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| **Elections 101: Campaign Finance** |
| **Option C: Length of class: 30 minutes** |
| **Objectives:** Students will develop a basic understanding of how candidates fundraise, what campaign contributions are spent on, the history of campaign finance reform, and the reasons for and against campaign finance reform.  **Additional objectives:**  Students will be able to define campaign finance.  Students will understand and analyze who donates to campaigns?  Students will analyze what candidates how candidates and organizations use campaign funds?  Student will evaluate how campaign finance laws changed over time.  Student will debate if political contributions give undue influence to donors.  Student will debate if limits on campaign contributions violate free speech.  **Standards:**  **Standards:**  Iowa Core Inquiry Anchor Standards:  *Developing Claims and Using Evidence*  SS.9-12.6. Refine claims and counter claims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitation of both.  *Communicating and Critiquing Conclusions*  SS.9-12.7. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.  SS.9-12.8. Construct explanations using reasoning, correct sequence, examples, and details with significant pertinent information and data, while acknowledging the strengths and weaknesses of the explanations given its purpose.  9-12 Civics and Government Core Standards  *Analyze Civic and Political Institutions*  SS.Gov.9-12.18. Critique the influence of intermediary institutions on government and policy such as, interest groups, political parties, the mass media, campaigns, caucuses, elections, PACs, and local, state, tribal, and international organizations. (21st century skills)  *Apply Civic Dispositions and Democratic Principles*  SS.Gov.9-12.19. Evaluate the effectiveness of political action in changing government and policy, such as voting, debate, contacting officials, campaign contributions, protest, civil disobedience, and any alternative methods of participation (21st century skills)  Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-12  *Production and Distribution of Writing*  WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.  Reading Standards for Literacy in History/Social Studies 6-12  *Integration of Knowledge and Ideas*  RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem. |
| **Assessment:** Students will create a written campaign strategy for either a Republican or Democratic candidate for president. The strategy should include a detailed strategy for how they will raise and spend funds. |
| **Materials Needed:** \*Indicates material is found in The Campaign Finance folder.  Direct Instruction: Campaign Finance  1. PPT “Day 8- Campaign Finance.pptx” \*  2. “Campaign Finance Interactive Notes.docx”\*  3. Web link for video on slide 8 of PPT: <https://www.youtube.com/watch?v=kcnkgDHU9I8>  Homework  1. “Campaign Finance Strategy.docx” \*  2. Computer with internet access and/or student computer access |
| **LEARNING PLAN:**  **Direct Instruction**: **Campaign Finance (25-30 minutes)**   1. Lecture: PPT “Day 8- Campaign Finance.pptx” with interactive notes “Campaign Finance Interactive Notes.docx”. Students should complete the interactive notes as the teacher guides them throughout the PPT. Be sure to highlight the essential questions listed on slide 2 so that students know what is expected of them to learn by the end of the direct instructions. 2. On slide 8 you will find a video titled “Citizens United Explained” by Keith Hughes of Hip Hughes History on YouTube. If the embedded video will not play follow this link <https://www.youtube.com/watch?v=kcnkgDHU9I8> . Students should complete the video guide located on their interactive notes as the video plays. The times at which each question will be answered are located on the interactive notes video guide. |
| **Homework:**  The following assignment serves as the framework for a stand-alone assessment for Day 8- Campaign Finance. For those using Election 101 as a whole, this assignment will also contribute to the summative activity on Day 10.  Each student must: Answer the questions on the document titled Campaign Finance Strategy.docx. Most of the questions ask students to be creative and think outside of the box. Since this is a struggle for some students, teachers are encouraged to go over the assignment in class and give some time for students to process and work on the assignment before the end of the day. |