

Chapter 7

Section 3: Money and Elections

Guiding Question: What role does money play in electoral politics?

GET STARTED

Lesson Goals:

- Students will explain how political campaigns are financed.
- Students will discuss federal regulations on campaign finance.
- Students will compare and contrast hard and soft money.

Bellringer Write on the board: **How do politicians get money to run for office? Brainstorm a list and record it in your notebook.**

Vocabulary Ask students to write a short paragraph using all four vocabulary terms.

TEACH

Review the Bellringer activity as a lead-in to a discussion of the influence money can have on the fairness of the democratic process. Tell students that in this section, they will learn about laws aimed at controlling such influences. Read the section and ask students to write a brief response to this question: **Will there need to be more campaign financing rules in the future? Why or why not?**

Ask:

- Why might an incumbent's campaign be less expensive than that of someone who is running for the first time? (*an incumbent would not need to spend much on familiarizing voters with his or her name and ideas*)
- What is the main source of campaign funds? (*private sources*)
- Should large campaign contributions result in advantages for the donors? Why or why not? (*Students should reason that in a democracy, each citizen should be given equal representation, without regard to their wealth or contributions to a particular candidate.*)

ELL/ESL Strategy

Language Objective: *To create a graphic organizer for vocabulary*

Tell students that when they have reached the final new vocabulary word in this chapter they will make a graphic organizer to review and move these terms into long-term memory. Demonstrate the following: fold a piece of lined paper in half lengthwise, then cut the paper into fourths. Write *political action committee* on the first flap. Lift this and under the term, write its definition. Have each student do this for each of the four vocabulary words in this section. In the extra spaces, have them add challenging terms from the previous sections. When students are ready, allow them to work in groups of three or four and challenge each other to explain a term, before checking beneath the flap for accuracy.

Other Strategies

Learning Styles: Interpersonal/Group
Learning Styles: Auditory/Verbal
Learning Styles: Visual/Spatial (2)
Learning Styles: Logical/Mathematical

ASSESS AND REMEDIATE

- Assign the Section Assessment questions; grade student responses.

Chapter Resources

Essential Questions Journal

Chapter 7 Outline (All-in-One, pp. 117–119)

Skill Activity (All-in-One, p. 149)

Chapter Test B (All-in-One, pp. 155–158)

Other Resources

Reading Comprehension Worksheet

(All-in-One, pp. 144–145)

Section Quiz B (All-in-One, p. 151)

Audio support is available for this section.

Additional features for Differentiated Instruction can be found throughout the Teacher's Edition.