

CHAPTER
28

GUIDED READING *Kennedy and the Cold War*

Section 1

A. As you read this section, complete the time line by taking notes about the election of John F. Kennedy and about his handling of several Soviet-American confrontations.

| | | |
|-------------|--|---|
| 1957 | Launch of <i>Sputnik 1</i> | 1. What were some of the factors that helped John F. Kennedy win the presidency? |
| 1960 | U-2 incident Alignment of Cuba with the Soviet Union U.S. presidential election → | |
| 1961 | Bay of Pigs → Berlin crisis → | |
| 1962 | Cuban missile crisis → | 2. What were the results of the Bay of Pigs invasion? |
| 1963 | Installation of hot line → Negotiation of Limited Test Ban Treaty → | 3. How was the Berlin crisis resolved? 4. What were the effects of the Cuban missile crisis? 5. Why was the hot line installed? 6. What would the Limited Test Ban Treaty eventually do? |

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B. On the back of this paper, briefly explain Kennedy's policy of **flexible response**.

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GUIDED READING *The New Frontier*

Section 2

A. As you read this section, take notes to answer questions about President Kennedy's attempts to solve domestic and international problems.

The New Frontier: Fulfilled Promises

| Problems | What did Kennedy believe the government could do to solve the problem? | What programs, laws, and accomplishments resulted from Kennedy's beliefs? |
|------------------------------|---|--|
| 1. Economic recession | | |
| 2. Poverty abroad | | |
| 3. Soviet successes in space | | |

The New Frontier: Unfulfilled Promises

| Rejected Proposals | Later Proposals |
|--|---|
| 4. What reform proposals did Kennedy make that were rejected by a conservative Congress? | 5. In 1963, what proposals did Kennedy make but never had the chance to guide through Congress? |

B. On the back of this paper, define **mandate**. Then explain what the **Warren Commission** was and what it did.

CHAPTER
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GUIDED READING *The Great Society*

Section 3

A. As you read, note what each program or law did or was intended to do.

| Program or Law | Objectives or Results |
|---|------------------------------|
| 1. Tax-cut bill of 1964 | |
| 2. Civil Rights Act of 1964 | |
| 3. Economic Opportunity Act of 1964 | |
| 4. Elementary and Secondary Education Act | |
| 5. Medicare | |
| 6. Medicaid | |
| 7. Immigration Act of 1965 | |

B. Note how the court ruled in each case or what the decision accomplished.

| Court Cases | Results |
|---------------------------------------|----------------|
| 1. <i>Brown v. Board of Education</i> | |
| 2. <i>Baker v. Carr</i> | |
| 3. <i>Mapp v. Ohio</i> | |
| 4. <i>Gideon v. Wainright</i> | |
| 5. <i>Escobedo v. Illinois</i> | |
| 6. <i>Miranda v. Arizona</i> | |

CHAPTER
28

Section 1

SKILLBUILDER PRACTICE *Hypothesizing*

Since the televised Kennedy-Nixon debates, television has played an increasing role in presidential campaigns. Do you think political TV advertising has any effect on voter opinion? Write your hypothesis on the chart below; then read the passage. Next, go back to the chart to write down three facts you read and to identify whether the facts support your hypothesis. (See Skillbuilder Handbook, p. 1045.)

Political Advertising Writer Max Frankel, in a column in the *New York Times Magazine* (January 14, 1996), discusses a sociological study about how political advertisements affect voters. On the positive side, the researchers found that campaign advertising did inform viewers about candidates' stands on various issues. They also found that televised campaign advertising could not change the minds of voters who supported other candidates or who were unaligned with any political party. According to Frankel's article, the findings also indicated that while negative ads caused people to turn away from voting, positive ads could bring voters back to the election process.

Negative Ads The researchers discovered, however, that the majority of political advertising involved negative ads in which the advertising politician attacked his or her opponent. Furthermore, the sociologists found, such advertising does not tend to gain additional voters for the advertiser. Rather, it solidifies the convictions of existing supporters but turns off others. Instead of

convincing undecided voters to vote for their candidate, such ads cause more and more cynicism about politicians in general. As a result, fewer voters turn out to vote.

Former *Washington Post* reporter Paul Taylor agrees that negative political ads turn off and turn away voters. He points out that half the eligible voters in the United States choose not to vote. Taylor blames this lack of response on television ads and coverage that "repel people" instead of encouraging them to participate in the democratic process of voting.

Taylor points out that seven or 30 seconds—the length of time of most television ads—does not give politicians enough time to make a positive statement about what they believe in and stand for. Campaign workers have found, Taylor suggests, that a negative ad provides more efficient use of air time. He also suggests that negative ads are particularly designed with the intention of persuading voters not to vote for an opponent and in effect not to vote at all.

| | | | | | | | | |
|---|--|----|---|--|----|---|--|----|
| Hypothesis: | | | | | | | | |
| Fact 1 | | | Fact 2 | | | Fact 3 | | |
| Does it support your hypothesis? | | | Does it support your hypothesis? | | | Does it support your hypothesis? | | |
| Yes | | No | Yes | | No | Yes | | No |

CHAPTER
28

GEOGRAPHY APPLICATION: PLACE

Divided Germany and the Berlin Wall

Section 1

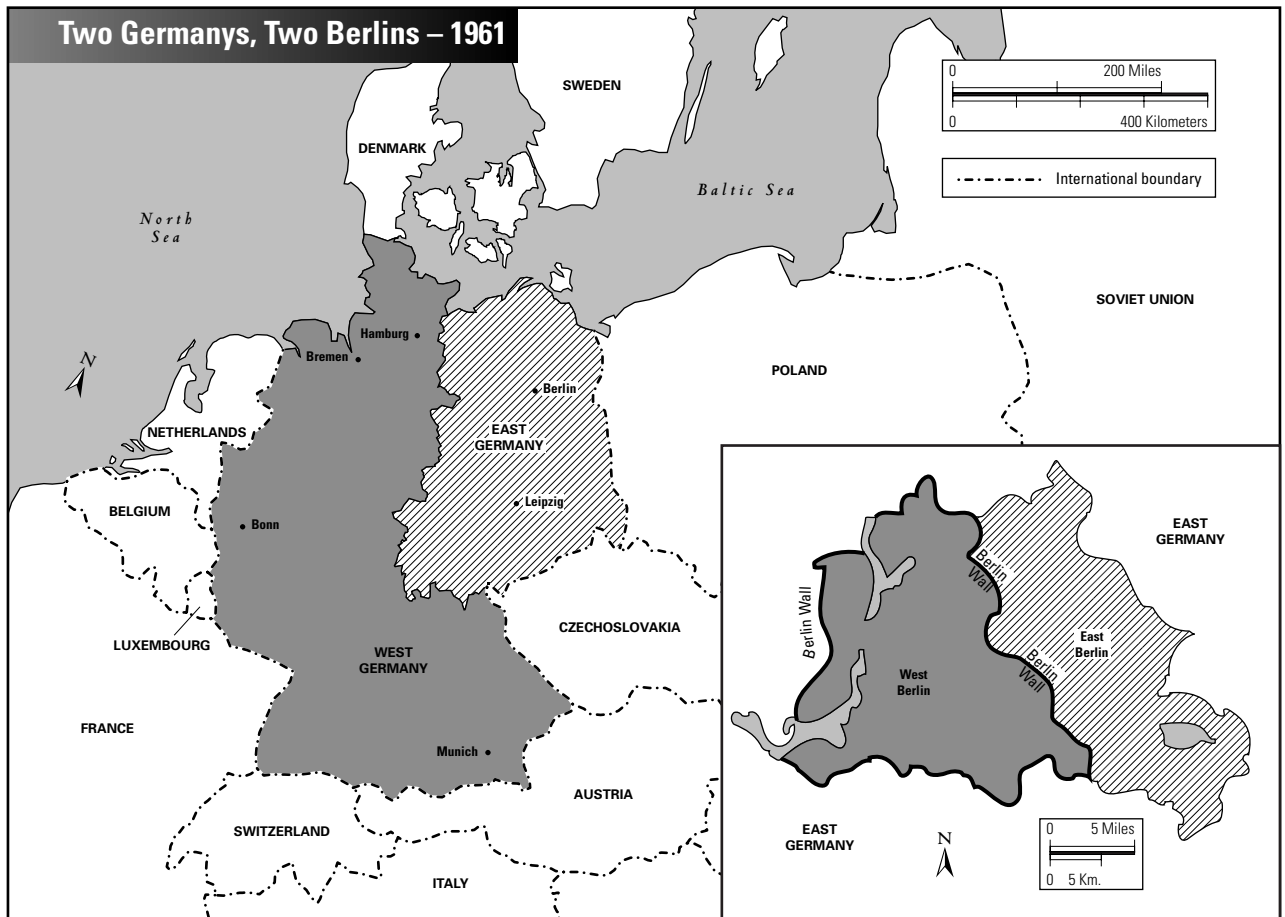
Directions: Read the paragraphs below and study the maps carefully. Then answer the questions that follow.

After winning World War II, the Allies divided Germany into four separately administered zones. The Soviet Union controlled the eastern part of the country, while the United States, Great Britain, and France controlled the western part, which was soon united into one political division.

The same divisions existed within the former German capital of Berlin, and the city became a frequent source of U.S.-Soviet tension in the post-war era. Between 1949 and 1961, about 2.7 million East Germans fled to freedom in West Germany. Hundreds of thousands of them escaped simply by making their way into relatively open West Berlin and then flying to West Germany. In the summer

of 1961, about 1,500 East Germans a day were fleeing into West Berlin. As a result, a wall 13 feet high and about 100 miles long was built around West Berlin that fall. The Hungarian composer György Ligeti described the walled-in region as “a surrealist cage in which those inside are free.”

The Berlin Wall created an emotional crisis for the city’s residents. The wall cut across 62 city streets and 131 outlying roads. Relatives and friends were separated. Those living in East Berlin and working in West Berlin lost their jobs. During the wall’s 28 years of existence, about 80 people were killed trying to climb over it and get inside.



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Interpreting Text and Visuals

1. Which part of Germany was controlled by the United States, Great Britain, and France after World War II? _____

2. Who controlled the larger part of postwar Germany—the Soviet Union or the three Western powers? _____

3. In which part of Germany was Berlin located? _____

4. Use a ruler and the scale on the main map to determine approximately how far Berlin lay from the closest point in West Germany. _____

In what way do you think Berlin's location was a problem for the Western powers?

5. Which government—West Germany's or East Germany's—do you think erected the Berlin Wall? _____

Why was the wall built? _____

6. Before 1961, what might have been the best way for someone living in Leipzig to escape to Munich? _____

7. Explain the irony—the opposite of what might be expected—in György Ligeti's characterization of West Berlin. _____



Section 1

PRIMARY SOURCE

John F. Kennedy's Inaugural Address

On January 20, 1961, John F. Kennedy was sworn in as the 35th president of the United States. As you read Kennedy's inaugural address, think about the challenge that he issues to his fellow Americans.

We observe today not a victory of party but a celebration of freedom—symbolizing an end as well as a beginning—signifying renewal as well as change. For I have sworn before you and Almighty God the same solemn oath our forebears prescribed nearly a century and three-quarters ago.

The world is very different now. For man holds in his mortal hands the power to abolish all forms of human poverty and all forms of human life. And yet the same revolutionary beliefs for which our forebears fought are still at issue around the globe—the belief that the rights of man come not from the generosity of the state but from the hand of God.

We dare not forget today that we are the heirs of that first revolution. Let the word go forth from this time and place, to friend and foe alike, that the torch has been passed to a new generation of Americans—born in this century, tempered by war, disciplined by a hard and bitter peace, proud of our ancient heritage—and unwilling to witness or permit the slow undoing of those human rights to which this nation has always been committed and to which we are committed today at home and around the world.

Let every nation know, whether it wishes us well or ill, that we shall pay any price, bear any burden, meet any hardship, support any friend, oppose any foe to assure the survival and the success of liberty.

This much we pledge—and more.

To those old allies whose cultural and spiritual origins we share, we pledge the loyalty of faithful friends. United, there is little we cannot do in a host of cooperative ventures. Divided, there is little we can do—for we dare not meet a powerful challenge at odds and split asunder.

To those new states whom we welcome to the ranks of the free, we pledge our word that one form of colonial control shall not have passed away merely to be replaced by a far more iron tyranny. We shall not always expect to find them supporting our view. But we shall always hope to find them

strongly supporting their own freedom—and to remember that, in the past, those who foolishly sought power by riding the back of the tiger ended up inside.

To those people in the huts and villages of half the globe struggling to break the bonds of mass misery, we pledge our best efforts to help them help themselves, for whatever period is required—not because the Communists may be doing it, not because we seek their votes, but because it is right. If a free society cannot help the many who are poor, it cannot save the few who are rich.

To our sister republics south of our border, we offer a special pledge—to convert our good words into good deeds—in a new alliance for progress—to assist free men and free governments in casting off the chains of poverty. But this peaceful revolution of hope cannot become the prey of hostile powers. Let all our neighbors know that we shall join with them to oppose aggression or subversion anywhere in the Americas. And let every other power know that this hemisphere intends to remain the master of its own house.

To that world assembly of sovereign states, the United Nations, our last best hope in an age where the instruments of war have far outpaced the instruments of peace, we renew our pledge of support—to prevent it from becoming merely a forum for invective—to strengthen its shield of the new and the weak—and to enlarge the area in which its writ may run.

Finally, to those nations who would make themselves our adversary, we offer not a pledge but a request—that both sides begin anew the quest for peace before the dark powers of destruction unleashed by science engulf all humanity in planned or accidental self-destruction. We dare not tempt them with weakness. For only when our arms are sufficient beyond doubt can we be certain beyond doubt that they will never be employed.

But neither can two great and powerful groups of nations take comfort from our present course—

both sides overburdened by the cost of modern weapons, both rightly alarmed by the steady spread of the deadly atom, yet both racing to alter that uncertain balance of terror that stays the hand of mankind's final war.

So let us begin anew—remembering on both sides that civility is not a sign of weakness, and sincerity is always subject to proof. Let us never negotiate out of fear. But let us never fear to negotiate.

Let both sides explore what problems unite us instead of belaboring those problems which divide us.

Let both sides, for the first time, formulate serious and precise proposals for the inspection and control of arms—and bring the absolute power to destroy other nations under the absolute control of all nations.

Let both sides seek to invoke the wonders of science instead of its terrors. Together let us explore the stars, conquer the deserts, eradicate disease, tap the ocean depths, and encourage the arts and commerce.

Let both sides unite to heed in all corners of the earth the command of Isaiah—to “undo the heavy burdens . . . [and] let the oppressed go free.”

And if a beachhead of cooperation may push back the jungle of suspicion, let both sides join in creating a new endeavor, not a new balance of power but a new world of law, where the strong are just and the weak secure and the peace preserved.

All this will not be finished in the first 100 days. Nor will it be finished in the first 1,000 days, nor in the life of this administration, nor even perhaps in our lifetime on this planet. But let us begin.

In your hands, my fellow citizens, more than mine, will rest the final success or failure of our course. Since this country was founded, each generation of Americans has been summoned to give testimony to its national loyalty. The graves of young Americans who answered the call to service surround the globe.

Now the trumpet summons us again—not as a call to bear arms, though arms we need—not as a call to battle, though embattled we are—but a call to bear the burden of a long twilight struggle, year in and year out, “rejoicing in hope, patient in tribulation”—a struggle against the common enemies of man: tyranny, poverty, disease, and war itself.

Can we forge against these enemies a grand and global alliance, North and South, East and West, that can assure a more fruitful life for all mankind? Will you join in that historic effort?

In the long history of the world, only a few generations have been granted the role of defending freedom in its hour of maximum danger. I do not shrink from this responsibility—I welcome it. I do not believe that any of us would exchange places with any other people or any other generation. The energy, the faith, the devotion which we bring to this endeavor will light our country and all who serve it—and the glow from that fire can truly light the world.

And so, my fellow Americans—ask not what your country can do for you—ask what you can do for your country.

My fellow citizens of the world—ask not what America will do for you but what together we can do for the freedom of man.

Finally, whether you are citizens of America or citizens of the world, ask of us here the same high standards of strength and sacrifice which we ask of you. With a good conscience our only sure reward, with history the final judge of our deeds, let us go forth to lead the land we love, asking His blessing and His help, but knowing that here on earth God's work must truly be our own.

from *Department of State Bulletin*, February 6, 1961.

Activity Options

1. Kennedy inspired the nation with his youth, his charisma, and his energy. With a small group of classmates, select several passages from this speech that you think Americans found particularly inspiring or meaningful at the time. Then read these passages aloud to the rest of the class.
2. President Kennedy challenged Americans to ask themselves what they can do for their country. Ask yourself the same question—what can you do to make your country stronger, safer, and more just? With a group of classmates, brainstorm ideas and draw up a plan for putting one idea into action.

CHAPTER
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Section 1

PRIMARY SOURCE **Political Cartoon**

Herbert Block drew this political cartoon shortly after the Cuban missile crisis, the most serious U.S.-Soviet confrontation. Notice that, unlike many American politicians and journalists who were severely critical of the Soviet leader at the time, Block depicts Nikita Khrushchev as an equal of President Kennedy in struggling to contain nuclear war.



"Let's get a lock for this thing" from *Herblock: A Cartoonist's Life* (Macmillan, 1993).

Discussion Questions

1. What message does this cartoon send to the leaders of the United States and the Soviet Union?
2. Considering the climate of the Cold War in 1962, do you think the spirit of this cartoon is overly optimistic? Why or why not?

CHAPTER
28

Section 3

PRIMARY SOURCE *from Unsafe at Any Speed*

In 1964 the assistant secretary of labor hired lawyer and consumer advocate Ralph Nader as a consultant on automobile safety. Nader's government report, which was later published in book form, blasted the automobile industry. According to this excerpt from Nader's book, why did car manufacturers resist making safer vehicles?

For over half a century the automobile has brought death, injury, and the most inestimable sorrow and deprivation to millions of people. With Medea-like intensity, this mass trauma began rising sharply four years ago, reflecting new and unexpected ravages by the motor vehicle. A 1959 Department of Commerce report projected that 51,000 persons would be killed by automobiles in 1975. That figure will probably be reached in 1965, a decade ahead of schedule.

A transportation specialist, Wilfred Owen, wrote in 1946, "There is little question that the public will not tolerate for long an annual traffic toll of 40,000 to 50,000 fatalities." Time has shown Owen to be wrong. Unlike aviation, marine, or rail transportation, the highway-transport system can inflict tremendous casualties and property damage without in the least affecting the visibility of the system. Plane crashes, for example, jeopardize the attraction of flying for potential passengers and therefore strike at the heart of the air-transport economy. They motivate preventative efforts. The situation is different on the roads.

Highway accidents were estimated to have cost this country, in 1964, \$8.3 billion in property damage, medical expenses, lost wages, and insurance overhead expenses. Add an equivalent sum to comprise roughly the indirect costs and the total amounts to over 2 percent of the gross national product. But these are not the kind of costs which fall on the builders of motor vehicles (excepting a few successful law suits for negligent construction of the vehicle) and thus do not pinch the proper foot. Instead, the costs fall to users of vehicles, who are in no position to dictate safer automobile designs.

In fact, the gigantic costs of the highway carnage in this country support a service industry. A vast array of services—medical, police, administrative, legal, insurance, automotive repair, and funeral—stand equipped to handle the direct and indirect consequences of accident-injuries. Traffic accidents create economic demands for these services running into billions of dollars. It is in the post-accident response that lawyers and physicians and other specialists

labor. This is where the remuneration lies and this is where the talent and energies go. Working in the area of prevention of these casualties earns few fees. Consequently our society has an intricate organization to handle direct and indirect aftermaths of collisions. But the true mark of a humane society must be what it does about *prevention* of accident injuries, not the cleaning up of them afterward.

Unfortunately, there is little in the dynamics of the automobile accident industry that works for its reduction. Doctors, lawyers, engineers, and other specialists have failed in their primary professional ethic; to dedicate themselves to the prevention of accident-injuries. The roots of the unsafe-vehicle problem are so entrenched that the situation can be improved only by the forging of new instruments of citizen action. When thirty practicing physicians picketed for safe auto design at the New York International Automobile Show on April 7, 1965, their unprecedented action was the measure of their desperation over the inaction of the men and institutions in government and industry who have failed to provide the public with the vehicle safety to which it is entitled. The picketing surgeons, orthopedists, pediatricians, and general practitioners marched in protest because the existing medical, legal, and engineering organizations have defaulted.

from Ralph Nader, Unsafe at Any Speed: The Designed-In Dangers of the American Automobile (New York: Grossman, 1965).

Research Options

1. Use a resource such as *The World Almanac and Book of Facts* or *Statistical Abstract of the United States* to gather recent statistics on highway fatalities. Find out whether the situation that Nader described in this excerpt has improved.
2. Research the immediate impact of Nader's report on the automobile industry as well as the long-term results. Are cars safer today? If so, why? Discuss your findings with your classmates.

CHAPTER
28**Section 2****AMERICAN LIVES** **Alan Shepard**
Space Explorer Who Restored Confidence

"It's a beautiful day. Boy, what a ride!"—Alan Shepard's first words on returning to Earth after his space flight, 1961

Alan Shepard (b. 1923) was the first American in space and the fifth person to walk on the moon. He helped to restore Americans' confidence in the space program.

While he was in the Navy, Shepard became fascinated with flying. He wanted to win his flight wings so badly that along with naval flight training he also took civilian flying courses. He became a pilot in 1947 and three years later a test pilot—a sometimes dangerous calling.

Soon after the Soviet Union embarrassed the United States by orbiting the first artificial satellite in 1957, the National Aeronautics and Space Administration (NASA) decided that America needed to be first to orbit a human. NASA sent letters to the top test pilots inviting them to apply for the program. Shepard joined the program and after months of testing was named as one of the first seven astronauts in Project Mercury.

For the next two years, the astronauts took classes in astronomy, astrophysics, and biology. They endured constant physical tests. They patiently suffered through experiments that checked their responses to weightlessness and high gravity. They smiled through countless press conferences and public appearances. Finally, Shepard was chosen to take the first flight.

Then Americans had a crisis of confidence. In April 1961, the Soviet Union rocketed Yuri Gagarin into space. Americans were embarrassed once again by the Soviet Union's space superiority. NASA looked inept—especially later in the month when it had to blow up two rockets that were not working correctly. On top of these disasters, Shepard's flight had to be canceled because of bad weather. Nothing, it seemed, was going right.

Finally, on May 5, 1961, the weather was cooperative. Shepard was strapped into the capsule just after five in the morning. Problems forced a delay in the countdown, however. Finally, Shepard's irritated voice came over the radio to the engineers. "Why don't you fix your little problem . . . and light this candle." At 9:34 the rocket ignited, and

Shepard was lifted into space. He returned to Earth fifteen minutes later. His flight was not as impressive as Gagarin's orbit of the earth, but Americans were thrilled. Shepard was treated like a hero. He was given a medal by President Kennedy and a huge parade by New York City. Twenty days later, the President used his success as the occasion for a new goal: to land an American on the moon.

Shepard hoped to fly a spacecraft again. It seemed as though he would get his wish in 1963 when he was named to the Gemini program, the Project Mercury successor. However, Shepard had developed an inner-ear problem that caused him dizziness in the air. Shepard stayed with NASA as an administrator, but he was not allowed to fly.

Five years later, Shepard had surgery to repair his ear problem. He then joined the Apollo program, which aimed at landing on the moon. NASA enjoyed success with two moon landings in 1969. Then, in 1970, disaster hit when equipment problems forced NASA to abort the Apollo 13 lunar landing and three astronauts almost died in space. Clouds returned to the U.S. space effort.

Once again, though, Shepard eased Americans' concerns. His Apollo 14 flight in 1971 was flawless. At age 47, he became the oldest American to fly in space and the fifth to walk on the moon. The mission proceeded so smoothly that, during his moon walk, Shepard hit a few golf balls. In 1974 Shepard resigned from the space program and the Navy and went into private life.

Questions

1. The first seven astronauts were given constant media attention? Why?
2. From two hours before liftoff until after the recovery of his space capsule, Shepard's first flight was broadcast live. Why would the government allow that?
3. Do you think landing a person on the moon was a worthwhile goal? Why or why not?

CHAPTER
28

Section 3

AMERICAN LIVES **Rachel Carson**
Pioneering Writer of Science

"[W]e should no longer accept the counsel of those who tell us we must fill our world with poisonous chemicals. We should look about and see what other course is open to us."—Rachel Carson, *Silent Spring* (1962)

Rachel Carson (1907–1964) was a talented writer who cared deeply for nature. Fearing for the safety of the natural world, she wrote a book that helped launch the environmental movement.

Carson always wanted to be a writer. In college, though, she took a biology course that fascinated her, and she switched her major from English. After additional study, Carson taught science. Faced with the need to support her mother and two orphaned nieces, she took a job with the Bureau of Fisheries in 1936. At the urging of others, she submitted to a magazine an article she had written for the bureau, and it was accepted. A publisher then asked Carson to expand the piece into a book. The result, *Under the Sea-Wind* (1941), “a naturalist’s picture of ocean life,” was praised but did not sell well to a public suddenly worried about world war.

It was ten years before Carson could publish her second book, *The Sea Around Us*. Praised for its science and poetic exploration of the oceans’ mysteries, the book was the top-seller. More important, the book’s financial success—and a fellowship she was awarded—allowed Carson to resign her job and write full time. In 1955 she published her third book, *The Edge of the Sea*, a study of Atlantic Coast seashores.

Soon Carson undertook another project—one that would have profound effect on American attitudes. A friend of Carson had a bird sanctuary on her property. Following state law, it had been sprayed with DDT, a pesticide. Her friend noticed that birds were dying in large numbers. She asked Carson to help put a stop to using DDT. In her old government job, Carson had read disturbing reports about DDT. With this new evidence of its dangers, she resolved to write about it.

DDT had been discovered by a Swiss chemist in 1939. It was an excellent killer of insects. During World War II, DDT use prevented disease among soldiers and refugees. After the war, DDT helped save millions of lives by killing mosquitoes that carry malaria. However, DDT had problems, too. It

could not be washed off food, and it could build up to dangerous levels in animals’ and humans’ bodies over time. Also, insects were acquiring resistance to DDT. That meant that larger doses would be needed to kill them. Those larger doses were more dangerous to animals and humans. Still, most people of the day knew only of DDT’s successes. It seemed like a miracle chemical.

For years, Carson read scientific reports about DDT and worked on a fourth book. She found that DDT sprayed on a Michigan college campus to destroy bugs had also killed all local robins. She learned that DDT was responsible for the declining numbers of many bird species—including the national bird, the bald eagle. Finally, in 1962, she published the now-classic *Silent Spring*.

Carson’s book was subjected to a storm of criticism from chemical companies. She was called “hysterical,” and her book, they said, should be ignored. The public, though, was disturbed by Carson’s claims—which she had backed with research. President Kennedy called a special commission to investigate. It agreed that DDT was dangerous, and by 1969, the government was phasing out most uses of the pesticide.

Carson’s book had even more wide-ranging consequences. She demonstrated that people were affected by what affected nature. Americans’ thinking changed as a result, and many people were drawn into environmental work. Carson died from cancer less than two years after *Silent Spring* was published, but she lived long enough to know she had made the desired impact.

Questions

1. How did public attitudes to DDT make it difficult for Carson to convince people of its dangers?
2. What did Carson mean when she titled her book *Silent Spring*?
3. Why did chemical companies attack Carson for *Silent Spring*?

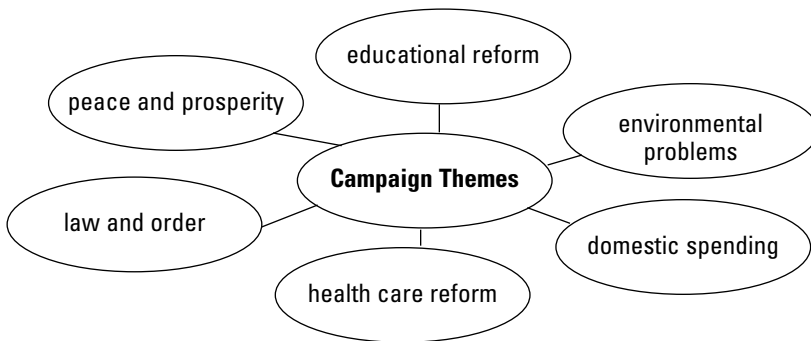
CHAPTER
28
Project

LIVING HISTORY

Creating a Campaign Commercial

GETTING STARTED Ask your teacher if you can work in a small group. Imagine you are media consultants of an ad agency specializing in political commercials. Choose a presidential candidate—either real or fictional—to “sell” to the American public. Begin thinking about effective TV political commercials you have seen. Also, talk with adults about impressive TV political commercials they can recall for presidential elections.

PLANNING A CAMPAIGN In Chapter 28, you read that in 1960 John F. Kennedy sounded the campaign theme of active leadership—“to get America moving again.” The TV political ad you plan should echo your presidential candidate’s campaign theme—a statement that capsulizes the key message to voters. If your presidential candidate is an actual historical figure, research the themes that were pivotal in his bid for the White House. If your presidential candidate is fictional, create a cluster diagram similar to the one below to brainstorm major issues that you might expand into a campaign theme.



DRAFTING THE TV SCRIPT Choose among the following “cast of characters” to deliver the lines of your script:

- a voiceover narrator, an unseen actor who raises key points
- the presidential candidate
- political leaders and voters who endorse the candidate

PRESENTING YOUR CAMPAIGN Decide on the kind of presentation—storyboard, skit, videotape, and so on—that you think would best communicate the message of your revised commercial.

Books to Check Out

- *Hail to the Candidate: Presidential Campaigns from Banners to Broadcasts* (1992) by Keith Melder
- *The World Almanac of Presidential Campaigns* (1992) by Eileen Shields-West

Excerpts from Ronald Reagan's TV Commercials

- 1980** “Can we afford four more years of broken promises. In 1976, Jimmy Carter promised to hold inflation to 4 percent. Today it’s 14 percent. . . . Can we afford four more years?”
- 1984** “America’s back. People have a sense of pride they never thought they’d feel again.”

Scriptwriting Tips

- Pick a campaign theme to highlight.
- Target your audience—for example, young voters, farmers, women, minorities, etc.
- Use striking verbal and visual images to grab your audience’s attention.
- Decide if the candidate should attack opponents or ignore them.
- Make your message short, simple, and direct.
- Be persuasive! You’re trying to win votes.



LIVING HISTORY *Standards for Evaluating
a Campaign Commercial*

| IDEAS AND CONTENT | Exceptional | Acceptable | Poor |
|--|--------------------|-------------------|-------------|
| 1. Focuses on a relevant campaign theme | | | |
| 2. Conveys a clear message | | | |
| 3. Shows thoughtful planning and organization | | | |
| 4. Uses persuasive appeals targeted to a broad range of voters | | | |
| 5. Reflects knowledge of the political candidate | | | |
| INDIVIDUAL PERFORMANCE | | | |
| 6. Demonstrates judgment in the selection of the best medium for presenting the commercial | | | |
| 7. Gives an effective visual display or dramatic delivery of a campaign commercial | | | |
| 8. Engages and informs the audience | | | |

Comments _____

Overall rating _____

