



UNIT 7

The Political Process

LESSON PLAN OUTLINE

LESSON 7.2

Campaigning & Finance

Overview

Objective:

Students will be able to describe the way in which politicians conduct their campaigns, and how those processes are financed.

Essential Question(s):

How do political parties campaign? What are the different roles in the campaign process? What are strategies for voters to evaluate information presented by political campaigns and media to make informed choices? How has the high cost of campaigning changed the way candidates run for political office?

Standards:

From the 2023 Standards:

ce.8 The student will apply history and social science skills to examine the political process at the local, state, and national levels of government by:

- Analyzing campaigns for elective office, with emphasis on the roles of candidates, volunteers, the media, voters, and poll watchers
- Explaining the role of campaign contributions and the cost of campaigning

From the 2015 Standards:

ce.5 The student will apply social science skills to understand the political process at the local, state, and national levels of government by:

- Analyzing campaigns for elective office, with emphasis on the role of the media
- Evaluating and explaining the role of campaign contributions and costs

Vocabulary:

fact, opinion, bias, propaganda, media, editorial, political cartoons, opinion editorials (op-ed), PACs, interest groups

Essential Knowledge: (from the 2015 curriculum framework)

Strategies for evaluating campaign speeches, literature, and advertisements for accuracy

- Separating fact from opinion
- Detecting bias
- Evaluating sources
- Identifying propaganda

Mass media roles in elections

- Identifying candidates
- Emphasizing selected issues
- Writing editorials, creating political cartoons, publishing op-ed pieces, posting to social media and blogs
- Broadcasting different points of view

Rising campaign costs

- Require candidates to conduct extensive fund-raising activities
- Limit opportunities to run for public office
- Give an advantage to wealthy individuals who run for office
- Encourage the development of political action committees (PACs) and Super PACs
- Give issue-oriented special-interest groups increased influence.

Campaign finance reform

- Rising campaign costs have led to efforts to reform campaign finance laws.
- Limits have been placed on the amount individuals may contribute to political candidates and campaigns; however, individuals, business, and unions can donate unlimited amounts to PACs and Super PACs (Citizens United v. Federal Election Commission, 2010).

Engage



BELLRINGER: 3-2-1

Students will view an infographic on the costs of recent campaigns and then write, outline, or draw their observations and thoughts.

MEDIA'S INFLUENCE ON PUBLIC OPINION

Students will be separated into groups and each group given a headline describing the same event. However, some headlines will be positive and some negative. This activity will show how the media can influence opinions.

QUICK POLL

Using different colored sticky notes, students will give their thoughts on the following question: "What do you think influences elections the most—money, media, or the candidates themselves?"

Explain

SLIDES

Direct instruction. Will include guided notes and interactive slides for teachers to use.

Explore

MOCK ELECTION: TIME TO CAMPAIGN

Using the "candy parties" formed in Lesson 7.1, students will simulate fundraising and campaigning. This activity is part of the "Mock Election" Activity, which is used for Lessons 7.1, 7.2, and 7.3. (Use pages 3-7 of the "Mock Election" Activity pdf for this lesson.)

STATIONS: EVALUATING CAMPAIGN MEDIA

Students will work in groups to use strategies for evaluating campaign media. * Each station will focus on a different strategy.

*Candidates and images for this activity are AI generated.

CITIZENS UNITED V. FEDERAL ELECTIONS COMMISSION, 2010

Students will read a brief summary of the case and then work in groups to debate the Supreme Court's decision.

Elaborate

YOUR THOUGHTS JOURNAL: CAMPAIGN FINANCE

Students will choose one of the following prompts and write at least a paragraph response.

1. Do campaign finance laws need to change? Why or why not? What changes would you make?
2. Is your right to spend your money how you choose covered under the first amendment right to free speech? Why or why not? How does this question apply to campaign finance laws?

Evaluate

EXIT TICKET

Five question review quiz using google forms.

