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| **Elections 101: Campaign Finance** |
| **Option B: Length of class: 60 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:**  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>  Structured Academic Controversy- Campaign Finance  1. Structured Academic Controversy- Campaign Finance.docx  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.   **Structured Academic Controversy (SAC)- Campaign Finance (30-40 minutes)**  A structured academic controversy is a form of deliberation that allows students to develop their own opinions and provides resources for the student to use to help strengthen their opinion on the issue. The format itself helps to model positive debate behavior in a structured environment. The instructions to carry out the structured academic controversy over campaign finance (day 8) are as follows. The slide numbers listed correspond to the Powerpoint titled “Campaign Finance” which can be found in the day 8 folder.   1. (Slides 10 & 11) Have all students read the handout titled “Structured Academic Controversy Background and Context of Debate”, then choose a side they believe most fits with their opinion. (5 minutes) 2. (Slides 12 & 13) After students have chosen a side, divide the room into two large groups; those who chose YES, and those who said NO. All students should then be given the reading and graphic organizer which corresponds to the side they have chosen. Students should then individually read the handout and complete the summary of each section in the “summary” column of the table (10 minutes) 3. (Slides 14 & 15) Next, have students get back in their large groups and discuss the arguments they discovered in the reading. Secondly, the group should decide on the 3 strongest arguments that they will present during the structured academic controversy. (5 minutes) 4. (Slides 16 & 17) Students should then choose a partner that is on the same side of the room as they are. Partners can also be chosen by the teacher based on ability, or at random. (30 seconds) 5. (Slides 18 & 19) Next, each group will choose a group from the opposing viewpoint and move into a group of 4 with opposing groups facing each other. (1 minute) 6. (Slides 20 & 21) The YES group now has 2 minutes to present their arguments to the NO group. During this time the NO group should be silently listening. Optional: students in the NO group can take notes over the major points given by the YES group (2 minutes) 7. (Slides 22 & 23) The NO group now has 1 minute to respond to the arguments of the YES group. However, the NO group should not begin presenting their 3 prepared arguments, just rebutting the YES group’s arguments. During this time the YES group should remain silent and listen. (1 minute) 8. (Slides 24 & 25) The NO group now has 2 minutes to present their arguments to the YES group. During this time the YES group should be silently listening. Optional: students in the YES group can take notes over the major points given by the YES group (2 minutes) 9. (Slides 26 & 27) The YES group now has 1 minute to respond to the arguments of the NO group. During this time the NO group should remain silent and listen. (1 minute) 10. (Slides 28 & 29) Lastly, the groups will have 3 minutes to work together to come to a compromise between both of the group’s ideas and write them down to present to the class. During this time all students should be encouraged to voice their opinion and share in creating a bipartisan solution. (3 minutes) 11. If time allows, have students write their ideas for compromise on the board and debrief the ideas as a class. (5 minutes) |
| **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. |