



## **Citizens, Not Spectators**

### **Lesson 1: Slogans in Presidential Elections**

#### **Student Handout 2: What's in a Slogan?**

You will complete the following activity: *What's in a Slogan?* by working in two distinct and different groups of classmates. Please follow the directions given here and by your teacher.

1. The class will be divided into 12 small groups of 2 or 3. Your teacher will assign each group a set of slogans from Student Handout 1. Your group will be responsible for determining the relevance to the election of the slogans assigned to you. You will do that by identifying the historical, social, and/or economic context of the phrase. For example, what was the relevance of “Tyler and Texas” to the 1840 campaign of William Henry Harrison? What did the slogan reveal about the campaign and the time period? What perception, if any, does this give you of the voting populace? The teacher will let you how long you have to complete this part of the activity.
2. Once all the groups have completed their assignment, each group, in chronological order of election year, will share its finding with the class. All students should be taking notes on the presentations.
3. Upon completion of the presentation, the teacher will randomly re-divide the class into new groups of 4 or 5. In your new group, you will try to analyze the evolution of the slogans over the 36 presidential elections by answering the following questions:
  - What similarities do you see among the slogans? What common characteristics do they share?
  - What differences do you see among the slogans? Are any of these differences substantive in nature? Please explain.
  - If you were a voter during any of these time periods, which slogans do you believe would be directly related to major issues of the time?
  - What kind of reactions or emotions do you think these slogans were trying to produce?
  - What impact, if any, do you think the physical growth of the United States has had on use of slogans?
  - What impact, if any, do you think the development of various forms of media has had on the creation and use of slogans?
4. Each group will share their answers with the class. A discussion should unfold based on your responses.