



Ready, Camera, Action

Working in groups, have students use Activity Page 49 to create a storyboard for a 60-second television commercial for a well-known historical figure such as George Washington, Abraham Lincoln, or Thomas Jefferson. Each group will need multiple copies of the storyboard for this activity.

Before beginning, have students identify the office the candidate is running for, the audience they would like to reach with their message, and what they want voters to know about their candidate. Encourage students to make up slogans for their candidate and include in their ads some of the candidate's views and qualifications. Using their storyboards as a guide, have students act out their commercials for the class. After each group has presented its ad to the class, students might use their Activity Sheet 47 *Be Ad Smart* to evaluate one another's ads.

DID YOU KNOW?

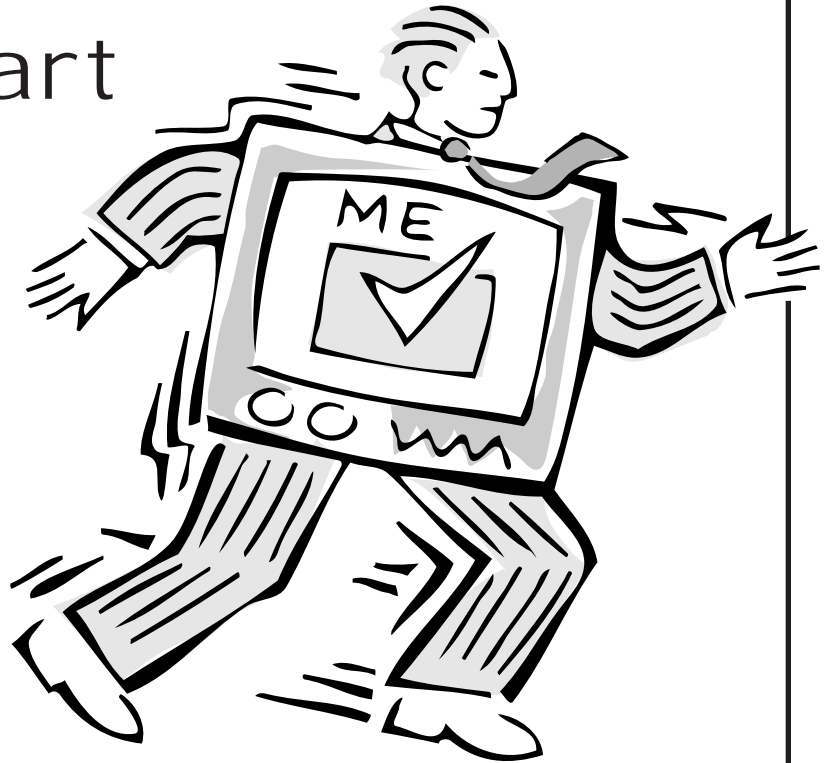
Don't get bit by a sound bite. Ever since radio and television became important to political campaigns, candidates' messages have been getting shorter and shorter. A televised candidate talk that once lasted 30 minutes shrank first to a five-minute spot and then to the less-than-60-second message called a sound bite. In an effort to get their views onto the evening news, candidates often use sound bites that last 10 seconds or less. Discuss with students why sound bites might not be the best way to learn about candidates.



Name _____

Be Ad Smart

Use this page to study the secret meaning of a candidate's television advertisement and to find out the story behind the story. Write your answers on the back of this page.



Name of Candidate

Position he or she is running for _____

1. Does the candidate appear in the ad? If so, what is he or she doing?
2. Do any other people appear in the ad with the candidate? If so what is their part in the ad?
3. What did you learn about the candidate's stand on issues?
4. What did you learn about the candidate's qualifications for public office?
5. Did the candidate try to influence your opinion of his or her opponent?
If so, in what way?
6. Were music or sound effects important to the overall impression of the ad?
7. Was the setting important to the overall impression of the ad?
8. Does the ad use any special slogans to get the candidate's message across?
9. What group of people did the makers of this ad want to appeal to? For example, was this ad aimed at all voters, younger voters, women, senior citizens?
10. What special images or props were used?
11. What impression did you have of the candidate from viewing this ad?
12. Do you think this is the impression the candidate wanted you to have? Explain

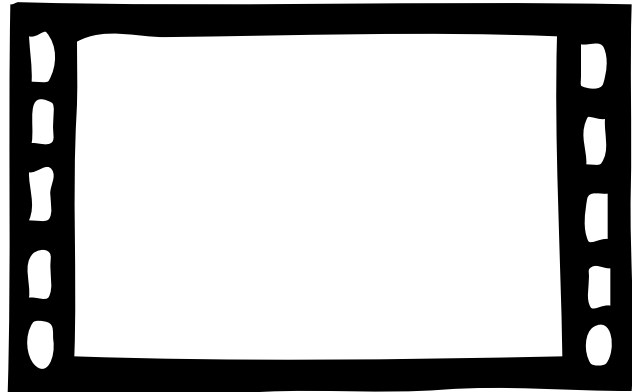


Name _____

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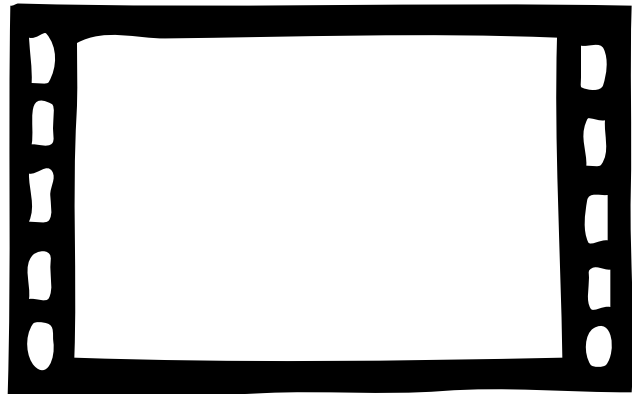
Script— Scene # _____

Visual — Scene # _____



Script— Scene # _____

Visual — Scene # _____



Script— Scene # _____

Visual — Scene # _____

