



A Guide to Congress for College Student Advocates

Dr. Welling Hall

Table of Contents

Introduction.....	3
-------------------	---

Lessons:

Lesson 1: Using Congress.gov	7
Handouts: Public Law No. 115-163	10
Using Congress.gov.....	12
Lesson 2: Researching a Member of Congress.....	13
Handouts: Researching a Member of Congress.....	16
Power Mapping Guide.....	18
Extension Activity: Observing a Member of Congress.....	19
Handout: Observing a Member of Congress talk with Constituents.....	20
Lesson 3: Schedule a Member's Meetings and Activities for a Week.....	21
Handout: Schedule a Members Meetings and Activities for a Week.....	24
Lesson 4: The Work of Congressional Committees.....	27
Handout: What Committees Should Your Boss Serve On?.....	31
Lesson 5: Analyzing a Political Speech.....	33
Handouts: Analyzing a Speech.....	35
Generate Speech Elements.....	36
Lesson 6: Polling.....	39
Handout: Political Polling.....	40
Lesson 7: Interest Groups and Constituent Gatherings.....	43
Handouts: Names and Websites of Selected Interest Groups.....	44
Ask Report Sheet.....	45
Three Examples of Interest Group Advocacy Asks.....	46
Lesson 8: Social Media in Advocacy Campaigns.....	51

Assessment Activities:

Assessment 1: Policy Memo.....	56
Handout: Policy Memo Assignment.....	57
Handout: Evaluation Rubric for Email Policy Memo.....	60
Assessment 2: Reflecting on Spring Lobby Weekend.....	61
Handout: Plan Your Lobby Visit.....	62
Handout: Post-Trip Questions.....	63
Handout: Student Self-Assessment of Learning.....	64
About Dr. Welling Hall.....	65

Introduction

Composing this introduction days before the 2018 midterm elections, I was enjoying a tweet shared by the Washington, D.C. director of MoveOn.org. It was a captivating dance sequence by a young African-American man that emphasizes the power of voting.

We live in a time when the building blocks of political behavior are more contested than ever before as citizens of all ages struggle with hyperpartisanship and the erosion of norms of civil discourse. Whatever people might think individually, collectively their views and actions demonstrate a decline in widespread public trust of democratic institutions. The decline is so steep that in 2016, the British periodical, *The Economist* moved the United States from the category of “full democracy” to “flawed democracy” in its Democracy Index.

Given these trends, I am inspired by the daily, persistent work of the Friends Committee on National Legislation (FCNL), which is teaching ordinary people in all walks of life strategies for talking with members of Congress and providing copious examples of the difference that building relationships with congressional members makes. This aligns with my personal theory of change: Sustaining and restoring a thriving democracy rests on the individual actions of millions of citizen advocates who both trust and verify that our democratic institutions function as intended by the framers of the U.S. Constitution.

I became a convert to the importance of teaching students how Congress works after an unexpected opportunity to spend my sabbatical year, 2009-10, working for a member of the U.S. House of Representatives. I left the representative’s office with some significant takeaways.

First, time and again, I observed that the most effective lobbyists were those with some staff experience themselves. They understood how the office worked and made legislative asks that the office could act on.

Second, many congressional staffers are just out of college themselves and engaged in the kind of work that I thought my students would find meaningful.

Third, with the release of the American Association of College and Universities (AAC&U) Liberal Education and America’s Promise (LEAP) initiative, my home institution was energetically stressing integrated learning and the college-to-career mindset. Winning a timely grant from Project Pericles, I decided to build a course around my experiences as a congressional staffer and link it to FCNL’s annual Spring Lobby Weekend.

It was a smashing success. The students loved it; Project Pericles loved it; the American Political Science Association published and republished an article I wrote about the course; and FCNL staff asked how the experience could be replicated. With support from FCNL, I set down the curriculum you are now reading.

This set of lesson plans tied to FCNL’s annual Spring Lobby Weekend provides hands-on tools for faculty and administrators who would like to expand student opportunity to think about the college/career nexus. Research from the Congressional Management Foundation as well as the Friends

Committee on National Legislation about effective citizen advocacy undergirds the integrated learning experience.

FCNL's current Spring Lobby Weekend can be found online at fcnl.org/slw and its legislative asks at fcnl.org/action.

Each of the active learning exercises incorporated in the lessons and assignments is designed so that faculty and students can assess learning outcomes that an undergraduate education purports to promote whether or not students are majoring in political science.

Taking a group of students on a multiday field experience requires support from multiple offices and stakeholders on campus. This curriculum is designed with an eye to explaining the benefits that accrue to students who participate in the FCNL Spring Lobby Weekend. Each lesson includes at least one learning objective for assessment purposes. These learning objectives are drawn from undergraduate political science departments around the country:

- » Acquire a working knowledge of the American political system.
- » Conduct research in political science, using primary and secondary materials as well as on-line sources and databases.
- » Connect classroom learning with the experience of working in government, politics, or public affairs.
- » Demonstrate knowledge of fundamental political processes, institutions, actors and relationships, and theoretical concepts and ideas.
- » Demonstrate skills useful for entry level jobs in the public or private sector.
- » Write effective, strong, evidence-backed arguments, engage in evidence-based oral debate and discussion, and form and express cogent arguments and interpretations.

College administrators who are tasked with assessment and accreditation responsibilities will appreciate knowing how the use of this curriculum in conjunction with FCNL Spring Lobby Weekend can advance measurable learning objectives. Faculty who are designing a new course can use this information to locate the course on a curricular map for assessment and accreditation purposes.

Similarly, while the curriculum focuses on the Association of American Colleges and Universities' Civic Engagement VALUE Rubric, faculty can also use these lessons to advance student learning about Intellectual and Practical Skills; Personal and Social Responsibility; and Integrative and Applied Learning. This rubric was created using the Association of American Colleges and Universities (AAC&U) Critical Thinking VALUE Rubric (<https://www.aacu.org/value-rubrics>).

Conceptual Learning Gained	Rate from 1 - 5
Synthesizing connections from field experience to broaden my point of view.	
Recognizing ethical issues when presented in a complex context.	
Choosing a variety of information sources appropriate to the scope of the research question.	
Practicing teamwork in a complex context.	

Making relevant connections from my academic study to participation in civic life, politics, and government.	
Thinking about how what I have learned might apply to my life after school.	
Organizing and synthesizing evidence to reveal insightful patterns, differences, or similarities related to focus.	
Imagining specific positions, taking into account the complexity of an issue.	

The eight lessons and three appendices with extension assignments are numbered and presented in an order that provides an opportunity to develop more generalizable skills before the lessons that build on some prior skills. For example, researching constituent concerns will be easier to explore after students have acquired some capability with using Congress.gov.

That said, lessons can be arranged and rearranged to be used alongside other materials in an American government or history course, or for that matter, in any course that includes a service learning or civic engagement component regardless of discipline.

Bibliography

Batten, Garret S., Adrienne Falcón, Jan R. Liss. *A Guidebook for Incorporating Civic Engagement in Undergraduate Education*, 2017, accessed November 6, 2018, http://www.projectpericles.org/projectpericles/programs/Creating_Cohesive_Pathways/Guidebook-Incorporating-Civic-Engagement:en-us.pdf

Congressional Management Foundation. Citizen-Centric Advocacy: The Untapped Power of Constituent Engagement, 2017, accessed November 6, 2018, <http://www.congressfoundation.org/projects/communicating-with-congress/citizen-centric-advocacy-2017>

Hall, B. Welling. "Teaching Students about Congress and Civic Engagement," *Political Science Now*, August 2016, accessed November 6, 2018, <http://politicalsciencenow.com/teaching-students-about-congress-and-civic-engagement/>

McLaughlin, Jacqueline S., D. Kent Johnson. "Assessing the Field Course Experiential Learning Model: Transforming Collegiate Short-term Study Abroad Experiences into Rich Learning Environments," *Frontiers: The Interdisciplinary Journal of Study Abroad*, 2015, accessed November 6, 2018, <https://bit.ly/2XHWDEE>

Pennock, Andrew. "The Case for Using Policy Writing in Undergraduate Political Science Courses," *PS: Political Science and Politics*, Vol. 44, No. 1, January 2011, pp. 141-146.

Rhodes, Terrel. *Assessing Outcomes and Improving Achievement: Tips and Tools for Using the Rubrics*. Washington, DC: Association of American Colleges and Universities. 2009.

Rios, Alison, Millett McCartney, Elizabeth A. Bennion, Dick Simpson. *Teaching Civic Engagement: From Student to Active Citizen*. Washington, DC: American Political Science Association. 2017.

Additional Resources for Teaching about Congress and Citizen Advocacy

Faculty interested in teaching about the U.S. Congress and civic engagement can make use of any and all of the following free resources:

Center on Congress. Indiana University.

<http://tpscongress.org/teachers/>

<http://tpscongress.indiana.edu/topics/impact-of-congress/>

The Center on Congress at Indiana University is the brainchild and a project of retired Congressman Lee Hamilton. This site offers about two dozen lesson plans focused on the history and impact of Congress. It is also linked to a Library of Congress program that provides accessible opportunities for teaching and learning with primary source material.

C-SPAN Classroom.

<https://www.c-span.org/classroom/>

C-SPAN maintains a vast library of video resources that have been curated for use, primarily by high school civics teachers. A number of these videos are attached to available lesson plans that are categorized for use with an AP curriculum. Several of these videos are cited in this FCNL Curriculum. C-SPAN also offers free online teacher training available to all educators wanting to make use of these resources. Fellowships for high school teachers are also available.

Dirksen Congressional Center.

http://www.dirksencenter.org/print_teaching_intro.htm#section1

The Dirksen Congressional Center is named for Everett McKinley Dirksen who served in the U.S. House from 1933-1948, the U.S. Senate from 1951-69, and as Senate Minority Leader from 1959 until 1969. One of the three Senate Office buildings is named for Senator Dirksen. The Congressional Center is a non-partisan, non-profit organization that promotes civic engagement. The website offers lesson plans, resources, and simulations about the work of Congress, many of which are linked to primary source material. Materials incorporated in this curriculum guide are used with the permission of the Dirksen Center.



Lesson 1:

Using Congress.gov

Lesson 1: Using Congress.gov

Introduction:

American Association of Colleges and Universities VALUE Rubric Benchmark(s):

This lesson plan provides opportunities for students to meet the following benchmark and/or milestone:

1. Information Literacy: Accesses information using simple search strategies, retrieves information from limited and similar sources.
2. Civic Engagement: Begins to connect knowledge (facts, theories, etc.) from one's own academic study/field/discipline to civic engagement and to one's own participation in civic life, politics and government.

Political Science Learning Objective(s):

Students completing this lesson will:

1. Conduct research in political science, using materials such as primary, secondary, and online sources or databases.

Total Estimated Time:

This exercise has the most potential for student learning as an individual exercise although a group partnership is possible if class goals are better served by a team effort. The in-class portion of the lesson can be completed in a 50-minute class period. Students will need to have access to laptops, tablets, or smartphones to search Congress.gov.

Work Completed before Lesson:

Students review the process whereby a bill becomes law:

1. Public Broadcasting Corporation. "Crash Course Government #9: How a Bill Becomes Law," March 20, 2015, accessed November 6, 2018, <https://www.youtube.com/watch?v=66f4-NKEYz4>
2. Govtrack.us. "How Congress Works: How A Bill Becomes A Law," accessed November 6, 2018, <https://www.govtrack.us/how-a-bill-becomes-a-law>

In Lab:

Activate Prior Knowledge:

Distribute Handout: **Public Law No: 115-163** and ask students – in pairs – to consider the following questions:

1. How old is this document? (Hint: When was the 115th Congress?)
2. Why is the House Committee on Natural Resources mentioned?
3. Can you summarize this document in a sentence or two?

4. Is this a bill or a law?
 - a. How do you know?
 - b. What's the difference?
 - c. Where in the timeline of law-making would you place this document?

Discuss students' findings about Public Law 115-163.

Note: The 115th Congress met from January 3, 2017, to January 3, 2019. P.L. 115-163 was introduced into the House as H.R. 4851 in 2018, and the House Committee on Natural Resources reported it out for consideration and passage by the House on March 19, 2018. It passed the Senate on March 22, 2018, and became the 163rd public law passed by the 115th Congress on April 4, 2018.

Summary: This bill renames the Landmark for Peace Memorial in Martin Luther King, Jr. Park in Indianapolis, Indiana, as the "Kennedy-King National Commemorative Site" and identifies the site as part of the African-American Civil Rights Network.

Discuss: This law is one page long and does two things. What if the bill were hundreds of pages long and addressed many different goals (e.g., the Juvenile Justice and Delinquency Prevention Act, or the Farm Bill, or the National Defense Authorization Act)?

Acquire New Knowledge:

Congress.gov is a website that maintains information related to all federal legislation. It is a vast database maintained by the Library of Congress using data from the House of Representatives, the Senate, the Congressional Research Service, and other federal agencies.

Congress.gov makes it easy to quickly and accurately acquire information about pending legislation and bills that have passed into law.

Watch a brief introduction to the resources available at Congress.gov here:

<https://www.congress.gov/help/tips/explore-a-bill>

A key to the various search tools offered by Congress.gov can be found here:

<https://www.congress.gov/help/search-tools-overview>

Application:

Have students work through the "scavenger hunt" assignment in the attached assignment, "Using Congress.gov." Wrap up the lesson with a conversation about how students can imagine using Congress.gov in their research and in their civic life, particularly as they prepare to lobby their representative and senators.

Assessment:

This lesson provides essential background to conducting substantive legislative research. The benefit of doing so will be most evident in more advanced research assignments, such as Assignment: Policy Memo.

Handout: Public Law No: 115-163

[115th Congress Public Law 163]
[From the U.S. Government Publishing Office]

[[Page 132 STAT. 1251]]

Public Law 115-163
115th Congress

An Act

To establish the Kennedy-King National Commemorative Site in the State of Indiana, and for other purposes. <<NOTE: Apr. 4, 2018 - [H.R. 4851]>>

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, <<NOTE: Kennedy-King National Commemorative Site Act.>>

SECTION 1. <<NOTE: 54 USC 320101 note.>> SHORT TITLE.

This Act may be cited as the ``Kennedy-King National Commemorative Site Act''.

SEC. 2. DEFINITIONS.

In this Act:

- (1) Secretary.--The term ``Secretary'' means the Secretary of the Interior.
- (2) Site.--The term ``Site'' means the Kennedy-King National Commemorative Site as designated by section 3(a).

(3) State.--The term ``State'' means the State of Indiana.

SEC. 3. NATIONAL COMMEMORATIVE SITE.

(a) Designation.--The Landmark for Peace Memorial in Martin Luther King, Jr. Park in Indianapolis, in the State, is hereby designated as the Kennedy-King National Commemorative Site.

(b) African American Civil Rights Network.--The Site shall be part of the African American Civil Rights Network established under Public Law 115-104.

(c) Administration.--

- (1) Cooperative agreements.--The Secretary may enter into cooperative agreements with appropriate public or private entities for interpretative and educational purposes related to the Site.

(2) Effect of designation.--The Site shall not be a unit of the National Park System.

(3) Limitations.--Nothing in this Act--

(A) authorizes the Secretary to interfere with the rights of any person with respect to private property or
any local zoning ordinance or land use plan of the State
or any political subdivision thereof; or

[[Page 132 STAT. 1252]]

(B) authorizes the Secretary to acquire land or interests in land through condemnation or otherwise.

Approved April 4, 2018.

LEGISLATIVE HISTORY--H.R. 4851:

HOUSE REPORTS: No. 115-612 (Comm. on Natural Resources).

CONGRESSIONAL RECORD, Vol. 164 (2018):

Mar. 19, considered and passed House.

Mar. 22, considered and passed Senate, amended. House concurred in Senate amendment.

<all>

Handout: Using Congress.gov

Congress.gov is the official site for congressional information. It contains links to the full text of legislation, full text of the Congressional Record, Congressional Record Index, Bill Summary & Status, Hot Legislation, the US Constitution, congressional committees, and more.

Explore <https://www.congress.gov/> to find answers to the following questions:

1. Look for Public Law No: 115-163:
 - a. Select All Legislation from the top left dropdown box and enter Public Law No: 115-163 into the main search box.
 - b. Compare your experience getting answers to the homework questions when using Congress.gov and without using [Congress.gov](#).
1. Use the search tools available at: <https://www.congress.gov/help/search-tools-overview> to find the following items:
 - a. Find a bill introduced into the House by your elected representative.
 - b. Find a bill that one of your senators co-sponsored in a previous legislative session.
 - c. Find the summary of a very long bill (e.g., the National Defense Authorization Act or the Farm Bill).
 - d. Find a committee report that deals with energy infrastructure issues.
 - e. Find a speech in the congressional record that honors a basketball team.
 - f. Find the nomination of a Supreme Court justice.
 - g. Find the most recent treaty document.

Note that Congress.gov can help you to understand multiple aspects of the legislative process. You can extend what you have already learned about how a bill becomes law by drilling deeper at on the Congress.gov website:

U.S. Senate Parliamentarian, Robert B. Dove. Enactment of a Law. (Washington: Government Printing Office, 1997), accessed November 8, 2018,

<https://www.congress.gov/resources/display/content/Enactment+of+a+Law++Learn+About+the+Legislative+Process>



Lesson 2:

Researching a

Member of Congress

Lesson 2: Researching a Member of Congress

Introduction:

American Association of Colleges and Universities VALUE Rubric Benchmark(s):

This lesson plan provides opportunities for students to meet the following benchmark and/or milestone:

1. Information Literacy: Accesses information using simple search strategies, retrieves information from limited and similar sources.
2. Civic Engagement: Experiment with civic contexts and structures.

Political Science Learning Objective(s):

Students completing this lesson will:

1. Conduct research in political science, using materials such as primary, secondary, and online sources or databases
2. Demonstrate knowledge of fundamental political processes, institutions, actors, and relationships, and the theoretical concepts and ideas

Total Estimated Time:

The time allotted to this assignment can vary depending upon the size of teams that work together. Teams of 3 or 4 students can easily conduct this research in a 90-minute lab or group study session. Students will need access to laptops, tablets, or smartphones to complete the exercise.

Work Completed before Lab/Homework:

Students should read the following prior to the lesson:

1. Campaign literature written for the campaign of Senator Scott Lucas in the 1950s:

Illinois Leads with Lucas. Scott W. Lucas – The Nation’s Number One Senator, Democratic State Central Committee, November 7, 1950, accessed November 7, 2018 <http://www.dirksencenter.org/lucasbrochure/index.html>
<http://www.everettdirksen.name/introduction.htm>

- a. Teacher’s note: The Dirksen Congressional Center contains detailed background information about the origins and impact of this comic book in one of its lesson plans: The Dirksen Congressional Center, The Comic Book Campaign: The Illinois U.S. Senate Race, accessed Nov. 8, 2018. http://www.dirksencenter.org/print_lp_lucas.htm.

2. Background information about the 115th Congress prepared by the Congressional Research Service:

Manning, Jennifer E. Membership of the 115th Congress: A Profile, October 1, 2018, accessed Nov. 7, 2018., <https://fas.org/sgp/crs/misc/R44762.pdf>

In Lab:

Activate Prior Knowledge:

The teacher can begin the lesson by initiating a brainstorming discussion in response to these questions: What have you learned about who members of Congress are? What is the story that members of Congress tell about themselves? Note that members of Congress are known by many different names (MoC, elected representative, congressman, congresswoman, senator, the Boss, etc.).

Acquire New Knowledge:

Students can work in teams of 3 or 4 or they can work individually to discover answers to questions about the member's district, their biography, sources of funding, goals, and achievements, using the handout **Researching Members of Congress**. This assignment will be much easier to complete for congressional members who are currently serving in Congress, ideally not in their first term. To include diversity in the findings, instructors might assign students to research members who are Democrats and Republicans, male and female, white and non-white, from both urban and more rural areas. So, for example, during fall semester 2018 an instructor might have assigned groups of students to conduct background research on some selection of the following members:

Senate: Cory Booker (NJ), Sherrod Brown (OH), Susan Collins (ME), Lindsey Graham (SC), Mazie Hirono (HI), Todd Young (IN)

House: Rob Bishop (UT-01), Andre Carson (IN-02), Michael Conaway (TX-11), Barbara Comstock (VA-10), Gwen Moore (WI-04), Devin Nunes (CA-22), Adam Schiff (CA-28)

Application:

Depending on the class size and time available, students can present their research about congressional members in a brief (10 minute) oral presentation to the class or as a short digital slide presentation (approximately 5 slides).

Assessment:

Ask students to submit a few paragraphs in response to the following prompt:

Who are members of Congress? What kinds of stories do they tell about themselves and their work? What are some of your current observations about where members of Congress come from and why they do the work they do? How is the member you researched like or unlike other members of Congress?

Extending the Lesson:

Students can engage in a power-mapping exercise by attempting to evaluate the amount of influence that a given member of Congress wields by completing this lesson from the Dirksen Congressional Center: Teaching About Congress: How Influential is Your Member of Congress? A WebQuest, accessed November 8, 2018, http://www.dirksencenter.org/print_teaching_webquests_influential.htm

When FCNL Advocacy Teams work to understand power relationships with members of Congress they work with the grid displayed in the handout **Power-Mapping Guide**.

Handout: Researching a Member of Congress

The goal of this research assignment is to take advantage of online sources and other readily available materials to learn about the background and interests of elected members of Congress. For this assignment, you should choose a congressional member who has already served at least one term. Your instructor may assign an elected representative for you.

Your goal is to compose a short, ten minute presentation or a slide show of about 5 slides that answers the following questions.

Question 1. What state or district does the member represent?

What are some noteworthy features of the district that has elected this representative or senator? You can collect information about the district from the following online sources:

1. Wikipedia (try entering the name of the district as Indiana's 6th congressional district);
2. Ballotpedia (scroll down the page to look for a District Analysis); MyCensus.gov provides basic demographic and economic stats about each state and Congressional district.
3. The member's own website may also contain an overview of aspects of the district or site that the elected representative considers important.
4. You can reach Members' official websites using these portals:
 - a. U.S. House of Representatives, accessed Nov. 8, 2018, <https://www.house.gov/>
 - b. U.S. Senate, accessed Nov. 8, 2018, <https://www.senate.gov/>

Question 2. What is the member's biographical background?

Where did the representative or senator grow up? Go to school? Significant career experience (military? work? government?) prior to election to this office? How many terms has this official served? How contested are the elections for this seat?

1. Check the congressional member's own website. It will contain the official story of the member's life.
2. Also check this resource:
 - a. Biographical Dictionary of the U.S. Congress, accessed Nov. 8, 2018, bioguide.congress.gov/biosearch/biosearch.asp. The Biographical Dictionary contains biographies, portraits, and bibliographies for all House and Senate members from 1774 - present. Many entries link to research collections elsewhere.
2. For long serving congressional members, you will get more information from the archives maintained by the US House of Representatives and the Senate from the following resources:
 - a. U.S. House of Representatives History, Art, & Archives, accessed Nov. 8, 2018. <http://history.house.gov>
 - b. United States Senate, Reference, accessed November 8, 2018, https://www.senate.gov/reference/reference_index_subjects/Biographies_vrd.htm.

Question 3. Funding?

How does this member fund his or her elections? Who are the top five contributors? What are the top five industries that contribute to the campaign?

Check the resource at Open Secrets by searching for your member's name. The search will lead you directly to information about how his or her campaign(s) have been financed at <https://www.opensecrets.org/>

Question 4: Goals and Achievements

What does this member want to do in Congress? What does this member describe as being his or her mission? What caucuses does the member belong to? What has this member achieved in Congress to date?

Any of the resources cited above will provide some clues, especially the members' individual websites. If you are participating in FCNL Spring Lobby Weekend, you can also research members' positions on FCNL issues by visiting tools on the FCNL website: <https://cqrcengage.com/fcnl/votes?17>.

Using this video, you may want to review tips for using Congress.gov to refine your searches: "Using Search Terms and Filters on Congress.gov," <https://www.congress.gov/help/tips/search-terms-and-facets>

For long-serving members of Congress, you may want to limit your search to bills that have become law and those that your member sponsored. The screenshot of Congress.gov below is using filters to select only bills that Senator Lamar Alexander (TN) sponsored that became law.

The screenshot shows the Congress.gov website interface. At the top, there is a navigation bar with various tabs like 'Members', 'Search results', 'Adams Schiff', 'Inbox (232)', 'Congressional', 'U.S. Senate', 'OpenSecrets', 'Rep. Luke M...', 'Lamar Alexander', 'ALEXANDER...', and 'Lamar Alexander'. Below the navigation is a search bar with 'This Member' dropdown set to 'Lamar Alexander'. The main content area is titled 'Legislation Sponsored or Cosponsored by Lamar Alexander'. It includes a sidebar with filters for 'Sponsored Legislation' and 'Became Law'. The main list shows two bills:

- 1 S.1865 — 115th Congress (2017-2018)**
Introduced: Sen. Lamar Alexander (R-TN) (Introduced 09/29/2017) Co-sponsors: (0)
Latest Action: 09/29/2017 Became Public Law No: 115-64 ([TXT](#) | [PDF](#) | [All Actions](#))
Tracker: Introduced, Passed Senate, Passed House, To President, Became Law
- 2 S.1177 — 114th Congress (2015-2016)**
Every Student Succeeds Act
Introduced: Sen. Lamar Alexander (R-TN) (Introduced 04/03/2015) Co-sponsors: (0)
Committee Report: (0)
Committee Report: 1. Bill. 113-334 (1) Committee Report. B. Bill. 114-231
Latest Action: (modified) 12/10/2015 Became Public Law No: 114-95 ([TXT](#) | [PDF](#) | [All Actions](#))
Tracker: Introduced, Passed Senate, Passed House, Requiring Differences, To President, Became Law

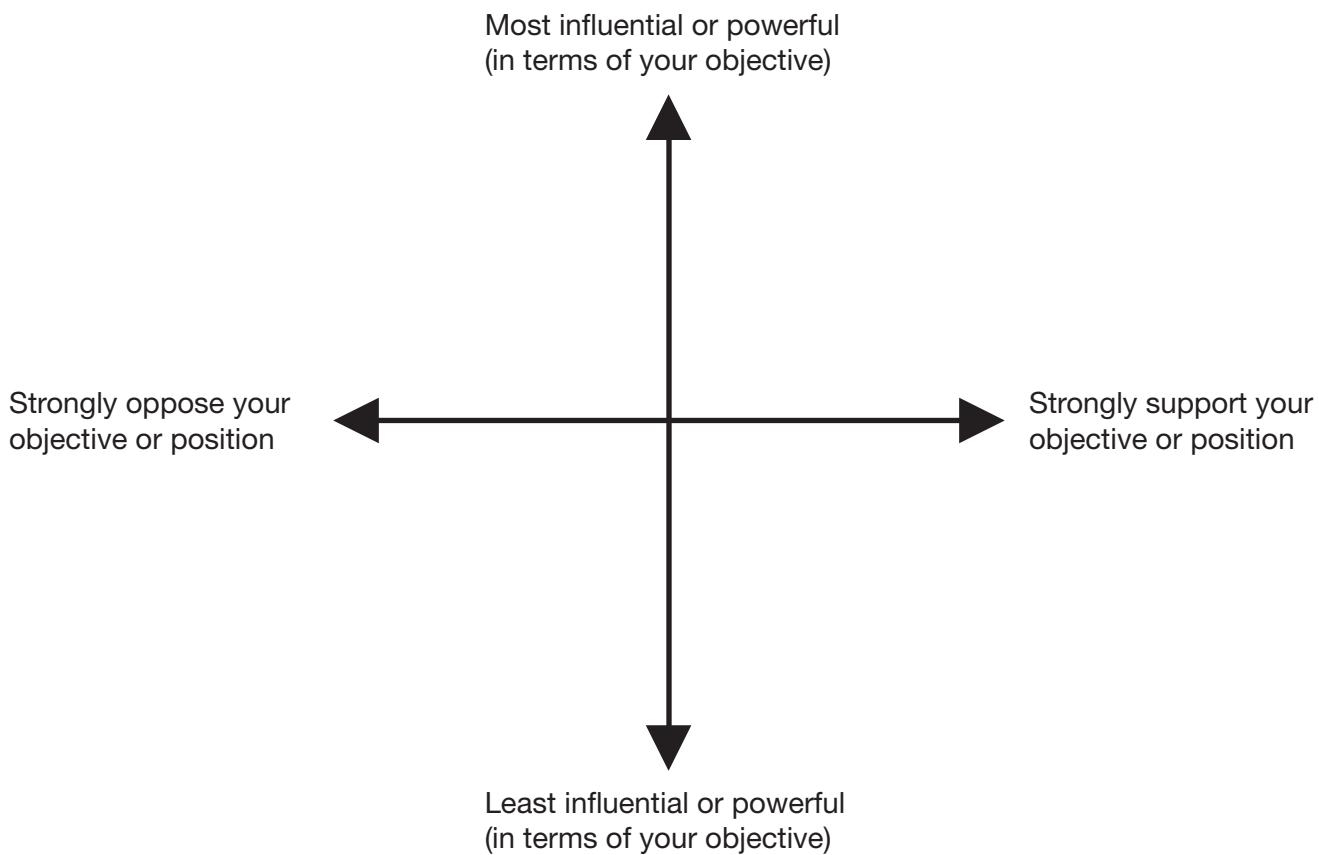
At the bottom of the page, there is a footer with links to 'Home', 'About', 'Contact', 'Help', 'Log In', and 'Sign Up'.

Handout: Power Mapping Guide

Power mapping is a way of visually representing influence and relationships in order to help you come up with a strategy. With a power map, you will show the people that influence your representatives and how those influences may be useful to you.

There are many ways to draw a power map so figure out what makes the most sense for your representatives. These profiles are meant to help you draw your own power map, but you may need to do extra research on your own.

A grid like this is sometimes helpful in drawing your map:



Important questions:

Using the issue of police militarization as an example, you should ask the following:

- » Who has influence over them? Major contributors and donors?
- » What do they say about police militarization? Check their social media feeds.
- » What are their official opinions on police militarization? Check website.
- » How far left/right are they? www.govtrack.us
- » How close is their office? Can you get ahold of them?

Extension Activity: Observing a Member of Congress

Introduction:

American Association of Colleges and Universities VALUE Rubric Benchmark(s):

This activity can be used alongside any of the lessons in the FCNL curriculum resources to help students to meet the following benchmark and/or milestone:

1. Civic Engagement: Communicate in a civic context, showing ability to do more than one of the following: express, listen, and adapt ideas and messages based on others' perspectives.

Political Science Learning Objective(s):

This activity can help students:

1. acquire a necessary skill for an entry level jobs in the public sector.
2. acquire a working knowledge of (part of) the American political system.

Work Completed before Activity:

This activity can be done at any point. Take advantage of opportunities as they arise. Ask students to complete the handout, Observing a Member of Congress Talking with Their Constituents.

In Lab:

Activate Prior Knowledge:

Engage students in a conversation about what they observed? What did they expect? What was unexpected?

Acquire New Knowledge:

Watch this Congressional Management Foundation (CMF) video together: Congressional Management Foundation. "Life in Congress: The Member Perspective", <http://www.congressfoundation.org/projects/life-in-congress/the-member-perspective/995-life-in-congress-member-perspective-video>

Application:

Students can engage in a think-pair-share exercise to compare their observations of the member with other students' observations and the voices they heard in the CMF video.

Handout: Observing a Member of Congress Talk with Constituents

1. How does the member establish credibility (location, occasion, words, props, etc.)?
2. How does the member establish a bond with his or her audience?
3. What issues are important for the member of Congress?
4. Does the member think of himself or herself as more of a representative or more of a lawmaker/statesman? What gives you that impression?
5. Do you think the member enjoys his or her role? Why or why not?



Lesson 3:

Schedule a Member's Meetings

and Activities for a Week

Lesson 3: Schedule a Member's Meetings and Activities for a Week

Introduction:

American Association of Colleges and Universities VALUE Rubric Benchmark(s):

This lesson plan provides opportunities for students to meet the following benchmark and/or milestone:

1. Global Learning: Identifies some connections between an individual's personal decision-making and certain local and global issues.
2. Civic Engagement: Experiments with civic contexts and structures.

Political Science Learning Objective(s):

Students completing this lesson will:

1. acquire a necessary skill for an entry level jobs in the public sector.
2. acquire a working knowledge of (part of) the American political system.

Total Estimated Time:

The time allotted to this assignment can vary depending upon the size of teams that work together. Teams of 3 or 4 students can easily conduct this research in a 90-minute lab or group study session.

Work Completed before Lab/Homework:

Students should read the following article outlining the different roles that elected representatives must embrace:

- » Dirksen Congressional Center. "An Effective Congress and Effective Members: What Does it Take?" www.dirksencenter.org/print_expert_effectivecongress.htm

Students should also read the following article from the perspective of a Congressional staffer:

- » Savin, Emily. "Why Won't my Member of Congress Meet with Me?", May 15, 2018, <https://www.fcnl.org/updates/why-won-t-my-member-of-congress-meet-with-me-1416>

In Lab:

Activate Prior Knowledge:

Begin class with CMF video, "Life in Congress: The Member Perspective,"

<https://www.youtube.com/watch?v=f-bF0plQibM>

The teacher can engage students in a discussion of the various roles that members of Congress must fulfill and the time pressures that they face. How did the reading align with any prior notions about what members of Congress do all day?

Acquire New Knowledge:

Distribute the handout **Schedule a Member's Meetings and Activities for a Week**, and ask students in small groups to talk about how, as a new scheduler in the office, they would prioritize these demands on the congressional member's time.

Application:

Students in groups or individually should fill out a weekly calendar, attempting to schedule as many of these events as possible.

Assessment:

Think-Pair-Share: ask students to reconsider the pressures members of Congress face to fill all the roles assigned to them. What have students learned about prioritizing time from their own work and from other students in the class? Is the job of scheduler one that individual students would like? Why or why not?

Handout: Schedule a Member's meetings and Activities for a Week

Many congressional schedulers are in their 20s. This is a good example of an entry-level task one might perform in a congressional office.

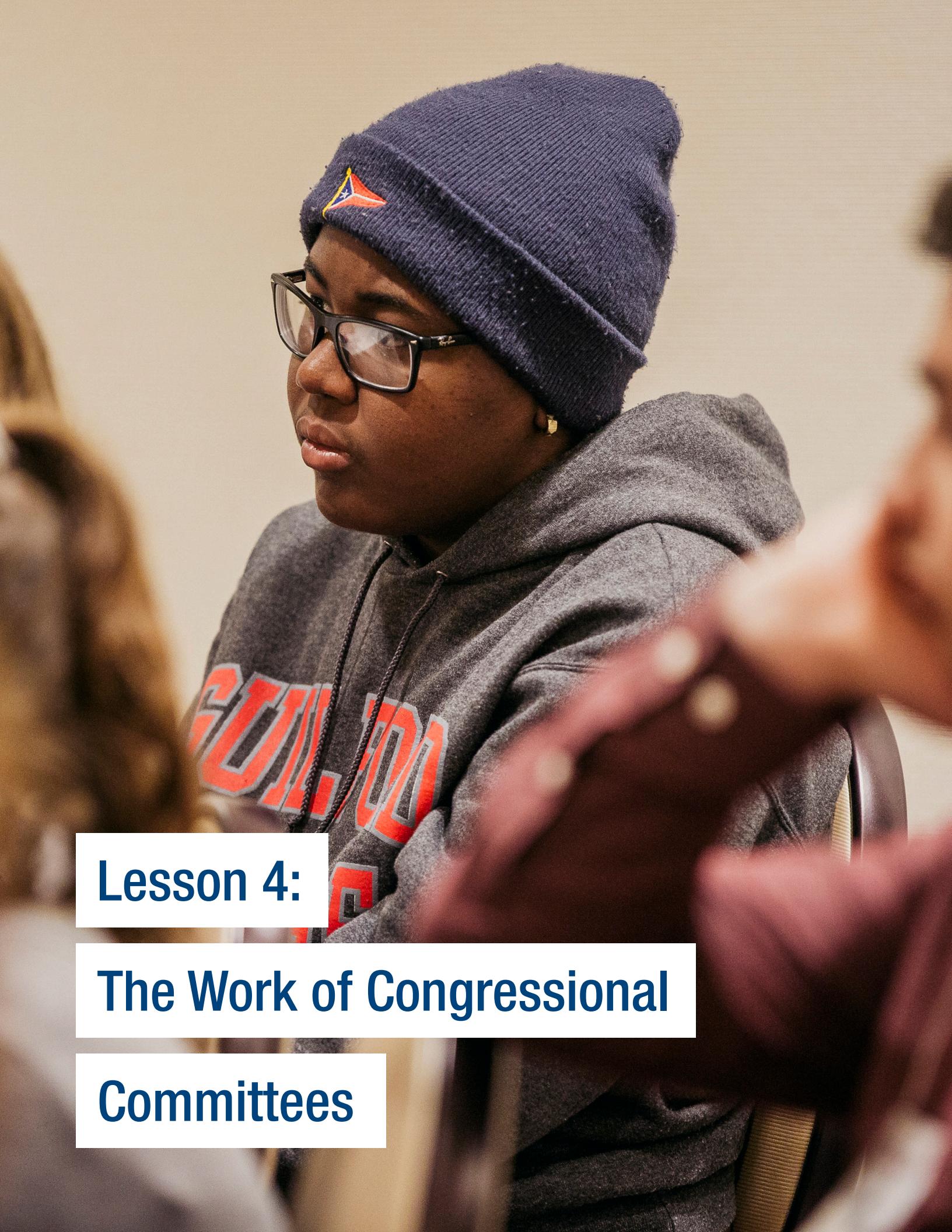
Your job: With your teammates, look at the meeting requests and required activities in the list below and put them into a weekly calendar (Sunday – Saturday) in half-hour increments between 7 a.m. and 10 p.m. These are items the member or the chief of staff says that the member must attend to personally, at least by making a brief appearance.

Note: Your boss needs to be in the district Friday – Monday. Build in 4 hours travel time each way (see below). Meetings that are not specified as district meetings will take place in Washington, DC.

Event	Duration	Notes
Reception with Advocacy Group	2 hours	Tuesday evening 7 p.m.
Annual DC Constituent Day on Capitol Hill	1 hour	Friday 10 a.m.
Breakfast with Administration Official	1 hour	Tuesday morning 8 a.m.
Breakfast with Visiting Head of State	1 hour	Wednesday 8 a.m.
Briefing Time with Legislative Assistants	1 hour	Before significant votes
Brunch Event	1 hour	Must be noon on Sunday, 1 hour from home in district
Call Time (reaching out to donors and funders)	12 hours during the week	1 hour daily - need to call from party HQ or home (not from Congress) 20 minute walk each way
Caucus Lunch Meeting	2 hours	Wednesday noon
Caucus Meeting	1 hour	Wednesday 5 p.m.
Caucus Mtg. on Job Creation	2 hours	Tuesday 11
Caucus Press Conference	1 hour	Tuesday morning 11
Coffee with State Representative	1 hour	in district
Committee Hearing A	3 hours	Tuesday morning 11-2
Committee Hearing B	3 hours	Thursday 9-12
Daughter's Dance recital	1 hour	6 p.m. on Sunday
Party Caucus Meeting on Iran	1 hour	Wednesday 4 p.m.
District staff meeting	1 hour	in district
Family Time	6 hours	only on weekends when in district

Floor Time	As needed	Votes and debate can be called any time during the day on Tuesday, Wednesday, or Thursday
Interview with Local Radio Personality	30 minutes	
Introduce celebrity to fellow Member	30 minutes	During regular business hours in DC
Invitation to Give Keynote at State Police Convention	30 minutes	Saturday 7 p.m.
Invited to speak on Sunday morning talk show	2 hours	
Invited to Speak to Public Event A		Event runs from 10 a.m. to 12 p.m. on Thursday
Invited to Speak to Public Event B	2 hours	Wednesday evening 6-8 p.m.
Meet with White House on Legislative Issue	1 hour	Thursday 10 a.m. (will need 30 minutes travel time each way)
Meeting about Housing and Urban Development with Speaker	1 hour	Wednesday 11 a.m.
Meeting with Ambassador		
Meeting with Assistant Sec'y of State	1 hour	
Meeting with Breast Cancer Coalition		
Meeting with Director of Center that is giving you an award on Thursday evening	30 minutes	Thursday
Meeting with Crisis Management Group		
Meeting with Donor in DC	30 minutes	
Meeting with Donor in District	30 minutes	
Meeting with Constituent Organization	15 minutes	
Meeting with Constituent Organization	15 minutes	
Meeting with Local Student who won National Award	15 minutes	In DC
Meeting with Constituent Organization	30 minutes	
Meeting with Union A Representatives	1 hour	Friday 5 p.m. in District
Meeting with Union B Representatives	15 minutes	

Meeting with University Development Director		
Personal Time	3 hours	Only on weekends when in district
Reception with Constituent Group that is Making Award	2 hours	Thursday evening 7 p.m. 30 minute walk from office
Reserve time for dinner with elder statesman	1 hour	in DC
Son's Graduation Party		Saturday 6-9 p.m.
Speak about findings of CoDel		Event at noon on Thursday
Speak at local High School	1 hour	1 hour travel time from home office
Speak at Youth Center in District	1 hour	
Speak at Youth Convention in District	1 hour	
Speak to Senior Community Center	1 hour	Friday in district
Speaker's Dinner Reception on Public Policy	2 hours	Wednesday evening 7-9 p.m.
Time with Chief of Staff	1 hour	Needs to happen every day in DC
Time with Legislative Director		Needs to happen early in DC work week
Travel between DC and District	8 hours	Mondays and Thursdays (4 hours each way)



Lesson 4:

The Work of Congressional

Committees

Lesson 4: The Work of Congressional Committees

Introduction:

American Association of Colleges and Universities VALUE Rubric Benchmark(s):

This lesson plan provides opportunities for students to meet the following benchmark and/or milestone:

1. Information Literacy: Accesses information using simple search strategies, retrieves information from limited and similar sources.
2. Critical thinking: Information is taken from source(s) with enough interpretation/evaluation to develop a coherent analysis of synthesis

Political Science Learning Objective(s):

Students completing this lesson in the context of an ongoing course will:

1. Conduct research in political science, using materials such as primary, secondary, and online sources or databases
2. Demonstrate knowledge of fundamental political processes, institutions, actors, and relationships, and the theoretical concepts and ideas

Total Estimated Time:

This lesson will take up to 3 hours of class time if all handouts and activities are conducted in class.

Work Completed before Lab/Homework:

This is an opportunity for students to learn or to review basic understandings of how the U.S. Congress functions as a network of Committees. Websites and videos can supplement regular class texts.

- » PBS Digital Services, "Congressional Committees: Crash Course Government and Politics #7," March 6, 2015, accessed October 19, 2018, <https://www.youtube.com/watch?v=evLR90Dx79M>
- » Ushistory.org, "The Importance of Committees," American Government Online Textbook, 2018, accessed October 19, 2018, <http://www.ushistory.org/gov/6c.asp>
- » Veronica Stracqualursi and Riley Beggin, "Looking back at 7 of history's most notable Congressional hearings and testimonies" June 7, 2017, accessed October 19, 2018, <https://abcnews.go.com/Politics/back-historys-notable-congressional-hearings-testimonies/story?id=47879384>

In Lab:

Activate Prior Knowledge:

Begin class with a review of students' key take-aways from the websites and video. What functions do congressional committees perform? How are members assigned to committees? Why is it said that

the vast work of Congress is performed by committees? How do committees provide opportunities for members to interact with the executive branch of government?

Acquire New Knowledge:

Read letters sent by members of Congress to leaders of Congress requesting committee assignments. What reasons do members of Congress give for wanting to serve on various committees?

- » Dirksen Congressional Center. "Committees are important in both chambers for preparing bills; they are critical in the House of Representatives," http://www.dirksencenter.org/print_expert_studentknow.htm#/section3

Depending on the nature of the class, you could assign one of the letters (above) to each of seven teams (one letter per team).

Application:

Work on the handout **What Committee(s) Should Your Boss Serve On?**

There are several different types of committees in Congress. Some are prestigious because of the functions they perform; some allow members to explore and exercise their policy preferences; some speak to the interests of the member's constituency; and some are undesirable because they offer few rewards and require difficult decisions. The chart below provides a few examples.

Prestigious	Policy	Constituency	Undesirable
Rules (House)	Intelligence	Armed Services	Ethics
Appropriations	Judiciary	Agriculture	Rules (Senate)
Ways and Means	Education	Veterans Affairs	Administration
Finance	House Foreign Affairs		
Senate Foreign Relations			

Note: The House Rules Committee is very important because the House operates by majority rule and the speaker can expedite or hamper legislation with procedure. Because the Senate operates by minority rule, the Senate Committee on Rules and Administration is a housekeeping committee, so unimportant that it is linked to tasks like management of parking spaces. The Senate Foreign Relations Committee is prestigious because of its oversight role in U.S. relations with other countries. On the other hand, the House Foreign Affairs Committee is of interest to policy wonks but has less say over the conduct of foreign relations and provides few opportunities for representatives to provide constituent service, which is key to their re-election every two years.

The handout **What Committee(s) Should Your Boss Serve On** provides an opportunity for students to think about the roles of different committees in Congress and the attraction they may or may not have for members.

Assessment:

Students can watch a short clip of Mark Zuckerberg, CEO of Facebook, testifying at hearings of various Senate committees: https://www.youtube.com/watch?v=EgI_KAkSyCw

Students can conduct research online about these hearings to answer the following questions:

1. Which committees held hearings about Facebook (and other social media platforms) in 2018?
2. Why did the hearings take place?
3. What questions did members of Congress ask?
4. How does this research help you better understand how congressional committees function?

If motivated to follow up, students can also watch all four hours of Zuckerberg's testimony on C-SPAN here: <https://www.c-span.org/video/?443490-1/facebook-ceo-mark-zuckerberg-testifies-data-protection>

Handout: What Committee(s) Should Your Boss Serve On?

To determine which committee(s) your boss or elected representative might like to serve on, first classify the individual committees according to these four categories: Prestigious, Policy, Constituency, or Undesirable. Consider the differences in Senate and House responsibilities. A committee with a similar name may be more or less important in the House or Senate.

Second, referring back to the reading about requesting committee assignments and the notes that you made about your member of Congress, consider what policy or constituency priorities he or she might have that would make a particular assignment attractive.

Note: Committee chairs are always selected from the majority party and the ranking member is the most senior member of the minority party. The majority party ensures it has a majority on every committee.

Prestigious	Policy	Constituency	Undesirable
-------------	--------	--------------	-------------

Some Congressional Committees (for a full listing, see GovTrack.us)

Administration

(House Committee on Administration; Senate Committee on Rules and Administration):

Deals with personnel matters of Congress; manages the Library of Congress; manages parking spaces and food services; and assigns office space, among other responsibilities.

Agriculture

(House Committee on Agriculture; Senate Committee on Agriculture, Nutrition, Forestry):

Establishes, guides, and examines agricultural policies in the U.S. and abroad; deals with commodity price and income supports, trade, research, food safety, nutrition, and conservation.

Appropriations

(House Committee on Appropriations; Senate Committee on Appropriations):

Decides what government programs will be funded and how. According to the US Constitution Article I, Section 9, Clause 7, "No money shall be drawn from the Treasury but in Consequence of Appropriations made by Law."

Armed Services

(House Armed Services Committee; Senate Armed Services Committee):

These committees have jurisdiction over laws, programs, and agencies such as the armed forces, National Guard, pay and allowances of the uniformed services, public contracts, and war and national defense, including benefits for members of the military and the Selective Service System.

Education

(House Education and Workforce Committee; Senate Committee on Health, Education, Labor, and Pensions): These committees have legislative jurisdiction over matters related to higher and lower education, workforce development and protections, and health, employment, labor, and pensions.

Environment

(The House Committee on Natural Resources; The Senate Committee on Environment and Public Works): These committees work on questions of access to and protection of mineral lands and mining, fishing and wildlife, public lands, resource utilization and conservation, as well as public infrastructure.

Ethics

(House Committee on Ethics; Senate Select Committee on Ethics):

These committees investigate allegations of ethics violations and report violations of law to federal and state authorities. The House Committee is the only standing committee whose membership is evenly divided between each political party.

Finance

(House Financial Services Committee; Senate Committee on Finance):

The House and Senate Committees oversee matters related to the economy and debt of the U.S., foreign trade, production and distribution of currency, and programs financed by a specific tax or trust fund.

Foreign Affairs

(House Foreign Affairs Committee; Senate Foreign Relations Committee):

The Senate Committee on Foreign Relations is one of the oldest congressional committees, founded in 1816. It negotiates, debates and guides treaties through the legislative process and defeats treaties it does not believe are in the national interest. The House Committee on Foreign Affairs has oversight over the US diplomatic community, including the State Department and the Peace Corps.

Intelligence

(The United States House Permanent Select Committee on Intelligence; The Senate Committee on Intelligence):

These committees are responsible for U.S. intelligence policy, specifically through legislative oversight over 17 different intelligence activities monitoring U.S. security and assuring that these activities follow the Constitution and the law.

Judiciary

(The House Committee on the Judiciary; The Senate Committee on the Judiciary):

All legislation related to the administration of federal justice, including civil rights, constitutional amendments, and law enforcement agencies is referred to these committees. The Senate committee also considers nominations to federal courts. The committees oversee the Department of Justice and the Department of Homeland Security.

Rules

(House Committee on Rules):

This committee exercises enormous power over what can and cannot be debated on the House Floor,

whether amendments to legislation can or cannot be considered; when votes will be called. Otherwise known as "The Speaker's Committee."

Ways and Means

(House Committee on Ways and Means):

This committee is responsible for writing tax laws.

A photograph of a young woman with long brown hair, smiling and looking towards the right. She is wearing a dark green cardigan over a black top. A name tag is pinned to her cardigan. The name tag reads "Spring Lobby Weekend" at the top, followed by "2010" and "JULY 10-11". Below that, it says "Ashley Myers" and "COMMITTEE ON NATIONAL LEGISLATION". She is seated in a row of yellow theater-style seats, with other people visible in the background.

Lesson 5:

Analyze a Political Speech

Lesson 5: Analyze a Political Speech

Introduction:

American Association of Colleges and Universities VALUE Rubric Benchmark(s):

This lesson plan provides opportunities for students to meet the following benchmark and/or milestone:

1. Civic Engagement: Communicates in a civic context, showing ability to do more than one of the following: express, listen, and adapt ideas and messages based on others' perspectives.
2. Oral Communication: Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported).

Political Science Learning Objective(s):

Students completing this lesson in the context of an ongoing course will:

1. Learn to articulate and defend their beliefs.
2. Write effective, strong, evidence-backed arguments, engage in intellectually grounded oral debate and discussion, and form and express cogently formulated arguments and interpretations.
3. Present a compelling oral argument, supported by evidence, to a group or public audience.

Total Estimated Time:

This lesson can be completed during one or two regular 50-minute class periods, depending on whether the CRS guide has been read ahead of time and whether students have listened to a speech ahead of time.

Work Completed before Lab/Homework:

Students should listen to and read one of the great American political speeches, using one of these resources:

1. Michael E. Eidenmuller. The American Rhetoric: The Power of Oratory in the United States, <https://www.americanrhetoric.com>
2. The History Place. "The Speech of the Week," <http://www.historyplace.com/speeches/index.html>

If you want all students to study the same speech, you could use Barbara Jordan's 1976 speech to the Democratic National Convention: <https://www.americanrhetoric.com/speeches/barbarajordan1976dnc.html>

Students should also read the following prior to the lesson:

1. Thomas H. Neale and Dana Ely, "Speechwriting in Perspective: A Brief Guide to Effective and Persuasive Communication." CRS: Report for Congress, Congressional Research Service, April 12, 2007.

In Lab:

Activate Prior Knowledge:

Begin class with a discussion about what makes for a great speech, identifying as many elements as possible from the Congressional Research Service Report.

Use the attached handout, Analyzing a Speech, to identify elements of the selected speech that contribute to having it classified as a great example of American rhetoric.

Acquire New Knowledge:

For context share the following background with students after they have analyzed Barbara Jordan's speech:

1. Former Rep. Barbara Jordan (TX-18) was the first African American elected to Congress in the 20th Century.
2. Barbara Jordan was the first African American to be a keynote speaker at a major political party's nominating convention.
3. Prior to her life as an elected politician, Jordan was a civil rights activist, an educator, and a lawyer.
4. She is also known for an eloquent opening statement opening the House Judiciary Committee's impeachment proceedings against former Pres. Richard Nixon.
5. She received the Presidential Medal of Freedom from Pres. Bill Clinton, who wanted to appoint her to the Supreme Court. She was such in poor health and could not accept the nomination.

Using Congress.gov, students should identify and read a new speech made by a member of Congress of their choice.

Application:

Students can analyze a second speech using the rhetorical tools identified by Neale and Ely that they explored in their analysis of the Jordan speech.

Assessment:

The handout **Generate Speech Elements**, invites students to look at a member's website and generate a few speech elements using some of the skills they have developed in this lesson.

Handout: Analyzing a Speech

You have listened to a speech, read the same speech, and read *Speechwriting in Perspective: A Brief Guide to Effective and Persuasive Communication*. Your task now is to identify the elements of a speech that make it effective and persuasive.

Rhetorical tool	Example from the speech (if present. These are not all used in every speech).
Repetition and variation	
Cadence and balance	
Rhythmic triads	
Parallelism	
Antithesis	
Anaphora	
Sentence variation	
Sentence fragments	
Rhetorical questions	
Inverted order	
Climax	
Conjunctions	
Imagery	

Handout: Generate Speech Elements

Members of Congress make many speeches, from one-minute speeches on issues at beginning of committee hearings, to longer campaign speeches and speeches on national issues that they enter into the Congressional Record. A few members write their own speeches, most depend on staff to assist with the process.

It is common for politicians to rely on speech elements that they return to again and again. For example, Vice President Mike Pence is famous for saying “I am a Christian, a conservative, and a Republican – in that order.” In her speech to the Democratic National Convention, former Rep. Barbara Jordan (TX-18) artfully used repetition of the phrase “I have confidence” to appeal to her audience.

The goal of this assignment is to imagine yourself in the role of a Congressional staffer asked to assist with a speech and to use the rhetorical skills you have recently studied to come up with some speech elements. You can select a topic to make a speech about by referring to the website of any member of Congress and identifying legislation that matters to them. Work in a team with 1 or 2 other students and see if you can generate a few speech elements about an issue or legislation:

Rhetorical Tool	Example from the Speech (if present, these are not all used in every speech)
Repetition and variation	
Cadence and balance	
Rhythmic triads	
Parallelism	
Antithesis	
Anaphora	
Sentence variation	
Sentence fragments	
Rhetorical questions	
Inverted order	
Climax	
Conjunctions	
Imagery	



Lesson 6:

Polling

Lesson 6: Polling

Introduction:

American Association of Colleges and Universities VALUE Rubric Benchmark(s):

This lesson plan provides opportunities for students to meet the following benchmark and/or milestone:

1. Information Literacy: Accesses information using simple search strategies, retrieves information from limited and similar sources.
2. Civic Engagement: Begins to connect knowledge (facts, theories, etc.) from one's own academic study/field/discipline to civic engagement and to one's own participation in civic life, politics and government.

Political Science Learning Objective(s):

Students completing this lesson will:

1. Conduct research in political science, using materials such as primary, secondary, and online sources or databases.

Total Estimated Time:

The video lecture, to be watched before class, is about 45 minutes long. The polling activities could be divided among two class periods: one for acquiring new knowledge and the other, for application.

Work Completed before Lab/Homework:

- » Watch the C-SPAN video:
- » Scott Keeter, director of survey research at the Pew Research Center, Understanding Polling, October 30, 2012, <https://www.c-span.org/video/?309018-3/understanding-polling>

In Lab:

Activate Prior Knowledge:

Begin with a discussion of the video. Focus on answers to the questions:

- » **Why are polls conducted?** Polls are conducted to learn what views people hold on various political, social, economic, and other issues. Members of Congress often poll constituents on issues, although the questions might be biased (see below).
- » **What is a random sample?** A random sample is a testing method in which every member of a group has an equal chance of being selected.
- » **How might questions be biased?** Questions in a poll might be biased by providing too much information, by pushing a respondent to answer in one specific way, or by not including sufficient diversity in possible responses.
- » **How accurate can polls be?** National polls are remarkably accurate. Consider the analysis in this Smithsonian article, <https://www.smithsonianmag.com/smart-news/polls-are-still-accurate-they-were-75-years-ago-180968467/>

Acquire New Knowledge:

Read the following two articles about sampling methods and frequently asked questions about polling:

1. American Association for Public Opinion Research. "Sampling Methods for Political Polling," <https://www.aapor.org/Education-Resources/Election-Polling-Resources/Sampling-Methods-for-Political-Polling.aspx>.
2. Pew Research Center. "Frequently Asked Questions," <http://www.pewresearch.org/methodology/u-s-survey-research/frequently-asked-questions/>

In small groups answer the following questions:

1. What is the difference between a probability and a non-probability sample?
2. What are two different methods of probability samples?
3. What are two different methods of non-probability samples?
4. How would you answer the question, "How come I am never polled?"
5. What else have you learned about problems of bias in polling and ways to overcome it?

Application:

Students can complete the handout **Political Polling** alone or in teams.

Assessment:

Ask students to write two paragraphs on mainstream media accountability after they have completed the handout on political polling.

What have students learned about the difference between the kind of polling conducted by organizations like the Pew Center, and the partisan polls, such as push polls and open-access polls? How should the mainstream media use polls?

Handout: Political Polling

Public opinion polls are used for a variety of reasons in politics. They are used to forecast election outcomes, to sway voters, and to shore up loyalty for particular programs or policies. As such, polls may be more or less accurate and more or less biased in reflecting the views of a population they claim to represent. Not all polls follow the rules and processes of public opinion polling followed by organizations like the Pew Center.

A push poll is a telemarketing technique masked as a public opinion poll as described by this Wikipedia article: https://en.wikipedia.org/wiki/Push_poll.

An open-access poll is a poll in which highly motivated participants volunteer to answer questions on a topic of their choosing: https://en.wikipedia.org/wiki/Open-access_poll

For this exercise, examine three different polls about Congress or national politics available at <http://www.pollingreport.com> to analyze a variety of factors connected with the credibility and accuracy of polling. For comparative purposes, you might include an explicitly partisan poll such as President Donald Trump's poll on media accountability.

Trump Make American Great Again Committee. "Mainstream Media Accountability Survey", <https://action.donaldjtrump.com/mainstream-media-accountability-survey/>

	Poll 1	Poll 2	Poll 3
What organization conducted the poll?			
Does the source of the poll appear to be biased or have a motive? Explain.			
How can you learn more about the sponsors of the poll?			
What kind of sample (probability – nonprobability)?			

Transparency in reporting of poll methodology?			
Are the questions asked in an unbiased manner? Explain.			
Are the answer choices clear and neutral? Explain.			
Are the poll conclusions supported by the polling results? Explain.			



Lesson 7:

Interest Group and

Constituent Concerns

Lesson 7: Interest Group and Constituent Concerns

Introduction:

American Association of Colleges and Universities VALUE Rubric Benchmark(s):

This lesson plan provides opportunities for students to meet the following benchmark and/or milestone:

1. Civic Engagement: Communicates in a civic context, showing ability to do more than one of the following: express, listen, and adapt ideas and messages based on others' perspectives.

Political Science Learning Objective(s):

Students completing this lesson in the context of an ongoing course will:

1. Demonstrate skills useful for entry-level jobs in the public or private sector.
2. Engage in role-playing about the political process.

Total Estimated Time:

One to two hours outside of class and a 50-minute class period.

Work Completed before Lab/Homework:

Prior to class, ask students to read the following short articles about lobbying Congress and conduct a short research assignment:

1. Center for Responsive Politics. "Influence and Lobbying," <https://www.opensecrets.org/influence/>
2. Congressional Management Foundation, "Face-to-Face with Congress: Before, During, and After Meetings with Legislators," 2014. Accessed November 1, 2018: http://www.congress-foundation.org/storage/documents/CMF_Pubs/cmf-face-to-face-with-congress.pdf
3. Bradford Fitch, Kathy Goldschmidt, and Nicole Folk Cooper, "Citizen-Centric Advocacy: The Untapped Power of Constituent Engagement," Congressional Management Foundation.
4. Friends Committee on National Legislation. "Legislative Asks," <https://www.fcnl.org/action/advocacy/legislative-asks>
5. Move to Amend. "Lobbying Guide," <https://movetoamend.org/sites/default/files/MTA-LobbyingGuide.pdf>

Assign each student the name and online address of at least one of the interest groups on the handout **Names and Websites of Selected Interest Groups**. You may also want to invite students to explore another interest group they have first-hand experience with (e.g., 4-H, Girl Scouts of the USA, Big Brothers Big Sisters of America, The Veterans of Foreign Wars of the US, the Service Employees International Union).

The class should investigate a minimum of 35 and up to 50 websites. Students should look for and bring to class (or send to the teacher) a printout of a lobbying or advocacy initiative promoted by their assigned group. They might find a page that looks something like one of the three attached examples.

In Lab:

Activate Prior Knowledge:

Begin class with a discussion: Who lobbies? What do they lobby for? Why would members of Congress listen to donors? Why would they listen to constituents?

Acquire New Knowledge:

The point of the following exercise is for students to get a glimpse of the time pressures staffers and members of Congress experience as they try to process all the information they receive from lobbyists. Each student, alone or in a team, should review 15 of the documents collected by the class. Spend no more than two minutes per document, for a total of 30 minutes.

Application:

Tell individual students or groups of students they are staffers for one member of Congress. Each student or group should complete the handout, **Ask Report**.

Note: The firewall between campaigning and the legislative office means that congressional staff members are ethically prohibited from knowing who donors are, but members themselves will know. On the other hand, staffers do know when constituents are making a request.

Assessment:

Use the hand out “Three Example of Interest Groups Advocacy Asks” (page #). Ask students to discuss how interest groups differ in the clarity and specificity of the asks they make of members of Congress. Why do asks that come from constituents matter?

Now that students have some understanding about how clarity and being succinct matter, they are ready to write a letter to a member of Congress. Guidelines on writing letters are presented here:

- » Example 1: <https://www.fcnl.org/updates/write-effective-emails-to-congress-72>
- » Example 2: <http://www.bradcampaign.org/take-action/writing-a-letter-to-the-editor>

Handout: Names and Online Addresses of Selected Interest Groups

ActionAid USA	https://www.actionaidusa.org/
AFL-CIO	https://aflcio.org
Alliance for Middle East Peace	www.allmep.org
American Advertising Federation	http://www.aaf.org
American Automotive Policy Council	http://www.americanautocouncil.org
American Civil Liberties Union	https://www.aclu.org
American Friends Service Committee	https://www.afsc.org
American Institute of Aeronautics and Astronautics	https://www.aiaa.org
American Institute of Architects	https://www.aia.org
American Israeli Public Affairs Committee	https://www.aipac.org
American Jewish World Service	https://ajws.org
American Kennel Club	https://www.akc.org
American Meterological Society	https://www.ametsoc.org
American Pharmacists Association	https://www.pharmacist.com
American Supply Association	http://www.asa.net/
American Water Works Association	https://www.awwa.org
ARCH National Respite Network	https://archrespite.org
Association of American Colleges and Universities	https://www.aacu.org
Clinical Social Work Association	https://www.clinicalsocialworkassociation.org
Conservative Political Action Congress	http://cpac.conservative.org
CureSearch	https://curesearch.org
Dairy Farmers of America	http://www.dfarmilk.com
Ecological Society of America	https://www.esa.org
Farm to School Advocates	http://www.farmtoschool.org/policy
Friends Committee on National Legislation	https://www.fcnl.org
Humane Rescue Alliance	http://www.humanerescuealliance.org
Medical Professional Liability Association	https://www.mplassociation.org
National Association of Manufacturers	http://www.nam.org
National Council of Churches	https://nationalcouncilofchurches.us
National Organization for Women	https://now.org
National Rifle Association	https://home.nra.org
Society for the Study of Evolution	http://www.evolutionsociety.org
State Public Health	http://www.astho.org
Tea Party Patriots	https://www.teapartypatriots.org
Young Men's Christian Association	http://www.ymca.net
YouthBuild USA	https://www.youthbuild.org

Handout: Ask Report Sheet

As a congressional staff member, the firewall between campaigning and the legislative office means that staff are ethically prohibited from knowing who donors are, but members of Congress themselves will know. On the other hand, staffers do know whether or not constituents are making a request. Why would it matter whether or not a constituent makes a request?

Organization	Ask	Constituent?
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		
14.		
15.		

Handout: Three Examples of Interest Group Advocacy Asks

In the first example (about the Department of Veterans Affairs), there is an explicit ask (although you don't have a bill number). In the second example (about international automotive safety standards), there is a clear concern, although students will have to work to infer an ask. In the third example, about the Farm Bill, the ask is crystal clear, easy for both constituent and staffer to identify.

10/10/2018

[Make a call to stop VA privatization](#)

Lawmakers in both chambers are working on bills that would close Department of Veterans Affairs hospitals and facilities and sell veterans' care to the highest bidder. These devastating bills would force many hospitals and facilities to shut down, depriving our veterans of the specialized care offered at the VA. Call your senator now and tell him or her not to privatize the VA.

Fill out the form to be connected. Talking points you may want to use are below.

- Nine in 10 veterans say they want their care at the VA.
- These devastating bills would force many hospitals and facilities to shut down.
- Veterans would be deprived of the specialized care offered at the VA.
- This specialized care helps veterans heal more effectively and saves lives.
- Privatization will have a devastating effect on the entire veteran community.

SPONSORED BY



AFL-CIO

Washington, DC

International Automotive Safety Standards

Motor vehicles built to U.S. Federal Motor Vehicle Safety Standards (FMVSS) and the equivalent European regulations, known as Economic Commission for Europe (ECE) standards, both lead to the highest levels of safety performance and outcomes. If a manufacturer builds to applicable FMVSS or ECE standards it should be able to sell that product worldwide.

When other countries accept both of these equally robust sets of standards, they encourage a more efficient and competitive automotive industry by:



- Reducing numbers of prototypes needed for testing;
- Eliminating redundant testing and calibration that have no added safety benefit;
- Reducing record keeping, data process and oversight resources;
- Reducing administration/retrofitting costs for consumers relocating between countries; and
- Moving transportation of automobiles and auto parts across international borders more efficiently.

The European Commission is already actively promoting the use of ECE automotive safety standards around the world, including through its free trade agreements. To help ensure that FMVSS are also accepted internationally we have proposed that the United States:

- Proactively seek acceptance of FMVSS regulations worldwide;
- Strongly and swiftly address regulations that emerge in individual countries/regions that act as technical barriers to U.S. auto exports;
- Explicitly include acceptance of U.S. and other globally-recognized regulations in all U.S. free trade agreements; and
- Maximize the opportunity to advance regulatory convergence between the U.S. and the European Union as part of the Transatlantic Trade and Investment Partnership (TTIP) negotiations.



Pass a Farm Bill modeled after the Senate bill that will protect and strengthen SNAP.

The House and Senate have each passed their own, starkly different, versions of a farm bill (H.R. 2). The bill now moves to conference as legislators negotiate a final bill. The consequences for the Supplemental Nutrition Assistance Program (SNAP, formerly food stamps) could be huge and devastating. The House bill makes existing work requirements far more harsh, creates an enormous new bureaucracy that is drastically underfunded and would force two million people to see their SNAP benefits cut or eliminated altogether. Alternatively, the Senate bill passed with overwhelming bipartisan support. It invests in evidenced-based policy to strengthen SNAP and better connect struggling families with employment opportunities. Congress should model the final bill off of the Senate version.

- **SNAP is incredibly effective.** SNAP helps 40 million Americans put food on the table and prevent hunger. It is important we maintain a strong safety net that's there for people who need it.
- **Most people on SNAP are already working** (80% of recipients able to work do work within one year of getting benefits). Plus, SNAP already has strict work requirements.
- **The House bill creates a huge new bureaucracy** that shifts money away from helping people put food on the table and instead towards government administration and red tape without improving employment prospects.
- **The Senate bill builds on SNAP's success** by improving it, expanding pilot programs for underserved populations, and better connecting recipients with effective jobs training.

Support a final farm bill modeled off the Senate version. Push for a bipartisan bill that protects and strengthens SNAP.

For further information, contact Andre Gobbo, FCNL's Domestic Policy Assistant at: andre@fcnl.org

A photograph of two men in dark suits and ties at a social gathering. The man on the left is bald, wearing a gold watch, and is holding a silver smartphone to take a selfie. The man on the right has dark hair and a beard, looking towards the camera. In the background, many other people are visible, though blurred.

Lesson 8:

Using Social Media

and Advocacy Campaigns

Lesson 8: Social Media in Advocacy Campaigns

Introduction:

American Association of Colleges and Universities VALUE Rubric Benchmark(s):

This lesson plan provides opportunities for students to meet the following benchmark and/or milestone:

1. Civic Engagement: Communicates in a civic context, showing ability to do more than one of the following: express, listen, and adapt ideas and messages based on others' perspectives.
2. Civic Engagement: Begins to connect knowledge (facts, theories, etc.) from one's own academic study/ field/discipline to civic engagement and to one's own participation in civic life, politics, and government.

Political Science Learning Objective(s):

Students completing this lesson in the context of an ongoing course will:

1. Connect classroom learning with the experience of working in government, politics, or public affairs.

Total Estimated Time:

Lesson can be completed in the course of a regular 50-minute class session.

Work Completed before Lab/Homework:

Students should read:

- » Friends Committee on National Legislation. "Social Media Toolkit," accessed November 6, 2018, <https://www.fcnl.org/documents/191>
- » Sam Sanders. "Did Social Media Ruin Election 2016?" National Public Radio, November 8, 2016, accessed November 6, 2018, <https://www.npr.org/2016/11/08/500686320/did-social-media-ruin-election-2016>

In Lab:

Activate Prior Knowledge:

Engage students in a conversation about what forms of social media they already use and are familiar with. Did the readings (which focus on Facebook, Twitter, Snapchat, and Instagram) cover all the platforms they use?

Acquire New Knowledge:

Watch this Congressional Management Foundation video about how congressional offices deal with incoming communication, including social media:

- » Congressional Management Foundation. "Communication - The History of Correspondence to Capitol Hill," accessed November 6, 2018, <http://www.congressfoundation.org/component/content/article/106/918>

Discuss: What is the disconnect described in the video? How does this disconnect relate to issues described by Sam Sanders?

Role play: Assign a team of students to take Sam Sanders' position and another team to take the position of a lobbyist using the FCNL Social Media Toolkit. Each team should imagine answers to these questions: What are some of the advantages and disadvantages of using social media for political advocacy? What are some ground rules that you might establish for using social media if you were the Moderator of the World? Have teams present their positions to the class with opportunities for questions from the opposing team. What ground rules can the class agree on?

Application:

The FCNL Social Media toolkit provides suggestions for a variety of sample posts that students might make on social media. Ask students to draft an advocacy tweet and an advocacy post based on preparatory materials for the Spring Lobby Weekend. If these drafts are shared with the class, peers can evaluate them based on the ground rules they just established together.

Assessment:

In his article, Sam Sanders writes “In asking whether social media ruined [the 2016] election or not, I had to ask myself how my actions on social media have helped or hurt the country’s political dialogue—what my contribution to all that noise had been.”

How did Sanders answer that question for himself? How would you answer it for yourself? What have you seen on social media that you believe helps or hinders the work of democracy?

Extending the Lesson:

View a panel hosted by the Bipartisan Policy Center on social media and political campaigns:

- » Bipartisan Policy Center. Campaigns and Social Media, September 20, 2018, accessed November 7, 2018, <https://www.c-span.org/video/?451741-1/campaigns-social-media>



Assessment Activities

Spring Lobby
Weekend
BUILD JUSTICE
Tallulah Chen
Emerson Waldorf School
FRIENDS COMMITTEE ON NATIONAL LEGISLATION

Meagan
Fischer

Assessment 1: Policy Memo

The policy memo assignment can be used as an extension activity for this curriculum. Students will be better prepared for the assignment if they have previously written a letter to the editor of a local paper using techniques reviewed at Spring Lobby Weekend or described on the FCNL website: <https://www.fcnl.org/updates/write-effective-emails-to-congress-72>

A copy of a policy memo email is attached. This email memo provides an example of the succinctness and clarity that is required for a policy memo. Written by staff of the House Foreign Affairs Committee several years ago, it does not touch on all of the issues addressed in this particular assignment (for example, impact on the district and what constituents want). Nonetheless, it provides a good sense of the style and substance of such a memo.

Students who complete the policy memo email assignment successfully will

1. Report on the theme of the weekend.
2. Interpret a policy proposal.
3. Review course lessons on matters that influence a congressional office.
4. Argue for a course of action.

The assignment described here emphasizes the importance of being concise. Students, writing as congressional staffers, should remember an acronym borrowed from the State Department: BLUF, which here means Bottom Line Up Front. A member of Congress may decide to read further in the memo based on the subject line alone. It is important to present information about the issue in ways that people without a background in the subject area will find easy to understand.

You may choose to use the attached rubric for evaluating the policy memo emails that your students write or you may choose to develop different evaluation criteria together with your class.

Before introducing this assignment, it may be useful for teachers to read some of the following materials that explain the benefits of policy writing for undergraduates and offer some contrasts between policy writing and research assignments that are typically prepared for academic credit in social science classes.

- » Valerie Cooley and Andrew Pennock, "Teaching Policy Analysis Through Animated Films: A Mickey Mouse Assignment?" PS October 2015, pp. 601-606.
- » Andrew Pennock, "The Case for Using Policy Writing in Undergraduate Political Science Courses" PS January 2011, pp 141-146.
- » Communications Program, "How to Write a Policy Memo" Harvard Kennedy School, https://projects.iq.harvard.edu/files/hks-communications-program/files/lb_how_to_write_pol_mem_9_08_17.pdf. Accessed October 29, 2018.
- » Research Guides, "Organizing Your Social Sciences Research Paper: Writing a Policy Memo" University of Southern California, <http://libguides.usc.edu/writingguide/policymemo>. Accessed October 29, 2018.

Handout: Policy Memo Assignment

This assignment, based on the experience and theme of Spring Lobby Weekend, is due:

This memo is being prepared for: [a member of Congress whose office I visited during Spring Lobby Weekend].

Since policy memos must be concise to be effective, this assignment is limited to 750 words. Your subject line must be compelling, and your writing must be brisk. To quote a well-used State Department acronym, you should remember BLUF (Bottom Line Up Front). Use active voice. If your first draft is longer than 750 words, you must cut back to the required word limit before you submit the memo for evaluation. Consider these points:

1. Concise, informative subject line. This may be the only part of the memo that a member of Congress reads, so think about this carefully.
2. What is the issue? Think about which aspects of the issue as discussed during Spring Lobby Weekend will be of most interest to the member, given what you know about him or her, and what will be of most interest to the groups and the district (see below).
3. How does this issue impact the district? This is a place where you can tell a story and include numbers. What is the financial impact of this issue on the district?
4. Who are the groups who care about this issue? In addition to the Friends Committee on National Legislation, what other organizations -- national, regional, or local -- have expressed opinions on this issue?
5. What do constituents want you to do? Members of Congress often tell their staff and lobbying organizations that if their constituents don't care about the issue, they don't have time for it. What do constituents in the district want your boss to do? How do you know?
6. How have your party leaders voted on this issue in the past? Review the handout and your experience in researching members of Congress. To get started, you can use the FCNL research tool here: <https://cqrcengage.com/fcnl/votes?17>
7. What are current legislative opportunities? What bills have been introduced and need to be sponsored or voted on in committee? If your boss is already a sponsor of this legislative opportunity, are there other members in the party or in the state that he or she can connect with to build further support?
8. How should your boss vote? Given the issue, the impact on the district, the groups that care, constituent claims, and what is currently happening in Congress, how should your boss vote?

Handout: Evaluation Rubric for Policy Memo

	Criteria	Score 1-4 (inadequate to excellent)	Comments
BLUF	The memo keeps the bottom line up front.		
SLW	The memo draws appropriately on the SLW experience.		
Research	The memo draws effectively on class learning about how Congress works.		
Writing	The language is appropriate for a policy memo. Stays within the word limit.		
TOTAL			

MEMORANDUM

TO: THE BOSS
FROM: CONGRESSIONAL STAFF
RE: SOCIAL ISSUES IN FOREIGN AID REFORM
DATE: DECEMBER 7, 2010

There are two key social issues that can't be entirely avoided in our foreign aid reform bill draft – abortion and LGBTQ rights. The issues fundamentally boil down to three questions for drafting the bill:

- 1) Should we include a permanent, statutory repeal of the Reagan-era Mexico City policy which banned U.S. assistance to NGOs that perform or promote abortion with their own funds? The Mexico City policy was reversed by Obama, but since neither the policy nor the repeal exists in statute, it could easily be reimposed by a different administration.
- 2) Should we expand the existing list of protections against employment discrimination in our foreign policy agencies to include other protected categories, such as age and disability, as well as sexual orientation and gender identity? Sexual orientation is already protected by executive order, and in regulation, for federal employees; gender identity is protected as a matter of policy at State and USAID, and is being included in published procedures/regulations, but not all other federal agencies.
- 3) In identifying the "marginalized groups" on which our anti-poverty and human rights programs should focus, should we specifically mention those who are discriminated against because of their sexual orientation or gender identity? Various provisions of current law direct a special focus on women, the poor and very poor, persons with disabilities, and ethnic and religious minorities, but instead of listing the groups repeatedly (or differently each time) we thought it wise to create an overarching definition of "marginalized groups".

We've discussed each of these issues with you separately, but after further consideration by staff, we think there needs to be an overarching strategy that would apply to both equally. Here are four possible strategies – please check off your preference:

a) IDEAL BILL. Under this strategy, the bill would reflect your "optimal" position, even though you fully expect to drop some provisions along the way. Pros: This would be a great way of mobilizing support from family planning, women's and LGBTQ groups, who could add some real energy to the campaign for foreign aid reform. Since we don't see a possibility for passing the entire bill in one comprehensive package in a Republican-controlled Congress, we'd have to pull out the pieces on which there is substantial bipartisan agreement anyway. And this would simply codify current regulations and policies. Cons: These issues are likely to steal the headlines from the rest of the bill and could mobilize stronger opposition to the bill in any form. And it could be very uncomfortable to back off these provisions.

b) COMPROMISE BILL. Under this strategy, the bill would continue what is currently in the FAA without adding or subtracting anything controversial. Pros: Republicans would have a harder time opposing foreign aid reform. Cons: Leaving off these issues would deflate many potential supporters on

our side, who might criticize us for ignoring them. Republicans might not work with us either way. And it would be difficult if not impossible to add these requests later.

___c) DUAL TRACK. Under this strategy, we would accompany the compromise bill with separate legislation, either freestanding or with the intention of amending our own bill, on the social issues. Pros: We'd cover ourselves politically while still holding out the possibility of working with Republicans. Cons: We'd be (rightly) accused of trying to have it both ways.

___d) Delete Non-Discrimination Sections entirely. Doing this would not reduce protection that employees currently enjoy in law, regulation and policy. It would have the effect, however, of eliminating the requirement that foreign assistance to countries which objected, on the basis of at least race, religion, national origin, or sex, to the presence in their territory of US employees implementing development assistance be terminated. Pros: Would avoid the conundrum of whether or not to modify the current language. Assistance has never been terminated, to the best of ours or USAID's knowledge, based on this section. Cons: Omitting the section would be obvious to everyone and raise questions about our commitment to principles of non-discrimination, thereby engendering a push by interest groups for its restoration. It also could not be applied to the abortion provisions – we would still need to make a decision on that.

Assessment 2: Reflecting on Spring Lobby Weekend

Introduction:

Work Completed before Activity:

This activity will be completed by students who plan for and attend the FCNL Spring Lobby Weekend and participate in one or more lobby visits as the culminating event of the advocacy training.

In Lab:

Activate Prior Knowledge:

Prior to departure for the Spring Lobby weekend, teacher and students can generate expectations. In communication with FCNL staff, the group can also start to plan a lobby visit. See attached handout **Plan for Your Lobby Visit**. You can anticipate a post-trip debriefing session by reviewing the attached handouts, **Post-Trip Questions** and the **Student Self-Assessment of Learning**. You could discuss how class participants might want to modify any of the post-trip questions based on specific local conditions and experience.

Acquire New Knowledge:

With prior review of the handouts, students will be best positioned to take responsibility for their own learning. Encourage students to take notes during the weekend's experiences so they can refer to them for post-trip reflection.

Application:

During SLW, students will have an opportunity to translate their Spring Lobby Weekend training into a lobby visit. The handout **Policy Memo Assignment**, has been designed to help students synthesize in-class course preparation with the hands-on experience of SLW.

Assessment:

Post-trip questions can be answered individually or as a class, depending on course design and instructor bandwidth. Students should individually complete the handout **Student Self-Assessment of Learning**.

Spring lobby weekend 2019

March 23-26, 2019 | Washington, DC

Plan for Your Lobby Visit

Start by designating a group leader and a note taker. Fill in the boxes on the front and back of the page as you plan your visit. Use the back as a guide during your meeting.

Legislator:

Meeting Location:

Group Meeting Time:

Group Leader

Name:

Email and Phone #:

Before meeting: Set a pre-meeting date and location. Find out how much time you have for the lobby visit. Suggest allocation of time and issues among delegation members. Identify an issue for which the legislator could be thanked.

During meeting: Introduce the delegation. Make sure the ask is repeated clearly several times. Facilitate the flow of conversation among delegation members. Convey intention to follow up.

Note Taker

Name:

Email and Phone #:

Obtain the names and contact information of everyone in the meeting to give to the staffer. Take notes during the meeting and submit lobby visit report to fcnl.org/sllobby

Delegation Members

Share personal stories about why this issue matters to you. You don't need to be an expert—your members of Congress work for you and care about your opinions. Telling your story is an important way to connect with the values and priorities your members of Congress care about, and it can help change their minds.

Remember: Be polite and respectful! This meeting is part of building a relationship with your member of Congress. Find common ground where you can.



FRIENDS COMMITTEE ON NATIONAL LEGISLATION
A QUAKER LOBBY IN THE PUBLIC INTEREST » [@FCNL](#) » FCNL.ORG/SLW

Handout: Post-Trip Questions

1. What impressed you most about Spring Lobby Weekend?

2. What were the highlights and the low points?

3. What was the greatest surprise of the trip?

4. What did you learn about [the theme of this year's SLW: climate change, immigration, mass incarceration, _____]? Who was your favorite speaker? Why?

5. What did you learn from the lobby training? What was your favorite training activity? Why?

6. Now that you are back home, how might you think differently about staying in touch with members of Congress? Elaborate.

7. Now that you have experienced lobbying firsthand, how might you talk with friends, family, and neighbors about how and why citizen lobbying is important? Elaborate.

Handout: Student Self-Assessment of Learning

Please assess your own learning from this course and the Spring Lobby Weekend using the rubric below. 1 is low, meaning there were no gains as a result of this course/experience. 5 is high, meaning this was an A+ learning experience! Your honest answers can help improve the experience for future students.

Student Reported Gains in Knowledge:

Knowledge Gained	Rate 1-5
What Members of Congress do	
How Congress works	
What interest/advocacy groups do	
Types of polls	
Elements of political communication	

Student Reported Gains in Skills:

Skills Gained	Rate 1-5
How to use Congress.gov	
Using social media for advocacy	
How to do background research on Congress	
How to write a policy memo	
How to schedule a lobby visit	
How to make an ask	

Student Reported Conceptual Learning Gains:

Conceptual Learning Gained	Rate 1-5
Synthesizing connections from field experience to broaden my point of view.	
Recognizing ethical issues when presented in a complex context.	
Choosing a variety of information sources appropriate to the scope of the research question.	
Organizing and synthesizing evidence to reveal insightful patterns, differences or similarities related to focus.	
Practicing teamwork in a complex context.	
Making relevant connections from my academic study to participation in civic life, politics, and government.	
Thinking about how what I have learned might apply to my life after school.	

Dr. Welling Hall



Dr. Hall has 30 years' experience conducting research and teaching in the areas of international public law and organization, civic engagement, and social justice and peacebuilding. Her Ph.D. in political science is from the Ohio State University and her B.A. is from Oberlin College in ancient Greek and history.

As Plowshares Professor of Peace Studies at Earlham College (1987-2018), she inspired generations of college students to pursue careers in international diplomacy, national politics, and both human rights and humanitarian nongovernmental organizations. Dr. Hall serves as a charter member of the American Political Science Association's Distinguished Teaching Award.

She has served as an American Political Science Association Congressional Fellow, working as a legislative assistant to Congressman Keith Ellison (MN-05).

Her work has also appeared in such journals as *International Studies Perspectives*, the *ISA Compendium*, the *Annals of the American Academy of Political and Social Science*, *Alternatives*, the *Journal of Peace Research*, and *Political Psychology*.

Dr. Hall has also served on numerous Quaker boards and committees, including the FCNL Policy Committee and the Quaker United Nations Committee.

She wrote this curriculum while serving as an FCNL Friend In Washington in 2018.



Friends Committee on
National Legislation
A Quaker Lobby in the Public Interest