**Flipped Classroom Activity**

Presidential Politics and the Economy in the media

<http://www.livingroomcandidate.org>

**Narrative:**

Political ads can communicate, persuade, and even entertain. A 30-second ad can be an effective tool for convincing voters to support a candidate. Ads can target general or specific audiences, and they can be effective or ineffective in different ways and for different reasons. They use emotion, persuasion, factual claims, and cinematic style to influence voters. Critical analysis of political advertising entails evaluating ads on all of these levels.

Presidential ads are products of the time periods in which they were made, and are inspired by domestic and world events. Effective campaign ads refer to the events and issues that concern the voting public during an election, but they do so in limited, casual, and fragmentary ways. Because ads are made to persuade voters, they usually focus on just a few major issues, those each campaign believes will be most important to voters. At the same time that ads address these specific issues, they make more general arguments about the candidates' personalities and leadership qualities.

Campaign ads are historical artifacts. In some instances, students would need to do additional historical research in order to understand an ad's content and the historical information it conveys. In other instances, an ad's meaning is not historically specific. Whether ads address timely issues or more general themes, they can help teach us what mattered to voters in a given campaign. As such, they are valuable primary sources.

Just as students can analyze the images chosen for a political ad, so, too, they can dissect the ad's language. Who is speaking in the ads; the candidate or a narrator? If it is a narrator, what is the tone of the narrator's voice? The gender? (It is worth noting that men narrate most presidential ads.) Is there text on the screen? What words does the ad use to describe the candidate, his vision, and his achievements? What words does it use to criticize or attack his opponent? Is the language specific or vague? All of these are points to consider in determining the overall effect of the ad.

**Directions:**

Select (1) political ad related to the economy for a Republican candidate, Democratic candidate or Independent Candidate (1968, 1980 or 1992) for the following time periods:

Cold War Era: 1960s or 1970s

Bust and Boom: 1980s or 1990s

New Millennium: 2000s-Present

Answer the accompanying questions to analyze the effectiveness of the political ads.

**PLEASE NOTE**: The political ads you select within the era do not need to be in the same election year. For example: You may chose 1964 and 1968 or 1980 and 1996 political ads to analyze. Just be sure they are in the same defined era. You will present 6 political ads in class tomorrow to analyze and discuss with your classmates.

**Cold War Era: 1960s or 1970s**

**1) Election Year**:

**Winning Candidate & Party**:

**Political Ad Title**:

**What made this political ad effective**?

**What was the tone of the ad? Was it Positive or Negative? Explain why it was**.

**How did this political ad affect you? How did it influence your impression of the candidate? Explain, why it persuaded you one way or another**.

**2) Election Year**:

**Losing Candidate & Party**:

**Political Ad Title**:

**What made this political ad effective**?

**What was the tone of the ad? Was it Positive or Negative? Explain why it was**.

**How did this political ad affect you? How did it influence your impression of the candidate? Explain, why it persuaded you one way or another**.

**Bust and Boom: 1980s or 1990s**

**3) Election Year**:

**Winning Candidate & Party**:

**Political Ad Title**:

**What made this political ad effective**?

**What was the tone of the ad? Was it Positive or Negative? Explain why it was**.

**How did this political ad affect you? How did it influence your impression of the candidate? Explain, why it persuaded you one way or another**.

**4) Election Year**:

**Losing Candidate & Party**:

**Political Ad Title**:

**What made this political ad effective**?

**What was the tone of the ad? Was it Positive or Negative? Explain why it was**.

**How did this political ad affect you? How did it influence your impression of the candidate? Explain, why it persuaded you one way or another**.

**New Millennium: 2000s-Present**

**5) Election Year**:

**Winning Candidate & Party**:

**Political Ad Title**:

**What made this political ad effective**?

**What was the tone of the ad? Was it Positive or Negative? Explain why it was**.

**How did this political ad affect you? How did it influence your impression of the candidate? Explain, why it persuaded you one way or another**.

**6) Election Year**:

**Losing Candidate & Party**:

**Political Ad Title**:

**What made this political ad effective**?

**What was the tone of the ad? Was it Positive or Negative? Explain why it was**.

**How did this political ad affect you? How did it influence your impression of the candidate? Explain, why it persuaded you one way or another**.

**NYS Social Studies Standards**

**Standard 1: History of the United States and New York**

Use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.

**Standard 4: Economics**

Use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision-making units function in the U.S. and other national economies, and how an economy solves the scarcity problem through market and nonmarket mechanisms.

**Standard 5: Civics, Citizenship, and Government**

Use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the U.S. and other nations; the U.S. Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.

**NYS Frameworks Connections**

**12.G5 PUBLIC POLICY**: All levels of government—local, state, and federal—are involved in shaping public policy and responding to public policy issues, all of which influence our lives beyond what appears in the Constitution. Engaged citizens understand how to find, monitor, evaluate, and respond to information on public policy issues.

**12.G5a:** Each level of government has its own process of shaping, implementing, amending, and enforcing public policy. Customarily the executive branch will outline its plan and agenda in an executive address to the legislative body.

**12.G5b:** On various issues, certain governmental branches and agencies are responsible for determining policy. Those who create public policies attempt to balance regional and national needs, existing political positions and loyalties, and sources of political power.

**12.G5c:** Successful implementation of government policy often requires cooperation between many levels of government, as well as the cooperation of other public and private institutions. Conflicts between different levels of government sometimes emerge due to different goals, ideas, and resources regarding the creation and implementation of policy.

**12.G5d:** Active and engaged citizens must be effective media consumers in order to be able to find, monitor, and evaluate information on political issues. The media have different venues, which have particular strengths and serve distinct and shared purposes. Knowing