



Clay County Civics Review

Unit 8:

Voting, Elections, and Public Issues

C2.8, C2.9, C3.7, C.210, C2.11, C2.13

Review content provided by Florida Joint Center for Citizenship

Review tasks created by Kelly Watt, unless otherwise indicated



Clay County Civics Review Packet: Important Notes and Directions

Important Notes:

1. Limitations:

This packet was created as a self-paced review tool for 8th graders enrolled in M/J United States History & Civics in preparation of the state-mandated Civics EOC. This packet will never replace the value of daily teacher instruction. Because it is designed to be completed independently of regular class instruction, success with this material is heavily dependent upon student effort. Students are encouraged to seek the assistance of their social studies teacher throughout the process. Additional resources, including videos for every benchmark, can be found on Escambia County Schools' EOC review site:

<http://www.ecsd-fl.schoolloop.com/civics>

2. Organization

The civics curriculum is comprised of 35 tested benchmarks. A benchmark identifies what a student should know and be able to do. Every benchmark contains benchmark clarifications (BC) which indicate how achievement of that benchmark must be demonstrated.

In this packet, students have a set of notes providing background information on every benchmark clarification, courtesy of [Florida Joint Center for Citizenship](#). For each BC, they also have a learning activity. Following completion of the BC tasks, students use what they've learned to complete a single benchmark task.

Directions:

Note: These are standardized directions. Teachers can modify this fit each individual student's needs. Students should be aware of their teacher's expectations for each unit.

1. Review what the benchmark is asking you to know and be able to do.
2. Review the tasks associated with each benchmark clarification (BC).
3. Conduct a close read of the first set of notes with BC1.
4. On a separate sheet of paper (unless otherwise indicated), create your written response to the task associated with BC1. Take time to create a quality response, explaining all of your answers with details from the notes.
5. Repeat steps 2-4 with the remaining BC tasks.
6. Read and complete the benchmark task at the bottom of the page. Your response to these questions should be a minimum of 7 sentences long.
7. Turn in entire packet plus written work to your teacher with your name at the top.

****You are encouraged to seek the assistance of your teacher if you have any questions.**



C2.8: Identify American’s current political parties illustrate their ideas about government

| Benchmark Clarification | Task |
|--------------------------------|---|
| BC1 | <ol style="list-style-type: none">1. How do political parties get power?2. How could someone find out where a political party stands on a major issue?3. How do Democrats and Republicans differ in their views of the role of government in people’s lives?4. How are third parties different from the two major parties? |
| BC2 | <ol style="list-style-type: none">1. What are three ways that political parties impact American society?2. How do political parties impact government at the federal, state and local levels? |

Extra Practice: <http://www.scholastic.com/browse/article.jsp?id=4706>

Democrats’ site: www.democrats.org

Republicans’ site: www.gop.com

Benchmark Task:

Based on what you’ve learned about Democrats and Republicans, how are the two parties alike? How are they different? Do you think we would be better off with just one political party? Explain why or why not.

SS.7.C.2.8

Identify America's current political parties, and illustrate their ideas about government.

SS.7.C.2.8 Benchmark Clarification 1: Students will compare current political parties' ideas about government.

A **political party** is a group of citizens or voters with similar views on public issues who work to put their ideas into government action and who work together to elect a candidate. One of the jobs of political parties is to nominate candidates to run for office. That is, to select them to represent their particular political party in an election. Parties choose a **candidate** who agrees with their beliefs and try to persuade voters to support their candidate running for office. Competing political parties give voters a choice among candidates and ideas. To know where a party stands on the major issues, the voters can look at the party's platform. A **platform** is a series of statements expressing the party's principles, beliefs, and positions on issues. Each individual part of a platform is called a plank. The platform communicates to voters what the political party plans to do if it wins. (Examples: Platform Issue = Healthcare; Plank = Agreeing/Disagreeing with universal healthcare)

The United States has had a long tradition of a **two party system**. This means that two major political parties have controlled elections and have the most participation by voters. The two major political parties today are the Democrats and the Republicans.

| Political Party | Year Founded (Created) | Core Beliefs |
|-----------------|------------------------|--|
| Democratic | 1828 | The federal government should take a more active role in people's lives, especially those in need. Democrats are not opposed to raising taxes to pay for social programs. |
| Republican | 1854 | The federal government should take a limited role in people's lives. Republicans favor lowering taxes and less government spending |

Because these two major parties have the most support from the public, it has made it nearly impossible for **third parties** to win elections. Third parties are political parties that often form on the basis of one or a few issues. These issues might be related to a foreign or domestic concern and, because the concern is so particular, it is difficult to gain popular support. Third party candidates have never won a presidential election and rarely win election to other offices. Below are some examples of current third parties that exist in the United States.

| Political Party | Year Founded (Created) | Core Beliefs |
|-------------------|------------------------|--|
| Communist Party | 1919 | The federal government should control all production and supply of goods and the workers should control their own lives and destinies. |
| Libertarian Party | 1971 | The only purpose of the federal government is to protect freedom; this party believes in individual freedom. |

| Political Party | Year Founded (Created) | Core Beliefs |
|------------------------|-------------------------------|---|
| Socialist Party | 1901 | People should own and control all businesses through democratically controlled public agencies (these are agencies that are created based on the people's choice/election) or other groups. |

candidate - a person running for political office

Communist Party - a political party that believes the government should control all production and distribution of goods and working people should control their own lives and destinies

Democratic Party - a political party that believes that the federal government should take a more active role in people's lives, particularly those who are in need

Libertarian Party - a political party that believes in individual freedom and the only purpose of government is to protect this freedom

platform - a document stating the aims and goals of a political party or candidate

political party - an organization that seeks to gain political power by electing members to public office so that their political ideas can be reflected in public policies

Republican Party - a political party that believes that the federal government should play a small role in people's lives; they favor lower taxes and less government spending

Socialist Party - a political party that believes people should own and control industry through democratically controlled public agencies, cooperatives, or other collective groups

third party - a political party that is not one of the two major parties in the country; a minor party

two party system - a political system consisting primarily of two major parties, more or less equal in strength



SS.7.C.2.8

Identify America's current political parties, and illustrate their ideas about government.

SS.7.C.2.8 Benchmark Clarification 2: Students will evaluate the impact political parties have on society, government, or the political system.

Political parties play a major role and make an important impact in American society. Political parties are important to the democratic process because they allow individuals to communicate their beliefs to the government. Because political parties are made up of large groups of people, it allows their group's voices and shared ideas to be more easily heard by the government. Political parties also educate citizens about issues and acts as a guide during elections. Generally, people tend to vote for candidates from their own political party or for issues that their political party supports.

Political parties also impact the government at the federal, state and local levels. Political parties act as loose confederations (groups that come together for similar reasons/causes) at the state and local levels. Because there are many more elected offices at the state and local levels, political parties tend to be more active at these levels. Also, political parties raise and spend money in order to get candidates elected and they use funds to help spread the message about their beliefs and ideas to the people. Candidates representing the major political party that wins more seats in one house of the national or state legislature becomes the **majority party** in that house of the legislature while the major party that wins fewer seats in one house of the national or state legislature becomes the **minority party** in that house of the legislature. The majority party in a legislative house enjoys more control over the lawmaking process compared with the minority party in that same legislative house.

majority party - the political party with the most elected members

minority party - the political party second in number of elected members to the majority party

political party - an organization that seeks to gain political power by electing members to public office so that their political ideas can be reflected in public policies



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C2.9: Evaluate candidates for political office

| Benchmark Clarification | Task |
|-------------------------|--|
| BC1 | <ol style="list-style-type: none">1. How are the qualifications for presidential candidates different from those seeking office as a senator or representative?2. Why do you think the framers required presidents be a “natural-born” citizen? |
| BC2 | Who has stricter standards for holding political office – the federal or state government? Support your answer with details from the notes. |
| BC3 | Read through the list of factors that voters often use when evaluating a candidate. Rank these factors in order of “most important” to “least important” when considering their value towards someone’s overall opinion of a candidate. Explain your choices for the top two most important factors. |

Extra Practice: <http://www.livingroomcandidate.org/>

Benchmark Task:

You overhear a friend say, “It doesn’t matter who you vote for. All candidates are the same.” Using what you have learned from these notes write a well-crafted explanation of how you would respond to your friend.

SS.7.C.2.9

Evaluate candidates for political office by analyzing their qualifications, experience, issue-based platforms, debates and political ads.

Also Assesses

SS.7.C.2.7 - Conduct a mock election to demonstrate the voting process and its impact on a school, community or local level.

SS.7.C.2.9 Benchmark Clarification 1: Students will identify the constitutional requirements to run for federal political office.

According to the U.S. Constitution, there are certain qualifications that individuals must possess in order to run for federal political office. Examples of federal political offices are President, Vice President, Congressman/woman, and Senator. The qualifications are unique to each office and are listed in the chart below.

| Federal Elected Office | Description of Qualifications |
|--|--|
| <p>President Vice President (The qualifications to be vice president are not included in the U.S. Constitution. However, the vice president becomes president if the president leaves office due to resignation or death. This means that the vice president must be qualified to be president in order to run for vice president).</p> | <ol style="list-style-type: none"> 1. At least 35 years old 2. Has lived in the U.S. for 14 years 3. Is a natural born citizen (born on U.S. soil (law of soil) or to U.S. citizen parents (law of blood)) 4. May not serve for more than two 4-year terms total. If the vice president becomes president due to the resignation, death or removal of the president, the vice president, upon becoming president, may be president for no more than 10 years (the vice president completes the president's term and would have the option of running for president during the next presidential election cycle). |
| <p>A member of the U.S. House of Representatives (representative)</p> | <ol style="list-style-type: none"> 1. 25 years old 2. 7 years as a U.S. citizen 3. Members of the U.S. House of Representatives do not need to live in the district that they represent although they must live in the state in which the district that they represent is located. 4. No term limits; can serve for an unlimited amount of 2 year terms |
| <p>A member of the U.S. Senate (senator)</p> | <ol style="list-style-type: none"> 1. 30 years old 2. 9 years as a U.S. citizen 3. Members of the U.S. Senate must live in the state that they represent. 4. No term limits; can serve for an unlimited amount of 6 year terms |

law of blood - the principle that a person's nationality at birth is the same as that of his or her biological mother
law of soil - the principle that a person's nationality at birth is determined by the territory within which he or she was born
president - the head of the executive branch in the United States
U.S. House of Representatives - the lower house of the U.S. Congress
U.S. Representative - a member of the U.S House of Representatives; representatives are elected in districts throughout each state
U.S. Senate - the upper house of the U.S. Congress
U.S. Senator - a member of the U.S. Senate elected to represent an entire state, there are two senators per state



SS.7.C.2.9

Evaluate candidates for political office by analyzing their qualifications, experience, issue-based platforms, debates and political ads.

Also Assesses

SS.7.C.2.7 - Conduct a mock election to demonstrate the voting process and its impact on a school, community or local level.

SS.7.C.2.9 Benchmark Clarification 2: Students will recognize the requirements to run for state and local political offices.

Each state has its own constitution that creates the state's plan for government. In the Florida Constitution, the qualifications are listed that people must possess in order to run for state political offices. **Candidate** qualifications for those running for city and county office are found in city and county charters (charters serve as a constitution for a city or county). However, no person may hold elected office in Florida unless that person is a U.S. citizen, a Florida resident, registered to vote and at least 18 years old. City and county charters may include additional requirements. For example, cities and counties may require that candidates be older than 18 in order to hold public office in those cities and counties.

Examples of state and local political offices are governor, lieutenant governor, state representative, and state senator. The qualifications are unique to each office and are listed in the chart below.

| State Elected Office | Description of Qualifications |
|--|---|
| Governor | <ol style="list-style-type: none"> 1. U.S. citizen 2. At least 30 years old 3. Resident of the state for at least 5 years 4. May not serve more than two 4-year terms. |
| Lieutenant Governor | <ol style="list-style-type: none"> 1. U.S. citizen 2. At least 30 years old 3. Resident of the state for at least 5 years 4. May not serve more than two 4-year terms. If the lieutenant governor becomes governor due to the resignation, death or removal of the governor, the lieutenant governor, upon becoming governor, may be governor for no more than 10 years (the lieutenant governor completes the governor's term and would have the option of running for governor during the next gubernatorial election cycle). |
| A member of the Florida House of Representatives (State Representative) | <ol style="list-style-type: none"> 1. U.S. citizen 2. Lives in the district represented 3. State resident for at least 2 years 4. At least 21 years old |
| A member of the Florida Senate (State Senator) | <ol style="list-style-type: none"> 1. U.S. citizen 2. Lives in the district represented 3. State resident for at least 2 years 4. At least 21 years old |

candidate - a person running for political office

governor - the head of a state government

Florida House of Representatives - the lower house of the Florida legislature

Florida Senate - the upper house of the Florida legislature

state representative - a member of a state legislature (i.e. the Florida House of Representatives)

state senator - a member of a state legislature (i.e. the Florida Senate)



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SS.7.C.2.9

Evaluate candidates for political office by analyzing their qualifications, experience, issue-based platforms, debates and political ads.

Also Assesses

SS.7.C.2.7 - Conduct a mock election to demonstrate the voting process and its impact on a school, community or local level.

SS.7.C.2.9 Benchmark Clarification 3: Students will be able to analyze and/or evaluate the qualifications of candidates for public office based on their experience, platforms, debates and political advertisements.

During an election, **candidates** who are running for public office will often create political advertisements and commercials to appeal to voters. As a voter, it is important for people to consider several things when determining who to vote for.

A voter may wish to consider a candidate's previous experiences. People who are elected to public office may have served in some other elected or appointed position before, or have a background in a field that would help them do their job. For example, many elected Congressmen/Congresswomen and Senators actively participate in their communities, have been a lawyer or a judge, are college graduates, and may have served in local government before running for state or federal office.

A voter may wish to consider a candidate's **platform** – the set of ideas which are often based on their political party beliefs that a candidate has on certain issues. These ideas could cover such topics as education, religion, health care, government spending, taxation and foreign policy, just to name a few.

A voter may wish to view a political debate that may take place before the election. For major national elections, these debates are usually televised. Usually, candidates who are running for President will want to take on their opponent in a debate to reveal their thoughts on issues and persuade the voters to vote for them based on the topics debated.

A voter may wish to consider the various political advertisements that run in magazines, newspapers, television, radio and on-line when trying to determine which candidate to vote for. Candidates will often use these advertisements as a way to appeal to voters and to identify themselves as the "best choice" for voters. Sometimes, candidates may even decide to put down the candidates that they are running against in order to make themselves look better to the voters.

candidate - a person running for political office

platform - a document stating the aims and goals of a candidate or political party



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C3.7: Analyze the impact of the 13th, 14th, 15th, 24th and 26th amendments on participation of minority groups in the American political process

| Benchmark Clarification | Task |
|--------------------------------|---|
| BC1 | For each amendment, write a phrase of less than three terms that captures its essence. |
| BC2 | How did each amendment impact various social movements? |
| BC3 | How did some states bypass the 15 th amendment? |
| BC4 | How did the following acts change the lives of minorities? Civil Rights Act of 1964, Voting Rights Act of 1965, Civil Rights Act of 1968 |

Extra Practice: <http://www.newseum.org/todaysfrontpages/>

Benchmark Task:

The small town of Green, Florida has experienced a rash of break-ins and vandalism to public property. Investigation revealed that most of those charged with the criminal activity were under the age of 18. The city council has considered enacting a 10:00 PM curfew for all juveniles.

In one or two paragraphs, 1.) explain your perspective on this issue, 2.) discuss what someone else's perspective may be, 3.) how could you use your constitutional rights to change/support this policy? Address all possible avenues.

SS.7.C.3.7

Analyze the impact of the 13th, 14th, 15th, 19th, 24th, and 26th amendments on participation of minority groups in the American political process.

SS.7.C.3.7 Benchmark Clarification 1: Students will recognize the rights outlined in these amendments.

- The 13th Amendment, **ratified** in 1865, made slavery illegal in the United States.
- The 14th Amendment, ratified in 1868, stated that anyone born in the United States was a citizen of the United States and that they had the same rights as any other citizen of the United States.
- The 15th Amendment, ratified in 1870, stated specifically that race could not be a factor in denying someone the right to vote.
- The 19th Amendment, ratified in 1920 eliminated **discrimination** in voting based on gender.
- The 24th Amendment, ratified in 1964, said that failure to pay a **poll tax** could not be a reason for a person to be denied the right to vote.
- The 26th Amendment, ratified in 1971, said that any United States citizen age 18 or older could vote when up to that point the federal government, and some states, allowed only persons age 21 or older to vote.

discrimination - unfair treatment

poll tax - a fee required to vote

ratify - to confirm by expressing consent or approval



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SS.7.C.3.7

Analyze the impact of the 13th, 14th, 15th, 19th, 24th, and 26th amendments on participation of minority groups in the American political process.

SS.7.C.3.7 Benchmark Clarification 2: Students will evaluate the impact these amendments have had on various social movements.

- The **13th Amendment:** While people were slaves, they were considered property; they were not considered citizens, and so therefore they could not vote. While this amendment did not extend voting rights, it was an important first step in expanding voting rights.
- The **14th Amendment:** This amendment established that anyone who had been born a slave was a citizen of the United States. The 14th Amendment also established that state governments could not pass laws that limited U.S. citizens' rights. This Amendment also extended the right to vote to all males age 21 and over the right to vote.

The impact of the 14th Amendment on various social movements was that the U.S. Constitution now protected all U.S. citizens (including former slaves) from state-level policies that **discriminated** against them because of their race. This meant that African-Americans and women could sue in court when they believed that state-level policies discriminated against them and violated their rights as U.S. citizens.

- The **15th Amendment:** This amendment protected the right to vote extended to any male over the age of 21 that was established with the 14th Amendment.

The **ratification** of the 13th, 14th and 15th amendments was not well received by the former slave states. In their efforts to keep African-Americans from voting, many of whom had been slaves, several southern states passed laws that made it very difficult, sometimes impossible, to vote. For example, in Alabama, African-Americans were required to take a 68 question "**literacy**" test that had to be answered completely in a short time, otherwise, those African-Americans would not be allowed to register to vote. Voter registration was a requirement. In Mississippi, African-Americans were asked questions that had no correct answer, such as "How many seeds are in a watermelon?" Failing to answer the question correctly meant that these U.S. citizens were not allowed to register or vote.

The impact of the 13th, 14th and 15th amendments on various social movements included states being sued by individual citizens and interest groups because the state laws denied them their rights as U.S. citizens. Interest groups also organized marches and took part in **civil disobedience** as a way to protest these state policies. The number of protest activities and lawsuits against states increased dramatically beginning in the 1950s.

- The **19th Amendment:** A person's gender could not be used as a reason to deny their **suffrage**, or the right to vote. This amendment denied states and the federal government from preventing women the right to vote.



The ratification of the 19th Amendment gave to women power that they had not had before. Beginning in the 1960s, women began to form **interest groups** seeking equal employment opportunities, and other economic and social opportunities. Women have also taken part in marches protesting federal and state actions affecting women's rights, and more women than ever before run for, and win, elected offices including the U.S. Congress. Several women have run for president and vice-president although no women have ever been elected president or vice-president. Women have also sued in court when federal and state laws discriminate against them because they are women.

- The **24th Amendment**: Before the 24th Amendment, many states were trying to charge people money to allow them the right to vote. This often kept minorities or poor people from voting. The ratification 24th Amendment allowed more minorities and poor people to vote. One impact of this amendment is that candidates and public officials now pay more attention to concerns of the poor and minorities because the candidates and public officials know that these individuals are more likely to vote in elections.
- The **26th Amendment**, ratified in 1971, said that any United States citizen age 18 or older could vote when up to that point the federal government, and some states, allowed only persons age 21 or older to vote. One impact of this amendment is that candidates and public officials now pay more attention to concerns of young people because the candidates and public officials know that these individuals are more likely to vote in elections.

13th Amendment - an amendment to the U.S. Constitution that outlawed slavery in the United States

14th Amendment - an amendment to the U.S. Constitution that defines citizenship, grants citizenship to former slaves and defines voters as males at least 21 year of age

15th Amendment - an amendment to the U.S. Constitution that makes it illegal for the federal or state governments to deny someone the right to vote based on their race

19th Amendment - an amendment to the U.S. Constitution that grants women the right to vote

24th Amendment - an amendment to the U.S. Constitution that made poll taxes illegal as a condition for voting

26th Amendment - an amendment to the U.S. Constitution that lowers the minimum voting age to 18

civil disobedience - the refusal to obey certain laws as a form of political protest

discrimination - unfair treatment

interest group - people who are concerned with some particular issue or part of the government and who try to influence legislators or to act in their favor, also known as a special interest group

literacy test - a test used to determine whether or not someone was eligible to register vote

ratification - the process of formally approving something

suffrage - the right to vote



SS.7.C.3.7

Analyze the impact of the 13th, 14th, 15th, 19th, 24th, and 26th amendments on participation of minority groups in the American political process.

SS.7.C.3.7 Benchmark Clarification 3: Students will analyze historical scenarios to examine how these amendments have affected participation in the political processes.

Even though the **15th Amendment** had been ratified to allow all races the right to vote, some states passed laws that made it difficult to register to vote. For example, Alabama required people to register at an office at the courthouse which was only open for two or three days a month. There were often Sheriff's deputies placed at the courthouse on registration days to make people scared of registering. If someone did actually make it through the door to register, they then were required to correctly answer 68 questions on a **literacy test** within eight minutes. Many white voters were still allowed to register even if they did not pass the exam. Black voters were not, however, allowed to register.

In Mississippi, people attempting to register to vote were asked unanswerable questions like, "How many bubbles are there in a bar of soap?" or "How many seeds in a watermelon?" Whites often passed and were allowed to register, no matter what they answered. Blacks, however, were almost never allowed to register to vote.

These unfair practices allowed states to claim that they were following the 15th Amendment by allowing people of all races who were properly registered to actually cast votes on Election Day. "**States' rights**" was the argument they used – that states could make their own laws regarding elections and voting, even if it made it impossible for people to actually register to vote.

15th Amendment - an amendment to the U.S. Constitution that makes it illegal for the federal or state governments to deny someone the right to vote based on their race

literacy test - a test used to determine whether or not someone was eligible to register vote

states' rights - a power or issue for individual states to determine



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SS.7.C.3.7

Analyze the impact of the 13th, 14th, 15th, 19th, 24th, and 26th amendments on participation of minority groups in the American political process.

SS.7.C.3.7 Benchmark Clarification 4: Students will recognize how the amendments were developed to address previous civil rights violations.

Even though the 15th Amendment was supposed to allow all races to vote, many states did everything they could to prevent African-Americans from voting. Many Americans recognized that this was unfair, and several laws were passed during the 1960s to protect **civil rights**. The **Civil Rights Acts of 1964** said employers could not **discriminate** based on race or gender. The **Voting Rights Act of 1965** banned racial discrimination in voting laws. This act specifically banned the use of **literacy tests** to determine whether someone could register to vote. The **Civil Rights Act of 1968** banned discrimination based on race or gender when selling or renting a house.

Even though the 19th Amendment guarantees that voters cannot be discriminated against based on gender, there has been push to ratify the **Equal Rights Amendment** which will specifically **prohibit** all discrimination based on gender. Despite being first introduced in Congress in the 1920s, and ratified by Congress in the 1970s, this amendment has never been ratified by enough states to be added to the U.S. Constitution.

civil rights - the rights belonging to citizens; traditionally refers to the basic rights to be free from unequal treatment based on certain protected characteristics (i.e. race, gender, disability)

Civil Rights Act of 1964 - a federal law that prohibits employment discrimination based on race, sex, color, religion, or national origin

Civil Rights Act of 1968 - a federal law that prohibits discrimination related to the sale, rental and financing of housing based on race, religion, national origin or sex

discriminate - to treat someone unfairly based on race, religion, national origin or sex

Equal Rights Amendment - a proposed amendment to the U.S. Constitution outlawing discrimination based on sex

literacy test - a test used to determine whether or not someone was eligible to register vote

prohibit - to forbid or disallow

Voting Rights Act of 1965 - a federal law that banned race discrimination in voting practices by federal, state, and local governments





C2.10: Examine the impact of media, individuals, and interest groups on monitoring and influencing government

| Benchmark Clarification | Task |
|--------------------------------|--|
| BC1 | Create a graphic organizer showing the various methods that <u>interest groups</u> use to monitor and influence the government |
| BC2 | Create a graphic organizer showing the various methods that the <u>media</u> uses to monitor and influence the government |
| BC3 | Draw a picture for each of the three ways that media, interest groups and individuals' work impact the government. |
| BC4 | Explain why it is difficult to assess the effectiveness of the various methods that the media, interest groups and individuals use to impact the government. |

Benchmark Task:

Top Interest Groups Giving to Members of Congress, 2012 Cycle

What issue is this table focusing on? How do you know? What does this have to do with interest groups? Based on the amounts of money contributed by interest groups, what can you summarize about the impact of interest groups on congressional elections? What evidence in the table led you to your answer? (*Content from benchmark task taken from Florida Citizen*)

SS.7.C.2.10

Examine the impact of media, individuals, and interest groups on monitoring and influencing government.

SS.7.C.2.10 Benchmark Clarification 1: Students will identify the methods used by interest groups to monitor and/or influence the government.

Interest groups use their **First Amendment** rights to peaceable assembly, free speech and petition to monitor and influence the government. Interest groups are groups that form because of a common interest or goal and attempt to influence people by working together in support of that goal or cause. **Political Action Committees**, which are often connected to interest groups, can raise money and contribute to the campaigns of candidates that they support. Interest groups can work with members of **Congress** or with other elected legislators to get laws passed (this is usually referred to as **lobbying**), and can educate members of their interest group on key issues and causes that they wish those members to support. For example, interest groups will ask their members to vote and give campaign donations to candidates that the interest group supports.

Congress - the national legislative body of the U.S., consisting of the Senate, or upper house, and the House of Representatives, or lower house

First Amendment - an amendment to the U.S. Constitution prohibiting Congress from establishing a religion, and from interfering with freedom of religious exercise, press, speech, assembly, or petition

interest groups - people who are concerned with some particular issue or part of the government and who try to influence legislators or to act in their favor, also known as a special interest group

lobbying - to conduct activities in order to influence public officials

political action committee - an independent political organization that seeks to promote the cause of a particular interest group, usually through raising money and campaigning to elect candidates who support the group's views



SS.7.C.2.10

Examine the impact of media, individuals, and interest groups on monitoring and influencing government.

SS.7.C.2.10 Benchmark Clarification 2: Students will identify the methods used by the media to monitor and/or influence the government.

The **media** uses their right to **freedom of the press**, granted to them by the **First Amendment**, to monitor and influence the government. The media, which consists of print (newspaper, magazine), broadcast (television, radio) and Internet (social media) sources can produce stories about public officials, distribute information online about the government, or broadcast information and news reports through the radio or television programs. The media is a major player in both monitoring and influencing the government.

First Amendment - an amendment to the U.S. Constitution prohibiting Congress from establishing a religion, and from interfering with freedom of religious exercise, press, speech, assembly, or petition

freedom of the press - the right of the press to write and print news and information free from government involvement; guaranteed in the First Amendment

media - plural form of the word "medium," refers to various means of communication. For example, television, radio, newspapers and the Internet (web) are different types of media. The term can also be used as a collective noun for the press or news reporting agencies



The Florida Joint
Center for Citizenship
A Partnership for Florida's Civic Health
<http://floridacitizen.org>

SS.7.C.2.10

Examine the impact of media, individuals, and interest groups on monitoring and influencing government.

SS.7.C.2.10 Benchmark Clarification 3: Students will evaluate the impact of media, individuals and interest groups on the government.

The **media** has a major impact on influencing and monitoring the government. In most instances, the media serves in a **watchdog** role, keeping their eye on the government and reporting government happenings to the public.

Interest groups have a major impact on influencing the government as well. These groups form to support a specific cause or special interest and work in large numbers to get their cause recognized by the government. **Political Action Committees (PACs)** is one type of interest group that works to raise money for a particular candidate that supports an issue that they favor. Additionally, interest groups may hire **lobbyists** whose job it is to meet with lawmakers in hopes of gaining their support of a bill that would benefit the cause/issue they support.

Finally, individual **citizens** impact the government. Simply by performing one of their most important civic responsibilities, individuals play a major role and impact in changing the government. Voting is one of the most important ways that American citizens can impact the government. Whether it is voting a candidate in or out of office, or voting in favor of or against an amendment to the Florida Constitution, citizens change the government during every election. Voting is one of the most important parts of a **democracy**.

citizen - a legal member of a state and/or country

democracy - a system of government in which political power resides with the people

interest group - people who are concerned with some particular issue or part of the government and who try to influence legislators or to act in their favor, also known as a special interest group

lobbyist - a person who conducts activities in order to influence public officials

media - plural form of the word "medium," refers to various means of communication. For example, television, radio, newspapers and the Internet (web) are different types of media. The term can also be used as a collective noun for the press or news reporting agencies

Political Action Committees - an independent political organization that seeks to promote the cause of a particular interest group, usually through raising money and campaigning to elect candidates who support the group's views

watchdog - a person or group who acts as a protector or guardian



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SS.7.C.2.10

Examine the impact of media, individuals, and interest groups on monitoring and influencing government.

SS.7.C.2.10 Benchmark Clarification 4: Students will identify and evaluate methods of influencing and/or monitoring the government.

There are several different methods that individuals, the **media** and **interest groups** use to influence and/or monitor the government. Individuals can use their right to vote to change the government, the media can act as a **watchdog** to investigate and report on happenings related to the government and interest groups can hold meetings and write petitions in an attempt to make changes or influence the government. All of these groups: individual citizens, the media and interest groups are important members of a democratic society and they work together to keep the American government accountable.

The effectiveness of each method is difficult to determine. This is because individuals, the media and interest groups affect each other in their efforts to monitor and influence the government. The media may focus their attention on a specific issue or campaign, which will attract public attention and may impact how individuals vote. Interest groups may spend money on an expensive public information campaign which also may influence how individuals vote and whether they will contribute money to the interest group. Still, government tends to pay more attention to groups with a higher rate of voting compared with groups that do not vote in large numbers. Interest groups that spend more money through their **political action committees** also tend to have a stronger influence on who gets elected as well.

interest group - people who are concerned with some particular issue or part of the government and who try to influence legislators or to act in their favor, also known as a special interest group

media - plural form of the word "medium," refers to various means of communication. For example, television, radio, newspapers and the Internet (web) are different types of media. The term can also be used as a collective noun for the press or news reporting agencies

Political Action Committees - an independent political organization that seeks to promote the cause of a particular interest group, usually through raising money and campaigning to elect candidates who support the group's views

watchdog - a person or group who acts as a protector or guardian





C2.11: Analyze media and political communications (bias, symbolism, propaganda)

| Benchmark Clarification | Task |
|-------------------------|--|
| BC1 | Read iCivics article “What’s the Message” and complete the accompanying activity |
| BC2 | |

Extra Practice: <http://www.livingroomcandidate.org/>

Benchmark Task:

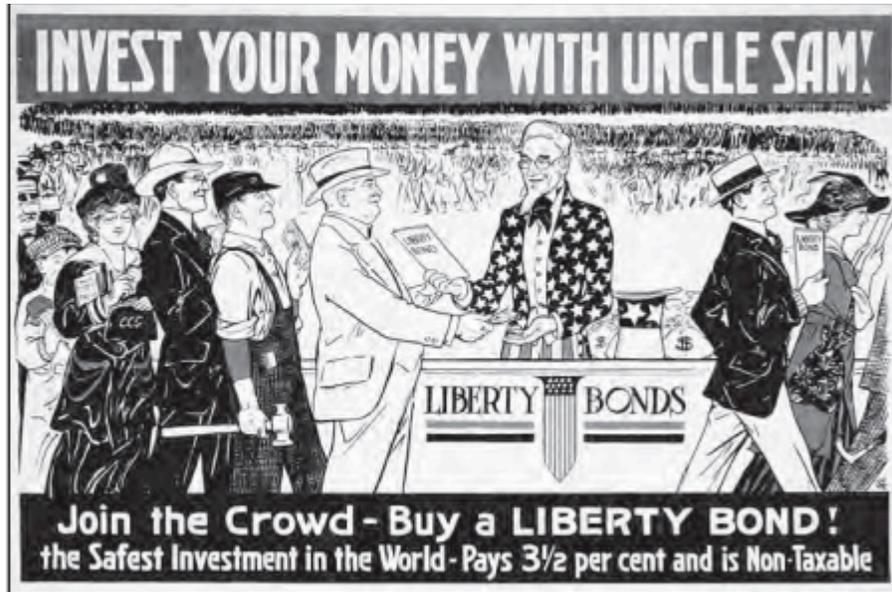
Complete the iCivics cartoon activity “What’s the Message”

SS.7.C.2.11

Analyze media and political communications (bias, symbolism, propaganda).

SS.7.C.2.11 Benchmark Clarification 1: Students will use scenarios to identify bias, symbolism, and propaganda.

The poster below was created in 1917.



Source: Public Domain / Library of Congress

This poster was created in 1917, during World War I. This is an example of the government using **symbolism** and **propaganda** to influence citizens. Pictured above one can see “Uncle Sam” selling “liberty bonds” – which is a war bond (money that the government borrows from the citizens to fund a war effort) that was used to fund and support the military during World War I. Because the cartoonist used Uncle Sam (the first two letters in Uncle Sam are “U” and “S”; U.S. is also used to represent “United States”), the readers saw it as their “patriotic duty” to buy these bonds to support the war effort. The symbolism (Uncle Sam) and propaganda (“Invest Your Money”) used in this cartoon is an effective way to persuade citizens into thinking or behaving in a certain way.



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The political cartoon below was created in 1754.



Each of the eight segments of the snake represents a region or colony. For example, “N.E.” stands for “New England” which represents four colonies while “P.” represents Pennsylvania, which included Delaware at the time (Georgia was not included). Together, the snake represents all 13 colonies. The phrase “Join, or Die” was intended to reflect the author’s point of view that colonial unity was important to the colonists’ survival. The colonies needed to come together (“join”) with Great Britain against the French and Indians during the French and Indian War or else they would not survive (“die”). The “Join, or Die” symbol was later used to encourage the colonists to seek their freedom during the American Revolutionary War.

bias - a preference, opinion or attitude that favors one way of thinking or feeling over another

propaganda - the method of spreading ideas or information for the purpose of helping or injuring an institution, a cause, or a person

symbolism - the use of something to represent ideas or qualities

SS.7.C.2.11 Benchmark Clarification 2: Students will evaluate how bias, symbolism, and propaganda can impact public opinion.

Bias, symbolism and **propaganda** can influence public opinion – which is the way that citizens view or feel about candidates or issues. The **media** plays a major role in influencing public opinion.

Oftentimes, the information that the media provides to the public is not balanced, or biased. Bias occurs when one side is favored over another in the presentation of information. Media bias can occur when news stations or news outlets decide what to report on and how much information to reveal to the public. This is a problem for the public because they are only getting the side of the story that the news media want them to hear.

Symbolism is the use of symbols to convey a message. The media may use symbolism as a sort of “shortcut” or as a way to target a certain group of people. This can be a problem because many symbols are associated with certain groups, or may even have a negative reputation attached to them.

Both bias and symbolism can be viewed as forms of propaganda, which is any attempt to sway the public, including voters, to think or believe something. Propaganda could be the use of symbols, a poster, or a commercial – there is not one specific kind of propaganda that exists. Oftentimes, the behavior or thoughts of voters are changed and influenced when the media introduces propaganda.

Here are some famous examples of propaganda:

Example #1: Uncle Sam



This propaganda poster is one of the most famous pieces of propaganda in American history. This poster was originally intended to appear on a magazine cover during World War I to

encourage American citizens to be prepared for the beginning of war. Because this poster was so popular, President Roosevelt decided to use the image of Uncle Sam again in this propaganda poster to encourage young men to join the U.S. Army in World War II. The patriotic colors and the slogan “We Want You!” is a great example of how the government used symbolism and propaganda to get the American public to feel a certain way. It is no surprise that Uncle Sam encouraged hundreds of thousands of men to join the Army and do their “American duty” during World War II.

Example #2: Rosie the Riveter



During World War II, women in the United States entered into the workforce and took on jobs they had not previously needed to do. This was in large part because hundreds of thousands of American men had joined the military to fight enemy forces. “Rosie the Riveter” pictured above was the face of the propaganda campaign that was aimed at getting the help of female workers in the munitions industry (guns, ammunition and weapons). “Rosie” became an symbol of women’s role in supporting the country during World War II and a historic women’s figure.

bias - a preference, opinion or attitude that favors one way of thinking or feeling over another

media - plural form of the word “medium,” refers to various means of communication. For example, television, radio, newspapers and the Internet (web) are different types of media.

propaganda - the method of spreading ideas or information for the purpose of helping or injuring an institution, a cause, or a person

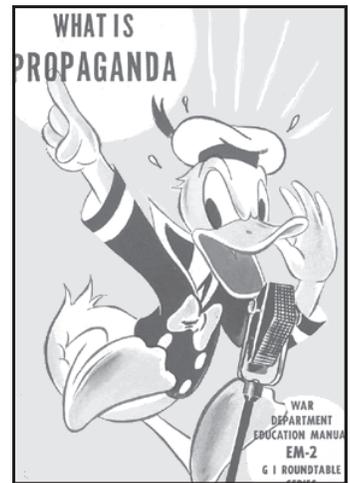
symbolism - the use of something to represent ideas or qualities

What's the Message?

Name: _____

Propaganda

Did you know the average teen is exposed to over 3,000 advertisements per day? Without the skills to look critically at all these messages, it's easy to be persuaded by them without even realizing it. **Propaganda** is media that uses carefully-crafted messages to manipulate people's actions and beliefs. It has one purpose, and one purpose only: to persuade you. There are a variety of propaganda techniques. They use **biased**, or one-sided, messages and are designed to appeal to peoples' emotions instead of their judgment and reasoning. How many of the following techniques do you recognize from your own exposure to propaganda?



Oprah Winfrey and Barack Obama in 2008.

Testimonials

Testimonials usually involve celebrities or other respected people **endorsing**, or officially supporting, a product or idea. The person giving the testimonial could be famous, knowledgeable about the product (such as a doctor talking about medicine), or just an ordinary person who claims the product has worked for them. When the testimonial comes from a celebrity, the hope is that you will want to use the product or support the idea simply because they do. Other testimonials try to persuade you to use or support something because it is good for you or it worked for others. Beware, though, because people are usually paid to give endorsements (except in politics).

Ask yourself: Who is quoted in the testimonial? Is this person actually an expert about this product or idea? Does the product or idea have value without the testimony or endorsement?

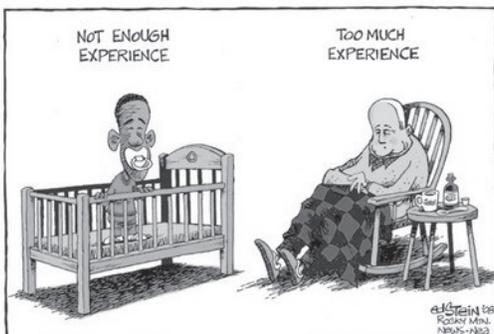
Bandwagon

"Jumping on the bandwagon" describes people choosing to go along with the rest of the crowd. **Bandwagon** propaganda creates the impression that there is widespread support for a thing or idea. People tend to want to be on the winning team and try to avoid being the odd one out. These messages create a sense of peer pressure to join in.

Ask yourself: Does the message provide reasons for joining the group? Is there any evidence for or against joining in?



It must be good if billions have been served!



A 2008 political cartoon showing the presidential candidates too young or too old.

Name-Calling

Name-calling is exactly what it sounds like: using negative words and bad names to create fear and dislike for people, ideas, or institutions. Name-calling can be verbal or visual. When done visually, it shows a person or thing in an unflattering way. You can find both kinds of this technique in political cartoons, political attack ads, and on news talk shows.

Ask yourself: Who is being called what? Is there a real connection between the names and the person/idea being attacked?

What's the Message?

Name: _____

Glittering Generalities

This technique always shows the subject of the message in a positive light, but provides little or no information. **Glittering generalities** use simple, clever slogans that appeal to peoples' emotions. These general statements are easy to remember but hard to verify because they offer no facts.

Ask yourself: What do these slogans or catchphrases really mean?



Slogans and posters from the 2008 presidential election.



| TAPE IS OUT. | OPTICAL IS IN |
|--|--|
| | |
| <ul style="list-style-type: none">• Tape is slow• No random access• Five-year shelf life (Avg.)• Too many different formats• Reliable? | <ul style="list-style-type: none">• Recordable CD is fast• Random access• One hundred-year shelf life• CD-ROM standard format• Very reliable |

Card Stacking

Card stacking uses facts and figures to show one side as positive and the other side as negative. The message shows only positive information about the person, product, or idea being promoted, and it shows only damaging information about the opposition or competition. This technique is designed to make you think you are hearing both sides. In reality, you are actually hearing only one perspective.

Ask yourself: Are facts being changed or left out? What other pieces of information do I need to make an informed decision?

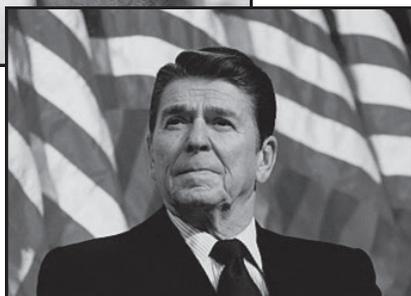
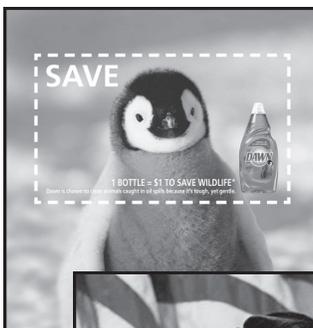
Plain Folks

The **plain folks** technique is designed to send the message that a product or person is "just like you." An advertiser will show an ordinary-looking person who vouches for how well a product works. Politicians have their picture taken visiting coffee shops, riding on tractors, and doing other things that everyday people do. The goal is to gain your trust by showing that people just like you use the product or support the person.

Ask yourself: Can I trust the person who is speaking or acting? What are the person's motives for visiting this place? Is this person really just like me?



Rudy Giuliani visits a small town diner during his 2007 presidential campaign.



Transfer

The **transfer** technique uses your feelings about one thing to get you to feel the same way about something else. Transfer can use a positive image to persuade you to like something or a negative image to persuade you to dislike something. The images might be **symbolic**, such as a flag standing for patriotism. They might be cute and lovable, such as a baby penguin. The images could be repulsive, such as diseased skin in an anti-smoking campaign, or they could be hateful, such as comparing a politician to Adolf Hitler. However they are presented, the images act as wordless messages that most people can identify with.

Ask yourself: What is the image trying to get me to feel? Is there an actual connection between the image and the person or product?

What's the Message?

Name: _____

Station One: Name Calling

Image 1. Explain how the drawing portrays German soldiers:

| | |
|---------------------------------------|--|
| Does the soldier look human? | <input type="checkbox"/> Yes <input type="checkbox"/> No, he looks like: |
| What is on the soldier's arms? | |
| What is the soldier trying to do? | |
| Is this a positive or negative image? | <input type="checkbox"/> Positive <input type="checkbox"/> Negative |

Image 2. What name does this ad want you to connect with the politician?

A) The ad is saying that Patty Murray is

_____.

B) The ad shows Patty Murray as

happy unhappy.

C) The advertiser wants people to

like dislike this politician.

The Technique. Based on what you see in these examples, what three things can be done to make someone or something look bad?

1. _____

2. _____

3. _____

Station Two: Testimonial

Image 1. Explain the message in this magazine ad:

| | |
|--|--|
| Who is the celebrity in this ad? | |
| What product is she endorsing? | |
| What does she claim this product has done? | |
| What message are YOU supposed to take away from this ad? | |

Image 2. Analyze the testimonial in this ad:

A) Who is endorsing whom in this ad?

_____ is endorsing

B) The testimonial is being given by:

- A celebrity
- Knowledgeable group of people
- An ordinary person

C) What is the ad trying to persuade you to do?

The Technique. Which of the following testimonials would convince YOU?

A football quarterback endorsing toothpaste.

A mom endorsing a healthy snack for kids.

Your favorite movie star endorsing broccoli.

Your favorite singer endorsing a brand of shoes.

What's the Message?

Name: _____

Station Three: Transfer

Image 1. Explain the message in this public service announcement:

| | | |
|--|----------|----------|
| What two things are pictured in this image? | 1) _____ | 2) _____ |
| Which one is supposed to be scary? | | |
| How does the scary image impact the other image? | | |
| What is this ad trying to tell you? | | |

Image 2. Setting the stage:

A) What are the 2 symbols of patriotism you see in this image?

1. _____
2. _____

B) What are these symbols supposed to make you believe about the candidate?

- He is from New York.
- His favorite color is red.
- He loves America.

The Technique. Think about whether the transfer messages in these images are accurate:

A) Is there an actual connection between car wrecks and alcoholic beverages?

- Yes No Need more information to decide

B) Is there an actual connection between this politician and the symbols in the picture?

- Yes No Need more information to decide

Station Four: Glittering Generalities

Image 1. Explain the message in this soda ad:

| | |
|--|--|
| What does this ad tell you about Coca-Cola? | |
| How much information is provided in the ad? | <input type="checkbox"/> A lot <input type="checkbox"/> Some <input type="checkbox"/> A little <input type="checkbox"/> None |
| How much do you already know about Coca-Cola ? | <input type="checkbox"/> A lot <input type="checkbox"/> Some <input type="checkbox"/> A little <input type="checkbox"/> None |
| How is this message supposed to make you feel? | <input type="checkbox"/> Positive <input type="checkbox"/> Neutral <input type="checkbox"/> Negative |

Image 2. Match each question below with the piece of campaign propaganda that it challenges.

- _____ What specific leadership qualifications does he have?
- _____ What does this future hold?
- _____ What, specifically, should Americans hope for?
- _____ What, exactly, can we do?
- _____ Why should I like him?
- _____ Can anyone really guarantee peace and prosperity?

The Technique. Describe how glittering generalities tries to persuade people. What tools does it use? Unscramble the words below.

lgsnosa _____

and

cthca esrhasp _____

that are

ispmel & revcel _____

What's the Message?

Name: _____

Station Five: Plain Folks

Image 1. "Plain" President?

A) Do you think this is where the President and Vice President usually eat?

- Yes No

B) Find one detail in this picture that makes it look like the kind of place everyday people might eat:

Image 3. Explain the message in this ad:

A) The woman in the ad looks

- glamorous normal

B) Find one detail in this picture that makes the woman look like a regular person:

Image 2. Campaigning with workers.

A) What message is this photo trying to send?

- Perry wishes he could wear a hard hat too
 Perry wants to invest in this company
 Perry can relate to average people

B) Find one thing in this picture that shows these workers are "plain folks":

C) The politicians in both images still look different from everyone else because they are wearing

_____.

The Technique. Mark the question that would NOT be helpful for analyzing this technique.

- Would the President eat here if there were no cameras photographing him?
 Why is Perry visiting these workers?
 Is the woman with the water a Republican?

Station Six: Bandwagon

Image 1. Explain the message in this ad for laundry detergent:

| | |
|--|---|
| What difference do you see between the teams? | |
| What is Tide's slogan? | |
| Which team are you supposed to prefer? | <input type="checkbox"/> #2 Brand <input type="checkbox"/> Tide |
| Why are you supposed to want to be on that team? | |

Image 2. Analyze this World War II poster:

A) When Rosie says "we," who is she talking to?

- All Americans
 American women
 Factory workers

B) Look at Rosie. Find one characteristic or quality Rosie has that other women might wish for:

The Technique. The bandwagon technique is most like:

- Peer pressure
 Advice
 Getting in trouble

Why? _____

What's the Message?

Name: _____

Station Seven: Card Stacking

Image 1. Explain the message about this cell phone provider ad:

| | |
|--|--|
| What can you learn about Verizon? | |
| What do you learn about AT&T? | |
| Can you tell whether AT&T has any benefits Verizon doesn't have? | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| Why can't you trust the information in this ad? | |

Image 2.

A) Which product is this ad promoting?

- Omega-9 Canola Oil
- Partially Hydrogenated Soybean Oil

B) The ad mentions reducing "Bad Fat." Is it clear what "bad fat" is?

- Yes No

C) Does this ad show any information about the possible benefits of soybean oil?

- Yes No

The Technique. Think about whether you can base a decision on these messages:

Do card stacking messages give you information?

- Yes No

Do they give you the benefits and drawbacks of both items being compared?

- Yes No

Do they give you enough information to really understand both products?

- Yes No

Station Eight: Challenge Image

Romney/Rock Image. Explain the message in this photo op:

| | | |
|--|--|--------------|
| Who is endorsing whom in this photograph? | | |
| What is hanging in the background? | | |
| Which group of people would most likely be persuaded by this image? (check all that apply) | <input type="checkbox"/> Senior citizens <input type="checkbox"/> Kids under 18 <input type="checkbox"/> Rock music lovers <input type="checkbox"/> Jazz music fans <input type="checkbox"/> Voters age 18-40 <input type="checkbox"/> Men <input type="checkbox"/> Women | |
| Which two propaganda techniques are applied in this scene? | Technique #1 | Technique #2 |
| How do you know these techniques are being used? | | |

What's the Message?

Name: _____

Cartoon Time Follow the steps to create your own piece of propaganda.

Step One: Read each side of the two debates and pick a side for your piece of propaganda.

All students should have the summers off from school.

Or

Students should attend school all year long.

Coke is the best kind of soda.

Or

Pepsi is the best kind of soda.

Step Two: Select the type of propaganda technique you will use in the cartoon.

- Name Calling
- Glittering Generalities
- Transfer
- Testimonial
- Plain Folks
- Card Stacking
- Bandwagon

Step Three: Use the space below to create your propaganda cartoon. Make sure you use what you have learned in this lesson!

Station One : Name Calling

Image 1: Wartime

A German soldier, as shown on an Australian poster from the World War I era (1914-1918).



Image 2: Politics

A U.S. Senator, as shown on a television ad run by her opponent during a political campaign.



Station Two: Testimonials

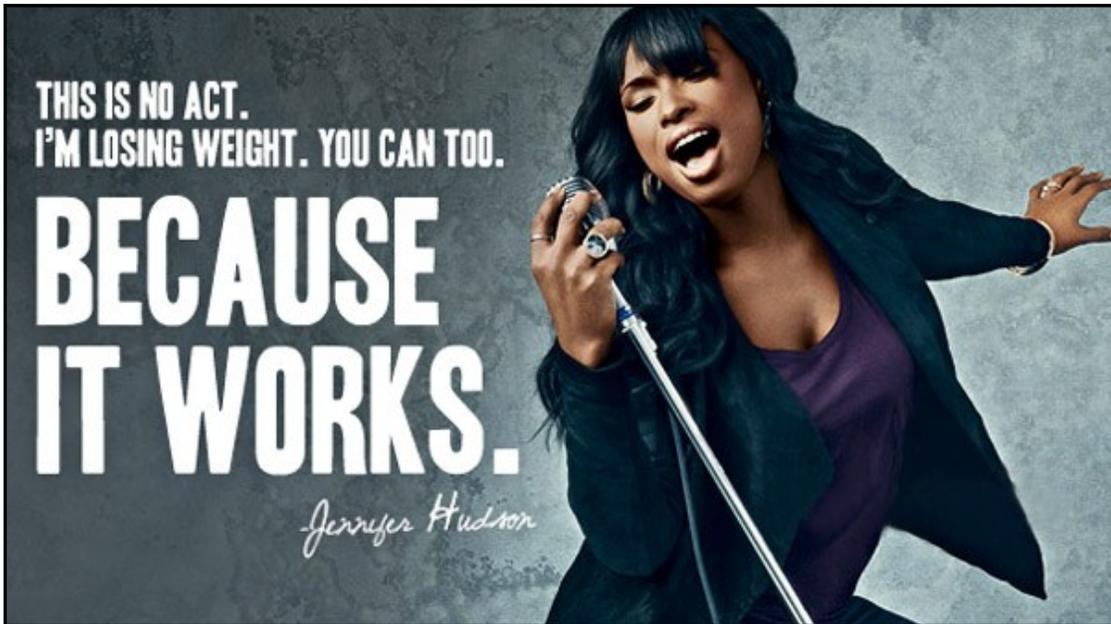


Image One: Advertising

Jennifer Hudson for
Weight Watchers

Image Two: Politics

Democratic
Presidential hopeful,
Hillary Clinton, and a
group of school
children.



Station Three: Transfer

Image One: Public Service

A public service announcement sponsored by Mothers Against Drunk Driving (MADD).

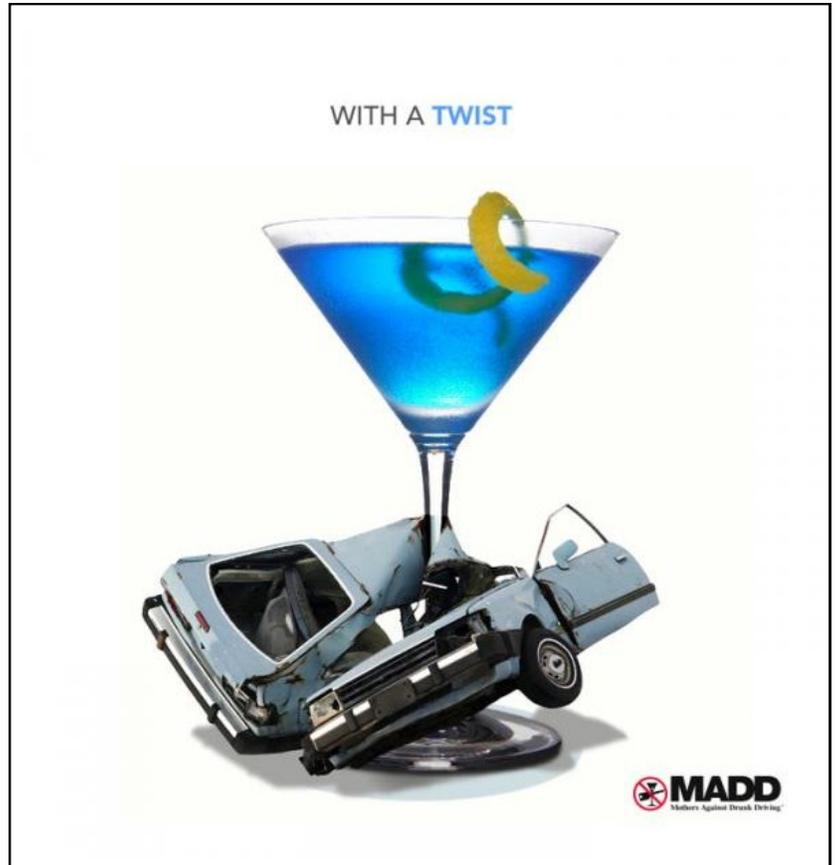


Image Two: Politics

Republican John Huntsman speaking to a crowd during his presidential campaign.

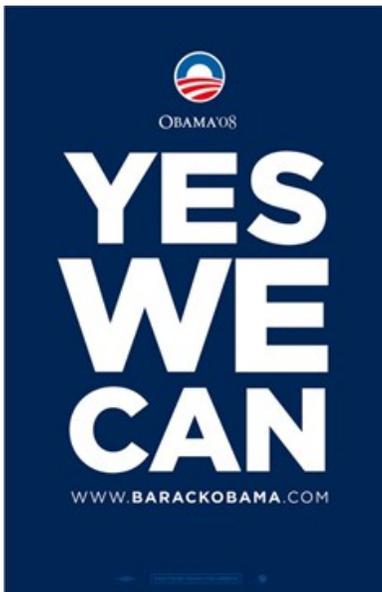
Station Four: Glittering Generalities

Image One: Advertising



Image Two: Politics

A.



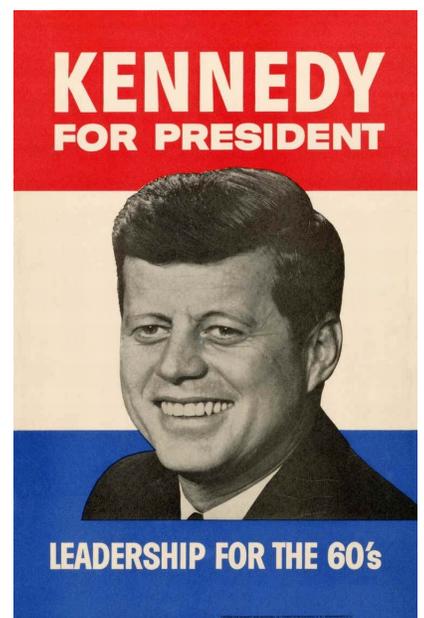
B.



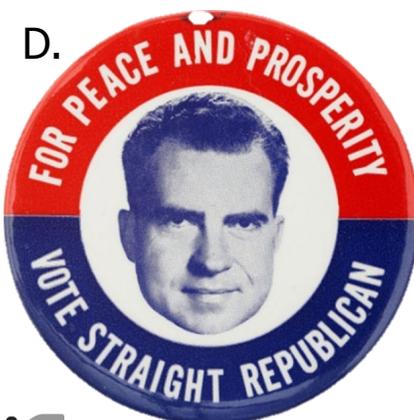
C.



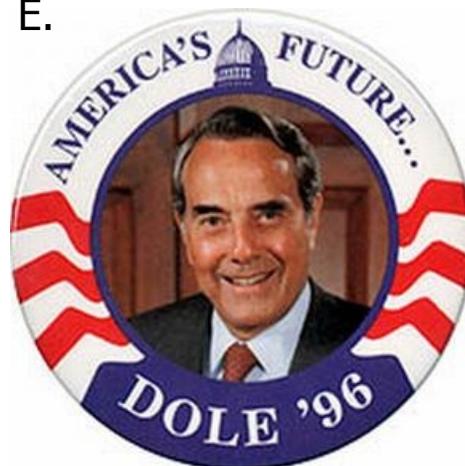
F.



D.



E.



Station Five: Plain Folks

Image One: Politics



Vice President Biden and President Obama visit a popular burger joint for lunch.

Image Two: Politics



Presidential candidate Rick Perry meets with workers while campaigning.

Image Three: Advertising

An ad for Propel water.

An advertisement for Propel water. The top half features a woman in a blue jacket holding a pink bottle of Propel water, looking thoughtful. Large white text on the left asks: "2640 MORE STEPS? JUST TO WORK OFF THIS WATER?". Below this, smaller text reads: "SOME VITAMIN ENHANCED WATERS ARE ENHANCED WITH 125 CALORIES.*". The bottom half shows a blue bottle of Propel water with the text: "flavor, vitamins. | how fit is your water? 25 calories.*". At the very bottom, in small print: "Vitamin-enhanced water beverages offer an alternate source of hydration. *Per 20 oz. bottle."

Station Six: Bandwagon



Image One: Advertising

An ad for Tide laundry detergent.

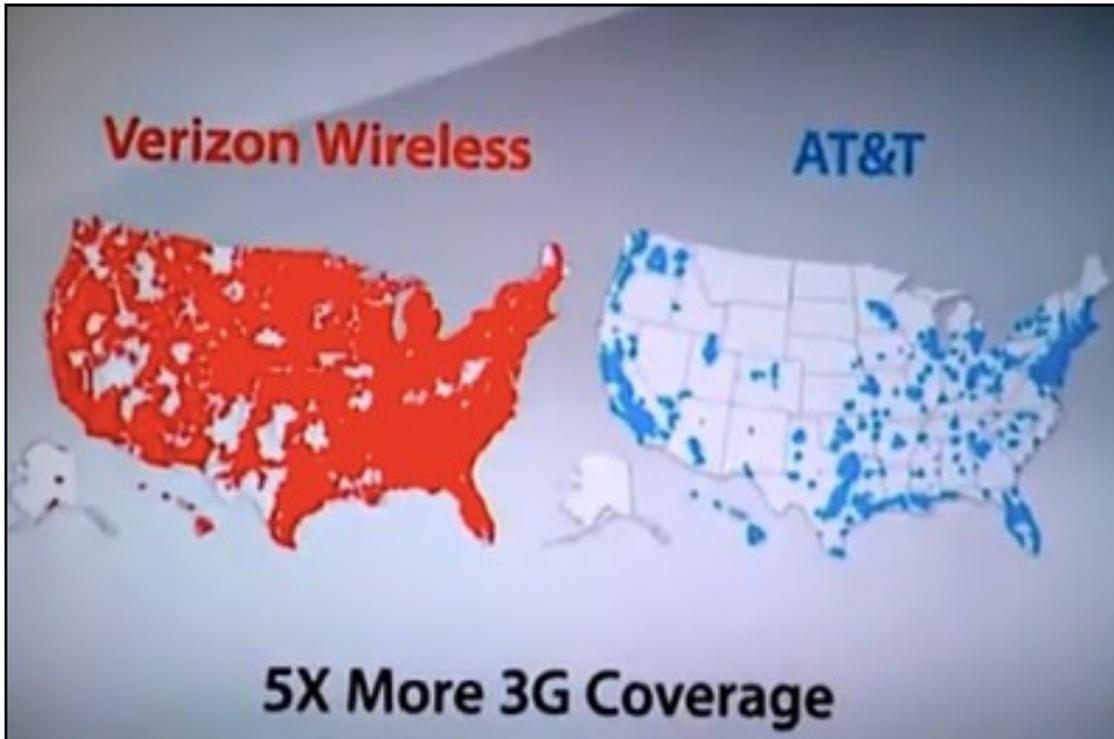
Image Two: Wartime

In this famous American poster from World War II, "Rosie the Riveter" urges women to go to work in factories to help the war effort.



Station Seven: Card Stacking

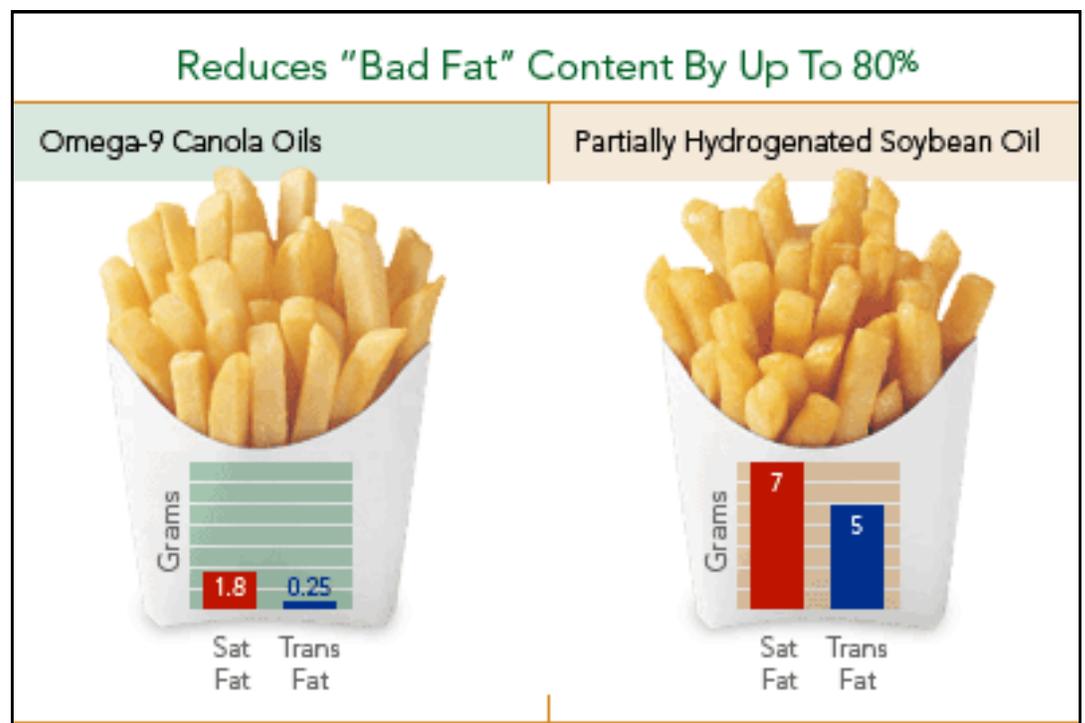
Image One: Advertising



Verizon Wireless advertises its cell phone service.

Image Two: Promoting an Industry

An agricultural researcher advertises the benefits of canola oil.



Station 8 Challenge

There are at least two different propaganda techniques used in this image. Can you identify them?



Republican presidential candidate Mitt Romney and musician Kid Rock.



C2.13: Examine multiple perspectives on public and current issues

| Benchmark Clarification | Task |
|-------------------------|--|
| BC1 | What does it mean to have a different perspective on an issue? Discuss an issue that teenagers and adults may have different perspectives. Compare their ideas on this issue. |
| BC2 | Think about current public issues that could/do have multiple perspectives. For example, some groups have protested the use of Native American mascots in schools and colleges. For this task, write down two more issues and include groups of people who might support the issues and those who would oppose it. Your ideas could be real or make believe, but they must be current and public. |
| BC3 | <ol style="list-style-type: none">1. Consider one of the issues you detailed in BC2. If someone felt strongly about their views on that issue, what are five different things that they could do to change public policy to reflect their beliefs? (i.e. distribute flyers)2. How do our 1st amendment rights support the inclusion of multiple perspectives in decision-making?3. Why do lobby groups form? Which rights support their work? |

Extra Practice: <http://www.newseum.org/todaysfrontpages/>

Benchmark Task:

The small town of Green, Florida has experienced a rash of break-ins and vandalism to public property. Investigation revealed that most of those charged with the criminal activity were under the age of 18. The city council has considered enacting a 10:00 curfew for all juveniles.

In one or two paragraphs, 1.) explain your perspective on this issue, 2.) discuss what someone else's perspective may be, 3.) how could you use your constitutional rights to change/support this policy? Address all possible avenues.

SS.7.C.2.13

Examine multiple perspectives on public and current issues.

SS.7.C.2.13 Benchmark Clarification 1: Students will identify groups that influence public perspectives.

Individuals, interest groups, and political parties each present different perspectives on the direction that government should take. Students should be familiar with the rights, powers and responsibilities of each group types. Students do not need to know the perspectives of any individual or group type because the public perspectives will be presented in the questions.

individual - a person

interest group - people who are concerned with a particular issue or part of the government and who try to influence legislators or to act in their favor, also known as a special interest group

political party - an organization that seeks to gain political power by electing members to public office so that their political ideas can be reflected in public policies



The Florida Joint
Center for Citizenship
A Partnership for Florida's Civic Health
<http://floridajointcenter.org>

SS.7.C.2.13 Benchmark Clarification 2: Students will use scenarios to understand the reaction or perspective of different groups.

Below are some scenarios that help to understand the reaction or **perspective** of different groups:

- a) A local army base is closing and the **city council** has not decided how to use the land that will become available. City residents representing different **interest groups** hand out flyers to persons attending the city council meeting expressing multiple perspectives on the best use of the land.
- b) The **Democratic** and **Republican** parties both address health care issues in their party's **platform**.
- c) Two interest groups place advertisements in a local newspaper taking opposing sides on whether the Florida Constitution should be **amended** to change the size of the **state Supreme Court**.

Questions focusing on multiple perspectives may ask that a common perspective among two or more perspectives be identified. Finding similarities and differences among the perspectives represented in multiple perspectives focused questions is the best strategy for identifying the correct response.

The focus of the benchmark is “public and current” issues. Historical issues, such as the multiple perspectives expressed by the **Federalists** and **Anti-Federalists** over the **ratification** of the U.S. Constitution, will not be part of multiple perspectives focused questions because the Federalist/Anti-Federalist debate was “public” but is not “current”. By contrast, a family discussing how to experience their **First Amendment** right to the “**free exercise of religion**” by choosing which house of worship to attend is considering multiple perspectives on a “current” issue, but not a “public” issue.

Multiple perspectives should not be confused with evaluation. Questions evaluating points of view will not be asked.

amend - to change

Anti-Federalists - a group of people in the early United States who opposed ratification of the U.S. Constitution because they feared a strong national government and a lack of protection for individual rights

city council - the governing body of a city

Democratic Party - a political party that believes that the federal government should take a more active role in people's lives, particularly those who are in need

Federalists - a group of people in the early United States who favored the establishment of a strong national government and who worked for ratification of the U.S. Constitution

First Amendment - an amendment to the U.S. Constitution prohibiting Congress from establishing a religion, and from interfering with freedom of religious exercise, press, speech, assembly, or petition

Florida Supreme Court - the highest court in Florida

free exercise of religion - the right for citizens to practice the religion of their choice without government involvement; guaranteed in the First Amendment

interest group - people who are concerned with a particular issue or part of the government and who try to influence legislators or to act in their favor, also known as a special interest group

party platform - a document stating the aims and goals of a political party

perspective - point of view

ratification - the process of formally approving something

Republican Party - a political party that believes that the federal government should play a small role in people's lives; they favor lower taxes and less government spending



SS.7.C.2.13 Benchmark Clarification 3: Students will examine how multiple perspective shape participation in the political process.

Citizen participation in the political process is shaped by multiple perspectives. Citizens will work independently, join **interest groups** or join **political parties**, in order to present their perspectives on the direction that **government officials** and **political institutions** should take.

Individuals influence multiple perspectives to shape participation in the political process when they exercise their **First Amendment** rights and their right to vote. First Amendment rights give individuals the right to express their political views through speech, press, peaceable assembly and petitioning the government. Voting rights give individuals the chance to express public perspectives by choosing one candidate or **policy** question over others.

Interest groups influence multiple perspectives to shape participation in the political process when they use their First Amendment rights to peaceable assembly, free speech and petitioning the government. Interest groups form because of a common interest or goal and attempt to influence people by working together in support of that goal or cause. Interest groups can work with members of Congress or with other elected legislators to get laws passed (this is usually referred to as **lobbying**), and can educate members of their interest group on key issues and causes that they wish those members to support. Through lobbying, directing campaign contributions (money raised for candidates, political parties or issues during the time of an election) and shaping **public opinion**, interest groups present multiple perspectives in their participation in the political process.

Political parties also influence multiple perspectives to shape participation in the political process. A political party is a group of citizens or voters with similar views on public issues who work to put their ideas into government action and who band together to elect a candidate. Competing political parties give voters a choice among candidates and ideas.

citizen - a legal member of a state and/or country

government officials - elected, appointed, or hired members of the government

individual - a person

interest group - people who are concerned with a particular issue or part of the government and who try to influence legislators or to act in their favor, also known as a special interest group

lobbying - to conduct activities in order to influence government officials

political institutions – the decision making elements of government

political party - an organization that seeks to gain political power by electing members to public office so that their political ideas can be reflected in public policies

public opinion - views of the general public

public policy - government actions in the form of laws

