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Teaching the Presidential Elections Using Media Literacy in the LD Classroom

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Abstract

This paper examines how an educator at a school for students with learning disabilities (LD) used various types of media to engage her students, to develop their academic and executive functioning skills, and to heighten their awareness of media literacy and the 2012 and 2106 Presidential elections. Teacher-created curriculum materials and activities are provided that support students' ability to analysis media coverage in the context of a special education history classroom. Both media literacy and academic skills were developed through activities that enabled students to find and select resources from their media use at home.

Keywords: learning disabilities, politics, presidential election, media literacy, Media Literacy Week, Winston Prep,

Providing an adequate and well-rounded education to all students is incredibly important. This is even more true when speaking of students with learning disabilities. So why would that not include media literacy education? I started to work at Winston Preparatory School in New York City (WPSNY) in 2010 as a Focus (one-on-one) instructor, and began teaching history in the fall of 2011. My interest in media literacy started in 2009 while attending Teacher's College, Columbia University, when I wrote my master's thesis project on how television could positively impact literacy skills. From there, I stumbled across media literacy, and shortly after that I became a NAMLE member. In this paper, I reflect on my work at WPSNY as I developed and implemented a media literacy curriculum about the presidential elections in 2012 and 2016. As I share the challenges and achievements of teaching students with learning difficulties, the results showcase the importance of teaching media literacy to all students.

WPSNY caters to students who have been diagnosed with learning disabilities (LD). This classification includes language processing, executive functioning, and nonverbal processing difficulties. This typically presents as difficulties with decoding and encoding words, expressive language, comprehension, written expression, mathematics, academic problem solving (organizing, planning, managing attention), and social problem solving. The educators at WPSNY create curricula for all students based on the continuous feedback system. We assess our students' strengths and weaknesses, develop an understanding of each student's learning profile, create an educational program that best fits our students, and continually make changes based on student response and assessment. Currently, there are over 230 students who attend WPSNY in grades 4 through 12. Media literacy education has been implemented in content and Focus (or one-on-one) settings, as well as after school clubs.

Following the Presidential Campaign

Learning media literacy is imperative for all students; however, it is even more important for students with learning disabilities to understand how to analyze meaningful material that is so pervasive in their lives. NAMLE's core principles were applied to multiple history classes to further high schoolers' understanding of the 2012 and 2016 presidential elections. At WPSNY, "media literacy education encouraged these students to inquire and critically think about messages they see and create" (National Association of Media Literacy, 2007). Within the context of multiple high school history classes, media literacy education was used to focus on messages posted on social media by politicians and presidential candidates. During both the 2012 and 2016 presidential elections, high school students dissected messages posted on Facebook and Twitter, and created their own media.

During the spring 2012 semester, a high school class of 13 juniors and seniors participated in creating media based on the content taught. Based on the profile created by their dean, this group of students had "difficulty with comprehension of more complex reading material which required inferential reasoning or contain abstract concepts" (Hagerty, 2011). In addition, the group struggled with "executive functioning difficulties...[these] deficits were not primarily knowledge based nor related to cognitive function; but the ability to maneuver in the world" (Hagerty, 2011). Therefore, a history curriculum was created to develop these areas and their knowledge of the history content. Current events were a major part of the history curriculum that year, as many types of media covered the upcoming 2012 presidential election. Throughout the entire year, the students read articles from multiple news sources and discussed the important issues being addressed by the presidential candidates.

During the beginning of the spring semester, the students were assigned to complete the Heart 2 Heart assignment, which was comprised of writing a letter to a politician about one issue that was important to the learner, and then recording themselves reading the letter. This Heart 2 Heart assignment was my creation, as I thought students should participate in civics by writing their government officials on topics that were important to them, as well as to practice creating media using

the same subject. As Appendix A shows, the students were provided with a list of seven politicians and twelve possible topics to choose from, a template for how to write their letters, and equipment for creating their video.

Once completed, I created a video mash-up of their video letters, which was shown at the History fair that year. Most of the class wrote to President Barack Obama and Governor Mitt Romney, the Democrat and Republican presidential candidates at the time. The topics included questions about education and student loans, as well as prevalent social issues, such as gay marriage and women's rights. All of the students created thoughtful letters (which were mailed to the politicians to whom they were addressed) and produced powerful videos that stood on their own.

The students felt empowered through both assignments, although some were admittedly camera shy. This assignment is a perfect example of how media literacy education had a positive impact on students with learning differences. They bolstered their written expression skills through drafting letters, and expanded their comprehension of current issues that impacted themselves as students and as citizens of the United States. Through student reflections and conversations had during and after the project, many voiced their excitement in sending their letters to government officials, and hoped that they would receive a response. Others kept a closer eye on the upcoming election, especially to those topics they had written about. One student brought in her response from her local representative to share with the class.

Social Media and Politics Research Project

The following school year, my high school students participated in another project related to politics. During the fall of 2012, two high school history classes participated in my Social Media and Politics Research Project (SMPRP), which was inspired by an increase in social media usage by both students and presidential candidates alike. The first class consisted of 12 juniors and seniors. According to their group profile created by their dean, their greatest difficulties lay within the “executive functioning and expressive language realms...These students [had] good reading comprehension—but, they [needed] practice to grasp analytical and inferential details from the text. Primarily, this group [had] difficulty with written expression, organizing and planning assignments, and problem solving” (Bodall, 2012). The second class consisted of 13 sophomores and juniors with a similar profile.

The SMPRP project asked the students to follow one liberal and one conservative group on Facebook, as well as following one liberal and one conservative person via Twitter. This could include the presidential candidates, Barack Obama and Mitt Romney, or it could include important liberals or conservatives who used social media to communicate their ideas concerning the presidential election. Appendix B shows the chart sample and Appendix C shows the assignment.

The first goal of this assignment was for students to recognize that social media could be used for more than just personal use. Next, it required them to analyze social media messages, and how the presidential campaigns were utilizing

social media to influence as many voters as possible before Election Day. For seven weeks, both classes read, analyzed, discussed and wrote about media messages that they recorded within the weekly teacher-created SMPRP chart.

This was the first presidential election where social media played such an important role, and these two classes were able to have a hands-on experience evaluating this. This assignment was successful in how it opened my students' eyes to how political candidates and political groups were using social media to spread their messages. After completing the project, several students became much more interested in politics and the 2012 presidential election because of this long-term assignment. It presented important themes and topics flooding the news and social media at that time in a medium that was familiar to them. This type of project does not have to be used solely with students who have learning disabilities; all citizens should understand the impact of how social media has been and continues to be used by political groups to spread messages.

Media Literacy and the 2016 Presidential Election

The 2016 presidential election coverage stretched over two school years. Thus, two separate classes, one during the fall of 2015 and the other from the fall of 2016 participated in media literacy activities related to the presidential campaigns. The first class, a group of 11 juniors and seniors, all struggled with executive functioning, and several of the students were diagnosed with language-processing disorders (Leahey, 2015). This impacted their academic skills, especially their comprehension and writing abilities. For example, the disorganization of materials, ideas, and writing led to difficulties with following through on tasks, understanding of the reading, and demonstrating an understanding on writing assignments. This, coupled with any reading disabilities, such as dyslexia, makes the reading process even harder.

A typical lesson in class would be reading an article together to practice reading comprehension techniques, including identifying important information, highlighting, and taking margin notes. It would also include a breakdown of the information presented in the article and a discussion to further strengthen critical thinking skills. A writing assignment for this class would include answering questions based on the article, which could lead to a longer response with structured outlines. The students could participate within the class, for the most part; however, struggles with sustaining attention both in class and at home led to incomplete assignments.

Media literacy was utilized to help strengthen these academic skills, and in particular, the fall 2015 class analyzed and dissected tweets from multiple presidential hopefuls. The class spent the week participating in various media literacy education activities to participate in the first annual Media Literacy Week which was held the first week of November in 2015. Students logged onto Twitter using the class account, and I modeled what to look for as I broke down multiple tweets. Looking specifically at two candidates, liberal Bernie Sanders and conservative Marco Rubio, the class analyzed various types of tweets, including those with just text or ones with embedded videos, pictures, and articles. Students were asked to identify the subjects of the tweets, the audience these politicians

were trying to target, and to make text-to-self connections by deciding if they would support the candidate based on that tweet alone. Overall, all of the students participated fairly well with this activity. Some students struggled to separate their personal political feelings from the assignment and wrote about disliking the candidate based on preconceived notions. Additionally, others needed more background knowledge about the political parties and a further breakdown of the topics presented in some of the tweets.

During the 2016 fall semester of high school, sophomores and juniors took the previous assignment a step further. This class of 11 students struggled with executive functioning and expressive and receptive language. This group of students was somewhat similar to the 2015 class, as they also had difficulties with executive functioning, but this class was more knowledgeable about the presidential candidates and the issues presented at that time, grasped information more quickly, and were more eager to learn more.

Throughout the entire month of October, the students participated in the teacher-created Campaign Managers Project (see Appendix E). The class was split into four campaign groups: Hillary Clinton, Donald J. Trump, Gary Johnson, and Jill Stein. Each campaign tackled a new assignment each week, and two of the projects required the students to create media for their presidential candidate. Provided with information from their classroom textbook (Remy, 2016), the students learned how past campaigns have influenced voter turnout through various commercial and social media tactics. Joseph Cummins, author of *Anything for a Vote* (2015), visited the class and provided specific examples from previous campaigns to further their understanding before embarking on this assignment. Then, during one week, students were asked to draft two commercials, one pro-their candidate and one anti-their main opponent using “common propaganda techniques” stated in their textbook (Remy, 2016). The second week, during the second annual Media Literacy Week (NAMLE, 2016), each campaign created social media content for Facebook, Instagram, and Twitter with the help of social media templates based on what issues and messages would be best presented for their candidates.

Addressing Learning Disabilities with Media Literacy Education

The greatest difficulty some of these students encountered stemmed from their executive functioning struggles. This usually presents, as previously stated, with difficulties independently planning and breaking down multi-step assignments, follow through and time management, organizing both physical materials such as binders as well as thoughts within writing, and the difficulty with staying focused long enough to complete an assignment. The diagnosis of Attention Deficit Disorder (ADD) and Attention Deficit Hyperactivity Disorder (ADHD) would fall into this category. The students in these classes were inquisitive; they grasped onto the ideas and concepts presented in class, especially when provided with time to analyze the information. Of course, there were a handful of students each year who needed even more support than provided, or needed an extra push. All of them were familiar with social media, as they all had

personal accounts on at least one platform, and many were made aware or could grasp the content when presented in a structured and creative way.

Of course, I met some hurdles when enhancing these students' skills. First, the 2012 SMPRP assignment (Appendix A) needed further categorization and structure for the students to complete them at home consistently. This assignment had multiple steps. Knowing that I now know after six years in the classroom, for students with organization issues, more structure including daily checklists would have aided in completing these assignments more regularly. Moreover, some of the students had difficulty managing their time. While the idea of perusing Facebook or Twitter on a nightly basis was appealing, completing rest of the SMPRP project would be difficult if students did not have a regular schedule to adhere to for completing homework. For instance, although one student in particular was very vocal about politics and enjoyed the project when we discussed it in class, he struggled to organize his assignments and manage his time to complete assignments for all of his classes, not just history.

Furthermore, keeping student attention within the class throughout the years was a challenge at times. Students with ADD and ADHD typically struggle to maintain their focus for long periods of time. Therefore, another challenge was to make sure students understood the directions, listened actively, and participated. Even with prompting and guidance, a handful of students had difficulties sustaining their attention. Ultimately, with the proper structure and guidance in place, media literacy education aided with student development. First, it boosted their knowledge about United States politics and the presidential elections covered. It also was a new and creative way to teach academic skills, as well as to have students practice essential strategies.

Along with executive functioning skills, academic skills were also addressed. These presidential election-related lessons also assisted these students with their academic skills, which was a major impetus for me to include it in my teaching. Along with developing their media literacy, students strengthened their comprehension, written expression, and executive functioning skills. With regards to comprehension, all of the students from both 2012 and 2016 had to critically think about the messages they found on social media. This included understanding different perspectives, identifying media bias and how it impacts the communication of ideas, dissecting what a message contains and how that piece of information is interpreted or misinterpreted, and making text-to-self and text-to-world connections with real world information.

Most of the students in these classes utilized their strength or relative strength of comprehension to aid in developing other academic areas, especially when the instructor provided structure, repetition and review of all concepts and skill strategies. This was certainly the case for written expression, as many of these students could verbalize their thoughts and understanding of the subject matter, but had difficulty with demonstrating it within their writing. Throughout these media-literacy based lessons, all students advanced their writing skills. From brainstorming and outlining, to drafting letters, short essays and research papers, these lessons aided in enhancing their writing skills. Using various articles and social media sites, students were also provided with insight to how journalists

and politicians, including presidential candidates, used the written word to convey important information and ideas. Using a medium such as Twitter also helped students to recognize that word (or rather character) limits means users need to communicate information with less language.

Why We Should Teach Media Literacy in Special Education

Incorporating a media literacy curriculum within the special education setting is imperative for multiple reasons, as it can be applied in many ways for different purposes. First, it can strengthen students' academic and social problem solving skills for many of the students who exhibited learning disabilities on a daily basis. In this case study, it explicitly focused on teaching the presidential election within the history class setting. Yet media can be incorporated into any content class to teach any lesson. Additionally, within this context, a great emphasis was placed on social media. It is important to point out that there are multiple forms of media that could be used within the classroom to aid students develop their academic skills. This includes video clips, movies, television shows, radio broadcasts, songs, podcasts, political cartoons, advertisements in all forms, and others.

Second, in the special education setting, media literacy education can be implemented to provide LD students with a better understanding of the world around them. This was achieved in different ways. For example, students who have difficulty socializing with their peers need guidance in understanding how the media is an active part of socialization, and more importantly, how to navigate this new type of social situation. As stated in NAMLE's (2007) core principles, media literacy education recognizes that media are a part of culture and function as agents of socialization. The social media templates one class used to create mock 2016 presidential campaign messages on Facebook, Twitter, and Instagram was used to educate students on appropriate messaging, which would be beneficial for all students and not just those with an identified learning disability.

Significance

Overall, throughout the span of four school years, from the spring of 2012 to the fall of 2016, 57 students analyzed messages on social media and created their own content so as to better understand the political climate that has accelerated via social media. I believe that media literacy education helped these students to become more informed, reflective, and engaged participants, which is essential for a democratic society.

I believe that my students benefitted from these lessons in a variety of ways. First, the students were introduced to a whole new type of education that is not normally seen in schools, especially in the special education setting. While most of these individuals were somewhat savvy with their personal use of social media, it was a revelation to them that many people, in this case politicians and their campaigns, employ social media to advance messages, and that those messages are not always true or accurate. Second, these lessons and projects were multifaceted and presented history-related content in a new and interesting way. Students learned about the presidential hopefuls, Democratic and Republican

candidates, through hands-on activities, which perhaps made more of an impact than solely relying on text resources. Finally, it allowed me to target specific academic skills that these students needed to develop in order to become more independent and sustainable learners. Therefore, I feel very strongly that media literacy education expanded the concept of literacy, along with other proficiencies to include all forms of media, as well as built and reinforced skills, especially with “integrated, interactive and repeated practice” (NAMLE, 2007).

While it is extremely important to provide media literacy education to all, it is especially important for special education students. Therefore, educators need to understand how to incorporate this instruction into their classes. Teachers at WPSNY provide their colleagues with professional development sessions based on what has proven to contribute to excellent outcomes in the classroom. Media literacy professional development has been provided for a few years now and teachers are becoming more motivated to incorporate it into their classrooms. WSPNY participated in both Media Literacy Weeks (MLW). During the 1st annual MLW, students completed a media literacy survey and the results were presented at an all school meeting. The following year, the entire History Department participated in the 2nd annual MLW, as did many Focus and other content teachers. It is my hope that special education classrooms all over the country will begin to adapt media literacy education for their students, in order to provide a more well-rounded education.

Application

- Write a letter to a politician about one issue that is important to them, and then record themselves reading the letter. Create a mash-up video of these clips.
- Follow politicians or liberal/conservative groups on various social media sites to understand different perspectives and distinguish media bias.
- Analyze tweets from political candidates to distinguish target audience and message
- Create media (i.e. commercials, social media posts) for presidential candidates based on their viewpoints.

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Appendix A
Heart 2 Heart Letter/Video Project

This project has two components: a letter and a video, and you will be graded on both.

Step 1: You must choose a person from the options below (or someone else that has been approved by me) and write/talk to them about one topic that is very important to you.

Step 2: You must pick a topic for your letter/video. You can either pick a topic from the choices below, or you can come up with your own.

Step 3: Using the format I have provided for you, create a letter that you would be proud of sending to your recipient. It will be short, no longer than 200 words. This means that you need to be concise! Please avoid inappropriate language, jokes, and slang. You are representing your ideas and yourself as an American citizen and future voter, so make your voice be heard! You will be sending this letter to the person you choose so make sure that you pick a topic on which you have a strong opinion.

Step 4: Once you write your letter, you will videotape yourself reading the letter out loud. Ideally, your video will be no longer than 1-2 minutes. You will sign out a video camera (and tripod if necessary) from me on the day you have chosen to complete this assignment. You must bring the video equipment back on the day you have agreed to return them so the rest of the class may be able to work on their projects in a timely fashion. We will watch these videos as a class once they all have been created so please keep it clean and professional.

<u>Person</u>	<u>Topics</u>
President Barack Obama Vice President Joe Biden Republican Candidate Mitt Romney Your Congressman (NY: Charles Schumer and Kirsten Gillibrand) Your Representative (by District) Your Governor (NY: Andrew Cuomo)	Education Health Care Military/War Environment 2012 Election Voting Rights Student Loans Economy/Jobs Government Spending Gay Marriage/ Gay Rights Separation of Church and State Women's Rights/ Reproductive Rights

Appendix B
Social Media and Politics Research Project

Directions: Choose from the following to follow on a daily basis, so as to collect research about how politicians/campaigns use social media to broadcast their ideas:

1. Follow two groups on Facebook: (recommended*)
 - a. Liberal view: One Million Strong Against Mitt Romney in 2012
 - b. Conservative view: AMERICANS AGAINST BARACK OBAMA
 - c. Any other choices must be approved by me ahead of time (so do your research)
2. Follow one “liberal” and one “conservative” on Twitter:
 - a. Liberal: President Obama, Michelle Obama, VP Joe Biden, Rachel Maddow, Ed Schultz, Lawrence O’Donnell, Chris Matthews, etc.
 - b. Conservative: Mitt Romney, Ann Romney, Rush Limbaugh, Paul Ryan, Ann Coulter, FOX news, etc.
 - c. Any other choices must be approved by me ahead of time (so do your research)

Steps in the Process

- a) “Follow” the groups above, either on Facebook and/or on Twitter. Following both social media sites is recommended, as it will provide more of a rounded view of each political “side”.
- b) Set a time of day (Monday-Friday) that you will be checking these sites. Write it in your planner under History, as it will be part of your grade to complete this task on a daily basis for this assignment. Use the checklist attached.
- c) When you go online to check, you should check your feed to see what information/pictures/articles/quotes/etc. have been posted. Copy one or two “posts” to a chart into the Word document I have emailed you. Add the date you found it (See page #2 for example). If you see an article, skim it to understand why it was posted by a liberal or a conservative. This activity should only take 5-10 minutes a day; if you are skimming an article, it should take a little longer.
- d) Every weekend (Saturday or Sunday), you will email me your word document so I can see what you have compiled. Using this information, we will, as a class, look at what is being presented to the public as well as how the information is being presented.
- e) At the end of the month, you will print out your social media chart and create a writing assignment based on what you find. A rubric with specifics will be handed out for more information.

Appendix C
Social Media & Politics Chart Example

Liberal	Conservative
<p>Monday, September 3rd, 2012</p> <p>Mitt Romney Endorsements</p>  <p>Fb.com/stopmitt Enough Said Fb.com/stopmitt</p>	 <p>2012 DNC CONVENTION SCHEDULE</p> <p>4:00 PM - Opening Flag Burning Ceremony.</p> <p>4:05 PM - Singing of "Gawd D_am America " led by Rev. Jeremiah Wright</p> <p>4:10 PM - Pledge of Allegiance to Obama.</p> <p>4:15 PM - Ceremonial 'I Hate America' led by Michelle Obama.</p> <p>4:30 PM - Tips on Dodging Sniper Fire. Hillary Clinton.</p> <p>4:45 PM - RAP duet 'Whitey Is_A_Racist' sung by Luis Farrakhan and Sheila Williams</p> <p>5:00 PM - UFO Abduction Survival Tips by. VP Joe Biden.</p> <p>5:15 PM - Nancy Pelosi presents speech on 'Ethics' in Politics'.</p> <p>5:30 PM - Eliot Spitzer Speaks on "Keeping Your_Ho Quiet".</p> <p>5:45 PM - Tribute to All 57 States.</p> <p>6:00 P M- Marriage ceremony for 300 Gay couples</p> <p>KEYNOTE - 7:00 P M YOU DIDN'T BUILD THAT BARRACK HUSSEIN OBAMA <small>(LMAO BARRY SEETORO)</small></p>
<p>Wednesday, September 5th, 2012</p> 	<p>http://www.foxnews.com/opinion/2012/09/03/five-things-wont-hear-at-democratic-national-convention/</p> <p>“Five things you won't hear at the Democratic National Convention”</p>
<p>Thursday, September 6th, 2012</p> <p>“POTUS: ‘We've got more doors of opportunity to open up for anybody who's willing to work hard and walk through those doors”</p>	<p>“Americans deserve a president who gets it; a leader who understands we're not better off, and who has a plan to fix the economy.” Paul Ryan</p> <p>https://twitter.com/PaulRyanVP/status/243018143822401537</p>

Appendix D
Social Media and Politics Research Project (SMPRP) Writing Assignment #1

Directions: Follow all of the steps below to successfully complete this writing assignment.

Step 1: Choose one “liberal” picture/quote/article that you have added to your chart within the month of September. Make sure that it is one that you understand.

Step 2: Summarize the picture/quote/article you have chosen. This means you should include: who is in the post, when and where you found it (add the date/place), what it means (is there a back story?), and why you think it was created and posted to a “liberal” group. This should be a paragraph in length.

Step 3: Write your opinion about the picture/quote/article you have chosen. Answer the following questions:

- What is the reaction you had when you saw this post?
- Does this accurately reflect the person/idea it’s focusing on? If yes, explain why. If no, explain why not.
- Do you think this post will affect how someone will vote in November? Explain your answer.

Step 4: Copy and paste this “liberal” post onto the page you have your writing assignment.

Step 5: Choose one “conservative” picture/quote/article that you have added to your chart within the month of September. Make sure that it is one that you understand.

Step 6: Summarize the picture/quote/article you have chosen. This means you should include: who is in the post, when and where you found it (add the date/place), what it means (is there a back story?), and why you think it was created and posted to a “liberal” group. This should be a paragraph in length.

Step 7: Write your opinion about the picture/quote/article you have chosen. Answer the following questions:

- What is the reaction you had when you saw this post?
- Does this accurately reflect the person/idea it’s focusing on? If yes, explain why. If no, explain why not.
- Do you think this post will affect how someone will vote in November? Explain your answer.

Step 8: Copy and paste this “conservative” post onto the page you have your writing assignment.

Step 9: Edit your work. Read your writing out loud, use text-to-speech on your computer, have someone read it aloud to you, etc. Also, please use spell check.

Appendix E
Campaign Managers Project

Background information: With less than fifteen days left until Election Day, you have a limited amount of time to reach potential voters. One way to do this is through creating advertisements for television. Your team will be tasked with creating two campaign commercials: one for your candidate and one against your greatest opponent.

Assignment: TV Advertising

Your team will create two tv commercials for your candidate. Here are some things you need to think about when creating them:

- **Length:** 30-60 seconds per commercial
- **Images:** use images related to the topic. This can include pictures, video or both.
- **Message:** make sure the message is clear to the viewers.
- **Techniques:** you can use a variety of techniques. Here are some examples:
 - Emotional appeal (Pathos)
 - Facts and statistics (Logos)
 - Credibility or character (Ethos)
 - Weasel words
 - Endorsements
 - Patriotic

Technical: narration/voice over, background music, subtitles, colors
Final shot with campaign logo and who funded the commercial

The Nitty-Gritty: Create one pro-candidate commercial and one anti-opponent commercial

1. Pro: This commercial will highlight something positive about your candidate. It could include:

- A stance on an issue
- Political experience
- Personal background/story that is relatable
- Creating a positive perception of the candidate
- Other: any other idea you come up with must be approved before you begin!

3. Anti: This commercial will highlight something negative about your candidate's greatest opponent. It could include:

- A stance on an issue that is unlike your candidate's own
- Lack of political experience or bad experience
- Personal background/story that will make voters dislike them
- Creating a negative perception of the opponent
- Other: any other idea you come up with must be approved before you begin!

Complete one storyboard for each commercial

Write up a proposal of each commercial based on provided outline

Do NOT recreate a commercial that you have found. Be creative!

Directions: Complete the following for both commercials. Make sure you reread/edit each other's work!

Paragraph 1: Description

Provide a detailed description of what takes place in your commercial. This is the play-by-play of what is taking place in your commercial. Based on this description, readers will be able to easily visualize your creation.

Paragraph 2: Rationale

Prove the reasoning behind the decisions your team made. Why did you pick the themes and techniques that you did? Does it include any of the “powerful and effective” techniques as mentioned in the NY Times podcast?

Paragraph 3: Broadcasting

Once this commercial is created, your campaign has to make important decisions about its future broadcasting. Provide information about:

- Which television stations it will air on and why (local vs. national).
- When (time of day) this commercial will air and how many times.
- Which states (or will it be nationally) the commercial is broadcasted