Meeting 4

❖ Teambuilding
❖ Research sources of information to make voting decisions
❖ Identify bias, persuasive techniques and symbolism in media
❖ Learn about campaign finance,
❖ Identify personal values related to making decisions

Estimated Time: 3 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.

Activity 24: 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?
2. What actions did people take to try to include others? How did that make you feel?
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. The 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.

Source: Laurie Frank’s “Journey Toward the Caring Classroom”

Activity 25: 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 26: Accessing Information (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 today that is much more so because of the larger role of technology. People 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.
MEETING 4: RESEARCHING CANDIDATES AND CAMPAIGN PREPARATIONS

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
- https://www.headcount.org/
- https://www.opensecrets.org/
- https://ballotpedia.org/Main_Page
- https://justfacts.votesmart.org/
- https://www.vote411.org/
- https://www.ballotready.org/
- 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.

Activity 27: Persuasive Techniques (30 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)

Reflect:

1. Ask delegates to think of all the places where 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?

Activity 28: 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):


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?

Activity 29: It’s Your Choice (20 minutes)

Reflect:

1) What kinds of influence have we explored in this meeting?
2) Why do you think a candidate’s political party preference matters so much to so many voters?
3) When you hear people talk about a specific candidate or party, what kinds of generalizations do you hear them say about that candidate or party?
4) What other kinds of things seem to come up frequently when you hear people talk about specific candidates? What don’t you hear?
5) What characteristics do you feel are important in a leader?

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

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?
MEETING 4: RESEARCHING CANDIDATES AND CAMPAIGN PREPARATIONS

Activity 30: Campaign Check-in (15 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 candidate letter of intent, photo and campaign video link been sent to kainoaeb@gmail.com before January 31?
3. What is the plan once we get to Olympia? How will we campaign, get others to know our candidate, etc?

Activity 31: Business (20 minutes)
1. Discuss expectations about clothing.
2. Plan transportation to KYG
3. Plan delegation afternoon 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 dinner on Sunday.
5. Review letter from the Conference Facilitators (CFs) that includes information about the dance theme and other conference information.

Activity 32: 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.
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 people’s emotions instead of their judgment and reasoning. How many of the following techniques do you recognize from your own exposure to propaganda?

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?

Name-Calling

Name-calling is exactly what it sounds like: using negative word 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?
MEETING 4: RESEARCHING CANDIDATES AND CAMPAIGN PREPARATIONS

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?

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?

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?
### Station One: Name Calling

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

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No, he looks like:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does the soldier look human?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What is on the soldier’s arms?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What is the soldier trying to do?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is this a positive or negative image?</td>
<td>Positive</td>
<td>Negative</td>
</tr>
</tbody>
</table>

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

**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.

### Station Two: Testimonial

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

<table>
<thead>
<tr>
<th>Who is the celebrity in this ad?</th>
</tr>
</thead>
<tbody>
<tr>
<td>What product is she endorsing?</td>
</tr>
<tr>
<td>What does she claim this product has done?</td>
</tr>
<tr>
<td>What message are YOU supposed to take away from this ad?</td>
</tr>
</tbody>
</table>

**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?

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*Galley Walk p.1*
### Station Three: Transfer

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

<table>
<thead>
<tr>
<th>What two things are pictured in this image?</th>
<th>1)</th>
<th>2)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Which one is supposed to be scary?</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>How does the scary image impact the other image?</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>What is this ad trying to tell you?</th>
</tr>
</thead>
</table>

**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:

<table>
<thead>
<tr>
<th>What does this ad tell you about Coca-Cola?</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>How much information is provided in the ad?</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>How much do you already know about Coca-Cola?</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>How is this message supposed to make you feel?</th>
</tr>
</thead>
</table>

**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.

Isgnosa _______________________

and

cthca esrhasp _______________________

that are

ispmel & revcel _______________________

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iCivics

Gallery Walk p.2
MEETING 4: RESEARCHING CANDIDATES AND CAMPAIGN PREPARATIONS

**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 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

**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:

**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?
   - [ ] #2 Brand
   - [ ] 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
B) Look at Rosie. Find one characteristic or quality Rosie has that other women might wish for:

**The Technique.** The bandwagon technique is most like:
- Peer pressure
- Advice
- Getting in trouble

Why?

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iCivics

Gallery Walk p.3
### Station Seven: Card Stacking

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

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>What can you learn about Verizon?</td>
<td></td>
</tr>
<tr>
<td>What do you learn about AT&amp;T?</td>
<td></td>
</tr>
<tr>
<td>Can you tell whether AT&amp;T has any benefits Verizon doesn’t have?</td>
<td>Yes</td>
</tr>
<tr>
<td>Why can’t you trust the information in this ad?</td>
<td>No</td>
</tr>
</tbody>
</table>

**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:

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who is endorsing whom in this photograph?</td>
<td></td>
</tr>
<tr>
<td>What is hanging in the background?</td>
<td></td>
</tr>
<tr>
<td>Which group of people would most likely be persuaded by this image?</td>
<td></td>
</tr>
</tbody>
</table>
  - Senior citizens
  - Kids under 18
  - Rock music lovers
  - Jazz music fans
  - Voters age 18-40
  - Men
  - Women
| Which two propaganda techniques are applied in this scene?              |        |
| How do you know these techniques are being used?                        |        |

Gallery Walk p.4
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.

The American Federation of Teachers knows: Hillary Clinton is prepared to deliver change.
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.
MEETING 4: RESEARCHING CANDIDATES AND CAMPAIGN PREPARATIONS

Station Four: Glittering Generalities

Image One: Advertising

Image Two: Politics

A. YES WE CAN
   WWW.BARACKOBAMA.COM

B. I LIKE IKE

C. Ron Paul 2008
   HOPE FOR AMERICA

D. FOR PEACE AND PROSPERITY
   VOTE STRAIGHT REPUBLICAN

E. AMERICA'S FUTURE...
   DOLE '96

F. KENNEDY FOR PRESIDENT
   LEADERSHIP FOR THE 60s
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.
**Station Seven: Card Stacking**

**Image One: Advertising**

Verizon Wireless advertises its cell phone service.

5X More 3G Coverage

**Image Two: Promoting an Industry**

An agricultural researcher advertises the benefits of canola oil.

<table>
<thead>
<tr>
<th></th>
<th>Omega-9 Canola Oils</th>
<th>Partially Hydrogenated Soybean Oil</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reduces “Bad Fat” Content By Up To 80%</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Grams</strong></td>
<td>1.8</td>
<td>7</td>
</tr>
<tr>
<td><strong>Sat Fat</strong></td>
<td>0.25</td>
<td>5</td>
</tr>
<tr>
<td><strong>Trans Fat</strong></td>
<td>0.18</td>
<td>0.25</td>
</tr>
</tbody>
</table>
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.
MEETING 4: RESEARCHING CANDIDATES AND CAMPAIGN PREPARATIONS

What’s the Message?

Station One: Name Calling

Image 1. Explain how the drawing portrays German soldiers:

<table>
<thead>
<tr>
<th>Does the soldier look human?</th>
<th>□ Yes □ No, he looks like: a gorilla or ape, monster, etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is on the soldier’s arms?</td>
<td>blood</td>
</tr>
<tr>
<td>What is the soldier trying to do?</td>
<td>grab the world, attack Europe, etc.</td>
</tr>
<tr>
<td>Is this a positive or negative image?</td>
<td>□ Positive □ Negative</td>
</tr>
</tbody>
</table>

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:

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

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.
### What's the Message?

**Station Three: Transfer**

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

**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:

<table>
<thead>
<tr>
<th>Question</th>
<th>Option</th>
</tr>
</thead>
<tbody>
<tr>
<td>What does this ad tell you about Coca-Cola?</td>
<td>Nothing, it goes well with other things...</td>
</tr>
<tr>
<td>How much information is provided in the ad?</td>
<td>A lot</td>
</tr>
<tr>
<td>How much do you already know about Coca-Cola?</td>
<td>Some</td>
</tr>
<tr>
<td>How is this message supposed to make you feel?</td>
<td>A little</td>
</tr>
<tr>
<td></td>
<td>None</td>
</tr>
<tr>
<td></td>
<td>Positive</td>
</tr>
<tr>
<td></td>
<td>Neutral</td>
</tr>
<tr>
<td></td>
<td>Negative</td>
</tr>
</tbody>
</table>

**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.

- Ignsosa __slogans__
- cthca esrhap __catch phrases__
- ispml & revcel __simple and clever__
MEETING 4: RESEARCHING CANDIDATES AND CAMPAIGN PREPARATIONS

What’s the Message?

Name: **TEACHER GUIDE**

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 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:

<table>
<thead>
<tr>
<th>What difference do you see between the teams?</th>
<th>Sad/happy, clean/dirty, different detergents</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is Tide’s slogan?</td>
<td>It’s cleaner on the Tide side. Or You can trust Tide...</td>
</tr>
<tr>
<td>Which team are you supposed to prefer?</td>
<td>#2 Brand</td>
</tr>
<tr>
<td>Why are you supposed to want to be on that team?</td>
<td>It is winning and it’s cleaner/happier.</td>
</tr>
</tbody>
</table>

Image 2. Analyze this World War II poster:

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

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...*
### Station Seven: Card Stacking

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

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>What can you learn about Verizon?</td>
<td>5X more 3G coverage, map is almost filled in</td>
</tr>
<tr>
<td>What do you learn about AT&amp;T?</td>
<td>A lot less map coverage, less 3G coverage than AT&amp;T</td>
</tr>
<tr>
<td>Can you tell whether AT&amp;T has any benefits Verizon doesn’t have?</td>
<td></td>
</tr>
<tr>
<td>Why can’t you trust the information in this ad?</td>
<td>It does not give enough information</td>
</tr>
</tbody>
</table>

**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 more information about the possible benefits of the 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:

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who is endorsing whom in this photograph?</td>
<td>Kid Rock is endorsing Mitt Romney</td>
</tr>
<tr>
<td>What is hanging in the background?</td>
<td>The American Flag</td>
</tr>
<tr>
<td>Which group of people would most likely be persuaded by this image?</td>
<td>Senior citizens</td>
</tr>
<tr>
<td>Which two propaganda techniques are applied in this scene?</td>
<td>Technique #1</td>
</tr>
<tr>
<td></td>
<td>Transfer</td>
</tr>
<tr>
<td>How do you know these techniques are being used?</td>
<td>There is an American flag as the backdrop to the stage. This symbolizes patriotism.</td>
</tr>
</tbody>
</table>
### Older Voters More Likely to Prioritize Foreign Policy, Immigration

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

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

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

PEW RESEARCH CENTER
Time to Vote
Before you vote, decide what’s important to you.

<table>
<thead>
<tr>
<th>What issues do I care about?</th>
<th>What qualities do I look for in a candidate?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
<td>3.</td>
</tr>
<tr>
<td>4.</td>
<td>4.</td>
</tr>
<tr>
<td>5.</td>
<td>5.</td>
</tr>
</tbody>
</table>

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