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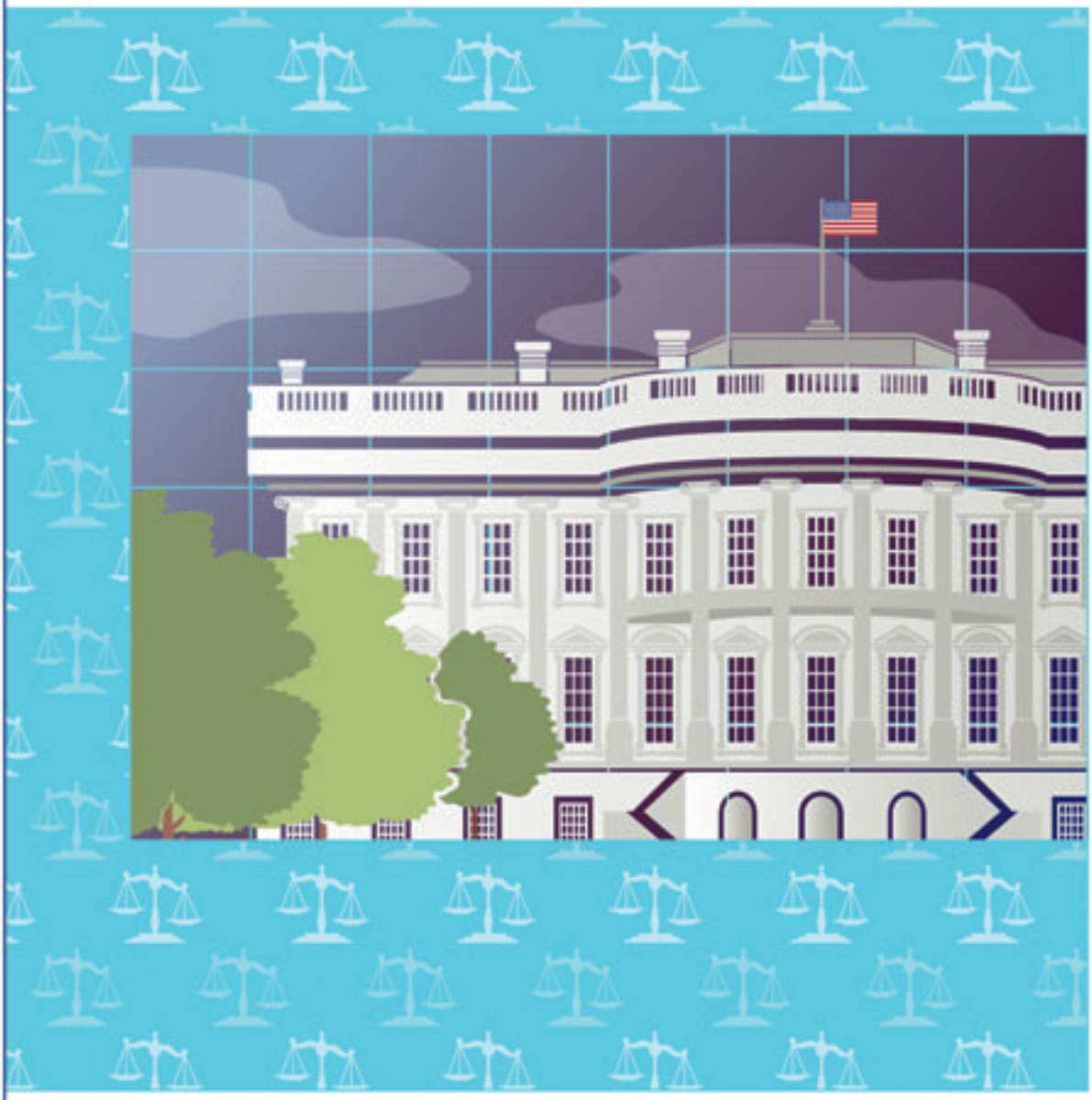
GOVERNMENT ACTIVATORS II



Simulations exploring participatory government

Government Activators II

Simulations exploring participatory government

About the author

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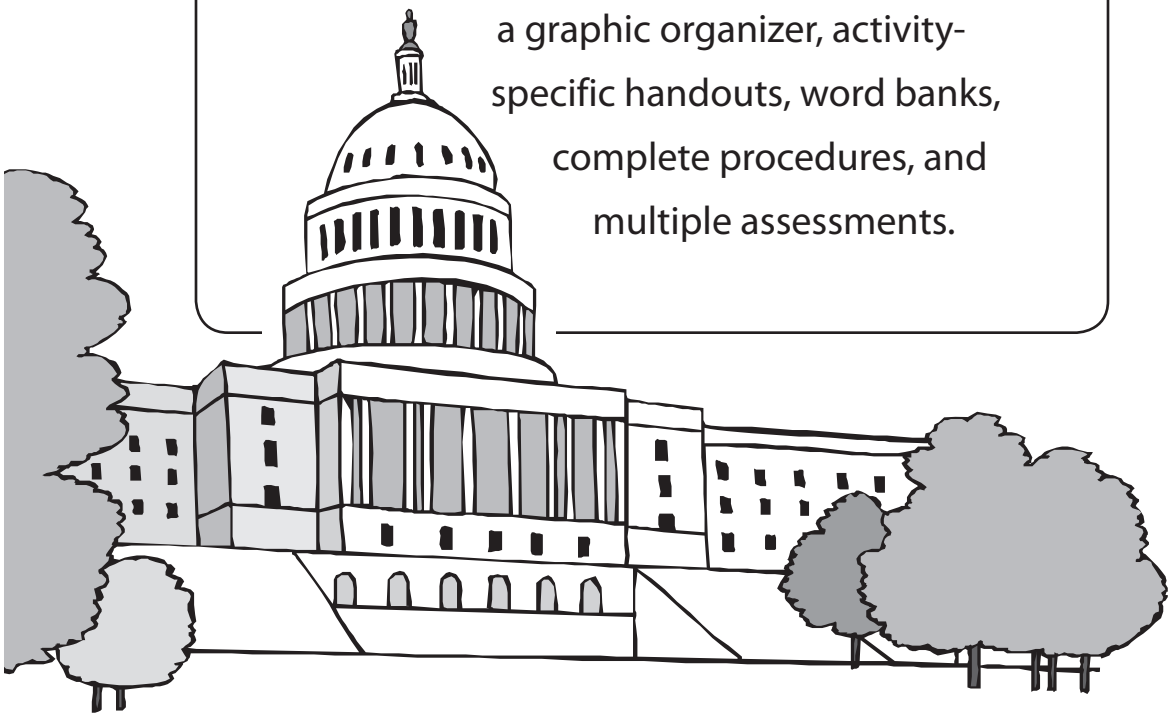
Welcome to *Government Activators II*!

Cooperative active-learning lessons take students deep into the nuts and bolts of U.S. government as they participate in activities such as simulating negotiations between a society's leaders and its people for basic rights, role-playing Cabinet secretaries aiding the president with real-life issues, and trying a Bill of Rights case in a moot Supreme Court. Each lesson includes a historical background essay, a graphic organizer, activity-specific handouts, word banks, complete procedures, and multiple assessments.



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Purpose and Overview

This second volume of Government Activators comprises six lessons on citizenship, the role of the media, special-interest groups, and the political parties and operation of the United States government. These lessons provide exciting experiences in "participatory government" for your students. Students will find themselves drawn into the study of civics and government and actively engage in lessons that become compellingly real for them. Historical perspectives on these topics are presented in the "Historical Background Essays" in all lessons. The first lesson explores what it means to be an informed and involved citizen at any level of government. The next two lessons look at aspects of the executive branch: the history and structure of the federal bureaucracy, and how and by whom the president is advised on emerging issues in foreign policy and attendant national security concerns. The next two lessons examine political entities: political parties in the context of election campaigns, as well as the role of special-interest groups in influencing changes in governmental policy. The last lesson looks at how the news media can not only report on political affairs and the public's reactions to them, but also shape public perceptions themselves.

Activators possess three common elements:

1. The presentation of key academic concepts in civics and history that enhance and expand textbook learning
2. Multiple activities that can stand alone or be used in sequence to provide an in-depth examination of broad concepts and give teachers flexibility in instruction
3. Appeal to a broad range of learning styles—including visual, auditory, and kinesthetic—in order to allow students of different abilities to actively participate in their learning

Format

Each Activator highlights a key concept and presents it in four modular learning activities:

- A background essay and study of key words and terms
- A setup or content-building activity
- A main activity
- Debrief and assessment

Teaching Tools

Each Activator contains the following teaching tools:

- Historical Background Essay
- Word Bank
- Setup or Content-Building Activity
- Main Activity
- Assessment Methods

Historical Background Essay

Each lesson begins with a **historical background essay** that provides context and presents the key concepts of the lesson's main theme. Each essay contains focus questions and a graphic organizer for which answers can be found in the text. An answer key is provided at the back of the book. Information from the essay also provides important information for successfully completing the main activity.

Word Bank

Each lesson contains a **list of important words and terms** highlighted in bold in the historical background essay.

Setup or Content-Building Activity

The **first activity** in each unit builds on the points covered in the historical background essay and helps generate a solid understanding of concepts explored in the main activity.

Main Activity

Each **main activity** presents either full-class or small-group activities that engage every student. Methods include simulations, case studies, role plays, and presentations. These activities examine the fundamental concepts behind current issues of concern in U.S. government and civics and provide students opportunities to present them in innovative ways.

Assessment Methods

Each Activator incorporates authentic **assessments** and also contains **debriefing questions** constructed to help students conceptualize main points and prepare them for the assessment exercise. Two assessment options are available to accommodate a wide range of student abilities. Detailed rubrics are included when appropriate.

How to Use Government Activators

Government Activators were designed to supplement your regular civics/government curriculum. Because the Activators are modular, they can be used in a variety of ways. Some can serve as review units that show the connection between history and fundamental principles in U.S. government. Other Activators can be used to bridge students' learning between principles of government and the application of these principles in the real world. While each unit is structured to be completed in four class periods, actual time may vary depending on the class dynamics and extent of discussions.

Teaching Options

Many Activators include "Teacher Tips" which give further suggestions or options on how to conduct each lesson. Study the Teacher Tips carefully and decide which one or combination will work best with your students, schedule constraints, classroom configurations, and administrative support.

Grouping Students

Government Activators promote the idea of students actively participating their learning. They also allow the teacher to have students take greater responsibility for their learning. Consider the following as potential options when using U.S. Activators in your classroom:

- **Student Facilitators:** Before you begin using the Activators, you may consider selecting four or five student facilitators to present some of the units. Allow each facilitator three or four days to prepare for his or her Activator. Meet with the facilitators before they present the Activators in order to review your standards and expectations for the units. Grant enough latitude so that students may apply their talents—and their time—fully. You might consider having a student "co-present" the unit with you.
- **Small-Group Responsibility:** Before you begin using the Activators, divide your class into small groups and have each group prepare to present one of the lessons. Allow each group three or four days to get ready. Meet with each group before and after the presentation of each Activator in order to review your standards and expectations. Have students pick roles or assign roles to each student so that each presents a different part of the activators.

Citizenship in a Democracy

Activator 1

Unit Description

In this unit, students learn exactly what it means to be a U.S. citizen. This includes understanding the specifics of the 14th Amendment regarding the definition of citizenship, as well as the protections it grants. Students also learn about civic virtue and its role in a democratic society, and how this gets played out in civic engagement. Students develop a plan for a civic engagement project in their community. (You may opt to have students conduct the activity as a class project.)

Before You Begin

Read through the lesson plan and familiarize yourself with the teaching sequence and materials. Consider your students' abilities and needs, your available class time, and your curriculum requirements in selecting the activities available.

Make Copies

Following is a list of handouts you may need to reproduce, depending on the activities you choose. Keep in mind that the activities may dictate the number of copies you will need.

- **Background Essay**—*one per student*
- **Background Essay Graphic Organizer**—*one per student*
- **Developing Your Civic Engagement Project**—*one per group*
- **Conceptulizing Your Civic Engagement Project**—*one per group*
- **Planning Your Civic Engagement Project**—*one per group*

Word Bank

*(words and terms appear in the **Background Essay**)*

- activists
- citizenship
- civic engagement
- civic virtue
- civil society
- common good
- digital media
- explorers
- lawful permanent resident
- naturalization
- skeptics
- social capital
- social contract
- social networking
- social service
- spectators

Introduce the Unit

Introduce this activity by explaining to students that being a U.S. citizen grants an individual many rights, which are included in the Constitution's first ten amendments, the Bill of Rights. However, along with these rights come some very important responsibilities, including obeying the law, paying taxes, and participating in the democratic process. Remind students that democracy in the U.S. was established according to the fundamental principle that the people are sovereign. They enter into a social contract with their government agreeing to honor and obey the laws while the government agrees to create laws that provide for their needs and protect their rights. In this arrangement, it is essential that the people are engaged with their government to make sure it works for them.

Daily Directions

Day 1: Provide Historical Context

Use the **Background Essay**, **Graphic Organizer**, and **Word Bank** to provide students with historical context for the activity. This can be done as homework or as an in-class activity. After students have read the essay and completed the graphic organizer, discuss what they learned, emphasizing the main points. The graphic organizer can help you check for understanding and be used for assessment as well. Students can refer to their completed graphic organizer during the main activity.

Teaching tip
This can be done as homework or as an in-class activity.

Prepare the Activity

Make copies of all the necessary handouts according to the list mentioned earlier. The activities in this unit provide student with the tools to plan their civic engagement project.

Day 2: Activity Instructions

In this activity, students review examples of civic engagement projects to get an idea of the different possibilities available to them. The activity helps students understand the need for such projects, why students like themselves become involved in them, and the details involved in developing such projects.

Small group

1. Divide the class into small groups of four or five students. Distribute the handout "Developing Your Civic Engagement Project" and have students review all the civic engagement project examples. (This can be assigned as homework the before you begin the activity.)

2. Assign one of the example projects to each group and have them review it by following the discussion questions on their handout.

3. Periodically check with the groups to answer any questions.

4. Allow time for students to debrief the activity, ask questions, and share ideas.

5. Next, distibute the handout "Conceptualizing Your Civic Engagement Project" and have students come up with at least one possible civic engagement project. Have them present their ideas to the class.

6. For further ideas and information, assign groups to go to any of the community service Web sites in the "Resources" section (pp. 15–16).

Day 3: Activity Instructions

In this activity, students design and plan their civic engagement projects.

1. Distribute the handout "Planning Your Civic Engagement Project" and review the directions.
2. Next, have groups begin the process of planning specific steps of their civic engagement projects.
3. Periodically check with the groups to answer any questions.
4. If time is available, you can have students begin presenting their civic engagement plans to the class.

Day 4: Debrief

Assessment: After all students have presented their plans, review the following questions, and, if desired, conduct one or more of the civic engagement projects the students have developed.


Whole class

Option A

Discuss the following questions, and then have the class decide what civic engagement activity they'd like to do:

- Describe how the meaning of being an American citizen has changed since the founding of the United States.
- Why do you think there are so many steps to become a naturalized U.S. citizen?
- Why do U.S. citizens need to be responsible for their government?
- What is civic virtue? Why do you think it is important for people of any country to have civic virtue? Why do you think it is especially important in a democracy?
- How have people been involved in civic engagement in the past? What value do you see in any of these efforts?
- What organizations or associations are you involved in? How might your involvement in these organizations or associations lead to involvement in others?
- How would you rate yourself in the different levels of civic engagement: activist, explorer, skeptic, or spectator? Explain your rating. Are you satisfied with being at that level? Why or why not?
- Aside from socializing, how do you use the Internet and social-networking media in your activities?

Option B


Whole class

Discuss the following questions, and then have the class decide what civic engagement activity they'd like to do:

- Describe how the meaning of being an American citizen has changed since the founding of the United States.
- Why do you think there are so many steps to become a naturalized U.S. citizen?
- Why do U.S. citizens need to be responsible for their government?
- What is civic virtue? Why do you think it is important for people of any country to have civic virtue? Why do you think it is especially important in a democracy?
- How have people been involved in civic engagement in the past? What value do you see in any of these efforts?
- What organizations or associations are you involved in? How might your involvement in these organizations or associations lead to involvement in others?
- How would you rate yourself in the different levels of civic engagement: activist, explorer, skeptic, or spectator? Explain your rating. Are you satisfied with being at that level? Why or why not?
- Aside from socializing, how do you use the Internet and social networking media in your activities?

Resources

Background information

- Encouraging Civic Engagement (University of California–Berkeley): http://teaching.berkeley.edu/civic.html
- The Internet and Civic Engagement (Pew Internet and American Life Project): http://pewinternet.org/Reports/2009/15--The-Internet-and-Civic engagement.aspx
- National Youth Leadership Council: http://www.nylc.org/
- Youth and Civic Engagement (CIRCLE: The Center for Information and Research on Civic Learning and Engagement): http://www.civicyouth.org/
- Youth and Participatory Politics: http://ypp.dmlcentral.net/

Community service projects

- 366 Community Service Projects: http://lancaster.unl.edu/4h/serviceideas.shtml
- Community Service Ideas for Families (Families with Purpose): http://www.familieswithpurpose.com/community-service-ideas-families.html
- Do Something.org: http://www.dosomething.org/
- Service Projects (The Michigan Associations of Student Councils and Honor Societies): http://www.michiganprincipals.org/students/masc/com_service.htm

Volunteer organizations

- The Corporation for National and Community Service: http://www.nationalservice.gov/Default.asp
- Follow the Leader: Innovative Social Media Activism: http://www.communityorganizer20.com/2011/02/24/follow-the-leader-innovative-social-media-activism/
- List of National Youth Community Service Organizations in the U.S.: http://www.freechild.org/nationalservice.htm
- Office of Public Engagement: http://www.whitehouse.gov/administration/eop/ope
- Puget Sound Off: http://www.pugetsoundoff.org/
- Serve.gov: http://www.serve.gov/
- United Way Youth Day of Caring: http://www.ymvunitedway.org/youthdayofcaring.aspx

Citizenship in a Democracy

Historical Background Essay

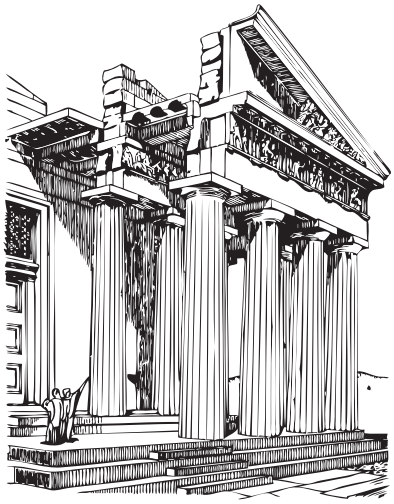
Being an American citizen. What does it mean to be a citizen of the United States? The passage of time shows that something as fundamental as **citizenship** has changed throughout America's history. When the Constitution was adopted in 1789, it was generally assumed that anyone born in the U.S. was automatically a citizen. However, in 1857 the U.S. Supreme Court challenged this view in the case of *Dred Scott* v. *Sandford*. The court ruled that an African American slave born in the U.S. was not a citizen and argued that the Constitution's framers never intended to include slaves as citizens. The ratification of the 14th Amendment in 1868 reversed this decision with the words, "All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the state wherein they reside." The purpose of the amendment was to extend the rights of citizenship to former slaves but also to all persons born on American soil. People born of parents who at the time were U.S. citizens but were living in another country are also considered U.S. citizens.

Even though the 14th Amendment defined citizenship, it didn't automatically provide all the "privileges and immunities" or "equal protection under the laws" to all Americans. African American citizens were still discriminated against, and this discrimination was virtually sanctioned in the Supreme Court's *Plessy v. Ferguson* (1896) ruling of "separate but equal." This wasn't overturned until the 1954 case of *Brown* v. *Board of Education of Topeka*. Women were considered citizens, but denied the right to vote until 1920, when the 19th Amendment was ratified. Legal equality has been a slow, evolving process for both women and African Americans through the civil rights movement of the 1950s and 1960s.

Requirements for naturalization. Another way people can become U.S. citizens is through **naturalization**, a multi-step process that, when completed, gives the applicant virtually all the rights and responsibilities of a native-born citizen. To be naturalized, applicants must be at least 18 years old, a **lawful permanent resident**, and have lived in the country at least five years. They then complete an application, and if approved, are interviewed by an immigration official. There they are asked to show they can read, write, and speak English. They also take a civics test to show basic knowledge of U.S. history and government. In the final step, applicants attend a ceremony in which they take the oath of allegiance to the U.S. and receive a certificate of naturalization.

Rights and responsibilities of a U.S. citizen. Citizens enjoy all the rights enumerated by the Bill of Rights' first ten amendments, from freedom of expression to freedom from cruel and unusual punishment, in addition to many other rights not designated in the Bill of Rights. These rights are also extended to people who are lawful permanent residents. Citizens living in the U.S. who enjoy the benefits of these rights have certain legal responsibilities, such as obeying the law and paying taxes. Citizens are also expected to serve on juries and appear in court when called upon. All males 18 and over—whether citizens, lawful permanent residents, or undocumented immigrants—must register for military service. This is true even though the U.S. currently has an all-volunteer army.

Civic virtue. Being a citizen in a democracy involves more than just voting, paying taxes, and obeying the law. It also requires that one practice what is known as **civic virtue**. The framers of the Constitution embraced this concept, drawn from ancient Greek and Roman civilizations, as a basic foundation of American society. Civic virtue is when members of society set aside their personal interests to promote the **common good**. In his book, Democracy in America, the young French aristocrat Alexis de Tocqueville wrote that Americans in the 1830s engaged in civic virtue through local self-government and free association. He was most impressed with how American citizens banded together to address problems of common interest. While Europeans tended to rely on government, Americans relied on their own **civic engagement** to address public issues and problems through local volunteer groups, church groups, or local efforts.



Historical examples and methods of civic engagement. Throughout history, Americans have practiced civic virtue on a multitude of issues. Temperance movements, the abolition of slavery, women's rights, public education for all citizens, and prison reform were causes that Americans engaged in during the 19th century. The 20th century witnessed causes such as labor reform, civil rights, and protecting the environment. Though the causes change over time, the methods of civic engagement remain essentially the same: staying informed on current events, discussing issues with friends and family, volunteering with a community group, and writing to public officials or the media to express your opinion.

Organizations and associations: The building blocks of civil society and the social capital networks between them. Over time, Americans have established a wide range of voluntary associations and institutions that have become the building blocks of **civil society**. These groups form a network of connections called **social capital**. Consider the organizations and associations you may be involved in at school or in your community: Boy or Girl Scouts; extracurricular activities in drama, music, or athletics; work-related activities; or informal associations of your friends. You attend classes at school or participate in organizations outside of school with other students, and through conversation you become aware of common interests. You discuss these interests and sometimes choose to work together to address them. You may bring in other friends who you know have similar interests or understandings of the issues you're addressing. In the process, you create new groups to deal with new issues and forge new connections to benefit the larger community.

Levels of civic engagement. There are several different levels of civic engagement, but most can be summarized as follows:

- **Activists** are people who get involved and take action on issues they care about. Activists believe they can make a difference, tend to be very persuasive, and make their voices heard.
- **Explorers** are people who want to know everything they can about issues, watch and read the news, and gather a lot of knowledge. They sometimes, but not always, take action.
- **Spectators** are people who get their news from others but do not usually keep up with current events or get involved in organizations that address issues.

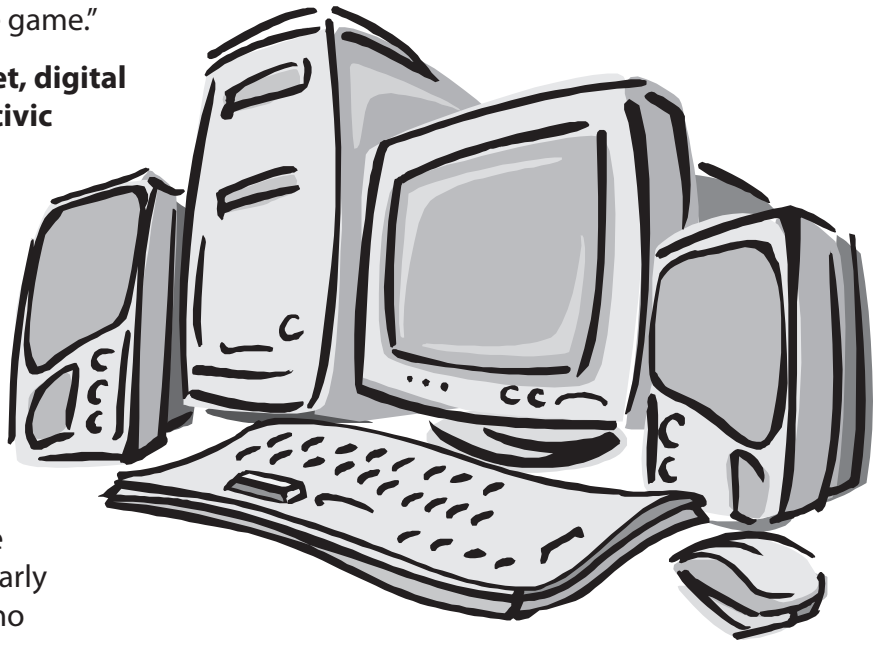
- **Skeptics** are people who distance themselves from political and social issues and do not believe they are relevant to them. They tend to criticize the system but do not take action or even vote on issues or candidates to address their concerns.

People in the activist and explorer groups may become engaged in politics participating in elections and promoting the voting process. Others might be engaged in social concerns working to improve their communities and the individuals who live in them. These are often nonprofit, **social service** organizations or church groups. People active in civic engagement often get involved in both politics and social concerns because they find connections of influence between the two.

In the 1990s, political scientist Robert D. Putnam looked at the role of associations in modern American life. In his book, *Bowling Alone: The Collapse and Revival of American Community*, Putnam wrote that Americans were far less civically engaged than in the past. In his research, he found that Americans contributed to civic organizations through their checkbooks much more than their actual participation. Putnam wrote, "We remain reasonably well-informed spectators of public affairs, but many fewer of us actually partake in the game."

The impact of the Internet, digital media, and social networks on civic engagement. Obviously, if Putnam's assertions are true this doesn't bode well for the future of American democracy. Studies over the past 50 years have shown that young people aged 15–25 are less inclined to be civically engaged and are more likely to be skeptical or disengaged. However, some political scientists feel this may be changing. A study conducted in early 2011 found that young people who consistently use the Internet are more likely to be engaged in civic and political issues. The study found that many young people get their news from digital media on Web sites and blogs. They share this information between friends and associates through social networking tools such as Facebook and Twitter. This correlation between high levels of Internet engagement (**digital media** and **social networking**) and political involvement were evident in the 2008 U.S. presidential election, the relief and recovery efforts after the earthquakes in Haiti and Chile in 2010 and Japan in 2011, and in the uprisings in North Africa and the Middle East in early 2011.

Civic engagement is a vital element to the success of American democracy. The framers of the Constitution left it up to citizens to decide on their level of personal involvement. The framers created a government that has tremendous powers, but left it up to citizens to control that power and use it for the common good. How that is done is up to you.



Name: _____ Date: _____

Graphic Organizer: Citizenship in a Democracy

1. Describe how the concept of citizenship transformed between 1789 and 1868, and into the 20th century.

Understanding of citizenship in 1789	Understanding of citizenship after *Dred Scott* v. *Sandford*	Understanding of citizenship following ratification of 14th Amendment

Describe the extension of U.S. citizenship after the 14th Amendment	
For African Americans	**For women**

2. List the requirements for naturalization.

- _____
- _____
- _____
- _____
- _____

3. List the rights and responsibilities of U.S. citizens.

Rights	Responsibilities

4. Answer the following about civic virtue.

Where did it come from?	
What is it?	
How is it practiced?	

5. List the historical examples of civic engagement in U.S. history.

19th century	20th century

Methods of civic engagement include:	

6. **The building blocks of civil society and the social capital networks between them**. Think about the formal and informal organizations or associations you have with friends, family, fellow students, or co-workers. In boxes below, identify these organizations or associations, then draw lines between them to represent the social network connections that tie them or could tie them together (e.g., common interests, shared problems or concerns, work-related activities, hobbies, etc.)

Organization/ association

7. Summarize in your own words the different levels of civic engagement.

Activists	
Explorers	
Spectators	
Skeptics	

8. After reading the final section on the potential impact of the Internet, digital media, and social networking on young people's civic engagement, discuss whether you think the level of civic engagement Robert Putnam analyzed in the 1990s will continue. Record your ideas for further discussion.

Developing Your Civic Engagement Project

Directions: In your group, review the examples below of students involved in civic engagement in other schools. Use the questions on the second page to discuss these projects. Be prepared to present your findings to the class summarizing the discussion questions, then follow the steps to come up with your own civic engagement project.

Civic engagement project examples

- The community had been hit hard during the economic recession, with unemployment running around 22 percent. Families were finding it increasingly difficult to buy the food they needed to feed their families. Students in a local grade school heard that the community's food bank was running dangerously low on non-perishable foods. They contacted the food bank and organized a food drive in their neighborhoods. They also notified the local media, which announced details of the food drive. In one week, they collected enough food to last the food bank three months.
- While studying state and local government in school, students had a guest speaker come in to talk about city services. One issue that came up was the difficulty some senior citizens have with taking care of their properties: weeding beds, mowing lawns, and just general house clean-up. Many are too old to do it themselves and are on fixed incomes, so it's difficult to hire out these services. Students heard about a local United Way project that tries to find volunteers to help seniors with some of these tasks. They asked a United Way staff member to come to their class and help them plan a schedule for teams of student volunteers to go to areas where these senior citizens needed help. They established a program in the spring, in which every student volunteers once a month to provide lawn maintenance and care for one of the seniors' homes. Many students have volunteered their time during the summer.
- As part of their Geography and Culture class, middle school students were learning about the problems a Central American country was facing after a severe natural disaster. The class required students develop presentations on the country and some of the problems it faced. They wanted to bring awareness to their school and the community about the extent of the natural disaster and of the country's problems. They decided to develop their presentations as a seminar for the school and community to bring greater awareness. They set up a page on their social studies/language arts class Web site to announce where and when the seminar would be held. They also used school-approved social media outlets to announce their seminar and provide feedback after the event.
- Students in a high school child development class were learning about the importance of early childhood education in helping students later perform at grade level in math and reading. At the monthly meeting of the National Honor Society, students were talking about the class and their ideas about how they might help some of the district's grade schools. They met with some of the grade school teachers and set up a tutorial program for primary grade students in the district. The high school students work with the primary grade teachers to tutor the younger students in reading and math one day a week, after school.

- During a student council meeting, several students brought up their concerns about cyberbullying and bullying in general. They felt bullying was getting out of hand at their school and wanted to address the problem. The council set up a few student committees to explore the problem further and then organized a schoolwide forum (which later became district-wide) on bullying. They invited speakers from the county's social service agencies and then formed a task force of parents, teachers, and students to address some of the problems. Out of all this, they developed a school policy on bullying, conducted a "forum night" with several guest speakers, and helped the school board develop a district-wide policy.
- During basketball practice one afternoon at the local middle school, one student mentioned her dad was a firefighter who helped put out a fire in a small home near the school. The family was safe, but lost all their decorations and gifts they had bought for the holiday season. The family's father was recently laid off from a manufacturing plant that closed a few months ago. After practice, the conversation continued and a group of girls on the team began thinking about the many families who won't have enough for the holidays. They talked further with some of their older siblings at the local high school and found out they were starting a gift drive for some low-income families in the area. The girls on the basketball team asked if they could help and were invited to participate. The girls' basketball team raised funds through carwashes. The high school students and their teachers worked with local retail stores to get discount purchases or donations of holiday gifts appropriate for children of various ages. All the students organized "gift-wrapping parties" complete with holiday gift wrap, ribbon, name tags—and of course pizza and soft drinks for them. With help from the local fire department, all the students went along to deliver the presents to needy families.

Discussion questions. Review one of the projects described by answering the questions below. Be prepared to share your findings with the class.

- What was the problem students tried to address in their project?
- Why is this situation a problem or concern?
- What action did students take to address the problem or concern?
- What was the result of their efforts?
- What other details do you need to know to get a full understanding of how students planned and conducted these projects?

Name: _____ Date: _____

Conceptualizing Your Civic Engagement Project

Think about problems or concerns you might have at school, in your neighborhood, community, or within your state or the nation that you feel you could address. Select one and analyze it according to the following questions:

- What is the problem? _____

  _____

- Why is it a problem? _____

  _____

- What action do you think needs to be taken to address the problem? _____

  _____

- What do you expect to happen if these actions are taken? _____

  _____

After you've conceptualized the problem or concern, be prepared to share your ideas with the class, reviewing the questions above.

Name: _____ Date: _____

Planning Your Civic Engagement Project

Directions: Begin developing your civic engagement project by filling the chart below. Start with an overview of the project in the top part of the chart, then list the specific steps that need to be taken in the lower chart.

Briefly describe your project here:	
Names of students who will be involved in this project:	
Timeframe: Estimate the dates and number of days to complete the project.	
Resources: Identify the resources needed to complete the project (materials, supplies, food, money, etc).	
Communication: What communication tools will you use to conduct and publicize the project (e.g., email, texting, information Web pages, research, etc.)?	
Promotion/publicity: How will you promote and publicize the project in the community (hard copy and electronic)?	
Adult involvement: Identify any role adults might need to play in this project.	

What steps you will take to plan the project?	Who will complete the steps?	What resources are needed?	Date started/ completed
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			

The Federal Bureaucracy

Activator 2

Unit Description

In this unit, students will explore the federal bureaucracy, its history, and its purpose. They participate in a congressional role-play simulation on a proposed government regulation. They research different positions on the regulation and then testify and deliberate with other interested parties as to whether the government regulation should be enacted, modified, or rejected.

Before You Begin

Read through the lesson plan and familiarize yourself with the teaching sequence and materials. Consider your students' abilities and needs, your available class time, and your curriculum requirements in selecting the activities available.

Make Copies

Following is a list of masters you may need to reproduce, depending on the activities you have chosen. Keep in mind that the activities may dictate the number of copies you will need.

- **Historical Background Essay**—*one for each student*
- **Background Essay Graphic Organizer**—*one for each student*
- **Examples of Federal Regulations**
- **Role-Play Descriptions for Members of Congress, Federal Agency Representatives, and Special Interest Groups** —*with Research Graphic Organizers*
- **Deliberation Procedure packet**
  - Deliberation Guidelines
  - Stakeholders' Points of View Chart
  - Negotiation Records Chart
  - Agreement Form

Word Bank

*(words and terms appear in the **Background Essay**)*

- bureaucrats
- cabinet departments
- constituents
- deregulating
- fiscal accountability
- government corporations
- independent administrative government agencies
- independent executive agencies
- merit-based employment system
- New Deal agencies
- patronage
- privatizing
- regulatory agencies
- social welfare programs
- spoils system
- welfare state

Introduce the Unit

Introduce this activity by reviewing with students the various Cabinet positions of the executive branch. Tell students that these departments comprise agencies that operate the government, enforce laws, and serve the people. Bring up the point that throughout American history, the federal bureaucracy has periodically been criticized for being too big, too inefficient, and too much of an obstruction. However, it is the bureaucracy that runs the day-to-day operations of government. While the federal bureaucracy sometimes seems to be an independent branch of the government, its many departments and agencies were created by either the president or Congress and in reality can have their power checked by either of these branches or by the courts. Tell students that in this unit, they will participate in a congressional role-play simulation to determine whether a federal regulation should be enacted, modified, or rejected.

Daily Directions

Day 1: Provide Historical Context

Use the **Background Essay**, **Graphic Organizer**, and **Word Bank** to provide students with historical context for the activity. This can be done as homework or as an in-class activity. After students have read the historical essay and completed the graphic organizer, discuss what they learned, emphasizing the main points. The graphic organizer can help you check for understanding and be used for assessment as well. Students can refer to their completed graphic organizer during the main activity.

Teaching tip
This can be done as homework or as an in-class activity.

Prepare the Activity

Make copies of all the necessary handouts according to the list mentioned earlier.

Day 2: Activity Instructions

In this activity, students examine regulations that have been issued by different federal departments or agencies to address specific problems or concerns. Though it's fair to say that most federal regulations are issued with little to no controversy, the ones featured on the handout have had some controversy surrounding them.

Small group

1. Organize the class into small groups of three to four students.

2. Distribute the handout "Examples of Federal Regulations" to each group. Review the directions. You can have student groups review all three examples, or you might divide them up among the class.

3. Provide time for students to review the examples and discuss the following questions.

    - Why might some people feel such a regulation is needed? Who might benefit from this regulation?
    - How might the regulation restrict some people's rights? Who might be negatively affected by this regulation?
    - What are some of the short- and long-term costs and benefits to Americans?
    - Do you feel this regulation benefits the many at the expense of the few, or the other way around? Explain.
    - Would you support this regulation?

After the groups have finished their review of the government regulations, have a spokesperson from each report the group's findings to the class.

Discuss whether student groups would support any of the regulations and the reasons why.

Set-up for congressional role-play simulation

You can have students further explore one of the regulations you examined or select another one. You can find examples of current and proposed federal regulations at Regulations.gov (http://www.regulations.gov). You may want to select a regulation yourself or have students review the listings on the Web site and select one of interest to them. Help them select a regulation that might be considered controversial and has received some media coverage.

After a federal regulation has been selected, explain to students that they will be simulating a joint congressional hearing reviewing a recently enacted or proposed federal regulation. They will deliberate the issues surrounding the regulation and formulate a recommendation whether the government regulation should be enacted, modified or rejected.

Small group

1. Divide the class into the following groups. The numbers below are for a class of 28 students. Adjust these numbers as necessary for your class.

   - House committee (5–7 students)
   - Senate committee (5–7 students)
   - Federal agency issuing the regulation (2 students)
   - Special interest groups
   - Organization supporting the regulation (4–6 students)
   - Organization against the regulation (4–6 students)

2. Distribute the corresponding "Role-Play Descriptions" to the students in each group. Review the directions with the entire class.

3. Have students meet in their role-play groups to conduct their research on the featured regulation. You can also assign this research as homework. Students can access the Internet to find articles and commentary on the regulation. Have them fill out the research graphic organizers, recording information on the articles they read. It is suggested that students divide up the research among the group members in order to expedite their work.

4. After the groups have completed their research and discussed their positions, check with each group individually to make sure it is prepared for the next activity session.

Day 3: Activity instructions

Tell students that this activity has two parts. In the first, they will meet in a large group to testify as to their position on the federal regulation and then discuss other groups' positions in their own small groups. In the second, they will meet again in a large group to deliberate the issues surrounding the federal regulation and formulate recommendations on whether it should be enacted and funded in its present form, modified (and if so, how), or rejected.

Tell students that in reality, when federal regulations come to a congressional committee for a hearing, the federal agencies and special interest groups only testify to the committee members. Decisions on whether to enact, fund, modify, or reject the regulation are made by members of Congress. However, behind the scenes, representatives from different constituencies will "lobby" (try to influence) the members of the congressional committees. The deliberation process in this activity is meant to simulate the "give-and-take" that goes on behind the scenes during the lobbying process.

1. Have students meet in their role-play groups.

2. Distribute the Deliberation Procedure packet with the four handouts to all students and review the procedures and graphic organizers. Answer any questions students may have.

3. Have each group proceed through the activity.

4. Have students complete the agreement form.

Day 4: Debrief

These debriefing activities are written to provide a basic or an extended understanding of the federal bureaucracy, its history, its operation, and some of the issues that surround it. If necessary, wrap up the deliberation activity from the previous day and then debrief students with the following questions:

Option A:

- What is the main function of the federal bureaucracy?
- Why is the federal bureaucracy sometimes referred to as the "fourth branch" of government? In reality, is this true? Explain your answer.
- What is the "spoils system"? How does it differ from the merit-based employment system?
- How did the federal bureaucracy grow to meet the needs of a growing America after the Civil War and into the 20th century?
- How did the United States' new role in the world after World War II expand the federal bureaucracy?

- How did President Johnson's expansion of President Roosevelt's New Deal programs affect the relationship between the federal government and its citizens?
- How did the changes in the role of the federal bureaucracy imposed by President Reagan alter the role of government as established in the 1960s?
- Though bureaucrats are not elected officials, they do have authority and power in operating the government. How is this power checked?

Have each group prepare and present their "Agreement Form" to the class on the federal regulation they deliberated.

Option B:

- What is the main function of the federal bureaucracy?
- Why is the federal bureaucracy sometimes referred to as the "fourth branch" of government? In reality, is this true? Explain your answer.
- What is the "spoils system"? How does it differ from the merit-based employment system?
- How did the federal bureaucracy grow to meet the needs of a growing America after the Civil War and into the 20th century?
- How did the United States' new role in the world after World War II expand the federal bureaucracy?
- How did President Johnson's expansion of President Roosevelt's New Deal programs affect the relationship between the federal government and its citizens?
- How did the changes in the role of the federal bureaucracy imposed by President Reagan alter the role of government established in the 1960s?
- Though bureaucrats are not elected officials, they do have authority and power in operating the government. How is this power checked?

Individual

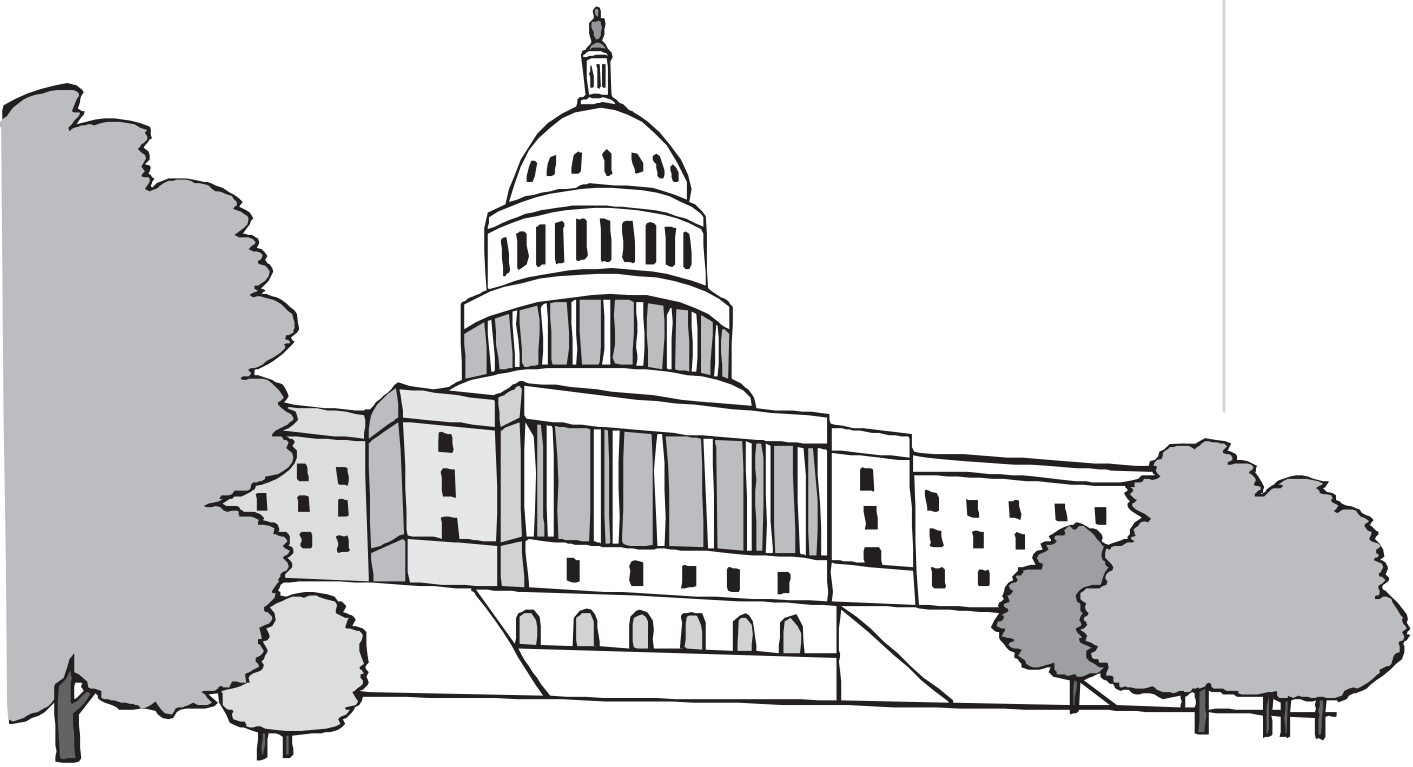
Have each student prepare and present their "Agreement Form" to the class on the federal regulation they deliberated.

Students can also develop political ads (either print or multimedia) summarizing their findings from the deliberation activity and present these to the class.

Resources

Federal bureaucracy

- Official U.S. Executive Branch Web sites (Library of Congress) (http://www.loc.gov/rr/news/fedgov.html)
- House of Representatives (http://www.house.gov/)
- U.S. Senate (http://www.senate.gov/)
- The Cabinet of the Executive Branch (http://www.whitehouse.gov/administration/cabinet)



The Federal Bureaucracy

Historical Background Essay

In one way or another, the federal bureaucracy touches the lives of Americans every day. From regulations on nearly every product produced in or imported into the United States, to nutrition labels on food containers, to airport security screenings, the over one thousand federal agencies have vast responsibilities. They carry out the day-to-day operation of government. With nearly 2.5 million employees, the federal bureaucracy is the largest and most expensive organization in the country.

The ubiquitous nature and cost of operating the federal bureaucracy have made it one of the more controversial aspects of the federal government. The bureaucracy is sometimes referred to as the "fourth branch" of government because some parts seem to have power separate from the three official branches. The **independent administrative government agencies** (the official term for the federal bureaucracy) are actually part of the executive branch. Article II of the U.S. Constitution establishes the executive departments, gives the president the power to appoint people to the various departments, and the authority to "faithfully execute" the laws. Therefore, the federal bureaucracy has substantial power to impose and enforce rules and regulations that have the power of law.

The federal bureaucracy began in 1789 with three cabinet departments: the Department of the Treasury, the Department of State, and the Department of War (later renamed the Department of Defense). President George Washington appointed Thomas Jefferson as the first Secretary of State. The department had an annual operating budget of $8000 and a staff of five clerks. The State Department was responsible for conducting the national census every ten years, managing the national mint, and safeguarding the Great Seal of the United States. Having appointed Alexander Hamilton, Jefferson's chief political rival, to the Department of Treasury, President Washington inadvertently set the stage for politics to become an integral part of the federal bureaucracy.

Until the 1820s, most civilian employees who served in the government were well established, talented men trained for different types of managerial positions. The election of Andrew Jackson opened up government jobs to the common people and established a tradition of **patronage** (or what became known as the "**spoils system**"), rewarding his key supporters with government positions. After this, many of the jobs in the federal bureaucracy were given to political friends and donors. The federal bureaucracy greatly expanded after the Civil War, as did the patronage system. The system soon fell into abuse, and the federal bureaucracy was rocked with one political scandal after another.

By the 1870s, the federal bureaucracy had grown to about 50,000 employees. Political scandals consumed President Ulysses S. Grant's administration. Reform efforts began with Grant's successors President Rutherford B. Hayes and President James A. Garfield. When Garfield was assassinated by a disgruntled federal employee, such reforms were accelerated. In 1883, Rep. George Pendleton (D-OH) proposed the Civil Service Reform Act (also known as the Pendleton Act), which instituted a **merit-based employment system**. Federal employees were to be hired based on their knowledge, skills, and abilities, not on who they knew in government. Civil service employees were protected from indiscriminate dismissal through an objective evaluation process that focused on their job performance.

As the U.S. economy grew and its international responsibilities increased during the late 19th century, the bureaucracy expanded to meet these demands. Both Congress and the executive branch depended on the bureaucratic agencies to operate the government and carry out political agendas. New executive departments were formed, each assisting a particular segment of the nation. As westward expansion began to explore the far reaches of the continent, the Department of the Interior was formed in 1849 to manage the vast tracts of land and protect it from exploitation. The Department of Agriculture was established in 1862 to help farmers better manage their crops as the U.S. grew to become the "breadbasket" of the world. As American industry expanded, Congress established the the Department of Labor in 1913 to help assist the nation's workforce.

During the Great Depression, the nation was challenged by high unemployment and a weakened economy. President Franklin D. Roosevelt created dozens of **"New Deal" agencies** to address the needs of Americans. Roosevelt's New Deal programs increased the number of federal employees from 600,000 to over 1 million during the 1930s. The **social welfare programs** like the Social Security Administration and business **regulatory agencies** like the Federal Trade Commission added to the federal bureaucracy's responsibilities and size and also made it a greater influence in people's well-being and the operation of the economy.

After World War II, the U.S. took more prominent roles in domestic and world affairs. The federal bureaucracy grew with these new roles. The War Department expanded and changed its name to the Department of Defense as the U.S. looked to protect its national security beyond its borders. Domestically, the federal government also took on more responsibilities to serve its citizens beginning in the 1950s with the construction of the interstate highway system. In 1967, the Department of Transportation was formed to administer the nation's growing transportation system. Social programs were expanded during the administration of Lyndon Johnson and a "**welfare state**" emerged in which the federal government, rather than individuals and local governments, assumed more of the responsibility for the well-being of Americans. Federal programs like Medicare, the Job Corps, and the Office of Economic Opportunity were started. The federal bureaucracy expanded further in the 1970s with the Environmental Protection Agency, created by the Nixon Administration, and the Department of Energy, formed during the Carter Administration.

The growth of the federal bureaucracy slowed during the 1980s partly due to budget constraints and partly due to a shift in political philosophy dedicated to reducing the influence of "big government." President Ronald Reagan believed that the growth of government was to blame for the economic problems the nation was experiencing. The remedy, he believed, was to scale back the size and role of government. To accomplish this, the Reagan administration proposed cutting spending on social programs, **deregulating** key industries, **privatizing** some government functions, and transferring responsibility for a number of federal programs to the states. This policy shift, referred to as "Reaganomics" marked a change of the role of government and its relationship it had with its citizens over the past 50 years. Government would give back much of the responsibility it had for the well-being of Americans to individuals and local government.

In the 1990s, efforts continued to reduce the size of the federal bureaucracy by reducing waste and inefficiency, overregulation, and unreasonable bureaucratic procedures. During Bill Clinton's presidency, the size of the federal workforce was reduced by 400,000. Internal policy rules were streamlined, and federal expenditures were reduced, bringing about a surplus in the federal budget by 2000.

After the attacks of September 11, 2001, the national security bureaucracy expanded dramatically. The Office of Homeland Security was established and soon became a Cabinet department under the Executive Branch. The Department of Homeland Security united 22 federal agencies, including the U.S. Coast Guard, the Immigration and Customs Service, and the Secret Service, and created a new department, the Transportation Security Administration (TSA).

There are four basic types of government agencies in the federal bureaucracy:

- Each of the executive branch **Cabinet departments** has a specialized mission and is organized differently. The individual bureaus within each department divide the work into specific areas. People who work in these agencies are highly skilled and educated. Each of the departments answers directly to the president and carries out the administration's agenda.
- The **regulatory agencies** oversee various aspect of the economy. Examples are the Food and Drug Administration (FDA) and the Interstate Commerce Commission. Regulatory agencies have far-reaching powers to make and enforce rules designed to protect the public interest. Special interest groups representing private industries or social and environmental concerns have a keen interest in these agencies, as they can affect the well-being of their constituents.
- **Government corporations** are government owned or sponsored companies like the U.S. Postal Service, the Federal National Mortgage Association ("Fannie Mae"), the Corporation for Public Broadcasting (CPB), and the Federal Deposit Insurance Corporation (FDIC). They are structured and regulated by the U.S. government, but operate as private corporations.
- **Independent executive agencies**, while a part of the executive branch, operate independently of presidential control. These agencies have been established by laws passed by Congress and have the authority to make and enforce rules that have the power of federal law. Instead of being managed by a single secretary or director, independent agencies are usually controlled by a bipartisan commission or board, represented by members of both major political parties.

Over the years, the federal bureaucracy increased in size and influence in order to allow the government to meet domestic and international challenges. Gradually, American society became more unified and interdependent. People began to rely more on the federal government to address their needs and make their lives better. Sometimes the federal government was successful in fulfilling this mandate and sometimes it wasn't. Many of these demands were political in nature, promoted by elected officials who saw ways to benefit their constituents and further their political careers. However, this situation of answering to many masters (Congress, the president, and the American people) can create confusion, redundancy, and inefficiency.

Bureaucrats are not elected by the people but have considerable authority and independence. As a result, they are perceived as unaccountable. However, there are major checks on **bureaucrats**' power through Congress's authority to control their budgets and confirm presidential appointments to key positions, and the courts' ability to force government agencies to obey the law and not violate the citizens' rights. Periodically, some make calls for reforming the bureaucracy through tighter rules, better training, and more **fiscal accountability**. These too can become politicized and efforts at reform or refinement can then fall short.

Name: _____ Date: _____

Graphic Organizer: The Federal Bureaucracy

1. Explain how the Constitution gives authority to the Executive Department to establish a federal bureaucracy.

_____

_____

2. List the first three departments created during President George Washington's administration.

- _____
- _____
- _____

3. Describe the system of patronage that was established during Andrew Jackson's presidency.

_____

_____

4. Explain how the Civil Service Reform Act of 1889 changed the way federal employees were hired and evaluated in their jobs.

_____

_____

_____

5. How did the demands of the Great Depression lead to an increase in the size of the Federal bureaucracy?

_____

_____

_____

6. Match the government agency with the area of responsibility given to the federal bureaucracy between the 1950s and the 1970s. Draw a line between the matching pairs.

Government Agency	Responsibility
Department of Energy	Facilitating travel within the country
Department of Transportation	Well-being of the people
Environmental Protection Agency	National security
Medicare, Job Corps, Office of Economic Opportunity	Protecting the environment
Department of Defense	Managing and regulating the country's energy resources

7. List the steps President Ronald Reagan took to reduce the size of government in the 1980s.

- _____
- _____
- _____
- _____

8. What efforts were made during the 1990s to reduce the size of government, and what was the result?

- _____
- _____
- _____
- _____

9. List and describe the four basic types of government agencies in the federal bureaucracy:

Agency type	Description

Examples of Federal Regulation

Directions: Read through the regulation's description and then the supporters' and critics' comments. Next, in your small group, discuss the questions at the end of the handout.

1. ***Food Safety Modernization Act:*** One of the responsibilities of government is to protect citizens from potentially harmful food products. Foodborne diseases are responsible for thousands of deaths and hospitalizations every year. Congress has authorized the Food and Drug Administration (FDA) to establish regulations for inspection of food processing facilities and enforcing rules regarding food safety. A recent congressional law authorized the FDA to double the number of inspections of food manufacturing and processing facilities. The FDA also has the authority to require food companies to recall contaminated food (before, they could only request such recalls). The law also requires companies institute an electronic tracking system following food from "farm to fork." Finally, the regulation requires food producers to develop written safety plans accessible to the FDA in the event of a food contamination outbreak.

   Supporters' comments: Raising food safety standards helps food manufacturing and processing companies protect their customers and enhance their brand. This law only affects large agribusinesses that can absorb the extra costs incurred (since many of them have already adopted similar provisions) and won't affect "farmers' markets." Meat and poultry producers are exempt from this regulation because they are regulated by the Department of Agriculture. The electronic tracking system reduces the risk of food contamination similar that used by the meat and poultry industry.

   Critics' comments: The food safety law increases inspections of food-producing companies from once every ten years to once every five. The required electronic tracking system is very expensive for food producers to implement and will burden companies with large amounts of paperwork and forms to fill out, not to mention the extra cost to the consumer. Giving the agency the power to order recalls is just not necessary, since nearly all companies have previously complied with recall requests by the FDA.

2. ***Energy Independence and Security Act****:* The purpose of the law is to encourage the use of more energy-efficient lighting system and phase out incandescent lightbulbs. The law requires all general-purpose lightbulbs manufactured in the U.S. be 30% more energy efficient than current incandescent bulbs by 2014. Standards will begin with the 100-watt bulb in 2012 and the 40-watt bulb in 2014.

   Supporters' comments*:* It has been estimated that the new standards would save the country approximately $6 billion in 2015 and $12.5 billion by 2020 when the new standards are fully implemented. This amounts to reducing American's energy costs by 7%, or about $85 per household per year.

   Critics' comments*:* The law takes away people's personal purchasing freedom. It amounts to government's making economic decisions for the people, and not the marketplace.

Forcing American lightbulb manufacturers to stop producing the standard incandescent bulb threatens American jobs, since China and other foreign countries will take over the market. Other criticisms point out that some of the energy-efficient bulbs, like compact fluorescent lamps (CFL), have high levels of mercury in them, which is unsafe for people and the environment.

3. ***Sunscreen regulations:*** The Food and Drug Administration announced new rules for sunscreen manufacturers designed to help people better protect themselves from the harmful effects of sun exposure. The regulations require sunscreen products to undergo FDA testing to determine whether they can protect a "broad spectrum" of harmful ultraviolet rays, which can contribute to skin cancer. Only sunscreen products that pass the required tests with SPF values of 15 or higher can claim they reduce the risk of skin cancer and early aging. The new rules also bar the use of terms "sunblock," "waterproof," and "sweat-proof," because no sunscreen product will completely block out the sun or prevent water from diluting the product.

   Supporters' comments: The new regulations will help consumers make better choices about the sunscreen products they buy. The regulations require sunscreen manufacturers to state clearly whether their product will block out harmful UVA rays and prohibits them from saying their product is a sunblock or waterproof when it's not.

   Critics' comments: For some, the new rules are not strict enough because the "broad spectrum" labeling is too vague. Other critics contend that the entire process is a waste of taxpayer money and that a government agency shouldn't be making decisions over what products are good and what aren't. The consumer should be doing that with their purchasing dollars. If a product doesn't work, they won't buy it. Having the government require sunscreen manufacturers increase the UVA protection will raise production costs and the cost to the consumer.

Discussion guide:

- Why might some people feel such a regulation is needed? Who might benefit from this regulation?
- How might the regulation restrict some people's rights? Who might be negatively affected by this regulation?
- What are some of the short- and long-term costs and benefits to Americans?
- Do you feel this regulation benefits the many at the expense of the few, or the other way around? Explain why.
- Would you support this regulation?

Role-Play Description:

Members of Congress

Background: In most cases, federal agencies are carrying out congressional legislation or mandates from the executive branch. In other instances, the agency's regulation is in response to a court decision. Both the House and Senate have committees that oversee and regulate the operation of federal agencies. Most often, they do this through approving or denying funding. Both the House and Senate hold hearings on federal regulations—especially when these regulations become controversial.

Directions: In your small group, review the role-play description you've been assigned. Divide your group into specialized subgroups, then conduct research on the regulation by reading news articles, blog entries, and statements from organizations that might have an interest (positive or negative) in the regulation. Fill out the graphic organizer for each source you find. It is advised that your group divide research tasks among members in order to expedite the process. After you've completed your research, meet with your group to discuss the five final questions on the graphic organizer and formulate a position on the regulation. Be prepared to defend your position during the congressional hearing.

After the federal regulation has been selected, identify the House and Senate committees responsible for overseeing this type of regulation. Divide your group into two subgroups: one for the House and one for the Senate. Each subgroup will have students representing the following concerns:

- Members who generally support the regulation because it is a good idea that addresses problems that have come up in the past. Many people in their home states have been concerned about the problem, and local polls show most of their constituents support the plan.
- Members who are skeptical of the regulation, believing that it might bring on too much regulation or just not be necessary. Voters in their state haven't been concerned about the problem, and these members are not sure allowing the regulation to proceed would benefit citizens of their states.
- Members who are noncommittal and waiting to hear more about the regulation.

As you look for information on the regulation, use the graphic organizer to gather your information. Find articles or reports containing the following information:

- The federal agency's reason for issuing the regulation
- The views of those who favor the regulation
- The views of those who disagree with the regulation

Explore this role using the Research Graphic Organizer found on pages 47–48.

Role-Play Description:

Federal Agency Issuing the Regulation

Background: In most cases, federal agencies carry out congressional legislation or mandates from the executive branch. In other instances, the agency's regulation comes in response to a court decision. The federal agency charged with issuing this regulation comes from one of the Cabinet departments or is an independent agency. The regulation may or may not receive public support from the president, depending on whether it was a campaign issue that got him or her elected, or whether the current political climate favors or does not favor the regulation.

Directions: In your small group, review the role-play description you've been assigned. Next, conduct research on the regulation by reading news articles, blog entries, and statements from organizations that might have an interest (positive or negative) on the regulation. Fill out the graphic organizer for each source you find. It is advised that your group divide research tasks among members to expedite the process. After you've completed your research, meet with your group to discuss the five final questions on the graphic organizer and formulate a position on the regulation. Be prepared to defend your position during the congressional hearing.

As you look for information on the regulation, use the graphic organizer to gather your information. Find articles or reports containing the following information:

- The federal agency's reason for issuing the regulation
- The views of supporters who favor the regulation
- The views of critics who disagree with the regulation

Explore this role using the Research Graphic Organizer found on pages 47–48.

Role-Play Description:

Special interest Groups

Background: In most cases, federal agencies carry out congressional legislation or mandates from the executive branch. In other instances, the agency's regulation comes in response to a court decision. Special interest groups are often formed around a single issue. For example, there are some organizations very concerned about on-the-job safety tools such as ladders. They may support regulations that require ladder manufacturers to follow certain specifications and put warning labels on the ladders. Opposition organizations representing businesses that build ladders might see such regulations as burdensome and cost-prohibitive. Sometimes special interest groups will support or reject a regulation because it conflicts with a general political philosophy such as social justice, civil rights, or equal opportunity. Opposition organizations often advocate for less government regulation in general.

This federal regulation has prompted several special interest groups to weigh in on the issue. Two groups are present at these hearings: one supporting the regulation and one rejecting it.

Directions: In your small group, review the role-play description you've been assigned. Divide your group into the specialized subgroups described below. Next, conduct research on the regulation by reading news articles, blog entries, and statements from organizations that might have an interest (positive or negative) on the regulation. Fill out the graphic organizer for each source you find. It is advised that your group divide research tasks among members in order to expedite the process. After you've completed your research, meet with your group to discuss the five final questions on the graphic organizer and formulate a position on the regulation. Be prepared to defend your position during the congressional hearing.

After the federal regulation has been identified, divide your group to represent each type of special interest described below.

- Special interest group that favors the regulation either on specific grounds or for general philosophical reasons.
- Special interest group that opposes the regulation either on specific grounds or for general philosophical reasons.

As you look for information on the regulation, use the graphic organizer to gather your information. Find articles or reports containing the following information:

- The federal agency reason for issuing the regulation
- The views of supporters who favor the regulation
- The views of critics who disagree with the regulation

Explore this role using the Research Graphic Organizer found on pages 47–48.

Name: _____ Date: _____

Research Graphic Organizer

Topic title: _____

Title/overview description of news report: _____

_____

_____

Author's name: _____

Publication's name: _____

Read the article for the basic facts and record in the chart below.

Details of the news report	
Who?	
What?	
When?	
Where?	
Why?	
How?	

What problem does the regulation propose to address? _____

_____

What evidence is there that this regulation will satisfactorily address this problem? _____

_____

_____

What evidence is there to contradict these claims? _____

_____

_____

What alternatives are there to support modifying the regulation or not modifying it at all? _____

_____

_____

Taking all this evidence into account, what is your position on the regulation, and why? _____

_____

_____

_____

Deliberation Guidelines

You are attending the joint congressional hearings deliberating on a proposed or existing government regulation. House and Senate members of the committee will hear testimony from a representative of the federal agency that issued the regulation and from members of special interest groups. In the second half of the activity, all groups will deliberate with the congressional committee members and craft an agreement on whether the regulation should be enacted, modified, or rejected. Use the following procedure to guide your efforts.

The purpose of the joint congressional committee hearings is to answer the following question:

Should the federal regulation be enacted and funded in its present form or modified, or rejected?

Deliberation steps:

1. **Developing opening statements—small-group meeting:** Each of the groups will create an opening statement. The opening statements should answer these questions: *What group do I represent? What is my position on the federal regulation?* Congressional committee members might want to reserve stating their position on the regulation until they've heard all the testimony. Write your opening statement from the research information you compiled in your role description. This should be a brief one- or two-sentence statement.

2. **Opening statements—whole-class meeting:** Each group will make an opening statement of about one minute introducing themselves and summarizing their position on the regulation. As the other members describe their position, take notes on the "Stakeholders' Points of View" chart.

3. **Statement of premises—small-group meeting:** Think about each group's opening statement. What are the common understandings your group has with any of the others regarding the regulation? These can be things like whether you agree the regulation is needed, whether it even addresses the problem, or whether it would cost too much. List these premises at the top of the "Negotiations Records Chart" under "common understandings."

4. **Identifying options—whole-class meeting:** As a full class, discuss the merits of enacting, modifying or rejecting the regulation. Be sure that any modifications to the regulation are explained under "modify" on the chart.

5. **Evaluating options—whole-class meeting:** Discuss each option as the group identifying their costs and benefits. List the costs and benefits of each option in the appropriate column.

6. **Deciding on the best option—whole-class meeting:** As a group, study the chart. Ask yourselves: "Which options have the most benefits? Which have the fewest drawbacks?" Compare and contrast the options to determine which is clearly superior to the others. Each group member should have a chance to state which option he or she favors and why. Does one option appear to be the best one? Can some options be combined? If there is still some difference of opinion, take a vote on the best option. Majority wins.

7. **Completing the agreement form—small-group meeting (or individual):** Complete all parts of the Agreement Form.

Name: _____ Date: _____

Stakeholders' Points of View Chart

Participant	Point of view
House committee members	
Senate committee members	
Federal agency issuing the regulation	
Special interest group in favor of the regulation	
Special interest group against the regulation	

Name: _____ Date: _____

Negotiation Records Chart

Common understandings

1.

2.

3.

4.

Costs and Benefits

Option	Costs	Benefits
Enact		
Modify (with explanations)		
Reject		

Name: _____ Date: _____

Agreement Form

I. Background. Describe the regulation you examined, explaining what it is intended to do:

_____

_____

_____

_____

_____

II. Premises. List the basic understandings the group has about the regulation:

_____

_____

_____

_____

_____

III. Possible options. Identify the possible options for the regulation:

_____

_____

_____

_____

_____

IV. Solution on which all parties agree: Identify the best course of action based on your cost/benefit analysis. (Explain why you believe it is the best solution.)

_____

_____

_____

_____

_____

U.S. Foreign-Policy—The Situation Room

Activator 3

Unit Description

In this unit, students gain an understanding of the players in and the operations of U.S. foreign policy. Students review the history of U.S. foreign policy and how it transitioned from a stance of isolationism to the role of dominant superpower. Students role-play foreign policy advisors to the president addressing several international events. Students make recommendations to the president on what they feel is the best course of action. After the president has made a decision, students have the option of agreeing or dissenting, and then have to explain their position.

Before You Begin

Read through the lesson plan and familiarize yourself with the teaching sequence and materials. Consider your students' abilities and needs, your available class time, and your curriculum requirements in selecting the activities.

Make Copies

The following is a list of handouts you may need to reproduce, depending on the activities you choose. Keep in mind that the activities may dictate the number of copies you will need.

- **Background Essay**—*one per student*
- **Background Essay Graphic Organizer**—*one per student*
- **Role-Play Descriptions**
- **Foreign-Policy Events Information Sheet**
- **Foreign-Policy Events A–F**
- **Cost/Benefit Chart**
- **Foreign-Policy Decision Form**

Word Bank

*(words and terms appear in the **Background Essay**)*

- advise and consent
- alliances
- bipolar
- containment policy
- foreign aid
- hegemony
- isolationism
- militarism
- multilateral
- multinational alliances
- National Security Council
- neutrality
- satellite regimes
- self-determinism
- superpower
- terrorism
- treaties
- unilateral

Introduce the Unit

Explain to students that foreign policy is how a country relates to other countries. This entails all aspects of interaction among nations, including trade, friendship, alliances, competition, coercion, and war. The United States has conducted foreign policy since its founding. President George Washington's administration included the Department of State, represented in his Cabinet by the secretary of state, the country's chief foreign minister.

Daily Directions

Day 1: Provide Historical Context

Use the **Background Essay**, **Graphic Organizer**, and **Word Bank** to provide students with historical context for the activity. You may either assign these as homework or as an in-class activity. After students have read the essay and completed the graphic organizer, discuss as a class what they learned, emphasizing the main points. The graphic organizer can help to check for understanding and be used for assessment as well. Allow students to use their completed graphic organizer during the main activity.

Teaching tip
This can be done as homework or as an in-class activity.

Prepare the Activity

Make copies of all the necessary handouts according to the list mentioned earlier.

Day 2: Activity Instructions

In this activity, students prepare to role-play various foreign policy advisors and members of Congress grappling with a foreign policy scenario. Students will meet in groups to prepare their advice to the president and their rationale.

Small group

1. Divide students into eight groups:

- The President of the United States

Foreign-policy advisors

- Secretary of State
- Secretary of Defense
- Director of National Intelligence
- National Security Advisor
- U.S. Ambassador to the United Nations

Congressional representatives

- Chair of the House Foreign Affairs Committee
- Chair of the Senate Foreign Relations Committee

2. Distribute the **Role-Play Descriptions**, **Foreign Policy Events Information Sheet**, the **Foreign Policy Event(s)** you've selected, and **Cost/Benefit Chart** handouts to all students. Review the directions on the Role-Play Descriptions handout. (Note: Please inform students that the scenarios are based on—but not identical to—actual events.) Alternatively, to make the simulation even more compelling, consider joining two or more related scenarios.

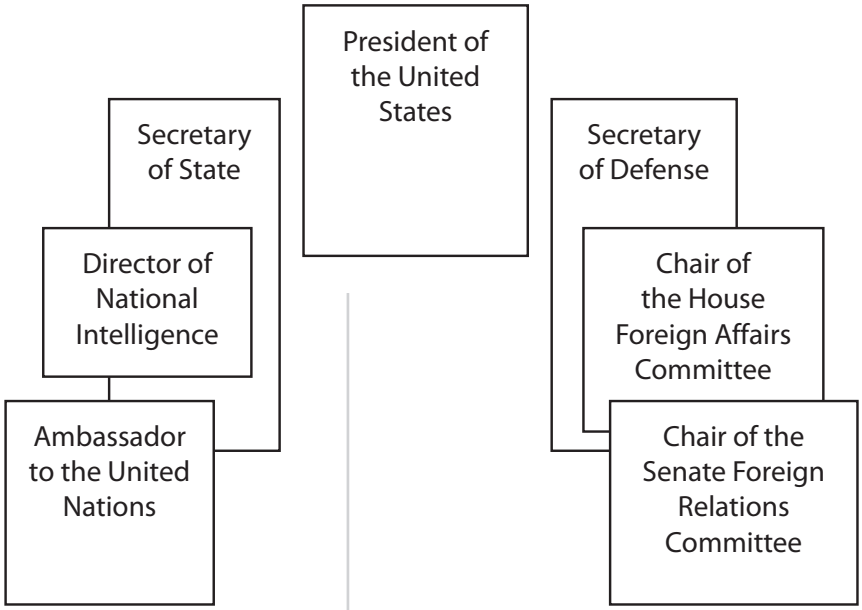
3. Have the role-play groups fill out the Cost/Benefit Chart to arrive at a recommendation. Students may draw information from the background essay, their textbooks, and other resources as necessary.

Day 3: Activity Instructions

Small group

In this activity, students prepare to role-play various foreign policy advisors and members of Congress grappling with a foreign policy scenario. Students will meet in groups to prepare their advice to the president and their rationale.

Simulation Schematic



1. Set up the room according to the schematic to the left. Next, have the group representing the president begin the meeting by welcoming everyone and asking to hear from the foreign policy advisors first and then the chairs of the congressional committees.

2. Each group presents its view of the situation and its recommendations. The group discusses the situation, trying to reach a consensus on which action or combination of actions to take.

3. After the presentations and deliberation, the president makes a decision and then announces it to the group. (You may choose to have the president's group meet privately to make its decision.)

4. At this point, the individual group members should identify any follow-up action they want to take in response to the decision. For Cabinet members, their choice is limited to accepting the president's decision, offering an alternative, or speaking publicly against the decision. The latter action might result in their termination, but that is a choice they can choose to make if they strongly oppose the president's decision. For members of Congress, they can agree, disagree, and/or threaten to cut off any funding required to implement the decision.

5. As stated in the role description, should this threat occur the president has the option to go to the public for support. At this point, you might want to point out to students the dynamics of separation of powers and checks and balances in the framework of U.S. government.

Day 4: Debrief

If necessary, finish the foreign policy meeting from the previous day. After that, review the debriefing questions below. Have all groups sit as they did on Day 3.

Debrief the activity with the following questions:

- How closely do you think your foreign policy recommendation aligned with your role description? What were the reasons for this?
- How did your chosen foreign policy action differ from other groups'? Do you think yours was stronger or more effective? Why or why not?
- How did you respond to the foreign policy action selected, and why?

Assessment

Option A

Students fill out the Foreign Policy Decision Form.


Individual

Option B

- Students fill out the Foreign Policy Decision Form.
- Students research details surrounding the foreign policy event they examined, identifying the major players, events, and the outcome, and documenting how the U.S. responded. They should also compare and contrast their response in the simulation with the actual U.S. response and comment on the similarities or differences.

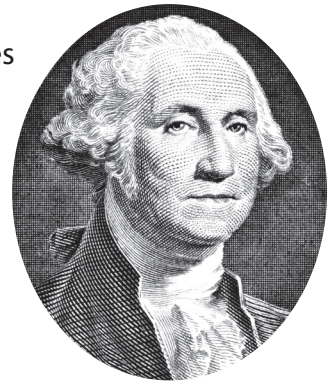
U.S. Foreign Policy

Historical Background Essay

United States foreign policy is conducted by a number of public officials in both the executive and legislative branches through separate and shared powers. The Constitution establishes the president as commander-in-chief of the armed forces and the nation's chief diplomat. Congress serves as an independent check on the power of the president, with the Senate acting in its "**advise and consent**" role of approving treaties and presidential appointments. Other power-checking capabilities include the House's power to fund (or not fund) military operations. Both the House and Senate have oversight authority on all operations of the civilian-controlled military. Jointly, the House and Senate can declare war. Each house in Congress has a standing committee overseeing American foreign policy: the House Foreign Affairs Committee and the Senate Foreign Relations Committee. At times, the judicial branch can influence foreign policy through court decisions, but the courts do not have day-to-day input on America's foreign policy.

Heading a department of the executive branch is the country's foreign minister, the Secretary of State, responsible for conducting country-to-country diplomacy in the name of the president. A team of ambassadors and other diplomats assists the secretary. The **National Security Council** comprises the Secretary of Defense, the Director of National Intelligence, the National Security Advisor, members of the Joint Chiefs of Staff (heads of the various armed forces), the Ambassador to the United Nations, and various other government personnel. Together, these groups are the chief policy advisors to the president and counsel him on all aspects of foreign relations.

Throughout its history, the U.S. has reacted (sometimes reluctantly and other times intentionally) to circumstances and changes in the international power structure. Since the American Revolution, U.S. foreign policy has gradually shifted from **isolationism** to one of engagement, sometimes **unilateral** and sometimes **multilateral**. In his Farewell Address, George Washington advocated that the U.S. avoid entrenched animosities and entangling **alliances** with other nations—in essence, maintain a position of **neutrality**. With a few exceptions—the War of 1812, Mexican War (1848), and the Spanish-American War (1898)—the U.S. adhered to this policy for most of the 19th century.



In the 20th century, the United States became involved in two world wars in which it defeated its enemies and increased its international standing. At the end of World War I, President Woodrow Wilson proposed a 14-point program of spreading democracy and fighting **militarism** in order to end any need for war. For various reasons, the U.S. Senate rejected the treaty and therefore barred America's entry into the League of Nations. The U.S. resumed a position of isolationism until the outbreak of World War II.

The U.S. emerged from World War II as the preeminent military and economic power, with broad influence throughout the world. Though allies during the war, the U.S. and Soviet Union soon disagreed on the postwar world order. The U.S. promoted self-determinism and democratic principles, while the Soviet Union consolidated its power in Eastern Europe and expanded its influence elsewhere by instituting communist

governments. Within a few years, nearly all international relations operated according to this **bipolar** model. The U.S. and its Western European allies instituted a **containment policy** through **multinational alliances** and **foreign aid** to limit Soviet expansion. The Soviet Union formed alliances and established **satellite regimes** that resembled democratically elected governments, but in reality were under Soviet control.

During this time, both the U.S. and Soviet Union started programs to develop thousands of nuclear weapons with enormously destructive capabilities. Both countries aimed intercontinental ballistic missiles with multiple nuclear warheads at each other's major cities with the intent of killing the maximum number of people. The huge number of missiles each side had led to the policy of "mutually assured destruction" (MAD), which stated that if both countries could completely destroy each other, neither would choose to use their weapons. The two nations signed nuclear proliferation **treaties** as early as the 1960s to limit the number of warheads; for two decades, each country agreed to cut down the amount of warheads of a certain type, while increasing the stock of others. As the years passed, the economic and political structure of the Soviet Union broke down, and by 1990 its government had collapsed. The Soviet Union dissolved into separate and independent states.

In the 1990s, the U.S.—now the world's sole superpower—began an extended period of **hegemony**, or predominant influence over other countries. The country was largely at peace with much of the world and enjoyed growing economic prosperity. However, underlying forces already in motion before the fall of the Soviet Union were going to change all that.

In late 1979, the USSR undertook an invasion of Afghanistan in order to preserve the pro-Soviet regime there. Just prior to this, the U.S. government, through the CIA, had begun a program of heavily arming and training elements inside Afghanistan—the *mujahideen*—to fight the Soviet invaders, rather than have the U.S. challenge its Cold War enemy directly. Mired there for a decade and its economy collapsing, the USSR withdrew its forces from Afghanistan in 1990. Significantly, the list—or database—of *mujahideen* the CIA had assembled for this operation was known as *al Qaeda* ("the Base"). With the Soviet Union defeated, some *mujahideen* turned toward the greater goal of removing all Western influence from the region.

On September 11, 2001, followers of al Qaeda, by now a stateless movement promoting a militant philosophy of Islam, attacked the U.S. Playing on long-standing resentment toward Western society in general and the U.S. in particular, al Qaeda is believed to operate an international network of cells calling for attacks

against the U.S. and its allies. The strategy of multiple acts of **terrorism** in many locations is intended to draw the U.S. into an expensive, unwinnable conflict and drain its resources. Sufficient domestic unrest and lack of support for endless war and its results on the American economy would force the U.S. to lessen its influence in (if not withdraw from) the Middle East and central Asia. Popular movements in these regions would fill this vacuum, grow, and eventually oust the pro-Western regimes, replacing them with Islamic theocracies based on Sharia law. Eventually, these states would erase the borders between them and form al Qaeda's goal of a pan-Islamic caliphate—a superstate stretching from the Mediterranean to Pakistan.

The U.S. and various coalitions have responded to this threat with a number of operations, including increased internal security and heightened vigilance throughout the world. These coalitions have attacked or isolated nations suspected of harboring and/or supporting terrorists. Using a combination of military operations, economic sanctions, and diplomacy, the U.S. reorganized its military and foreign policy to confront this new enemy. In October 2001, the United States led a coalition of nations that invaded Afghanistan, which was suspected of harboring al Qaeda officials and its leader, Osama bin Laden. The U.S. and another coalition also invaded Iraq based on intelligence reports that its leader, Saddam Hussein, was harboring al Qaeda terrorists and developing nuclear and chemical "Weapons of Mass Destruction" (WMDs) that posed a threat to the U.S. The coalition forces overthrew Hussein, and a new government, based on democratic principles was formed.

Today, the U.S. still has great international influence. Its economy and military possess a large global reach. America is probably the only nation in the world that can claim it can influence countries and events even when it chooses to take no action. It has a wide range of responses at its disposal for addressing nearly any foreign policy development. These responses are often categorized as either "soft" or "hard" power: Soft power involves a country's ability to convince other nations to do what it wants through attractive rather than coercive methods; this can involve using propaganda to promote its policies, or using diplomacy to negotiate agreements and form alliances to strengthen its power and authority. Hard power describes the use of military and/or economic coercion to influence the behavior or interests of another country, including military threats or operations, or the use of foreign aid or economic sanctions.

Name: _____ Date: _____

Graphic Organizer: U.S. Foreign-Policy

1. Using information from the Historical Background Essay, fill in the graphic organizer to describe the separate and shared foreign policy powers of the executive and legislative branches.

Executive branch	
Leader	
Responsibllity	
National Security Council Members	

Legislative branch	
House	Senate
Main responsibility of both houses:	
Powers for checking the executive branch	
House	Senate
Joint powers:	

2. Fill in the graphic organizer below to describe U.S. foreign policy during the 19th and 20th centuries.

1800 Isolation		**1945** Engagement	
Major foreign policy events of 19th century			
Major foreign policy events of 20th century			

3. Fill in the graphic organizer below to describe the bipolar world after World War II.

Post–World War II bipolar world	
U.S. foreign policy	Soviet Union foreign policy
U.S. policy toward Soviet Union	Soviet Union policy toward the U.S.

4. Fill in the graphic organizer below to describe the nuclear weapons era.

Nuclear weapons era	
Description of weapons	
Description of MAD	
Nuclear-proliferation treaties	

5. Fill in the graphic organizer below to describe the terrorist threat era.

Terrorist threat era	
Al-Qaeda	U.S. and allies
Description:	Response:
Strategy:	
Goal:	

6. Fill in the graphic organizer to describe the styles of U.S. foreign policy.

Styles of U.S. foreign policy		
"Soft" power		"Hard" power
	Definition	
	Examples	

Role-Play Descriptions

Directions

Review all the different role descriptions, then focus on your role description and set up your opening and position statements using the guide provided.

1. The President of the United States

- ***Authority and responsibilities :*** You were elected, among other reasons, to protect American interests abroad. You take the powers granted you by Article II very seriously, understanding that you are both the nation's chief diplomat (in charge of U.S. relations with all nations), and commander-in-chief of the armed forces, sworn to protect the nation from all enemies, both foreign and domestic.
- ***Foreign policy position:*** The way your office will execute the nation's foreign policy as you face various international incidents is of your choosing. Your foreign policy beliefs should be based on your understanding of the nation's history of foreign relations as well as of both foreign policy styles. (These are explained in the Background Essay.) You have gathered your top advisors and key members of Congress to address one or more of the international incidents that have come before you. You understand that even though you appointed your foreign policy advisors, they don't all share your exact view of the world, history of U.S. foreign policy, or your foreign policy positions. Members of Congress have their own responsibilities and agendas, so they may not see the world as you do either.
- ***Small-group procedure :*** As president, you have chosen to listen to your advisors and members of Congress before you make your final decision. At best, you would like the group to arrive at a consensus so that the U.S. can speak its decision with one voice; however, you know that competing groups do not always make that possible. To make sure you are fully informed before going into the meeting, read through the Foreign Policy Event, work through the Cost/Benefit Chart to arrive at a tentative decision and provide a rationale. You may select any of the options from the list on the handout or a combination of these options as contingencies, should the need arise. You may also suggest options of your own, but keep this decision to yourself during the meeting. After you've heard all discussion, you can stay with your original plan, providing a rationale based on your own thoughts and what you heard during the discussion, or you can adopt the decision made by the group.
- ***Meeting procedure :*** You will facilitate the meeting as all members discuss the foreign policy scenario before you. You will want to hear each advisor's views before you make a decision on which course of action to take. At any time you can ask questions of your advisors and, if necessary, challenge their view of the situation and their recommendations. You will also ask your advisors and members of Congress to frequently comment on what others have said to help you get a full understanding of the issue. On a separate sheet of paper, write your opening statement by completing the sections below:
    - Your office title
    - The authority and responsibilities of your office or role

- Determine your foreign policy position or positions (within the group)
- Your opinion of the situation based on your foreign policy position
- The course of action you advocate and why. (Save this for after you've listened to all members of the national security team and heard their consensus decision.)

- ***Post-meeting decision :*** After you've heard from all members—including what they've decided to do after you've made your decision (they can either agree or disagree)—you will need to state what course of action to take. You have the option of asking for the resignation of any Cabinet members who publically disagree with your decision. For members of Congress who state their disagreement publically (and possibly threaten to cut off funding), you can appeal your case to the public and persuade them to show their support in a letter to their member of Congress.

2. Secretary of State

- ***Authority and responsibilities :*** As Secretary of State, you head of the State Department. You carry out the president's policies, advise the president on matters relating to foreign issues, and support the foreign affairs policies of other governmental agencies, including the Defense Department, CIA, and Department of Homeland Security. You oversee foreign trade missions and visits by the president. You participate in high-level negotiations with other countries to negotiate treaties, form alliances, and direct U.S. foreign policy.
- ***Foreign policy position:*** As a political appointee, your position on foreign policy is primarily that of the president. However, you may also have your own views on the best course of action to take as you face various international incidents. Your foreign policy beliefs should be based on your understanding of the nation's history of foreign relations and of both foreign policy styles. (These are explained in the Background Essay.) You have gathered your top advisors and key members of Congress to address one or more of the international incidents that have come before you. You understand that even though you appointed your foreign policy advisors, they don't all share your exact view of the world, history of U.S. foreign policy, or your foreign policy positions. Members of Congress have their own responsibilities and agendas, so they may not see the world as you or the president do either.
- ***Small-group procedure :*** After your group has read through the Foreign Policy Event, work through the Cost/Benefit Chart to arrive at a decision and provide a rationale. You may select any of the options from the list on the handout, or a combination of these options as contingencies. You can also suggest options of your own.
- ***Meeting procedure :*** The president will facilitate the meeting as all members discuss the foreign policy scenario before them. You will want to listen carefully to the other advisors' views so that you may counsel the president on the best course of action. When asked by the president, you can ask questions of the advisors and, if necessary, challenge their views of the situation and their recommendations. On a separate sheet of paper, write your opening statement by completing the sections below:
    - Your office title
    - The authority and responsibilities of your office or role

- Your opinion of the situation based on your foreign policy position
- The course of action you advocate and why

- ***Post-meeting decision :*** After the meeting, your group should identify what follow-up action you wish to take. This might be simply supporting the president and/or offering an alternative course of action, or publically stating your opposition to the president's decision. The latter might get you fired, although you may feel it worth risking if you strongly believe you should express your concerns.

3. Secretary of Defense

- ***Authority and responsibilities :*** As Secretary of Defense, you head the Defense Department and are in charge of the armed forces and military matters. Your primary role is as principal defense advisor to the president, and you are also charged with carrying out the general defense of the U.S. You are also responsible for supporting the foreign affairs policies of other government agencies, including the State Department, CIA, and Department of Homeland Security.
- ***Foreign policy position:*** As a political appointee, your position on foreign policy is primarily that of the president. However, you may also have your own views on the best course of action to take as you face various international incidents. Your foreign policy beliefs should be based on your understanding of the nation's history of foreign relations and of both foreign policy styles. (These are explained in the Background Essay.) You have gathered your top advisors and key members of Congress to address one or more of the international incidents that have come before you. You understand that even though you appointed your foreign policy advisors, they don't all share your exact view of the world, history of U.S. foreign policy, or your foreign policy positions. Members of Congress have their own responsibilities and agendas, so they may not see the world as you or the president do.
- ***Small-group procedure :*** After your group has read through the Foreign Policy Event, work through the Cost/Benefit Chart to arrive at a decision and provide a rationale. You may select any of the options from the list on the handout, or a combination of these options as contingencies. You can also suggest options of your own.
- ***Meeting procedure :*** The president will facilitate the meeting as all members discuss the foreign policy scenario before them. You will want to listen carefully to the other advisors' views to help counsel the president on the best course of action. When asked by the president, you can ask questions of the advisors and, if necessary, challenge their view of the situation and their recommendations. On a separate sheet of paper, write your opening statement by completing the sections below:
  - Your office title
  - The authority and responsibilities of your office or role
  - Your opinion of the situation based on your foreign policy position
  - The course of action you advocate and why

- ***Post-meeting decision:*** After the meeting, your group should identify what follow-up action you wish to take. This might be simply supporting the president and/or offering an alternative course of action, or publically stating your opposition to the president's decision. The latter might get you fired, although you may feel it worth risking if you strongly believe you should express your concerns.

4. Director of National Intelligence

- ***Authority and responsibilities :*** You oversee the U.S. intelligence community, including the Central Intelligence Agency, an entity within the executive branch responsible for overseas intelligence gathering and analysis, performing clandestine operations, and supporting other intelligence agencies in gathering and analyzing data (though you don't run the agency, its head, the Director of the CIA, reports to you). Your primary role is as principal intelligence advisor to the president and you have the responsibility of providing him and other agencies with the best and most accurate intelligence possible.
- ***Foreign policy position:*** As a political appointee, your position on foreign policy is primarily that of the president. However, you may also have your own views on the best course of action to take as you face various international incidents. Your foreign policy beliefs should be based on your understanding of the nation's history of foreign relations and of both foreign policy styles. (These are explained in the Background Essay.) You have gathered your top advisors and key members of Congress to address one or more of the international incidents that have come before you. You understand that even though you appointed your foreign policy advisors, they don't all share your exact view of the world, history of U.S. foreign policy, or your foreign policy positions. Members of Congress have their own responsibilities and agendas, so they may not see the world as you or the president do.
- ***Small-group procedure :*** After your group has read through the Foreign Policy Event, work through the Cost/Benefit Chart to arrive at a decision and provide a rationale. You may select any of the options from the list on the handout, or a combination of these options as contingencies. You can also suggest options of your own.
- ***Meeting procedure :*** The president will facilitate the meeting as all members discuss the foreign policy scenario before them. You will want to listen carefully to the other advisors' views to help counsel the president on the best course of action. When asked by the president, you can ask questions of the advisors and, if necessary, challenge their view of the situation and their recommendations. On a separate sheet of paper, write your opening statement by completing the sections below:
    - Your office title
    - The authority and responsibilities of your office or role
    - Your opinion of the situation based on your foreign policy position
    - The course of action you advocate and why
- ***Post-meeting decision :*** After the meeting, your group should identify what follow-up action you wish to take. This might be simply supporting the president and/or offering an alternative course of action, or publically stating your opposition to the president's decision. The latter

might get you fired, although you may feel it worth risking if you strongly believe you should express your concerns.

5. National Security Advisor

- ***Authority and responsibilities :*** The national security advisor serves as chief advisor to the president on national security issues and serves on the National Security Council. Out of your office in the West Wing, you and your staff produce research, briefings, and intelligence data for the National Security Agency to review and present to the president. In times of crisis, you operate from the White House Situation Room, updating the president on the latest events.
- ***Foreign policy position:*** As a political appointee, your position on foreign policy is primarily that of the president. However, you may also have your own views on the best course of action to take as you face various international incidents. Your foreign policy beliefs should be based on your understanding of the nation's history of foreign relations and of both foreign policy styles. (These are explained in the Background Essay.) You have gathered your top advisors and key members of Congress to address one or more of the international incidents that have come before you. You understand that even though you appointed your foreign policy advisors, they don't all share your exact view of the world, history of U.S. foreign policy, or your foreign policy positions. Members of Congress have their own responsibilities and agendas, so they may not see the world as you or the president do.
- ***Small-group procedure :*** After your group has read through the Foreign Policy Event, work through the Cost/Benefit Chart to arrive at a decision and provide a rationale. You may select any of the options from the list on the handout, or a combination of these options as contingencies. You can also suggest options of your own.
- ***Meeting procedure :*** The president will facilitate the meeting as all members discuss the foreign policy scenario before them. You will want to listen carefully to the other advisors' views to help counsel the president on the best course of action. When asked by the president, you can ask questions of the advisors and, if necessary, challenge their view of the situation and their recommendations. On a separate sheet of paper, write your opening statement by completing the sections below:
    - Your office title
    - The authority and responsibilities of your office or role
    - Your opinion of the situation based on your foreign policy position
    - The course of action you advocate and why
- ***Post-meeting decision :*** After the meeting, your group should identify what follow-up action you wish to take. This might be simply supporting the president and/or offering an alternative course of action, or publically stating your opposition to the president's decision. The latter might get you fired, although you may feel it worth risking if you strongly believe you should express your concerns.

6. U.S. Ambassador to the United Nations

- ***Authority and responsibilities :*** The U.S. ambassador is the leader of the U.S. delegation to the United Nations. You are the U.S. representative on the UN Security Council, and as such are to carry out the message and mission of the U.S. as prescribed by the president. You also support the foreign affairs policies of other governmental agencies, including the State and Defense Departments.
- ***Foreign policy position:*** As a political appointee, your position on foreign policy is primarily that of the president. However, you may also have your own views on the best course of action to take as you face various international incidents. Your foreign policy beliefs should be based on your understanding of the nation's history of foreign relations and of both foreign policy styles. (These are explained in the Background Essay.) You have gathered your top advisors and key members of Congress to address one or more of the international incidents that have come before you. You understand that even though you appointed your foreign policy advisors, they don't all share your exact view of the world, history of U.S. foreign policy, or your foreign policy positions. Members of Congress have their own responsibilities and agendas, so they may not see the world as you or the president do.
- ***Small-group procedure :*** After your group has read through the Foreign Policy Event, work through the Cost/Benefit Chart to arrive at a decision and provide a rationale. You may select any of the options from the list on the handout, or a combination of these options as contingencies. You can also suggest options of your own.
- ***Meeting procedure :*** The president will facilitate the meeting as all members discuss the foreign policy scenario before them. You will want to listen carefully to the other advisors' views to help counsel the president on the best course of action. When asked by the president, you can ask questions of the advisors and, if necessary, challenge their view of the situation and their recommendations. On a separate sheet of paper, write your opening statement by completing the sections below:
    - Your office title
    - The authority and responsibilities of your office or role
    - Your opinion of the situation based on your foreign policy position
    - The course of action you advocate and why
- ***Post-meeting decision :*** After the meeting, your group should identify what follow-up action you wish to take. This might be simply supporting the president and/or offering an alternative course of action, or publically stating your opposition to the president's decision. The latter might get you fired, although you may feel it worth risking if you strongly believe you should express your concerns.

7. Chair of the House Foreign Affairs Committee

- ***Authority and responsibilities :*** You head the permanent committee on foreign affairs for the U.S. House of Representatives, which is in charge of related bills and investigations. While your committee cannot ratify treaties or confirm presidential appointments (as your Senate counterpart does), your committee has substantial power in that it approves and conducts oversight of funding for carrying out U.S. foreign policy. This can include funding offensive or defensive operations, instituting sanctions against other countries, foreign aid, and the deployment and use of the armed forces.
- ***Foreign policy position:*** As a member of Congress, your position on foreign policy is primarily that of the constituents of the district you represent. However, you may also have your own views on the best course of action to take as you face various international incidents. Your foreign policy beliefs should be based on your understanding of the history of U.S. foreign relations and of the foreign policy styles. (These are explained in the Background Essay.) The president has gathered together top advisors and key members of Congress to address one or more of the international incidents that has come before you. You can choose to be a member of the president's political party or of the "loyal opposition," and make your views known accordingly. As a result, you may or may not always agree with the president or the other foreign policy advisors, who may or may not share your view of the world, the history of U.S. foreign policy, or your foreign policy positions.
- ***Small-group procedure :*** After your group has read through the Foreign Policy Event, work through the Cost/Benefit Chart to arrive at a decision and provide a rationale. You may select any of the options from the list on the handout, or a combination of these options as contingencies. You can also suggest options of your own.
- ***Meeting procedure :*** The president will facilitate the meeting as all members discuss the foreign policy scenario before you. You will want to listen carefully to the other advisors' views to help counsel the president on the best course of action. When asked by the president, you can ask questions of the advisors and, if necessary, challenge their view of the situation and their recommendations. On a separate sheet of paper, write your opening statement by completing the sections below:
    - Your office title
    - The authority and responsibilities of your office or role
    - Your opinion of the situation based on your foreign policy position
    - The course of action you advocate and why.
- ***Post-meeting decision :*** As a member of Congress, you can independently agree or disagree with the president's decision. You can support the president (most likely if you are of the same political party) or you can offer an alternative course of action. As a member of the "loyal opposition," you can publically state your disagreement with the decision without direct retribution from the president; if you think it's necessary, you can also threaten to cut off funding for any potential decision.

8. Chair of the Senate Foreign Relations Committee

- ***Authority and responsibilities :*** You head the permanent committee on foreign relations for the U.S. Senate. Your committee is instrumental in developing and influencing U.S. foreign policy, sometimes supporting and other times opposing policies of the president and the Secretary of State. The committee considers, debates, and provides recommendations on treaties and presidential appointments, all based on what its members think is in the country's best interest.
- ***Foreign policy position:*** As a member of Congress, your position on foreign policy is primarily that of your constituents in your home state. However, you may also have your own views on the best course of action to take as you face various international incidents. Your foreign policy beliefs should be based on your understanding of the history of U.S. foreign relations and of the foreign policy styles. (These are explained in the Background Essay.) The president has gathered together top advisors and key members of Congress to address one or more of the international incidents that has come before you. You can choose to be a member of the president's political party or of the "loyal opposition," and make your views known accordingly. As a result, you may or may not always agree with the president or the other foreign policy advisors who may or may not share your view of the world, the history of U.S. foreign policy, or your foreign policy positions.
- ***Small-group procedure :*** After your group has read through the Foreign Policy Event, work through the Cost/Benefit Chart to arrive at a decision and provide a rationale. You may select any of the options from the list on the handout, or a combination of these options as contingencies. You can also suggest options of your own.
- ***Meeting procedure :*** The president will facilitate the meeting as all members discuss the foreign policy scenario before them. You will want to listen carefully to the other advisors' views to help counsel the president on the best course of action. When asked by the president, you can ask questions of the advisors and, if necessary, challenge their view of the situation and their recommendations. On a separate sheet of paper, write your opening statement by completing the sections below:
    - Your office title
    - The authority and responsibilities of your office or role
    - Your opinion of the situation based on your foreign policy position
    - The course of action you advocate and why.
- ***Post-meeting decision :*** As a member of Congress, you can independently agree or disagree with the president's decision. You can support the president (most likely if you are of the same political party) or you can offer an alternative course of action. As a member of the "loyal opposition," you can publically state your disagreement with the decision without direct retribution from the president; if you think it's necessary, you can also threaten to cut off funding for any potential decision.

Foreign Policy Events

Information Sheet

Directions

1. Review the assigned scenario in your small role-play group.
2. Discuss the details of the event by asking the "5 W's and H" questions (Who, What, When, Where, Why, and How).
3. Complete the Cost/Benefit Chart to determine what option or combination of options you want the president to take.

   a. Summarize the scenario from your discussion in step 2.

   b. From the list below, select three possible actions that your group believes would be the best to take.

   c. Complete the chart by examining the cost and benefit of each option, and then write your decision and rationale in the box at the end of the chart.
4. Develop your opening statement per the instructions on the Role-Play Descriptions handout, and present your findings. Be prepared to defend your position, but with the goal of working out a unified plan among the other members of the president's foreign policy council.

Examples of "soft" power

- Gather more intelligence and set up contingency plans outlining future courses of action if intelligence proves positive.
- Make a public statement of your views on the event or action and declare how you would like to see the situation resolved.
- Send the U.S. ambassador and/or the Secretary of State to the country to discuss the issue and negotiate a solution.
- Organize a coalition of neighboring countries (or countries with similar interests) to put diplomatic pressure on the country to negotiate a solution.
- Sign a treaty with the country, or with ally or an enemy of the country.
- Propose action be taken by the UN to send assistance (peacekeepers, additional aid, economic advisors, etc.).

Examples of "hard" power

- Increase or cut foreign aid to the country and/or the country's allies or enemies.
- Give a firm warning by sending the U.S. ambassador and/or Secretary of State to the country (or summoning the country's ambassador to the White House) and delivering a strong message that the country will face consequences if it doesn't change its behavior.

- Give a firmer warning by having the president make a statement directly to the offending party with a warning and/or threat that its behavior has to change.
- Establish a relationship with a known enemy of the country.
- Propose that action be taken by the UN to compel a change in behavior—e.g., economic sanctions, establishing a no-fly zone, joint military operations (requires unanimous approval of the UN Security Council).
- Unilaterally impose direct trade or other economic sanctions.
- Make a show of force by initiating military exercises in the region unilaterally or multilaterally, placing U.S. military on heightened alert, or deploying U.S. materiel and personnel to a friendly country in the region.
- Cut off diplomatic relations with the country by saying that you will no longer have any relations with the country until it changes its behavior.
- Unilaterally impose a military blockade (considered a prelude to war, if not an outright act of war).
- Send in Special Forces troops to disrupt government operations, encourage rebellion, or destroy vital elements of the country's infrastructure.
- Conduct air strikes at selected military targets (training camps, radar installations, weapons caches, etc.) to force the country to stop its offending behavior.
- Declare war.

Foreign Policy Event A

Potential but unconfirmed threat :

The U.S. is nearing a showdown with a dictator of foreign country located in a region rich with natural resources that America and other Western nations depend on to drive their economies. Most of the countries in the region are culturally similar in religion and language, though some have long-standing rivalries fanned by a century of imperialist influence and domination from Western nations. As a result, the region is not united but often forms alliances in the name of security, economic strength, or cultural identity. The people there have a widespread distrust for Western nations in general and the U.S. in particular.

For years, the dictator has made vague threats against the U.S. and its allies. More recently, these threats have become sharper in tone. He has at times harbored known terrorist organizations in his country, and recent reports now indicate he may be developing weapons of mass destruction (WMDs). U.S. intelligence reports indicate that the dictator has a relationship with an extremist terrorist organization looking for a new base of operations. U.S. intelligence agencies have labeled this organization responsible for a series of attacks against the U.S. and its allies, and suspect it of recruiting young individuals of the same ethnic group who live in the U.S. Clearly, the increased rhetorical threats and reports of WMD development have the U.S. and its allies concerned. Harboring known terrorist groups in his country gives many the impression that plans are in place to attack America's vital interests either at home or abroad.

Pressure is mounting for the U.S. to take the lead on this issue now, before it gets out of hand. What actions should the U.S. take?

Foreign Policy Event B

Economic competitor or partner?

This large Asian country has had an adversarial relationship with the U.S. since the Cold War, due primarily to its political/economic ideology that seems a threat to Western nations. In recent years, it has developed a strong economy fueled by vast quantities of inexpensive labor, industrial modernization, and willingness to trade with Western businesses. The U.S. is the country's number-one trading partner and the country is set to become the second-largest economy in the world. The country has also become a major investor in U.S. government-backed securities, allowing the U.S. a way of funding its debt during its current economic recession.

During the Cold War, the U.S. used hard power against this country by imposing embargos, conducting military exercises off its coast, and keeping massive numbers of troops in neighboring countries. For decades, the U.S. voted against even admitting this country to the United Nations. The country has a reputation for brutally repressing dissent and denying its population basic human rights. Though this has subsided some since the country's recent economic growth, severe abuses are confirmed to still occur—currently, during civil unrest in a western province where indigenous religious groups have taken to the streets to demand their rights. The country's government has crushed these demonstrations swiftly and brutally, conducting arrests of suspected opposition leaders, issuing shoot-to-kill orders for quelling demonstrations, and expelling all foreign journalists (some of whom have been attacked themselves). The country tightly controls access to the Internet, but now all non-governmental access has been stopped. The only means of communication to the rest of the world have been cell-phone reports and social networks. These have gone viral, displaying pictures of massive anti-government demonstrations and the brutal killings of several demonstrators. Outcry has come from countries all over the world. Several influential countries are planning to propose UN sanctions to force the government to stop its repression.

What should the U.S. do in response to this crisis?

Foreign Policy Event C

Hostile country that is a potential nuclear threat :

Since the end of World War II, the U.S. has had a mixed relationship with this country in the Middle East. For several decades during the Cold War, the U.S. allied with the country's monarchy to maintain the balance of power in the region. Then, a revolution deposed the monarch and established an autocratic religious regime. The entire region is rich in natural-energy resources, and so the U.S. and other Western powers consider its stability important. The country has an abundance of these resources, but has been unable or unwilling to share that wealth with its general population. Many of the religious leaders have set up their own "business kingdoms" to control most of the country's wealth. Although the people do elect government officials, the religious leaders preselect all candidates to make sure they adhere to the will of the regime. The current president is a charismatic leader who routinely goes on television with public rants designed to whip up support and deflect dissent. He has recently singled out a neighboring country (a close ally of the U.S.), questioning the country's legitimacy and blaming it and the U.S. for the problems in his own country. Though he doesn't have the same control of the military as the U.S. president does, he has repeatedly called for the destruction of the U.S., and many people believe his actions can't be deterred except through force.

Five years ago, the country embarked on a nuclear program it described as a means of providing a cheaper, more reliable form of power. Some in the U.S. government believe that this domestic nuclear program is a deception to hide a nuclear weapons program. Over the past six months, the country's military has conducted a series of successful missile tests it claims are purely for defensive purposes. The country insists that the missile warheads contain conventional weapons, since the country has no nuclear weapons program. These missiles can likely reach several of its neighbors and even some European countries. If the country is developing or has nuclear weapons, the entire balance of power in the region would be affected: the close U.S. ally in the region threatened, European countries exposed, and the country's neighbors considering developing their own nuclear weapons programs to protect themselves. The close U.S. ally in the region has stated it wants no quarrel with the country, but if the country actually is developing nuclear weapons, it will launch airstrikes to take out the facilities, which would lead to wider hostilities in the region.

What should the U.S. do to address this conflict?

Foreign Policy Event D

Genocide or general conflict?

This African country gained its independence in the mid-1950s, but the effects of colonialism and corruption have hampered its prosperity. Colonialism left the country with no modern infrastructure or educated population to run the government after the country became independent. As a consequence, the nation has drifted from one form of government to another—military dictatorships, religious councils, democratic visionaries, and kleptocracies. Its borders were drawn without consideration of ethnic rivalries or an even distribution of natural resources. As a result, the country's population comprises an amalgam of peoples with different languages, customs, and religions. Western powers largely ignored the country and its troubles since its independence because it had little to offer in the way of natural resources or strategic importance.

The country's current government strong-armed its way to power through a questionable election, and contains many members of an ethnic minority group that is the archrival to the ethnic majority group that for decades ran the country. The tensions stem not only from long-standing animosity since before colonization, but for the human-rights violations the majority ethnic group has inflicted on the minority since it took power. Over the past 18 months, anti-government forces have come together to agitate for reform and have conducted protests, as well as some attacks on government installations. The government's reaction has been swift and brutal: It has responded with attacks of its own and allied with an extremist group to systematically eliminate the anti-government communities by burning villages, killing livestock, and poisoning wells. Its weapons of choice are the rape of women and children and maiming or murdering men and older boys. The violence and killings have drawn international attention and condemnation. Relief organizations have pleaded with the United Nations to send peacekeeping forces and/or place sanctions on the government to stop the violence.

How should the U.S. respond to this humanitarian crisis?

Foreign Policy Event E

Vital U.S. ally experiences internal upheaval :

The president of this Middle Eastern country has ruled for over 30 years. He has been a close ally in the region, keeping order over its people and stable and good relations with neighboring countries. The country's president has helped maintain a peace treaty with a very important U.S. ally in the region that for decades has faced threats of extermination. While some prosperity has come to the region, the people have seen little benefit: In nearly all these countries, 40 percent of the population lives in grinding poverty. Nearly half the population is under 30 years old, and many of them are well educated, but unemployment for 18- to 34-year-olds is well above 20 percent. The government seems incapable or uninterested in lifting people up from this poverty.

The president has ruled autocratically throughout his entire tenure in office, declaring a perpetual state of emergency. He has denied his people basic rights of free expression, assembly, and petition, eliminated due process, and allows his secret police and military to brutally enforce his will. As way of explanation, he constantly warns his people and the U.S. that if he were to step down or be overthrown, extremist groups would take over, eliminate all rights for the people, and jeopardize U.S. interests in the region. The government has always controlled the country's media, operating all the radio and television stations as well as the newspapers. However, the Internet has become widely available in the country over the last several years and has provided citizens unfiltered news and information, showing them how other nations have prospered. The country's citizens have begun to see that not all peoples are subject to the abuse and corruption they experience in their own country, and that their rulers—particularly their president—have been responsible for their condition. Citizens have taken to the streets with massive public demonstrations, labor strikes, and street riots at a level never before seen in this part of the world. Thousands of people meet in the public squares in several cities to demand that the president leave the country. To end the protests, he has tried to both appease protestors with promises of reform and threaten them with violence, but the citizens seem unafraid. While the U.S. wants to promote democracies whenever and wherever it can, it also doesn't want to be seen as encouraging the rebellion and turning it back on a longtime ally and supporter. Yet if the president is overthrown, the U.S. has concerns about what kind of leadership would take his place and about to ensure that it be friendly to its interests.

What should the U.S. do to address this crisis?

Foreign Policy Event F

Rogue state attacks an ally:

This country, which the U.S. and most of its Western allies have long considered a "rogue state," resulted from a Cold War armed conflict in which the U.S. played a major role. The country had suffered much during World War II, and fell into civil war during the postwar chaos. Both the Soviet Union and the U.S. had interests in the region and became involved in the conflict. The U.S. put troops on the ground and carried out the major portion of military operations. The conflict ended in a stalemate, and an armistice agreement (not a peace treaty) divided the country into two parts. The northern half—the country in question—operates under a communist government ruled by a dictator whose father took control of the country soon after the civil war. The southern half developed as a capitalist, democratic state and has prospered. The leadership of the northern half has vowed to reunite the country under communist rule.

The dictator of the northern portion controls a very brutal regime. He has allegedly sacrificed the well-being of his citizens for his own benefit and has advanced military hardware that helps keep him in power. He demands—and receives—total obedience from the country's population through his cult of personality, building up his image and legacy by glorifying his persona in the eyes of his people. He frequently blusters for the international media, threatening to invade the country to the south or attack his neighbors over a perceived slight, or incessantly berating the U.S. and warning of its destruction. While his antics are often considered little more than an annoyance, recent U.S. intelligence reports indicate that the country might have developed a nuclear weapon (or possibly more than one). The dictator has all but admitted this, presenting a tour on state-run media of nuclear-power facilities that included pictures of equipment that looks like machines used to enrich uranium.

Yesterday, a report from the southern country told of a military bombardment of an island off its coast. The northern country has claimed the island as its own, but all the people living on the island are citizens of the southern country and want to stay that way. The northern country insists that the southern country attacked it and that it only responded in proportion. The southern country claims that the bombardment killed two military personnel and four civilians.

How should the U.S. respond to this event?

Name: _____ Date: _____

Cost/Benefit Chart

Directions: Review the Foreign Policy Event and discuss it with your group. On the chart below, summarize the problem, come up with two or three possible courses of action, and identify the costs and benefits of each. After that, develop a policy to present to the president, along with your reasons why the U.S. should take this action.

Summary of the event					
Course of action 1		Course of action 2		Course of action 3	
Cost	Benefit	Cost	Benefit	Cost	Benefit
Policy decision and rationale					

Name: _____ Date: _____

Foreign-Policy Decision Form

(To be completed individually)

_____

(Name of group)

Write the name of the group and the names of its members.

_____

_____

_____

_____

_____

I. Background. Summarize the incident:

_____

_____

_____

_____

_____

II. Concerns of the U.S. List the concerns of the U.S. and how the incident affects U.S. foreign policy:

_____

_____

_____

_____

_____

III. Proposed foreign policy actions. List the actions and rationale proposed by each group.

IV. Foreign policy action selected: Describe the foreign policy action selected and the rationale for it.

V. Response to the action selected: Indicate whether you agree or disagree with the foreign policy action selected, the reasons why, and what actions you will take next.

Political Parties, Campaigns, and Elections

Activator 4

Unit Description

In this unit, students explore how political parties organize campaigns in order to get a candidate elected or to address an issue. Students participate in a virtual campaign committee, exploring issues and developing materials to promote a candidate or issue. This unit has several options to accommodate your available class time and student ability. The activity instructions provide guidance on these various options.

Before You Begin

Read through the lesson plan and familiarize yourself with the teaching sequence and materials. Consider your students' abilities and needs, your available class time, and your curriculum requirements in selecting the activities.

Make Copies

The following is a list of handouts you may need to reproduce, depending on the activities you choose. Keep in mind that the activities may dictate the number of copies you will need.

- **Historical Background Essay**—*one for each student*
- **Graphic Organizer**—*one for each student*
- **Political Party Matching Sheet**
- **Campaign Committee Packet**
  - Campaign Briefing Paper Organizer
  - Campaign Materials Guide

Word Bank

*(words and terms appear in the **Background Essay**)*

- Anti-Federalists
- campaign committee
- campaign strategy
- campaign war chests
- candidacy
- coalitions
- collective bargaining
- Democratic Party
- Democratic-Republicans
- election campaigns
- factions
- Federalists
- fiscal responsibility
- homogeneous
- ideology
- nonpartisan
- partisan
- primary election
- ratification
- Republican Party
- telephone solicitations
- Whig Party

Introduce the Unit

Introduce this activity by reviewing with students the role of elections in a democracy and what purpose they serve. Mention that the Constitution makes no mention of elections and that organizing and conducting elections have been primarily left to the states and the individual political parties. As a result, the U.S. has a very complex system of elections held on the national, state, and local level. Next, briefly discuss the role of election campaigns and how they serve as the engine to elections, promoting candidates and issues.

Daily Directions

Day 1: Provide Historical Context

Teaching tip
This can be done as homework or as an in-class activity.

Use the **Background Essay**, **Graphic Organizer**, and **Word Bank** to provide students with historical context for the activity. This can be done as homework or as an in-class activity. After students have read the essay and completed the graphic organizer, discuss what they learned, emphasizing the main points. The graphic organizer can help you check for understanding and can be used for assessment as well. Students can refer to their completed graphic organizer during the main activity.

Prepare the Activity

Make copies of all the necessary handouts according to the list mentioned earlier.

Day 2: Activity Instructions

Open up the lesson with a quick identification activity to help students understand the main political parties in the U.S. Before class, prepare several pairs of letter-size envelopes from the "Political Party Matching Sheet." Cut apart the party descriptions from the party name. Place the slips of paper identifying each political party's name in one envelope and the descriptions for each political party in the other. Make enough pairs of envelopes for groups of 3–4 students, and seal the envelopes.

Tell students that in this activity, they will explore some of the history and the philosophy of the main political parties in the United States.

Small group

1. Organize the class into groups of 3–4 students.
2. Distribute one pair of envelopes (one with the political-party names and the other with the descriptions) to each group and tell them not to open the envelopes yet.

3. Tell students they have five minutes to match the party names with the correct descriptions. Then ask them to open both envelopes and spread out the slips of paper on their desks or tables.
4. After five minutes, review each political party's name and description and check with students to make sure they have the correct match. Discuss with students areas where the seven main political parties hold similar and different philosophies. Point out that the boundaries between parties are flexible and that individuals from one party might prefer the positions of another party on various issues. It's this flexibility in political philosophies that allows for compromise between the parties and keeps a democracy healthy.

Now tell students that they will be organizing campaign committees for each of the political parties.


Small group


Whole Class

1. Divide the class into seven campaign committees. Randomly assign each group to one political party or have groups choose a party they'd like to represent.

2. As a class, have students brainstorm issues that the campaign committees might explore. These may include:

   - economic issues (national debt, Medicare, Social Security, raising taxes, balanced budget, defense spending, tax cuts, corporate bailouts, redistributing wealth)
   - government regulation (environment, financial sector, resource exploration, public employees)
   - social issues (healthcare reform, immigration reform, education reform, abortion, gay marriage).

3. At this point, you have some options for conducting the activity:

   a. Assign each group (or have them choose) a different issue to develop its campaign materials. This option provides the class the opportunity to explore a number of issues in the context of operating a political campaign.

   b. Have all groups explore the same issue. This option provides the class the opportunity to conduct competitive campaigns to explore the different ideological positions on a single issue.

4. Distribute one "Campaign Committee Packet" (prepared earlier) to each committee. Briefly introduce the overall goals and structure of the activity and highlight some of the tasks in which they will be involve. Point out to students that they can decide whether their campaign will be centered on an issue or on a candidate seeking election.

5. At this point, you have some further options:

   a. If you chose to have each group explore a different issue, have students develop one or all of the campaign materials listed in their campaign-committee packets and present these during the debriefing day.

   b. If you chose to have each group explore the same issue, have students develop one or all of the campaign materials listed in their campaign-committee packets. During the presentation/debriefing day, you can have students present their materials at a political rally

promoting their party's position on the issue. This can also involve a debate, spun off the Campaign Issue Speech. To add an element of realism into the political rally, you can have student groups share their briefing papers before they develop their campaign materials so they can address their opponents' views on the issue.

6. Provide students with access to the Internet to research their political party's position on the issue(s). They should follow the guidelines in their campaign-committee packet to develop their campaign materials.

Day 3: Activity instructions

Have students continue developing their campaign materials.

Day 4: Debrief

These debriefing activities are written to provide either a basic or an extended understanding of the importance of elections and how political-campaign committees organize and conduct political campaigns.

Option A

1. Discuss the following questions:

   - What is the purpose of a political party?
   - Why do most political parties form?
   - Why have some said that the Civil War was a failure of American politics?
   - As you review the history of the different political parties in the U.S., what two general areas of society do these parties seem to represent?
   - Why do third parties form? What influence do they have on politics?
   - What role does a campaign committee play in an election?

2. Have each political party group present their campaign materials. You can have students do this in your classroom or present these in a broader public forum, say at a school assembly or an afterschool event. If you opted to have your entire class focus on one issue, you can ask that students address the other parties' views on the issue and how their party's proposed solutions address the issue differently (and are better) than those of the opposing parties.

Whole Class

Option B

1. Discuss the following questions:

   - What is the purpose of a political party?
   - Why do most political parties form?

- Why have some said that the Civil War was a failure of American politics?
- As you review the history of the different political parties in the United States, what two general areas of society do these parties represent?
- Why do third parties form? What influence do they have on politics?
- What role does a campaign committee play in an election?

2. Have each political-party group present their campaign materials. You can have students do this in your classroom or present these in a broader public forum, say at a school assembly or an afterschool event. If you opted to have your entire class focus on one issue, you can ask that students address the other parties' views on the issue and how their party's proposed solutions address the issue differently (and are better) than those of the opposing parties.

3. Have students form campaign committees and conduct a political campaign on a current issue for an upcoming election. This can be related to school or the community. Have them consult with community leaders who are organizing official political campaigns on issues they've chosen. Invite these people to come into the classroom and talk about their experiences. After that, have students follow the "Campaign Committee Packet" to organize their campaign.

Resources

Political parties

- Directory of U.S. Political Parties (http://www.politics1.com/parties.htm)
- Political Parties Overview a (http://www.govspot.com/categories/politicalparties.htm)
- Political Party Platforms (http://www.presidency.ucsb.edu/platforms.php)
- Political Parties (http://www.votesmart.org/resource_political_resources.php?category=Political%20Parties)

Political-campaign Web sites

- How to Run a Political Campaign" (http://www.completecampaigns.com/article.asp?articleid=64)
- Killer Campaigning (http://www.killercampaigning.com/)

Political elections

- Federal Election Commission (http://www.fec.gov/)
- History of United States Presidential Elections (http://www.historycentral.com/elections/)

Political Parties, Campaigns, and Elections

Historical Background Essay

The United States Constitution doesn't mention political parties, but they have been a part of the political environment even before the Constitution's enactment. In fact, it was during the **ratification** process that two political **factions** emerged: the **Federalists**, who wanted a more centralized government than the one operating under the Articles of Confederation, supported the Constitution. The **Anti-Federalists**, as the other group became known, feared that the proposed government would have too much power over the states and citizens. In the end, the Federalists won and the Constitution was ratified, but not before a compromise was struck that a bill of rights be amended to the document as the first order of business.

In short order, the Anti-Federalists faded, but their ideas of limited government would endure. Once the Constitution was ratified, the Federalists began to shape the new nation in a direction that reflected their vision for the country. Under President George Washington, Secretary of the Treasury Alexander Hamilton set the federal government on a course to benefit commercial interests and grow the country's economy and power. At the same time, another political faction emerged that shared many of the Anti-Federalist fears over too big a government. The **Democratic-Republicans**, as they were known, questioned the centralized power of the federal government and how it tended to cater to the commercial class at the expense of farmers and craftsmen. Democratic-Republicans (known sometimes simply as "Republicans") felt that the power of government needed to be centered more in the states so that the power of the federal government could be checked more easily.

In the elections of 1796 and 1800, these two factions waged battle in the country's first national political election. Several contenders ran for president in what would be vicious and **partisan** political campaigns. The leading two candidates were John Adams (Washington's vice-president and an ardent Federalist) and Thomas Jefferson, the foremost Democratic-Republican. During these campaigns, Federalists spread rumors that the Democratic-Republicans were radicals who would ruin the country. The Democratic-Republicans accused the Federalists of creating an aristocracy and trying to stifle dissent in the name of national security. Adams won the election of 1796, but lost bitterly to Jefferson in the election of 1800. The Federalist Party soon faded into obscurity and the Democratic-Republicans dominated for the next three presidential elections.

As the politics in the United States matured through the 19th century, political parties took on different issues and formed **coalitions** to follow the ebb and flow of the population's political desires. Before the Civil War, members of the **Democratic Party** (formerly the Democratic-Republicans, but as reformed under President Andrew Jackson) were split on the issue of slavery, with most Democrats in the South zealously favoring it, and those in the North passively against it. The **Whig Party** replaced the Federalist Party and supported the nation's commercial interests, but was mostly indifferent to slavery. In the 1850s, the **Republican Party** formed, originally as a third party composed of frustrated Whigs and antislavery activists. The Republicans also supported independent craftsmen, and artisans and business. However, by 1860, American politics had become entrenched in **ideology**, and after decades of compromising on slavery, no common ground for agreement between the two sides was left. People stopped speaking to each other and started shooting. Some

historians have therefore characterized the Civil War as a failure of American politics.

After the Civil War, the Democratic Party in the North adjusted its focus to working-class citizens, who they felt were being underrepresented by the Republican Party, which tended to favor the commercial and economic interests that spurred the Industrial Revolution. Democrats in the South focused on local issues and in many cases tried to undo the constitutional freedoms African Americans had received after the Civil War. Throughout the rest of the 19th century and for a good portion of the first half of the 20th century, the Republican Party controlled the executive branch and often both houses of Congress. It supported business and commercial interests and strove for **fiscal responsibility** and a balanced budget. The Democratic Party championed the rights of the common laborer, supporting the formation of labor unions and their rights to **collective bargaining**.

While the Democratic and Republican parties have dominated U.S. politics since the mid-19th century, the U.S. has also had third parties which have played an important role. While the two major parties are formed from coalitions of different groups with views and philosophies similar to one or the other, **third parties** are usually more **homogeneous**. They are formed by people who feel one or both of the major parties are not addressing specific concerns. As a result, they often focus only on one or two major issues. The Republican Party had begun as a third party that formed because many people felt the two major parties at the time were not effectively addressing the slavery issue. Other examples are the Equal Rights Party, in which women's rights activist Victoria Woodhull shared the ticket with African American leader Frederick Douglass in the 1872 election. After World War II, Southern Democrats formed the States' Rights, or "Dixiecrat," Party in hopes of countering the growing civil rights movement.

While third parties usually don't have enough support to win a major election, they have occasionally had an impact on an election's outcome. In 1912, a disgruntled Theodore Roosevelt left the Republican Party because he felt they were too close to big business and formed the Progressive, or "Bull Moose," Party. Roosevelt's third-party bid prevented President William H. Taft from winning reelection. In 1968, Alabama Governor George Wallace, who opposed racial integration, formed the American Independent Party and was instrumental in splitting the Southern Democratic vote, helping Richard Nixon become president. In the 1992 presidential election, Texas businessman H. Ross Perot ran as an independent in a three-way race against Republican incumbent George H.W. Bush and Democratic challenger Bill Clinton. Historians still disagree over the extent of Perot's influence in this election, but some believe the contest might have been closer if it had been only between Bush and Clinton.

As there was no mention of political parties in the Constitution, there was also no mention of how elections should be conducted. Americans across the country were therefore free to develop any system they wanted. The result is a complex election system that reflects the different levels of government: federal, state, county, and city. During **election campaigns**, people run for office, and others propose ballot measures to enact new laws or policies. In **nonpartisan** elections (elections in which candidates aren't affiliated with a political party), candidates typically face each other in a single election. The candidate with the highest vote total wins. For most national and state offices, candidates must compete for their party's nomination in a **primary election**. If they win there, they face the nominees of other parties in a general election held later that year.

To run for office, a person must declare their **candidacy**. This is usually done at a press conference, but often, to receive more media

coverage, candidates will choose a more public venue such as a major gathering or a talk-show program on radio or television to announce their candidacy. Sometimes candidates use a Web site or social media to make their announcement. In other cases, candidates will not self-announce, but instead wait for an outpouring of public support for them to run for office.

Very soon after announcing their candidacy, prospective office holders form a **campaign committee** composed of individuals close to the candidate or those proposing or against the ballot measure. These organizations vary in size: a mayoral candidate will need a small staff of a campaign manager, treasurer, and a few volunteers. A presidential race will require a large, complex national organization of hundreds of people, from unpaid volunteers to highly qualified campaign professionals and offices in each state. Elections also include voting on various policies, tax laws, and sometimes state constitutional amendments, known as "ballot measures." These also have their own campaign organizations either supporting or opposing these changes and can reflect similar organizational structures to candidate campaign committees, depending on whether the campaigns are national or local.

The next thing that political campaigns do is form a **campaign strategy** developed by the campaign committee. A well-developed campaign provides the public with important information about the campaign's philosophy, the candidate's personality and qualifications, the need for electing the candidate to office or the ballot measure's impact. This information helps the public make informed decisions.

Money fuels nearly all election campaigns and campaign organizers for would-be office holders and ballot measures spend a lot of time raising money to run them. They conduct telephone solicitations, hold fundraisers, organize direct-mail campaigns, and set up Web sites to attract funds from large numbers of small donors. Known as "**war chests**," campaign organizations spend these funds on campaign materials, media commercials, campaign rallies, public-opinion polls, paid staff members, and of course, more fundraising.

The lead officers, staff personnel, and volunteers construct and operate the campaign on behalf of the candidate and the ideals they believe in. Political campaigns can operate for a few months, in the case of a ballot measure of a local officeholder, to over two years for an office like the presidency. Indeed, some people believe elected officials who have short terms in office, such as members of the House of Representatives, are in election-campaign mode all the time. The election campaigns are very competitive and require long working hours from the candidates, staff, and volunteers to create position papers, campaign materials, speeches, and media ads. Running a campaign requires keen problem solving skills, for the political landscape is always changing with opponents' campaigning against one side or the other. In the end, there is a victor and a vanquished, with one side elated and the other dejected. However, in the U.S. the election process provides the best way for a society to make political change in a peaceful manner.

Name: _____ Date: _____

Graphic Organizer: Political Parties, Campaigns, and Elections

1. Name and describe positions of the first two political parties in the United States before the Constitution was enacted.

Name of party	Position taken on issues

2. Name and describe the positions of the two political parties that emerged after President George Washington's second term.

Name of party	Position taken on issues

3. Name and describe the positions of the political parties before the Civil War.

Name of party	Position taken on issues

4. Name and describe the positions of the two main political parties after the Civil War.

Name of party	Position taken on issues

5. Name and describe the positions of the two main political parties that emerged in the 20th century.

Name of party	Position taken on issues

6. Explain why third parties form and the occasional impact they can have on political elections:

_____

_____

_____

7. List the different levels of elections held in the United States:

a. _____

b. _____

c. _____

d. _____

8. Describe how nonpartisan elections differ from primary elections.

_____

_____

9. List the different ways people running for office announce their candidacy.

a. _____

b. _____

c. _____

d. _____

10. Explain the purpose of a campaign committee.

_____

_____

11. Describe some of the actions campaign committees take to win elections.

_____

_____

_____

_____

12. List some of the skills you think are important to have when working on a political campaign.

- _____
- _____
- _____
- _____
- _____
- _____

Political Party Matching Sheet

Teacher instructions: Make enough copies of this sheet for each group you've established in the opening activity of Day 2. Next, cut the political party names from the descriptions and place the names in one letter-size envelope and the descriptions in another.

(cut here)

DEMOCRATIC PARTY

(cut here)

History: This party was established in the early days of the republic to counter the influence of the country's leading party. It was split over the issue of slavery before the Civil War. In the late 19th and early 20th centuries, this party championed the rights of the working class and pushed for political reform. During the 1960, the party experienced internal conflicts in establishing civil rights laws and social programs to relieve poverty. It pushed for government regulations to reduce crime and protect the environment.

Party philosophy: Members of this party believe the government should play a role in addressing the country's problems, but believe that the government doesn't have the authority to violate people's privacy regarding personal matters. The Democrats support government-funded social programs and protection of civil liberties.

(cut here)

REPUBLICAN PARTY

(cut here)

History: This party was formed in the mid-19th century because members felt the other parties weren't adequately addressing major issues of the day. During and right after the Civil War, this party passed Constitutional amendments and laws to free and enfranchise African-Americans. In the late 19th and early 20th centuries, this party helped expand a free-market system and open competition among businesses. In the second half of the 20th century, this party promoted a strong military defense and pushed for less government regulation of businesses.

Party philosophy: Members of this party believe that the free-market system and open competition are better systems for operating the economy than government. Members generally believe government has a role limiting some personal behavior that they feel violate others' rights or traditional values. They support the rights of the individual in matters of personal liberty and property. They favor the private sector addressing social problems over government-funded programs.

(cut here)

LIBERTARIAN PARTY

(cut here)

History: This party was founded in the second half of the 20th century by members of two other parties who felt their former political parties had abandoned their core beliefs.

Party philosophy: Members of this political party believe in personal liberty, free enterprise, and personal responsibility, and assert that individuals should have the freedom to make their own decisions and take responsibility for those actions. They believe the government should not be responsible for individuals' well-being when they are capable of helping themselves. Members of this party believe the government should not interfere with a free-market economy in which individuals and businesses determine what products and services should be bought or sold. The party works for world peace and a non-interventionist foreign policy.

(cut here)

CONSTITUTION PARTY

(cut here)

History: This party was established in the late 20th century. The party was formed by people who felt the other parties had taken government beyond the boundaries of the Constitution and that government was getting too big and too involved in people's lives.

Party philosophy: Members of this party feel that over the course of U.S. history, the courts and Congress have extended the authority of the government beyond the limits set forth in the Constitution. They strongly support the rights of life, liberty, and property identified in the Declaration of Independence and the limits on government established in the Constitution. This party's mission is to help elect officials who will uphold the principles of the Declaration of Independence and the Constitution.

(cut here)

GREEN PARTY

(cut here)

History: This political party was officially formed at the beginning of the 21st century from a previous party of similar values formed in the 1990s. Initially, the organization was formed to support affiliated organizations in various states. For a time, the party was two parties: one focusing on state issues and the other on national politics. The national party ran a presidential candidate in 1996 on a limited basis, and has nominated presidential candidates for each of the subsequent elections. Though only receiving a fraction of the total popular vote in national elections, the party has managed to get some of its candidates elected to state offices.

Party philosophy: This party favors policies that protect the environment, and that further social justice and nonviolence. The party also promotes policies that reduce the influence of corporations in politics and increase equal opportunities for all people, nationally and internationally. Members of the party feel that government works best at the state and local level and that government, corporations, and individuals need to take responsibility creating a sustainable environment and economy.

(cut here)

AMERICA FIRST PARTY

(cut here)

History: This party was formed in 2002 by members of another party. The party ran several candidates in statewide and national elections. The next year, the party was hit with controversy over an alleged association with a controversial figure, but it eventually made clear it had no ties to the person. In 2004, the party chose not to run a presidential candidate, but instead endorsed a candidate from another party. In 2008, the party didn't endorse any candidate but approved of two candidates from two other parties.

Party philosophy: This party believes that the federal government should take a limited role in domestic matters and foreign affairs and that its leaders should not take action that goes beyond the limits set forth in the Constitution. Party members support the rights of the individual in matters of personal liberty and property. The party supports a military whose mission is to protect the nation, not the world, and to protect the borders and limit or eliminate relations with foreign governments that compromise the nation's sovereignty.

(cut here)

TEA PARTY MOVEMENT

(cut here)

History: This movement arose primarily out of discontent for fiscal policies of the federal government and a belief that other political parties weren't adequately addressing important economic issues. It emerged as a populist political movement in 2009, and is not a formal political party. It has no central leadership but is composed of a loose affiliation of national and local groups that are somewhat autonomous. Various factions of the Tea Party have sponsored large rallies and protests and supported political candidates who adhere to the movement's principles.

Party philosophy: The goal of the Tea Party is to promote fiscal responsibility, a constitutionally limited government, and a free-market economy. It supports less spending in government in all areas. Members support states' rights for those powers not expressly stated in the Constitution. Tea Party members support the rights of the individual in matters of personal liberty and property, and reject any governmental attempt to regulate the free market and inhibit the pursuit of personal economic liberty.

Campaign Committee Packet

After your class has brainstormed issues and each campaign committee has been assigned an issue, you are ready to develop your political campaign.

1. Spend a little time exploring your political party's philosophy and mission. Go to your party's Web site (from the list below) and research where your party stands on the issue you've been assigned. The link for the Tea Party Movement is from one of the leading party organizations, but you might want to explore others. Information sources:
    - America First Party: http://www.americafirstparty.org
    - Constitution Party: http://www.constitutionparty.com
    - Democratic Party: http://www.democrats.org
    - Green Party: http://www.gp.org
    - Libertarian Party: http://www.lp.org
    - Republican Party: http://www.rnc.org
    - Tea Party Movement http://www.teapartypatriots.org
2. Complete the "Campaign Briefing Paper Organizer" and develop your Campaign Briefing Paper.
3. Use the information you've developed from the campaign briefing paper to create campaign materials that promote your candidate and/or your party's position on the issue. Follow the instructions on the "Campaign Materials Guide" sheet. You might want to assign different campaign committee members to developing these materials.
    - Campaign issue speech
    - Thirty-second radio or television (or Internet) spot
    - Print media advertisement
    - Campaign flyer
    - Bumper stickers/lawn signs

Name: _____ Date: _____

Campaign Briefing Paper Organizer

Political party research: Review the party's stand on the issue on its Web site. This can usually be found under links such as "Issues," "Party Platform," "Agenda," "Position Statements," or "Press Releases."

1. Briefly describe the issue: _____

_____

_____

2. What is your party's position on the issue? _____

_____

_____

3. How does the party's position on the issue relate to the party's general political philosophy?

_____

_____

_____

4. What does the party suggest be done to resolve the issue? _____

_____

_____

_____

Developing the issue (for committees centered on a political candidate): If your campaign is centered on a candidate promoting your party's views on the issue, create a candidate persona/ resume of his or her qualifications and experiences. You can research past candidates to get some idea of personal qualifications. The resume should contain the following information:

- Candidate's name (This can be your name or a made-up name.)
- Home state
- Current occupation
- Educational experience
- Military record
- Marital status/children
- Past professional experience
- Past political experience

Connecting the issue to the party (and the candidate): Have all committee members meet to discuss the candidate and the party's stand on the issue. Develop ways to positively connect the candidate to the issue within your party's philosophy and position on the issue. (NOTE: If your campaign is centered on promoting or addressing an issue, only discuss the first two steps.)

1. Describe the issue: _____

_____

_____

2. Describe your party's position on the issue: _____

_____

_____

3. Identify and describe the candidate's skills and talent, experience, and qualities that make him/her a good choice for addressing the issue. (Examples: If your issue is military defense, describe your party's position on the issue and where your candidate's experience supports this position and makes him/her a good choice; if your issue is on promoting economic prosperity and growth, emphasize your candidate's experience in private business or government that promotes free enterprise, job creation, and open markets.)

_____

_____

_____

Develop the campaign briefing paper: Now it's time to develop the campaign briefing paper.

1. On a separate sheet of paper, come up with key statements that define the issue from your party's point of view.

2. Create a list of talking points (key statements or phrases designed to persuasively support one side taken on an issue) and a detailed explanation of what your party believes must be done to address the issue. (If your campaign is promoting a candidate, highlight the many qualifications of the candidate has to address this issue.)

Campaign Materials Guide

Campaign issue speech: One of the major pieces of campaign literature is the candidate's speech (or the "issue speech"). During a campaign, hundreds of speeches are made. These speeches define the party and the candidate and explain their position on the issues and how they (the candidate and the party) plan to address them.

Most speeches follow a simple three-part pattern:

- An introduction briefly stating some background on the candidate or the issue
- The body of the speech, exploring the problem surrounding the issue, why it's a problem, and the possible consequences of the problem if it is not addressed. The body of the speech should also expand on the candidate's position on the issue, his/her qualifications to address the issue, and what he/she would do to address the issue. If your committee is focusing on the issue, state what action should be taken and why (e.g., new law or policy, repeal of a law or policy).
- A rousing conclusion mentioning key points from the introduction, but rephrasing to include what you, your party and your candidate believe need to be done and why your party and/or candidate are best qualified to take this action

Thirty-second radio or television (or Internet) spot

1. What form will this ad take (radio, television, or Internet spot)?
2. Who is the target audience for this 30-second spot? (This might or might not relate to the issue you have chosen)
3. What key messages about your candidate's position on the issue do you want to send to your audience?
4. What actions do you want your audience to take? (Send support, volunteer, vote a certain way)
5. What visuals (for television and Internet spot only) will your ad contain?
6. The content of the ad can follow the three-part structure used to build a campaign speech.

Print-media advertisement: Most people who read print media ads scan the headlines for items of interest. Only if their curiosity is sufficiently aroused will they read the rest of the advertisement. To make sure your readers read past the headline, it should do two things:

1. Promote a benefit—provide a solution to a problem
2. Provoke curiosity—provide some statement that causes the reader to keep reading

Headline tips:

- Put headlines at the top of the ad or near an illustration or picture.
- Don't write headlines in all capital letters; this makes them too hard to read.
- Make headlines easy to understand—don't make people think, make them act!
- Make it believable—don't make statements you can't support.
- The body of the speech, exploring the problem surrounding the issue, why it's a problem, and the pos

Tips for writing your advertisement:

- Present a big idea that focuses on the issue or presents a unique way of addressing the idea.
- Focus on only one idea at a time.
- Address a specific audience (e.g., ethnic groups, gender, age group).
- If possible, include information or statements that would appeal to a local audience.
- Your ad should promote your solution to the problem and build people's hopes. Show that your party and/or candidate can address this problem.

Campaign flyer: Campaign flyers are one- to two-page handouts used to get a simple message out to voters. They convey important information but in a brief and influential way. Tips for your campaign flyer:

- Follow the tips for developing a print media advertisement.
- Be brief; use short sentences and bullet points accompanied by simple explanations. Information from speeches and advertisements can go here. Use photos, graphs, or charts to convey complex information.
- Print on an 8½" x 11" or an 8½" x 14" piece of white or colored paper.
- Printed in color, black-and-white, or shaded gray.
- Layout can be folded into two or three sections.

Bumper stickers/lawn signs: Bumper stickers and lawn signs are viewed quickly and thus should only contain a brief slogan or message.

Tips for your bumper stickers or lawn signs:

- Follow the tips for developing a print media advertisement.
- Focus on one point or call to action (vote for a candidate, or announce the name of the person and the office they're seeking, or how people should vote on an issue.)
- Include your political party's name and logo.
- Use bright colors and block lettering. Nothing detailed or complex will be read quickly enough.

Special Interest Groups

Activator 5

Unit Description

In this unit, students gain an understanding of Americans' propensity to form or join organizations that promote their special interests—everything from bowling clubs to political action committees. They learn about the operations of special interest groups and develop a plan for creating a special interest group at a local, state, or national level. Teachers may opt to have students operate a special interest group as a class project.

Before You Begin

Read through the lesson plan and familiarize yourself with the teaching sequence and materials. Consider your students' abilities and needs, your available class time, and your curriculum requirements when selecting from the activities available.

Make Copies

Following is a list of handouts you may need to reproduce, depending on the activities you have chosen. Keep in mind that the activities may dictate the number of copies you will need.

- **Historical Background Essay**—*one for each student*
- **Background Essay Graphic Organizer**—*one for each student*
- **Examples of Special Interest Groups**—*one for each student*
- **Developing Your Interest Group Portfolio**—*one for each group*
    - Resources

Word Bank

*(words and terms appear in the **Background Essay**)*

- grassroots organizations
- lobbying
- nonprofit organization
- pluralism
- special interest groups
- think tanks
- trustees
- "tyranny of the majority"

Introduce the Unit

Introduce this activity by reviewing with students the First Amendment rights of free speech, assembly, and petition. The Framers of the Constitution established a representative form of democracy to help govern the large republic, but the people were expected to actively participate by letting their representatives know their desires. This participation goes beyond just voting. Citizens can exercise their free speech and assembly rights to petition the government for things they want. One way to do this is to form or join special interest groups.

Daily Directions

Prepare the Activity

Make copies of all the necessary handouts according to the list mentioned earlier.

Day 1: Provide Historical Context

Teaching tip
This can be done as homework or as an in-class activity.

Use the **Background Essay**, **Graphic Organizer**, and **Word Bank** to provide students with historical context for the activity. This can be done as homework or as an in-class activity. After students have read the essay and completed the graphic organizer, discuss what they learned, emphasizing the main points. The graphic organizer can help you check for understanding and can be used for assessment as well. Students can refer to their completed graphic organizer during the main activity.

Day 2: Activity Instructions

Review with students the background and purpose of special interest groups, then share with them the handout "Examples of Special Interest Groups," pointing out each group's mission statement and contact information. If time allows, have students visit the Web sites of these organizations. Ask them to develop short "bios" on each group and brief summaries of their sites.

Next, explain to students that in this activity they will identify different topics of interest to them and formulate plans for a creating a special interest group portfolio.

Small group

1. Divide the class into small groups of 4–5 students.
2. Have each group choose a public issue they're interested in. You can print out a list of topic areas from the Directory of Political Advocacy Groups http://pag.vancouver.wsu.edu/index.html (or similar sources) to give students an idea of the wide range of interest groups in the United States.
3. Have the class list 10–12 topics of interest to them. Suggest to students that they pick topics they are familiar with and have an interest in.
4. Provide each student with three adhesive dots and tell them to select their favorite three topics.
5. When all students have placed their dots, have each group select the topic of strongest interest to them. Try to keep the groups even in number as much as their interest in the topics allow.
6. Once the student groups have selected the issue they want to pursue, they need to develop their interest group portfolio. Distribute the student handout "Developing Your Interest Group Portfolio" and its accompanying handout, "Resources," to each student group. This part of the activity will carry into Day 3.

7. Review the directions with students and have them begin their portfolio. You might want to recommend to students that they assign some steps to individual members and others to smaller groups or complete as a full group.

Day 3: Activity Instructions

Have students continue with developing their special interest group portfolio.

Day 4: Debrief


Whole Class
or

Small group

The debriefing activities are written to provide a basic or an extended examination of the role and operation of special interest groups. You can also choose to have your students form and operate a special interest group as a class or in individual groups.

Option A:

1. Discuss the following questions.
    - Why do people form special interest groups?
    - How do special interest groups influence government policy?
    - What are the advantages and disadvantages of special interest groups in the political process?
    - How do special interest groups pose a dilemma for American democracy?
    - How did James Madison address this dilemma in "Federalist #10"?
    - Overall, do you feel special interest groups are a plus or a minus to the democratic process? Explain you answer.


5-minute presentation

2. Next, have each group present its special interest group portfolio in a five-minute presentation. Have other members of the class rate the presentation and indicate whether they'd support such a group with the following criteria on a 1–5 point scale:
    - The group's message was well stated and explained.
    - The group's plan for gathering support from government officials was well stated and feasible. The group's counterargument to an opposing official was well stated and supported.
    - The group's plan for contacting public officials to gain support is well constructed and complete.
    - The group's grassroots plan is well developed and complete.


Whole Class

3. Finish by having students decide what special interest group they'd like to develop as a class.

Resources

Understanding special interest groups

- Background on Special Interest Groups (http://www.thisnation.com/textbook/participants-groups.html)
- Directory for U.S. Interest Groups (http://uspoliticsguide.com/US-Politics-Directory/political-Interest groups.htm)

Legislation sites (to find previous or current legislation on causes promoted by special interest groups)

- Congress.org (http://www.congress.org/)
- CongressLink (http://www.congresslink.org/)
- GovTrack.us (http://www.govtrack.us/)
- Open Congress (http://www.opencongress.org/)
- Thomas (Library of Congress) (http://thomas.loc.gov/)

Policymakers' sites

- Contacting the Congress (http://www.contactingthecongress.org/)
- List of U.S. Representatives by State (http://www.senate.gov/general/contact_information/senators_cfm.cfm)
- List of U.S. Senators by State: (http://www.house.gov/house/MemberWWW_by_State.shtml)

Fact-checking sources

- PolitiFact (http://www.politifact.com)
- FactCheck.org (http://www.politifact.com)
- Open Secrets.org (http://www.opensecrets.org/index.php)

Special Interest Groups

Historical Background Essay

Americans are a culture of joiners. They'll join any organization that reflects their interests, from bowling clubs to animal rights groups, to political campaigns, to quilting clubs. Sometimes these groups want to extend the benefits they enjoy to other Americans. Sometimes, they see an injustice occurring and want to make it right. Other times they may feel the government or certain members of society are making poor decisions and they want change that. Often, when Americans see the need to address concerns like these, they form **special interest groups**—organizations established to carry out a particular goal or set of goals.

There are thousands of special interest groups in the United States—groups that promote economic development or opportunity, advance the interests of professionals (doctors, teachers, lawyers, athletes, etc.), protect the environment, or promote the freedoms and protections in the Bill of Rights. Other examples are labor unions, veterans' organizations, anti-defamation leagues, children's protection, and animal rights organizations. Just about any issue can and often does have one or more interest groups advocating its cause. Special interest groups are usually formed as **nonprofit organizations**—organizations that exist to promote educational or charitable causes. They don't operate to make a profit, and any surplus funds are put back into the organization. They operate in a fairly formal manner, with an elected board of directors or **trustees** who set the organization's direction, policy, and budget. They often hire a director to run the day-to-day operations and manage the staff. Staff members raise funds, make contacts, produce publicity, manage projects and budget, and generally promote the mission of the organization. Many special interest groups have national as well as state chapters, which in turn are led by their own board of directors and operated by a director and staff.

Special interest groups often partner with government to create change. They inform government officials of their concerns and ask that they address these concerns by passing laws or instituting policies. Special interest groups influence public policy in four ways: Researching the issues and developing policy proposals, giving political support to elected officials, coordinating grassroots organizing at the local level, and lobbying public officials. Special interest groups use the power of information to promote their cause. They often team up with **think tanks** to find and organize research that identifies and defines problems and offers solutions. Think tanks are made up of scholars and policy experts who study public issues and write books and articles about their research. Special interest groups then use this research to influence policymakers.

Special interest groups also look for elected officials who support their view and offer to support them in elections and in other ways. They may send contributions to political campaigns or produce campaign materials that support public officials who support their views. They also look for elected officials who don't support their views. Special interest groups will often contact these officials and try to change their minds. If they can't, they'll find candidates who do support their cause and support them in elections against those politicians who do not.

Many special interest groups organize like-minded people at the local level. In political terms, **grassroots organizations** are the "foot soldiers" of special interest groups. They hold public demonstrations, political rallies, and raise funds at the local level. They also

produce the emails, pamphlets, and letters they use to attempt to influence policymakers. Like their national counterparts, local special interest groups conduct fundraising campaigns to provide the needed resources for their operations.

Often, special interest groups will put much of their resources into **lobbying** where they attempt to persuade public officials to support their specific issue. The term "lobbying" comes from the gathering of people in the lobbies of Parliament or the chambers of Congress to meet with legislators after the session. Lobbyists speak to legislators and other public officials to inform them of their issues and convince them to create law or policy that favors the group's interests.

Even though there are thousands of special interest groups with millions of members, most Americans are somewhat suspicious of special interest groups because their focus is narrow and often limited to the interests of the few. Many Americans feel that special interest groups harm democracy because they promote their interests at the expense of society. These critics point out that it's the groups' money—and not the merits of their cause—that often influence public officials to do their bidding. Some Americans want special interest groups made illegal or at least limited in their operations, but if the government imposes too many restrictions, it would infringe on these groups' First Amendment rights of expression, assembly, and petitioning the government.

This poses one of the many dilemmas of a democracy: decisions are usually based upon the will of the majority, but to counteract a potential "**tyranny of the majority,**" citizens who feel their rights are being infringed or are concerned about certain issues, have the right to bring it to the government's attention and push for a policy change, even when it is not in the general interests of the community. In doing this, however, the overall will of the people might be ignored or even threatened. How can this dilemma be resolved?

During the ratification of the Constitution, James Madison addressed this dilemma in *The Federalist Papers*. In "Federalist #10," he characterized a special interest group as a "faction" which he defined as "a number of citizens, whether amounting to a minority or majority of the whole, who are united and actuated by some common impulse of passion." He went on to say that this passion is often at odds with the general interests of the whole community, and if left unchecked could destroy the unity of the country. He then offered a solution to this, explaining that in a large republic with a wide variety of opinions, the mischief of faction would be diminished because other groups with opposing interests would prevent any group from gaining too much power. This idea of **pluralism**, in which political power is distributed and shared by various groups of people, promotes competition among groups and prevents any one group from gaining too much power. In turn, this would actually strengthen democracy because these various groups would place a check on governmental power and at the same time promote ideas that would benefit society, even though society might not recognize this at first.

Even though many Americans have adverse feelings about special interest groups, they're protected by the First Amendment and are actually good for a democracy as long as their influence is kept in balance by other interest groups. Special interest groups provide a way for Americans to participate in the political process. They speak out on issues important to their supporters, and potentially to other members of society. They provide specialized information to members of Congress, and they monitor government actions. In the process, they keep people informed about their government and play a critical role in the democratic process.

Name: _____ Date: _____

Graphic Organizer: Special Interest Groups

1. Explain the reasons why many Americans join organizations.

A.
B.
C.
Define "special interest group":

2. List five examples of special interest groups.

A.
B.
C.
D.
E.

3. Special interest groups are often nonprofit organizations. Describe the organizational structure of a typical nonprofit organization.

Organizational Structure of a Nonprofit Organization	
Level	Responsibilities
Board of directors	
Director	
Staff	

4. List the four tactics special interest groups use to influence government policy. How are each of these activities conducted?

Tactics to influence government	Actions taken

5. List the advantages and disadvantages of special interest groups in the political process.

Advantages	Disadvantages

6. In the left boxes, describe the rights of special interest groups and the rights of the majority in a democracy. In the right box, explain the dilemma created by special interest groups.

Rights of special interest groups:	Dilemma created:
Rights of the majority:	

7. In "Federalist #10," James Madison described the dilemma imposed by factions (which were the equivalent of special interest groups) and a remedy for reducing their negative effects on democracy. Identify the remedy he saw to reduce the influence of factions and how this would function.

_____

_____

_____

_____

Examples of Special interest Groups

American Society for the Prevention of Cruelty to Animals

- **Address:** 424 E. 92nd St, New York, NY 10128-6804
- **Phone:** (212) 876-7700; **Fax:** 212-410-7658
- **Email for legislation and lobbying:** lobby@aspca.org
- **Web site:** http://www.aspca.org
- **Mission statement:** The ASPCA's mission, as stated by Henry Bergh in 1866, is "to provide effective means for the prevention of cruelty to animals throughout the United States." The ASPCA works to rescue animals from abuse, pass humane laws, and share resources with shelters nationwide.
- **Ways to support:** Adopt an animal; make a donation; help animals in your community; volunteer at a local shelter; patronize their sponsors; become an ASPCA Ambassador

Children Now

- **Address:** 1212 Broadway, 5th Floor, Oakland, CA 94612
- **Phone:** 510-763-2444; **Fax:** 510-763-1974
- **Email:** children@childrennow.org
- **Web site:** http://www.childrennow.org
- **Mission statement:** Children Now's mission is to find common ground among influential leaders, interest groups, and policymakers, who together can develop and drive socially innovative, "win-win" approaches to helping all children achieve their full potential.
- **Ways to support:** Tell legislators not to cut funding for kids; Join the Children's Movement; donate to Children Now

FreedomWorks

- **Address:** 1775 Pennsylvania Ave NW, 11th Floor, Washington, DC 20006-5805
- **Phone:** 202-783-3870; **Toll-free:** 888-564-6273; **Fax:** 202-942-7649
- **Email:** http://www.freedomworks.org/contact
- **Website:** http://www.freedomworks.org
- **Mission statement:** FreedomWorks fights for lower taxes, less government, and more economic freedom for all Americans.
- **Ways to support:** Contact your Representative and Senator; become a member

American-Arab Anti-Discrimination Committee

- **Address:** 4201 Connecticut Ave NW, Washington, DC 20008
- **Phone:** 202-244-2990**,Fax:** 202-244-3196
- **Email:** adc@adc.org
- **Website:** http://www.adc.org
- **Mission statement:** The American-Arab Anti-Discrimination Committee (ADC) is a civil rights organization committed to defending the rights of people of Arab descent and promoting their rich cultural heritage.
- **Ways to support:** Donate, contact your elected officials, contact your local chapter

Developing Your Interest Group Portfolio

Directions: Begin developing your interest group portfolio by completing the tasks below. Use the suggested research materials at the bottom of the handout. Consider dividing some of the tasks up among your group members.

Research and policy proposals (crafting the right message)

- Research various interest groups doing similar work to what you propose and gather evidence from their research that supports your cause.
- Research any existing legislation that either supports or opposes your cause. Determine if new legislation needs to be developed to support or continue supporting your cause, or to repeal previous legislation that opposes your cause. Document evidence of this legislation.
- Write a briefing paper that expresses your message by addressing the following questions: What is the problem your group wants to address? Why is it a problem? What needs to be done to address the problem? Support all points with evidence.
- To gather interest in your cause, develop a brief message (one paragraph) to prospective supporters on why joining your cause is in their interest.

Political support (supporting or opposing government officials)

- Research your government representatives' position on the issue. Select the representative most likely to be interested in your cause.
    - School issue: check the position of the superintendent and/or the school board. You might also research community sentiment or conduct a survey.
    - City or county issue: check the position of the mayor, city council, or county commissioners.
    - State issue: check the position of your state legislator and governor.
    - National issue: check with your state's members of Congress (House and Senate) and the president.
- Determine if the position held by the government officials is in line with yours. If so, then find ways you can support them in either the next election or the next time he or she is evaluated on their job performance. Create a plan on what your group will do to support keeping this official in office.
- If the representative does not share your view on the issue, find out what their views are and write a counterargument to their position. Create a plan for contacting them to express your views either by a letter, email, or office visit.
- Develop short letters or email messages that highlight the main points of your briefing paper. Make sure you emphasize what you want government officials to do (i.e., create new legislation, support existing legislation, or oppose legislation that goes against your cause). Tell them what you are willing to do for them if they support your cause.

Lobbying (influencing the legislative process)

- Create a slogan that describes the central focus and intent of your group.
- Write a suggestion to Congress, your state legislature, city council, or school board describing a policy or law you'd like to be adopted to further your cause.
- Develop a plan describing the actions you will take (letter writing, phone calling, email, Web site/blog) to contact government officials to inform them of your organization, the organization's goals, and ways your support can benefit them.

Grassroots mobilization (influencing the public)

- Create one or more of the following: pamphlets, PSAs (public service announcements), editorials, Web sites, blogs, slide presentations or other means to promote your cause.
    - Each of these items should have the following:
        1. Organization's official name, address, contact info (phone, email)
        2. Web site address
        3. Mission statement
        4. Your message: describe the issue you are addressing, why you believe it's a problem, and what needs to be done to address it.
        5. Describe how people can support your cause (support financially, personally contact legislators, write letters to the editor, attend rallies, etc.)
    - Make sure all published materials are attractive and eye-catching (use legible fonts, attractive colors, and adequate spacing)
    - Put information in bullet points whenever possible; short messages are easier to read.
    - Use proper grammar, spelling, and writing mechanics.
- Create signs and bumper stickers for public gatherings.
- Describe the actions will you take (letter writing, phone calling, email, Web site/blog) to make other people aware of your organization, the organization's goals, and ways to recruit either their participation or financial support.

Resources

Legislation sites (to find previous or current legislation related to your cause)

- Congress.org http://www.congress.org/
- CongressLink http://www.congresslink.org/
- GovTrack.us http://www.govtrack.us/
- Open Congress http://www.opencongress.org/
- Thomas (Library of Congress) http://thomas.loc.gov/

Policymakers' sites

- Contacting the Congress
  http://www.contactingthecongress.org/
- List of U.S. Representatives by State
  http://www.senate.gov/general/contact_information/senators_cfm.cfm
- List of U.S. Senators by State:
  http://www.house.gov/house/MemberWWW_by_State.shtml

Fact-checking sources:

- PolitiFact http://www.politifact.com
- FactCheck.org http://www.politifact.com
- Open Secrets.org http://www.opensecrets.org/index.php

The Media's Influence on Public Opinion

Activator 6

Unit Description

In this unit, students gain an understanding of the influence of the news media on public opinion. They will learn about the various methods the media use to sway people's opinion and how these methods employ a bias in reporting the news. Students will explore a current issue and analyze the ways in which a variety of news media sources use bias methods to influence the public.

Before You Begin

Read through the lesson plan and familiarize yourself with the teaching sequence and materials. Consider your students' abilities and needs, your available class time, and your curriculum requirements in selecting the activities available.

Make Copies

Following is a list of masters you may need to reproduce, depending on the activities you have chosen. Keep in mind that the activities may dictate the number of copies you will need.

- **Historical Background Essay**—*one for each student*
- **Background Essay Graphic Organizer**—*one for each student*
- **Identifying Media Bias**—*one for each student*
- **Analyzing News Media Bias**—*one for each student*
- **Analyzing News Media Bias Graphic Organizer**—*one for each student*

Word Bank

*(words and terms appear in the **Background Essay**)*

- Age of Broadcast News
- Alien and Sedition Acts
- bias
- blogosphere
- censoring
- decentralized
- Enlightenment
- fireside chats
- Fourth Estate
- malfeasance
- maligned
- muckrakers
- Progressive Era
- public opinion
- Sedition Act
- seditious libel
- strident

Introduce the Unit

Introduce the activity by reviewing with students the First Amendment right of a free press. The Framers of the Constitution saw the value in preserving a free press from their colonial experience and during the Revolutionary War, but a free press, like all the other rights granted in the Bill of Rights, comes with responsibilities. The news media have always had a great influence on the American public. Most of the time, this influence comes honestly, with comprehensive reporting of the facts, but the news media sometimes display a bias toward the issues that influence the public in a way that puts citizens at a disadvantage. The public can counter this influence by understanding how bias works and holding the media accountable to reporting the news in an evenhanded and fair way.

Daily Directions

Prepare the Activity

Make copies of all the necessary handouts according to the list mentioned earlier.

Day 1: Provide Historical Context

Teaching tip
This can be done as homework or as an in-class activity.

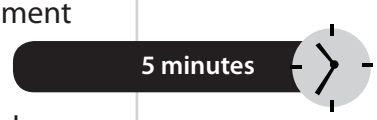
Use the **Background Essay**, **Graphic Organizer**, and **Word Bank** to provide students with historical context for the activity. This can be done as homework or as an in-class activity. After students have read the essay and completed the graphic organizer, discuss what they have learned, emphasizing the main points. The graphic organizer can help you check for understanding and be used for assessment as well. Students can refer to their completed graphic organizer during the main activity.

Day 2: Activity Instructions—identifying and analyzing media bias

Whole Class

1. Review with students the main points from the background essay on media bias. Emphasize the idea that people with different outlooks can see the same topic in different ways. This is the essence of a democracy, but it is also equally important that the public understand media bias to hold the media accountable.

2. Distribute the "Identifying Media Bias" handout to all students and review the background. You can have students review this document on their own or divide them into small groups and assign one of the bias methods to each group to review. After five minutes, have each group pick a spokesperson to explain the bias method.



3. Next, work with students to brainstorm a list of controversial issues that are currently in the news. Write these up on the board. Make sure the list is specific, identifying current political controversies. You might want to help students narrow the focus of some of these as they might be too broad for short-term research. Some issues may be found in the general topics below.

    - Views of political candidates on the issues
    - Issues surrounding First Amendment rights (establishment or free exercise of religion, free speech, free association)
    - Issues surrounding other Bill of Rights issues (right to bear arms, search and seizure, due process, equal protection, cruel and unusual punishment)
    - Economic issues (national debt, Medicare, Social Security, taxes, balanced budget, defense spending, tax cuts, corporate bailouts, redistributing wealth)

- Government regulation (environmental, the financial sector, resource exploration, public employees)
- Social issues (healthcare reform, immigration reform, education reform, abortion, gay marriage)


Small group

4. After creating the list of issues, divide the class into groups of 4–5 students and assign each group (or have them select) one of the topics to investigate the influence of media bias.

5. Distribute the student handout packet "Analyzing News Media Bias" to each group with several copies of the graphic organizer in each packet. Review the overview and directions with the class.

6. Provide time for them to research and develop their presentations.

Day 3: Activity Instructions

Have students continue developing their media bias presentations.


Whole Class
or

Small group

Day 4: Debrief

These debriefing activities are written to provide a basic and/or extended examination of the role and operation of special interest groups. You can also choose to have your students form and operate a special interest group as a class or in individual groups.

Assessment

Depending on your time frame and the ability of your students, you can conduct one of the following two assessment options:

Option A

1. Discuss the following questions:
   - How did the printing press expand learning during the Enlightenment and make the government more accountable to the people?
   - What is "seditious libel"? How did the Zenger case help preserve a free press?
   - What or who were "muckrakers"? How did they expose problems in late 19th- and early 20th-century America? What were some of the results of their efforts?
   - Identify how several politicians in the first half of the 20th century used the new media of radio and film to influence the public. Why do you think these methods were so effective at the time?
   - How did television, more than any other form of news media before it (newspapers, radio, or newsreels), have an impact on public opinion?

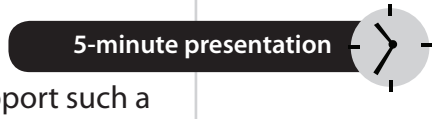
2. Next, have each group present their media bias analysis in a five-minute presentation. Have other members of the class rate the presentation and indicate whether they'd support such a group according to the following criteria, on a scale of 1–5 (with 5 being "most likely"):

   - The group's message was well stated and explained.
   - The group's identification of the bias methods was extensive and well documented with examples.
   - The group's summary of the different impressions presented by news reports was well supported.
   - The group addressed the two questions of whether the news reports projected an ideological slant and evaluated the effectiveness of the news reports in conveying a particular ideological slant.

Option B

1. Discuss the following questions:
   - How did the printing press expand learning during the Enlightenment and make the government more accountable to the people?
   - What is seditious libel? How did the Zenger case help preserve a free press?
   - What or who were "muckrakers"? How did they expose problems in late 19th- and early 20th-century America? What were some of the results of their efforts?
   - Identify how several politicians in the first half of the 20th century used the new media of radio and film to influence the public. Why do you think these methods were so effective at the time?
   - How did television, more than any other form of news media before it (newspapers, radio, or newsreels), have an impact on public opinion?

2. Next, have each group present their media bias analysis in a five-minute presentation. Have other members of the class rate the presentation and indicate whether they'd support such a group according to the following criteria, on a scale of 1–5 (with 5 being "most likely"):



   - The group's message was well stated and explained.
   - The group's identification of the bias methods was extensive and well documented with examples.
   - The group's summary of the different impressions presented by news reports was well supported.
   - The group addressed the two questions of whether the news reports projected an ideological slant and evaluated the effectiveness of the news reports in conveying a particular ideological slant.

Have students construct their own news reports on a current issue. This can be done in print form, an audio and/or video newscast, or as an Internet blog. Have students construct one report employing at least three bias methods studied in this unit, then have them construct a straight news story on the same issue containing both sides' opinions on the issue but in an evenhanded and fair way.

Resources

News media analysis

- News Bias Explored (http://www.umich.edu/~newsbias/index.html)

Media watchdog groups

- FairPress.org (http://www.fairpress.org/)
- Media Matters for America (http://mediamatters.org/)
- Newswatch.org (http://www.newswatch.org/)

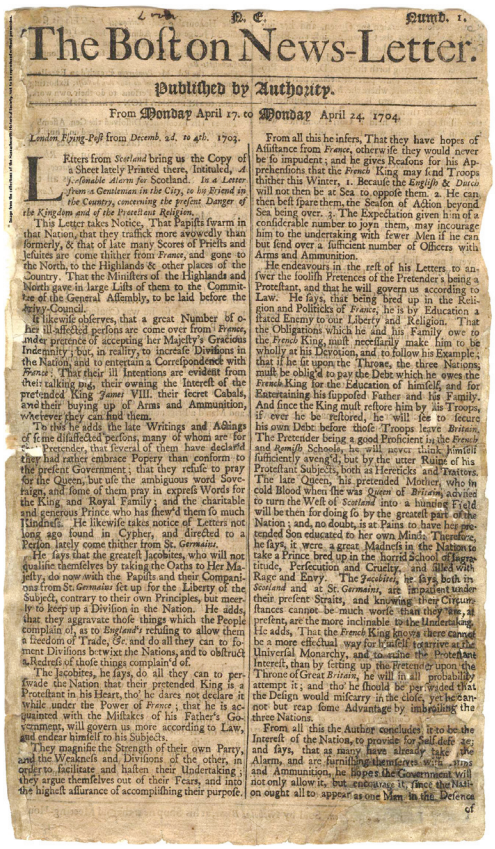
Fact-checking sites

- FactCheck.org (http://factcheck.org/)
- OpenSecrets.org (http://www.opensecrets.org/index.php)
- PolitiFact.com (http://www.politifact.com/)
- Snopes.com (http://snopes.com/)

The Media's Influence on Public Opinion:

Historical Background Essay

As long as the media have existed, people have been influenced by it. For centuries, governments have understood this, using the media to sway **public opinion** for support and **censoring** the media when it disagrees with its policies. With the emergence of the printing press in the 1440s, controlling the media became more of a challenge. The printing press fueled the **Enlightenment** and brought about an explosion of ideas, discoveries, and intellectual development. As people began to understand the value of the printing press, the concept of a "free press" emerged, which in theory would allow ideas to be disseminated without being censored. Although many governments and organized religion resisted a free press in Europe, the idea took root in the North American colonies—but not without some difficulties.



N. E. Numb. 1.

The Boston News-Letter.

Published by Authority.

From Monday April 17. to Monday April 24. 1704.

London Flying-Post from *Decemb. 22. to 24th.* 1703.

Letters from *Scotland* bring us the Copy of a Sheet lately Printed there, Intituled, *A Seasonable Alarm for* Scotland. *In a Letter from a Gentleman in the City, to his Friend in the Country, concerning the present Danger of the Kingdom and of the Protestant Religion.*

This Letter takes Notice, That Papists swarm in that Nation, that they traffick more avowedly than formerly, & that of late many Scores of Priests and Jesuits are come thither from *France*, and gone to the North, to the Highlands & other places of the Country. That the Ministers of the Highlands and North gave in large Lists of them to the Committee of the General Assembly, to be laid before the Privy-Council.

It likewise observes, that a great Number of other ill-affected persons are come over from *France*, under pretence of accepting her Majesty's Gracious Indemnity; but, in reality, to increase Divisions in the Nation, and to entertain a Correspondence with *France*: That their ill Intentions are evident from their talking big, their owning the Interest of the pretended King *James* VII. their secret Cabals, and their buying up of Arms and Ammunition, wherever they can find them.

To this he adds the late Writings and Actings of the disaffected Persons, many of whom are for the Pretender, that several of them have declared they had rather embrace Popery than conform to the present Government; that they refuse to pray for the Queen, but use the ambiguous word Sovereign, and some of them pray in express Words for the King and Royal Family; and the charitable and generous Prince who has shew'd them so much Kindness. He likewise takes notice of Letters not long ago found in Cypher, and directed to a Person lately come thither from St. *Germains*.

He says that the greatest Jacobites, who will not qualifie themselves by taking the Oaths to Her Majesty, do now with the Papists and their Companions from St. *Germains* set up for the Liberty of the Subject, contrary to their own Principles, but meerly to keep up a Division in the Nation. He adds, that they aggravate those things which the People complain of, as to *England's* refusing to allow them a freedom of Trade, &c. and do all they can to foment Divisions betwixt the Nations, and to obstruct & Redress of those things complain'd of.

The Jacobites, he says, do all they can to perswade the Nation that their pretended King is a Protestant in his Heart, tho' he dares not declare it while under the Power of *France*; that he is acquainted with the Mistakes of his Father's Government, will govern us more according to Law, and endear himself to his Subjects.

They magnifie the Strength of their own Party, and the Weakness and Divisions of the other, in order to facilitate and hasten their Undertaking; they argue themselves out of their Fears, and into the highest assurance of accomplishing their purpose. From all this he infers, That they have hopes of Assistance from *France*, otherwise they would never be so impudent; and he gives Reasons for his Apprehensions that the *French* King may send Troops thither this Winter, 1. Because the *English* & *Dutch* will not then be at Sea to oppose them. 2. He can then best spare them, the Season of Action beyond Sea being over. 3. The Expectation given him of a considerable number to joyn them, may incourage him to the undertaking with fewer Men if he can but send over a sufficient number of Officers with Arms and Ammunition.

He endeavours in the rest of his Letters to answer the foolish Pretences of the Pretender's being a Protestant, and that he will govern us according to Law. He says, that being bred up in the Religion and Politicks of *France*, he is by Education a stated Enemy to our Liberty and Religion. That the Obligations which he and his Family owe to the *French* King, must necessarily make him to be wholly at his Devotion, and to follow his Example; that if he sit upon the Throne, the three Nations must be oblig'd to pay the Debt which he owes the *French* King for the Education of himself, and for Entertaining his supposed Father and his Family. And since the King must restore him by his Troops, if ever he be restored, he will see to secure his own Debt before those Troops leave *Britain*. The Pretender being a good Proficient in the *Jesuit* and *Romish* Schools, he will never think himself sufficiently aveng'd, but by the utter Ruine of his Protestant Subjects, both as Hereticks and Traitors. The late Queen, his pretended Mother, who in cold Blood when she was Queen of *Britain*, advised to turn the West of *Scotland* into a hunting Field, will be then for doing so by the greatest part of the Nation; and, no doubt, is at Pains to have her pretended Son educated to her own Minde. Therefore, he says, it were a great Madness in the Nation to take a Prince bred up in the horrid School of Ingratitude, Persecution and Cruelty, and filled with Rage and Envy. The *Jacobites*, he says, both in *Scotland* and at St. *Germains*, are impatient under their present Straits, and knowing their Circumstances cannot be much worse than they are at present, are the more inclinable to the Undertaking. He adds, That the *French* King knows there cannot be a more effectual way for himself to arrive at the Universal Monarchy, and to ruine the Protestant Interest, than by setting up the Pretender upon the Throne of Great *Britain*, he will in all probability attempt it; and tho' he should be perswaded that the Design would miscarry in the close, yet he cannot but reap some Advantage by imbroiling the three Nations.

From all this the Author concludes it to be the Interest of the Nation, to provide for Self-defence; and says, that as many have already taken the Alarm, and are furnishing themselves with Arms and Ammunition, he hopes the Government will not only allow it, but encourage it, since the Nation ought all to appear as one Man in the Defence of

The first known print publication in North America was the *Publick Occurrences Both Forreign and Domestick,* published in 1690 in Boston, Massachusetts. The colonial government stopped it after only one edition because of its negative tone toward British rule and a scandalous story about the French king. The first regularly published colonial newspaper was the *Boston News-Letter,* established in 1704. This paper was careful not to publish articles that might offend the British governor or the Crown and stayed in publication until the Revolutionary War.

Prior to the American Revolution, the press and the colonial government sparred with each other over how much news was "fit to print." In 1735, publisher John Peter Zenger was charged with **seditious libel** when he printed a series of anonymously written articles in his paper the *New-York Weekly Journal* critical of the royal governor William Cosby, whom the paper said had committed acts of bribery and election manipulation. Zenger was threatened with the death penalty, but refused to reveal the author. At his trial, Zenger's lawyer, Andrew Hamilton, argued that the publication couldn't be libelous because the accusations were based on fact, which Zenger could prove. The jury ruled in favor of Zenger over the objections of the judges. This was a giant step in unshackling the press from government control.

Between 1750 and 1775, the number of colonial newspapers grew, and gradually these papers became instrumental in shaping public opinion of the deteriorating relationship between the colonies and the Crown. During the escalating crisis, colonial newspapers printed articles and images reflecting the growing opposition, including Paul Revere's woodcut of the Boston Massacre and essays by Thomas Paine. A few papers like *The New York*

Gazetteer tried to stay objective by publishing articles from both Tory and Patriot points of view, but by the time the Declaration of Independence was signed, most colonial papers had come out strongly for independence.

After the Constitution was ratified, the new nation's press mirrored the growing sentiment of the emerging political parties, the Federalists and the Democratic-Republicans. Leading political figures were often the targets of aggressive editors and writers. John Adams was **maligned** as a "repulsive pedant, a gross hypocrite and an unprincipled oppressor" while Thomas Jefferson was caricatured as a drunk. Officials in both political parties feared the influence such writers would have and often filed libel charges (their only legal defense at the time) to stop them. In 1798, the Federalist Party, which controlled Congress and the executive branch, passed the **Alien and Sedition Acts**, one of which, the **Sedition Act**, made it a crime to publish "false, scandalous, and malicious writing" against the government or its officials. Several newspaper publishers went to jail under this law before it expired in 1801.

The Revolution.

PRINCIPLE, NOT POLICY: JUSTICE, NOT FAVORS.

VOL. I.—NO. 1. NEW YORK, WEDNESDAY, JANUARY 8, 1868. $2.00 A YEAR.

The Revolution;

THE ORGAN OF THE

NATIONAL PARTY OF NEW AMERICA.

PRINCIPLE, NOT POLICY—INDIVIDUAL RIGHTS AND RESPONSIBILITIES.

THE REVOLUTION WILL ADVOCATE:

1. In Politics—Educated Suffrage, Irrespective of Sex or Color; Equal Pay to Women for Equal Work; Eight Hours Labor; Abolition of Standing Armies and Peri; Despotism. Down with Politician—Up with the People!

KANSAS.

The question of the enfranchisement of woman has already passed the court of moral discussion, and is now fairly ushered into the arena of politics, where it must remain a fixed element of debate, until party necessity shall compel its success.

With 9,000 votes in Kansas, one-third the entire vote, every politician must see that the friends of "woman's suffrage" hold the balance of power in that State to-day. And these 9,000 votes represent a principle deep in the hearts of the people, for this triumph was secured without money, without a press, without a party. With these instrumentalities now fast coming to us on all sides, the victory in Kansas is but the herald of greater victories in every State of the Union. Kansas already leads the world in her legislation for woman on questions of property, education, wages, marriage and divorce. Her best universities are open once outside as well as inside the State, all combined might have made our vote comparatively a small one, had not George Francis Train gone into the State two weeks before the election and galvanized the Democrats into their duty, thus securing 9,000 votes for woman's suffrage. Some claim that we are indebted to the Republicans for this vote; but the fact that the most radical republican district, Douglass County, gave the largest vote against woman's suffrage, while Leavenworth, the Democratic district, gave the largest vote for it, fully settles that question.

In saying that Mr. Train helped to swell our vote takes nothing from the credit due all those who labored faithfully for months in that State. All praise to Olympia Brown, Lucy Stone, Susan B. Anthony, Henry B. Blackwell, and Judge Wood, who welcomed, for an idea, the hardships of travelling in a new State, fording streams, scaling rocky bluffs, sleeping on the ground and eating hard tack, with the fatigue of constant speaking, in school-houses, barns.

Through much of the 19th century, American newspapers reflected local community political sentiment. By the 1830s, as sentiment toward slavery and civil rights for women became more polarized, local and regional papers began to reflect the more **strident** positions and shape the opinions of the people. However, some people felt that mainstream publications were not responsive enough and more specialized publications emerged, such as William Lloyd Garrison's *The Liberator* (1831) and Frederick Douglass's *North Star* (1847), both of which advocated abolition. In 1868, Elizabeth Cady Stanton co-founded *The Revolution*, a women's rights journal.

After the Civil War, the press again reflected and shaped public sentiment, this time on the social, political, and economic changes going on in the country. During the latter part of the 19th century and into the **Progressive Era**, crusading journalists such as Ida Tarbell and Upton Sinclair became known as "**muckrakers**" for exposing abuse by government officials and corporations. Thomas Nast's cartoons satirized the political establishment and targeted corrupt officials with stinging depictions of their **malfeasance**. The articles informed the public of problems and, in turn, the public put pressure on government officials to make changes. Among the many reforms that resulted were the Pure Food and Drug Act of 1906 and changes in labor laws.

Between 1914 and 1916, the news media generally reflected the sentiment of President Woodrow Wilson that the "Great War" was Europe's problem and not the U.S.'s. However, after a series of tragic events, including the sinking of the *Lusitania*, President Wilson asked for a declaration of war, and the press fell in line as the country marched into war. After the war, as suspicion grew about the communist Bolshevik influence and its potential threat to the U.S., newspapers joined the fray. Fanning the public's feelings of unease and discontent after the war (partly brought on by racial tension and an economic recession), major publications across the country warned of an anarchist takeover. Their methods were more subtle than in the past. Instead of relying only on the editorial page to present opinion, newspapers like *The New York Times* used screaming headlines and story placement (printing key stories on the front page) to produce a heightened sense of impending disaster in the minds of the public.

By the turn of the 20th century, the influence of the media had extended beyond print to radio and movie newsreels. Presidents Wilson and Coolidge made use of newsreels and the radio, respectively, during their election campaigns. By the 1930s, President Franklin Roosevelt used the power of radio as a tool for policy change, increasing the role of government in the nation's economy. During the darkest days of the Great Depression, Roosevelt conducted a series of "**fireside chats**" on the radio. With a plainspoken manner and a confident delivery, Roosevelt was able to sway the American public toward the New Deal legislation he proposed to address problems in the economy.

In the 1950s and 1960s, television became the more dominant force in influencing the public in what became known as the **Age of Broadcast News**. A heightened sense of **civic duty** emerged on the part of journalists who felt the need to mediate between political leaders and the public. All facets of the news media covered the turmoil the U.S. was experiencing after World War II—the civil rights movement and the Vietnam War in particular. Television was particularly effective in bringing graphic images of police attacking peaceful demonstrators with dogs and firehoses, or of the horrors of jungle warfare.

Through this period, the news media enjoyed a heightened status and prestige because of its ability to influence public opinion. While the media had always served this function, its important role in preserving democracy became solidified in the second half of the 20th century. During this time, the idea of the media operating as a virtual fourth branch of government, or the "**Fourth Estate**," emerged. Though they carry no governing power, the news media, for the most part, are free from government control and can inform the public about important issues, allowing them to act when necessary. They do this by serving as a vehicle for open expression of ideas. They bridge communication between citizens and government in local, state, and national issues. The news media inform people of new ideas, contributing to intellectual growth. They help bring about peaceful change, serving as a pressure valve to release people's tension and informing government of how well their actions are being received. All this has been further enhanced with the emergence of cable and satellite television and the Internet.

During the last decades of the 20th century and into the 21st, the sources of news media **decentralized** into cable news, specialized channels, independent newspapers, talk radio, and Internet blogs (the latter comprising the "**blogosphere**"). With this, the media's influence has become more acute and specialized. The news media have always projected a **bias** (a purposeful distortion of the facts) in its reporting of the issues. Sometimes this bias reflects public opinion, and sometimes it reflects the opinions of publishers, editors, and writers. More recently, accusations of media bias have been used by some to discount the credibility of news outlets that hold different views than those of its critics. To some degree, these accusations have merit, as the media have honed their methods of influence, sometimes unwittingly and other times purposely. What keeps all this in check is the public's ability to understand these methods and critically analyze the issues. Active public engagement with the media, providing constant feedback on how well they are doing their job, will strengthen the power and effectiveness of the media to be fair, accurate, and honest.

Name: _____ Date: _____

Graphic Organizer: The Media's Influence on Public Opinion

1. How did the printing press expand learning during the Enlightenment?

_____

_____

2. How did the printing press make it more difficult for governments to control the flow of information and news?

_____

_____

3. a. Why was publisher John Peter Zenger found not guilty of libel in 1735?	
b. Why was this case important to maintaining a free press?	

4. Describe how the United States government tried to counter the influence of the press in 1798.

_____

_____

5. What are some examples of people in the early 19th century who started their own newspapers? Why do you think such publications were started?

Examples	Reasons

6. Describe why "muckraking" came about and the effects it had on government reform.

Cause	Effect
Define "muckrakers":	What were the results of their efforts?
Explain what they did:	

7. How did newspapers like *The New York Times* influence the public about threats to the U.S. after World War I?

_____

_____

_____

8. Explain how President Franklin Roosevelt used the media to promote policy changes during the Great Depression.

_____

_____

_____

9. a. Describe the impact of television in bringing the reality of current events to the American public after World War II.	
b. Why do you think television was particularly effective in doing this?	

10. a. Explain how the media emerged as a counterbalance to government during the second half of the 20th century.	
b. What four contributions to democracy do the media provide?	

11. a. What is bias?	
b. In your view, how can the media show bias?	
c. What remedy does the public have to reduce the effects of bias and make the media more accountable?	

Identifying Media Bias

Background: In the closing decades of the 20th century and into the 21st, news media went through substantive changes as to how information was constructed and delivered to the public. Traditional news outlets such as newspapers, radio, and television had always contained segments in which personal views were expressed, but these were identified as "opinion pieces" and were only a small part of the news presentation. With the advent of 24-hour cable-news programming and (later) Internet news, groups, organizations, and individuals began delivering the news laced with strong ideological opinions intended to increase political groups' base of support.

A balanced news report presents the best arguments or positions of both sides of an issue. If balanced, the news report will summarize both perspectives without prejudice and allow news consumers to make up their own mind. However, bias isn't always easy to detect. Most news organizations claim to be fair and balanced, but a close observation into the phrasing of statements, positioning of images, or selection of sources can provide a clear indication of their bias.

Directions: Review this guide of bias methods to help you understand how bias can be present in news reports. You can then use it as a guide to help you identify bias in the news reports you review.

- ***Bias by commission*** is when assumptions that tend to support one side are reported as fact and the opposite perspectives receive less detail or no coverage. When this happens, the news consumer gets a skewed or biased perspective on the issue. Questions to ask when looking for commission bias in news stories include:
  - Are the different points of view given equal coverage or mentioned in equal amounts?
  - Does one view point have more supporting evidence or endorsement than another?
- ***Bias by omission*** is when a news report ignores or provides incomplete facts that tend to disprove the favored side or support the opposite side. When this happens the news consumer gets a skewed or biased perspective on the issue. Questions to ask when looking for omissions in news stories:
  - Did the news story omit important information?
  - Are both sides of the issue equally or nearly equally represented?
  - Were multiple sources used to compile this information?
- ***Bias by story selection*** can occur over a period of time or in the coverage of a particular event. A pattern emerges where the news publication presents stories that coincide with a particular viewpoint and omits others that don't. Questions to ask include:
  - Is there a balance of news stories covering the various viewpoints?
  - Is there evidence in the news stories that supports various viewpoints presented in an equal or nearly equal number?
  - Does there seem to be more favorable coverage on one particular person or point of view than another?

- ***Bias by placement*** involves where a story is placed within a news program or newspaper. Stories that appear at the beginning of the program or on the front page have more prominence than those placed elsewhere. Likewise, the placement of supporting facts within a story can indicate a bias, though this occurs more in print than broadcast media. Editors know that most people don't read the entire article; instead they read the headlines and maybe the first paragraph or two of the article. Print articles are usually written in a "pyramid" style, with the most important facts appearing early in the story and less important with each subsequent paragraph. If a publication has a particular bias, it will place information it favors in the early part of the article and less favorable information towards the end or not at all. Questions to ask include:
  - Where does the news program or publication place its political stories?
  - Is there an imbalance of stories that make one side look better than another side?
  - Are reports favorable to one group placed earlier than ones favorable to the other?
  - Are stories that make one side look good paired with stories that make the other side look bad?
- **Bias by selection of sources** can take place when sources are chosen that support one view over another. Experts in news stories are sometimes like expert witnesses at trials—they can be affiliated with a particular political perspective. Another way is to refer to "unnamed sources" with statements like "experts believe," "observers say," or "most people think" without any reference to who the experts were or what survey was taken to claim what most people think. Questions to ask include:
  - Is the source of the information identified by name and organization affiliation?
  - Is the affiliated group a neutral party or does it hold certain political beliefs?
  - Are there an equal or nearly equal number of sources for both sides identified in the story?
  - If survey figures are cited, was the survey conducted by a neutral organization?
- **Bias by spin** occurs when a news report presents a favored interpretation of an event or issue while presenting few or no alternative interpretations. This occurs when political party spokespersons talk with reporters. Dubbed "spin doctors," they present their interpretation of an event or issue as if it were everyone's. A news report can spin a story with a certain tone of voice (sarcasm works well) by making subjective comments or by characterizing the other side as inferior, evil, or wrong. Questions to ask include:
  - Does the interpretation of an event or issue align with the straight news stories?
  - Is only one interpretation being presented?
  - If two interpretations are presented, is the length and detail of the one equal to the other?
- **Bias by labeling** usually comes in two forms. The first identifies an individual or group with an extreme label while not identifying others with similar extreme labels or with milder labels. Using terms like "ultra-conservative," "right-wing extremist," "bleeding heart liberal," "Nazi," or "Marxist" are some examples of labeling. People can be conservative or liberal or moderate, but purposefully using terms that peg people or organizations in the extreme characterize them as out of step with the norm or, at worst, dangerous.

The second form occurs when one group is characterized with an ideological label like "liberal" or "conservative" while the more favored individual or group is identified with a neutral description such as "civil rights group" or "independent consumer group." The impression given is that the less favored group is more biased and their opinion is less reliable than someone who is identified as an impartial expert.

It's important to remember that not all labeling is biased or incorrect. Identifying someone as a liberal or conservative is accurate if that is the ideology the person holds. However, this type of identification should be applied equally to all parties involved.

Questions to ask include:

- What types of labels are used to describe an individual or organization?
- Do these labels make the individual sound extreme?
- Is one person or group being labeled more favorably than the other?

- ***Bias by recommendation or condemnation***. Most news stories explain a sequence of events or situations. However, if a story interjects an endorsement of a particular policy or position, or rejects another without attributing this to another group or organization, that is bias by recommendation or condemnation. The news story turns from straight news reporting to editorializing. Statements such as "tax-cutting advocate or crusading environmentalist" are examples of bias by recommendation. Phrases such as "taxpayer-funded abortions," or "failed government policies," are examples of bias by condemnation. Questions to ask include:

  - Does the news story use words or terms that endorse or promote any particular position?
  - Does the news story use words or terms that reject or criticize any particular position?
  - Does the recommendation/condemnation come from the writer speaking for them, or does the recommendation/condemnation come from a credible source mentioned in the news story?

Analyzing News Media Bias

Overview: In this activity, you will analyze different media sources' coverage of a controversial issue and decide whether they present bias regarding that issue. Viewing these examples provides good opportunities for discussion of the news Americans are consuming, digesting, and basing decisions on about the future of the country. You should consider dividing research and presentation tasks among different members of your group.

Directions

1. After you have selected (or have been assigned) the topic you want to examine, research the topic from several different news sources—cable news (on television and Web sites), talk radio, newspapers, news magazines, and online sources, including blogs. In most cases you can review their "archives" sections to find recent reports on your topic. If you know or suspect some news sources have a bias, research examples from different perspectives or ideological viewpoints.
2. Analyze the news sources' reports on the topic using the graphic organizer. Use one organizer for each source.
3. When you've finished your research, meet with the other members of your group to share your findings.
4. Next, construct your presentation following the outline below:

- Summarize the basic facts of the issue, event, or circumstance.
- Identify how the different news sources you selected reported on the issue, event, or circumstance:
    - Identify each of the publications and authors you researched. List the titles of the articles or news reports, if available.
    - Identify any bias methods used by each of the news sources.
    - Explain how the bias methods were used by each news source and include examples from each to support your analysis.
    - Summarize how the news reports provided a different impression of the issue, event, or circumstance because of the bias methods employed.
    - Comment on two aspects of the news reporting on the issue, event, or circumstance:
        1. Explain whether the news reports were projecting a particular ideological slant on the issue, event, or circumstance
        2. Evaluate how effective the news reports were in conveying a particular ideological slant.

Name: _____ Date: _____

Analyzing News Media Bias: Graphic Organizer

Topic title: _____

_____

Title/overview of news report: _____

_____

_____

Author's name: _____

Publication's name: _____

Read the article for the basic facts and record in the chart below.

Details of the news report	
Who?	
What?	
When?	
Where?	
Why?	
How?	

Read the article again and identify any use of bias methods using the "Analyzing News Media Bias" handout. Use additional paper if necessary.

Is **bias by commission** evident in the article? (circle one) YES NO

Explanation: _____

_____

_____

_____

Is **bias by omission** evident in the article? (circle one) YES NO

Explanation: _____

_____

_____

_____

Is **bias by story selection** evident in the article? (circle one) YES NO

Explanation: _____

_____

_____

_____

Is **bias by placement** evident in the article? (circle one) YES NO

Explanation: _____

_____

_____

_____

Is **bias by selection of sources** evident in the article? (circle one) YES NO

Explanation: _____

_____

_____

_____

Is **bias by spin** evident in the article? (circle one) YES NO

Explanation: _____

_____

_____

_____

Is **bias by labeling** evident in the article? (circle one) YES NO

Explanation: _____

_____

_____

_____

Is **bias by recommendation/condemnation** evident in the article? (circle one) YES NO

Explanation: _____

_____

_____

_____

Graphic Organizer Answer Key

Answer Key

Citizenship in a Democracy

1. **Understanding of citizenship in 1789:** Anyone born in the U.S. was automatically a citizen.
   Understanding of citizenship after *Dred Scott* v. *Sandford*: An African American slave born in the U.S. was not a citizen; the Constitution's framers never intended to include slaves as citizens.
   Understanding of citizenship following ratification of 14th Amendment: All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the state wherein they reside.
   For African Americans: African American citizens were still discriminated against, and this discrimination was virtually sanctioned in the Supreme Court's *Plessy* v. *Ferguson* (1896) ruling of "separate but equal." This wasn't overturned until the 1954 case of *Brown* v. *Board of Education of Topeka*.
   For women: Women were considered citizens, but denied the right to vote until 1920, when the 19th Amendment was ratified.

2. Be at least 18 years old
   Be a lawful permanent resident
   Have lived in the country at least five years
   Can read, write, and speak English
   Possess basic knowledge of U.S. history and government

3. **Rights:** All the rights enumerated by the Bill of Rights' first ten amendments, from freedom of expression to freedom from cruel and unusual punishment, in addition to many other rights not designated in the Bill of Rights.
   Responsibilities: Obeying the law, paying taxes, serve on juries and appear in court when called upon. All males 18 and over must register for military service.

4. **Where did it come from?** It was drawn from ancient Greek and Roman civilizations.
   What is it? Civic virtue is when members of society set aside their personal interests to promote the common good.
   How is it practiced? Through local self-government and free association; addressing public issues and problems through local volunteer groups, church groups, or local efforts.

5. **19th century:** Temperance movements, the abolition of slavery, women's rights, public education for all citizens, and prison reform.
   20th century: Labor reform, civil rights, and protecting the environment.
   Methods of civic engagement include: staying informed on current events, discussing issues with friends and family, volunteering with a community group, and writing to public officials or the media to express your opinion.

6. Answers will vary.

7. **Activists:** People who get involved and take action on issues they care about. Activists believe they can make a difference, tend to be very persuasive, and make their voices heard.
   Explorers: People who want to know everything they can about issues, watch and read the news, and gather a lot of knowledge. They sometimes, but not always, take action.
   Spectators: People who get their news from others but do not usually keep up with current events or get involved in organizations that address issues.

Skeptics: People who distance themselves from political and social issues and do not believe they are relevant to them. They tend to criticize the system but do not take action or even vote on issues or candidates to address their concerns.

8. Answers will vary.

The Federal Bureaucracy

1. Article II of the U.S. Constitution establishes the executive departments, gives the president the power to appoint people to the various departments, and the authority to "faithfully execute" the laws.

2. Department of the Treasury, the Department of State, and the Department of War

3. Andrew Jackson rewarded his key supporters with government positions.

4. Federal employees were to be hired based on their knowledge, skills, and abilities, not on who they knew in government. Civil service employees were protected from indiscriminate dismissal through an objective evaluation process that focused on their job performance.

5. During the Great Depression, the nation was challenged by high unemployment and a weakened economy. President Franklin D. Roosevelt created dozens of "New Deal" agencies to address the needs of Americans. Roosevelt's New Deal programs increased the number of federal employees from 600,000 to over 1 million during the 1930s.

6. Department of Energy -----> Managing and regulating the country's energy resources
Department of Transportation ----> Facilitating travel within the country
Environmental Protection Agency ----> Protecting the environment
Medicare, Job Corps, Office of Economic Opportunity ----> Well-being of the people
Department of Defense ----> National Security

7. The Reagan administration proposed cutting spending on social programs, deregulating key industries, privatizing some government functions, and transferring responsibility for a number of federal programs to the states.

8. Reducing waste and inefficiency, overregulation, and unreasonable bureaucratic procedures. During Bill Clinton's presidency, the size of the federal workforce was reduced by 400,000. Internal policy rules were streamlined, and federal expenditures were reduced, bringing about a surplus in the federal budget by 2000.

9. Cabinet Departments—The individual bureaus within each department divide the work into specific areas. People who work in these agencies are highly skilled and educated. Each of the departments answers directly to the president and carries out the administration's agenda.
Regulatory agencies—Oversee various aspect of the economy. Examples are the Food and Drug Administration and the Interstate Commerce Commission. Regulatory agencies have far-reaching powers to make and enforce rules designed to protect the public interest.
Government corporations—Government owned or sponsored companies like the U.S. Postal Service, the Federal National Mortgage Association, the Corporation for Public Broadcasting, and the Federal Deposit Insurance Corporation (FDIC). They are structured and regulated by the U.S. government, but operate as private corporations.

Independent executive agencies—Operate independently of presidential control. These agencies have been established by laws passed by Congress and have the authority to make and enforce rules that have the power of federal law. Independent agencies are usually controlled by a bipartisan commission or board, represented by members of both major political parties.

U.S. Foreign-Policy

1. **Executive branch**
   Leader: Secretary of State
   Responsibility: Conducting country-to-country diplomacy in the name of the president
   National Security Council Members: Secretary of Defense, the Director of National Intelligence, the National Security Advisor, members of the Joint Chiefs of Staff, the Ambassador to the United Nations, and various other government personnel
   Legislative branch
   Main responsibility of both houses: Independent check on the power of the president
   House: Power to fund (or not fund) military operations
   Senate: Approve treaties and presidential appointments
   Joint powers: Oversight authority on all operations of the civilian-controlled military

2. **Major foreign policy events of 19th century:** The War of 1812, Mexican War, and the Spanish-American War
   Major foreign policy events of 20th century: World War I, World War II, Cold War

3. **U.S. foreign policy:** Self-determinism and democratic principles
   Soviet Union foreign policy: The Soviet Union consolidated its power in Eastern Europe and expanded its influence elsewhere by instituting communist governments
   U.S. policy toward Soviet Union: A containment policy through multinational alliances and foreign aid to limit Soviet expansion
   Soviet Union policy toward the U.S.: The Soviet Union formed alliances and established satellite regimes that resembled democratically elected governments but, in reality, were under Soviet control.

4. **Description of weapons:** Intercontinental ballistic missiles with multiple nuclear warheads
   Description of MAD: The policy of "mutually assured destruction," which stated that if both countries could completely destroy each other, neither would choose to use their weapons.
   Nuclear-proliferation treaties: Treaties that limited the number of warheads; for two decades, each country agreed to cut down the amount of warheads of a certain type, while increasing the stock of others.

5. **Description:** A stateless movement promoting a militant philosophy of Islam
   Strategy: Multiple acts of terrorism in many locations, intended to draw the U.S. into an expensive, unwinnable conflict and drain its resources
   Goal: A pan-Islamic caliphate—a superstate stretching from the Mediterranean to Pakistan.
   Response: Increased internal security and heightened vigilance throughout the world. Coalitions have attacked or isolated nations suspected of harboring and/or supporting terrorists. Using a combination of military operations, economic sanctions, and diplomacy, the U.S. reorganized its military and foreign policy to confront this new enemy. In October

2001, the United States led a coalition of nations that invaded Afghanistan. The U.S. and another coalition also invaded Iraq based on intelligence reports that its leader, Saddam Hussein, was harboring al Qaeda terrorists and developing nuclear and chemical "Weapons of Mass Destruction" that posed a threat to the U.S. The coalition forces overthrew Hussein, and a new government, based on democratic principles, was formed.

6. **"Soft" power**
   Definition: A country's ability to convince other nations to do what it wants through attractive rather than coercive methods.
   Examples: Using propaganda to promote policies, or using diplomacy to negotiate agreements and form alliances to strengthen power and authority
   "Hard" power
   Definition: The use of military and/or economic coercion to influence the behavior or interests of another country.
   Examples: Military threats or operations, or the use of foreign aid or economic sanctions

Political Parties, Campaigns, and Elections

1. Federalists: Supported the Constitution; wanted a more centralized government than the one operating under the Articles of Confederation
   Anti-Federalists: Feared that the proposed government would have too much power over the states and citizens.

2. Federalists: Wanted a centralized government that would benefit commercial interests and grow the country's economy and power
   Democratic-Republicans: Questioned the centralized power of the federal government and how it tended to cater to the commercial class at the expense of farmers and craftsmen; felt that the power of government needed to be centered more in the states so that the power of the federal government could be checked more easily

3. Democratic Party: Split on the issue of slavery, with most Democrats in the South zealously favoring it, and those in the North passively against it
   Whig Party: Replaced the Federalist Party and supported the nation's commercial interests, but was mostly indifferent to slavery
   Republican Party: Third party composed of frustrated Whigs and antislavery activists. The Republicans also supported independent craftsmen, and artisans and business

4. Democratic Party: In the North, it adjusted its focus to working class citizens; in the South, it focused on local issues and in many cases tried to undo the constitutional freedoms African Americans had received after the Civil War
   Republican Party: Favored the commercial and economic interests that spurred the Industrial Revolution

5. Democratic Party: Championed the rights of the common laborer, supporting the formation of labor unions and their rights to collective bargaining
   Republican Party: Supported business and commercial interests and strove for fiscal responsibility and a balanced budget

6. They are formed by people who feel one or both of the major parties are not addressing specific concerns. While third parties usually don't have enough support to win a major election, they have occasionally had an impact on an election's outcome.

7. Federal, state, county, and city

8. In nonpartisan elections candidates aren't affiliated with a political party and typically face each other in a single election. The candidate with the highest vote total wins. In a primary election, they face the nominees of other parties in a general election held later that year.

9. Press conference, major gathering, talk-show program on radio or television, or a Web site or social media

10. To construct and operate the campaign on behalf of the candidate and the ideals they believe in.

11. Provides the public with important information about the campaign's philosophy, the candidate's personality and qualifications, the need for electing the candidate to office or the ballot measure's impact, fundraising, creating campaign materials, media commercials, holding campaign rallies, conducting public-opinion polls, create position papers and speeches

12. Answers will vary.

Special Interest Groups

1. **A:** They want to enjoy the benefits the group enjoys; **B:** They see an injustice occurring and want to make it right; **C:** They may feel the government or certain members of society are making poor decisions and they want change that
   Define "special interest group": An organization established to carry out a particular goal or set of goals

2. Labor unions, veterans' organizations, anti-defamation leagues, children's protection, and animal rights organizations

3. **Board of directors:** Set the organization's direction, policy, and budget
   Director: Run the day-to-day operations and manage the staff
   Staff: Raise funds, make contacts, produce publicity, manage projects and budget, and generally promote the mission of the organization

4. Researching the issues and developing policy proposals: They often team up with think tanks to find and organize research that identifies and defines problems and offers solutions
   Giving political support to elected officials: They look for elected officials who support their view and offer to support them in elections and in other ways
   Coordinating grassroots organizing at the local level: They organize like-minded people and hold public demonstrations, political rallies, and raise funds at the local level.
   Lobbying public officials: Lobbyists speak to legislators and other public officials to inform them of their issues and convince them to create law or policy that favor's the group's interests

5. **Advantages:** They place a check on governmental power and at the same time promote ideas that would benefit society. They provide a way for Americans to participate in the political process. They speak out on issues important to their supporters, and potentially to other members of society. They provide specialized information to members of Congress, and they monitor government actions. They keep people informed about their government and play a critical role in the democratic process.
   Disadvantages: Their focus is narrow and often limited to the interests of the few. They promote their interests at the expense of society. It's the groups' money—and not the merits of their cause—that often influence public officials to do their bidding.

6. **Rights of special interest groups:** First Amendment rights of expression, assembly, and petitioning the government
   Rights of the majority: Citizens who feel their rights are being infringed or are concerned about certain issues, have the right to bring it to the government's attention and push for a policy change
   Dilemma created: Decisions are usually based upon the will of the majority, but to counteract a potential "tyranny of the majority," citizens who feel their rights are being infringed or are concerned about certain issues, have the right to bring it to the government's attention and push for a policy change, even when it is not in the general interests of the community. In doing this, however, the overall will of the people might be ignored or even threatened.

7. In a large republic with a wide variety of opinions, the mischief of faction would be diminished because other groups with opposing interests would prevent any group from gaining too much power. In turn, this would actually strengthen democracy because these various groups would place a check on governmental power and at the same time promote ideas that would benefit society.

The Media's Influence on Public Opinion

1. It brought about an explosion of ideas, discoveries, and intellectual development.

2. The concept of a "free press" emerged, which in theory would allow ideas to be disseminated without being censored.

3. A. Zenger's lawyer argued that the publication couldn't be libelous because the accusations were based on fact, which Zenger could prove
   B. This was a giant step in unshackling the press from government control because Zenger was found not guilty of the libel charges.

4. The Federalist Party passed the Alien and Sedition Acts, one of which, the Sedition Act, made it a crime to publish "false, scandalous, and malicious writing" against the government or its officials

5. William Lloyd Garrison's *The Liberator*: Abolition
   Frederick Douglass's *North Star*: Abolition
   Elizabeth Cady Stanton's *The Revolution*: Women's rights

6. **Define "muckrakers":** Journalists who expose abuse by government officials and corporations
   Explain what they did: Informed the public of problems
   What were the results of their efforts? Inspired the public to put pressure on government officials to make changes. Among the many reforms that resulted were the Pure Food and Drug Act of 1906 and changes in labor laws.

7. Publications across the country warned of an anarchist takeover. Newspapers like *The New York Times* used screaming headlines and story placement to produce a heightened sense of impending disaster in the minds of the public.

8. President Franklin Roosevelt used the power of radio as a tool for policy change. During the darkest days of the Great Depression, Roosevelt conducted a series of "fireside chats" on the radio. Roosevelt was able to sway the American public toward the New Deal legislation he proposed to address problems in the economy.

9. A. All facets of the news media covered the turmoil the U.S. was experiencing after World War II—the civil rights movement and the Vietnam War in particular. Television was particularly effective in bringing graphic images of police attacking peaceful demonstrators with dogs and firehoses, or of the horrors of jungle warfare.
   B. Answers will vary.

10. A. The idea of the media operating as a virtual fourth branch of government, or the "Fourth Estate," emerged. Though they carry no governing power, the news media, for the most part, are free from government control and can inform the public about important issues, allowing them to act when necessary.
    B. They serve as a vehicle for open expression of ideas. They bridge communication between citizens and government in local, state, and national issues. They inform people of new ideas, contributing to intellectual growth. They help bring about peaceful change, serving as a pressure valve to release people's tension and informing government of how well their actions are being received.

11. A. a purposeful distortion of the facts
    B. Answers will vary
    C. The public's ability to understand bias and critically analyze the issues. Active public engagement with the media, providing constant feedback on how well they are doing their job, will strengthen the power and effectiveness of the media to be fair, accurate, and honest.

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