

UNIT 3

Politics and Policy

40-50-minute classes | 13-18 classes

UNIT PREVIEW

Structure

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Why Teach Politics and Policy

It is important for students to recognize that the political thought and governance they studied about the founding is not merely an abstraction. Instead, representative self-government plays out in real life with many individuals and private associations together influencing and reflecting the views of citizens and lawmakers. The political process and arena in the United States are the unofficial parts to American representative democracy. Students should understand American politics and how it operates to know the ways in which their civic participation may be effective and effected. Moreover, students should be aware of the various public policy areas that officeholders seek to address and around which much of politics revolves.

What Teachers Should Consider

The Founders' principal fears in practical politics—faction and demagogues—were well founded, and their attempts to mitigate these threats were some of the most innovative parts to the constitutional order they arranged. Nevertheless, partisanship arose even with the ratification of the Constitution. The growth of political parties, the dominance of the election cycle, and the plethora of interest groups and civic associations have become hallmarks of American self-government. While the Founders may have sought to avoid this arrangement more than was possible, party politics are cemented in place in the United States. Moreover, general civic participation, as Alexis de Tocqueville noted, has provided for a degree of stability and practice in self-government that has been salutary. Students should appreciate the roles of these various forms of civic participation and how they function. Students should come to understand their own role in the political process, the important privilege that Americans have to participate in the political process, and the various associations, groups, parties, and media with which they may engage. And they should understand broadly the main arenas of domestic and foreign policy, including what each is concerned with, who makes such policy, and how it is made. The goal of this unit is to help students make sense of how representatives are chosen, how policy decisions are shaped, how public opinion is formed, and the civic responsibilities and opportunities afforded to students when they become adult citizens.

How Teachers Can Learn More

TEXTS

American Government and Politics, Joseph Bessette and John Pitney Chapters 4, 7–11, 16–18

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Introduction to the Constitution

Constitution 101

Constitution 201

The U.S. Supreme Court

LESSON PLANS, ASSIGNMENTS, AND FORMATIVE QUIZ

Lesson 1 — Parties, Elections, and Campaigns

3-4 classes

LESSON OBJECTIVE

Students learn how American citizens govern themselves through the constitutional framework for elections, the Electoral College, the election process, political parties, and campaigns.

ONLINE COURSES FOR TEACHERS | Online.Hillsdale.edu

Introduction to the Constitution

Lecture 10

TEXTS FOR TEACHERS

Teachers may craft their lessons to include some of the material in chapters 9–10 of *American Government and Politics*. Certain narrow selections from these chapters may be read aloud together in class based on grade level ability.

TERMS AND TOPICS

political party
Electoral College
popular vote
winner-take-all
ballot
split ticket
divided government
platform
referendum

recall
initiative
general election
primary/primary election
incumbent
PAC
campaign advertisements

QUESTIONS FOR THE AMERICAN MIND

- Why was the election of 1800 so important?
- What are the roles of parties?
- How has party power moved from local parties to national parties? Is this good or bad?
- What happens during an election cycle?
- How do candidates campaign?
- How do candidates finance their campaigns?
- Where do citizens vote? What do they have to do before and during voting?
- What was the purpose of the Electoral College? How does it work?
- Why do incumbents usually win elections even when people are unsatisfied with the institution?

- Questions from the U.S. Civics Test:
 - Question 1: What is the form of government of the United States?
 - Question 4: The U.S. Constitution starts with the words “We the People.” What does “We the People” mean?
 - Question 22: How long is a term for a U.S. Senator?
 - Question 25: How long is a term for a member of the House of Representatives?
 - Question 32: Who elects U.S. senators?
 - Question 34: Who elects members of the House of Representatives?
 - Question 36: The President of the United States is elected for how many years?
 - Question 64: Who can vote in federal elections, run for federal office, and serve on a jury in the United States?
 - Question 69: What are two examples of civic participation in the United States?
 - Question 70: What is one way Americans can serve their country?
 - Question 119: What is the capital of the United States?

KEYS TO THE LESSON

If there is one practice that is the most famous gesture of American life, it is the holding of elections. Indeed, the foundational governing principle of America—that of representative self-government—is expressed and achieved through elections. Freely voting for our neighbors to represent our views in making and enforcing laws—and to have confidence that the process for doing so is fair and just—is the bedrock of American representative democracy, the great achievement of the founding and the envy of oppressed peoples throughout the world and down through the ages. Students should appreciate these facts and also understand how this process of choosing representatives works: both how it was originally intended to work and how it has changed over the centuries to the political process of today.

Teachers might best plan and teach Parties, Elections, and Campaigns with emphasis on the following approaches:

- Explain to students how the American Founders structured the election process. Note the great deference in matters of elections that the Founders gave to state legislatures in particular. The reason they lodged this power for establishing election procedures in state legislatures is so that a separate elected body responsive to the people of a certain area would be accountable to the people for how the elections are conducted in that area. The key was, as much as possible, to make sure that those who establish election procedure were accountable to the people of a whole state, thus dispersing the potential for election fraud and corruption. This is the same reason why redrawing congressional districts is also left up to the state legislatures.
- Explain the one major nationally directed election, that of the president. Explain what the Electoral College is, how it works, and why. Chief goals for the Founders in establishing the Electoral College for choosing the president were twofold. First, by dividing the electorate into geographic groups by state, the Electoral College forces presidential candidates to recognize and incorporate the interests of more rural and remote citizens instead of only the interests of citizens who live in high-density areas, where it is easiest and most efficient to campaign. This arrangement has arguably prevented the division of American citizens into a ruling class of cities and a colony class of rural dwellers, whose interests and needs are ignored. Second, the Electoral College was meant to allow its electors to deny someone the presidency should the electors

determine that the candidate was a demagogue or might act tyrannically. Students should understand that many state legislatures have both allotted the state's electoral vote to the winner of the state's popular vote and have required that electors be faithful to that outcome, thus undermining the second purpose of the Electoral College. The first goal, however, remains in place, except in those states that have required their state electors to follow the national popular vote.

- Walk students through the election cycle, including the various stages of elections, where candidates come from, how candidates campaign, and the roles that various groups and media play in influencing elections.
- Emphasize how it is the parties that determine the vast majority of what happens in the election process and who ends up on a ballot. Students should recognize that one of the most influential roles ordinary citizens can have in the official election process is being involved in the leadership of political parties, beginning at the local level. In fact, it was the focus on the local party that was the traditional place to practice self-government in the United States. Politicians first gained power in their local communities, where they had to develop a good reputation before becoming part of the national system. This meant they were personally tied to their local communities and the issues therein. This enabled local issues to be considered by national politicians as well. Students should understand that while this tradition may still be the most congruent with the intentions of the Founders and with much of American history, in recent decades national parties often dictate the direction of a party based on national priorities, rather than local parties and the issues they seek to address.
- Consider the relationship between elected officials and their constituents. Not only do relatively few Americans know who their representatives are or who governs them, the representative himself or herself has increasingly been separated from his or her constituency in terms of geography—and especially by lifestyle and economic status. Have students consider what effect this has on self-government.
- Have students consider why so many people do not know who governs them. Help them to understand that politicians used to be part of the community and not separate from it. Ask them what this separation does to politicians, to politics, and to the people governed by such representatives.

STRENGTHENING UNDERSTANDING: POST-LESSON ASSIGNMENT

Assignment: Considering the election cycle and what is involved in campaigning, what does an American citizen need to do in order to be elected to public office? (1 paragraph)

Lesson 2 — Civic Participation

3-4 classes

LESSON OBJECTIVE

Students learn about American citizenship and the roles that public opinion, civic associations, interest groups, First Amendment rights, and the media play in Americans exercising their civic responsibilities.

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The U.S. Supreme Court

Lecture 5

TEXTS FOR TEACHERS

Teachers may craft their lessons to include some of the material in chapters 4, 7, 8, and 11 of *American Government and Politics*. Certain narrow selections from these chapters may be read aloud together in class based on grade level ability.

TERMS AND TOPICS

citizen
citizenship
birthright citizenship
naturalization
assimilation
melting pot
public opinion
suffrage
liberal
conservative
independent
libertarian
populist
voter registration
social media

interest group
civic association
families
philanthropy
churches
unions
think tank
grassroots
lobbyist
First Amendment
news
media
radio
spin
narrative

QUESTIONS FOR THE AMERICAN MIND

- What is citizenship? How does one become a citizen?
- What are the rights, privileges, and responsibilities of citizenship?
- Why is it important that only citizens vote and run for office?
- What is the political spectrum? How is it a helpful tool but sometimes unhelpful?
- How do citizens learn about or become influenced by public opinion?
- How has new technology (social media) impacted how public opinion is spread and understood?
- What are direct and indirect means of political participation?

- Should everyone choose to exercise their right to vote? Why or why not?
- How do interest groups ensure that individuals' voices are heard?
- How do interest groups act against the wills of individuals?
- Why are most interest groups and think tanks headquartered in Washington, DC? What does this say about power in America? What does this mean about local associations?
- What are the benefits and drawbacks to allowing professional lobbying?
- What forms of civic associations have been more traditional in American history? On what levels of government did they tend to focus?
- Why is freedom of speech for individuals necessary for freedom and justice?
- What is the purpose of freedom of the press? Does media accomplish this?
- What is the relationship between reporting and creating news?
- Why does local journalism matter?
- Questions from the U.S. Civics Test:
 - Question 1: What is the form of government of the United States?
 - Question 4: The U.S. Constitution starts with the words "We the People." What does "We the People" mean?
 - Question 63: There are four amendments to the U.S. Constitution about who can vote. Describe one of them.
 - Question 64: Who can vote in federal elections, run for federal office, and serve on a jury in the United States?
 - Question 65: What are three rights of everyone living in the United States?
 - Question 68: How can people become United States citizens?
 - Question 69: What are two examples of civic participation in the United States?
 - Question 70: What is one way Americans can serve their country?
 - Question 97: What amendment gives citizenship to all persons born in the United States?
 - Question 98: When did all men get the right to vote?
 - Question 102: When did all women get the right to vote?

KEYS TO THE LESSON

In human history, citizenship and right to vote is extraordinarily, almost miraculously, rare. It is yet another of the many privileges and benefits that Americans have and that are so easily taken for granted. This right to vote and the holding of elections lies at the heart of representative self-government, as it is this action and this process through which the people give consent to the laws under which they conduct all their other actions. Students should understand what citizenship is and what their rights and responsibilities as citizens are. Students should also recognize, however, how their views when they someday go to vote are often influenced by the prevailing opinion shared in the community. This public opinion is, in turn, influenced by political party leadership, corporations, marketing, interest groups, the media, and social media. Students should be aware of the various entities that are involved in the political process and how they attempt to influence citizens. Beyond voting and running for office, students should recognize the other ways in which citizens may and should seek to fulfill their responsibilities as free citizens, including being well-informed, making their views heard at government meetings, abiding by the law, and respecting and assisting others.

Teachers might best plan and teach Civic Participation with emphasis on the following approaches:

- Discuss with students what a citizen is and the meaning, rights, and responsibilities of citizenship. Include conversations on birthright citizenship and the naturalization process, the various responsibilities held by citizens such as respecting the rule of law, voting, volunteering, staying well-informed, and exhibited personal virtue and a responsible use of time, talents, and resources.
- Students should gain a clear perspective on voting in human history. In brief, this privilege has been exceptionally rare and, therefore, the American citizen's right to vote is a remarkable achievement. And nearly all of the groundbreaking moments in this achievement occurred in American history.
- Consider with students the power of public opinion and its foundations in a moral outlook and education. Students should understand how public opinion is formed and influenced and how, in turn, it influences the opinions of individual citizens. Public opinion is something that dominates in a democratic society because everyone is equally powerful in a democratic republic through their votes. People tend, therefore, to consider the majority opinion to be correct, meaning that many political fights occur in the court of public opinion more than in the legislative process. The side that can command public opinion can shape the nation politically.
- Make special note of how generations of educational practices, particularly at the collegiate level, as well as the emergence of powerful new forces such as activist interest groups, corporate marketing, and social media have greatly influenced public opinion over the past several decades.
- Share with students the variety of ways in which citizens can and in many cases should participate in the civic life of the country and their local community. At the very least, citizens have a responsibility to respect the rights of others, conduct their own personal lives with virtue, and take minimal steps to be informed on issues and on their representatives by seeking out the truth and thinking for themselves.
- Help students see the robust tradition of local civic participation America used to have and the great decline in civic participation in the United States, partly owing to the centralization of politics and lawmaking at the national level, the power of interest groups, activist groups, and bureaucracy in lawmaking, and the various new kinds of entertainment and technology that occupy citizens' time and attention.
- Note for students how private associations have always existed in America and that America was known for the vibrancy of such associations, a phenomenon recognized by Alexis de Tocqueville. Associations are innately factious, because they define beliefs and prescribe limits to participation. In early America, associations allowed individuals to come together to make their voices heard against the majority. In this way, they protected individual rights.
- Consider the role that philanthropic individuals, organizations, and religious institutions have played in American representative democracy. These associations have shaped not only the moral character and conduct of their members but also major reform movements in America, such as abolition, anti-poverty, temperance, and civil rights.
- Clarify for students that the modern interest groups that lobby in Washington, DC, are significantly different from the private and local associations that existed in early America. Many interest groups generally do not represent private individuals but reflect the interests of the comparably wealthy and powerful—and even those who have become wealthy and powerful in the name of representing the weak and the downtrodden.

- Help students understand the central role journalism and writing played in the American Revolution and founding. Consider all the documents that students have read that were published and promoted through newspapers or print.
- Have students consider also the reason behind the First Amendment. Freedom of speech and of the press are a vital check against the government. They provide a means for criticizing the government and for informing the public about government actions. Furthermore, freedom of speech is connected to freedom of conscience. The destruction of speech will inevitably lead to the destruction of ideas, which is possible only by destroying the creators and possessors of those ideas: people themselves.
- Consider how the media is also able to abuse the respect traditionally afforded to them by the people to engage in biased reporting under the cover of objectivity, oftentimes to the benefit of those who are most powerful in society.
- Emphasize that intentional efforts by individuals to research, critique, and discern true reporting when making informed political decisions is essential to a free people and to being a responsible citizen.
- Consider also with students the rise of social media and its influence on public opinion. Important questions have been raised in recent years over the power that social media has held in shaping public opinion by channeling or restricting access to the sharing of certain ideas.

STRENGTHENING UNDERSTANDING: POST-LESSON ASSIGNMENT

Assignment: How can American citizens participate in politics and government and what groups or factors should they keep in mind while fulfilling their responsibilities as citizens? (1-2 paragraphs)

Name_____

Date_____

Unit 3 — Formative Quiz

Covering Lessons 1-2
10-15 minutes

DIRECTIONS: Answer each question in at least one complete sentence.

1. Why was the election of 1800 so important?

2. Where do citizens vote? What do they have to do before and during voting?

3. What is the political spectrum?

4. How do citizens learn about or become influenced by public opinion?

5. What is the relationship between reporting and creating news?

Lesson 3 — Placeholder: State and Local Government

1-2 classes

Note: This lesson affords a school the space to teach about the specific details of their own state and local governments. Teachers may pull in content related to their state and community while still addressing the broad points outlined below.

LESSON OBJECTIVE

Students learn about the state and local governments in which they are represented, as well as some of the principles and history undergirding these governing institutions in the United States.

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*Constitution 101**The Federalist Papers*

Lecture 4

Lecture 4

TERMS AND TOPICS

federalism

local government

state government

county

township

city

school board

domestic policy

QUESTIONS FOR THE AMERICAN MIND

- What value did the Founders place on state and local governments?
- How did the Framers of the Constitution seek to empower state and local governments?
- What benefits has federalism afforded the American experiment in self-government?
- What are the structure and primary roles of offices in the state government?
- What are the structure and primary roles of offices in the local government?
- What is the relationship among federal, state, and local governments?
- Which domestic policy areas are most commonly addressed by state governments?
- Which domestic policy areas are most commonly addressed by local governments?
- Questions from the U.S. Civics Test:
 - Question 61: Who is the governor of your state now?
 - Question 62: What is the capital of your state?

KEYS TO THE LESSON

Students should understand how their state and local governments are structured, along with the roles that each has. Students should also consider these governments in light of the Founders' views.

Beyond teaching about their specific state and local governments, teachers might best plan and teach with emphasis on the following approaches:

- Emphasize with students how, historically, states and local governments had far more power than they do today. The Founders placed great importance on the roles and powers of state and local governments as being one of the fundamental checks on the authority of the federal government.
- Note how the policies enacted in state and local governments often directly affect and shape the daily lives of citizens more than the policies of the federal government.
- Explain to students some of the benefits of federalism and of state and local governments. Besides forming another kind of separation of powers, state and local governments allow for experimentation with certain policies on small scales prior to adopting a policy for the entire country. Federal lawmakers can then learn from these experiments. They can avoid those that were poor or adapt or improve those that worked without inflicting experimental damage on the entire country. These state governments can also sue the federal government in court and, perhaps most importantly, state and local governments allow citizens to “vote with their feet” by moving from one place with policies they dislike to another place with policies they believe are good. This requires another level of responsiveness to the people and affords sanctuaries for freedom when one state becomes more tyrannical for a time.
- Point out to students that it is the state and especially the local governments where citizens have the greatest opportunity to be involved officially in government and where they are most likely to bring about policy changes. The local level in particular becomes both an outlet for civic participation as well as an arena for future state and federal statesmen to gain experience and practice in the art of statesmanship. These levels of government, due to the smaller and more personal constituency, are also the most likely to be the most representative of a citizenry's interests and opinions.

STRENGTHENING UNDERSTANDING: POST-LESSON ASSIGNMENT

Assignment: Outline the kinds of government under which you live and how these kinds of government affect the daily lives of you and your neighbors (1–2 paragraphs)

Lesson 4 — Domestic Policy

2-3 classes

LESSON OBJECTIVE

Students learn about social and economic policy within the United States—including the various fields of social and economic policy, the branches of government, bureaucratic agencies, and interests involved in such policy decisions—and a broad overview of the types of contested issues in these fields that have emerged in the country's history to the present day.

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Constitution 201

Lecture 8

The U.S. Supreme Court

Lecture 4

TEXTS FOR TEACHERS

Teachers may craft their lessons to include some of the material in chapters 16-17 of *American Government and Politics*. Certain narrow selections from these chapters may be read aloud together in class based on grade level ability.

TERMS AND TOPICS

free market capitalism

inflation

socialism

progressive taxation

communism

income tax

welfare

Internal Revenue Service

Social Security

tariff

Medicare/Medicaid

protectionism

charter school

Justice Department

redistribution

Federal Bureau of Investigation

Gross Domestic Product (GDP)

unemployment

QUESTIONS FOR THE AMERICAN MIND

- What are the various kinds of social and economic policies?
- What were the views of the Founders in these areas?
- How had the federal government become more involved in domestic policy?
- As the federal government has become more involved in domestic policy, what has happened to the roles and importance of religious institutions, charities, and the family in addressing domestic issues and caring for their neighbors?
- How have welfare programs changed the way people view the government?
- What accounts for the complexity of the United States tax system?
- How are government programs funded?

- Questions from the U.S. Civics Test:
 - Question 20: Name one power of the U.S. Congress.
 - Question 41: Name one power of the president.
 - Question 48: What are two Cabinet-level positions?
 - Question 58: Name one power that is only for the federal government.
 - Question 59: Name one power that is only for the states.
 - Question 71: Why is it important to pay federal taxes?

KEYS TO THE LESSON

Students should receive a survey of the kinds of domestic policy areas in which government is involved. This would include especially economic and welfare policy, but also cultural matters and various kinds of legal, election, immigration, education, and family policy. *American Government and Politics* can provide a good guide to these fields for teachers. Students should understand of what each consists, how policy is determined, and some of the government officials and interest groups involved in such decisions.

Teachers might best plan and teach Domestic Policy with emphasis on the following approaches:

- Outline for students the various domestic policy areas. Students should be able to identify each and the kinds of actions that fall within each field, gaining a “lay of the land.” Middle school is not, however, the place to delve into current policy debates or to ask students to form judgments on contemporary issues.
- Proceed to trace in history the growth in kinds of policy fields and the basic arguments that emerged within those areas. Students should appreciate that the Founders recognized and had carefully informed views on many of the same policy areas that are dealt with today. Their thoughts regarding policy for the poor, immigration, and trade are worth careful consideration.
- While there are certain functions of the federal government that deal with domestic policy (most notably maintaining the rule of law, regulating interstate commerce, coining money and setting weights and measures), note for students the great expansion in the size of the federal government, and in particular, its role in domestic policy. The Founders had structured the federal government to be principally concerned with national security and foreign policy, those fields which only an energetic and united federal government could address.
- The vast majority of policies that most directly affect the daily lives of citizens were to be made by state and local governments. This was purposeful, as such lower governments could be more knowledgeable and responsive to their constituents and the needs and interests associated with life in a certain geographic area, much more so than a centralized and distant central government could be. The locus of power in domestic policy has since shifted away from states and localities and toward Washington, DC, and its bureaucracies.

STRENGTHENING UNDERSTANDING: POST-LESSON ASSIGNMENT

Assignment: Choose one area of domestic policy and outline what it addresses and how decisions are made within that field (1 paragraph).

Lesson 5 — National Security and Foreign Policy

2-3 classes

LESSON OBJECTIVE

Students learn about the foreign policy of the United States, including the branches of the armed forces, bureaucratic agencies, and interests involved in such policy decisions, and gain a broad overview of the types of contested issues related to national security that have emerged in the country's history to the present day.

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The Presidency and the Constitution

Lecture 6

TEXTS FOR TEACHERS

Teachers may craft their lessons to include some of the material in chapter 18 of *American Government and Politics*. Certain narrow selections from this chapter may be read aloud together in class based on grade level ability.

TERMS AND TOPICS

national security	U.S. Border Patrol
foreign policy	State Department
border	Central Intelligence Agency
citizen-controlled military	preemption
U.S. Army	isolationism
U.S. Navy	unilateralism
U.S. Marine Corps	multilateralism
U.S. Air Force	intelligence
U.S. Coast Guard	sanctions
U.S. Space Force	nongovernmental organizations

QUESTIONS FOR THE AMERICAN MIND

- What is the primary purpose of the federal government? Why is this the case?
- What is foreign policy? How is it related to national security?
- How is foreign policy determined in the United States?
- How is foreign policy carried out in the United States?
- Who makes treaties? Who declares war? Who conducts war? Why are these powers separated in this manner?
- What is the difference between unilateralism and multilateralism? When did the shift to multilateralism occur, and what domestic policies accompanied it?
- Questions from the U.S. Civics Test:
 - Question 20: Name one power of the U.S. Congress.
 - Question 41: Name one power of the president.

- Question 48: What are two Cabinet-level positions?
- Question 58: Name one power that is only for the federal government.
- Question 67: Name two promises that new citizens make in the Oath of Allegiance.
- Question 70: What is one way Americans can serve their country?
- Question 72: It is important for all men ages 18 through 25 to register for the Selective Service. Name one reason why.

KEYS TO THE LESSON

Students should understand the importance of the country's foreign policy and its fundamental connection to America's national security. The core purpose of the federal government (as with any national government) as laid out in the United States Constitution is to provide for the common defense. All other functions—lawmaking itself, and the establishment of justice—will fall if the nation is not defended. As such, the federal government has been historically and is still primarily oriented toward national security and national self-defense. Students should be made familiar with what government actions are involved in foreign policy and national security, how the executive branch and the military are arranged toward this end, and what other entities and groups are involved in determining foreign policy.

Teachers might best plan and teach National Security and Foreign Policy with emphasis on the following approaches:

- Outline with students which areas of government action fall under the titles of national security, which fall under foreign policy, and how the two categories are related.
- Review with students how the Constitution designed the federal government and the executive in particular to address issues of national security above all its other roles.
- Emphasize with students how the American armed forces are citizen-controlled, which means military authority is responsible to political authority under the constitutional rule of law. Spend some time outlining the roles of each branch of the armed forces.
- Consider this statement from George Washington's Farewell Address: "The great rule of conduct for us, in regard to foreign Nations[,] is in extending our commercial relations to have with them as little *political* connection as possible." Political alliances or conflicts with other nations were only to be out of necessity. As in the Declaration of Independence, other nations assume their own "separate and equal station" as well, and their independence should be respected. In general, the United States should not interfere in the internal governance of other nations unless necessary for self-defense regarding the nation's security.
- Discuss with students how George Washington's overall objective in foreign policy was to defend the institutions of American constitutional government at home and develop the United States to "that degree of strength and consistency which is necessary to give it, humanly speaking, the command of its own fortunes." That is, the purpose of American foreign policy is to protect and defend American constitutional self-government. America's principles are universal ("all men are created equal") but America is a particular nation, which means that while the United States models and advocates for American principles its first obligation is to the defense and perpetuation of this country.
- Consider with students how foreign policy is informed by principle but is largely an exercise in prudential decision-making in particular circumstances.

STRENGTHENING UNDERSTANDING: POST-LESSON ASSIGNMENT

Assignment: Outline what national security and foreign policy address and how decisions are made within these fields (1 paragraph).

APPENDIX

Study Guide

Test

Writing Assignment

Study Guide — Politics and Policy Test

Unit 3

Test on _____

TERMS AND TOPICS

Explain each of the following and the context in which it was discussed during this unit's lessons.

political party	independent	free market capitalism
Electoral College	social media	welfare
popular vote	interest group	Gross Domestic Product (GDP)
winner-take-all	civic association	unemployment
ballot	philanthropy	inflation
split ticket	churches	progressive taxation
divided government	unions	income tax
primary/primary election	think tank	tariff
incumbent	grassroots	protectionism
PAC	lobbyist	national security
citizenship	First Amendment	foreign policy
naturalization	media	border
assimilation	narrative	citizen-controlled military
public opinion	county	sanctions
suffrage	township	
liberal	city	
conservative	domestic policy	

QUESTIONS FOR THE AMERICAN MIND

Based on notes from lessons and seminar conversations, answer each of the following.

Lesson 1 | Parties, Elections, and Campaigns

- ☐ What are the roles of parties?
- ☐ How has party power moved from local parties to national parties? Is this good or bad?
- ☐ What happens during an election cycle?
- ☐ How do candidates campaign?
- ☐ How do candidates finance their campaigns?
- ☐ Where do citizens vote? What do they have to do before and during voting?
- ☐ What was the purpose of the Electoral College? How does it work?

Lesson 2 | Civic Participation

- ☐ What is citizenship? How does one become a citizen?
- ☐ What are the rights, privileges, and responsibilities of citizenship?
- ☐ How do citizens learn about or become influenced by public opinion?

- ☐ How has new technology (social media) impacted how public opinion is spread and understood?
- ☐ How do interest groups ensure that individuals' voices are heard?
- ☐ How do interest groups act against the wills of individuals?
- ☐ Why are most interest groups and think tanks headquartered in Washington, DC? What does this say about power in America? What does this mean about local associations?
- ☐ What are the benefits and drawbacks to allowing professional lobbying?
- ☐ What forms of civic associations have been more traditional in American history? On what levels of government did they tend to focus?
- ☐ Why is freedom of speech for individuals necessary for freedom and justice?
- ☐ What is the purpose of freedom of the press? Does media accomplish this?

Lesson 3 | State and Local Government

- ☐ How did the Framers of the Constitution seek to empower state and local governments?
- ☐ What benefits has federalism afforded the American experiment in self-government?
- ☐ What are the structure and primary roles of offices in the state government?
- ☐ What are the structure and primary roles of offices in the local government?
- ☐ What is the relationship among federal, state, and local governments?
- ☐ Which domestic policy areas are most commonly addressed by state governments?
- ☐ Which domestic policy areas are most commonly addressed by local governments?

Lesson 4 | Domestic Policy

- ☐ What are the various kinds of social and economic policies?
- ☐ What were the views of the Founders in these areas?
- ☐ As the federal government has become more involved in domestic policy, what has happened to the roles and importance of religious institutions, charities, and the family in addressing domestic issues and caring for their neighbors?
- ☐ How have welfare programs changed the way people view the government?
- ☐ How are government programs funded?

Lesson 5 | National Security and Foreign Policy

- ☐ What is the primary purpose of the federal government? Why is this the case?
- ☐ What is foreign policy? How is it related to national security?
- ☐ How is foreign policy determined in the United States?
- ☐ How is foreign policy carried out in the United States?
- ☐ Who makes treaties? Who declares war? Who conducts war? Why are these powers separated in this manner?

Name_____

Date_____

Test — Politics and Policy

Unit 3

TERMS AND TOPICS

Explain each of the following and the context in which it was discussed during this unit's lessons.

1. political party

2. divided government

3. PAC

4. assimilation

5. interest group

6. lobbyist

7. free market capitalism

8. citizen-controlled military

QUESTIONS FOR THE AMERICAN MIND

Answer each of the following. Complete sentences are not necessary, but correct spelling and writing should be employed, and responses must fully answer each question.

9. What happens during an election cycle?
10. How do candidates campaign?
11. What was the purpose of the Electoral College? How does it work?
12. What are the rights, privileges, and responsibilities of citizenship?
13. How do citizens learn about or become influenced by public opinion?
14. What forms of civic associations have been more traditional in American history? On what levels of government did they tend to focus?

15. Why is freedom of speech for individuals necessary for freedom and justice?
16. What benefits has federalism afforded the American experiment in self-government?
17. As the federal government has become more involved in domestic policy, what has happened to the roles and importance of religious institutions, charities, and the family in addressing domestic issues and caring for their neighbors?
18. How have welfare programs changed the way people view the government?
19. What is foreign policy? How is it related to national security?
20. Who makes treaties? Who declares war? Who conducts war? Why are these powers separated in this manner?

Writing Assignment — Politics and Policy

Unit 3

Due on _____

DIRECTIONS

Citing primary sources and conversations from class in your argument, write a 4–5 paragraph essay answering the question:

How can citizens exercise their civic responsibilities and participate in the political process? What should they keep in mind in doing so?

