

UNIT 7

Politics in Practice

45-50-minute classes | 14-18 classes

UNIT PREVIEW

Structure

LESSON 1	Parties, Elections, and Campaigns	4-5 classes	p. 5
LESSON 2	Civic Participation and Public Opinion	3-4 classes	p. 8
LESSON 3	Civic Associations and Interest Groups	3-4 classes	p. 13
LESSON 4	The First Amendment and the Media	2-3 classes	p. 16
APPENDIX A	Study Guide, Test, and Writing Assignment		p. 19
APPENDIX B	Primary Source		p. 29

Why Teach Politics in Practice

After studying the history of political thought in the United States and the institutions and policies involved in American governance, students must recognize that such thought and governance does not happen in a vacuum. Instead, many individuals and private associations together influence and reflect the views of citizens and lawmakers alike. The political process and arena in the United States are the unofficial parts to American representative democracy. Students should understand their origins and how they operate so as to know the ways in which their civic participation may be effective and effected. Students can also make judgments on which elements in politics are proper to the Founders' understanding of self-government and which inhibit or curtail such self-rule.

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. They should of course consider circumstances today in light of the Founders' views and understand how politics work practically in twenty-first century America. 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. 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

ONLINE COURSES | Online.Hillsdale.edu

Introduction to the Constitution
The U.S. Supreme Court

Primary Sources Studied in This Unit

Seneca Falls “Declaration of Sentiments and Resolutions,” Elizabeth Cady Stanton

LESSON PLANS, ASSIGNMENTS, AND FORMATIVE QUIZ

Lesson 1 — Parties, Elections, and Campaigns

4-5 classes

LESSON OBJECTIVE

Students learn how representative self-government is achieved through the constitutional framework for elections, the Electoral College, the election process, political parties, and campaigns.

ONLINE COURSES FOR TEACHERS | [Online.Hillsdale.edu](https://www.online.hillsdale.edu)

Introduction to the Constitution

Lecture 10

TEXTS

Students should read the text below and come to class prepared to complete a short reading quiz on the contents of the readings. The reading quiz should be based on the questions on pages 286–287 and 316 of *American Government and Politics*.

American Government and Politics

Chapters 9–10

TERMS AND TOPICS

political party
Electoral College
proportional vote
popular vote
winner-take-all
party realignment
caucus
king caucus
ballot
split ticket
tabulation
divided government
platform

Federal Election Commission
referendum
recall
initiative
general election
primary/primary election
voter turnout
gerrymandering
incumbent
incumbency advantage
PAC/super PAC
campaign advertisements

QUESTIONS FOR THE AMERICAN MIND

- What does it mean to have free and fair elections?
- What is the significance of “ballots over bullets”?
- What are the major party realignments, when did they happen, and what were the consequences?
- What has happened to local parties? How did this happen? What are the consequences?
- What was the purpose of the Electoral College? How does it work?
- Why do we have two parties? What are the advantages and disadvantages of this system?

- Why have third parties historically been unable to gain a foothold in the election process?
- Why was the election of 1800 so important?
- What was the change in the party system that happened in the New Deal era?
- Why do incumbents usually win elections even when people are unsatisfied with the institution?
- What makes gerrymandering possible, and what are the advantages and disadvantages of this process?
- How do candidates finance their campaigns?
- 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 process.
- Review with students the emergence of parties and how they have changed in history to their current form, particularly the changes from the founding generation and those that took place during the Progressive era.
- 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.
- Share with students how campaigns work and the various ways in which candidates attempt to secure citizens' votes.
- 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: Explain how elections are the embodiment of representative self-government and how political parties and campaigns may honor or subvert that principle in how they choose and support candidates (2–3 paragraphs).

Lesson 2 — Civic Participation and Public Opinion

3-4 classes

LESSON OBJECTIVE

Students learn about how public opinion shapes personal opinion and how civic participation can influence election outcomes.

TEXTS

Students should read the text below and come to class prepared to complete a short reading quiz on the contents of the reading. The reading quiz should be based on questions from pages 233–234 of *American Government and Politics*.

American Government and Politics

Chapters 4 and 7

Students are to read or, if they have previously read, review the following primary source. While reading, students should annotate these sources. For particularly challenging texts or if the class is offered earlier in high school, the teacher may wish to provide students with guided reading questions to assist with comprehension, clarity, and direction. Using their annotations and any guided reading questions, students should come to class prepared to participate in a seminar conversation on each text.

Seneca Falls “Declaration of Sentiments and Resolutions,” Elizabeth Cady Stanton

TERMS AND TOPICS

citizen	19th Amendment
citizenship	turnout
13th, 14th, 15th, and 19th Amendments	political participation
<i>Worcester v. Georgia</i>	liberal
Dawes Act	conservative
Indian Citizenship Act	moderate
birthright citizenship	independent
naturalization	libertarian
assimilation	populist
melting pot	voter registration
public opinion poll	polling
suffrage	poll tax
	social media

QUESTIONS FOR THE AMERICAN MIND

- What were the limits on voting at the time of the founding? While these were limits compared to today, how did they compare to practices in human history up to the time of the founding?
- How has suffrage been expanded since the founding?

- Why are polls often inaccurate measures of public opinion?
- 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?
- 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 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, the 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. It is thus important that as many legal voters be enabled to vote as wish to do so, that they vote only once, that their vote counts so long as it abides by the process, and that those who do not have a legal right to vote are not permitted to do so. Students should also recognize, however, how their views when they go to vote are often influenced by the prevailing opinion shared in the community. This public opinion can be shaped not only by the combination of views of the people, but also by individual leaders or powerful groups, including the media and, at present, social media. 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, generally abiding by the law, and respecting and assisting others.

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

- Discuss with students what a citizen is and the meaning, rights, and responsibilities of citizenship. Survey and discuss with students the various amendments to the Constitution that concern citizenship, namely the 13th, 14th, 15th, and 19th Amendments. 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. The American colonies, for instance, were one of the few places in history where most ordinary male citizens of European descent were permitted to vote. The rule in history has been that one person made the law (monarchy) or a few did so (oligarchy). That most male citizens, even though still restricted to those of European descent, were allowed to vote in the American colonies is therefore a consequential development in world history, a significant step toward universal suffrage.
- Explain to students how women, African Americans, and men who did not own property were generally, though not always, prohibited from voting. At the Founding, every state north of Pennsylvania allowed free African Americans to vote. Students should appreciate the historic gains the American people made securing the right to vote for each of these groups while also recognizing that their original curtailment was more the rule than the exception in human history, not a phenomenon unique to America. What was unique to America was the right to vote at all and then the relatively rapid rate at which the right to vote was expanded to these groups.
- Explain that originally, voting was a privilege of citizenship and not a right. It was also a serious duty. It was meant to be carried out by people who had significant interest in protecting America, who actively informed themselves on the issues independent of what they were simply told, and who would be called to give their lives up for their country if it were threatened. Put another way, they had a high personal stake in what the country did regarding various policies, including going to war.
- In general, canvass with students various government actions related to voter participation, such as the 15th, 19th, and 26th Amendments, Jim Crow, poll taxes, and absentee, early, and mail-in voting. Students should consider how each of these changes affects voting and the practice of representative self-government.
- Read with students Elizabeth Cady Stanton's 1848 Seneca Falls "Declaration of Sentiments and Resolutions." Note Stanton's appeal to the principles of the Declaration to argue for women's suffrage.
- Trace with students the history of Native Americans and U.S. citizenship. Consider the numerous instances in which Native Americans were denied their rights and the great gains they have witnessed in having those rights secured through American history, including the various laws to make Native Americans citizens and the ways in which Native Americans retain their own status as nations.
- 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. Students should recognize the famous importance that Abraham Lincoln placed on public opinion in moving northerners not only to vote but also fight and even to die to preserve a union without slavery.
- 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 organizations, 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.

STRENGTHENING UNDERSTANDING: POST-LESSON ASSIGNMENTS

Assignment: Explain the responsibilities and ways in which ordinary American citizens may participate in the American experiment of self-government, why such participation has been historically significant, and why civic participation has declined in recent years (2-3 paragraphs).

Name _____

Date _____

Unit 7 — Formative Quiz

Covering Lessons 1-2
10-15 minutes

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

1. What is the significance of “ballots over bullets”?
2. What has happened to local parties? How did this happen? What are the consequences?
3. What was the purpose of the Electoral College? How does it work?
4. How has suffrage been expanded since the founding?
5. Why are polls often inaccurate measures of public opinion?

Lesson 3 — Civic Associations and Interest Groups

3-4 classes

LESSON OBJECTIVE

Students learn about civic associations and interest groups, the power they hold, and the ways in which they may enhance or detract from the interests of individuals.

TEXTS

Students should read the below texts and come to class prepared to complete a short reading quiz on the contents of the readings. The reading quiz should be based on questions on pages 257-258 of *American Government and Politics*.

American Government and Politics

Chapter 8

TERMS AND TOPICS

interest group

unions

faction

think tank

civic association

grassroots

philanthropy

lobbyist

churches

QUESTIONS FOR THE AMERICAN MIND

- Why did James Madison say that factions will always exist in a free society? What is the significance of this?
- How do interest groups ensure that individuals' voices are heard?
- How do interest groups act against the wills of individuals?
- Are interest groups factions? Do they serve an important function?
- Why are interest groups often looked down upon?
- How did unions change the way political associations were understood?
- 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?
- Questions from the U.S. Civics Test:
 - Question 65: What are three rights of everyone living 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?

KEYS TO THE LESSON

So long as there is human nature, there will be differences of opinion and interest. Factions, as the Founders so aptly recognized, will always arise and will always exist. In a political community, these factions may coalesce into separate but sometimes overlapping official entities. Such groups serve different purposes and go about achieving their goals through different means, but they all have the same goal: to influence lawmaking by influencing lawmakers, public opinion, and, increasingly, government bureaucrats. Students should understand what these kinds of groups are, how they arise, what they do, and how effective they are in American society. While such civic-focused groups have historically been a hallmark of American representative democracy, they have become increasingly separated from the interests of ordinary Americans and have instead operated on behalf of the comparably wealthy and well-connected portion of the American citizenry.

Teachers might best plan and teach Civic Associations and Interest Groups with emphasis on the following approaches:

- Make sure students understand the Founders' argument that factions have and will always exist in a free society because people who are free willingly choose to associate with others who have the same interests. When a government begins to tell its people what to think and with whom they can associate, it encroaches on the natural rights of those people to think for themselves. At the same time, the Founders were concerned that factions could gain enough power to take away the rights of others. Instead of prohibiting liberty, however, the Founders created the Constitution with the principles of representation, an enlarged republic, separation of powers, checks and balances, and federalism in order to channel factions to constructive, cooperative ends. Review with students these principles from Unit 2 and, in particular, *Federalist* 10.
- 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. Their ascendancy tracks with that of the federal government. As government power was increasingly concentrated in the federal government, and as the federal bureaucracy burgeoned under Progressivism, it was natural that wealthier and more powerful interests throughout the entire country would centralize themselves into single groups to influence lawmaking most efficiently in that singular national location. By comparison, federalism and the previous power of state and local governments had not only required interests to disperse their efforts but also allowed for greater voice and representation from local citizens.

- Help students to understand why certain interests dominate national policy, even when that interest represents a relatively small number of individuals.
- Ask students how they can have political sway as individuals. Help them imagine what it would have been like to have local associations that were powerful and what that would have meant for their individual interests.
- Canvass with students the structure and methods of the various types of civic associations: think tanks, activist groups, political action committees, nonprofits, grassroots groups, local civic associations, etc.

STRENGTHENING UNDERSTANDING: POST-LESSON ASSIGNMENT

Assignment: Explain how the nature and methods of civic-focused groups have changed over the timeline of American history (1–2 paragraphs).

Lesson 4 — The First Amendment and the Media

2-3 classes

LESSON OBJECTIVE

Students learn about the role of the media in the political process and in public opinion, as well as the ways in which the First Amendment preserves the freedoms necessary for citizens to participate freely in the civic body.

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The U.S. Supreme Court

Lecture 5

TEXTS

Students should read the text below and come to class prepared to complete a short reading quiz on the contents of the reading. The reading quiz should be based on the questions on page 342 of *American Government and Politics*.

American Government and Politics

Chapter 11

TERMS AND TOPICS

news

news media

mass media

yellow journalism

muckrakers

political cartoons

network

radio

priming

framing

editorial

watchdogs

spin

narrative

“fake news”

news release

opposition research

Federal Communications Commission
(FCC)

First Amendment

QUESTIONS FOR THE AMERICAN MIND

- What is the relationship between reporting and creating news?
- How has mass media centralized public opinion?
- What is the purpose of freedom of the press? Does mass media accomplish this?
- Why does local journalism matter?
- Analyze the advantages and disadvantages of a government organization overseeing broadcast media.
- Alexis de Tocqueville wrote that Americans were attached to the news. Is this true? Why would this occur in a representative democracy?

- How has yellow journalism impacted the way people think about politics? Do personal scandals matter?
- How and why has journalism changed, especially in recent decades?
- Why is freedom of speech for individuals necessary for freedom and justice?
- What role has social media played in the civic body?
- Are social media restrictions on what users share violations of freedom of speech? Why or why not?
- Questions from the U.S. Civics Test:
 - Question 65: What are three rights of everyone living in the United States?
 - Question 69: What are two examples of civic participation in the United States?

KEYS TO THE LESSON

The freedom of the press is the extension of freedom of speech to enable the mass distribution of ideas. This freedom has been and is still crucial to a free civic body. The free press is yet another emblem by which people all over the world have recognized American freedom and self-government. At the same time, students should understand the value of individual free speech and the freedom of speech of other organizations guaranteed by the First Amendment. Free speech itself allows citizens to think for themselves and share what they think with others.

Teachers might best plan and teach the First Amendment and the Media with emphasis on the following approaches:

- 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: Explain the role that free speech and freedom of the press play in representative self-government and how such rights have influenced public opinion in recent decades (1–2 paragraphs).

APPENDIX A

Study Guide

Test

Writing Assignment

Study Guide — Politics in Practice Test

Unit 7

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	suffrage	news media
Electoral College	liberal	mass media
caucus	conservative	yellow journalism
ballot	moderate	muckrakers
split ticket	independent	network
divided government	libertarian	priming
platform	populist	framing
Federal Election Commission	voter registration	editorial
referendum	social media	watchdogs
recall	interest group	spin
initiative	faction	narrative
general election	civic association	“fake news”
primary/primary election	unions	news release
gerrymandering	think tank	Federal Communications
incumbent	grassroots	Commission (FCC)
PAC/super PAC	lobbyist	First Amendment
public opinion poll	news	

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 does it mean to have free and fair elections?
- What is the significance of “ballots over bullets”?
- What has happened to local parties? How did this happen? What are the consequences?
- What was the purpose of the Electoral College? How does it work?
- Why do we have two parties? What are the advantages and disadvantages of this system?
- Why do incumbents usually win elections, even when people are dissatisfied with the institution?
- What makes gerrymandering possible, and what are the advantages and disadvantages of this process?
- How do candidates finance their campaigns?

Lesson 2 | Civic Participation and Public Opinion

- What were the limits on voting at the time of the founding? While these were limits compared to today, how did they compare to practices in human history up to the time of the founding?

- How has suffrage been expanded since the founding?
- Why are polls often inaccurate measures of public opinion?
- How do citizens learn about or become influenced by public opinion?
- How has new technology (e.g., social media) impacted how public opinion is spread and understood?
- What are direct and indirect means of political participation?

Lesson 3 | Civic Associations and Interest Groups

- Why did James Madison say that factions will always exist in a free society? What is the significance of this?
- How do interest groups ensure that individuals' voices are heard?
- How do interest groups act against the wills of individuals?
- How did unions change the way political associations were understood?
- 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?

Lesson 4 | The First Amendment and the Media

- What is the relationship between reporting and creating news?
- How has mass media centralized public opinion?
- What is the purpose of freedom of the press?
- Why does local journalism matter?
- Analyze the advantages and disadvantages of a government organization overseeing broadcast media.
- Alexis de Tocqueville wrote that Americans were attached to the news. Is this true? Why would this occur in a representative democracy?
- How has yellow journalism impacted the way people think about politics? Do personal scandals matter?
- How and why has journalism changed, especially in recent decades?
- Why is freedom of speech for individuals necessary for freedom and justice?
- What role has social media played in the civic body?
- Are social media restrictions on what users share violations of freedom of speech? Why or why not?

Name _____

Date _____

Test — Politics in Practice

Unit 7

TERMS AND TOPICS

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

1. split ticket
2. platform
3. referendum
4. recall
5. initiative
6. primary/primary election
7. liberal
8. conservative
9. interest group
10. think tank
11. lobbyist
12. yellow journalism

13. framing

14. narrative

15. Federal Communications Commission (FCC)

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.

16. What is the significance of “ballots over bullets”?

17. What has happened to local parties? How did this happen? What are the consequences?

18. What was the purpose of the Electoral College? How does it work?

19. What makes gerrymandering possible, and what are the advantages and disadvantages of this process?

20. What were the limits on voting at the time of the founding? While these were limits compared to today, how did they compare to practices in human history up to the time of the founding?

21. How has suffrage been expanded since the founding?

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

23. Why did James Madison say that factions will always exist in a free society? What is the significance of this?

24. How do interest groups act against the wills of individuals?

25. What forms of civic associations have been more traditional in American history? At which levels of government did these associations tend to focus?

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

27. What is the purpose of freedom of the press?

28. How and why has journalism changed, especially in recent decades?

29. Why is freedom of speech for individuals so necessary for freedom and justice?

30. What role has social media played in the civic body?

Writing Assignment — Politics in Practice

Unit 7

Due on _____

DIRECTIONS

Citing conversations from class in your argument, write a 500–800-word essay answering the question:

How does the American political process ensure government by the people, and what challenges have emerged in recent decades to these mechanisms for determining representation?

APPENDIX B

Primary Source

Elizabeth Cady Stanton

WOMEN'S RIGHTS CONVENTION

Declarations of Sentiments and Resolutions

DECLARATION

July 19, 1848

Wesleyan Chapel | Seneca Falls, New York

BACKGROUND

Early suffragist leader Elizabeth Cady Stanton drafted this statement at the 1848 Women's Rights Convention at Seneca Falls.

GUIDING QUESTIONS

1. Who is the "he" referred to in the document?
2. What do the women demand from American society?

Elizabeth Cady Stanton, et al, eds. "Declaration of Sentiments," in *History of Women Suffrage*, Vol. 1 (Guttenberg Press, 2009), 70, <https://www.gutenberg.org/files/28020/28020-h/28020-h.htm>.

ANNOTATIONS

NOTES & QUESTIONS

When, in the course of human events, it becomes necessary for one portion of the family of man to assume among the people of the earth a position different from that which they have hitherto occupied, but one to which the laws of nature and of nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the
5 causes that impel them to such a course.

We hold these truths to be self-evident: that all men and women are created equal; that they are endowed by their Creator with certain inalienable rights; that among these are life, liberty, and the pursuit of happiness; that to secure these rights governments are instituted, deriving their just powers from the consent of the governed. Whenever any form of gov-
10 ernment becomes destructive of these ends, it is the right of those who suffer from it to refuse allegiance to it, and to insist upon the institution of a new government, laying its foundation on such principles, and organizing its powers in such form, as to them shall seem most likely to effect their safety and happiness. Prudence, indeed, will dictate that governments long established should not be changed for light and transient causes; and
15 accordingly all experience hath shown that mankind are more disposed to suffer, while evils are sufferable, than to right themselves by abolishing the forms to which they were accustomed. But when a long train of abuses and usurpations, pursuing invariably the same object evinces a design to reduce them under absolute despotism, it is their duty to throw off such government, and to provide new guards for their future security. Such has been
20 the patient sufferance of the women under this government, and such is now the necessity which constrains them to demand the equal station to which they are entitled.

The history of mankind is a history of repeated injuries and usurpations on the part of man toward woman, having in direct object the establishment of an absolute tyranny over her. To prove this, let facts be submitted to a candid world.

25 He has never permitted her to exercise her inalienable right to the elective franchise.

He has compelled her to submit to laws, in the formation of which she had no voice.

ANNOTATIONS

NOTES & QUESTIONS

He has withheld from her rights which are given to the most ignorant and degraded men—both natives and foreigners.

Having deprived her of this first right of a citizen, the elective franchise, thereby leaving her without representation in the halls of legislation, he has oppressed her on all sides.

5 He has made her, if married, in the eye of the law, civilly dead.

He has taken from her all right in property, even to the wages she earns.

He has made her, morally, an irresponsible being, as she can commit many crimes with impunity, provided they be done in the presence of her husband. In the covenant of marriage, she is compelled to promise obedience to her husband, he becoming, to all intents and purposes, her master—the law giving him power to deprive her of her liberty, and to administer chastisement.

10

He has so framed the laws of divorce, as to what shall be the proper causes, and in case of separation, to whom the guardianship of the children shall be given, as to be wholly regardless of the happiness of women—the law, in all cases, going upon a false supposition of the supremacy of man, and giving all power into his hands.

15

After depriving her of all rights as a married woman, if single, and the owner of property, he has taxed her to support a government which recognizes her only when her property can be made profitable to it.

He has monopolized nearly all the profitable employments, and from those she is permitted to follow, she receives but a scanty remuneration. He closes against her all the avenues to wealth and distinction which he considers most honorable to himself. As a teacher of theology, medicine, or law, she is not known.

20

He has denied her the facilities for obtaining a thorough education, all colleges being closed against her.

ANNOTATIONS

NOTES & QUESTIONS

He allows her in Church, as well as State, but a subordinate position, claiming Apostolic authority for her exclusion from the ministry, and, with some exceptions, from any public participation in the affairs of the Church.

5 He has created a false public sentiment by giving to the world a different code of morals for men and women, by which moral delinquencies which exclude women from society, are not only tolerated, but deemed of little account in man.

He has usurped the prerogative of Jehovah himself, claiming it as his right to assign for her a sphere of action, when that belongs to her conscience and to her God.

10 He has endeavored, in every way that he could, to destroy her confidence in her own powers, to lessen her self-respect, and to make her willing to lead a dependent and abject life.

Now, in view of this entire disfranchisement of one-half the people of this country, their social and religious degradation—in view of the unjust laws above mentioned, and because women do feel themselves aggrieved, oppressed, and fraudulently deprived of their most sacred rights, we insist that they have immediate admission to all the rights and privileges
15 which belong to them as citizens of the United States.

In entering upon the great work before us, we anticipate no small amount of misconception, misrepresentation, and ridicule; but we shall use every instrumentality within our power to effect our object. We shall employ agents, circulate tracts, petition the State and National legislatures, and endeavor to enlist the pulpit and the press in our behalf. We hope
20 this Convention will be followed by a series of Conventions embracing every part of the country.