entirely different group of people. While the presidential and vice presidential candidates are a team, the vice presidential candidate often has their own agenda as well. But without the White House, none of their issues will be addressed so they need to make sure the presidential candidate gets elected.

CAMPAIGN MANAGER:

The campaign manager oversees all aspects of the campaign including day-to-day operations, the hiring and management of staff, the coordination and implementation of the fundraising operations and ongoing coordination with the candidate. They are also responsible for creating and managing the campaign budget.

CAMPAIGN TREASURER:

The campaign treasurer oversees the financial and accounting aspects of the campaign. They monitor all contributions, maintain financial records, and are responsible for compliance with campaign finance laws. On smaller campaigns treasurers may have the responsibility to approve expenditures and assist in the preparation and monitoring of the budget. Violating campaign finance laws is a good way to sink your candidate and/or wind up in jail.

FINANCE DIRECTOR/FUNDRAISER:

The finance director is responsible for raising the money that will allow the campaign to accomplish its goals. They work closely with the candidate, campaign manager and a finance committee to meet the financial goals of the campaign. They are in charge of keeping the candidate on track with fundraising and overseeing all fundraising events.

OPPOSITION RESEARCHER:

The opposition researcher digs up as much dirt on the other campaign as possible. They are looking for skeletons in the closet of the candidates or their close associates/family. They also look for past inconsistencies with current policy positions. Did they once support gun control and now are saying that have always been a gun rights supporter? Once they find this unfavorable information, they work with the campaign to find the best time to either leak this information to the press or to have the candidate go on the attack during a debate. They are also looking into the background of their own candidate to make sure there are no surprises from the opposition researcher on the other campaign.

POLITICAL (POLICY) DIRECTOR:

The political director works with specific constituency groups to organize their involvement with the campaign, for example – labor, seniors, educators, veterans, communities of color, new Americans, environmentalists, and college students, etc. They help develop a voter contact plan in coordination with the field director for particular communities by building relationships with the existing organizations that represent these communities.

COMMUNICATIONS DIRECTOR/PRESS SECRETARY:

The communications director is in charge of all of the campaign's interactions with the media. They build relationships with the press, communicate with the media as the key spokesperson, set up interviews and identify media opportunities for the campaign. They may help write and develop campaign literature, draft speeches for the candidate and create copy for the campaign web site. Some large campaigns may have both positions.

MEDIA CONSULTANT:

The media consultant works closely with both the communications director and/or press secretary to formulate a media plan for how to get out the word about the candidate and their positions. They help to coordinate the media blitz that will be required to make sure as many voters know about the candidate as possible. The media consultant will work to develop ads for print, television, radio, and the internet, as well as helping the candidate manage their social media profiles. For online media, the media consultant will often work with the technology manager.

SCHEDULER:

The scheduler is responsible for accepting and acting on all invitations, seeking out potential events and putting together the candidate's schedule. The scheduler makes sure that the candidate is briefed about each of the events and is given proper directions, contact information, and collects briefing information from the other team members on each event. The scheduler also ensures that candidate call-time and voter contact time remains the top priority even if that means saying 'NO' to some very important people, including the candidate.

FIELD DIRECTOR:

The field director is in charge of making sure the campaign gets its message out through direct voter contact. Their main responsibility is to develop a comprehensive plan that includes door knocking and phoning in order to ID voters and persuade them about the candidate. They may also coordinate voter registration efforts. Finally they coordinate the Get Out The Vote (GOTV) effort if there is no staff person specifically responsible for GOTV.

VOLUNTEER COORDINATOR:

The volunteer coordinator works with the field director to identify, recruit, and manage volunteers to work on campaign activities. They coordinate the work of the volunteers, utilize their skills and talents well, and provide motivation.

LEGAL ADVISOR:

It is important to have access to a legal advisor who is versed in all aspects of election law and campaign finance. If the campaign slips up and violates election law or campaign finance law, at the very least the campaign will fall apart and at the very worst some people may also go to prison!

TECHNOLOGY MANAGER:

This information technology manager coordinates and manages all aspects of the campaign with regard to technology – web site, database, computer infrastructure, etc. The IT manager's responsibilities might range from maintaining the web site to developing the database to providing a computer network for the staff. In larger campaigns the web site and data responsibilities would likely be split.

POLLSTER:

The pollster is a master of voter behavior and is responsible for finding the age, education levels, and income levels of those who vote. They then discover their affiliations and how they feel about the issues. They especially need to identify those people who are considered swing voters. What do they find attractive? The pollster needs to answer a lot of questions and test a lot of messages to maximize the impact of the campaign among the voting public.

Resources

<http://www.livingroomcandidate.org/>

<https://namle.net/2016-presidential-election/>

<https://namleboard.files.wordpress.com/2016/04/namle-nsda-poster.pdf>

<http://www.closeup.org/>

<http://ww2.kqed.org/lowdown/2015/10/14/ten-of-the-best-presidential-campaign-commercials-of-all-time/>

<http://www.people-press.org/quiz/political-typology/>

<http://www.isidewith.com/political-quiz/>



RONALD REAGAN PRESIDENTIAL FOUNDATION & INSTITUTE



About Us

The Walter and Leonore Annenberg Presidential Learning Center (APLC) at the Ronald Reagan Presidential Foundation is committed to engaging the future leaders of America in the study of our nation's democratic process with the aim of developing proactive informed, educated, and conscientious citizens and leaders.

Programs

- **Speaker Series for Students:** The Speaker Series for Students is designed to bring students into contact with leading thinkers, practitioners, and heroes in the field of civic engagement. Past events have included a Veteran's Day panel, Buzz Aldrin, Medal of Honor recipients and Justice Sandra Day O'Connor.
- **Educator Programming:** The APLC develops project based, backwards designed curriculum, and distributes this to educators at no cost. By creating and distributing free curriculum resources, the APLC shares information about both its programming and the current state of civics education. This classroom curriculum is available for free on our website: www.reaganfoundation.org/lesson-plans-overview.aspx
- **Professional Development:** Over the years we've collaborated with some of the finest professional development organizations in the country to offer high quality training and resources to teachers. We've worked with the National Constitution Center, Gilder-Lehrman, Constitutional Rights Foundation, the National Writing Project, and the California History-Social Science Project. We offer free professional development sessions for educators from Elementary through High School. With the goal of embedding civic learning in the classroom, our Educator Professional Development sessions tackle important skills such as developing student writing and communication skills. Professional Development is offered both onsite and on-line.
- **Leadership and the American Presidency:** The *Leadership and the American Presidency* is a program designed to facilitate leadership development among undergraduate students through the unique lens of the American presidency. The accredited course is grounded in real history as students critically examine the leadership journeys of presidents in relation to their own lives. Students hear from real leaders in the fields of business, government, and the nonprofit sectors learning lessons on leadership, while simultaneously applying all of these skills in the real world in an internship setting and in an authentic culminating course assessment. Utilizing Washington DC as a classroom, presidential sites will be leveraged to capitalize upon power of place and result in a meaningful and transformative leadership experience for students.

Scholarships and Awards

The Ronald Reagan Presidential Foundation has awarded more than \$1,000,000 in scholarships to students across the nation. We aim to recognize students whose leadership, communication, drive, and citizenship reminds us of our 40th President.

- GE-Reagan Scholarship Program
- Ronald Reagan Presidential Foundation Scholar Program
- Great Communicator Debate Series
- Ronald Reagan Student Leader Award Program

Learn about these opportunities to recognizing outstanding students on our website: www.reaganfoundation.org/scholarships

Class visits to the Discovery Center

The Discovery Center allows students to face the responsibilities and challenges faced by the Executive Branch, military, and media. Students have the opportunity to role play in a realistic, interactive environment. Learn more about the Discovery Center and how to visit here: www.reaganfoundation.org/DISCOVERY-CENTER.aspx