

# MEETING 4: RESEARCHING CANDIDATES AND CAMPAIGN PREPARATIONS

## Objectives of Meeting 4

- ❖ Teambuilding
- ❖ Learn about campaign finance, initiatives and referendums
- ❖ Identify bias, propaganda and symbolism in media
- ❖ Identify issues important to consider when voting
- ❖ Research sources of information to make voting decisions

Estimated Time: 3.75 hours

## Materials Needed

1. Internet access
2. Computer(s) to show video and for delegates to use for research (encourage delegates to bring their own if they have them)
3. Copies of handouts
4. Flipchart paper and pens
5. Campaign display materials identified in Activity 12 from Meeting 2
6. Balloons - one for each delegate with extras in case some pop

## Preparation for Activity 26

1. Copies needed:
  - a. Student packet-One set for each delegate (Pages 6-11)
  - b. Gallery Walk-One for the group (Pages 12-19)
2. Place each page of the Gallery Walk around the room.

1. **The meeting essentials**
2. **Elections**
3. **Campaigns**

## Activity 23: Teambuilding and Community Building (15 minutes)

Salmon, Politician, Martian and Tiger

Teach participants the 4 actions

1. Martian - antennae up, make alien noises
2. Politician - big smile, shake hands and say "vote for me"
3. Tiger - claws up and growl
4. Salmon - hands/flippers flapping at side and fish face

Once you've taught the actions and explained how the game works, each participant finds a partner and counts to three. Without any prior communication, on "three" each will quickly show one of the 4 actions.

If the actions match, they link arms and become a team, then decide on their next symbol secretly and find a new person or group and play again. If there's no match, both sides move on and play with a different person or group. Play continues until there is only 1 large group.

Reflect:

1. What did it feel like to be a part of the bigger group? What did it feel like to be left out?

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2. What actions did people take to try to include others? How did that make you feel?

Source: Laurie Frank's "Journey Toward the Caring Classroom"

### Balloon Trolley

If your group is large, over eight, break into even teams. If your group is small, do it all together as one group.

Everyone gets a balloon and inflates it and ties it off. Group then forms a line and supports the balloons between each other's bodies without using their hands, except for the first person in line. The goal is for the group to move as a unit from Point A to Point B (or there and back again to the start) without dropping any balloons or using their hands. Then decide how long it will take them. If a balloon is dropped, the group must return to the starting line and begin again. (If the balloon pops, have replacements ready.)

If they complete the task but do not meet their time goal, have them discuss how to do it faster, and try again.

### **Activity 24: Group Agreement Check-In (10 minutes)**

Have delegates think about the previous activity in relation to the Group Agreement.

1. Did we apply any of our group agreement rules to accomplish these goals?
2. Was it ever necessary to be intentional about the guidelines or did they come naturally?
3. Is it harder or easier to follow our guidelines while playing 'games' versus working together in another way, like building our campaign team? Why or why not?
4. How will we continue to intentionally practice our group agreement while at KYG?

### **Activity 25: Campaign Finance (30 minutes)**

Engage with Questions:

1. What do you know about campaign finance?
2. What do candidates spend the money on?
3. Would you donate money to a campaign?

While the campaign you are running is relatively low-cost, a lot of money is spent on campaigns, especially at the federal level, and can have an influence. Here are two videos from Khan Academy that provide background on the costs of recent campaigns and an overview of campaign finance.

Cost and duration of modern campaigns (6 minutes):

<https://www.khanacademy.org/humanities/us-government-and-civics/us-gov-political-participation/us-gov-modern-campaigns/v/cost-and-duration-of-modern-campaigns?modal=1>

Campaign finance (9 minutes):

<https://www.khanacademy.org/humanities/us-government-and-civics/us-gov-political-participation/us-gov-campaign-finance/v/campaign-finance?modal=1>

Reflect:

1. Do you agree or disagree that all this money puts too much influence in the hands of people who can give money? Why or why not?
2. Do you think there should be limits on campaign spending? Why or why not?

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### Activity 26: Initiative and Referendums (20 minutes)

Your ballot won't just be a list of people running for office. You may also be asked to approve new laws for the state. Some laws get on the ballot through the **initiative** process that lets citizens propose laws directly. If citizens gather enough voter signatures, the law goes on the ballot for voters to approve or reject.

You might also see a proposed law called a **referendum**. This law has been proposed by the state's legislature but can't actually become a law until the voters have approved it. Often, amendments to a state's constitution require a referendum. Many laws do not require voter approval. Even so, sometimes citizens can petition to have a new law put on the ballot for voters to approve or reject. This is called a popular referendum.

Source: [https://www.icivics.org/viewpdf.html?path=/sites/default/files/Got%20Ballot\\_1.pdf](https://www.icivics.org/viewpdf.html?path=/sites/default/files/Got%20Ballot_1.pdf)

Watch TVW's How Does it Work? A Citizens Guide to Democracy: Ballot Initiatives (10 minutes) <http://www.teachwithtvw.org/how-does-it-work-ballot-initiatives/>

As of 2014, Washington voters had proposed more than 1,400 initiatives to the people; however, only 137 of those had enough signatures to make the ballot and just 74 became law.

Reflect:

1. Why should citizens have the right to propose initiatives?
2. Why shouldn't this function be limited to elected officials?

### Activity 27: Propaganda (60 minutes)

#### Engage with Questions

1. How might you try to convince someone to do something? Examples: parents to extend curfew, teacher to postpone a due date, choice of movie with friends, etc.
2. Are there common techniques?

Handout out the **Student Packet on pages 6-11** and read through with the group, answering questions or clarifying terms along the way.

#### Gallery Walk

1. Divide the delegates into small groups to rotate through the Gallery Walk pages you put around the room.
2. Delegates spend 3-5 minutes at each station and complete the Student Packet Gallery Walk pages.
3. Review the answers (see **Teacher's Guide Pages 20-23**)

Source: <https://www.icivics.org/viewpdf.html?path=/sites/default/files/uploads/Propaganda.pdf>

Reflect:

1. Ask delegates to think of all the places these propaganda techniques can be found. (social media, television, radio, conversations, advertisements, internet, etc)
2. What techniques can someone use to identify propaganda?
3. Are there situations where propaganda can be helpful?
4. Are there currently examples of propaganda you see being used in political races?

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### Activity 28: Time to Vote (30 minutes)

#### Engage with Questions

If you were voting in the next election, where would you go to find out information about the candidates, initiatives and referendums?

Each person gains knowledge and opinions through a process called socialization. Very little political socialization comes through formal education. The primary influences are the informal learning people are exposed to everyday.

1. Families have the greatest impact on a person's opinions and beliefs.
2. Mass media have always been an influence, but in today's society that is much more so because of the larger role of technology. Kids are constantly inundated with media messages on TV and the Internet.
3. Schools teach national loyalty and support basic values. American schools were established to promote the democratic ideals that are the foundation of our country. Civics education is a requirement for graduation in Washington for the same reason. Each new generation must learn their rights and responsibilities as citizens.

Review the study comparing youth voter priorities to older adults (**Older Voters More Likely to Prioritize Foreign Policy, Immigration, Page 24**). Ask students to brainstorm issues they personally care about (such as gas taxes, entry level jobs and wages, education funding, bike lanes, college tuition, standardized testing, etc.) and write their responses on the flipchart paper. Explain these issues are controversial because there are many perspectives, none of which are necessarily right or wrong.

Hand out **Time to Vote Page 25** and ask delegates to identify and prioritize issues important to them.

Reflect:

1. What else influences voters?
2. When considering a candidate, does party preference matter?
3. What about a candidate's education, experience, or personal history?
4. Is a candidate's personality or appearance a factor?
5. What characteristics do you feel are important in a leader?

Source: <https://www.sos.wa.gov/assets/elections/mock/teachers%20guide%20curriculum%2010.08.2018.pdf>

Many organizations provide information on candidates. Some are specific to issues (those who support the environment) and some focus on the various candidates. Here is a limited list:

- Your county auditor's website
- Secretary of State's website:  
<https://www.sos.wa.gov/elections/voters-guide/2019/general-election.aspx>
- <https://www.headcount.org/>
- <https://www.opensecrets.org/>
- [https://ballotpedia.org/Main\\_Page](https://ballotpedia.org/Main_Page)
- <https://justfacts.votesmart.org/>
- <https://www.vote411.org/>
- <https://www.ballotready.org/> (expanding to all states so may be incomplete)

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- Other sites? (share these on Slack)
- Ask delegates to find other sites related to specific issues such as environment, education, health care, etc (share these on Slack)

Assign a site for a delegate or group of delegates to research and evaluate

1. What information does the site provide?
2. Who runs the site?
3. Who funds it?
4. Is there a bias? This may be more likely on issue-specific sites.

Reflect:

How would you evaluate a source of information?

Apply:

When it is time to vote, how will you determine who and what to vote for?

### Activity 29: Campaign check-in (30 minutes)

Now is the time for the Election team to meet and assess where they are at?

1. Are the campaign materials ready? What do we need to finish?
2. Has the campaign website link been shared on the KYG Facebook page?
3. Has the candidate letter of intent and photo been posted to Slack before January 31?
4. What is the plan once we get to Olympia? How will we campaign, get others to know our candidate, etc?

### Activity 30: Business (20 minutes)

1. Discuss expectations about clothing
2. Plan transportation to KYG
3. Plan county night out. Get reservations and let each person know how much it will cost
4. Confirm legislative appointment (if you made one) and attendance at the Legislative reception
5. Review letter from the Conference Facilitators (CFs) that includes information about the dance theme and other conference information

### Activity 31: Closing and Compliments (10 minutes)

Today, for your final county meeting before KYG Conference, we want to encourage the delegates to compliment each other. You might want to start by sharing the points with them from Meeting 3, Closing and Compliments. It is not only important for the one giving the compliment to look directly at the person they are complementing, and say their name; it is important for the one receiving the compliment to look at the one giving it and to respond by saying "thank-you." Whatever method you provide please make sure everyone gives and receives a compliment.

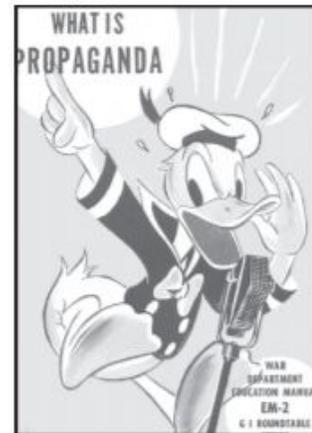
Here are some ideas:

1. Form a circle and ask them to think of a compliment about the person to their right. Go around the circle, one at a time, and let each person give his or her compliment.
2. Have each student's name on a piece of paper. Delegates draw a name and gives that person a compliment.

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## Propaganda

Did you know the average teen is exposed to over 3,000 advertisements per day? Without the skills to look critically at all these messages, it's easy to be persuaded by them without even realizing it. **Propaganda** is media that uses carefully-crafted messages to manipulate people's actions and beliefs. It has one purpose, and one purpose only: to persuade you. There are a variety of propaganda techniques. They use **biased**, or one-sided, messages and are designed to appeal to peoples' emotions instead of their judgment and reasoning. How many of the following techniques do you recognize from your own exposure to propaganda?



Oprah Winfrey and Barack Obama in 2008.

## Testimonials

**Testimonials** usually involve celebrities or other respected people **endorsing**, or officially supporting, a product or idea. The person giving the testimonial could be famous, knowledgeable about the product (such as a doctor talking about medicine), or just an ordinary person who claims the product has worked for them. When the testimonial comes from a celebrity, the hope is that you will want to use the product or support the idea simply because they do. Other testimonials try to persuade you to use or support something because it is good for you or it worked for others. Beware, though, because people are usually paid to give endorsements (except in politics).

Ask yourself: Who is quoted in the testimonial? Is this person actually an expert about this product or idea? Does the product or idea have value without the testimony or endorsement?

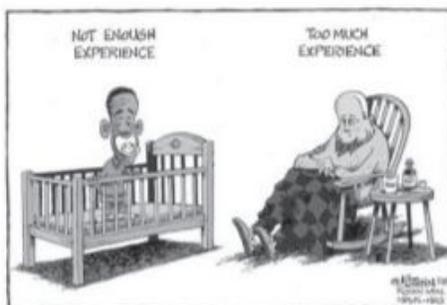
## Bandwagon

"Jumping on the bandwagon" describes people choosing to go along with the rest of the crowd. **Bandwagon** propaganda creates the impression that there is widespread support for a thing or idea. People tend to want to be on the winning team and try to avoid being the odd one out. These messages create a sense of peer pressure to join in.

Ask yourself: Does the message provide reasons for joining the group? Is there any evidence for or against joining in?



It must be good if billions have been served!



A 2008 political cartoon showing the presidential candidates too young or too old.

## Name-Calling

**Name-calling** is exactly what it sounds like: using negative words and bad names to create fear and dislike for people, ideas, or institutions. Name-calling can be verbal or visual. When done visually, it shows a person or thing in an unflattering way. You can find both kinds of this technique in political cartoons, political attack ads, and on news talk shows.

Ask yourself: Who is being called what? Is there a real connection between the names and the person/idea being attacked?

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## Glittering Generalities

This technique always shows the subject of the message in a positive light, but provides little or no information. **Glittering generalities** use simple, clever slogans that appeal to peoples' emotions. These general statements are easy to remember but hard to verify because they offer no facts.

Ask yourself: What do these slogans or catchphrases really mean?



Slogans and posters from the 2008 presidential election.



TAPE IS OUT.	OPTICAL IS IN
	
<ul style="list-style-type: none"> <li>• Tape is slow</li> <li>• No random access</li> <li>• Five-year shelf life (Avg.)</li> <li>• Too many different formats</li> <li>• Reliable?</li> </ul>	<ul style="list-style-type: none"> <li>• Recordable CD is fast</li> <li>• Random access</li> <li>• One hundred-year shelf life</li> <li>• CD-ROM standard format</li> <li>• Very reliable</li> </ul>

## Card Stacking

**Card stacking** uses facts and figures to show one side as positive and the other side as negative. The message shows only positive information about the person, product, or idea being promoted, and it shows only damaging information about the opposition or competition. This technique is designed to make you think you are hearing both sides. In reality, you are actually hearing only one perspective.

Ask yourself: Are facts being changed or left out? What other pieces of information do I need to make an informed decision?

## Plain Folks

The **plain folks** technique is designed to send the message that a product or person is "just like you." An advertiser will show an ordinary-looking person who vouches for how well a product works. Politicians have their picture taken visiting coffee shops, riding on tractors, and doing other things that everyday people do. The goal is to gain your trust by showing that people just like you use the product or support the person.

Ask yourself: Can I trust the person who is speaking or acting? What are the person's motives for visiting this place? Is this person really just like me?



Rudy Giuliani visits a small town diner during his 2007 presidential campaign.



## Transfer

The **transfer** technique uses your feelings about one thing to get you to feel the same way about something else. Transfer can use a positive image to persuade you to like something or a negative image to persuade you to dislike something. The images might be **symbolic**, such as a flag standing for patriotism. They might be cute and lovable, such as a baby penguin. The images could be repulsive, such as diseased skin in an anti-smoking campaign, or they could be hateful, such as comparing a politician to Adolf Hitler. However they are presented, the images act as wordless messages that most people can identify with.

Ask yourself: What is the image trying to get me to feel? Is there an actual connection between the image and the person or product?

# MEETING 4: RESEARCHING CANDIDATES AND CAMPAIGN PREPARATIONS

## Station One: Name Calling

**Image 1.** Explain how the drawing portrays German soldiers:

Does the soldier look human?	<input type="checkbox"/> Yes <input type="checkbox"/> No, he looks like:
What is on the soldier's arms?	
What is the soldier trying to do?	
Is this a positive or negative image?	<input type="checkbox"/> Positive <input type="checkbox"/> Negative

**Image 2.** What name does this ad want you to connect with the politician?

\_\_\_\_\_

A) The ad is saying that Patty Murray is

\_\_\_\_\_.

B) The ad shows Patty Murray as

happy  unhappy.

C) The advertiser wants people to

like  dislike this politician.

**The Technique.** Based on what you see in these examples, what three things can be done to make someone or something look bad?

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

## Station Two: Testimonial

**Image 1.** Explain the message in this magazine ad:

Who is the celebrity in this ad?	
What product is she endorsing?	
What does she claim this product has done?	
What message are YOU supposed to take away from this ad?	

**Image 2.** Analyze the testimonial in this ad:

A) Who is endorsing whom in this ad?

\_\_\_\_\_ is endorsing

B) The testimonial is being given by:

- A celebrity
- Knowledgeable group of people
- An ordinary person

C) What is the ad trying to persuade you to do?

\_\_\_\_\_

**The Technique.** Which of the following testimonials would convince YOU?

A football quarterback endorsing toothpaste.

A mom endorsing a healthy snack for kids.

Your favorite movie star endorsing broccoli.

Your favorite singer endorsing a brand of shoes.

# MEETING 4: RESEARCHING CANDIDATES AND CAMPAIGN PREPARATIONS

## Station Three: Transfer

**Image 1.** Explain the message in this public service announcement:

What two things are pictured in this image?	1)	2)
Which one is supposed to be scary?		
How does the scary image impact the other image?		
What is this ad trying to tell you?		

**Image 2.** Setting the stage:

A) What are the 2 symbols of patriotism you see in this image?

1. \_\_\_\_\_
2. \_\_\_\_\_

B) What are these symbols supposed to make you believe about the candidate?

- He is from New York.
- His favorite color is red.
- He loves America.

**The Technique.** Think about whether the transfer messages in these images are accurate:

A) Is there an actual connection between car wrecks and alcoholic beverages?

- Yes  No  Need more information to decide

B) Is there an actual connection between this politician and the symbols in the picture?

- Yes  No  Need more information to decide

## Station Four: Glittering Generalities

**Image 1.** Explain the message in this soda ad:

What does this ad tell you about Coca-Cola?	
How much information is provided in the ad?	<input type="checkbox"/> A lot <input type="checkbox"/> Some <input type="checkbox"/> A little <input type="checkbox"/> None
How much do you already know about Coca-Cola?	<input type="checkbox"/> A lot <input type="checkbox"/> Some <input type="checkbox"/> A little <input type="checkbox"/> None
How is this message supposed to make you feel?	<input type="checkbox"/> Positive <input type="checkbox"/> Neutral <input type="checkbox"/> Negative

**Image 2.** Match each question below with the piece of campaign propaganda that it challenges.

- \_\_\_\_\_ What specific leadership qualifications does he have?
- \_\_\_\_\_ What does this future hold?
- \_\_\_\_\_ What, specifically, should Americans hope for?
- \_\_\_\_\_ What, exactly, can we do?
- \_\_\_\_\_ Why should I like him?
- \_\_\_\_\_ Can anyone really guarantee peace and prosperity?

**The Technique.** Describe how glittering generalities tries to persuade people. What tools does it use? Unscramble the words below.

lgsnosa \_\_\_\_\_

**and**

cthca esrhasp \_\_\_\_\_

**that are**

ispmel & revcel \_\_\_\_\_

# MEETING 4: RESEARCHING CANDIDATES AND CAMPAIGN PREPARATIONS

## Station Five: Plain Folks

**Image 1.** "Plain" President?

- A) Do you think this is where the President and Vice President usually eat?  
 Yes     No
- B) Find one detail in this picture that makes it look like the kind of place everyday people might eat:  
 \_\_\_\_\_

**Image 3.** Explain the message in this ad:

- A) The woman in the ad looks  
 glamorous     normal
- B) Find one detail in this picture that makes the woman look like a regular person:  
 \_\_\_\_\_

**Image 2.** Campaigning with workers.

- A) What message is this photo trying to send?  
 Perry wishes he could wear a hard hat too  
 Perry wants to invest in this company  
 Perry can relate to average people
- B) Find one thing in this picture that shows these workers are "plain folks":  
 \_\_\_\_\_
- C) The politicians in both images still look different from everyone else because they are wearing  
 \_\_\_\_\_

**The Technique.** Mark the question that would NOT be helpful for analyzing this technique.

- Would the President eat here if there were no cameras photographing him?  
 Why is Perry visiting these workers?  
 Is the woman with the water a Republican?

## Station Six: Bandwagon

**Image 1.** Explain the message in this ad for laundry detergent:

What difference do you see between the teams?	
What is Tide's slogan?	
Which team are you supposed to prefer?	<input type="checkbox"/> #2 Brand <input type="checkbox"/> Tide
Why are you supposed to want to be on that team?	

**Image 2.** Analyze this World War II poster:

- A) When Rosie says "we," who is she talking to?  
 All Americans  
 American women  
 Factory workers

**The Technique.** The bandwagon technique is most like:

- Peer pressure  
 Advice  
 Getting in trouble

- B) Look at Rosie. Find one characteristic or quality Rosie has that other women might wish for:  
 \_\_\_\_\_

Why? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

# MEETING 4: RESEARCHING CANDIDATES AND CAMPAIGN PREPARATIONS

## Station Seven: Card Stacking

**Image 1.** Explain the message about this cell phone provider ad:

What can you learn about Verizon?	
What do you learn about AT&T?	
Can you tell whether AT&T has any benefits Verizon doesn't have?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Why can't you trust the information in this ad?	

**Image 2.**

A) Which product is this ad promoting?

- Omega-9 Canola Oil
- Partially Hydrogenated Soybean Oil

B) The ad mentions reducing "Bad Fat." Is it clear what "bad fat" is?

- Yes       No

C) Does this ad show any information about the possible benefits of soybean oil?

- Yes       No

**The Technique.** Think about whether you can base a decision on these messages:

Do card stacking messages give you information?

- Yes       No

Do they give you the benefits and drawbacks of both items being compared?

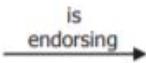
- Yes       No

Do they give you enough information to really understand both products?

- Yes       No

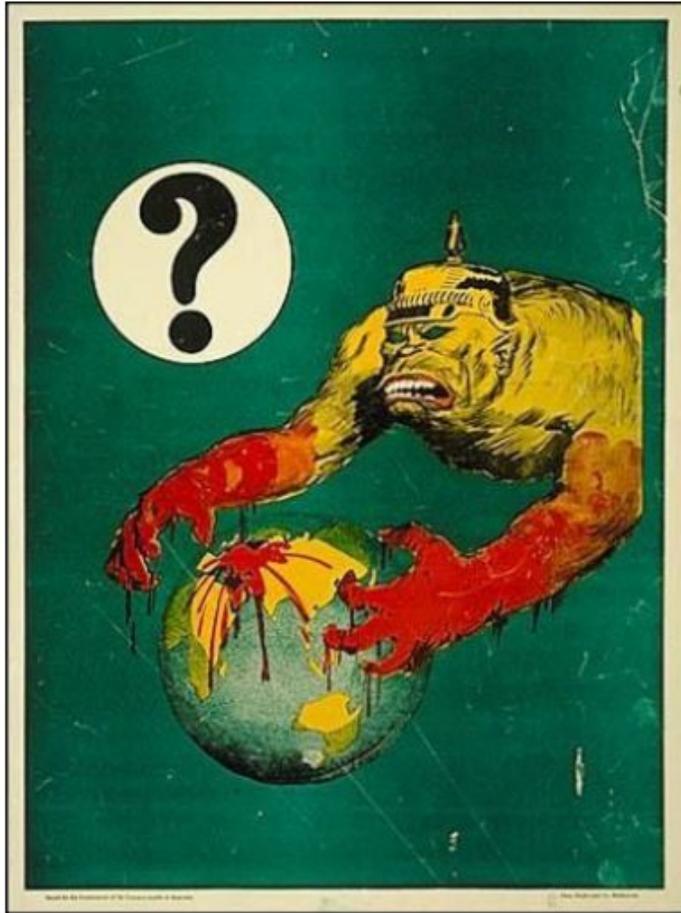
## Station Eight: Challenge Image

**Romney/Rock Image.** Explain the message in this photo op:

Who is endorsing whom in this photograph?		
What is hanging in the background?		
Which group of people would most likely be persuaded by this image? (check all that apply)	<input type="checkbox"/> Senior citizens <input type="checkbox"/> Kids under 18 <input type="checkbox"/> Rock music lovers <input type="checkbox"/> Jazz music fans <input type="checkbox"/> Voters age 18-40 <input type="checkbox"/> Men <input type="checkbox"/> Women	
Which <b>two</b> propaganda techniques are applied in this scene?	Technique #1	Technique #2
How do you know these techniques are being used?		

## MEETING 4: RESEARCHING CANDIDATES AND CAMPAIGN PREPARATIONS

### Station One : Name Calling



**Image 1: Wartime**

A German soldier, as shown on an Australian poster from the World War I era (1914-1918).

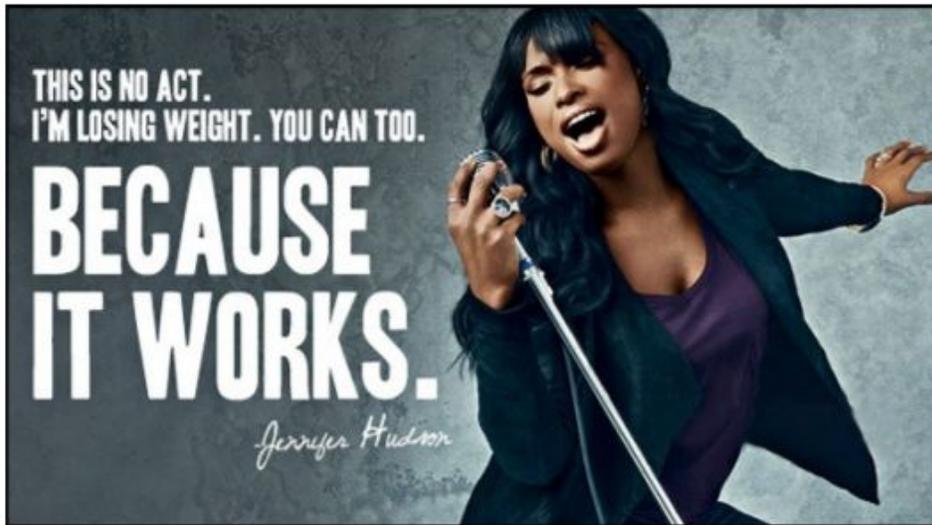
**Image 2: Politics**

A U.S. Senator, as shown on a television ad run by her opponent during a political campaign.



## MEETING 4: RESEARCHING CANDIDATES AND CAMPAIGN PREPARATIONS

### Station Two: Testimonials



**Image One:  
Advertising**

Jennifer Hudson for  
Weight Watchers

**Image Two:  
Politics**

Democratic  
Presidential hopeful,  
Hillary Clinton, and a  
group of school  
children.

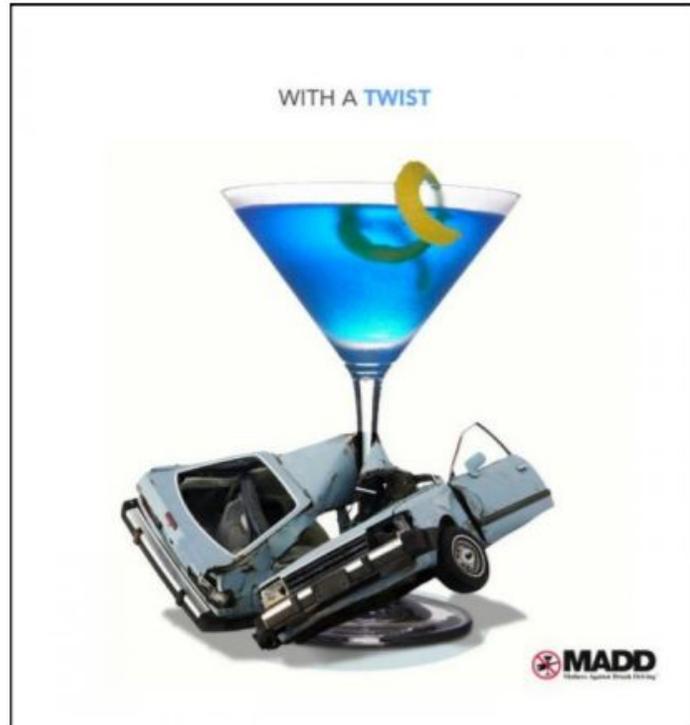


## MEETING 4: RESEARCHING CANDIDATES AND CAMPAIGN PREPARATIONS

### Station Three: Transfer

#### **Image One: Public Service**

A public service announcement sponsored by Mothers Against Drunk Driving (MADD).



#### **Image Two: Politics**

Republican John Huntsman speaking to a crowd during his presidential campaign.

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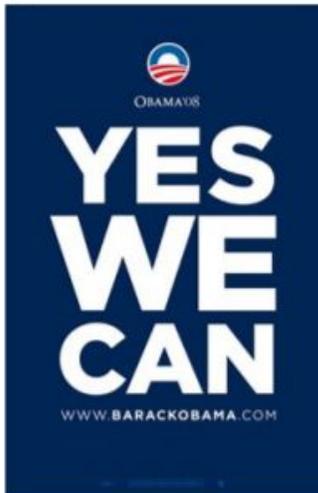
**Station Four: Glittering Generalities**

Image One: Advertising



Image Two: Politics

A.



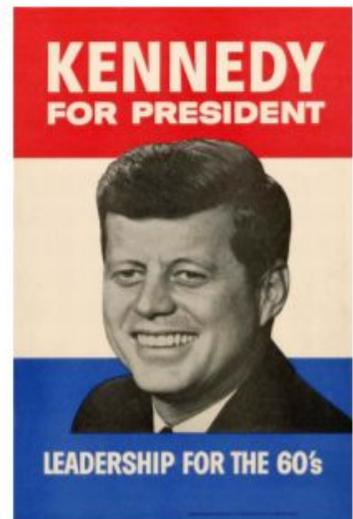
B.



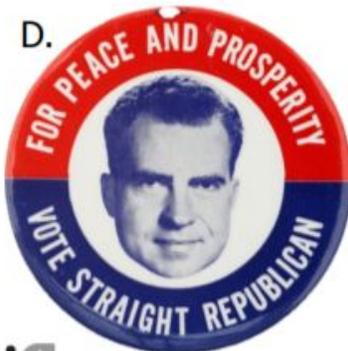
C.



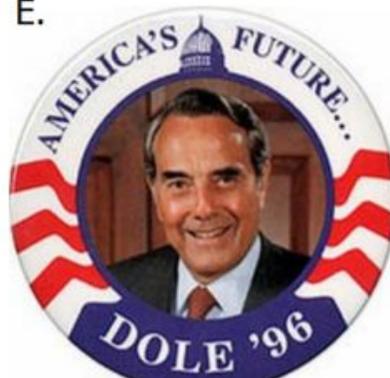
F.



D.



E.



# MEETING 4: RESEARCHING CANDIDATES AND CAMPAIGN PREPARATIONS

## Station Five: Plain Folks

**Image One: Politics**



Vice President Biden and President Obama visit a popular burger joint for lunch.

**Image Two: Politics**



Presidential candidate Rick Perry meets with workers while campaigning.

**Image Three: Advertising**

An ad for Propel water.



## MEETING 4: RESEARCHING CANDIDATES AND CAMPAIGN PREPARATIONS

### Station Six: Bandwagon



**Image One: Advertising**

An ad for Tide laundry detergent.

**Image Two: Wartime**

In this famous American poster from World War II, "Rosie the Riveter" urges women to go to work in factories to help the war effort.



CURRICULUM

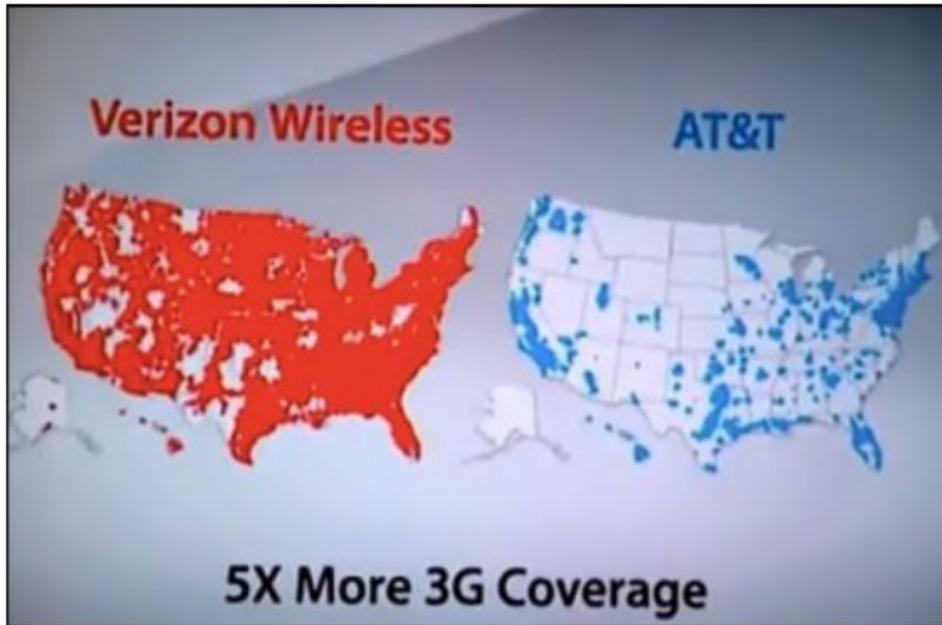
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# MEETING 4: RESEARCHING CANDIDATES AND CAMPAIGN PREPARATIONS

## Station Seven: Card Stacking

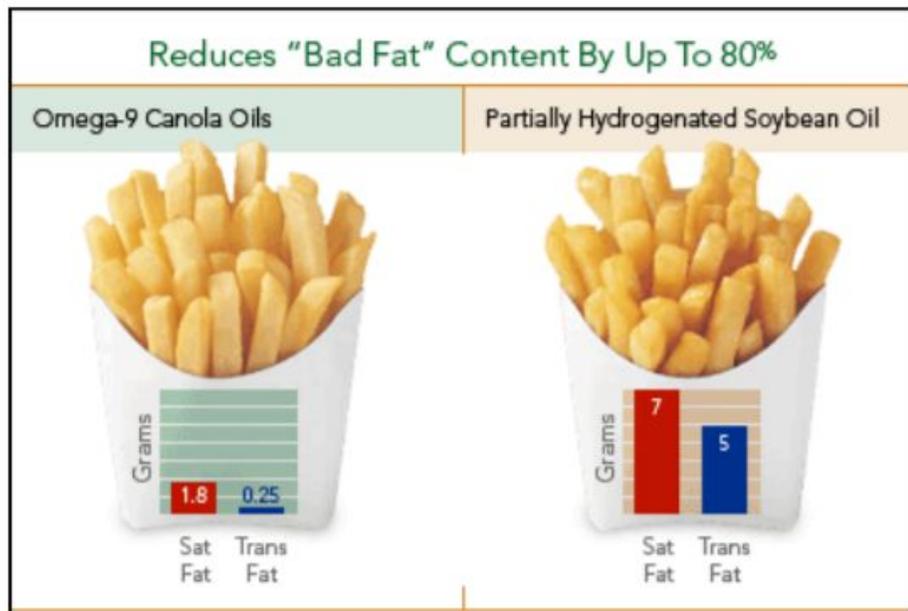
### Image One: Advertising



Verizon Wireless advertises its cell phone service.

### Image Two: Promoting an Industry

An agricultural researcher advertises the benefits of canola oil.



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### Station 8 Challenge

There are at least two different propaganda techniques used in this image. Can you identify them?



Republican presidential candidate Mitt Romney and musician Kid Rock.

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## What's the Message?

Name: **\*\*TEACHER GUIDE\*\***

### Station One: Name Calling

**Image 1.** Explain how the drawing portrays German soldiers:

Does the soldier look human?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No, he looks like: <i>a gorilla or ape, monster, etc.</i>
What is on the soldier's arms?	<i>blood</i>
What is the soldier trying to do?	<i>grab the world, attack Europe, etc.</i>
Is this a positive or negative image?	<input type="checkbox"/> Positive <input checked="" type="checkbox"/> Negative

**Image 2.** What name does this ad want you to connect with the politician?

Reckless

A) The ad is saying that Patty Murray is

Reckless.

B) The ad shows Patty Murray as

happy  unhappy.

C) The advertiser wants people to

like  dislike this politician.

**The Technique.** Based on what you see in these examples, what three things can be done to make someone or something look bad?

1. using negative words

2. bad names

3. unflattering images

### Station Two: Testimonial

**Image 1.** Explain the message in this magazine ad:

Who is the celebrity in this ad?	<i>Jennifer Hudson, singer and actress</i>
What product is she endorsing?	<i>Weight Watchers weight loss program</i>
What does she claim this product has done?	<i>Helped her lose weight</i>
What message are YOU supposed to take away from this ad?	<i>You can lose weight like she did with Weight Watchers</i>

**Image 2.** Analyze the testimonial in this ad:

A) Who is endorsing whom in this ad?

The American Federation of Teachers is endorsing Hilary Clinton

B) The testimonial is being given by:

- A celebrity  
 Knowledgeable group of people  
 An ordinary person

C) What is the ad trying to persuade you to do?

Support Hilary Clinton

**The Technique.** Which of the following testimonials would convince YOU?

A football quarterback endorsing toothpaste.

A mom endorsing a healthy snack for kids.

Your favorite movie star endorsing broccoli.

Your favorite singer endorsing a brand of shoes.

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## What's the Message?

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### Station Three: Transfer

What two things are pictured in this image?	1) <i>alcoholic beverage</i> 2) <i>car crash/wreck</i>
Which one is supposed to be scary?	<i>The car crash</i>
How does the scary image impact the other image?	<i>The car crash makes the drink look less cool</i>
What is this ad trying to tell you?	<i>Drinking and cars do not mix</i>

**Image 2.** Setting the stage:

- A) What are the 2 symbols of patriotism you see in this image?
1. *Statue of Liberty*
  2. *American flags*
- B) What are these symbols supposed to make you believe about the candidate?
- He is from New York.  
 His favorite color is red.  
 He loves America.

**The Technique.** Think about whether the transfer messages in these images are accurate:

- A) Is there an actual connection between car wrecks and alcoholic beverages?
- Yes    No    Need more information to decide
- B) Is there an actual connection between this politician and the symbols in the picture?
- Yes    No    Need more information to decide

### Station Four: Glittering Generalities

**Image 1.** Explain the message in this soda ad:

What does this ad tell you about Coca-Cola?	<i>Nothing, it goes well with other things...</i>
How much information is provided in the ad?	<input type="checkbox"/> A lot <input type="checkbox"/> Some <input type="checkbox"/> A little <input checked="" type="checkbox"/> None
How much do you already know about Coca-Cola ?	<input type="checkbox"/> A lot <input type="checkbox"/> Some <input type="checkbox"/> A little <input type="checkbox"/> None
How is this message supposed to make you feel?	<input checked="" type="checkbox"/> Positive <input type="checkbox"/> Neutral <input type="checkbox"/> Negative

**Image 2.** Match each question below with the piece of campaign propaganda that it challenges.

- F What specific leadership qualifications does he have?
- E What does this future hold?
- C What, specifically, should Americans hope for?
- A What, exactly, can we do?
- B Why should I like him?
- D Can anyone really guarantee peace and prosperity?

**The Technique.** Describe how glittering generalities tries to persuade people. What tools does it use? Unscramble the words below.

- lgsnosa    *slogans*
- and**
- cthca esrhasp    *catch phrases*
- that are**
- ispmel & revcel    *simple and clever*

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## What's the Message?

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### Station Five: Plain Folks

**Image 1.** "Plain" President?

A) Do you think this is where the President and Vice President usually eat?

- Yes     No

B) Find one detail in this picture that makes it look like the kind of place everyday people might eat:

*Answers will vary, paper towels, ketchup, etc.*

**Image 3.** Explain the message in this ad:

A) The woman in the ad looks

- glamorous     normal

B) Find one detail in this picture that makes the woman look like a regular person:

*Answers will vary, at a gym, no makeup, pulled back hair, etc.*

**Image 2.** Campaigning with workers.

A) What message is this photo trying to send?

- Perry wishes he could wear a hard hat too  
 Perry wants to invest in this company  
 Perry can relate to average people

B) Find one thing in this picture that shows these workers are "plain folks":

*Answers will vary, hard hats, working jacket, etc.*

C) The politicians in both images still look different from everyone else because they are wearing

*suits.*

**The Technique.** Mark the question that would NOT be helpful for analyzing this technique.

- Would the President eat here if there were no cameras photographing him?  
 Why is Perry visiting these workers?  
 Is the woman with the water a Republican?

### Station Six: Bandwagon

**Image 1.** Explain the message in this ad for laundry detergent:

What difference do you see between the teams?	<i>Sad/happy, clean/dirty, different detergents</i>
What is Tide's slogan?	<i>It's cleaner on the Tide side. or You can trust Tide...</i>
Which team are you supposed to prefer?	<input type="checkbox"/> #2 Brand <input checked="" type="checkbox"/> Tide
Why are you supposed to want to be on that team?	<i>It is winning and it's cleaner/happier.</i>

**Image 2.** Analyze this World War II poster:

A) When Rosie says "we," who is she talking to?

- All Americans  
 American women  
 Factory workers

**The Technique.** The bandwagon technique is most like:

- Peer pressure  
 Advice  
 Getting in trouble

B) Look at Rosie. Find one characteristic or quality Rosie has that other women might wish for:

*Answers will vary: confidence, strength, a job, nice handkerchief...*

*Why? People want to be on the winning side, or at least not on the losing side.*



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## **Older Voters More Likely to Prioritize Foreign Policy, Immigration**

*% of registered voters saying each is “very important” to their vote for Congress*

	<b>18-29</b>	<b>30-49</b>	<b>50-64</b>	<b>65+</b>	<b>Young-old diff</b>
	<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>	
Foreign policy	51	60	70	71	-20
Immigration	49	58	65	69	-20
Terrorism	68	70	79	82	-14
Health care	69	78	78	79	-10
Economy	75	84	85	83	-8
Federal budget deficit	62	63	66	70	-8
Abortion	50	44	44	50	0
Gay marriage	38	35	30	30	+8
Birth control	44	36	32	37	+7
Economic inequality	68	57	53	55	+13
Environment	64	55	52	48	+16

Survey conducted September 2-9, 2014. Based on registered voters.

**PEW RESEARCH CENTER**

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### Time to Vote

Before you vote, decide what's important to you.

What issues do I care about?	What qualities do I look for in a candidate?
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

Draw a pie-chart to show how much each priority influences your voting decisions.

