

Unit #3: "Don't Hate; Participate!" Political Participation in America

AP US Government & Politics

Mr. Coia

Name: _____ Date: _____ Period: _____

Mon 11/5

- Read into to unit/essential knowledge
- Reading Quiz 13.444-455
- Lecture/Discussion topic: Voting Patterns and turnout
- Election Exit polls from 2012 and 2016
- Tomorrow's races

HW: AG, 13.455-463

Wed 11/7

- **Election Day Results**
- Reading Quiz 13.455-463
- Lecture/Discussion topic: Electoral College; Types of Elections
- Share interview responses to the question, "What is the Electoral College?"
- Video: [Electoral College](#) and [Another](#). How do these two differ?
- [Schoolhouse Rock](#)

HW: AG, 13.463-478

Fri 11/9

- **Notebook Check**
- Reading Quiz 13.463-478
- Lecture/Discussion topic: Congressional Elections; Gerrymandering
- FRQ review

HW: 13.478-490

Wed 11/14

- Reading quiz 13.478-490
- Interest Groups introduction
- Clip: [Crash Course: Interest Groups](#) (8 min)
- Clip: [Thank You for Smoking trailer](#)
- Read: "What Should I Have Learned?" (AG 16.593-594)
- First Amendment/Fed #10 issues?

HW: AG, 16.566-578; index cards; Christmas Song satire work

Fri 11/16: Parent-Teacher Conferences

Mon 11/19

- **Index cards must be completed.**
- Reading Quiz 16.566-578
- Clip: [Story of Stuff, Citizens United](#)
- Read [Oyez article](#) on *Citizens United* case
- Watch: [Obama's 2010 SOTU](#) on Citizens United ruling
- Watch: [Clinton on Citizens United](#)

AG, 16.579-594; index cards; Christmas Song satire work

Wed 11/21

- Reading Quiz 16.579-594
- Clip: [Story of Stuff, Citizens United Critique](#) (18 min)
- Watch [Keith Olbermann's response](#) to Citizens United ruling
- Christmas Song Satire practice

HW: Christmas Song satire (due 12/6)

Thanksgiving Break

Tues 11/27

- The media and politics
- Media Bias Project directions
- Practice time for Christmas song satires

HW: AG 15.530-541; Christmas Song satire work; Media Bias Project

Thurs 11/29

- Reading Quiz AG 15.530-541
- Lecture/discussion: New media
- Media Bias Project work

HW: AG 15.555-564; Christmas Song satire typed lyrics; Media Bias project

Mon 12/3

- **Printed lyrics of Christmas Song Satire**
- Reading Quiz AG 15.555-564
- Media Bias Project findings
- Bring all cards → Monster Pack activity
- Assign side of Socratic Seminar
- Socratic Seminar work time

HW: Socratic Seminar notes (see student examples on mrcoia.com)

Wed 12/5

- **Socratic Seminar:** You must have extensive, typed comments prepared for today
- **Essential Question #1:** "Do interest groups interfere too much in the political process?"
- **Essential Question #2:** "Does the media exert too much influence over the political process?" (Excused absence? Type a 500-600-word essay answering one question. You must have a minimum of two clear quotations from the sources in MLA format. Due Fri, 12/7)

HW: Study for unit test

Fri 12/7

- **Political Participation Unit Test**
 - 40 MC/ 2 FRQ
 - Key Terms

Wed 12/12

- Christmas Song Satire performances

Fri 12/14

- Christmas Song Satire performances
- (If you have an excused absence, you must complete this before Christmas vacation. Check to ensure its functionality BEFORE dropping it off. Due 12/13.)

No homework over the break. Enjoy the time off, but stay up-to-date with the political news

Notebook and Supply Check

You'll need the following for our notebook check **Fri 11/9**. Remember, you need ALL the pieces to receive credit. No partial credit offered on this.

You need **three** tabs with the following:

GOV Handouts:

- Unit Guide 3
- Unit guide 2
- Conservative/Liberal Chart
- Understanding the Amendments (unit guide 1, p.13)
- *Federalist Papers #10, 51, Brutus* (unit 1, p. 5-12)
- Key Terms: Foundations of American Democracy (unit 1, p. 5-6)
- *Key Terms: American Political Ideologies* (unit 2, p. 3-4)
- Chapter 3: Federalism section handout
- AP GOV Syllabus
- Class Rules sheet, initialed

GOV Classwork:

Notes from lectures, presentations, mini-lessons. Remember you should be taking notes each class period. You will also have at least 25 sheets of loose-leaf paper in your binder, and your pens, pencils, highlighter, etc.

GOV Outlines:

Unit 1: Foundations of American Democracy outlines (this includes all of your SIX outlines put in order with a cover page stapled to the top). This will help you review for semester tests and the AP exam in May.

Unit 2: American Political Ideologies and Beliefs (this includes all of your THREE outlines put in order with a cover page stapled to the top). This will help you review for semester tests and the AP exam in May.

Recommended Sources for Citizens United case :

- *Citizens United v. F.E.C.* Majority Opinion Summary - http://www.oyez.org/cases/2000-2009/2008/2008_08_205
- *Citizens United v. F.E.C.* Majority Opinion Text (Justice Kennedy) - <http://www.law.cornell.edu/supct/html/08-205.ZS.html>
- *Citizens United v. F.E.C.* Dissenting Opinion (Justice Stevens) - <http://www.patriotsforchange.net/about-us/citizens-united---stevens-dissent-summary>
- "Debating *Citizens United*: Remember the First Amendment?" - <http://www.thenation.com/article/157720/debating-citizens-united#axzz2YAPi2Dhu>
- "Debating *Citizens United*: Corporations Aren't People" - <http://www.thenation.com/article/157720/debating-citizens-united?page=0.1#axzz2YAPi2Dhu>
- "A Year Later, *Citizens United* Reshapes Politics" - <http://www.npr.org/2011/01/21/133083209/a-year-later-citizens-united-reshapes-politics>
- Bill of Rights and First Amendment - http://www.archives.gov/exhibits/charters/bill_of_rights_transcript.html
- "The Federalist No. 10" (James Madison) - <http://www.constitution.org/fed/federa10.htm>
- Video clip: "Justice Scalia on *Citizens United*" - <http://www.youtube.com/watch?v=UgQGJjQq4uk>
- Video clip: "Keith Olbermann Comments on *Citizens United*" - http://www.youtube.com/watch?v=M5Qvrs8Z_N8&list=PLC30A49C12826E4EC
- Video clip: "*Citizens United v. FEC* – what it means for democracy" - <http://www.youtube.com/watch?v=1nz6LVYD4As>

Unit 3: Political Participation Overview

Governing is achieved directly through citizen participation and indirectly through institutions (e.g., political parties, interest groups, and mass media) that inform, organize, and mobilize support to influence government and politics, resulting in many venues for citizen influence on policy making. The principle of self-government is dependent on both citizen participation and the operation of the various linkage institutions that help citizens connect with the government. These institutions help people become a part of the policy-making process.

Playing an important role in this process, the media report public opinion data and can sometimes influence the formation of that opinion as well. The accuracy of public opinion data is dependent upon the scientific polling methods that are used, and the results of these opinion polls are often used as a means of political influence. The role the media play in this process is at times criticized for the bias demonstrated in the format, context, and content of information distributed as well as the manner in which that bias impacts public understanding of political information. Social media poses both opportunities and challenges for democratic participation.

Social movements, political parties, and interest groups also serve to connect the electorate with the government by influencing the manner in which people relate to and participate in its composition, functions, and policy-making agenda. Various social movements develop in response to conditions perceived as negatively impacting specific groups of people; their political strategies are aimed at changing public policy in a way that benefits the adversely impacted group. Political parties run campaigns in an attempt to win office and make policy consistent with their platform and goals. Over time political parties respond to election results, campaign laws, and changes in the way information is disseminated to the public. Even though political parties are designed to connect the people with government, there are various barriers that interfere with this connection, even to the extent of preventing candidates who represent interests outside the two major parties from being elected. Finally, interest groups exist as a form of political participation for people with particular policy concerns. While these groups exist for different causes, they are sometimes criticized for wielding a disproportionate impact on the policy-making process based on their organized pressure tactics and allocation of money for campaigns and lobbying.

Like political parties and interest groups, elections connect citizens with government. The number of eligible voters has expanded over time based on various constitutional provisions, court rulings on voter access and campaign finance, and legislation. The Fifteenth, Nineteenth, Twenty-Fourth, and Twenty-Sixth Amendments, each a response to a specific social/political concern, serve to eliminate political discrimination against people due to a citizen's race, sex, age, and ability to pay a poll tax. Voter turnout is impacted by the various provisions that states implement regarding voter requirements and qualifications that involve issues not addressed in those amendments. Voter turnout varies widely from election to election, and political candidates have taken advantage of technology and campaign finance laws to communicate their platforms more effectively to the voting public. The data regarding voter turnout in the United States provides a foundation for interesting analysis when compared to voter turnout in other democracies, and political scientists periodically study why voter turnout in the U.S. falls below that in other similar republics.

Essential Questions:

- How have changes in technology influenced political communication and behavior?
- Why do levels of participation and influence in politics vary?
- How effective are the various methods of political participation in shaping public policies?

Christmas Song Satire

Assignment

Students will write a politically-satirical version of a well-known holiday song and made into a music video. This video will be screened in front of the entire class, and count as a **Unit Test/Project grade** for 25 points.

Requirements

- The song must include at least three (3) verses (not including the chorus).
- You must try to incorporate material from the course and material from current political affairs (Here is where current events come in handy!). If you could have written this in August, something is wrong.
- Props, signs, costumes, masks, instruments are needed.
- Feel free to be funny. However, use good taste and stay within the requirements. Profanity and vulgarity are NOT allowed and will result in a zero. If you are unsure about the appropriateness of your performance, see me first.
- You can work in a group of one, two, or three. However, all students need to be actively involved in the performance. Each participant must sing.
- Share the video in the TEAM DRIVE→AP Gov→Cmas Satires folder no later than 12/11 10pm
- You can partner with the other class, but you **both** need to be at **both** screenings.
- I have seen enough "You're a Mean One, Mr. Trump" videos to last a lifetime.
- Need help? See past videos in Team Drive

A copy of the final version of the song (typed) is due two class periods BEFORE the presentation.

DUE:

Mon 12/3: Print version due

Wed 12/12, Fri 12/14: Presentations

Scoring:

Creative, original writing shows understanding of course content _____ / 10

Performance is interesting and engaging _____ / 10

Technical features (sound, picture, editing) are professional _____ / 5

Students went above listed assignment and is especially powerful/interesting/creative **up to +10**

Unit 5: Political Participation

Essential Knowledge for this Unit

MPA-3.A.1: Legal protections found in federal legislation and the Fifteenth, Seventeenth, Nineteenth, Twenty-Fourth, and Twenty-Sixth Amendments relate to the expansion of opportunities for political participation.

MPA-3.C.1: In addition to the impact that demographics and political efficacy can have on voter choice and turnout, structural barriers and type of election also affect voter turnout in the U.S., as represented by: State voter registration laws -Procedures on how, when, and where to vote Mid-term (congressional) or general presidential elections

MPA-3.C.2: Demographic characteristics and political efficacy or engagement are used to predict the likelihood of whether an individual will vote.

MPA-3.C.3: Factors influencing voter choice include: -Party identification and ideological orientation -Candidate characteristics -Contemporary political issues -Religious beliefs or affiliation, gender, race and ethnicity, and other demographic characteristics

PMI-5.A.1: Linkage institutions are channels, such as the following, that allow individuals to communicate their preferences to policy-makers: -Parties -Interest Groups -Elections -Media

PMI-5.B.1: The functions and impact of political parties on the electorate and government are represented by: - Mobilization and education of voters -Party platforms -Candidate recruitment -Campaign management, including fundraising and media strategy -The committee and party leadership systems in legislatures

PMI-5.C.1: Parties have adapted to candidate-centered campaigns, and their role in nominating candidates has been weakened.

PMI-5.C.2: Parties modify their policies and messaging to appeal to various demographic coalitions.

PMI-5.C.3: The structure of parties has been influenced by: -Critical elections and regional realignments -Campaign finance law -Changes in communication and data-management technology

PMI-5.C.4: Parties use communication technology and voter-data management to disseminate, control, and clarify political messages and enhance outreach and mobilization efforts.

PMI-5.D.1: In comparison to proportional systems, winner-take-all voting districts serve as a structural barrier to third-party and independent candidate success. PMI-5.D.2: The incorporation of third-party agendas into platforms of major political parties serves as a barrier to third-party and independent candidate success.

PMI-5.E.1: Interest groups may represent very specific or more general interests, and can educate voters and office holders, draft legislation, and mobilize membership to apply pressure on and work with legislators and government agencies. PMI-5.E.2: In addition to working within party coalitions, interest groups exert influence through long-standing relationships with bureaucratic agencies, congressional committees, and other interest groups; such relationships are described as “iron triangles” and issue networks and they help interest groups exert influence across political party coalitions.

PMI-5.F.1: Interest group influence may be impacted by: -Inequality of political and economic resources -Unequal access to decision makers -“Free rider” problem

PMI-5.G.1: Single-issue groups, ideological/social movements, and protest movements form with the goal of impacting society and policy making. PMI-5.G.2: Competing actors such as interest groups, professional organizations, social movements, the military, and bureaucratic agencies influence policy making, such as the federal budget process, at key stages and to varying degrees. PMI-5.G.3: Elections and political parties are related to major policy shifts or initiatives, occasionally leading to political realignments of voting constituencies.

PRD-2.A.1: The process and outcomes in U.S. presidential elections are impacted by: -Incumbency advantage phenomenon -Open and closed primaries -Caucuses -Party conventions -Congressional and State elections -The Electoral College

PRD-2.B.1: The winner-take-all allocation of votes per state (except Maine and Nebraska) under the setup of the Electoral College compared with the national popular vote for president raises questions about whether the Electoral College facilitates or impedes democracy.

PRD-2.C.1: The process and outcomes in U.S. Congressional elections are impacted by: -Incumbency advantage phenomenon -Open and closed primaries -Caucuses -General (presidential and mid-term) elections

PRD-2.D.1: The benefits and drawbacks of modern campaigns are represented by: -Dependence on professional consultants -Rising campaign costs and intensive fundraising efforts -Duration of election cycles -Impact of and reliance on social media for campaign communication and fundraising

PRD-2.E.1: Federal legislation and case law pertaining to campaign finance demonstrate the ongoing debate over the role of money in political and free speech, as set forth in: -Bipartisan Campaign Reform Act of 2002, which was an effort to ban soft money and reduce attack ads with “Stand by Your Ad” provision: “I’m [candidate’s name] and I approve this message” -Citizens United v. Federal Election Commission (2010), which ruled that political spending by corporations, associations, and labor unions is a form of protected speech under the First Amendment

PRD-2.E.2: Debates have increased over free speech and competitive and fair elections related to money and campaign funding (including contributions from individuals, political action committees, and political parties).

PRD-2.E.3: Different types of political action committees (PACs) influence elections and policy making through fundraising and spending.

PRD-3.A.1: Traditional news media, new communication technologies, and advances in social media have profoundly influenced how citizens routinely acquire political information, including new events, investigative journalism, election coverage, and political commentary.

PRD-3.A.2: The media’s use of polling results to convey popular levels of trust and confidence in government can impact elections by turning such events into “horse races” based more on popularity and factors other than qualifications and platforms of candidates.

PRD-3.B.1: Political participation is influenced by a variety of media coverage, analysis, and commentary on political events.

PRD-3.B.2: The rapidly increasing demand for media and political communications outlets from an ideologically diverse audience have led to debates over media bias and the impact of media ownership and partisan news sites.

PRD-3.B.3: The nature of democratic debate and the level of political knowledge among citizens is impacted by: - Increased media choices Ideologically oriented programming -Consumer-driven media outlets and emerging technologies that reinforce existing beliefs -Uncertainty over the credibility of news sources and information

Key Terms: Political Participation

(see last unit for card creation format)

1. **Balancing the ticket:** occurs when a presidential nominee chooses a vice presidential running mate who has different qualities in order to attract more votes for the ticket.
2. **Blanket primary:** election to choose candidates that is open to independents, and that allows voters to choose candidates from all the parties.
3. **Caucus:** local party meeting
4. **Closed primary:** party election to choose candidates that is closed to independents. Voters may not cross party lines.
5. **Direct election:** election of an official directly by the people rather than by an intermediary group such as the Electoral College.
6. **Direct primary:** election in which the people choose candidates for office.
7. **General election:** election in which the officeholders are chosen. Contrast with a primary election, in which only the candidates are chosen.
8. **Hard Money** – campaign contributions regulated and limited by the federal government that are given directly to a candidate
9. **Soft Money** – campaign contributions that are not donated directly to candidates, but are instead donated to parties. Unlimited and unregulated campaign contributions to federal candidates and the national parties. Supposedly for generic “party building” activities (ex: get-out-the-vote drives, bumper stickers, yard signs, and “issue ads”)
10. **Incumbent:** an officeholder who is seeking reelection.
11. **Interest groups**-- organization of people who share political, social or other goals; and agree to try to influence public policy to achieve those goals.
12. **Issue advocacy ads:** ads that focus on issues and do not explicitly encourage citizens to vote for a certain candidate.
13. **Open primary:** election to choose candidates that is open to independents, and in which voters may choose candidates from any one party.
14. **Party-line voting**-- Voting in Congress according to party position, so that a majority of one party votes against a majority of the other party.
15. **Plurality:** more votes than anyone else, but less than half, e.g., Clinton won a plurality (43%) of popular votes in 1992, but not a majority.
16. **Political Action Committee (PAC)** – officially registered fund-raising organization that represents interest groups in the political process. **Super PACs** - PACs may raise and spend unlimited sums of money in order to advocate for or against political candidates.

17. **Prospective voting** -- Voting based on what a candidate pledges to do in the future about an issue if elected. Looks forward to possibilities.
18. **Retrospective voting** -- A theory of voting in which voters look at a candidate's past record, and essentially ask this simple question: "What have you done for me lately?"
19. **Safe seat:** an office that is extremely likely to be won by a particular candidate or political party.
20. **Swing state:** a state that does not consistently vote either Democratic or Republican in presidential elections.
21. **Tillman Act (1907)** – the first legislation in the United States prohibiting monetary contribution to national political campaigns by corporations.
22. **Federal Election Campaign Act (1971, 1974)** – increased disclosure of contributions for federal campaigns and 1974 amendments placed legal limits on the campaign contributions.
23. **Bipartisan Campaign Reform Act (a.k.a. McCain-Feingold Act, BCRA) (2002)** – banned national parties and officeholders from raising and spending “soft money,” and prohibited corporations and unions from funding "electioneering communications" within 30 days before a primary or 60 days before a general election.
24. **Buckley v. Valeo (1976)** – candidates spending money to finance their own campaigns is a form of constitutionally protected free speech through the 1st Amendment
25. **McConnell v. Federal Election Commission (2003)** - upheld most of BCRA ruling that restrictions on free speech justified by government's interest to prevent corruption in campaigns
26. **Citizens United v. Federal Election Commission (2010)** – ruled spending is protected speech under the 1st Amendment and the government cannot prohibit spending by corporations and labor unions to support or denounce individual candidates in elections
27. **Fifteenth Amendment (1870)** – *All races can vote.* “The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any state on account of race, color, or previous condition of servitude.”
28. **Seventeenth Amendment (1913)** – *Direct election of senators.* “The Senate of the United States shall be composed of two Senators from each State, elected by the people thereof, for six years; and each Senator shall have one vote. The electors in each State shall have the qualifications requisite for electors of the most numerous branch of the State legislatures.”
29. **Nineteenth Amendment (1920)** – *Women can vote.* “The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of sex.”
30. **Twenty-Fourth Amendment Abolished (1964)** -- *eliminated poll tax.* “The right of citizens of the United States to vote in any primary or other election for President or Vice President, for electors for President or Vice President, or for Senator or Representative in Congress, shall not be denied or abridged by the United States or any State by reason of failure to pay poll tax or other tax.”
31. **Twenty-Sixth Amendment (1971)** - *Voting age lowered to 18.*

Name: _____ Date: _____ Per: _____

Media Bias Project

AP Government & Politics
Mr. Coia

1. Pick two stories that all four sites mention. Write the headline each.

News Website	Story Topic #1: _____	Story Topic #2: _____
CNN CNN.com		
Fox Foxnews.com		
NY Times Nytimes.com		
World World.wng.org		

2. Click on the Politics tab of each. On that page, count the following Trump comments on headlines. Include “tone words” in headlines if they are relevant.

News Website	Positive Trump References	Neutral Trump References	Negative Trump References
CNN CNN.com			
Fox Foxnews.com			
NY Times Nytimes.com			
World World.wng.org			

3. Watch two comedy show sketches about a political topic (SNL, Last Week Tonight, Daily Show, etc). Pick one with a liberal bias and one with a conservative bias.

Socratic Seminar Grading Criteria

Total _____/20 discussion _____/5 evaluation notes

Name of Speaker (who is the student you are grading?): _____

Name of Evaluator (that's you!): _____

Essential Question #1: "Do interest groups interfere too much in the political process?"

Essential Question #2: "Does the media exert too much influence over the political process?"

A. Number of comments

0 1 2 3 4 5

Doesn't speak 1 comment 2 comments 3 comments 4 comments 5 comments

B. Quality of comments (*earning a 0 -2 on above rubric limits this category to a 0-3*)

0 1 2 3 4 5

Doesn't speak repeats other comments original ideas original, deep comments

C. Addresses essential question and stays to the text

0 1 2 3 4 5

Never once or twice Often Insightful and thought-provoking

D. Discussion Etiquette (*listens to others, allows others to speak, avoids dominating and cutting others off*)

0 1 2 3 4 5

Not engaged/slouching Listening only Appears only mildly interested in discussion actively engaged and good part

How would you describe what you saw from the Speaker's performance in this activity? What impressed you? What needed more work?

Start _____

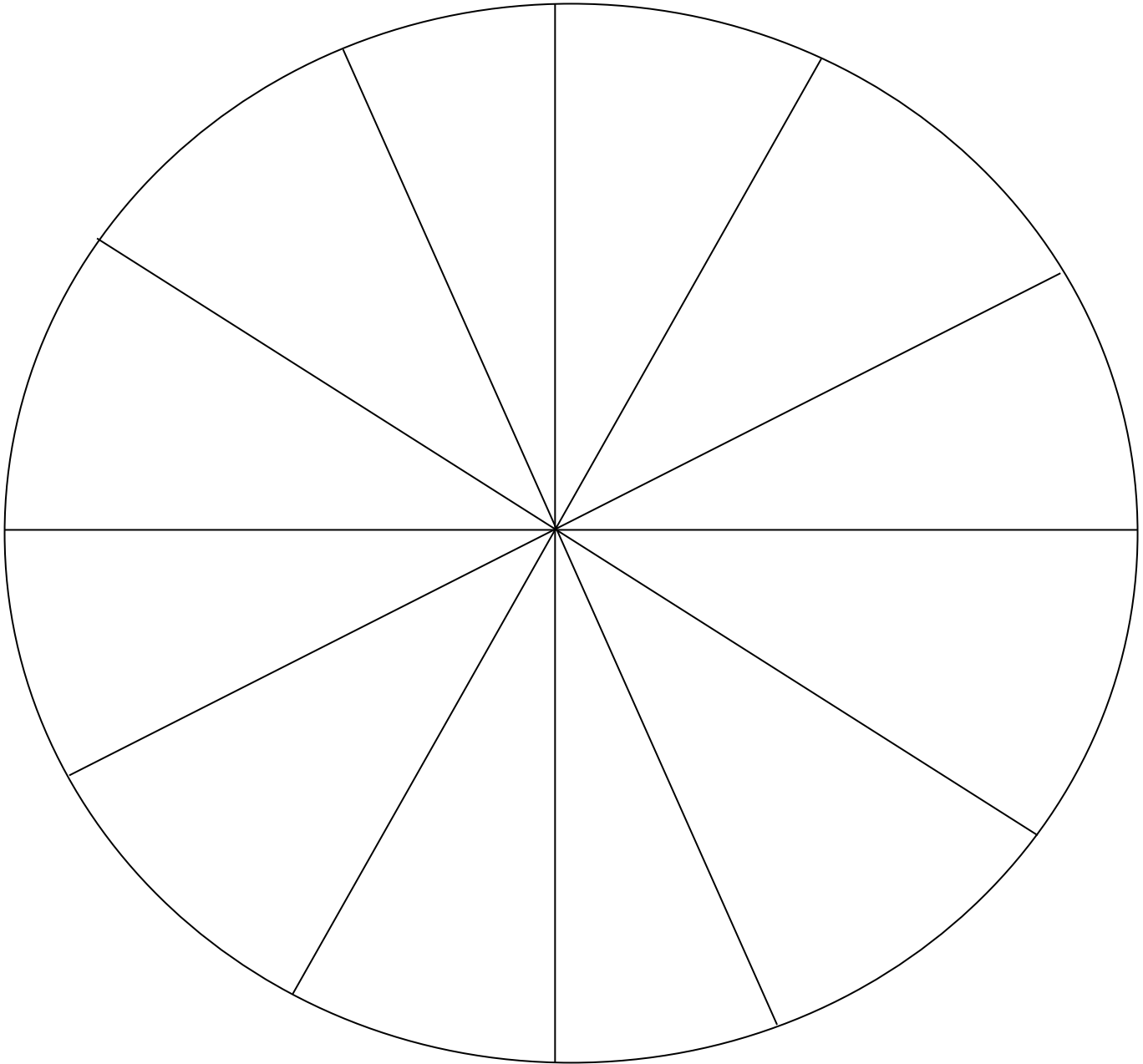
Stop _____

Continue _____

Socratic Seminar Circle

Evaluator's Name: _____

*Put student names on the **outside** of each wedge to represent the circle. Tick off each time a person speaks, and jot down important comments. While you will take notes on all students, your focus will be on your partner.*



Additional Notes: