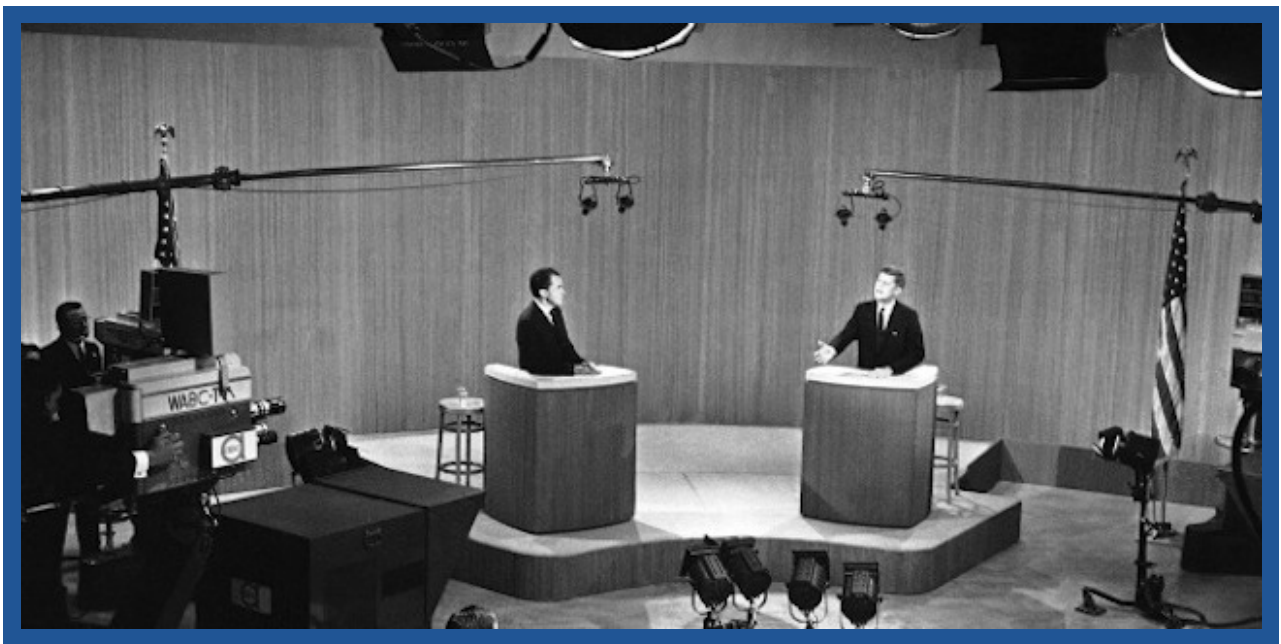


How do presidential candidates use television?



<http://cdn.theatlantic.com/static/mt/assets/politi..>

Supporting Questions

1. In what ways has television been utilized in political campaigns and advertising?
2. How did the 1960 Kennedy-Nixon debate change the way people learned about presidential candidates?
3. In what ways does a presidential candidate's status as an outsider affect how he uses the media?

12 Grade North Carolina Hub Influence of Television on U.S. Politics Inquiry by Vandna Gill

How do presidential candidates use television?

Inquiry Standard	Founding Principles: Civics & Government Standard #4 - Understand how democracy depends upon the active participation of citizens.
Staging the Compelling Question	Share with a partner examples of political content in television shows, commercials, news programs, etc.

Supporting Question 1	Supporting Question 2	Supporting Question 3
In what ways has television been utilized in political campaigns and advertising?	How did the 1960 Kennedy-Nixon debate change the way people learned about presidential candidates?	In what ways does a presidential candidate's status as an outsider affect how he uses the media?
Formative Performance Task	Formative Performance Task	Formative Performance Task
Draw a Venn diagram that compares two different political campaign advertisements on television.	Using evidence from the Kennedy-Nixon debate, write a paragraph explaining how this particular debate changed the way people learned about presidential candidates.	In small groups, discuss how presidential candidates who are outsiders present themselves and/or frame their presidential campaigns (via rhetoric and tone) on television in contrast to incumbents, who have served as president during the previous term.
Featured Sources	Featured Sources	Featured Sources
Source A: The "Daisy" Commercial (1964) Source B: "Hope Campaign" Commercial (1980)	Source A: Kennedy-Nixon Debate (1960) Source B: "How the Nixon-Kennedy Debate Changed the World" (2010)	Source A: Carter's Campaign Commercial (1976) Source B: Reagan's "Morning in America" Campaign Commercial (1984) Source C: Clinton's "Hope" Campaign Commercial (1992) Source D: Bush's Campaign Commercial (2000) Source E: Trump's Campaign Commercial (2016)

Summative Performance Task	<p>ARGUMENT Construct an argument (e.g. essay, detailed outline, or presentation) that addresses the compelling question <i>How do presidential candidates use television?</i> with relevant evidence from the featured sources while acknowledging competing views.</p> <p>EXTENSION Create a political campaign advertisement or a fictional candidate that represents your understanding of the role of television in politics and how it is an important tool in 21st century presidential campaigns and elections.</p>
Taking Informed Action	<p>UNDERSTAND Identify and attend a political campaign rally in your community and analyze how political outsiders or challengers (i.e., those not currently in office) conduct their campaign without the use of television.</p> <p>ASSESS While attending the campaign rally, try to gauge how fellow community members perceive the candidate(s).</p> <p>ACTION Interview 3-5 attendees at the campaign rally, asking them about their perception of the candidate(s). Record or take notes while at the rally, and share your thoughts on the experience with someone who has never attended a rally.</p>

Inquiry Description

This inquiry is centered around the compelling question *How do presidential candidates use television?* and prompts students to acknowledge the omnipresence of television in their lives, connecting television with a topic that affects multiple different disciplines (i.e., history, sociology, cultural studies, technology, civics). Specifically, the inquiry asks students to consider how television is utilized in political campaigns, how televised presidential debates have altered the way people learn about candidates, and how the status of a candidate (in or out of office) impacts how they present themselves in presidential debates. Since most students will have grown up retrieving most of their knowledge from television and other related digital resources, the compelling question uses television as a relatable factor that facilitates critical thinking skills and a better understanding of modern politics.

Structure

In addressing the compelling question, *How do presidential candidates use television?*, students will work through a series of supporting questions and performance tasks in order to construct an argument with evidence and counter-evidence from a variety of featured sources. After completing the formative performance tasks, students will be adequately equipped to write on the influence of television in politics, and they may also be able to participate in a common practice used in most political campaigns: the construction of a public image (summative extension). The sources are mainly visual, but span multiple eras and multiple disciplines.

Staging the Compelling Question

Compelling
Question

How do presidential candidates use television?

Staging the compelling question

By asking students to share their experiences watching politics on television, students consider how television informs them about certain topics (i.e., sports, pop culture, weather & news, etc.). The discussion among students should be grounded in politics and will demonstrate students' perceptions of American politicians and political processes that are televised. These conversations should be facilitated in such a way as to activate students' prior knowledge about the use of television for political purposes and to give them an initial opportunity to make connections to their everyday lives.

Supporting Question 1

Supporting Question	In what ways has television been utilized in political campaigns and advertising?
Formative Performance Task	Draw a Venn diagram that compares two different political campaign advertisements on television.
Featured Sources	<ul style="list-style-type: none">● Source A: The "Daisy" Commercial (1964)● Source B: "Hope Campaign" Commercial (1980)

This supporting question links a relevant source of information (television) to the particular topic of political campaigns and elections. By observing two political ads that aired in different decades but used television as an effective campaign tool, students will recognize the increasing role of television in politics.

Formative Performance Task

This formative task (i.e., drawing a Venn diagram) provides students a basis to differentiate between sources while analyzing motives of the ad itself. The formative task also facilitates historical thinking in students, as they are analyzing commercials from different eras and finding similarities and differences between the two candidates' approaches.

Supporting Question 1

Featured Source A

The "Daisy" Commercial (1964)

Excerpt

Source A is a commercial from Lyndon Johnson's presidential campaign in 1964 against Senator Barry Goldwater. The ad, known as the "Daisy" commercial, presented an apocalyptic view of a Goldwater presidency where the Cold War tensions brewing around the globe could lead to nuclear war. This commercial is often considered to be the first political attack ad. This commercial is available online:

<http://www.livingroomcandidate.org/commercials/196..>

Source:

The Living Room Candidate - <http://www.livingroomcandidate.org>

Supporting Question 1

Featured Source B

"Hope Campaign" Commercial (1980)

Excerpt

Source B is a commercial featuring Ronald Reagan called the "Hope Campaign" that aired during the 1980 presidential campaign. Ronald Reagan ignored addressing his opponent President Jimmy Carter and, instead, emphasized his plans to refocus the country during a period of domestic and foreign turmoil. This commercial is available online:

<http://www.livingroomcandidate.org/commercials/198..>

Source:

The Living Room Candidate - <http://www.livingroomcandidate.org>

Supporting Question 2

Supporting Question	How did the 1960 Kennedy-Nixon debate change the way people learned about presidential candidates?
Formative Performance Task	Using evidence from the Kennedy-Nixon debate, write a paragraph explaining how this particular debate changed the way people learned about presidential candidates.
Featured Sources	<ul style="list-style-type: none">• Source A: Kennedy-Nixon Debate (1960)• Source B: "How the Nixon-Kennedy Debate Changed the World" (2010)

This supporting question is intended to highlight how television emerged as a persuasive and primary source in molding public perceptions of presidential candidates.

Formative Performance Task

This formative task gives students the opportunity to experience the Kennedy-Nixon debate firsthand (Source A) and form their own opinions of the candidates, much like Americans would have done in 1960 as they watched the first ever televised debate between presidential candidates. Students will also read a *Time* magazine article (Source B) reflecting on and contextualizing the Kennedy-Nixon debate, which they can then use to analyze the video clip and to help them write a paragraph on the impact of this particular televised debate on American politics.

Supporting Question 2

Featured Source A

Kennedy-Nixon Debate (1960)

Excerpt

The debate between Senator Kennedy and Vice President Nixon demonstrates the first inside look at the politicians that the country's political parties deemed most credible and representative. This source allows students to see what was captured on camera in TV's first chance to better inform the American people on political issues. The debate excerpt (begin at 48:33 and end at 51:12) is available online:

<https://www.youtube.com/watch?v=gbrcRKqLSRw>

Source:

JFK Library - <https://www.youtube.com/channel/UCl-radPCbXcrYCE4E..>

Supporting Question 2

Featured Source B

"How the Nixon-Kennedy Debate Changed the World" (2010)

Excerpt

This article in Time magazine describes how the first-ever televised debate between Kennedy and Nixon set the precedent for political debates and campaigns of the future. Moreover, the article compares the American public's perceptions of the debate between those who viewed the debate on television and those who listened to the radio broadcast of the event. The author also discusses how the role of television in politics has been to maintain an entertainment aspect in presidential debates. The article is available online:

<http://content.time.com/time/nation/article/0,8599..>

Source:

Time Magazine - <http://time.com>

Supporting Question 3

Supporting Question	In what ways does a presidential candidate's status as an outsider affect how he uses the media?
Formative Performance Task	In small groups, discuss how presidential candidates who are outsiders present themselves and/or frame their presidential campaigns (via rhetoric and tone) on television in contrast to incumbents, who have served as president during the previous term.
Featured Sources	<ul style="list-style-type: none">● Source A: Carter's Campaign Commercial (1976)● Source B: Reagan's "Morning in America" Campaign Commercial (1984)● Source C: Clinton's "Hope" Campaign Commercial (1992)● Source D: Bush's Campaign Commercial (2000)● Source E: Trump's Campaign Commercial (2016)

This supporting question asks students to consider how a presidential candidate's status as a challenger (outsider), as opposed to being an incumbent (already in office), plays into the rhetoric and tone of his campaign messages on television.

Formative Performance Task

Students will use campaign advertisements (i.e., Carter in 1976, Reagan in 1984, Clinton in 1992, Bush in 2000, and Trump in 2016) provided in the featured sources to come up with specific examples for their group discussion.

Supporting Question 3

Featured Source A

Carter's Campaign Commercial (1976)

Excerpt

This source presents Governor Jimmy Carter's presidential campaign commercial, which aired in 1976, when he was running against President Ford as the incumbent:

<http://www.livingroomcandidate.org/commercials/197..>

Source:

The Living Room Candidate - <http://www.livingroomcandidate.org>

Supporting Question 3

Featured Source B

Reagan's "Morning in America" Campaign Commercial (1984)

Excerpt

This source presents President Ronald Reagan's campaign commercial, which aired in 1984, when he was running as the incumbent against Democratic presidential nominee Walter Mondale:

<http://content.time.com/time/specials/packages/art..>

Source:

Time Magazine - www.time.com

Supporting Question 3

Featured Source C

Clinton's "Hope" Campaign Commercial (1992)

Excerpt

This source presents Governor Bill Clinton's presidential campaign commercial, which aired in 1992, when he was running against incumbent President George H.W. Bush and Ross Perot, the Independent candidate: <http://www.livingroomcandidate.org/commercials/199..>

Source:

The Living Room Candidate - <http://www.livingroomcandidate.org>

Supporting Question 3

Featured Source D

Bush's Campaign Commercial (2000)

Excerpt

This source presents Governor George W. Bush's presidential campaign commercial, which aired in 2000, when he was running against Vice President Al Gore:

<http://www.livingroomcandidate.org/commercials/200..>

Source:

The Living Room Candidate - <http://www.livingroomcandidate.org>

Supporting Question 3

Featured Source E

Trump's Campaign Commercial (2016)

Excerpt

This source presents Donald Trump's presidential campaign commercial, which aired in 2016, when he was running against former Secretary of State Hillary Clinton: <https://www.youtube.com/watch?v=XPZmDVZZYKU>

Source:

YouTube - www.youtube.com

Summative Performance Task

Compelling Question	How do presidential candidates use television?
Argument	Construct an argument (e.g. essay, detailed outline, or presentation) that addresses the compelling question <i>How do presidential candidates use television?</i> with relevant evidence from the featured sources while acknowledging competing views.
Extension	Create a political campaign advertisement or a fictional candidate that represents your understanding of the role of television in politics and how it is an important tool in 21st century presidential campaigns and elections.

Argument

In response to the compelling question, students should include a strong thesis statement with claims supported by evidence from the sources included in this inquiry. Possible arguments include: (1) television has actually helped Americans become more involved in politics; (2) there is an important structure used in political debates that still persists today, but it is often overshadowed by the petty comments and personal attacks of modern candidates; (3) the insurmountable amount of television coverage in politics has cast each candidate under a microscope and makes the political process more difficult to interpret.

Extension

To extend their understanding of the compelling question, students may create a political campaign ad or a fictional candidate incorporating ideas from their summative argument and the various sources included in this inquiry.

Taking Informed Action

Understand	Identify and attend a political campaign rally in your community and analyze how political outsiders or challengers (i.e., those not currently in office) conduct their campaign without the use of television.
Assess	While attending the campaign rally, try to gauge how fellow community members perceive the candidate(s).
Action	Interview 3-5 attendees at the campaign rally, asking them about their perception of the candidate(s). Record or take notes while at the rally, and share your thoughts on the experience with someone who has never attended a rally.

This taking informed action task provides students an opportunity to play an active role in the political system on a community level by attending a campaign rally. Students will interview attendees, asking them what they think of the candidate(s) in terms of the public image they present to potential voters, comparing and/or contrasting the image portrayed at the rally with the image portrayed in the media (on television, in particular). Either the recording (audio or video) or the notes that students took to document their experience at the rally will then be shared with someone who has not attended a political campaign rally before. This can be done either at school, in the neighborhood, or on social media to get students to think about how political candidates construct their public images and to promote civic engagement.

