

Affecting Democracy: Granny D, Campaign Finance, and Civic Activism

Written by Garrett Walker for Open Democracy

Lesson One: Campaign Finance

Lesson Plan Parts and Pieces	Your Plans
Big Idea	<ul style="list-style-type: none">● This lesson covers the topics of civics, history, and public speaking.● As a unit, these lessons go over the concepts of campaign finance, civic activism and public speaking.● Understanding the economic factors involved in choosing elected officials is important to understanding how our government works.
Curriculum Context	<ul style="list-style-type: none">● Connection to prior classes: mixed economies● The unit begins with the ground knowledge of campaign finance as a concept.● The next class will go in detail of Granny D’s walk which lead to the McCain-Feingold Bill● The third and final class encourages students to repeat one of Granny D’s speeches before the class.● All these efforts combine to help cement an understanding of the functions and machinations of the United States government, with stress given to how people influence federal policies.
Learner Context	<ul style="list-style-type: none">● This unit will likely bring much new academic language, especially to younger students. Vocabulary sheets, glossaries, or guided note sheets can be useful to improve the academic readiness of your students.● Students with a personal interest in politics will likely be more drawn in by this lesson than some of their less political active peers.● This unit may carry more weight with older students at or nearing voting age.
Title & Grade	<ul style="list-style-type: none">● Affecting Democracy: Granny D, Campaign Finance, and Civic Activism● 10
Length	<ul style="list-style-type: none">● Three classes each about fifty minutes each.
Relevant Standards	<ul style="list-style-type: none">● D2.Civ.10.9-12. Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.
Learner Outcomes	Students will be able to <ul style="list-style-type: none">● distinguish different forms of political campaign financing systems● explain in their own words the role of campaign finance regulations in the United States electoral system.
Assessment	<ul style="list-style-type: none">● Formative: a worksheet divided into 3 sections, one labeled “What you already know”, one labeled “Need to know” and one labeled “What have you learned.”

Academic Language	<ul style="list-style-type: none"> ● Federal Elections Commission: At the federal level, these regulations are set by the Federal Elections Commission, and each state also has their own rules regarding elections within their borders. ● Contribution limits: how much money people can donate to federal elections and how frequently contributions can be made ● Disclosure: campaigns are often required to publicly share the information of who is donating to them, and how the campaigns are spending that money ● Spending Limits: dictate how much money campaigns can spend ● At the federal level, these regulations are set by the Federal Elections Commission, but each state also has their own rules regarding elections within their borders ● Key Terms: Ask the students if they know the meaning of the following terms. Depending on age range, some older students may remember hearing these terms in the news. ● Political Action Committee and/or super PAC: A group which collects donations for and spends money on an election, but if not connected to any party or candidate. ● Independent Expenditure: Money spent on an election without the coordination of the campaign. For example, you run an ad encouraging people to vote for me, but without any input or direction from my campaign. You decided to spend that money on your own and made your own decisions on how to spend it. ● Various campaign financing structures <ul style="list-style-type: none"> ○ Private funding: Candidates run their campaigns on private donations or with their own money. ○ Public funding Grants: Specific amounts of government funds are granted to eligible candidates or their party. ○ Public Funding Vouchers: Registered voters are given symbolic money or “democracy dollars” which the constituency then directs to the candidate of their choice.
Resources and Materials	<ul style="list-style-type: none"> ● This lesson will require 25 copies of the formative assessment “Know/Need to Know/Have Learned”
Technology	<p>Planning:</p> <ul style="list-style-type: none"> ● Ballotpedia has a lot of information on campaign finance and is a valuable resource for instructors to increase their own background knowledge before leading this unit. Explore these pages and the references cited: https://ballotpedia.org/Federal_campaign_finance_laws_and_regulations ● Print out necessary copies of the formative assessment <p>During</p> <ul style="list-style-type: none"> ● Laptop and projector for slideshow presentation. Access the presentation here: https://snhu-my.sharepoint.com/:p/g/person/garrett_walker_snhu_edu/EcVAETKljtZBnXDzDMHcqBEBDNepj83oQI37DyY_3_Lxww?e=zGMdja ● Internet connection is required in order to explore opensecrets.org and find additional campaign finance statistics.
Anticipatory Set (Prior to Procedure)	<ul style="list-style-type: none"> ● Hand out formative assessment “Know/Need to Know/Have Learned” sheet and explain that this will be collected at the end of class

	<ul style="list-style-type: none"> ● Have class spend about 5 minutes filling out the first two columns on the formative assessment; what do the students already know and what would they need to or like to learn about campaign finance? ● Lecture using the PowerPoint presentation found here: https://snhu-my.sharepoint.com/:p/g/personal/garrett_walker_snhu_edu/EcVAETKljtZBnXDzDMHcgBEBDNepj83oQl37DyY_3_Lxww?e=zGMdja ● Proceed to the second slide and pose the question to the class. Ask the class if they know how politicians fund their electoral campaigns ● Point out all the work involved in a presidential campaign; it is a massive effort involving a lot of people and resources. Lawn signs, postage, snacks for fundraisers, radio ads, print ads, digital ads and more. ● Proceed to slide three and share the available campaign finance information for the candidates given. ● Go to www.opensecrets.org/ and ask the class for campaigns they know of. ● Share the available finance statistics from the campaigns brought up by students.
<p>Procedures (Write detailed, numbered, procedures sufficient for a substitute teacher to follow)</p>	<ul style="list-style-type: none"> ● Continue into the “Key Terms and Concepts” section of the power point. ● Read each slide and allow for brief discussion or questions on each topic. ● When you arrive at slide 7 “Spending Limits”, explain that recent change to NH law allows candidates to spend campaign contributions on things such as dry cleaning and childcare. ● Following slides 11 through 14, the “Campaign Finance Structure” section, open student discussion and ask them which structure they would like to use if they ran for political office. ● Instruct students to fill out the final portion of their formative assessment, the “What have you learned” section. ● Before entering the closure section, solicit questions from the class reiterate key points the U.S. funds elections <ul style="list-style-type: none"> ○ How do we fund electoral campaigns? <ul style="list-style-type: none"> ▪ Because the United States is a mixed economy, most elections in the U.S. are funded through private donations ▪ However, many campaigns are funded publicly as part of the government structure. ○ What institution sets federal campaign finance regulation? <ul style="list-style-type: none"> ▪ The Federal Elections Commission as well as parallel commissions at the state level dictate the amount of money and track where it comes from or goes. ○ What specific campaign finance regulations do you remember from today’s lesson?
<p>Closure</p>	<ul style="list-style-type: none"> ● Spend the remainder of class in Group Discussion <ul style="list-style-type: none"> ○ Once these points have been reiterated, begin class discussion. If class size necessitates it, feel free to break into smaller groups.

	<ul style="list-style-type: none"> ▪ How should we fund electoral campaigns? ▪ What skills or values do we want from our leaders? ▪ Should keen management and acquisition of funds be a requirement for political success?
Modifications and/or Accommodations	<ul style="list-style-type: none"> ● Reading the PowerPoints will allow vision impaired students to follow along. ● Repeat the definitions as needed and leave
UDL and differentiation	<ul style="list-style-type: none"> ● Powerpoint provides visual format for graphs of campaign spending and definitions ● Be sure to read the graphs and all slides aloud so that students receive the information both visually and orally. ● The handout allowed for written feedback from the students

Lesson Two: Civic Engagement

Lesson Plan Parts and Pieces	Your Plans
Big Idea	<ul style="list-style-type: none"> ● This lesson covers the topics of civics, history, and public speaking. ● As a unit, these lessons go over the concepts of campaign finance, civic activism and public speaking. ● Understanding the economic factors involved in choosing elected officials is important to understanding how our government works.
Curriculum Context	<ul style="list-style-type: none"> ● The unit begins with the ground knowledge of campaign finance as a concept. ● The next class will go in detail of Granny D's walk which leading up the McCain-Feingold Bill ● The third and final class encourages students to repeat one of Granny D's speeches before the class. ● All these efforts combine to help cement an understanding of the functions and machinations of the United States government, with stress given to how people influence our democracy.
Learner Context	<ul style="list-style-type: none"> ● This unit will likely bring much new academic language, especially to younger students. Vocabulary sheets, glossaries, or guided note sheets can be useful to improve the academic readiness of your students. ● Students with a personal interest in politics will likely be more drawn in by this lesson than some of their less political active peers. ● This unit may carry weight with older students at or nearing voting age.
Title & Grade	<ul style="list-style-type: none"> ● Affecting Democracy: Granny D, Campaign Finance, and Civic Activism ● 8 to 12
Estimated Length of Time Needed	<ul style="list-style-type: none"> ● Film : 30 minutes ● Discussion: 10 Minutes ● Assignment: 10 minutes

Relevant Standards (2-3)	<ul style="list-style-type: none"> ● SS:CV:12:4.1: Demonstrate responsible practices within the political process, e.g., registering to vote or taking civic action. (Themes: B: Civic Ideals, Practices, and Engagement) ● SS:CV:12:4.2: Investigate how knowledgeable and engaged citizens have acted to preserve and extend their liberties, e.g., writing letters to the editor or participating in town meetings. (Themes: A: Conflict and Cooperation)
Learner Outcomes	<ul style="list-style-type: none"> ● Analyze activism and civic engagement with mainstream political structures
Assessment	<ul style="list-style-type: none"> ● Essay Assignment with the following prompt <ul style="list-style-type: none"> ○ Assume you are an active member of the United States Congress while Granny D is advocating for campaign finance reform. Would you vote for the bill she proposes? Why or why not? Explain your thoughts in 2 to 3 written paragraphs.
Academic Language	<ul style="list-style-type: none"> ● Bipartisan Campaign Reform Act of 2002: Also known as the McCain-Feingold Bill, this bill was the culmination of Granny D's walk. This limit placed limits on the spending of PACS and the airing of political communications.
Resources and Materials	<p>Contact Open Democracy at info@opendemocracy.me for help acquiring the film and information about Granny D.</p> <ul style="list-style-type: none"> ● DVD of "Granny D Goes to Washington" ● TV or projector and DVD player or computer to view the film
Technology	<p>Planning: Projector or Monitor</p> <ul style="list-style-type: none"> ● DVD of "Granny D Goes to Washington" <ul style="list-style-type: none"> ○ Film can be purchased at: http://grannyddoc.com/DVDsale.htm ○ Your screening can also be accomplished by partnering with Open Democracy. Contact them at info@opendemocracy.me ● During: Utilize DVD player to show Granny D film
Anticipatory Set (ENGAGE)	<p>Granny D History</p> <ul style="list-style-type: none"> ● Opening Question: What ways are there to affect change in our government, community, and society? Steer class toward the following <ul style="list-style-type: none"> ○ Running for office ○ Forming a business or organization ○ Sharing your ideas in speech or writing
Procedures (Exploration Explanation Extension)	<ul style="list-style-type: none"> ● Show "Granny D goes to Washington" (30 minutes) ● Brief Class Discussion. Possible Topics include <ul style="list-style-type: none"> ○ Ask if any students have experience with political or social activism ○ Do you agree that campaign finance reform is needed? ○ Do you agree with Granny D's tactic of walking to draw awareness? ○ How do we as citizens of the United States affect change within our government? ○ Is community or individual action an effective way to achieve change within the United States government?
Closure (EVALUATE)	<ul style="list-style-type: none"> ● Introduce the Mock Congress project that will take place next class. <ul style="list-style-type: none"> ○ Hand out the prompt and explain that each student will have to share the general points of their essay in the following Socratic Seminar ○ We will elect a Speaker of the House to lead the discussion ○ This will be a group discussion rather than partisan debate

Modifications and/or Accommodations	<ul style="list-style-type: none"> ● Vision impaired students may instead use a text to speech reader to listen to portions of Granny D’s books such as “Granny D’s American Century”.
UDL and differentiation	<ul style="list-style-type: none"> ● This lesson provides students with a film to watch, rather than formal teacher talk or lecture.

Lesson Three: Oration

Lesson Plan Parts and Pieces	Your Plans
Big Idea	<ul style="list-style-type: none"> ● This lesson covers the topics of civics, history, and public speaking. ● As a unit, these lessons go over the concepts of campaign finance, civic activism and public speaking. ● Understanding the economic factors involved in choosing elected officials is important to understanding how our government works.
Curriculum Context	<ul style="list-style-type: none"> ● The unit begins with the ground knowledge of campaign finance as a concept. ● The next class will go in detail of Granny D’s walk which leading up the McCain-Feingold Bill ● The third and final class encourages students to repeat one of Granny D’s speeches before the class. ● All these efforts combine to help cement an understanding of the functions and machinations of the United States government, with stress given to how people influence our democracy.
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Title & Grade	<ul style="list-style-type: none"> ● Affecting Democracy: Granny D, Campaign Finance, and Civic Activism ● 8 to 12
Estimated Length of Time Needed	<ul style="list-style-type: none"> ● 50 min
Relevant Standards (2-3)	<ul style="list-style-type: none"> ● CCSS.ELA-Literacy.SL.9-10.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. ● CCSS.ELA-Literacy.L.9-10.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
Learner Outcomes	<ul style="list-style-type: none"> ● Deliver a short speech before the class ● Engage good vocal projection and pronunciation ● Gain some comfort in speaking for a crowd
Assessment	<ul style="list-style-type: none"> ● Along with their vote, students will be tasked with reflecting on their performance in the discussion with thought given to what changed to cement their opinion.

Academic Language	<ul style="list-style-type: none"> ● Bipartisan Campaign Reform Act of 2002: Also known as the McCain-Feingold Bill, this bill was the culmination of Granny D’s walk. This limit placed limits on the spending of PACS and the airing of political communications. ● Speaker of the House: In reality the speaker of the house rarely presides over debate, however for the purposes of this discussion we will refer to the leader of the discussion as Speaker of the House
Resources and Materials	<ul style="list-style-type: none"> ● Podium and simple sound amplification. ● For added effect, see if you can hold class in your school auditorium so students will get the feel of speaking on stage and through microphones.
Technology	<ul style="list-style-type: none"> ● Planning: Instructors may want to watch C-SPAN or visit their state legislature in order to see the inner workings of a legislative body. Keeping the DVD and viewing device ready to allow the class to refer to original text during the Socratic Seminar ● During: <ul style="list-style-type: none"> ○ Students may cite a specific scene in the film to bolster their discussion. ○ Another monitor may be used which will contain a google doc sheet or other chat device which may allow students with communication disorders to partake in the conversation.
Anticipatory Set (ENGAGE)	<ul style="list-style-type: none"> ● Introduce class to the Mock Congress simulation. This is an adapted Socratic seminar meant to reflect a version of congressional proceeding. ● Students will play the role of the U.S. congress as they discuss the Campaign Finance bill proposed by Granny D. ● Take nominations from the class for a Speaker of the House. ● The class will then vote to decide who will play the role of Speaker of the House.
Procedures (Exploration Explanation Extension)	<p>Simulation: Mock Congress</p> <ul style="list-style-type: none"> ● The Speaker of the House reads aloud the summary of the McCain-Feingold Bill which is found in the academic language section of this lesson plan. ● The Speaker of the House should solicit a volunteer from the class to briefly summarize the reasoning for their support or opposition to the campaign finance reform bill. ● The Speaker of the House will then open the floor for comments or questions. ● Proceed as such through the rest of the class. ● Not every student need share their essay, but those who do not should speak instead to comment or question
Closure (EVALUATE)	<ul style="list-style-type: none"> ● Vote on the McCain-Feingold Bill ● Each student writes their final vote on the bill. ● The Speaker of the House should count the votes and announce the decision.
Modifications and/or Accommodations	<ul style="list-style-type: none"> ● Offer students with communication or anxiety disorders the option to create a work of art, video or other assignment rather than delivering a speech. Challenge students to create persuasive artwork rather than persuasive speaking. Students could research Norman Rockwell or observe artwork from the Soviet Union for inspiration in crafting their own visual propaganda. <ul style="list-style-type: none"> ○ Students who utilize this path should be tasked additionally with presenting this work during the Socratic seminar.

	<ul style="list-style-type: none">● The third class in this unit can be easily replaced with a more typical persuasive writing and speaking lessons.● Hearing aids/amplification: some classrooms may already be equipped with simple vocal amplifiers which will help students who are hard of hearing. Even students who are not hard of hearing may appreciate a chance to exercise this tool.● Students with communications disorders can make use of a text to speech application which could speak for them.
UDL and differentiation	<ul style="list-style-type: none">● The teacher should take a step back and allow the students to speak horizontally to each other. Ideally, structuring the conversation in this way breaks up the hierarchy and monotony of teacher lecture.