

## Unit 2--Election Project

Objective: Work as a team to write a *campaign plan*, create *campaign media* and prepare a fictional presidential candidate for a *debate* on issues facing the United States that aligns with an actual political party platform.

### Role & Tasks

<b>Candidate:</b>	Articulates the views of the party on key issues during a debate with other candidates; helps prepare candidate bio and campaign plan, stars in campaign media, is lead participant in debate
<b>Campaign Manager(s):</b>	Supports candidate by researching issues and assisting in debate preparation; helps prepare campaign plan, plans strategy, supports candidate during debate
<b>Public Relations/ Media Specialist(s)</b>	Creates media content that promotes the candidate's message to target demographics; helps prepare campaign plan, creates media, supports candidate during debate

### Campaign Plan

Under the direction of the Campaign Manager(s), each campaign team will together write up a thorough campaign plan that is understandable for the average American voter, including one or more substantial paragraphs addressing each of the following:

- Candidate Biography: Who is your candidate and why should he/she be trusted to lead the USA? (1 paragraph)
- Party Platform
  - Key Issues (3 minimum): What main challenges does your campaign see facing the USA? (3+ paragraphs).
  - Solutions (3 minimum): How can these challenges best be addressed? Discuss *specific* policy solutions. In each paragraph, be sure to discuss which states and demographic groups--not just those already likely to vote for you, but especially those whose vote will be more of a stretch to get—that you are targeting (3+ paragraphs).
- Goals and Strategy
  - What is your plan for victory? That is, what states will you target to get to 270 electoral votes? Provide a map with targeted states and the number of electoral votes of each, showing your potential path to victory.
  - Media and Campaign Financing Strategy: Will yours be an issues campaign, an attack campaign, or some combination of both? What will be the specifics of your financing strategy? Will you accept public financing of your campaign? What will be your official position on SuperPACs supporting your campaign?
- Demographics: Which segments of the U.S. population will your campaign be targeting as far as age, income, religion, regions of the country, etc.? Why? In order to put together enough votes to win, be sure to target not only groups that are already very likely to vote for you, but also groups that are more borderline/up for grabs.

Your campaign team is assigned a political party affiliation and should base its campaign plan on the beliefs of the party as described in the platforms below from the 2016 presidential election:

Green Party Platform: <https://www.gp.org/platform>  
Libertarian Party Platform: <https://www.lp.org/platform/>  
GOP (Republican) Party Platform: <https://gop.com/platform/>  
Democratic Party Platform: <https://democrats.org/about/party-platform/>

### Campaign Media

Under the direction of the PR/Media Specialist(s), each campaign team will together create the following media:

- ❖ Campaign Slogan: Short and catchy summary statement of candidate and campaign
- ❖ Campaign Poster: A hand drawn or digital image illustrating the campaign slogan and key goals
- ❖ Commercial: A 60-90 second video that markets the candidate clearly and engagingly, that reaches out to two or more of the demographic groups your campaign is targeting

The three pieces of campaign media for all candidates will be shared before the Candidate Debate on Wed. 3/13

### Candidate Debate

Debate will be moderated by Mr. DeNardo.

PR/Media Specialists from each campaign will ask previously submitted questions and keep time on responses.

Candidates will each make opening statements, address previously submitted questions and make closing statements.

Candidates will have the opportunity to question or challenge the statements of other candidates.

If questioned or challenged, a candidate will have the opportunity to respond.

Campaign Manager(s) and PR/Media Specialist(s) will fact check and send suggestions to their candidates during the debate.

## Using Demographic Data to Target Your Campaign

\*Remember that in each paragraph of your platform you must include specifics about how you will target specific demographic groups, not just ones whose support you'll already have, but others to help your candidate get a majority of the votes

Practice using PEW polling research by answering the following questions:

1. Which race/ethnicity has the highest percentage who identify Democrat/Leaning Democratic? What percentage do?
2. Which race/ethnicity has the highest percentage who identify Republican/Leaning Republican? What percentage do?
3. Which income level has the highest percentage who identify Democrat/Leaning Democratic? What percentage do?
4. Which income level has the highest percentage who identify Republican/Leaning Republican? What percentage do?
5. Which generation and gender has the highest percentage who identify as Independent? What percentage do?
6. Which religious tradition has the highest percentage who identify Republican/Leaning Republican? What percentage do?
7. Which education level has the highest percentage who identify Democrat/Leaning Democrat? What percentage do?
8. Which education level has the highest percentage who identify Republican/Leaning Republican? What percentage do?
9. Which education level has the highest percentage who identify Independent? What percentage do?

10. Which region of the country has the highest percentage who identify as Independents? What percentage do?

11. Which region of the country has the highest percentage who identify Democrat? What percentage do?

12. Which region of the country has the highest percentage who identify Democrat/Leaning Democrat? What percentage do?

13. Which region of the country has the highest percentage who identify Republican/Leaning Republican? What percentage do?

14. Which region of the country has the highest percentage who identify Republican? What percentage do?

Based on the demographic data, identify three groups that you predict will be among your strongest supporters.

To get elected, you will need to earn the votes of other groups. Identify 3+ groups/regions that are only modestly likely to support you that you should plan to target:

# Notes on Media Strategy

How are campaigns run?

What tools do campaigns use?

## History of Media in Politics

How have political advertisements evolved over the years?

For PR/Media Specialist(s): Read "The 2016 Presidential Campaign—a News Event That's Hard to Miss" (just the first page). Given the demographic audiences you are trying to reach, what are five things the article teaches you about how you will appeal to your target groups and which news sources you will need to focus on? Write those lessons down on your notesheet, share them with your group members, and use that information to direct your media strategy.

1.

2.

3.

4.

5.

# Campaign Finance Notes

What needs to be funded in a campaign?

Where does the money come from?

It CANNOT come from \_\_\_\_\_.

Candidates can qualify for \_\_\_\_\_ if they agree to \_\_\_\_\_  
\_\_\_\_\_.

## Four Main Sources of Campaign Funding

1)

2)

3)

4)

**Political Action Committees (PACs)** are organizations that \_\_\_\_\_  
from members and donate these funds to campaigns; there are \_\_\_\_\_ on how much they can  
spend

**SuperPACs** are " \_\_\_\_\_ "  
that can spend \_\_\_\_\_ amounts of money supporting a candidate as long as they are  
not \_\_\_\_\_

## Campaign Finance Laws

1971 Congress passes the \_\_\_\_\_

--first limits on campaign financing

1974 Federal Election Campaign Act amended

--Candidates can get \_\_\_\_\_

--Candidates must file reports with the new \_\_\_\_\_

that lists \_\_\_\_\_ and how money \_\_\_\_\_

2002 McCain-Feingold Act

-- \_\_\_\_\_ contributions to political parties

--"I \_\_\_\_\_ this message"

2010 Citizens United v. FEC

--gave corporations the same First Amendment \_\_\_\_\_ as

citizens; corporations and unions can now donate \_\_\_\_\_

--donors are largely \_\_\_\_\_

### Video Clips:

#### *Colbert Decides to Set Up a PAC*

What points are Colbert trying to make in this segment?

#### **Colbert SuperPAC Coordination**

What points are Colbert trying to make in this segment?

Name \_\_\_\_\_

Background Essay:  
***Citizens United v. Federal Elections Commission (FEC), 2010***

During his 2010 State of the Union address, President Barack Obama did something very few presidents have done: he openly challenge a Supreme Court ruling in front of both chambers of Congress and members of the United States. That ruling, *Citizens United v. F.E.C.* (2010), and the President's commentary on it, reignited passion on both sides of a century-long debate: to what extent does the First Amendment protect the variety of ways Americans associate with one another and the diverse ways we "speak," "assemble," and participate in American political life? It is this speech – political speech – that the Founders knew was inseparable from the very concept of self-government.

Since the rise of modern "big business" in the Gilded Age/ Industrial Age, Americans have expressed concerns about the influence of corporations and other, "special interests" in our political system. In 1910 President Teddy Roosevelt called for laws to "prohibit the use of corporate funds directly or indirectly for political purpose... [as they supply] one of the principal sources of the corruption in our political affairs. Already having made such corporate contributions illegal with the Tillman Act of 1907, Roosevelt's speech nonetheless prompted Congress to amend this law to add enforcement mechanisms with the 1910 Federal Corrupt Practices Act. Future Congresses would enlarge the sphere of "special interests" barred from direct campaign contributions through – among others – the Hatch Act (1939), restricting the political campaign activities of federal employees, and the Taft-Hartley Act (1947), prohibiting labor unions from expenditures that supported or opposed particular federal candidates.

Collectively, these laws formed the backbone of America's campaign finance law until they were replaced by the Federal Elections Campaign Acts (FECA) of 1971. FECA of 1971 strengthened public reporting requirements of campaign financing for candidates, political parties and political action committees, a.k.a. PACs (meaning they had to report to the government who had given them money and how much. The FECA of 1974 added specific limits to the amount of money that could be donated to candidates by individuals, political parties, and PACs, and also what could be independently spent by people who want to talk about candidates. It provided for the creation of the Federal Election Commission, an independent agency designed to monitor campaigns and enforce the nation's political finance laws. Significantly, FECA left members of the media, including corporations, free to comment about candidates without limitation, even though such commentary involved spending money and posed the same risk of quid pro quo corruption as other independent spending.

In *Buckley v. Valero* (1976), however, portions of the FECA of 1974 were struck down by the Supreme Court as unconstitutional. The Court deemed that restricting independent spending by individuals and groups (that is, spending separate from that of political parties, candidates or PACs) to support or defeat a candidate interfered with speech protected by the First Amendment, so long as those funds were independent of a candidate or his/her campaign. Such restrictions, the Court held, unconstitutionally interfered with the speakers' ability to convey their message to as many people as possible. Limits on direct campaign contributions to parties, candidates or PACs, however, were permissible and remained in place. The Court's rationale for protecting independent spending was not, as is sometimes stated, that the Court equated spending money with speech. Rather, restrictions on spending money for the purpose of engaging in political speech unconstitutionally interfered with the First Amendment-protected right to free

speech. (The Court did mention that direct contribution to candidates could be seen as symbolic expression, but concluded that they were generally restrict-able despite that.)

The decades following *Buckley* would see a great proliferation of “independent” campaign spending. By 2002, Congress felt pressure to address this spending and passed the Bipartisan Campaign Finance Reform Act (BCRA). A key provision of the BCRA was a ban on speech that was deemed “electioneering communications” – speech that named a federal candidate within 30 days of a primary election or 60 days of a general election that was paid for out of a “special interest’s” general funds (PACs were left untouched by this prohibition). An immediate First Amendment challenge to this provision – in the light of the precedent set in *Buckley* – was mounted in *McConnell v F.E.C.* (2003). But the Supreme Court upheld it as a restriction justified by the need to prevent both “actual corruption...and the appearance of corruption.”

Another constitutional challenge to the BCRA would be mounted by the time of the next general election. Citizens United, a nonprofit organization, was primarily funded by individual donations, with relatively small amounts donated by for-profit corporations as well. In the heat of the 2008 primary season, Citizens United released a full-length film critical of then-Senator Hillary Clinton entitled “Hillary: the Movie.” The film was originally released in a limited number of theaters and on DVD, but Citizens United wanted it broadcasted to a wider audience and approached a major cable company to make it available through their “On-Demand” service. The cable company agreed and accepted a \$1.2 million payment from Citizens United in addition to purchased advertising time, making it free for cable subscribers to view.

Since the film named candidate Hillary Clinton and its On-Demand showing would fall within the 30-days-before-a-primary window, Citizens United feared it would be deemed an “electioneering communications” under the BCRA. The group mounted a preemptive legal challenge to this aspect of the law in late 2007, arguing that the application of the provision to *Hillary: the Movie* was unconstitutional and violated the First Amendment in their circumstance. A lower federal court disagreed, and the case went to the Supreme Court in early 2010.

In a 5-4 decision, the Supreme Court ruled in *Citizens United v. F.E.C.* that: 1) the BCRA’s “electioneering communications” provision did indeed apply to *Hillary: the Movie* and that 2) the law’s ban on corporate and union independent expenditures was unconstitutional under the First Amendment’s speech clause. “Were the Court to uphold these restrictions,” the court reasoned, “the Government could repress speech by silencing certain voices at any of the various points in the speech process.” *Citizens United v. F.E.C.* extended the principle, set 34 years earlier in *Buckley*, that restrictions on spending money for the purpose of engaging in political speech unconstitutionally burdened the right to free speech protected by the First Amendment.

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Name \_\_\_\_\_

*Citizens United v. FEC* (2010) Comprehension and Critical Thinking Questions

- 1) Summarize the ways in which various campaign finance laws have restricted the political activities of groups, including corporations and unions.
- 2) What was the main idea of the ruling in *Buckley v. Valeo*?
- 3) What political activity did the group Citizens United engage in during the 2008 primary election? How was this activity potentially illegal under the BCRA?
- 4) How did the Supreme Court rule in *Citizens United v. F.E.C.*? In what way is it connected to the ruling in *Buckley*?
- 5) Do you believe that the First Amendment should protect collective speech (i.e. groups, including “special interests”) to the same extent it protects individual speech? Why or why not? Explain in some detail (3+ sentences).

Name \_\_\_\_\_

### **Citizens United v. Federal Elections Commission (2010)**

<http://www.c-span.org/video/?c3817900/supreme-court-ruling-campaign-finance> (Recap of Citizens United)

According to L.A. Times/Chicago Tribune reporter Melanie Sloan, what did the Supreme Court rule in the *Citizens United* case?

What were the most well-known Super PACs of the 2012 election?

In the chart below, write down key arguments or interesting comments each of the following have regarding the Citizens United case:

<b>Supporters of Citizens United</b>	<b>Opponents of Citizens United</b>
Antonin Scalia, Supreme Court Justice <a href="http://www.c-span.org/video/?c3723986/clip-qa-justice-antonin-scalia">http://www.c-span.org/video/?c3723986/clip-qa-justice-antonin-scalia</a>	Melanie Sloan, Citizens for Responsibility & Ethics in Washington <a href="http://www.c-span.org/video/?c3859258/impact-citizens-united">http://www.c-span.org/video/?c3859258/impact-citizens-united</a>
David Bossie, Citizens United President <a href="http://www.c-span.org/video/?c3883369/citizens-united&amp;newclip=">http://www.c-span.org/video/?c3883369/citizens-united&amp;newclip=</a>	Kim Barker, Pro-Publica Reporter <a href="http://www.c-span.org/video/?c3839008/fundraising">http://www.c-span.org/video/?c3839008/fundraising</a>

**Which arguments do you agree or disagree with most? Explain why.**

Additional links:

<http://storyofstuff.org/movies/story-of-citizens-united-v-fec/> 8 minutes-The Story of Stuff Anti-Citizens United

<http://www.c-spanclassroom.org/Lesson/919/Bell+Ringer+Campaign+Finance+and+the+Citizens+United+Decision.aspx> 4 minute —Pro-Citizens United

## Debate Prep and the Debate Itself

### **Before the Debate:**

#### **Candidate:**

- a. Prepare your 90 second opening statement. Your statement should include your fictional biography (which displays your leadership qualities and why you are qualified to be president), should address your major party planks (including solutions), and should appeal to multiple demographic groups.
- b. Prepare a preliminary closing statement. You will have 45-60 seconds at the end of the debate to wrap up your arguments and answer the following question (from an actual debate): If you are elected president, what would your Secret Service codename be?
- c. Practice your opening statement
- d. Work with your Campaign Manager(s) to 1) practice your answers to the three questions you and your team are creating to ask you during the debate (these should be your strongest showings!) and 2) work with your Campaign Manager(s) to make sure you have viable solutions to the issues presented by your peers—the more specific the better

#### **Campaign Manager(s)**

- a. You will be in charge of making sure every campaign team member is working on something related to the debate prep and or/campaign plan. Delegate whatever still needs to be done: writing questions for the debate, finishing campaign media requirements, researching the planks of other candidates, finishing anything left to do in the campaign plan, etc.
- b. On a Google Doc, prepare and turn in 3 questions that you would like asked of your candidate during the debate. These should revolve around your 3 planks to provide your candidate the ability to speak in more detail about their platform and SPECIFIC CHANGES they will be making once elected.
- c. Work with your candidate on his/her answers to your 3 questions and remember these should include specific policy changes for each aspect of your platform. Remember, we do not want generalities.
- d. In addition, after looking at the platforms of the other political parties, work with your candidate to prepare his/her stance on the planks of the opposing candidates
- e. On the Google Doc mentioned above in (b), prepare and turn in 1 question per opponent you would like asked of the opponent. These should address the parts of their platform, not them as a person. How the question is worded could be crucial to how your opponent's answer is framed so think about how you word it.
- f. Look over the description of your duties on the day of the actual debate.

#### **Public Relations/Media Specialist(s):**

- a. TURN IN YOUR CAMPAIGN AD!!!! Email me the YouTube link for your campaign ad. It is due before class block!
- b. Make sure your campaign poster is completed.
- c. Make yourself available and follow the lead of the Campaign Manager regarding what still needs to be worked on; writing questions for the debate (see Campaign Manager description parts (b) and (e), researching the planks of other candidates, finishing anything left to do in the campaign plan, etc.
- d. Look over the description of your duties on the day of the actual debate.

## During the Debate:

### Candidate:

- a. You will be giving your opening statement, answering questions during the debate and giving your closing statement.
- b. You will have 60 seconds to answer when you are asked a question. The timer will cut you off after 60 seconds.
- c. If you are directly targeted, you will have 30 seconds to respond (again, the timer will cut you off after that)—remember, we are not getting caught up in minutia
- d. Each candidate will be asked to answer at least two of the three questions they wrote as well as at least one question written from the other groups
- e. You will have access to a computer to receive messages and advice from your campaign team, but may not look up anything yourself

### Campaign Manager(s):

- a. You will be in charge of assisting your candidate on debate issues and directing your team on what to research
- b. You will have access to computers to fact check, make suggestions, and record comments.
- c. Through a shared Google Doc, present direct points and/or evidence to your candidate for them to include in their debate points against other candidates.
- d. Work with your other campaign team members to research answers and fact check statements of other candidates
- e. Provide support to your candidate on how he/she is coming across (i.e, do they need to change their tone, show different emotions, address specific demographic groups).

### Media/PR Specialist(s):

- a. Make sure your campaign video is uploaded and ready to go.
- b. Make sure your poster has been hung on the wall.
- c. You will have access to computers to fact check, make suggestions and record comments.
- d. After watching the other videos, present direct points to your candidate for them to include in their debate points against other candidates.
- e. Through a shared Google Doc, work with your Campaign Manager(s) to present direct points and/or evidence to your candidate for them to include in their debate points against other candidates, to research answers and fact check statements of other candidates
- f. Provide support to your candidate on how he/she is coming across (i.e, do they need to change their tone, show different emotions, address specific demographic groups).

### What am I looking for?

- |   |
|---|
| <ol style="list-style-type: none"><li>a. Specific answers and solutions</li><li>b. Demonstrating the traits of a leader</li><li>c. Targeted demographics (without saying “this is how I will get the Latino vote”)</li><li>d. Cohesion within your group—are team members helping each other out, are they helping the candidate or leaving him/her to fend for himself/herself</li><li>e. Each individual using the Google Doc to provide specific talking points, evidence, suggestions, fact checking</li><li>f. Have Fun!</li></ol> |
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