**The Presidential Election: Campaign Strategies and Advertising**

**Terminal Objective:** Following a lesson on the advertising strategies of presidential candidates, students will write a paragraph describing how advertising impacts a presidential campaign, and judge whether this is a positive or negative aspect of today’s culture.

**Time**: Two 60 minute class periods

**Content Standards:** 9-10.RI.4-6

**Language Standard:** ELL V-R-4: HI-12, 27, 28

**Day 1:**

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| **Sub-Objectives** | **Teaching Strategies** | **Active Student Participation** |
| Students will write about advertising in general, whether it is effective and whether it affects public opinion.(*Understanding*) | Bellwork: Is advertising an effective way to get people to choose a product? Do ads always tell the truth? | -Students will write their opinions in notes-Call on nonvolunteers to share |
| Students will write in their own words how color, font, people, and photo/video effects change an advertisement*(Understanding*) | Lecture: Campaign Strategies | -Take notes on notetaker-Call on nonvolunteers to share ideas |
| Students will write how color and font work in both Obama’s and Romney’s slogans, choose which is more effective and write why.(*Applying, Evaluating*) | Show logo and slogan of both Romney and Obama | -Write interpretation and opinion of effectiveness in notes-Call on nonvolunteers to share |
| Students will write how color, font, people, and photo effects are working in still advertisements of both candidates, determine which is more effective and write why.(*Applying, Evaluating*) | Show still advertisements of Obama and Romney | -Write interpretation and opinion of effectiveness in notes-call on nonvolunteers to share |

**Day 2:**

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| **Sub-objectives** | **Teaching Strategies** | **Active Student Participation** |
| Go over and write what you remember from yesterday’s material.(*Remembering*) | Bellwork: How can Font, Color, People, Photo/Video effect advertisements? | -Call on non volunteers to share |
| Observe television commercials twice and write how font, color, people and photo effects are helping to create a message in the advertisement.(*Analyzing*) | View Presidential Commercials-Obama’s “First Law”-Romney’s “Believe in our Future”-Obama’s “Firms”-Romney’s “No I Can’t” | -Students will write how persuasive strategies are being used. |
| Identify message in each commercial and discuss how that message is being created.(*Evaluating*) | Class Discussion: Is this commercial effective or not? Why?\* | -Students will write responses-Call on non-volunteers to share |
| Write a paragraph describing how advertising changes a presidential campaign and judge if this is a positive or a negative reality of our culture today.(*Evaluating*) | Closure: Should advertising affect the way we choose our president so much, or should other things be more important? | -Students will write responses-Call on nonvolunteers to share. |

\*Alternate between commercials and class discussion

**No Homework**

**Remedial:** If students are struggling, only use two television commercials, focus more time as a class, allow partner conversations about the ads.

**Extensions:** Have students think about ethos, logos, and pathos, (covered the week before) and identify specifically how these strategies are being used in the commercials.

**Materials**

* Campaign Strategies Notetakers
* Campaign Strategies PowerPoint

Obama’s commercials:

* “Firms”
* “First Law”

Romney’s commercials

* “Believe in our Future”
* “No, I Can’t”