

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

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

Campaign Plan

Under the direction of the Campaign Manager(s), the members of 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:** Create a fictional background story for your candidate. Who is your candidate and why should he/she be trusted to lead the USA? In it, be sure that you give your candidate the experience and characteristics that will appeal to the demographic groups you are targeting. It should display your leadership qualities and why you are qualified to be president. This will be the core of the opening statement you give at the debate. (1 paragraph)
- **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 especially groups that are more borderline/up for grabs. (1 paragraph)
- **PARTY PLATFORM—**The lengthiest part of your campaign plan
 - Campaign Planks: What are your candidate's positions/policies in each of the following 4 key areas? (1 or more thorough paragraphs for EACH of the following planks)
 - A) Social Issues (Immigration, Guns, Abortion, Drugs)
 - B) The Environment/Global Climate Change
 - C) The Economy
 - D) Foreign Policy (Middle East, China, North Korea)For each of these policy areas, discuss your ideas about what should be done and what you will do if elected president. Discuss *specific* policy solutions. In each paragraph, also 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 (1 or more thorough paragraphs for EACH plank)
- **GOALS AND STRATEGY**
 - Discuss your plan for victory. What regions of the country will you focus on? What states will you target to get to 270 electoral votes? Be sure to scan into your campaign plan document a map with targeted states and the number of electoral votes of each, showing your potential path to victory. (1 paragraph)
 - Media and Campaign Financing Strategy: What modes of media will you focus on to advertise your candidate? What percentage of your media budget will go to each type of media? 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? (1 paragraph)

Your campaign team will be 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 that includes your political party, 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 by the day before the Candidate Debate

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?

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

16. 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? (from the video clip watched in class)

After your PR/Media Specialists have read the article, “The 2016 Presidential Campaign—A News Event That’s Hard to Miss,” confer with them and fill out this section

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? Use this information as part of your campaign plan paragraph on 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.

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:

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

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">a. Specific answers and solutionsb. Demonstrating the traits of a leaderc. Targeted demographics (without saying “this is how I will get the Latino vote”)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/herselfe. Each individual using the Google Doc to provide specific talking points, evidence, suggestions, fact checkingf. Have Fun! |
|---|

Election Project Checklist/Rubric

As a campaign team, all of the following need to be completed by the day of the debate:

WRITTEN CAMPAIGN PLAN

_____ CANDIDATE BIOGRAPHY

_____ DEMOGRAPHICS: paragraph discussing what demographic groups you will be targeting for votes, especially groups that will be more of a stretch for you to get

_____ PARTY PLATFORM (1 or more thorough paragraphs on each of the following—be sure to follow the original instructions)

_____ Plank #1: Social Issues (Immigration, Abortion, Guns, Drugs)

_____ Plank #2: The Environment/Global Climate Change

_____ Plank #3: The Economy

_____ Plank #4: Foreign Policy (Middle East, China, North Korea)

_____ GOALS AND STRATEGY

_____ paragraph on your regional strategy for victory (parts of the country & states you will focus on)

_____ Electoral College map scanned into your campaign plan showing the states you will focus on winning to get to at least 270 Electoral votes

_____ paragraph on media & campaign financing strategy (be sure you have answered all the questions in the original instructions & include information learned from the article “The 2016 Presidential Campaign” that was read by your PR people)

_____ DEBATE PREP

_____ 60-75 second opening statement (based on candidate biography)

_____ 45-60 second closing statement, including what you would want your Secret Service codename to be if elected

_____ Three prepared questions your campaign team would like your candidate to be asked during the debate

_____ Five prepared questions for the opposing candidates (one for each candidate) that you would like asked of your opponents during the debate

_____ CAMPAIGN MEDIA

_____ campaign slogan

_____ campaign poster that includes the name of your political party

_____ campaign commercial

[_____ Come up with a plan for how your group members will communicate with your candidate during the debate, i.e. set up a separate document for messages, type messages to the candidate at the start/end of the written campaign plan doc, etc.]

