

UNIT 2 Political Process

Name _____

1. What are the basic characteristics of the two political ideologies, conservatism and liberalism?
2. Where do you fall on the political spectrum and what beliefs support that?
3. What are the strengths and weaknesses of the two party system and how has this developed over time?
4. How do interest groups influence political parties?
5. How do citizens participate on a local, state, and federal level?
6. How has suffrage been extended to various groups throughout history?
7. How are the candidates for the presidential election selected?
8. How do political parties and the media work together using issues to influence voter behavior?

	ASSIGNMENT
Mon Oct 20 Tue Oct 21	1. Take Political Ideology Test
Wed Oct 22 Thur Oct 23	1. How To Turn Republicans and Democrats into Americans 2. History of political symbols
Fri Oct 24 Mon Oct 27	1. Video: <u>Rights & Responsibilities of American Citizens</u> 2. Citizenship handout, now that we have looked rights and responsibilities, what are 5 rights you enjoy
Tue Oct 28 Wed Oct 29	1. Video: <u>The Process of US Govt.</u>
Thur Oct 30 A Mon Nov 3 D	1. Electoral College PP 2. Electoral College Map & Activity
Wed Nov 5 A Thur Nov 6 B	1. A Dinosaur worth Saving & How to Reform the electoral college 2. Writing assignment
Fri Nov 7 Mon Nov 10	1. Chapter 8 Public Opinion & Mass Media reading guides 8.1 and 8.3
Wed Nov 12 Thur Nov 13	1. Chapter 9 Interest Groups guided reading, 9.1& 9.3
Fri Nov 14 Mon Nov 17	1. Complete Interest group activity (LAB)
Tue Nov 18 Wed Nov 19	2. Upfront Magazine Read and complete 2 upfront current event form.
Thur Nov 20 Fri Nov 21	2. Receive Study guide and prepare for test
Mon Nov 24 Tue Nov 25	Political Process Test

Name _____

Score _____

Government: Political Philosophy

	Strongly Agree (5 pts.)	Agree (4 pts.)	No opinion (3 pts.)	Disagree (2 pts.)	Strongly Disagree (1 pt.)	Odd numbers	Even numbers
1. Tobacco companies should pay out large sums of money to state governments to compensate for the money that is spent on health care for people who have gotten sick from smoking.							
2. The federal government should decrease its role in education and send that money back to the states to spend on education as they see best.							
3. The government should require the registration of handguns and a background check before people can buy a gun.							
4. The death penalty is an appropriate response to terrible crimes and should be maintained.							
5. Many criminals resort to crime because they have socially and economically deprived backgrounds and the government can best fight crime by addressing these root causes of crime.							
6. Introducing competition into education by giving poor families vouchers so that they can send their children to the school of their choice even if they choose a private school (including religious schools) is a good way to improve education.							
7. The best way to improve our political system is to reform campaign finance laws so people and companies cannot give too much money to political parties.							
8. A politician's private behavior is an important consideration in judging whether he or she is a good leader.							
9. We need federal programs to help minorities get into college and to get jobs so that they can overcome past discrimination.							
10. We should reform our tax code so that we have a flat tax whereby everyone pays the same percentage of their income in order to simplify the tax laws.							
11. The government should raise taxes in order to pay for new programs because there are certain things like helping the poor and the sick that are too important to ignore.							
12. Reducing regulations on business would allow businesses to operate more efficiently.							
13. We should have more federal regulations to help the environment.							
14. We should not add any new programs unless we cut the budget somewhere else in order to compensate for the new programs.							
15. It is important for the federal government to fund the arts and public television.							
16. We should reform the social security system so that instead of paying all the taxes to the government, people could invest some of that money in the stock market to save for their retirement.							

	Strongly Agree (5 pts.)	Agree (4 pts.)	No opinion (3 pts.)	Disagree (2 pts.)	Strongly Disagree (1 pt.)	Odd num- bers	Even num- bers
17. The federal government should pass laws to make sure that everyone has health insurance. If people can't afford their own health insurance, the government should pay for it.							
18. We should spend money on developing a missile defense system to protect us if a country fired a missile at us.							
19. We should cut federal spending on the military in order to save money.							
20. We need to spend more money on defense to keep the United States' predominant position in the world.							
21. We should have a nuclear freeze whereby our government does not do any research or testing on nuclear weapons.							
22. The U. S. should have free trade with as many countries as possible and not tax imports from foreign countries.							
23. Abortion should always be kept legal without any restrictions.							
24. The country's overall level of morality would be improved if we allowed a moment of silence in school that students could use for reflection or prayer.							
TOTAL	X	X	X	X	X		

1. Give yourself the correct number of points for each position you took and put that number in the appropriate column for odd-numbered questions and even-numbered questions.
2. Then total each column. (you should have a right column total and a left column total.)
3. Subtract the left column from the right column (Right minus Left) You will be left with a positive number or a negative number.
4. Write the number at the top of this paper.....

1 **How to turn Republicans and Democrats Into Americans: An Insider's 6 Step**
2 **Plan to Fix Congress** *(Printed in the Atlantic Monthly in July/August 2012)*

3 By Mickey Edwards (former Congressman, 1977-1993)

4 ANGRY AND FRUSTRATED, American voters went to the polls in November 2010 to
5 “take back” their country. Just as they had done in 2008. And 2006. And repeatedly for
6 decades, whether it was Republicans or Democrats from whom they were taking the
7 country back. No matter who was put in charge, things didn't get better. They won't this
8 time, either; ...American government will go on the way it has, not as a collective
9 enterprise but as a battle between warring tribes.

10 If we are truly a democracy—if voters get to size up candidates for a public office and
11 choose the one they want—why don't the elections seem to change anything? Because we
12 elect our leaders, and they then govern, in a system that makes cooperation almost
13 impossible and incivility nearly inevitable, a system in which the campaign season never
14 ends and the struggle for party advantage trumps all other considerations. When Democrat
15 Nancy Pelosi became Speaker of the House, the leader of the lawmaking branch of
16 government, she said her priority was to ... elect more Democrats. After Republican
17 victories in 2010, the Senate Republican leader Mitch McConnell said his goal was to ...
18 prevent the Democratic president's reelection. With the country at war and the economy in
19 recession, our government leaders' first thoughts have been of party advantage.

-lack of respect
-organized group
of people with
similar political
views (e.g.
Democrat or
Republican)

20 ...Many Americans assume that's just how democracy works, that this is how it's always
21 been, that it's the system the Founders created. But what we have today is a far cry from
22 what the Founders intended. George Washington and James Madison both warned of the
23 dangers posed by political parties. Defenders of the party system argue that parties—
24 including Madison's own—arose almost immediately after the nation was founded. But
25 those were not parties in the modern sense: they were factions uniting on a few major
26 issues, not marching in lockstep on every issue, large and small. And while some defend
27 the party system as a necessary provider of cues to voters who otherwise might not know
28 how to vote, the Internet and mass media now make it possible for voters to educate
29 themselves about candidates for office.

30 What we have today is not a legacy of 1789 but an outdated relic of the late 1800s and
31 early 1900s, when Progressives pushed for the adoption of primary elections. This
32 reform was supposed to give citizens a bigger role in the election process. Instead, the
33 influence of party leaders has been supplanted by that of a subset of party activists who are
34 often highly ideological and largely uninterested in finding common ground. In Delaware
35 in 2010, a mere 30,000 of that state's nearly 1 million people kept Mike Castle, a popular
36 congressman and former governor, off the general-election ballot. In Utah, 3,500 people
37 meeting in a closed convention deprived the rest of the state's 3 million residents of an
38 opportunity to consider reelecting their longtime senator Robert Bennett. For most of the
39 voters who go to the polls in November, the names on the ballot have been reduced to only
40 those candidates the political parties will allow them to choose between. Americans
41 demand a multiplicity of options in almost every other aspect of our lives. And yet we
42 allow small bands of activists to limit our choices of people to represent us in making the
43 nation's laws.

-early elections
where only party
members decide
which candidate
are on the ballot

44 I am not calling for a magical political “center”: many of the most important steps forward
45 in our history have not come from the center at all, including women’s suffrage and the
46 civil-rights movement, and even our founding rebellion against the British crown. Nor am I
47 pleading for consensus: consensus is not possible in a diverse nation of 300 million people
48 (*compromise* is the essential ingredient in legislative decision-making). And I’m not
49 pushing for harmony: democracy depends on vigorous debate among competing views.
50 The problem is not division but partisanship—advantage-seeking by private clubs whose
51 central goal is to win political power. There are different ways to conduct elections and
52 manage our government—and strengthen the democratic process. Here are some
53 suggestions designed to turn our political system on its head, so that people, not parties,
54 control our government.

-universal
agreement

-devotion to
ideas and action
of one party

55 (NOTE: The author of the article provides an in-depth analysis of six plans to fix Congress. The titles of
56 these sections are: *Break the power of partisans to keep candidates off the general-election ballot; Turn over
57 the process of redrawing congressional districts to independent, nonpartisan commissions; Allow members of
58 any party to offer amendments to any House bill and—with rare exceptions—put those amendments to a vote;
59 Change the leadership structure of congressional committees; Fill committee vacancies by lot; Choose
60 committee staff solely on the basis of professional qualifications.*)

61 IF WE REALLY want change—change that will yield a Congress that is more
62 representative and more functional, change that can be replicated in state and local
63 governments—we need to rethink the party-driven structures we have so casually accepted
64 for decades. ... The Constitution grants Congress most of the federal government’s real
65 powers—to spend, tax, create federal programs, declare war, approve treaties, confirm
66 federal court appointments. By thinking of the House and Senate in constitutional rather
67 than partisan terms, we would eliminate party-driven links between Congress and the
68 president and avoid the spectacle of legislative leaders acting as though they were either
69 members of the president’s staff or his sworn enemies. The Constitution intended the
70 legislative branch to be separate, independent, and equal; to be the people’s voice; and to
71 exercise, when necessary, a check on the executive, an obligation rendered moot in the
72 context of party-versus-party governance.

-copied

-national

-political party

-unlikely

73 In a democracy that is open to intelligent and civil debate about competing ideas rather than
74 programmed for automatic opposition to another party’s proposals, we might yet find
75 ourselves able to manage the task of self-government. Our current political dysfunction is
76 not inevitable; it results from deliberate decisions that have backfired and left us mired in
77 the trenches of hyper-partisan warfare. Political parties will not disappear; as a free people,
78 we will continue to honor freedom of association. The goal is not to destroy parties but to
79 transcend them; to welcome their contributions but end their dominance; and to take back
80 from these private clubs control of our own elections and our own Congress.

-rise above

81

What are the origins of the donkey and elephant as the symbols of the Democratic and Republican parties in America?

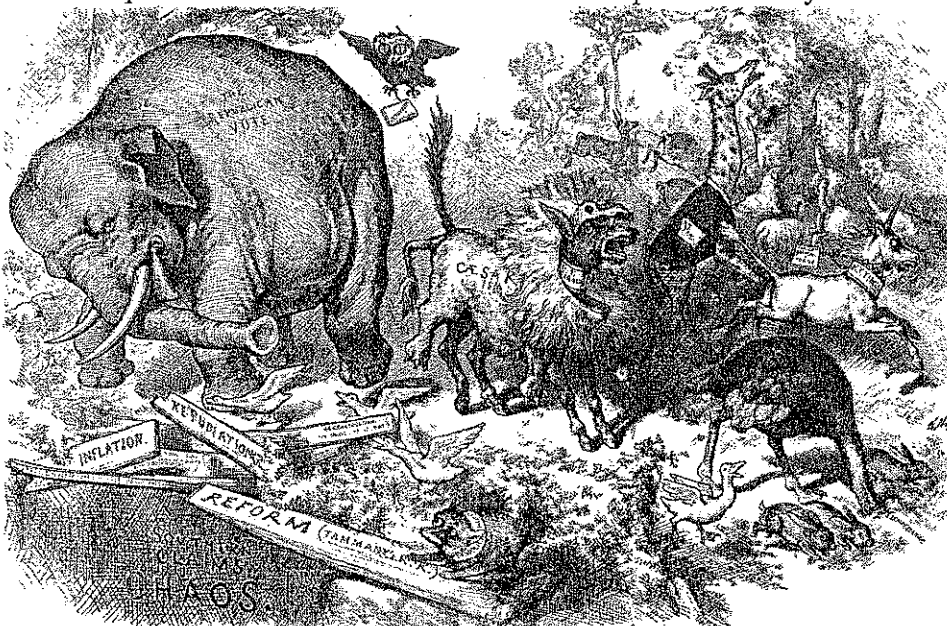
The Donkey— Presidential candidate Andrew Jackson was the first Democrat ever to be associated with the donkey symbol. His opponents during the election of 1828 tried to label him a "jackass" for his populist beliefs and slogan, "Let the people rule." Jackson was entertained by the notion and ended up using it to his advantage on his campaign posters.

But cartoonist Thomas Nast is credited with making the donkey the recognized symbol of the Democratic Party. It first appeared in a cartoon in *Harper's Weekly* in 1870, and was supposed to represent an anti-Civil War faction. But the public was immediately taken by it and by 1880 it had already become the unofficial symbol of the party.



"A LIVE JACKASS KICKING A DEAD LION."
And such a lion! and such a jackass!

The Elephant— Political cartoonist Thomas Nast was also responsible for the Republican Party elephant. In a cartoon that appeared in *Harper's Weekly* in 1874, Nast drew a donkey clothed in lion's skin, scaring away all the animals at the zoo. One of those animals, the elephant, was labeled "The Republican Vote." That's all it took for the elephant to become associated with the Republican Party.



Up Front Current Event Form: Government

News Source: _____ Date of Print: _____

Headline/Topic: _____

Summary of Current Event: _____

Who? _____

What? _____

When? _____

Where? _____

Why do you think this is important? _____

Identify and Discuss THREE main ideas of the article.

Main Idea #1 _____

Main Idea #2 _____

Main Idea #3 _____

✓

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Main Idea #3 _____

Video: The Rights and Responsibilities of Citizens

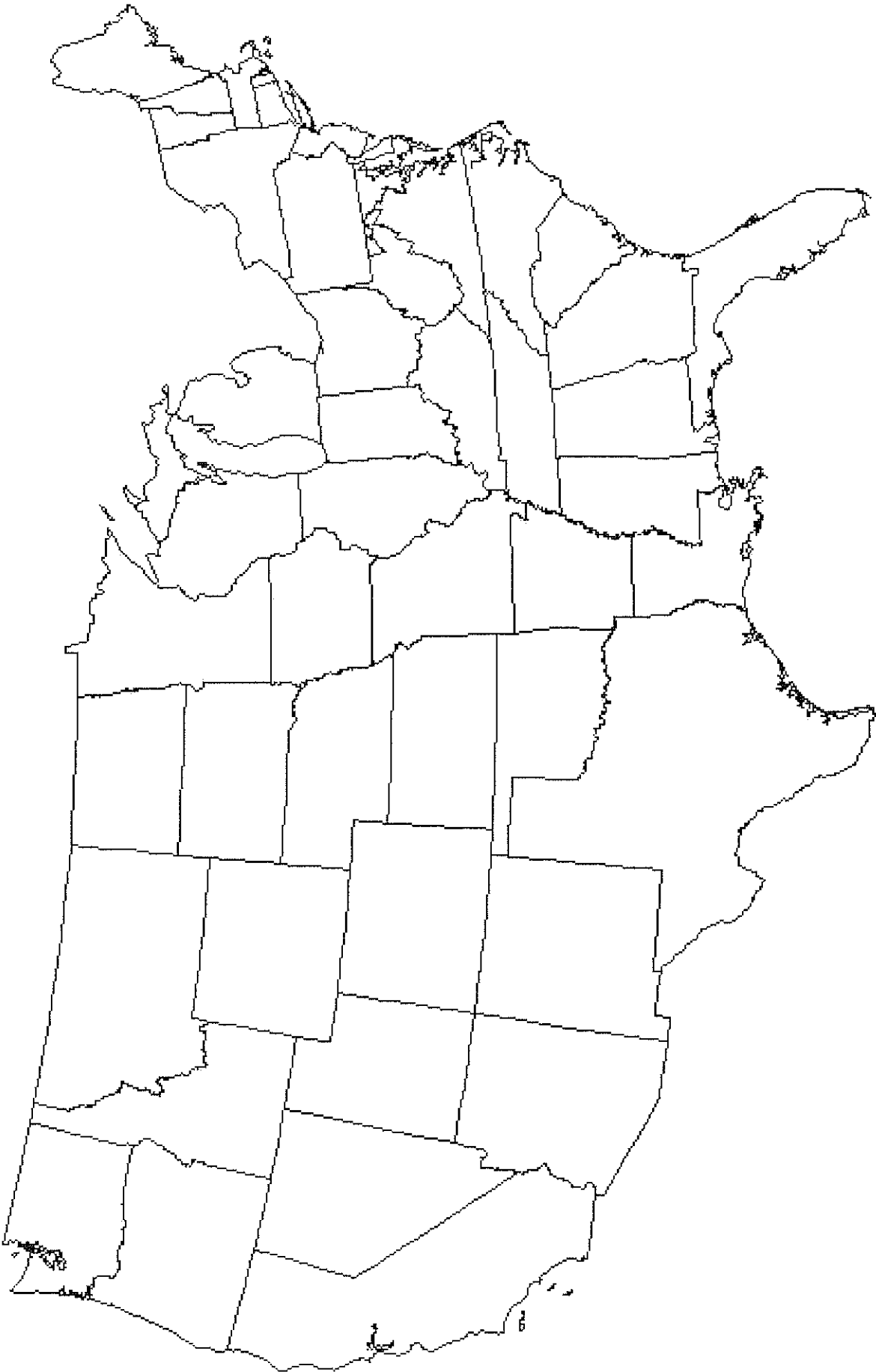
1. What is an American citizen?
2. What is the relationship between rights and responsibilities?
3. Why are U.S. citizens important?
4. How does one become a U.S. citizen?
5. What does naturalization mean?
6. What is required to become a naturalized American citizen?
7. What are inalienable rights?
8. What categories of rights are guaranteed by the U.S. Constitution? Provide some examples from each category.
9. How did African-American men receive the legal right to vote?
10. How did women gain the right to vote?
11. How did young adults, aged 18–20, gain the right to vote?
12. How often do young people vote as compared with older people?
13. What are the legal rights and responsibilities of citizens?
14. What are some ways that people can participate in self-government?
- What is patriotism?
16. What are some ways that people demonstrate patriotism?

Citizenship

Directions: Select 5 rights that you enjoy as an American citizen. Then for each right indicate one or more corresponding responsibilities.

Rights	Responsibilities
	r

US POLITICAL MAP



United States Electoral College

Allocation of Electoral Votes based on the 2010 Census. These numbers will be used for the 2012, 2016 and 2020 Elections. A NEW CENSUS WILL BE CONDUCTED IN 2020.

Total=538

Majority needed to Elect: 270

State	# of votes	State	# of votes
Alabama	9	Montana	3
Alaska	3	Nebraska	5
Arizona	11	Nevada	6
Arkansas	6	New Hampshire	4
California	55	New Jersey	14
Colorado	9	New Mexico	5
Connecticut	7	New York	29
Delaware	3	North Carolina	15
District of Columbia	3	North Dakota	3
Florida	29	Ohio	18
Georgia	16	Oklahoma	7
Hawaii	4	Oregon	7
Idaho	4	Pennsylvania	20
Illinois	20	Rhode Island	4
Indiana	11	South Carolina	9
Iowa	6	South Dakota	3
Kansas	6	Tennessee	11
Kentucky	8	Texas	38
Louisiana	8	Utah	6
Maine	4	Vermont	3
Maryland	10	Virginia	13
Massachusetts	11	Washington	12
Michigan	16	West Virginia	5
Minnesota	10	Wisconsin	10
Mississippi	6	Wyoming	3
Missouri	10		

Electoral College Activity

Directions: Use the blank United States map as well as the Electoral College data to complete the following activities and questions.

Place the appropriate number of electoral votes in each state on your blank map. Then showcase your coloring skills and color the democratic states blue and the republican states red, based on 2012 election data.

If you were running for President which 4 states would you spend the most amount of time campaigning.

1.

2.

3.

4.

If you are running for President of the United States, according to your map and data, what is the least amount of states you could win and still become the President?

In 2012, if President Obama would have lost Texas and Florida, would he be our current President? What would have been the final results vote?

Is the number of electoral votes for the 2012 election going to be the same as they were in 2016? Explain.

How many electoral votes did Romney get in 2012?

How many states did he win? If they would have counted number of states who would have won?

Where are most of the democratic states and Republican states located? Ie what regions? South west, west coast, northeast, Midwest, etc...

Can the president win the popular vote and lose the election

A Dinosaur Worth Saving

The Electoral College beats the alternatives.

As we all vent our anger in the wake of the ongoing electoral imbroglio, the Electoral College has emerged as a favorite target for our frustrations. For only the third time in American history, but for the first time in over a century, the prospective winner of the popular vote has lost the electoral vote. The voice of the people has been filtered through that political squawk box called the Electoral College and yielded an "undemocratic" verdict.

In a very real sense, that is what the founders intended. The framers of the Constitution did not believe in straightforward democracy, which they regarded as a crude and shortsighted expression of popular opinion, often at odds with the long-term public interest. They did not want senators, Supreme Court justices or presidents directly elected. They wanted these decisions to pass through succeeding layers of deliberation. The original intent of the framers was to establish not a democracy but a republic, in which popular opinion had to battle its way through artfully contrived chambers of refinement before reaching the promised land of political power.

That said, the Electoral College was one of the Founders' oddest improvisations. It was essentially a cumbersome compromise forged in August and September of 1787 as the Constitutional Convention was trying to conclude its business. The method of selecting the president was caught up in several crisscrossing debates about the relative power of the federal government and the states, the power of the executive branch versus the Congress, and the sectional division between North and South.

The debate also reflected the two recent but contradictory experiences with executive power: the 1770s, when the grievances against King George III rendered any defense of a powerful chief executive fatally monarchical in character; and the 1780s, when the absence of a strong executive presence rendered the government of the Articles of Confederation a recipe for gridlock.

The Electoral College was a messy alternative to selection of the president by the Senate. Hardly a product of divine inspiration, it represented a compromise between nationalists and states righters, Northerners and Southerners, advocates of a strong and weak executive. Most of the framers presumed that the Electoral College would only winnow down the last of presidential candidates, not make the final choice, which would be decided by the House of Representatives.

That is not how the Electoral College has actually functioned over the subsequent two centuries. On only two occasions, in 1800 and 1824, has the selection of the president been thrown into the House. Contrary to the expectations of the framers, the major impact of the Electoral College has been to produce decisive electoral conclusions even when the popular vote is evenly split and, most especially, when third-party candidacies prevent any one person from garnering a popular majority.

On three occasions in the 20th century--1992, 1968 and 1912--the winner of a majority in the Electoral College received less than 45% of the popular vote. On at least seven occasions in the 19th century--the most fateful being Lincoln's election in 1860--the Electoral College produced a decisive verdict in the absence of a popular majority.

If we wish to do away with the Electoral College in favor of a popular plebiscite for the presidency, we will also need to revise the Constitution in several other areas as well: making the selection of the president require a mere plurality instead of a firm majority of popular votes; or arranging for an electoral run-off between the two finalists after the general election; or revising the current constitutional provisions for a vote in the House, which requires a one-state, one-vote format, thereby giving Wyoming equal status with California, hardly the democratic result desired.

The prospect of the current Congress managing its way through this political minefield is difficult to imagine. The prospect of a constitutional amendment making its way through three-fourths of the state legislatures is equally difficult to conjure up.

Two venerable propositions come to mind: Don't mess with the Constitution lightly; and difficult cases make for bad law. The Electoral College, true enough, is a constitutional dinosaur, a weirdly shaped political contraption designed for a pre-democratic age. The trouble is that all the alternative political solutions are likely to generate more trouble. Once again, the founders were wiser than they knew.

How to Reform the Electoral College

New York - For the fourth time in American history the winner of the popular vote in a presidential election has been denied the presidency. The rejection of the candidate of the majority of voters preferred for the highest office in the land puts the republic in an intolerable predicament. It is intolerable because it is undemocratic. And it is intolerable because it imposes a fatal burden on the minority president.

All our minority presidents-John Quincy Adams in 1825, Rutherford B. Hayes in 1877, Benjamin Harrison in 1889-had wretched an ineffectual administrations and only served a single term. As Andrew Jackson wisely said, "A President elected by a minority cannot enjoy the confidence necessary to the successful discharge of his duties."

The fact that the popular-vote loser has won the Electoral College over the popular-vote winner will certainly revive the campaign to abolish the Electoral College and to replace it by the direct popular election of the president. Since direct elections have obvious democratic appeal and since few Americans understand the Electoral College anyway, its abolition seems a logical remedy for our intolerable predicament.

But direct elections raise troubling problems of their own. They would further weaken the already weak party system. They would provide a potent incentive to single-issue zealots, free-lance media adventurers and eccentric billionaires to jump into presidential contests. Accumulating votes from state to state, impossible under the Electoral College system, splinter parties would have a new salience in the political process. We can expect an outpouring of such parties-green parties, senior citizen parties, anti-immigration parties, right-to-life parties, pro-choice parties, anti-gun-control parties, homosexual rights parties, prohibition parties and so on down the single-issue line. The encouragement of multiple parties would be a further blow to a party structure already enfeebled by passage into the electronic age.

Direct-election proposals recognize that ideological and/or personalist parties would drain votes away from the major parties. Consequently, most direct-election proposals provide that, if no candidate receives forty percent of the vote, the two top candidates would fight it out in a run-off election.

One national election is alarming enough; a double national election is a fate almost too grim to contemplate. And the winner in the first round may often be beaten in the second round, depending on the deals the two run-off candidates make in exchange for the support of splinter parties. They would certainly cure the intolerable predicament, but the cure might be worse than the disease.

I would favor instead the retention and reform of the Electoral College. For there is a simple and effective way to guard against the possibility that the popular-vote winner might be the electoral-college loser. The solution is to award the popular-vote winner a bonus of two electoral votes per state plus the District of Columbia.

With an automatic 102 electoral votes, the popular-vote winner would almost certainly win the Electoral College. The national bonus plan would balance the existing federal bonus-the two electoral votes conferred by the Constitution on each state, regardless of votes on a winner-take-all basis, would preserve both the constitutional and practical role of the states in the presidential election process. The plan, by encouraging parties to maximize their vote in states they have no hope of winning, would stimulate turnout, reinvigorate state parties, enhance voter equality and contribute to the vitality of federalism.

And I would suggest on further reform to solve the problem of the "faithless elector"-the person sent to the Electoral College to vote for one candidate who then votes for another. Why not simply abolish the individual elector while retaining the electoral vote and the unit rule?

Both direct and popular elections and the national bonus plan would require constitutional amendments. Probably the opposition of small states would doom any amendment authorizing direct popular elections. The bonus plan, however, preserves a role for small states. It would be far more likely to be acceptable to Congress and to state legislatures.

The national bonus plan was first proposed in 1978 by the 20th Century Fund Task Force on Reform of the Presidential Election Process. The Task Force included Richard Rovere, Jules Witcover, Jeane Kirkpatrick, Stephen Hess, Patrick Caddell, Thomas Cronin, John Sears, this writer and other presidential scholars and political practitioners. Thirty years ago the national bonus plan was dismissed as an academic exercise. George Bush and Al Gore have made it an urgent necessity. We can no longer tolerate the possibility that the winner of the popular vote be denied the presidency. The hour for the national bonus plan has truly come.

Arthur Schlesinger Jr., the historian and JFK confidant, is author most recently of *A Life in the 20th Century: Innocent Beginnings, 1917-1950*, the first volume of his memoirs.


CHAPTER
8
Section 1 Guided Reading and Review
The Formation of Public Opinion
A. As You Read

Complete the chart below as you read Section 1. For each source of information given, write the type of information that is communicated.

Factors that Shape Public Opinion	
Sources	Types of Information Communicated
The Family	1.
The Schools	2.
The Mass Media	3.
Peer Groups	4.
Opinion Leaders	5.
Historic Events	6.

Write the answers to questions 7 and 8 on a separate sheet of paper.

7. What does it mean to say that “many publics exist in the United States?”
8. Why are family and school particularly important in shaping people’s political views?

B. Reviewing Key Terms

On a separate sheet of paper, define the following terms.

9. public affairs
10. public opinion
11. mass media
12. peer group
13. opinion leader

CHAPTER
8

Section 3 Guided Reading and Review
The Mass Media

A. As You Read

Complete the chart below as you read Section 3. List the media in order of their degree of influence on public opinion and give examples of each.

Medium	Examples
1.	
2.	
3.	
4.	

Write the answers to questions 5–7 on the blanks provided.

5. How do the mass media help to shape the public agenda? _____

6. How has television influenced each of the following? _____

a. the power of political parties _____

b. political campaigns _____

7. What factors limit the influence of the mass media? _____

B. Reviewing Key Terms

On a separate sheet of paper, define the following terms.

8. medium _____

9. public agenda _____

10. sound bite _____



Section 1 Guided Reading and Review The Nature of Interest Groups

A. As You Read

Use the information in Section 1 to fill in the following supporting facts under each main idea.

Main Idea A: Interest groups differ from political parties in several ways.

1. _____
2. _____
3. _____

Main Idea B: Interest groups have historically been regarded with suspicion.

4. James Madison warned against _____
5. Madison hoped to moderate the power of interest groups through _____

Main Idea C: Interest groups fulfill many functions in American society.

6. _____
7. _____
8. _____
9. _____
10. _____
11. _____

Main Idea D: Interest groups also pose a number of problems for the United States.

12. _____
13. _____
14. _____
15. _____

B. Reviewing Key Terms

Define the terms listed below in the spaces provided.

16. interest group _____
17. public policy _____
18. public affairs _____



Section 3 Guided Reading and Review Interest Groups at Work

A. As You Read

As you read Section 3, write three supporting details for each of the main ideas given.

Main Idea A: Interest groups try to influence public opinion.

1. _____

2. _____

3. _____

Main Idea B: Interest groups help and make use of political parties.

4. _____

5. _____

6. _____

Main Idea C: Lobbying involves many functions.

7. _____

8. _____

9. _____

B. Reviewing Key Terms

On a separate sheet of paper, define each key term below and use it in a sentence.

10. propaganda
11. single-interest group
12. lobbying
13. grass roots

Interest Group- people who share common policy interests or goals and organize to influence the Government. Interest groups also play a large role in getting candidates elected. Interest groups try to gain control of government by supporting candidates who share their beliefs/ideology.

Assignment: As a group we will go to the computer lab. You will be required to research any interest group and answer the following questions. Choose something that interests you as there are many to choose from.

1. Name of Interest Group _____
2. Who does the group represent?
3. What issues does the group care about?
4. What are the group's goals?
5. What are the group's methods for influencing government.
6. What are the Interest Group's activities?
7. What is the history of your interest Group?
8. # of Members
9. What are the dues to be a member of this group?
10. What is their budget
11. What are the locations of your interest group?
12. Does this group contribute to campaigns? How much and to whom?

Interest groups influence government in significant ways. Look at the group you have just researched. Describe at least one benefit this group has in the American political system. Then describe at least one negative aspect this group has in the American political system. You must do both at look at the group from both a positive and negative point of view.

Positive:

Negative:

Go to www.votesmart.org to get started.