



COMMUNITY CLASSROOM: VOTE DEMOCRACY! EDUCATOR GUIDE

Educators can use the VOTE DEMOCRACY! Educator Guide to support viewing of PLEASE VOTE FOR ME, IRON LADIES OF LIBERIA, CHICAGO 10 and AN UNREASONABLE MAN while engaging students in discussions about democracy abroad, elections, third-party politics, gender, the role of dissent in democracy and media literacy. These lessons and activities also provide a context for understanding and further investigating the changing nature of democracy around the world.



KQED
education network



Activity 3

Participating in a Campaign
(90-120 minutes + assignments)



“I will not vote for you.”

—Classmate

“I’ll make you Vice Monitor.”

—Cheng Cheng

“Then I’ll vote for you.”

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“I am so happy!”

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Participating in a Campaign

(90-120 minutes + assignments)

Grade Level: 9–12, College

Subject Areas: Government, Political Science, Social Studies, Current Events, Language Arts, Debate, Sociology

Objectives: Students will:

- learn about campaign roles and skills
- analyze and critically view film as text
- discuss in groups and as a class
- exercise collaborative group skills
- synthesize information gathered from case studies to develop their own examples

Skills: stating and supporting opinions in class discussion and in writing, critical reading and viewing, researching, persuasive writing techniques, note taking, oral presentation

Materials: board/overhead, chart paper, **PLEASE VOTE FOR ME Video Module, AN UNREASONABLE MAN “Campaign” Video Module, Teacher Handout A and C, Discussion Guides for PLEASE VOTE FOR ME and AN UNREASONABLE MAN**, art supplies.

In a democracy, campaigns have played a major role in determining the outcome of elections. A campaign incorporates publicity/advertising, image-building, media outreach, communication and people skills. This lesson analyzes common roles and skills useful in campaigns and allows students to develop their own campaign around an issue and design staff positions and materials to further their cause.

Procedures:

1. Write this quote on the board or overhead projector:

A campaign is about defining who you are—your vision and your opponent's vision.

—Donna Brazile, Al Gore's 2000 Campaign Manager

Remind students about recent campaigns: 2004 and 2008 Presidential elections, local elections, homecoming queen/king, student government positions—and have them brainstorm some as well. Have students write a response using these sentence stems:

- I think Brazile means that...
- You can define your vision of who you are in a campaign by...
- You can define your opponent's vision of who you are in a campaign by...

Call on students to share different responses.

2. Have students read “Organizing Your Political Campaign: How to Assemble Your Campaign Team” by Benjamin Katz (<http://www.completecampaigns.com/article.asp?articleid=46>). Show clip from PLEASE VOTE FOR ME in which Luo Lei's father provides monorail tickets for a class field trip and clip from AN UNREASONABLE MAN about raising funds/federal election matching funds for third-party candidates. Discuss using the following guiding questions:

- What role does a campaign fundraiser play? Why is this role important? What can supporters and potential supporters provide besides money? Why is an accountant needed?
- Why is voter contact the true objective of a campaign? Why are field, press, mail and TV/radio methods all necessary? Are any voter contact methods more crucial or more effective? How is voter contact like advertising/marketing?
- Why are technology skills important? How might technology impact fundraising and voter contact in future elections?



3. View the **PLEASE VOTE FOR ME Video Module** highlighting different people and their roles in the campaigns. Have students take notes using the following prompts:
- How does each candidate connect with and contact the voters?
 - What is the “brand” and message that each candidate develops? How successful are they? What factors affect their success?
 - What role do the parents, teacher and peer assistants play? How do they influence the campaign?
 - How does each candidate deal with opponents? How do they respond to attacks?

Discuss responses. Additional discussion questions can be found in the **PLEASE VOTE FOR ME Discussion Guide**. Selected quotes from the film are in **Teacher Handout C**.

4. View the **AN UNREASONABLE MAN “Campaign” Video Module** highlighting different people and their roles in Nader’s campaign. Have students take notes using the following prompts:
- How does Nader connect with and contact voters?
 - What is Nader’s brand and message? How successful is he in developing it and communicating it? What factors affect his success?
 - What role do campaign staff, media, and the other political parties play? How do they influence Nader’s campaign?
 - How does the candidate (Nader) deal with opponents (Democrats, Republicans, Nader’s Raiders)? How does he respond to attacks?

Discuss each of the roles, especially focusing on the Nader’s Raiders as a lobby group working against Nader’s campaign and their impact. Additional discussion questions are found in the **AN UNREASONABLE MAN Discussion Guide**. Selected quotes from the film are in **Teacher Handout C**.

5. Assignment: Present the class with an election campaign for a classroom president. As a class, brainstorm what the role and responsibilities of the president would be. Divide the class into small groups. Each group should work together to create and develop:
- A list of staff positions for their campaign. A job description for each staff member including skills needed and primary responsibilities.
 - A primary strategy that includes at least five voter contact actions they would take.
 - Visual design, such as posters, slogans and graphics.
 - A voter guide containing candidate ideas and positions.
 - Strategies for how to respond to opponents and attacks.
6. Have the groups present their work in a gallery walk.
- What are some skills and roles that many groups have in common?
 - What are strategies that you think will be effective? What would you change or add to improve a group’s campaign strategy?
 - What makes a group’s visual design materials engaging and convincing?

Extension Activities:

1. Contact and interview staff of local representatives to find out who takes part in the politician’s election campaign. Ask for job descriptions and responsibilities of different staff and intern positions. Present these findings to the class and compare similarities and differences.
2. Invite a panel of guest speakers to come into the classroom to address student questions and comments about campaigning. Include local, state or federal politicians as well as members of their campaign staff. Have students prepare questions for the panel in advance and use the expertise of the panel members to learn more about what it is like to run a campaign. Follow up in class by discussing what insights students gained from each of the panelists, and how their strategies were similar or different to the ones developed in their classroom campaigns.

Note: See **Teacher Handout A: Guidelines for Convening a Community Forum**.



Teacher Handout A: Guidelines for Convening a Community Forum

Inviting community members into the classroom to share their insights and expertise can enhance student's learning by showing how the issues they are studying affect people around them. Consider inviting community members who represent multiple perspectives so the discussion can reflect the complexity of a particular issue as well as the diversity of your state and community. Introducing students to the contributing roles of scholars, advocates and policy-makers, along with those most affected by a policy or program, emulates a process of good information gathering. An appropriately facilitated discussion with opposing viewpoints also helps build understanding of democratic debate. If possible, involve students in researching and inviting the local panel members and developing the discussion questions. An outcome of this activity might be to connect students to service learning or other mentoring opportunities with community organizations.

Planning a Panel

STEP 1: Using the Educator Guide, determine which Activity area you would like to focus on and incorporate a Community Forum.

STEP 2: Using the table below as a guide, develop a plan for your preferred panel participants.

STEP 3: Using the Educator Guide and the Discussion Guide, compile a list of potential discussion questions to share with potential panelists.

STEP 4: Using your knowledge of community organizations, your student's contacts and research with some of the search tools provided, recruit your panelists.

STEP 5: Plan the format of your forum, finalize the discussion questions, select or designate a facilitator.

Here is a list of organizations that might assist you with identifying representatives for a community panel.

Suggested Panel Members	Organization examples	Search Tools
Campaign staff of a local, state or federal office-holder	Congress.org National Conference of State Legislators National Association of Counties	www.congress.org (search by ZIP code for local, state and congressional representatives) http://www.ncsl.org/public/leglinks.cfm http://www.naco.org/Template.cfm?Section=Find_a_County&Template=/cfiles/counties/usamap.cfm
Government watch-dog organizations	Common Cause League of Women Voters	www.commoncause.org (search State Organizations) www.lwv.org (search "find a local league")
Women political leaders	Center for American Women and Politics, Rutgers	http://www.cawp.rutgers.edu/Facts4.html (search by state)
Local journalists or filmmakers	Local newspaper, journalism school, film school	



Teacher Handout C: Supplemental Materials**PLEASE VOTE FOR ME Quotes****Democracy**

"Each of you will have the right to vote for your favorite candidate, this is what we call 'Democracy'. You will elect your own Class Monitor. Isn't this new? Very different than before."

—Teacher

"I want to be the Class Monitor, because you can order people around. What does it mean 'Democracy'?"

—Cheng Cheng

"It means that people are their own masters."

—Cheng Cheng's father

Voting

"Do you need our help to get your classmates' support?...You need some tricks. And a plan."

—Luo Lei's parents

"I don't want to control others, they should think for themselves. People should vote for whomever they want."

—Luo Lei

"Those who don't support me, show mercy and vote for me."

—Cheng Cheng

Campaigning

"I'll arrange a trip to ride the monorail. You can invite your class. The monorail is the most modern transport in Wuhan. Only a few cities have a monorail. During the trip, you can show off, and improve your relationship with your classmates, then they will support you. What do you think? Tell them this: 'The monorail is managed by my father's police department.'"

—Luo Lei's father

"I will not vote for you."

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"I'll make you Vice Monitor."

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"Then I'll vote for you."

—Classmate

"I am so happy!"

—Cheng Cheng

"If people point out your faults, can you defend yourself? ... You must be well prepared. You must make a list of their faults. Tomorrow, ask your assistants to gather information."

—Xu Xiaofei's mother



AN UNREASONABLE MAN Quotes

Background and Consumer Activism

"The reasonable man adapts himself to the world; the unreasonable one persists in trying to adapt the world to himself. Therefore, all progress depends on the unreasonable man."

—George Bernard Shaw

"I just put a little note up in various schools and said, 'If you're interested, send me a résumé and your interests.' And I got maybe 400 or 500 responses just based on a note written, you know, put on a bulletin board somewhere. And it was that summer that all of these 110 people lined up the steps of the Capitol. And the title of the picture is 'The Lone Ranger Gets a Posse.'"

—Robert Fellmeth (describing the initial recruitment for what would become "Nader's Raiders")

"Uh, he had seven people lined up to investigate the FTC. You could call them, I guess, radical nerds. They didn't believe in the way the system was being operated, but they believed in the values of the system."

—Robert Fellmeth

"Ralph had decided to do about six or eight teams attacking different agencies. So there was a team on the Food and Drug Administration, one on water pollution, one on air pollution."

—Joe Tom Easley, Former Nader Rader

"For about a decade, Ralph had the field almost to himself. He had built a legislative record as a private citizen that would have been the envy of any modern president. That included the Clean Air Act, Mining Health and Safety Act, the Freedom of Information Act, Occupational Safety and Health Act. Ralph also provided the leadership and seed money to start numerous consumer organizations"

—David Bollier, Independent Policy Strategist

"Imagine if you got in a car, and the airbag said 'Nader' on it, you know, like how everything says 'Trump' on buildings, if the airbag said 'Nader'; or if the seat belts said 'Nader'; or if you get bumped from a plane and it says you're remuneration on your ticket, and you get a 'Ralph Nader' on your ticket; or, you know, you look at the air, and it's cleaner, and it says 'Ralph Nader'; or if you look at your food, and it says, 'This food was made safer by Ralph Nader.' If people would see that on a day-to-day basis, they'd understand the effect that this guy has had on their daily lives."

—James Musselman, Former Nader Rader

Democracy

"I figured that unless you have your resources, a couple hundred million dollars, you can't have the effect. And so I've given it up... Oh, I think our democracy's a fraud. I think it's consumer fraud."

—Pat Buchanan

"For 20 years we saw the doors closing on us in Washington, on our citizen groups and a lot of other citizen groups, you know? What are we here for? To improve our country. And, uh, we couldn't get Congressional hearings, even with the Democrats in charge."

—Ralph Nader

"I see how people up against enormous abuse, deprivation, dictatorships and you name it taking it on, not giving up, persistent, persevering. That's what life's all about. There'll never be a hill that you don't have to climb when it comes to injustice in this world. But you have to keep climbing. The important thing is not to say democracy's a myth in our country; it's to have better gradations."

—Ralph Nader



AN UNREASONABLE MAN Quotes Ctd.

"The students are not learning. They're not learning citizen skills. They're not learning how to practice democracy. They're not learning the creative force of their personality and idealism and imagination. Maybe if we started talking about citizen globalization, civic globalization instead of corporate globalization, the world would move forward. Let not future generations look back on us and say that this was the last generation that refused to give up so little in order to achieve so much."

—Ralph Nader

The Two-Party System

"We're at the place we're at because we have settled for so less for so long. If we keep settling, it's only going to get worse. The lesser of two evils, you still end up with evil. You still end up with evil."

—Michael Moore, Filmmaker

"We really need multiparty development in this country, because we don't have a government of, by, and for the people. We have a government of the Exxons, by the General Motors, for the Duponts."

—Ralph Nader, Presidential Candidate

"When I saw the neglect, the indifference, the greed, uh, the corruption of the two parties, uh, and I looked around, I said, 'Hey, is there anyone else running for president? I mean, be my guest.'"

—Ralph Nader, Presidential Candidate

Presidential Campaign

"The concrete goals were fairly mundane, but they were along the lines of let's raise \$5 million; let's try to get on the ballot in 45 states; let's try to get 5 percent of the electorate so that we can help build the Green Party; let's create a lot of local Green; let's bring in a lot of new talent into the citizen movement; let's get the issues out there."

—Theresa Amato, National Campaign Manager for Ralph Nader

"The consequences are really profound. Of course it will lurch the Democratic Party a little bit to the left, but it will take 30 years to undo the harm that Ralph is going to do in the next 12 days."

—Gary Sellers, Former Nader Raider

"If you look at the numbers in Florida alone, I think it's safe to say that Ralph Nader denied Al Gore a clean victory in Florida. It may be true in other cases as well. But, uh, he has had a consequential impact on this presidential election."

—Tom Daschle, Former U.S. Senate Majority Leader

"Every third-party candidate got more than the difference between Bush and Gore and the 537 votes in Florida, but the Democratic Party was looking for a scapegoat, and I think effectively tried to paint, and did paint, Ralph Nader as the reason why they were not in office, not the fact that 10 million more Democrats voted for George Bush than voted for Ralph Nader. They should have been asking why are people who are registered Democrats voting for George Bush rather than Ralph Nader?"

—Theresa Amato, National Campaign Manager for Ralph Nader

On Ralph Nader

"He fights almost impossible battles, and he's won a number of them. He's not afraid. I think he's the best American I know."

—Bill Murray, Actor

"You can invent all kinds of excuses, uh, as to why other people are responsible. Bill Clinton is responsible because he didn't carry Arkansas. Al Gore is responsible because he didn't carry Tennessee. One man could have stopped it. That's Ralph Nader. He chose not to....I think Nader intended to be a spoiler. I think Nader is a Leninist. He thinks things have to get worse before they get better."

—Eric Alterman, Columnist, *The Nation*



RECOMMENDED NATIONAL STANDARDS

Curriculum Standards for English Language Arts National Council of Teachers of English and the International Reading Association

1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.
3. Students apply a wide range of strategies to comprehend, interpret, evaluate and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies and their understanding of textual features.
4. Students adjust their use of spoken, written, and visual language to communicate effectively with a variety of audiences and for different purposes.
5. Students employ a wide range of strategies as they write and use different writing process elements appropriately to communication with different audiences for a variety of purposes.
6. Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.
7. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.
8. Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.
12. Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion and the exchange of information).

Curriculum Standards for Social Studies Expectations of Excellence, National Council for the Social Studies

Performance Expectation 1: Culture

- Predict how data and experiences may be interpreted by people from diverse cultural perspectives and frames of reference.
- Interpret patterns of behavior reflecting values and attitudes that contribute or pose obstacles to cross-cultural understanding.
- Construct reasoned judgments about specific cultural responses to persistent human issues;

Performance Expectation 4: Individual Development and Identity

- Identify, describe, and express appreciation for the influences of various historical and contemporary cultures on an individual's daily life;
- Describe the ways family, religion, gender, ethnicity, nationality, socioeconomic status and other group and cultural influences contribute to the development of a sense of self;
- Examine the interactions of ethnic, national or cultural influences in specific situations or events;
- Analyze the role of perceptions, attitudes, values and beliefs in the development of personal identity;
- Compare and evaluate the impact of stereotyping, conformity, acts of altruism and other behaviors on individuals and groups;
- Work independently and cooperatively within groups and institutions to accomplish goals;

Performance Expectation 6: Power, Authority, and Governance

- Examine persistent issues involving the rights, roles and status of the individual in relation to the general welfare;

Performance Expectation 9: Global Connections

- Analyze or formulate policy statements demonstrating an understanding of concerns, standards, issues and conflicts related to universal human rights;
- Identify and describe the roles of international and multinational organizations.
- Illustrate how individual behaviors and decisions connect with global systems.

For specific content standards on subjects such as social sciences, ethics and media literacy, please refer to your respective State Standards.



GUIDE CREDITS

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David Maduli is an independent educational consultant who has contributed many curriculum guides and conducted various workshops for PBS programs. He has a master's in teaching and curriculum from Harvard Graduate School of Education and continues to work as a veteran Bay Area public school language arts and social studies teacher.

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About COMMUNITY CLASSROOM:

COMMUNITY CLASSROOM is an exciting resource for educators providing short video modules drawn from the Emmy® Award-winning PBS series *Independent Lens*. *Independent Lens*, a 29-week series airing Tuesday nights at 10 PM on PBS stations across the country, features unforgettable stories about a unique individual, community or moment in history. Drawn from the U.S. and abroad, these stories reflect the diversity of our world through the lens of contemporary documentary filmmakers. The CLASSROOM video modules are supported with innovative, resource-rich curricula for high school, college and youth educators. Video modules are 5-10 minutes in length and can be viewed online or on DVD-ROM. Content is grouped into subject specific segments that correspond to lesson plans and are standards-based.

COMMUNITY CLASSROOM is a product of the Independent Television Service and KQED Education Network, with support from the Corporation for Public Broadcasting. Educational content was developed with guidance from PBS Teachers, National Association for Multicultural Education, National Council of Churches, American Association of Community Colleges, 4-H, National Council for the Social Studies, and National Council of Teachers of English.

About ITVS:

The Independent Television Service (ITVS) funds and presents award-winning documentaries and dramas on public television, innovative new media projects on the Web and the Emmy Award-winning weekly series *Independent Lens* on Tuesday nights at 10 PM on PBS. ITVS is a miracle of public policy created by media activists, citizens and politicians seeking to foster plurality and diversity in public television. ITVS was established by a historic mandate of Congress to champion independently produced programs that take creative risks, spark public dialogue and serve underserved audiences. Since its inception in 1991, ITVS programs have revitalized the relationship between the public and public television, bringing TV audiences face-to-face with the lives and concerns of their fellow Americans. More information about ITVS can be obtained by visiting itvs.org. ITVS is funded by the Corporation for Public Broadcasting, a private corporation funded by the American people.

About *Independent Lens*:

Independent Lens is an Emmy® Award-winning weekly series airing Tuesday nights at 10 PM on PBS. Hosted this season by Terrence Howard, the acclaimed anthology series features documentaries and a limited number of fiction films united by the creative freedom, artistic achievement and unflinching visions of their independent producers. *Independent Lens* features unforgettable stories about a unique individual, community or moment in history. Presented by ITVS, the series is supported by interactive companion websites and national publicity and community engagement campaigns. Further information about the series is available at www.pbs.org/independentlens. *Independent Lens* is jointly curated by ITVS and PBS, and is funded by the Corporation for Public Broadcasting (CPB), a private corporation funded by the American people, with additional funding provided by PBS and the National Endowment for the Arts. The series producer is Lois Vossen.

About KQED Education Network:

KQED Education Network engages with community and educational organizations to broaden and deepen the impact of KQED media to effect positive change. Through parent education and professional development workshops, public screenings, multimedia resources, and special events, Education Network reaches more than 200,000 Bay Area residents a year and serves people of all ages, with a particular emphasis on reaching underserved communities. Learn more about its three unique services, Early Learning, Educational Services, and Community Engagement, at kqed.org/HistoryEd.

About PBS:

PBS is a media enterprise that serves 354 public noncommercial television stations and reaches almost 90 million people each week through on-air and online content. Bringing diverse viewpoints to television and the Internet, PBS provides high-quality documentary and dramatic entertainment, and consistently dominates the most prestigious award competitions. PBS is a leading provider of educational materials for K-12 teachers, and offers a broad array of other educational services. PBS's premier kids' TV programming and Web site, PBS KIDS Online (pbskids.org), continue to be parents' and teachers' most trusted learning environments for children. More information about PBS is available at pbs.org, one of the leading dot-org Web sites on the Internet.

