

Interest Groups

Essential Question

To what extent do interest groups advance or harm democracy?

Section 1:

The Nature of Interest Groups

Section 2:

Types of Interest Groups

Section 3:

Interest Groups at Work

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- Political Dictionary
- Audio Review
- Downloadable Interactivities

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Lesson Goals

SECTION 1

Students will . . .

- identify functions of interest groups in a worksheet of examples.
- examine the positive and negative functions of interest groups by creating a persuasive brochure.
- write a persuasive letter encouraging or discouraging participation in interest groups.

SECTION 2

Students will . . .

- recognize the role of interest groups in their lives by identifying and categorizing those to which they belong.
- examine excerpts from different interest groups expressing opposing views on the same issue.
- research the activities and interests of a specific interest group discussed in the section.

SECTION 3

Students will . . .

- create an interest group campaign for influencing public policy and opinion, using direct and indirect approaches.
- practice influencing public opinion by composing a persuasive fundraising letter for their interest group campaign.

“For all our **variety**, we are **interconnected**, **intersected**, and **interwoven** by organizations—arguably more so than any other modern nation.

—James Cortada and Edward Waking, *Betting on America*, 2002

▶ **Photo:** UNITE HERE, a powerful interest group, marches in New York City's Labor Day parade.

Pressed for Time

Organize the class into three groups, assigning each group a section from the chapter. Have each group create a study guide detailing the main points of the assigned section. Then, have students present their study guides to the other groups.

FOLLOW UP Have students create a Venn diagram that compares and contrasts the roles and purposes of special interest groups with political parties in the American political system.

DIFFERENTIATED INSTRUCTION KEY

Look for these symbols to help you adjust steps in each lesson to meet your students' needs.

L1 Special Needs

L2 Basic

ELL English Language Learners

LPR Less Proficient Readers

L3 All Students

L4 Advanced Students

GUIDING QUESTION

What roles do interest groups play in our political system?

Functions of Interest Groups	
Positive	Negative
<ul style="list-style-type: none">• Awareness of public affairs• Represent members based on shared attitudes, rather than geography• Provide useful, specialized, and detailed information to government• Enable people to participate in political process• Monitor public agencies and officials, ensuring accountability• Compete with each other to influence public policy	<ul style="list-style-type: none">• Push own special interests, which may not be in best interests of other Americans• Influence out of proportion to their size or importance to public good• Hard to tell who or how many people in the group• May not represent views of all people for whom they speak• Some use unethical tactics

Get Started

LESSON GOALS

Students will . . .

- identify functions of interest groups in a worksheet of examples.
- examine the positive and negative functions of interest groups by creating a persuasive brochure.
- write a persuasive letter encouraging or discouraging participation in interest groups.

BEFORE CLASS

Assign the section, the graphic organizer in the text, and the Reading Comprehension Worksheet (Unit 2 All-in-One, p. 216) before class.

L2 Differentiate Reading Comprehension Worksheet (Unit 2 All-in-One, p. 217)

SKILLS DEVELOPMENT

ANALYZE POLITICAL CARTOONS

To help students learn to analyze political cartoons, have them turn to the Skills Handbook, p. S22, and use the steps explained there to complete the Bell-ringer activity.

SECTION 1

The Nature of Interest Groups



Guiding Question

What roles do interest groups play in our political system? Use the table to note information about the positive and negative effects of interest groups.

Functions of Interest Groups	
Positive	Negative
<ul style="list-style-type: none">• Awareness of public affairs•••	<ul style="list-style-type: none">•••

Political Dictionary

- interest group
- public policy
- public affairs

Objectives

1. Describe the role of interest groups in influencing public policy.
2. Compare and contrast political parties and interest groups.
3. Explain why people see interest groups as both good and bad for American politics.

Image Above: Members of an environmental group express their support for a "greener" city.

An **interest group** is a collection of people who share certain views on public matters and work to shape public policy to their benefit. They try to persuade public officials to respond to their positions favorably. You may not think that you belong to this sort of group, but as you read this section you will likely discover that you do. You might, in fact, belong to several of them. You will probably also realize that you will become a member of many more of these groups in the years to come—because these organizations provide one of the most effective ways in which Americans can get government to react to their needs and wants.

The Role of Interest Groups

Where do you stand on the question of gun control? What about global warming? National health insurance? Abortion? Prayer in public schools? What can you do to promote your views on these and other public questions? How can you increase the chance that your positions will carry the day?

Joining with others who share your opinions is both practical and democratic. Organization can provide the route to power, and organized efforts to further group interests are a fundamental part of the democratic process. Moreover, the right to do so is protected by the Constitution. Remember, the 1st Amendment guarantees "the right of the people peaceably to assemble, and to petition the Government for a redress of grievances."

Interest groups are sometimes called "pressure groups" and often "organized interests" or "special interests." They try to influence what government does in some specific area of special interest to them. They give themselves a variety of labels: leagues, associations, clubs, federations, unions, committees, and so on. But whatever they call themselves, every interest group seeks to influence the making and content of **public policy**. Used in this general sense, public policy includes all of the goals that a government pursues in the many areas of human affairs in which it is involved—everything from seat belts, speed limits, and zoning to flood control, old-age pensions, and the use of military force in international affairs.

Because interest groups exist to shape public policy, they can be found wherever those policies are made or can be influenced. They operate at every

Focus on the Basics

FACTS: • Interest groups exist in many forms and by many names, but they all share the purpose of influencing public policy. • Interest groups promote knowledge about public matters and help people take part in the political process. • Interest groups are often criticized for their tactics or impact on society and government.

CONCEPTS: representative government

ENDURING UNDERSTANDINGS: • Interest groups play a major role in the shaping of public policy and enabling citizen involvement. • Interest groups have positive and negative impacts.

level of government—on Capitol Hill and elsewhere in Washington, D.C., in every one of the 50 State capitals, in thousands of city halls and county courthouses, and in many other places at the local level all across the country. In short, as diplomat and historian Lord Bryce put it somewhat indelicately more than a century ago: “Where the body is, there will the vultures be gathered.”

Remember, our society is **pluralistic**. It is not dominated by any one **elite**. It is, instead, composed of several distinct cultures and groups. Increasingly, the members of various ethnic, racial, religious, and other groups compete for and share in the exercise of political power in the United States.

Parties and Interest Groups

Interest groups are made up of people who join together for some political purpose, much like political parties. Parties and interest groups overlap in a number of ways however. They differ from each other in three significant ways, however: (1) with respect to the making of nominations, (2) in their primary focus, and (3) in the scope of their interests.

First, parties nominate candidates for public office; interest groups do not. Recall, the making of nominations is a prime function of political parties. If an interest group were to nominate candidates, it would, in effect, become a political party.

Interest groups do attempt to affect the outcome of primaries and other nominating contests. They do not pick candidates who then run for office under their labels, however. It may be widely known that a particular interest group supports this or that candidate, but the candidate seeks votes as a Republican or a Democrat.¹

Second, parties are chiefly interested in winning elections and thereby controlling government. Interest groups are chiefly concerned with controlling or influencing the policies of government. Unlike parties, those groups do not face the problems involved in trying to appeal to the largest possible

number of people. In short, political parties are mostly interested in the *who*, and interest groups are mostly concerned with the *what*, of government. To put it another way, parties focus mostly on the candidate; interest groups focus mostly on policy questions.

Third, political parties are necessarily concerned with the whole range of public affairs, with everything of concern to voters. Interest groups almost always concentrate only on those issues that most directly affect the interests of their members.

In addition, interest groups are private organizations. Unlike political parties, they are not accountable to the public. Their members, not the voters, pass judgment on their performance.

Interest Groups: Good or Bad?

Do interest groups pose a threat to the well-being of the American political system? Or are they, instead, a valuable part of that system? The argument over the merit of interest groups goes back to the beginnings of the Republic.

Two Early Views Many have long viewed interest groups with suspicion and **foreboding**. They have feared that some would become so powerful that they would be able to shape public policies to their own narrow and selfish ends. James Madison gave voice to that view in 1787. In *The Federalist* No. 10, he argued that, inevitably, people join together to pursue common interests. They form “factions,” Madison’s term for what we now call interest groups. He warned that those factions, left unchecked, could dominate public decision making because of size, resources, and/or leadership.

Checkpoint
Where do interest groups operate?

pluralistic
adj. made up of several groups with different ethnic, religious, political backgrounds

elite
n. select, privileged group in a society

foreboding
n. an expectation of trouble



► **Analyzing Political Cartoons** AARP is a well-known interest group for people over 50; it responds to the needs of older Americans. **What is this cartoon saying about AARP and similar interest groups?**

¹ Note that this discussion centers on the differences between interest groups and the *major* parties. There are many striking parallels between interest groups and most minor parties—for example, in terms of their scope of interest.

BELLRINGER

Display Transparency 9A, Interest Groups. Write on the board: **Write a caption for each cartoon, and answer the questions in your notebook.**

L1 L2 Differentiate Help students identify and understand any word and symbols in the cartoons that may be confusing. For example, in Cartoon A, the words on the snakes represent large industries, and the snakes represent danger.

L3 L4 Differentiate Have students create their own political cartoons showing both a positive and a negative view of interest groups.

Teach

To present this topic using online resources, use the lesson presentations at **PearsonSuccessNet.com**.

REINFORCE UNDERSTANDING

Present the class with the following: **Use your own words to define interest group.** (*any group that seeks to influence public policy*) Point out that interest groups come in many forms and represent a diverse range of interests, such as the oil industry, mine workers, health insurance reformers, gun control advocates, tax reformers, and many others.

L2 ELL Differentiate Write *interest group* and *public policy* and their definitions on the board.

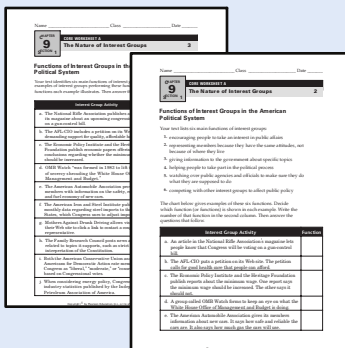
DISCUSS BELLRINGER

Ask: **How are special interests portrayed in Cartoon A? (as snakes surrounding the White House) In Cartoon B? (as something heavenly)** Activate prior knowledge by asking students to identify the people in Cartoon B. (*George Washington in the middle with women’s rights activists Elizabeth Cady Stanton on the left and Susan B. Anthony on the right*) Ask: **Why did the cartoonist include Washington? (to associate the suffrage movement with our respected first president)** Have students share their captions for the two cartoons. (*possible captions: Cartoon A: Strangled by Special Interests; Cartoon B: All Men AND WOMEN Are Created Equal*) Discuss students’ answers to the questions on the transparency. (*[1] armaments, chemicals, tobacco, oil, banks, and pharmaceutical companies; [2] the suffrage association*)

Differentiated Resources

The following resources are located in the All-in-One, Unit 2, Chapter 9, Section 1:

- L2** Prereading and Vocabulary Worksheet (p. 213)
- L3** Reading Comprehension Worksheet (p. 216)
- L2** Reading Comprehension Worksheet (p. 217)
- L3 L2** Core Worksheets A (pp. 218, 221)
- L3** Core Worksheet B (p. 220)
- L2** Extend Activity (p. 223)
- L3** Quiz A (p. 224)
- L2** Quiz B (p. 225)



Answers

Checkpoint at all levels of government and anywhere public policy is made

Analyzing Political Cartoons Possible response: It is saying that interest groups actively seek new members among any who might be interested in their cause. The American Association of Retired Persons (AARP) vigorously recruits new members as they approach retirement age.

REVIEW FUNCTIONS OF INTEREST GROUPS

Review Question 6 on the Reading Comprehension Worksheet, which asks students to list the six functions of interest groups:

1. encourage interest in public affairs
2. represent members based on shared attitudes, rather than geography
3. offer specialized, detailed information to the government
4. enable people to participate in the political process
5. monitor public agencies and officials, ensuring accountability
6. compete with each other to influence public policy

DISTRIBUTE CORE WORKSHEET A

Distribute the Chapter 9 Section 1 Core Worksheet A (Unit 2 All-in-One, p. 218), in which students will read and analyze examples of interest-group behavior. Instruct students to identify the interest group function illustrated by each example and answer the reflection questions.

L1 L2 Differentiate Distribute the adapted Core Worksheet A (Unit 2 All-in-One, p. 221).

L3 L4 Differentiate Have students use newsmagazines, newspapers, or the Internet to find out more about one interest group and write a brief summary of the group's recent activities.

Name _____ Class _____ Date _____

CHAPTER 9 CORE WORKSHEET A
Section 1 The Nature of Interest Groups 3

Functions of Interest Groups in the American Political System

Your text identifies six main functions of interest groups. The chart below gives examples of interest groups performing these functions. Identify the function or functions each example illustrates. Then answer the questions that follow.

Interest Group Activity	Function
a. The National Rifle Association publishes an article in its magazine about an upcoming congressional vote on a gun control bill.	
b. The AFL-CIO includes a petition on its Web site, demanding support for quality, affordable health care.	
c. The Economic Policy Institute and the Heritage Foundation publish economic papers offering opposite conclusions regarding whether the minimum wage should be increased.	
d. OMB Watch "was formed in 1983 to lift the veil of secrecy shrouding the White House Office of Management and Budget."	
e. The American Automobile Association provides its members with information on the safety, reliability, and fuel economy of new cars.	
f. The American Iron and Steel Institute publishes monthly data regarding steel imports to the United States, which Congress uses to adjust import policy.	
g. Mothers Against Drunk Driving allows visitors to their Web site to click a link to contact a congressional representative.	
h. The Family Research Council posts news articles related to topics it supports, such as strict interpretation of the Constitution.	
i. Both the American Conservative Union and the Americans for Democratic Action rate members of Congress as "liberal," "moderate," or "conservative" based on Congressional votes.	
j. When considering energy policy, Congress studies industry statistics published by the Independent Petroleum Association of America.	

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Tell students to go to the Audio Tour to learn more about early interest groups.

Answers

Early Interest Groups They might have created literature, made speeches, held meetings, and petitioned the government in support of their causes.

mischief
n. troublesome
 conduct, misbehavior

Madison believed that society could only eliminate factions by eliminating freedom. He argued that "the **mischiefs** of factions" could best be controlled by a political system in which the powers of government, or the ability to make public policies, are fragmented. That is a major reason why, he said, the Constitution provides for a separation of powers and checks and balances, and for a federal system of government—to make it unlikely that one group can override the interests of other (competing) groups.²

² You can read the full text of *The Federalist* No. 10 in the historic documents section at the end of this book.

Nearly fifty years later, Alexis de Tocqueville was deeply impressed by the vast number of organizations he found in this country. Tocqueville, a Frenchman, toured much of what was the United States in the 1830s. In his work, *Democracy in America*, he wrote that

PRIMARY SOURCE

In no country in the world has the principle of association been more successfully used, or more unsparingly applied to a multitude of different objects, than in America.

—Alexis de Tocqueville

GOVERNMENT ONLINE

Audio Tour

To learn more about early interest groups, visit PearsonSuccessNet.com

Early Interest Groups

Interest groups have always sought a wide variety of goals. The people shown here fought for equality, labor, and economic reforms. *What tactics might the people and groups shown have used to accomplish their goals?*

“Congress shall make no law . . . abridging . . . the right of the people peaceably to assemble, and to petition the Government for a redress of grievances.”
 —1st Amendment

Frederick Douglass, 1818–1895, former slave, American Anti-Slavery Society

Mary Church Terrell, 1863–1954, founder, National Association of Colored Women

Lewis Hine, 1874–1940, photographer, National Child Labor Committee

Oliver Hudson Kelly, 1826–1913, farmer, founder of current-day group known as "the Grange"

This Sioux Indian delegation traveled to Washington, D.C., in 1891 to protest the actions of the United States Cavalry troops at the battle of Wounded Knee, where about 300 Native Americans were killed.

Constitutional Principles

FEDERALISM Much of the debate over ratification of the Constitution swirled around where most power should reside—with the States or central government. Anti-Federalists believed that maintaining State sovereignty would best protect individual rights from tyranny. The Constitution proposed a federal system, with power shared among levels of government. In *The Federalist* No. 9, Alexander Hamilton argued that splitting sovereignty between national and State governments would protect against abuse by either level. James Madison continued the argument in *The Federalist* No. 10. Madison insisted that the vast size and diverse interests in a large republic would reduce the risk of tyranny by one powerful group, as factions with conflicting interests would check each other. Display Transparency 9B, Excerpt from *The Federalist* No. 10, in which Madison explains this view.

And, in a similar vein, he also observed that

“Americans of all ages, all conditions, and all dispositions, constantly form associations . . . not only commercial and manufacturing . . . but . . . of a thousand other kinds—religious, moral, serious, futile, extensive or restricted, enormous or diminutive.”

—Alexis de Tocqueville

Are those “associations,” or interest groups, good or bad? To answer that question you must weigh, on the one hand, the functions those groups perform in American politics and, on the other, the various criticisms often leveled at them.

Their Valuable Functions *First*, among their several **commendable** functions, organized interests help to stimulate awareness of and interest in **public affairs**. Public affairs are those issues and events that concern the people at large. Interest groups raise awareness of public affairs mostly by developing and publicizing those policy positions they favor and by opposing those they see as threats to the interests of their members.

Second, interest groups represent their members on the basis of shared attitudes rather than on the basis of geography—by what their members think as opposed to where they happen to live. Public officials are elected from districts drawn on maps. But many of the issues that concern and unite people today have less to do with where they live than with, say, how they make a living. A labor union member who lives in Chicago may have much more in common with someone who does the same kind of work in Seattle than he or she does with someone who owns a business in Chicago or runs a farm in another part of Illinois.

Third, organized interests often provide useful, specialized, and detailed information to government—for example, on employment, price levels, or the sales of new and existing homes. These data are important to the making of public policy, and government officials often cannot obtain them from any other source. This flow of information

works both ways: interest groups frequently get useful information from public agencies and pass it along to their members.

Fourth, interest groups are vehicles for political participation. Most people are not inclined to run for and hold public office, or even to volunteer for a campaign. For many Americans, then, interest groups are a convenient and less time-consuming way to help shape public policy. They are a means through which like-minded citizens can pool their resources and channel their energies into collective political action. One mother concerned about drunk driving cannot accomplish very much acting alone. Thousands of people united in an organization like MADD (Mothers Against Drunk Driving) certainly can and do.

Fifth, interest groups add another element to the checks-and-balances feature of the political process. Many of them keep close tabs on the work of various public agencies and officials and thus help to make sure that they perform their tasks in responsible and effective ways.

Finally, interest groups regularly compete with one another in the public arena. That competition places a very real limit on the lengths to which some groups might otherwise go as they seek to advance their own interests. For example, the automotive industry may work to weaken or postpone auto emission standards imposed under the Clean Air Act. Their efforts may be opposed—and to some extent counterbalanced—by environmental and health-related organizations.

Criticisms All of what has just been said is not meant to suggest that interest groups are above **reproach**. On the contrary, they can be, and often are, criticized on several counts.

The potentially negative side of interest groups is sometimes all too apparent. Many groups push their own special interests which, despite their claims to the contrary, are not always in the best interests of other Americans. Their critics often make several more specific charges.

First, some interest groups have an influence far out of proportion to their size, or, for that matter, to their importance or contribution to the public good. Thus, the

Checkpoint
How do interest groups increase political participation?

commendable
adj. admirable, praiseworthy

reproach
n. blame, criticism

DISTRIBUTE CORE WORKSHEET B

Distribute the Chapter 9 Section 1 Core Worksheet B (Unit 2 All-in-One, p. 220). This worksheet asks students to create a brochure to persuade people that interest groups are either a threat to the American political system or a valuable part of that system. The worksheet breaks the task into steps to help students create their brochure. Have students work in teams, dividing up tasks involved with writing, designing, and creating the brochure. All elements of their brochure should support their position for or against interest groups.

L1 L2 Differentiate Review with students the list of pros and cons of interest groups presented in the text.

SHARE AND REFLECT

Post students' brochures around the room. Give students time to evaluate the other groups' work. Students should take turns viewing work and standing at their own work to answer questions about it. Ask students to reflect on which brochure they think would most influence the public's opinion of interest groups and explain why.

EXTEND THE LESSON

L3 Extend the lesson by having students write a letter to the editor in which they offer a defense or a criticism of the role of interest groups in American society. Student letters should draw on material from the section, acknowledge different points of view about interest groups, and include their own thoughts about the benefits or drawbacks of interest groups. Distribute the Rubric for Assessing a Letter to the Editor (Unit 2 All-in-One, p. 254).

L1 L2 Differentiate Give students an outline from which to write their letters:

1. my opinion about interest groups
2. roles of interest groups in society
3. positive functions of interest groups
4. criticisms
5. conclusion

L1 L2 Differentiate Another option would be to have students complete the Extend Activity titled “A Civil Society” (Unit 2 All-in-One, p. 223), which guides students through an interview with a member of an interest group.

Background

DEMOCRACY IN AMERICA When Alexis de Tocqueville left France for America in 1831, France, like the rest of Europe, was emerging from its historical monarchy into a more democratic future. Tocqueville wanted to find out why democracy thrived in America and learn how it might be applied in France. “I looked for an image of democracy itself, its penchants, its character, its prejudices, and its passions. I wanted to know it, if only to know what we ought to hope or fear from it.” In America, Tocqueville found a unique sense of social equality. America had no aristocracy. Instead of government by a powerful ruling class, Americans formed self-governing units—towns, States, and later an association of States. Tocqueville concluded that such popular sovereignty was possible for France, but only if the classes could overcome their traditional conflict and cooperate to form free institutions.

Answers

Checkpoint They give people another way of accessing the policy-making process.

Assess and Remediate

L3 Collect the Core Worksheets and assess students' brochures, using the Rubric for Assessing a Cooperative Learning Project (Unit 2 All-in-One, p. 260).

L3 Assign the Section 1 Assessment questions.

L3 Section Quiz A (Unit 2 All-in-One, p. 224)

L2 Section Quiz B (Unit 2 All-in-One, p. 225)

Have students complete the review activities in the digital lesson presentation and continue their work in the **Essential Questions Journal**.

REMEDIATION

If Your Students Have Trouble With	Strategies For Remediation
The role of interest groups (Questions 1, 2, 4, 7)	Have students create an outline of the sections that appear under the headings "The Role of Interest Groups" and "Their Valuable Functions."
The difference between political parties and interest groups (Question 3)	Have students create a Venn diagram that compares and contrasts political parties and interest groups.
Positive and critical views of interest groups (Questions 5, 6)	Have students form pairs and then prepare for and deliver a mini-debate over the benefits and drawbacks of interest groups. Each side will have one minute to present its argument, and 30 seconds to rebut the other's initial presentation.

Answers

Caption Possible response: College campuses and high schools are places where there are large groups of young people who could be easily recruited by interest groups.

Assessment Answers

- Interest groups try to influence government in specific areas. They create awareness of public affairs, represent members, provide information to government, allow people to participate in politics, monitor public agencies and officials, and compete with each other to influence policy.
- Interest groups are people who share views and work to shape public policy at any level of government where policy is made.
- Interest groups have no direct role in nominating candidates. They work to influence policy, not elections. They are narrowly focused

- on their own interests. Parties are concerned with the whole range of public affairs.
- by publicizing policies they favor or oppose and by encouraging civic participation
- (a)** There is wide suspicion of interest groups, yet most people belong to one or more. **(b)** create public awareness, represent members, provide information to government, offer a way to participate in politics, monitor public agencies and officials, compete with each other to influence policy
- (a)** He believed factions were inevitable

- and, if unchecked, could dominate public decision making. **(b)** Possible response: Yes. Well-financed interest groups, such as drug company lobbies, can influence policy with huge donations to election campaigns.
- Possible answer: Expressing views to government is part of the democratic process. Interest groups help people express shared views.

QUICK WRITE Lists should include all positive and negative points described in the section.



▲ Colleges and high schools often hold events where interest groups try to recruit new members. **Why might those places be good locations for recruiting?**

overt
adj. open, observable

dole
vt. to give or distribute

contest over "who gets what, when and how" is not always a fair fight. The more highly organized and better-financed groups often have a decided advantage in that struggle.

Second, it is sometimes hard to tell just who or how many people a group really represents. Many groups have titles that suggest that they have thousands—even millions—of dedicated members. Some organizations that call themselves such things as "The American Citizens Committee for . . ." or "People United Against . . ." are, in fact, only "fronts" for a very few people with very narrow interests.

Third, many groups do not in fact represent the views of all of the people for whom they claim to speak. Very often, both in and out of politics, an organization is dominated by an active minority who conduct the group's affairs and make its policy decisions.

Finally, some groups use tactics that, if they were to become widespread, would undermine the whole political system. These practices include bribery and other heavy-handed uses of money, **overt** threats of revenge, and so on. Instances of that sort of behavior are not at all common; they are not altogether unknown, however.

The illegal behavior of a number of representatives of special interests was exposed in Washington during the Abramoff scandal. Jack Abramoff, several of his associates, and a member of Congress are now serving time in federal prison, convicted of bribery and other offenses. Abramoff and the other special interest representatives funneled hundreds of thousands of dollars into congressional campaigns, provided all-expense-paid trips to resorts and **dole**d out such things as skybox tickets to professional football games, free dinners, and even jobs for some congressional spouses—all in exchange for legislative favors. Those favors included the introduction of bills written to benefit Abramoff's clients and other attempts to shape lawmaking to that same end.

Essential Questions Journal To continue to build a response to the chapter Essential Question, go to your Essential Questions Journal.

SECTION 1 ASSESSMENT

- Guiding Question** Use your completed table to answer this question: What roles do interest groups play in our political system?

Key Terms and Comprehension

- What are **interest groups** and how do they attempt to shape public policy?
- How do political parties and interest groups differ from one another?
- How do interest groups raise awareness of **public affairs**?
- (a)** Summarize public attitudes about interest groups. **(b)** What is their role in the American political system?

Critical Thinking

- Express Problems Clearly (a)** What were James Madison's concerns about "factions" in *The Federalist* No. 10? **(b)** Do you think Madison's concerns were justified? Use evidence from the text and your personal observations to support your point of view.
- Understand Point of View** What does it mean to say that joining interest groups is both practical and democratic?

Quick Write

Assessment Writing: Gather Details Writing for assessment often means that you have a limited time to answer an essay question. It may help to plan your response carefully using a graphic organizer. As you have read, interest groups are seen as both positive and negative. What do you think? To answer this question, gather details and list the positive and negative points of interest groups on a graphic organizer.

SECTION 2

Types of Interest Groups



Guiding Question

What are the different types of interest groups at work in American society? Use the outline to record notes about different types of interest groups.

I. Types of Interest Groups

A. Economic Interests

1. _____
2. _____

B. Other Interest Groups

C. Public-Interest Groups

Political Dictionary

- trade association
- labor union
- public-interest group

Objectives

1. Explain how the American tradition of joining organizations has resulted in a wide range of interest groups.
2. Describe four categories of groups based on economic interests.
3. Outline the reasons other interest groups have been created.
4. Identify the purpose of public-interest groups.

Image Above: Former American Medical Association President Dr. J. Edward Hill discusses medical liability reform at a news conference in 2006.

“**E**verything from A to Z.” That expression can certainly be applied to the many interest groups in this country. They include, among thousands of others, AAA (the American Automobile Association), ACLU (the American Civil Liberties Union), Amnesty International, the Zionist Organization of America, and the Zoological Association of America. All of those thousands of organizations can be more or less readily classified and, so, usefully described as interest groups.

An American Tradition

The United States has often been called “a nation of joiners.” Recall Alexis de Tocqueville’s observations cited in the previous section. His comments, true when he made them, have become even more accurate over time.

No one really knows how many associations exist in the United States today. There are thousands upon thousands of them, however, and at every level in society. Each one becomes an interest group whenever it tries to influence the actions of government in order to promote its own goals.

Interest groups come in all shapes and sizes. They may have thousands or even millions of long-established members or only a handful of new or temporary members. They may be well or little known, highly structured or quite loose and informal, wealthy or with few resources. No matter what their characteristics, they are found in every field of human activity in this country.

The largest number of these groups has been founded on the basis of an economic interest, and especially on the bases of business, labor, agricultural, and professional interests. Some groups are grounded in a geographic area.

Others have been born out of a cause or an idea, such as prohibition of alcohol, environmental protection, or gun control. Many groups seek to influence some aspect of the nation’s foreign policy. Still others exist to promote the welfare of certain groups of people—veterans, senior citizens, a racial minority, the homeless, women, people with disabilities, and so on.

Many people belong to a number of local, regional, or national interest groups—often without realizing they do. A car dealer, for example, may belong to the local Chamber of Commerce, a car dealers’ association, the

GUIDING QUESTION

What are the different types of interest groups at work in American society?

- I. Types of Interest Groups
 - A. Economic Interests
 1. Business
 2. Labor
 3. Agriculture
 4. Professions
 - B. Other Interest Groups
 1. Issue-oriented
 2. For specific communities
 3. Religious
 - C. Public-Interest Groups

Get Started

LESSON GOALS

Students will . . .

- recognize the role of interest groups in their lives by identifying and categorizing those to which they belong.
- examine excerpts from different interest groups expressing opposing views on the same issue.
- research the activities and interests of a specific interest group discussed in the section.

BEFORE CLASS

Assign the section, the graphic organizer in the text, and the Reading Comprehension Worksheet (Unit 2 All-in-One, p. 226) before class.

L2 Differentiate Reading Comprehension Worksheet (Unit 2 All-in-One, p. 227)

SKILLS DEVELOPMENT

COMPARE VIEWPOINTS

To practice comparing viewpoints in this section, use the Chapter 9 Skills Worksheet (Unit 2 All-in-One, p. 231). You may teach the skill explicitly either before or after students do the Core Worksheet. For L2 and L1 students, assign the adapted Skill Activity (Unit 2 All-in-One, p. 232).

Focus on the Basics

FACTS: • Citizen involvement in interest groups has a long tradition in the United States. • Most interest groups are based on economic interests, such as business, labor, agriculture, and professional interests. • Other groups are centered on certain causes, the welfare of specific groups, religious views, or the public good.

CONCEPTS: representative government

ENDURING UNDERSTANDINGS: • Americans have long participated in society and government through interest groups. • Groups represent a wide array of interests, and most people belong to one or more interest groups.

BELLRINGER

Write on the board: **In your notebook, list the interest groups to which you and your family belong.**

L1 L2 Differentiate Review with students the first paragraph of this section, to help them get a sense of the wide range of organizations that qualify as interest groups.

Teach

To present this topic using online resources, use the lesson presentations at **PearsonSuccessNet.com**.

COMPILE AND CATEGORIZE

Write these three broad categories across the top of the board: “Economic Interest Groups,” “Other Interest Groups,” and “Public Interest Groups.” Ask: **What sub-types of interest groups does the text list under these categories?** (*Economic Interest Groups: business, labor, agricultural, professional; Other Interest Groups: issue-oriented, specific communities, religious; Public-Interest Groups: no sub-types given.*) Record the sub-types under the broad categories as students identify them. Ask students to explain the meaning of each category and sub-type.

Have students share the lists of interest groups they created in the Bellringer activity. (Be sure to respect the privacy of students who do not wish to provide information about groups to which they and their family belong.) Have students identify the category to which each group belongs. Write the groups in the proper categories on the board to create a master list for the class.

Display Transparency 9C, Membership in Labor Unions. Ask: **Into what category does the sub-type discussed in this graph fall?** (*economic interest groups*) **What trend do you see in this sub-type of interest group?** (*Membership in labor unions has declined since 1945.*)

You can continue the discussion by having students brainstorm and categorize other interest groups with which they are familiar. They can add any unique information they know about the group.

Answers

Checkpoint to promote and protect the interests of specific businesses



American Legion, a local taxpayers' league, a garden club, a church, and the American Cancer Society. All of these are, to one degree or another, interest groups—including the church and the garden club, even though the car dealer may never think of these groups in that light.³

Many people may belong to groups that take conflicting stands on political issues. For example, the taxpayers' league may endorse a plan to eliminate plantings in traffic islands while the garden club wants to keep and even enlarge them.

Economic Interest Groups

Most interest groups are formed on the basis of economic interests. Among those groups, the most active—and certainly the most effective—are those representing business, labor, agriculture, and certain professions.

Business Groups Business has long looked to government to promote and protect its interests. Recall that it was merchants, **creditors**, and property owners who were most responsible for calling the Constitutional Convention in 1787. In the early years of the Republic, business interests fought for and won the **protective tariff**. Along with organized labor, many of them continue to work to maintain it, even now.

The United States Brewers Association, the oldest organized interest group at work in national politics today, was born in 1862 when Congress first levied a tax on beer. The association's stated purpose was to assure the brewing trade that its interests would be “vigorously prosecuted” before the legislative and executive departments.”

Hundreds of business groups now operate in Washington, D.C., in the 50 State capitals, and at the local level across the country. The two best-known business organizations are

3 Churches often take stands on such public issues as drinking, curfew ordinances, and legalized gambling, and they often try to influence public policy on those matters. Garden clubs frequently try to persuade cities to do such things as improve public parks and beautify downtown areas. Not every group to which people belong can properly be called an interest group, of course. But the point is that many groups that are not often thought to be interest groups are, in fact, just that.

the National Association of Manufacturers (NAM) and the Chamber of Commerce of the United States.

Formed in 1895, NAM now represents some 12,000 firms. It generally speaks for “big business” in public affairs. The U.S. Chamber of Commerce, founded in 1912, is a major voice for the nation's thousands of smaller businesses. It has some 3,000 local chambers with about 3 million total members.

A major group comprising chief executive officers of the nation's largest companies, the Business Roundtable has also taken a large role in promoting and defending the business community in recent years.

Most segments of the business community also have their own interest groups, often called **trade associations**. They number in the hundreds and include the American Trucking Association, the Association of American Railroads, the National Restaurant Association, and many more. The several trade associations that represent the pharmaceutical, oil, and natural gas industries are generally regarded as the most powerful and effective interest groups today.

Despite their common goal of promoting business interests, business groups do not always present a solid front. In fact, they often disagree and sometimes fight among themselves. The trucking industry, for example, does its best to get as much federal aid as possible for highway construction. The railroads, however, are unhappy with what they see as “special favors” for their competition. At the same time, the railroads see federal taxes on gasoline, oil, tires, and other “highway users' fees” as legitimate sources of federal income. The truckers disagree, of course.

Labor Groups A **labor union** is an organization of workers who share the same type of job or who work in the same industry. Labor unions press for government policies that will benefit their members.

The strength of organized labor has ebbed over the past several years. Some 16 million Americans, only about 12 percent of the nation's labor force, belong to labor unions today. In the 1940s and 1950s, as many as a third of all working Americans were union members; in 1975, union

creditor
n. one to whom money is owed

protective tariff
n. import duty, imposed to give advantage to domestic industries

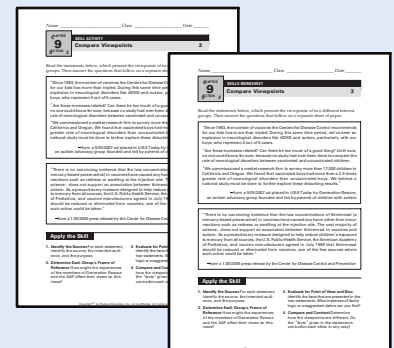
prosecute
vt. to follow up or pursue

ebb
vi. to weaken or lessen

Differentiated Resources

The following resources are located in the All-in-One, Unit 2, Chapter 9, Section 2:

- L3** Reading Comprehension Worksheet (p. 226)
- L2** Reading Comprehension Worksheet (p. 227)
- L3** Core Worksheet (p. 228)
- L3** Skills Worksheet (p. 231)
- L2** Skill Activity (p. 232)
- L3** Quiz A (p. 233)
- L2** Quiz B (p. 234)



The Changing State of Labor

Union membership has declined as the economy has shifted from manufacturing to services. However, the voice of unions remains strong politically with education, training, and library occupations having the highest rates of union membership. Unions have also become increasingly diverse demographically. **How might the interests of labor unions have shifted with the changing economy?**



Manufacturing

Manufacturing jobs, like at this automobile plant, employed half of all unionized workers in the 1950s.

Union Membership in 1955: **28%**



Service

Two in five public sector employees, including teachers and other government employees (shown at left), belong to a union.

Union Membership Today: **12%**

membership accounted for about a fourth of the labor force.

Organized labor is composed of a host of groups today. The AFL-CIO (the American Federation of Labor and Congress of Industrial Organizations) is by far the largest.⁴ It is now made up of 56 separate unions, including, for example, the International Brotherhood of Electrical Workers (the IBEW) and the International Union of Automotive, Aerospace, and Agricultural Implement Workers (the UAW). All told, the AFL-CIO has 10 million dues-paying members today. Each of its member-unions is, like the AFL-

⁴ The AFL was formed in 1886 as a federation of craft unions. A craft union is made up of those workers who have the same craft or skill—for example, carpenters, plumbers, or electricians. The growth of mass-production industries created a large class of workers not skilled in any particular craft, however. The AFL found it difficult to organize those workers. Many of its craft unions opposed the admission of unions of unskilled workers to the AFL. In 1935, after years of bitter fighting, a group led by John L. Lewis of the United Mine Workers was expelled from the AFL. They formed the independent CIO in 1938. The rivalries between these unions eased to the point where a merger took place in 1955, creating the AFL-CIO.

CIO itself, organized on a national, State, and local basis.

The industrial sector of the nation's economy has declined over recent years. Because of this, blue-collar workers in such basic industries as automobiles and steel now represent a decreasing percentage of the working population. That decline has forced organized labor leaders to look elsewhere for new members. The AFL-CIO has been particularly active in efforts to unionize migrant farm workers, service workers, and, most recently, public employees.

In fact, the overall decline in union membership has been partially offset by an upswing in the unionization of government workers in recent years. Public-sector unions now have more than 7 million members, and that number is likely to continue to grow.

Quarrels over how to rejuvenate the labor movement led several unions to leave the AFL-CIO in 2005. Chief among them were the Service Employees International Union (the SEIU), with 2 million members, and the International Brotherhood of Teamsters (the

Checkpoint
Give an example of a situation in which business groups might disagree with one another.

blue-collar worker
n. one who does manual or industrial work—e.g., a miner, mechanic

rejuvenate
vt. restore, breathe new life into

DISTRIBUTE CORE WORKSHEET

Distribute the Chapter 9 Section 2 Core Worksheet (Unit 2 All-in-One, p. 228). This worksheet provides two readings with opposing views on the issue of raising the minimum wage. After students examine the readings, they will write position statements on the issue from the viewpoints of different interest groups described on the worksheet. Remind students that there are many interest groups and that any policy issue can inspire a variety of opinions. Have students read the excerpts and identify which category of interest group likely made the statement. (*Both readings come from economic interest groups.*) Encourage students to think about what conclusion the interest groups want the audience to draw from each reading. (*Reading 1: The minimum wage should be raised. Reading 2: The minimum wage should not be raised.*)

Name _____ Class _____ Date _____

CHAPTER 9 CORE WORKSHEET

SECTION 2 Types of Interest Groups 3

Different Interest Groups, Different Views

Part 1 In this activity, you will explore how a single public-policy issue might draw the attention of many different interest groups, each with its own point of view. Read the excerpts below, which discuss a proposed increase in the minimum wage. Then follow the directions in Part 2.

Reading 1

*A minimum wage increase would raise the wages of millions of workers...
 Minimum wage increases benefit working families...
 Minimum wage increases benefit disadvantaged workers...
 A minimum wage increase would help reverse the trend of declining real wages for low-wage workers...
 A minimum wage increase is part of a broad strategy to end poverty...
 The inflation-adjusted value of the minimum wage is 19% lower in 2008 than it was in 1979...
 There is no evidence of job loss from the last minimum wage increase...
 An estimated 13.0 million workers (10% of the workforce) would benefit from an increase in the federal minimum wage to \$7.25 by 2009. Of these workers, 5.6 million would be directly affected and 7.4 million would indirectly receive raises due to the spillover effect of a minimum wage increase. Of the total affected workers, 79% are adults and 59% are women. Over half (52%) work full time and another third (31%) work between 20 and 34 hours per week. More than one-quarter (26%) of the workers who would benefit from an increase to \$7.25 are parents of children under age 18, including 1.2 million single parents. The average minimum wage worker brings home over half (58%) of his or her family's weekly earnings.

—Economic Policy Institute, *Issue Guide: Minimum Wage*, August 2008

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Tell students to go to the Interactivity for an interactive timeline about labor unions.

Political Cartoon Mini-Lesson

Display Transparency 9D, Balance of Power, when you discuss conflicting stands of interest groups. This cartoon illustrates how opposing interests tend to limit each other's influence. Ask: **Whom do the figures represent?** (*special interest groups*) **Do these groups agree or disagree with each other? How do you know?** (*Disagree. They are on opposite ends of a seesaw.*) **Why are they eating?** (*to gain more weight, or influence*) **What are these groups trying to influence?** (*public opinion*) **What effect are the two groups having on public opinion? Why?** (*They are balancing public opinion, because the weight, or power, of one counterbalances that of the other.*) **What is the significance of the words on their shirts?** (*The words suggest that all interest groups act in a similar fashion.*)

Answers

The Changing State of Labor Possible response: Globalization and loss of manufacturing jobs to overseas suppliers might focus union attention on international trade policies. Increased unionization in education and services might prompt union efforts on issues such as school funding, healthcare, and salary.

Checkpoint Possible answer: The trucking industry and the railroads disagree over taxes and the federal aid that the other group receives.



L2 ELL Differentiate Before students begin the activity, define *minimum wage* (the lowest permitted hourly pay, as established by law).

L1 L2 Differentiate Have students read the excerpts aloud, pausing frequently to ask students to restate each sentence or paragraph in simple terms. Answer questions about any difficult words or concepts in the excerpts.

L3 L4 Differentiate Have students research additional responses to the minimum wage debate. Students can present additional examples of different points of view generated in this national debate.

DISCUSS

Have students read their position statements from the worksheet. Ask: **Why do the viewpoints of the interest groups differ?** (*because their economic interests differ*) **How might a raise in the minimum wage help some workers?** (*Some would earn more per hour.*) **How might such a raise harm some workers?** (*Some might lose their jobs because employers could not afford to employ as many workers at the higher wage.*)

plummet
vi. fall or drop

commodity
n. anything bought and sold

IBT), with 1.4 million members, formed, a new 5-million-member group, the Change to Win Coalition.

There are also several independent unions not associated with either the AFL-CIO or Change to Win. Among the largest of them is the Communications Workers of America (the CWA), with approximately 700,000 members.

Organized labor generally speaks with one voice on such social welfare and job-related matters as Social Security, minimum wages, and unemployment. Labor sometimes opposes labor, however. White-collar and blue-collar workers, for example, do not always share the same economic interests. Sectional interests (East-West, urban-rural, and so on) sometimes divide labor. Production and transportation interests (trucks versus railroads versus airplanes, for example) can create divisions, as well.

Agricultural Groups For much of our history, most Americans lived in rural areas on farms. The First Census, taken in 1790, set the nation's population at 3,929,214. It found that nearly all Americans then—94.9 percent of them—lived outside any city or town.

The nation's population has increased dramatically since 1790, of course—to well over 300 million today. Over that period the farm population has plummeted. Less than two percent of the population live on farms today. Still, farmers' influence on the government's agricultural policies has been and is enormous. Many powerful associations serve the interests of agriculture. They include several broad-based farm groups and organizations that represent farmers who raise particular commodities.

The most prominent farm groups are the National Grange, the American Farm Bureau Federation, and the National Farmers Union. The Grange, established in 1867, is the oldest and generally the most conservative. It is as much a social as a political organization, concerned with the welfare of farm families.

The Farm Bureau, formed in 1919, is the largest and most effective of the three agricultural groups. The Farm Bureau generally supports federal programs to promote agriculture but does favor a free market economy.

The National Farmers Union draws its strength from smaller and less prosperous farmers. The NFU often calls itself the champion of the dirt farmer, and it is frequently at odds with the Grange and the Farm Bureau.

Many other groups speak for the producers of specific farm products—these include the National Association of Wheat Growers, the National Cattlemen's Beef Association, the National Milk Producers Federation, and many others. Then, too, farm-related businesses such as pesticide manufacturers and farm implement dealers have their own organizations.

As with business and labor, farm groups sometimes find themselves at odds with one another. Thus, cotton, corn, soybean, and dairy associations compete as each of them tries to influence State laws regulating margarine and yogurt. California and Florida citrus growers are sometimes pitted against one another, and so on.

Professional Associations The professions are generally defined as those occupations that require extensive formal training, and, often government licensing—for example, medicine, law, and teaching. Most professional associations are not nearly as large, well-organized, well-financed, or effective as most business, labor, and farm groups.

Three professional groups are exceptions, however: the American Medical Association (AMA), the American Bar Association (ABA), and the National Education Association (NEA). Each has a very real impact on public policies, and at every level of government.

There are hundreds of less well-known professional groups. Most pharmacists join the National Association of Retail Druggists, librarians join the American Library Association, optometrists join the American Optometric Association, and so on. Still, not all professionals are members of the organizations that claim to represent them. Thus, fewer than half of all licensed medical doctors in the United States belong to the AMA.

Additional Interest Groups

Again, most organized interests are born out of economic concerns. Many others have

Background

GRANGER MOVEMENT Oliver Hudson Kelley, an Agriculture Department employee, saw a need to bring farmers together to share sound farm practices. In 1867, Kelley founded the National Grange. Soon local Granges formed. At this time, railroads had broad power to set rates for transporting and storing farm products, and many took advantage of the situation to charge high prices. The Granger movement united farmers into a political force. The farmers influenced several States to pass laws limiting the rates railroads and storage facilities could charge. Challenges to these "Granger laws" reached the Supreme Court. In the landmark case *Munn v. Illinois*, 1876, the Court upheld the State law, arguing that government could regulate private business if needed for the public good. Although most Granger laws were soon modified or repealed, some became the basis for later antitrust and regulatory laws.

Answers

Checkpoint policies that affect the welfare of farm families, pricing, and State laws for specific commodities

been formed for other reasons, however, and many of these other groups have a good deal of political clout.

Issue-Oriented Groups Many groups exist to promote a cause or an idea. It would take several pages just to list them here, and so what follows is just a sampling of the more important ones.

The American Civil Liberties Union was born in 1920. It fights in and out of court to protect civil and political rights. Common Cause dates from 1970, calls itself “the citizen’s lobby,” and works for major reforms in the political process. The League of Women Voters and its many local leagues have been dedicated to stimulating participation in and greater knowledge about public affairs since 1919.

The list of groups devoted to causes goes on and on. Many, such as the National

Women’s Political Caucus, carry the women’s rights banner. Others, including the National Wildlife Federation, the Sierra Club, and the Wilderness Society, are pledged to conservation and environmental protection.

Some groups are devoted to opposing or supporting certain causes. The National Right-to-Life Committee, Women Exploited by Abortion, and other groups oppose abortion. They are countered by the National Abortion and Reproduction Rights Action League, Planned Parenthood, and their allies. Similarly, the National Rifle Association (NRA) fights most forms of gun control; Handgun Control, Inc., works for it.

Washington’s many “think tanks”—research institutions staffed by scholars and experts in a variety of fields—also qualify as interest groups. They promote their particular policy views and oppose those of others in books, newspaper articles, journals, and tele-

Checkpoint
How do professional associations differ from business, labor, and farm groups?

clout
n. power, influence

Influencing International Events

Can interest groups make a difference?

Years of conflict in the Sudan between the government and rebel groups in Darfur have left hundreds of thousands dead and made refugees of millions more. Amnesty International, the Save Darfur Coalition, Human Rights Watch, and other groups provide various resources to the refugees and press the United States, other nations, and the UN to act in this critical situation. *What could these groups do to persuade governments to respond to this problem?*

Schools raise awareness and funds for Darfur.



Refugees flee their homes in Darfur.



Background

A FORCE FOR CIVIL RIGHTS The oldest and largest civil rights interest group in the United States is the National Association for the Advancement of Colored People (NAACP). The NAACP has been committed to the “elimination of all barriers to political, educational, social, and economic equality” of African Americans and other minority groups since its founding in 1909. The NAACP has emphasized legal action to combat discrimination and brought many landmark cases before the Supreme Court. In *Brown v. Board of Education of Topeka, Kansas*, 1954, the NAACP’s brilliant young lawyer, Thurgood Marshall, successfully convinced the Court to overturn segregation in public schools. Marshall would later become the first African American to serve on the Supreme Court. Today, the NAACP remains a potent force for civil rights and equality for all Americans.

EXTEND THE LESSON

L3 Have students research a specific interest group discussed in the text. Encourage them to visit the Web site of their chosen interest group and create a list of the group’s major issues.

L1 L2 Differentiate Pair students with L3 or L4 students for this activity.

L3 L4 Differentiate Have students write a speech or position paper stating their chosen group’s policies. Remind students that representatives of interest groups often testify before Congress, so their speeches and papers should be well written.

Assess and Remediate

L3 Collect the Core Worksheets and assess students’ work.

L3 Assign the Section 2 Assessment questions.

L3 Section Quiz A (Unit 2 All-in-One, p. 233)

L2 Section Quiz B (Unit 2 All-in-One, p. 234)

Have students complete the review activities in the digital lesson presentation and continue their work in the **Essential Questions Journal**.

Answers

Checkpoint Professional groups represent specific, highly trained and often regulated professions, rather than whole industrial sectors.

Influencing International Events public protests, lobbying campaigns, public education campaigns

REMEDIATION

If Your Students Have Trouble With	Strategies For Remediation
The American tradition of interest groups (Questions 1, 2)	Have students write a two-sentence summary of the section entitled “An American Tradition.”
The range and purpose of economic interest groups (Questions 3, 5, 6)	Have students create a web diagram of the section entitled “Groups Based on Economic Interests.” The diagram should include and describe the different types of groups discussed in the section.
The range and purpose of other types of interest groups (Question 4)	Have students create an illustrated diagram of the other types of groups discussed under the heading “Other Interest Groups.”

✓ Checkpoint What are “think tanks”?

centrist
adj having moderate views

pension
n. retirement or other benefit payment

vision appearances. The more prominent among them include the more conservative Cato Institute and the Heritage Foundation; the more liberal Institute for Policy Studies; and the **centrist** American Enterprise Institute and Brookings Institution.

Organizations for Specific Groups Hundreds of interest groups seek to promote the welfare of certain segments of the population. Among the best known and most powerful are the American Legion and the Veterans of Foreign Wars, which work to advance the interests of the country’s veterans. Groups like Older Americans, Inc., and AARP are very active in such areas as **pensions** and medical care for senior citizens.

Several organizations—notably the National Association for the Advancement of Colored People (NAACP) and the National Urban League—are concerned with public policies affecting African Americans. Other organizations, such as the Japanese American Citizens League, the Mexican American Legal Defense Fund, and the National Association of Arab Americans, support the country’s many ethnic groups.

Religious Organizations Religious groups have long been involved in American politics, and many work to affect public policy in several important areas today. Many Protestants do so through the National Council of Churches, the Christian Voice, and the Christian Coalition.

The National Catholic Welfare Council is a major advocate for the interests of Roman Catholics. The American Jewish Congress and B’nai B’rith’s Anti-Defamation League promote the interests of the Jewish community.

Public-Interest Groups

The typical interest group seeks public policies that are of special benefit to its members and works against policies seen as threats. Some organizations have a broader focus and work for the “public good.” That is, a **public-interest group** is an organization that works for the best interests of the overall community, rather than the narrower interests of one segment. It seeks policies that benefit all or most people, whether or not they belong to or support the organization.⁵

Public-interest groups have become quite visible over the past 30 years or so. Among the best known and most active are Common Cause, the League of Women Voters, and the several organizations that make up Ralph Nader’s Public Citizen, Inc.

⁵ Nearly all interest groups claim that they work for the “public good.” Thus, the National Association of Manufacturers (NAM) says that lower taxes on business will stimulate the economy and so help everyone. The AFL-CIO says the same thing about spending public dollars for public works programs. But, as a general rule, most interest groups support or oppose public policies on what they see to be the best interests of their members.

Essential Questions Journal To continue to build a response to the chapter Essential Question, go to your **Essential Questions Journal**.

SECTION 2 ASSESSMENT

- 1. Guiding Question** Use your completed outline to answer this question: What are the different types of interest groups at work in American society?

Key Terms and Comprehension

- What distinguishes an association or organization from an interest group?
- Into what category do **trade unions** and **trade associations** fall?
- What is a **public-interest group**, and how does it differ from other types of interest groups?

Critical Thinking

- Determine Cause and Effect** (a) How have economic changes in the United States transformed the nature and types of labor unions in the country? (b) What are the results of those changes?
- Draw Conclusions** Why do you think that groups involved with economic interests are the most numerous type of interest group in the United States today?

Quick Write

Assessment Writing: Write Strong Opening and Closing Statements When writing for assessment, it is important to craft strong opening and closing statements. Using the graphic organizer you created in Section 1, begin to draft complete sentences that expand your argument. Remember: Your opening sentences should clearly state your position and your closing statement should complete your argument with a clear and logical conclusion.

Answers

Checkpoint They are research institutions staffed by scholars that promote particular policy views.

Assessment Answers

- The largest number of groups have formed around economic interests, such as business, labor, agriculture, and certain professions. Other groups have organized around specific issues, communities, or religions. Public-interest groups work for the broader public good rather than for the narrow interests of a segment of the population.
- Any group can become an interest group if it tries to influence the government to act in ways that promote the group’s goals or interests.
- economic interest groups

- A public-interest group works for the best interests of the overall community, unlike other interest groups, which promote mainly the interests of their members.
- Possible response: (a) Economic changes have eroded the sectors of the economy from which unions once drew their greatest strength. (b) Today, unions are drawing a growing share of their members from sectors such as government and service workers.
- Possible response: Most people spend a majority of their time pursuing their economic

security and so are keenly interested in how policies may affect their well being.

QUICK WRITE Students’ opening sentence should clearly state their view of interest groups, and their closing statement should summarize their argument.

ISSUES OF OUR TIME

Lobbying in the Federal Government

▶ Track the Issue

The 1st Amendment, which guarantees the right to peaceably assemble and petition the government for a redress of grievances, protects the rights of interest groups to lobby government.

1876

The House passes a temporary measure that, for the first time, requires all lobbyists to register with the clerk of the House.

1906

A series of articles entitled "The Treason of the Senate" appears in *Cosmopolitan*, alleging widespread corruption on the part of interest groups in Congress.

1946

Congress passes the Federal Regulation of Lobbying Act.

1995

Congress attempts to address shortcomings of the 1946 law with the Lobbying Disclosure Act.

2007

Congress and the President respond to a major lobbying scandal with the Honest Leadership and Open Government Act.

Rep. Rosa DeLauro (D., Conn.), left, greets a lobbyist at a conference. ▶



▶ Perspectives

Recent scandals involving lobbyists (those who attempt to influence government policy on behalf of interest groups) and some members of Congress as well as other officials have raised questions about the influence of lobbyists and interest groups. Amid charges that lobbyists have improperly used gifts and travel to gain support in government, the nation again debated the benefits and drawbacks of lobbying.

Good lobbyists do their homework and help members of Congress understand the impact of legislation, the outcome of which citizens must live with every day. Good lobbyists understand the industry or organization that he or she is representing. Good lobbyists are great sources of information. Good lobbyists are factual. Good lobbyists are truthful.

—Lobbyist and former Congressman Bill Sarpalius

We want Congress to enact lobby reform legislation that sets new contribution and fundraising limits on lobbyists and lobbying firms; fundamentally changes the gift, travel, and employment relationships among members of Congress, lobbyists and lobbying firms; and institutes new and effective enforcement mechanisms. Congress needs an independent office or commission to oversee and enforce ethics rules and lobbying laws, receive allegations and complaints, conduct investigations and present cases to congressional ethics committees.

—League of Women Voters

▶ Connect to Your World

- 1. Understand (a)** How, according to Sarpalius, does lobbying contribute to the American system of government? **(b)** What are some of the specific activities by lobbyists that concern the League of Women Voters?
- 2. Draw Conclusions (a)** What might be a constitutional argument against increased restrictions on lobbyists? **(b)** How might the League of Women Voters defend its proposals against a 1st Amendment challenge? **(c)** Which do you think poses a greater danger: restricting lobbyists or giving them practically free reign? Why?

GOVERNMENT ONLINE
In the News
For updates about the regulation of lobbyists, visit
PearsonSuccessNet.com

LESSON GOALS

- Students will examine the challenges of establishing meaningful regulation of lobbyists, using a contemporary example.

Teach

ACTIVATE PRIOR KNOWLEDGE

Remind students that the 1st Amendment protects people's right to peaceably assemble and petition the government for redress of grievances. Ask: **How can the 1st Amendment be interpreted as protecting the practice of lobbying?** (Possible answer: Lobbies are essentially groups petitioning the government to enact policies they favor.)

SUMMARIZE THE ISSUE

Have students summarize the issue and the views expressed in the quotes. Ask them to explain historical efforts to control lobbyists' activities.

L1 L2 Differentiate Read each quote aloud, pausing frequently for students to restate each passage in their own words.

ANALYZE

Have students describe the possible benefits and drawbacks of placing strong restrictions on lobbyist activities. Explain that lobbyists do serve a valuable function in government.

Assess and Remediate

Have students write an editorial urging sensible reform of lobbying that acknowledges the arguments made in both quotes.

Answers

- 1. (a)** by providing valuable information essential to good lawmaking **(b)** the large amounts of funds lobbyists control; the link between members of Congress and gifts, travel, and jobs from lobbyists; the need for effective enforcement of ethics rules and lobbying laws
- 2. (a)** Restrictions might infringe on the 1st Amendment right to peaceably assemble and petition the government. **(b)** Possible answer: The proposed limits do not eliminate access to government—only unethical or illegal practices. **(c)** Sample response: Lobbies should be regulated, because free reign might lead to unethical tactics.

Background

EARLY WORRIES ABOUT LOBBYING Though Congress did not act to limit lobbyists for many decades, many observers and members of government worried about the impact of lobbyists on the integrity of government. During the very first session of Congress, one senator from Pennsylvania observed how merchants used "treats, dinners, attentions" to influence votes on a tariff. He even reported hearing talk of bribes being used to obtain fellow senators' votes.

GUIDING QUESTION

In what ways do interest groups attempt to influence government and public opinion?

How Interest Groups Work	
Direct Approach	Indirect Approach
<ul style="list-style-type: none">• Talk to government officials at all levels• Testify at congressional committee meetings• Submit position statements on proposed legislation• Provide useful information to Congress• Make campaign contributions• Write speeches• Draft legislation• Lobby senior White House aides and executive agencies• Try to influence agency appointments• Rely on networks of contacts in government• Bring lawsuits• File <i>amicus curiae</i> briefs• Try to influence judicial appointments	<ul style="list-style-type: none">• Grass-roots pressure• Letters, postcards, phone calls, faxes, e-mails from local supporters• Internet—Web site, e-mail lists, blogging• Fundraising for candidates• Get-out-the-vote efforts• Demonstrations and protest marches• Publish ratings of members of Congress• Mold public opinion• Use of advertising• Promotion by group members and celebrities• News items in mass media—press releases, interviews, studies• Propaganda• Electioneering—PACs

Get Started

LESSON GOALS

Students will . . .

- create an interest group campaign for influencing public policy and opinion, using direct and indirect approaches.
- practice influencing public opinion by composing a persuasive fundraising letter for their interest group campaign.

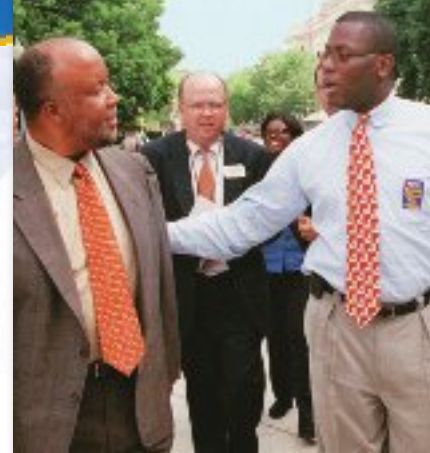
SKILLS DEVELOPMENT

INNOVATE AND THINK CREATIVELY

Before students begin on the Core Worksheet, you may want to review information on innovating and thinking creatively in the Skills Handbook, p. S23.

SECTION 3

Interest Groups at Work



Guiding Question

In what ways do interest groups attempt to influence government and public opinion? Use the chart to record details of how interest groups work in our government and society.

How Interest Groups Work	
Direct Approach	Indirect Approach
<ul style="list-style-type: none">•••	<ul style="list-style-type: none">•••

Political Dictionary

- lobbying
- lobbyist
- *amicus curiae* brief
- grass-roots pressures

Objectives

1. Understand the difference between the *direct* and *indirect* approaches of interest groups.
2. Describe how lobbyists influence the legislative, executive, and judicial branches of government.
3. Examine how interest groups use grass-roots lobbying.
4. Identify how interest groups use media, propaganda, and political campaigns to influence public opinion and policy.

Image Above: Lobbyist Jack James of the AFL-CIO (right) speaks with Bennie Thompson (D., Miss.), chairman of the House committee on Homeland Security.

Interest groups exist to influence the making and the content of public policy, and they do so in a great many ways and in a great many places. They are, in effect, an excellent illustration of political scientist Harold D. Lasswell's notion that politics is all about "who gets what, when and how."

Interest groups approach government both directly and indirectly in their attempts to influence policy. Their *direct* efforts involve immediate, face-to-face contacts with policymakers. Their *indirect* efforts entail more subtle tactics—for example, mobilizing "the folks back home" to contact their members of Congress with letters, phone calls, faxes, and e-mails for or against a particular bill.

The Direct Approach

Again, the direct approach, bringing group pressures to bear directly on public policymakers, is another way of saying "lobbying." **Lobbying** is the process by which organized interests attempt to affect the decisions and actions of public officials.⁶ **Lobbyists** are those people who try to persuade public officials to do those things that interest groups want them to do.

Lobbying occurs wherever public policy is made, including Washington, D.C., every State capital, and all of the county courthouses and city halls across the country. It is a big business today. Every important interest and many lesser ones—business groups, labor unions, farm organizations, the professions, churches, veterans, environmental groups, and many more—maintain lobbyists in Washington. Best estimates put the number of people who earn at least part of their living by lobbying Congress at no fewer than 30,000, and they spend more than \$2 billion per year doing their jobs.

Most lobbyists are professionals. Some are freelancers, "hired guns" who will use their contacts and talents for anyone willing to pay what they charge.

⁶ The term was first used in Great Britain some 200 years ago, referring to journalists and special-interest pleaders who waited in the public lobbies of the House of Commons to talk with members of Parliament. The term *lobby-agent* was being used to identify favor-seekers at sessions of New York's legislature in Albany by the late 1820s. By the 1830s it had been shortened to *lobbyist* and was in wide use in Washington, D.C., and elsewhere. Lobbying is still frequently defined in terms of legislators and legislation. As we note, however, it has a much broader application today.

Focus on the Basics

FACTS: • Interest groups apply direct pressure in the form of lobbying at all three branches of government and at all levels of government. • Interest groups apply indirect pressure by promoting grass-roots support and seeking to influence public opinion through propaganda and other techniques.

CONCEPTS: representative government

ENDURING UNDERSTANDINGS: • Lobbying occurs at any level of government at which public policy is made. • Interest groups try to capture and harness the power of public opinion.

Most larger companies and labor unions have their own full-time lobbyists. Many work for the hundreds of Washington law firms and public relations agencies, concentrated along K Street, that specialize in that kind of work.

The Abramoff scandal prompted Congress to tighten the statutes regulating lobbyists' behavior in 2007. As the law now stands, all persons and organizations that seek to influence members of Congress, their staffers, or any policy-making officer in the executive branch must register with the clerk of the House and the secretary of the Senate. They are required to supply such basic information as name, address, and principal place of business, plus a general description of their activities. Every lobbyist must describe his or her ongoing work in detail and account for the income from it in quarterly reports.

Former senators and top-level executive branch officials must now wait two years, but ex-House members wait only one year, before they can become lobbyists. And, since 2007, no member of Congress can receive *any* gift from lobbyists or their clients.

Lobbying Congress The benefits of maintaining close relationships with members of Congress are fairly obvious, for Congress is the prime place for the making of public policy in the Federal Government. Some lobbying efforts target individual lawmakers and their staffers, but most are aimed at the standing committees of the House and Senate. More than a century ago, Woodrow Wilson described "Congress in its committee rooms" as "Congress at work," and that remains the case today, as you will see in Chapter 12.

Lobbyists testify before congressional committees and regularly submit prepared statements that set out their organization's views on proposed legislation. What happens in a legislative body often excites the interest of several different and competing groups. For example, if the House Committee on the Judiciary is considering a bill to regulate the sale of firearms, those companies that make guns, those that sell them, and those that produce or sell ammunition and a host of other related products all have a clear stake in the bill's contents and its fate. So, too, do law enforcement agencies, hunters, wildlife

conservationists, such groups as the National Rifle Association and the American Civil Liberties Union, and several others. Representatives of all of these groups are certain to be invited, or to ask for the opportunity, to present their views to the committee.

Lobbyists often provide useful information to Congress. To the point, John F. Kennedy, who served three terms in the House and was in his second term in the Senate when he won the presidency, observed:

PRIMARY SOURCE

Competent lobbyists can present the most persuasive arguments in support of their positions. Indeed, there is no more effective manner of learning all important arguments and facts on a controversial issue than to have the opposing lobbyists present their case.

—John F. Kennedy

Lobbyists are ready to do such things as make campaign contributions, provide information, write speeches, and even draft legislation. The contributions are welcome,



Many interest groups have offices on or near Washington, D.C.'s K Street, which has also become a nickname for the vast power and influence of lobbyists. **If you heard a candidate promise to heed "Main Street, not K Street," what would you think he or she meant?**

BEFORE CLASS

Assign the section, the graphic organizer in the text, and the Reading Comprehension Worksheet (Unit 2 All-in-One, p. 235) before class.

L2 Differentiate Reading Comprehension Worksheet (Unit 2 All-in-One, p. 236)

BELLRINGER

Display Transparency 9E, Rating Members of Congress. Have students write the answers to the questions in their notebooks. Write on the board: **Identify words in the Web page that suggest bias, and explain the reason for your answer in your notebook.**

L1 L2 Differentiate Read the excerpt with students and explain the meaning of difficult or unfamiliar terms. For example, tell students that Medicare and Social Security are two government programs that provide health care and retirement benefits for mainly older Americans.

Teach

To present this topic using online resources, use the lesson presentations at **PearsonSuccessNet.com**.

DISCUSS BELLRINGER

Ask students to share their findings from the Bellringer. Students should observe that the description of votes as "wrong" or "right" reflects a bias on the part of the organizations sponsoring the ratings. Such terms imply that there are clear-cut understandings of what is right or wrong or even constitutional, when in fact such judgments are clearly subject to individual opinion. Students should recognize that interest groups have distinct agendas. Discuss students' answers to the questions on the transparency. (possible answers: [1] AFL-CIO, [2] knowing congressional voting records)

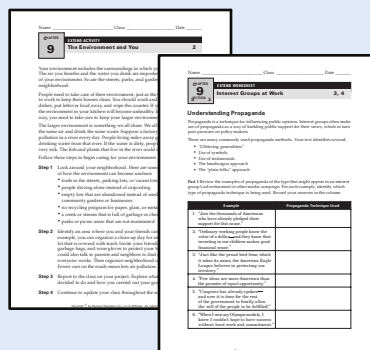
Government
online

All print resources are available on the Teacher's Resource Library CD-ROM and online at PearsonSuccessNet.com.

Differentiated Resources

The following resources are located in the All-in-One, Unit 2, Chapter 9, Section 3:

- L3** Reading Comprehension Worksheet (p. 235)
- L2** Reading Comprehension Worksheet (p. 236)
- L3** Core Worksheet (p. 237)
- L3 L4** Extend Worksheet (p. 238)
- L2** Extend Activity (p. 240)
- L3** Quiz A (p. 241) **L2** Quiz B (p. 242)
- L3** Chapter Test A (p. 243)
- L2** Chapter Test B (p. 246)



Answers

Checkpoint Lobbyists testify at hearings, provide information, make campaign contributions, and draft laws.

Caption The candidate intended to follow the will of the constituents, not the desires of lobbyists.

DISTRIBUTE CORE WORKSHEET

Distribute the Chapter 9 Section 3 Core Worksheet (Unit 2 All-in-One, p. 237), which asks students to design an interest group campaign. In this activity, students will construct a multifaceted interest group campaign that uses both direct and indirect approaches. Help students identify a cause that is suitable for the project. Make sure they understand the difference between direct approaches, such as lobbying, and indirect approaches, such as propaganda designed to influence public opinion. Encourage students to consult their text for examples of different causes.

L1 L2 Differentiate Have students provide one or two examples of different types of interest group activities.

L3 L4 Differentiate Have students research an actual interest group and write a brief report describing the group's mission, the policies it is currently targeting, and some direct and indirect methods the groups is using.

Name _____ Class _____ Date _____

CHAPTER 9 CORE WORKSHEET
Section 3 Interest Groups at Work 3

Designing an Interest Group Campaign

Identify a cause to support. Imagine that you belong to an interest group that wants to influence public policy in favor of your cause. In the worksheet below, state your group's goal—a policy you want the government to adopt. Then, design a strategy to achieve that goal. This strategy should describe three direct activities and three indirect activities. Explain how each will contribute to your group's goal.

My Interest Group's Policy Goal:

Direct Approach Activity 1

Direct Approach Activity 2

Direct Approach Activity 3

Indirect Approach Activity 4

Indirect Approach Activity 5

Indirect Approach Activity 6

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Tell students to visit the Audio Tour to learn more about how lobbying works.

Answers

Checkpoint Lobbyists work to influence the executive branch because the executive branch can regulate the ways laws are carried out, as well as have an impact on who receives federal appointments.

Lobbying in Action Groups may conduct advertising campaigns to influence the public and lobby government officials.

Checkpoint
Why do lobbyists target the executive branch?

the information is usually quite accurate, the speeches are forceful, and the bills are well drawn. Most lobbyists know that if they behaved otherwise (gave false or misleading information, for example) they would damage, if not destroy, their credibility and then their overall effectiveness.

Lobbyists work hard to influence committee action, floor debate, and then the final vote in a legislative body. If they fail in one house, they carry their fight to the other. If they lose there, too, they may turn to the executive branch, and perhaps to the courts, as well.

nurture
vt. to foster, encourage, promote

GOVERNMENT ONLINE
Interactive
For an interactive exploration of lobbying, visit PearsonSuccessNet.com

How Government Works

Lobbying in Action

An electricity company has recently announced plans to build a wind farm in a coastal location. There are a number of competing interests involved and each is taking steps to make sure their influence is felt. **What actions might these interest groups take to build public support and further their views?**

Step 1 A Proposal

A project for building an electricity-generating wind farm in waters off the shores of an upscale vacation area is announced. The plan promises a nonpolluting source of electricity.



Step 2 Debate Begins

Some environmental interest groups favor the project as a source of clean energy. Others oppose the project because it may harm birds or ocean life. Each side tries to build public support.

Step 3 Government Action

The project requires approval of several State and Federal Government agencies. Those agencies consider everything from environmental impact to effects on the electric power industry. Interest groups mobilize to influence the views of the many agencies involved.



Step 4 Final Decision

Public agencies issue their rulings on the project, which might require legislative action.

Lobbying the Executive Branch A vast amount of public policy is made by those who administer the law—that is, by the executive branch. Many of the laws that Congress enacts are written in fairly broad terms. More specific details, such as the day-to-day enforcement of the measure, are left to be worked out in the executive branch. As a practical matter, Congress cannot do such things as prescribe the design specifications for military aircraft, or dictate the advice that federal extension agents are to give to farmers, or determine which of several vaccines will be most effective in the next flu season.

Because meetings with the President and Cabinet officers are difficult to arrange, most executive-branch lobbying focuses, instead, on senior aides in the White House and on the various agencies in the President's administration. The primary job of one of those White House aides, the Director of Public Liaison, is to **nurture** good relations with major interest groups, especially those that support the President's policies.

Organized interests regularly try to influence the President's appointment of the top officials in various agencies. If an industry group is successful in such efforts, it can improve its chances for favorable treatment by, for example, the Federal Communications Commission or the Bureau of Reclamation in the Department of the Interior.

The most successful lobbyists rely on their networks of contacts as they deal with federal agencies. Ed Rollins, sometime lobbyist and major White House aide in recent Republican administrations, puts that point this way:

PRIMARY SOURCE

I've got many friends all through the agencies and equally important, I don't have many enemies. . . . I tell my clients I can get your case moved to the top of the pile.

—Ed Rollins

Lobbying and the Courts Organized interests have only recently recognized the fact that they can use the courts to realize their policy

Political Cartoon Mini-Lesson

Display Transparency 9F, X Box, when you discuss attempts by interest groups to influence legislation. This cartoon depicts a vote in Congress as a video game controlled by lobbyists and special interests. Ask: **What is happening on the screen?** (a vote in Congress) **How does the cartoonist depict lobbyists and special interests?** (as video game controllers) **What is the cartoonist saying about Congress and interest groups?** (Lobbyists and special interests are controlling congressional actions.) **What is the significance of the X on the box?** (The cartoonist is saying that interest groups are cancelling out democracy.) As an interesting extension, tell students that the cartoon contains evidence revealing which house of Congress is the subject. Ask: **What is this evidence?** (The votes total 435, the total membership in the House of Representatives.)

goals. You almost certainly know that in 1954, in *Brown v. Topeka Board of Education*, the United States Supreme Court held that segregation by race in public schools is unconstitutional. But do you know that *Brown* was taken to the Supreme Court by an interest group, the National Association for the Advancement of Colored People? The massive impact that that case has had made the special-interest community realize just how useful the courts can be.

Lawsuits brought by interest groups are not at all uncommon today. For some, like the American Civil Liberties Union, legal action is the primary means by which they seek to influence public policy. The ACLU regularly takes on unpopular causes—for example, those involving the free speech rights of fringe groups. Those causes usually have little chance of success in legislative bodies, but they may prevail in a courtroom.

An interest group may also file an **amicus curiae** (“friend of the court”) **brief** in a case to which it is not itself a party but in which it does have a stake. An *amicus* brief consists of written arguments presented to a court in support of one side in a dispute. More than 100 different organizations submitted *amicus* briefs to the Supreme Court in 2003, arguing for or against the University of Michigan’s affirmative action policies in *Gratz v. Bollinger* and *Grutter v. Bollinger*.

Organized interests often try to influence the selection of federal judges. Thus, over recent years, both pro-life and pro-choice organizations have urged Republican and Democratic administrations to make nominees’ stances on abortion a major condition for appointment to the federal bench.

The Indirect Approach

Organized interests also approach government in a number of indirect ways. No matter the particular tactic used, however, the goal is exactly the same as it is when they approach public officials directly—that is, to shape policies to their liking. Not infrequently, interest groups try to mask their involvement in some indirect approach, hoping to make the effort appear

to be spontaneous. Their indirect approaches include what is often called “grass-roots lobbying,” the molding of public opinion, and various election-related activities.

Grass-roots Lobbying Most lobbyists know how to bring **grass-roots pressures**—pressures from members of an interest group or from the people at large, often beginning at a very basic level—to bear on public officials. Many of the groups that the lobbyists speak for can mount campaigns using letters, postcards, phone calls, faxes, and e-mails from their supporters, often on very short notice.

Some members of Congress downplay the effectiveness of such efforts, and all of them know that groups orchestrate outpourings of letters, phone calls, e-mails, and the like. Still, every congressional office monitors those communications as a way of tracking **constituents’** opinions.

No organization uses grass-roots lobbying more effectively than AARP, a group originally known as the American Association of Retired Persons. Founded in 1958, it now has more than 39 million members and a staff of more than 1,600. Whenever legislation or some administrative action that affects retirees is pending, AARP swings into action. Members of Congress receive more letters, phone calls, and e-mails from members of AARP than they do from any other group.

The Internet has been a real **boon** to interest groups, and to cause-related organizations in particular. Nearly every organized interest has a Web site and an expanding e-mail list, as well. Blogging is used by many groups and has proved most effective in reaching people in younger age groups.

Cyberspace has been especially useful to those who want to organize a group but can do so only on a low-budget. Left-leaning MoveOn.org is a prime example of the Internet’s capacity to organize. It was started by a handful of activists working out of a garage in Berkeley, California, in 1998. By 2004, they had formed an Internet network linking hundreds of thousands of citizens who could be mobilized to support liberal candidates and causes. MoveOn.org raised more than \$3 million for Democratic

Checkpoint
How does the indirect approach to lobbying differ from the direct approach?

fringe group
n. a group holding less popular, often extreme, views

constituent
n. represented by a legislator

boon
n. welcome benefit, stroke of good fortune

DISCUSS STUDENT PLANS

After students have completed the activity, have them share their plans with the class. On the board, list the variety of activities identified in student plans. Review with students the difference between direct approaches to changing public policy and opinion and indirect approaches. Ask students to identify the differences between these two approaches. (*Direct approaches involve direct interaction with government officials. For example, lobbyists talk to members of Congress, provide information to committees, and bring lawsuits to the courts. Indirect approaches appeal to the people, so that public opinion can pressure policymakers.*)

Teacher-to-Teacher Network

ALTERNATE LESSON PLAN To help students acquire real-life experience in influencing government, divide the class into groups and have them follow these steps: (1) Identify a problem in their community that they care about, such as maintaining recreational areas or issues surrounding safety for teens. (2) Propose solutions to the problem they have identified. (3) Create an “interest group” devoted to solving the problem. (4) Propose an action plan for the interest group to follow.

To see this lesson plan, go to



Answers

Checkpoint Indirect approaches do not involve direct contact with policy-makers by interest-group representatives, whereas direct approaches do.

EXTEND THE LESSON

L3 Differentiate Extend the lesson by having students compose fundraising letters as part of their interest group campaign. Have them begin by thinking about who their target audience is and what appeals might persuade that audience to contribute money to the cause. If students have Internet access, have them examine fundraising pages at some interest group sites for ideas. Ask students to note their ideas and then use their notes to compose the letter.

L1 L2 Differentiate Distribute the Extend Activity “The Environment and You” (Unit 2 All-in-One, p. 240).

L3 L4 Differentiate Distribute the Extend Worksheet “Understanding Propaganda” (Unit 2 All-in-One, p. 238) and have students create their own piece of propaganda.

Tell students to go to the Audio Tour to learn more about grass-roots organizing.

How Government Works

GOVERNMENT ONLINE

Audio Tour

To learn more about grass-roots organizing, visit PearsonSuccessNet.com

Grass-roots Organizing

Going Digital

Advances in technology, notably the Internet, have drastically changed the way that interest groups organize on a grass-roots level. Having access to instantaneous and convenient communication tools allows smaller groups to mobilize and raise money as quickly as larger, more influential interests do. *What might be the potential drawbacks of relying on technology to organize?*

Appeals
to government officials can be made using cell phones, PDAs or other mobile technologies.



Members
organize faster and easier online, as well as being able to send important data to one another on the move.



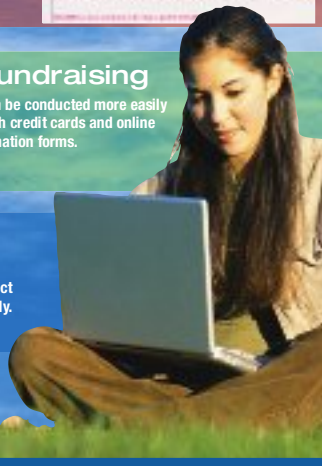
Petitions
are a way for groups to quickly garner a large number of signatures and increase interest instantly online.



Fundraising
can be conducted more easily with credit cards and online donation forms.



Organizers
can set up Web sites based on their interests and connect with other members remotely.



congressional candidates in 2006 and even more in 2008; and it also conducted a massive get-out-the-vote effort in both elections.

Demonstrations and protest marches are another form of grass-roots lobbying. Most are efforts to show public officials that some group's cause does have broad public support. Some involve an element of political theater or an eye-catching gimmick to attract media (especially television) coverage. Thus, for example, peace groups often stage “die-ins” to protest war, and farmers might drive their tractors to Washington in “tractorcades” to dramatize their opposition to some agricultural policy.

Several groups now publish ratings of members of Congress. These rankings are based on the votes cast on measures these groups regard as crucial to their interests. Among the more prominent organizations that do so are such liberal groups as Americans for Democratic Action (ADA) and the American Civil Liberties Union (ACLU) and such conservative ones as the American Conservative Union (ACU) and the Chamber of Commerce of the United States.

Each of these groups sees to it that the mass media publicize their ratings. They also distribute them to the group's membership. Their ultimate objective is either to persuade less-than-friendly legislators to change their voting behavior or to help bring about their defeat in future elections.

Shaping Public Opinion Many organized interests spend much of their time and energy on attempts to mold public opinion. Groups that can make enough people regard them and their cause in the best possible way, and can persuade enough people to convey that feeling to public officials, have taken a major step toward achieving their policy goals.

Television screens, newspapers, and magazines are filled with costly advertisements by oil, cell phone, drug, and insurance companies, and many others—all seeking to cast the sponsor of the ad in a favorable light. Most of those ads go well beyond promoting some particular product and try also to suggest that the organizations behave as good citizens or defend family values or protect the environment, and so on.

Answers

Going Digital Possible response: Technology-based efforts will miss segments of the population that do not have the technology. Also, government officials might discount the flood of incoming electronic transmissions out of suspicion they don't represent “real” constituents.

Debate

Use the quotation below to start a debate in your class. Use the debate rules on page T25 to structure the class.

“The people of this country, not special interest big money, should be the source of all political power.”

—Senator Paul Wellstone

Ask students to take a position on this statement: **Special interest groups undermine popular sovereignty.**

A group's own membership can be used to shape opinions. Thus, in its decades-long opposition (since abandoned) to national health insurance proposals, the American Medical Association persuaded many doctors to put literature condemning those proposals as "socialized medicine" in their waiting rooms and to talk with patients about the issue. Using those tactics, the AMA capitalized on the tendency of most patients to respect their own physicians and regard them as experts.

Many groups use well-regarded personalities or trusted public figures to persuade people to support the group's cause. The late Charlton Heston served two terms as president of the NRA. Mr. Heston had a long record of support for the 2nd Amendment, but he was much better known from his long career as an actor. The wide recognition of his name and the moral authority associated with many of the characters he played in movies were extremely helpful to the NRA in its efforts to protect and expand the rights of Americans to keep and bear arms.

Almost certainly, though, the most effective vehicle for the molding of opinions and attitudes is the mass media. Interest groups know that people are more likely to regard their positions favorably if their activities are covered by the media as news rather than presented to the public in paid advertisements. With that in mind, interest groups produce a veritable flood of press releases, interviews, studies, and other materials, hoping to attract media coverage.

Propaganda Interest groups try to create the public attitudes they want by using propaganda.⁷ Propaganda is a technique of persuasion aimed at influencing individual or group behaviors. Its goal is to create a particular belief among the audience. That belief may be completely true or false, or it may lie somewhere between those extremes. Today, people tend to think of propaganda as a form of lying and deception. As a technique,

⁷ The term comes from the Latin *propagare*—to propagate, to spread, to disseminate. It has been part of the American political vocabulary since the 1930s.



▲ Muhammad Ali (left) and Michael J. Fox lend their names to raising money for Parkinson's disease, an illness from which both men suffer. *How might Ali's and Fox's celebrity status help their cause?*

however, propaganda is neither moral nor immoral; it is, instead, amoral.

Propaganda does not use objective logic. Rather, it begins with a conclusion. Then it brings together any evidence that will support that conclusion and disregards information that will not. Propagandists are advertisers, persuaders—and occasionally even brainwashers—who are interested in influencing others to agree with their point of view.

The development of the mass media in this country encouraged the use of propaganda, first in the field of commercial advertising, and then in politics. To be successful, propaganda must be presented in simple, interesting, and credible terms. Talented propagandists almost never attack the logic of a policy they oppose. Instead, they often attack it with name-calling. That is, they attach such labels as "communist" or "fascist." Other labels include "ultraliberal," "ultraconservative," "pie-in-the-sky," or "greedy." Or, they try to discredit a policy or person by card-stacking—that is, presenting only one side of the issue.

Policies that propagandists support receive labels that will produce favorable reactions. They use such glittering generalities as "American," "sound," "fair," and "just." Symbols are often used to elicit those positive reactions from people, too: Uncle Sam and the American flag are favorites. So, too,

Assess and Remediate

L3 Collect the Core Worksheets and assess students' interest group campaigns using the Rubric for Assessing Student Performance on a Project (Unit 2 All-in-One, p. 252).

L3 Assign the Section 3 Assessment questions.

L3 Section Quiz A (Unit 2 All-in-One, p. 241)

L2 Section Quiz B (Unit 2 All-in-One, p. 242)

Have students complete the review activities in the digital lesson presentation and continue their work in the **Essential Questions Journal**.

Background

INTERNET FUNDRAISING Display Transparency 9G, Growth of PACs, to give students a perspective on PAC membership. Today, traditional fundraising for political candidates can involve costly private events staged for big-money donors. But the political action committee ActBlue is turning the fundraising process upside down. By harnessing the power of the Internet, ActBlue has collected millions of dollars from thousands of small donors. ActBlue allows Democratic candidates for office at any level—national, State, or local—to use its Web site to solicit donations. In response, a PAC called RightRoots was formed as a conservative Republican counter to ActBlue. The primary goal of RightRoots is to act as an Internet channel to raise money for Republican candidates for federal office. The money contributed by donors is passed directly to the candidates, who pay a percentage to cover the credit card processing fee.

Answers

Caption Possible response: The ads can bring favorable attention if viewers hold positive feelings toward the particular celebrity.

REMEDIATION

If Your Students Have Trouble With	Strategies For Remediation
The ways interest groups influence policy directly (Questions 1, 2)	Have students identify specific lobbying actions described under “The Direct Approach” and categorize them under “Congress,” “Executive Branch,” and “Courts” in a three-column chart.
The ways interest groups influence policy indirectly (Questions 1, 2, 7, 8)	Have student pairs write and exchange quiz questions for the section entitled “The Indirect Approach.”
The meaning and methods of propaganda (Question 5)	Have students create a web diagram that identifies the definition of propaganda and the different techniques that are often employed in propaganda campaigns.
The functions of lobbyists (Questions 3, 4, 6)	Have students review the section and write a job description listing the main activities and qualifications of lobbyists.



► **Analyzing Political Cartoons** This cartoon shows a politician kissing the hand of a political action committee member rather than a baby. *What is this cartoonist saying about the influence of PACs on candidates for office?*

are testimonials—endorsements, or supporting statements, from such well-known personalities as television stars or professional athletes. The bandwagon approach, which urges people to follow the crowd, is another favorite technique. The plain-folks approach, in which the propagandist pretends to be one of the common people, gets heavy use, too.

Propaganda is spread through newspapers, radio, television, the Internet, movies, billboards, books, magazines, pamphlets, posters,

speeches—in fact, through every form of mass communication. The more controversial or less popular a group’s position, the more necessary the propaganda campaign becomes.

Electioneering The most useful and the most appreciated thing that an interest group can do for a public official is to help that person win office. From the group’s perspective, electing officeholders like members of Congress, State legislators, governors, and other State and local policymakers sympathetic to their interests is among the most effective things it can do. Once elected, these individuals can shape legislation and allocate money to meet the needs of the interest groups.

Groups can and do help those who run for office, and they do so in a variety of ways. Many do so through their political action committees. Recall that PACs are, as we said in Chapter 7, political arms of interest groups. They make financial contributions and hold fundraisers for candidates. They conduct voter registration and get-out-the-vote drives, supply professional campaign consultants, and provide information to be used in campaign speeches. Occasionally they even provide audiences to hear those speeches. And PACs do such other things as help staff local campaign offices, distribute campaign literature, work phone banks, and take voters to the polls on election day.

Essential Questions Journal To continue to build a response to the chapter Essential Question, go to your Essential Questions Journal.

SECTION 3 ASSESSMENT

1. Guiding Question Use your completed chart to answer this question: In what ways do interest groups attempt to influence government and public opinion?

Key Terms and Comprehension

- How do direct and indirect approaches to lobbying differ?
- What is a lobbyist?
- At what levels of government does lobbying take place?
- How do interest groups use the media and propaganda to influence the public?

Critical Thinking

- Predict Consequences (a)** What might happen if nothing were done to limit the role of lobbyists on the government? **(b)** Do you think government should regulate lobbyists’ behavior?
- Draw Inferences** Why do interest groups value a positive public image?
- Identify Central Issues** Using celebrity spokespersons is a popular way for interest groups to gain influence. Do interest groups gain undue influence when celebrities back their causes? Explain.

Quick Write

Assessment Writing: Support and Revise Ideas As you begin to draft your complete essay, review what you have written and check to make sure that each paragraph includes a main idea. Build further upon the details gathered in Section 1 and compose a coherent, specific argument. Review word choice and write clear transitions between paragraphs.

Answers

Analyzing Political Cartoons It suggests that PACs have become the focus of politicians.

Assessment Answers

1. Direct approaches involve face-to-face contact with policymakers. Lobbyists testify before committees, talk to White House aides, and try to influence appointments. They help provide information, draft legislation, and write speeches. They lobby the courts by bringing lawsuits and filing *amicus curiae* briefs. Indirect strategies include grass-roots pressure and demonstrations. Groups mold public opinion through advertising, celebrity promotions, and press releases. Some use propaganda techniques. Interest groups also electioneer.

2. Direct approaches involve face-to-face contact with policymakers. Indirect approaches try to get the public to pressure policymakers.

3. people who try to persuade public officials to do things that their interest groups want

4. at any level that public policy is made

5. They publish ads and celebrity promotions. They try to attract media coverage with press releases, interviews, and studies. Many use propaganda techniques.

6. (a) Government could become corrupt, with special interests influencing policymak-

ing, perhaps through illegal means. **(b)** Yes, to prevent special interests from undermining policymaking based on the greater good and to prevent use of illegal tactics

7. Public opinion influences policy decisions.

8. Celebrities may give an interest group influence out of proportion to the group’s size.

QUICK WRITE Essays should argue the positive and negative aspects of interest groups.

Guiding Question
Section 2 What are the different types of interest groups at work in American society?

Guiding Question
Section 1 What roles do interest groups play in our political system?

CHAPTER 9
Essential Question
To what extent do interest groups advance or harm democracy?

Guiding Question
Section 3 In what ways do interest groups attempt to influence government and public opinion?

Political Dictionary

interest group p. 242
public policy p. 242
public affairs p. 245
trade association p. 248
labor union p. 248
public-interest group p. 252
lobbying p. 254
lobbyist p. 254
amicus curiae brief p. 257
grass-roots pressures p. 257

How Lobbying Works

Lobbying occurs . . .

wherever public policy is made—at the national, State, and local levels of government all across the country.

Lobbyists are . . .

the representatives of a wide variety of interest groups.

Lobbying involves . . .

writing speeches, providing information to officeholders, making campaign contributions, drafting legislation, filing court briefs, and much more.

Lobbyists use . . .

a variety of techniques to shape opinions, including grass-roots pressures, propaganda, and election-related activities.

Features of Interest Groups

Positive

- Provide ways to participate in public life
- Inform and raise interest in public matters
- Promote interests important to group members

Negative

- Focus on special (narrow) interests of group
- Often represent small segment of population
- Occasionally use unethical tactics

Have students download the digital resources available at Government on the Go for review and remediation.

STUDY TIPS

SETTING PRIORITIES Many students get derailed in their studying by an inability to set priorities. Explain to students that doing so can help them focus on the right tasks at the right time, and for the right amount of time. The first step in setting priorities is to write down all assignments and tasks that must be completed, along with the date by which each must be accomplished. Stress that students should *write down* (or input into a software program) their assignments, not rely on memory. Have students look at their assignments lists. Which items must be done first? Which can wait? Point out that all tasks do not have equal urgency, nor should easy tasks be given first priority merely because they are less difficult to perform. Next, ask students to rewrite their list in order of importance. They can then use this list to schedule their time each day. Suggest they check off each task as it is accomplished.

ASSESSMENT AT A GLANCE

Tests and Quizzes

Section Assessments
Section Quizzes A and B, Unit 1 **All-in-One**
Chapter Assessment
Chapter Tests A and B, Unit 1 **All-in-One**
Document-Based Assessment
Progress Monitoring Online
ExamView Test Bank

Performance Assessment

Essential Questions Journal
Debate, p. 258
Assessment Rubrics, **All-in-One**

For More Information

To learn more about interest groups, refer to these sources or assign them to students:

- L1 Sandak, Cass R.** *Lobbying (Inside Government)*. 21st Century, 1997.
- L2 Spangenburg, Ray, Kit Moser, and Diane Moser.** *Propaganda: Understanding the Power of Persuasion (Teen Issues)*. Enslow Publishers, 2002.
- L3 Thomson, Stuart and Steve John.** *Public Affairs in Practice: A Practical Guide to Lobbying (PR in Practice)*. Kogan Page, 2007.
- L4 DeKieffer, Donald E.** *The Citizen's Guide to Lobbying Congress*. Chicago Review Press, 2007.

Chapter Assessment

COMPREHENSION AND CRITICAL THINKING

SECTION 1

- (a)** Possible answer: Expressing views to government is part of the democratic process. Interest groups provide a practical way for people to join together to express shared views. **(b)** Interest groups behave practically by organizing on the basis of shared beliefs and reaching out to all levels and branches of government where policies are made. They behave democratically by stimulating interest in public affairs, informing voters about the issues, and providing a way for citizens to participate in politics.
- (a)** Groups create awareness of public affairs, represent members based on shared attitudes, provide useful information to government, offer a way for people to participate in politics, and monitor public agencies and officials. **(b)** Groups push their own interests, which may not be in the best interest of other Americans. Their influence can be out of proportion to their size or importance to the public good. They may not represent the views of all people for whom they speak. Some use heavy-handed tactics. **(c)** Possible response: I find the criticisms most persuasive. Too often, big money from powerful interest groups results in policies that are not in the best interests of society as a whole.
- (a)** Interest groups monitor the work of public agencies and officials, helping to assure responsible performance. Also, groups on different sides of the same issue check each other by competing for influence. **(b)** yes **(c)** possible answer: because interest groups will publicize wrong-doing by public officials, which helps voters make informed decisions

SECTION 2

- (a)** Not all members of every group are sincere in their interest. **(b)** The cartoonist does not see interest groups as always representing a sincere, deeply felt concern.
- possible answers: **(a)** groups representing business, labor, agriculture, or professions, such as labor unions and professional associations **(b)** groups organized around issues, such as Planned Parenthood and the National Rifle Association; around segments of the population, such as the American Legion and AARP; or around religious beliefs, such as the National Council of Churches **(c)** groups focused on

Chapter Assessment

GOVERNMENT ONLINE
Self-Test
To test your understanding of key terms and main ideas, visit PearsonSuccessNet.com

Comprehension and Critical Thinking

Section 1

- (a)** Explain how interest groups are both practical and democratic. **(b)** Give examples of interest groups behaving in both practical and democratic ways.
- Consider the role of interest groups in American society and in your own life. **(a)** Identify some positive impacts of these groups. **(b)** Summarize some common criticisms. **(c)** Which argument do you think is more persuasive?
- (a)** How do interest groups contribute to the checks-and-balances feature of the political process? **(b)** Do you think their contribution adds to the democratic process? **(c)** Why or why not?



"Well, if you feel so left out, why don't you join one of those Citizen Concerned About Something groups?"

Apply What You've Learned

- Essential Question Activity** Study the role of an interest group in your school or community and then investigate the role of a larger lobbying firm, such as those found on K Street in Washington, D.C. Then, answer the following:

 - What are the goals of these groups?
 - How does each group pursue its goals?
 - Do you think these groups are effective in their attempts to shape policy?

- Essential Question Assessment** Based on your research and what you have learned in this chapter, stage a press conference with classmates acting as reporters or as members of interest groups presenting their points of view. At a press conference, reporters are given the opportunity to ask questions, so allow time for both groups to participate. Try to answer the Essential Question: **To what extent do interest groups advance or harm democracy?**

Essential Questions Journal To respond to the chapter Essential Question, go to your **Essential Questions Journal**.

- the broad public good, such as Common Cause and League of Women Voters
- (a)** groups based on economic interests **(b)** because the need to earn a living is common to almost everyone, and government policies can significantly impact this area **(c)** possible answer: yes, because most people consider economic well-being a priority
 - (a)** Possible answer: The groups might have different opinions on certain policies or multiple, conflicting interests. **(b)** Disagreements can make it more difficult to persuade policymakers.

SECTION 3

- (a)** Lobbyists talk with policymakers face to face, testify before congressional committees, submit prepared statements on proposed legislation, provide useful information to members of Congress, make campaign contributions, write speeches, and draft legislation. **(b)** Possible response: Talking with policymakers could provide useful information. **(c)** by being careful to provide accurate information so as not to destroy their credibility
- (a)** They try to mold public opinion to favor their cause, so that public opinion can put

Document-Based Assessment

CHAPTER 9

Regulating Special Interests

In 2007, Congress passed a law limiting the reach of lobbyists. Members debated restrictions on earmarks—funds set aside for specific projects, often at the request of interest groups—and the practice of retiring representatives becoming lobbyists; as shown in Document 3.

Document 1

This document shows some earmarks from 2008

Appropriations bills:

Alaska Native Education Equity Assistance Program (\$34,500,000)

AFL-CIO Working for American Institute (\$1,500,000)

YMCA of Central Stark County, Ohio (\$500,000)

Detroit Renaissance (\$231,000)

Coastal Wind, Ohio (\$100,000)

—Taxpayers for Common Sense,
FY2008 Appropriations Bills database

Facilities and Equipment for Hudson Alpha Institute for
Biotechnology (\$310,000)

—Office of Management and Budget

Document 2

This bill won't even begin to stop corruption in Washington, because the earmark favor factory will remain open and ready for business. Politicians will still be able to use these secret earmarks to direct millions of taxpayer dollars to special interests. You can hear the champagne bottles being uncorked all over K Street, because the lobbyists know it will be business as usual.

—Senator Jim DeMint (R., South Carolina),
press release from his Web site

Document 3



Document 4

What we did today was momentous. The link between lobbyists and legislation that we have broken is something that will make a difference in the lives of the American people. . . We are free to act in the people's interest instead of the special interest.

—House Speaker Nancy Pelosi (D., California),
quoted in *USA Today*, August 1, 2007

Use your knowledge of lobbying, and Documents 1, 2, 3 and 4 to answer Questions 1–3.

- Summarize Documents 2 and 4.
 - Both speakers think it will have little effect on lobbyists.
 - Both speakers feel it will make a big difference to American taxpayers.
 - Speaker 2 sees it as an important step in regulating special interests whereas Speaker 4 doesn't think the law will have any effect on corruption.
 - Speaker 2 feels very negative about it; Speaker 4 sees it as a positive for the business of lobbyists.
- How does Document 3 show the link between Congress and lobbyists?
- How might some of the earmarks listed in Document 1 represent special interests?
- Pull It Together** Do you think lobbying regulation will be effective? Why or why not?



GOVERNMENT ONLINE

Documents

To find more primary sources on lobbyists and interest groups, visit PearsonSuccessNet.com

DOCUMENT-BASED ASSESSMENT

- C
- The cartoon suggests that many lobbyists are former members of Congress.
- The earmarks may have come about as a result of lobbying by an interest group.
- Some students might suggest that regulation will be effective because rules have been established to control specific behaviors. Other students might believe that lobbyists will find ways around the rules. No matter which position students take, they should provide supporting reasons.

L2 Differentiate Students use all the documents on the page to support their thesis.

L3 Differentiate Students include additional information available online at PearsonSuccessNet.com.

L4 Differentiate Students use materials from the textbook, the online information at PearsonSuccessNet.com, and do additional research to support their views.



Go Online to PearsonSuccessNet.com for a student rubric and extra documents.

pressure on policymakers. **(b)** Advertising is another way of producing favorable public opinion. **(c)** more likely, because positive public opinion can be a strong influence on an individual's thinking and decision making

- (a)** They form PACs that make financial contributions and hold fundraisers for candidates who support their cause. They also conduct get-out-the-vote drives, supply professional campaign consultants, provide information for speeches and audiences to hear the speeches, help staff local campaign offices, distribute

campaign literature, and participate in phone banks. **(b)** All of these activities either bring money into the campaign or lower campaign costs for the candidate.

WRITING ABOUT GOVERNMENT

- Student essays should clearly state a position on whether interest groups are good or bad, and provide supporting details.

APPLY WHAT YOU'VE LEARNED

- Students should select a local or school interest group, clearly state its goals, and describe its strategies for achieving these goals. Students should be able to list the

group's goals, how it pursues goals, and judge the effectiveness of the group by citing policies the group influenced.

- In the student press conference, reporters should ask thoughtful questions, and the answers from interest group members should display an understanding of the issue and the group's goals.

ANSWERS TO ESSENTIAL QUESTION WARMUP

Before assigning these questions, distribute the Rubric for Assessing a Writing Assignment (Unit 2 All-in-One, p. 257). Use the criteria and the guidelines below to grade students' answers to the Essential Question Warmup questions. Then send students to the **Essential Questions Journal** to answer the unit Essential Question.

1. A good answer to this question will demonstrate an understanding of the tremendous influence the media has on public opinion. Most students will probably believe that the media has a responsibility to be accurate, fair, and unbiased. More nuanced answers will recognize that a gray area exists around reporting on events and information that could endanger individuals or national security.
2. Students should recognize the importance of voting, but also point to the importance of the many other ways of participating in good government, including working on campaigns, joining interest groups, making opinions known through writing to members of Congress, and staying informed.
3. Students' answers should recognize that interest groups are democratic in that they strive to make the voices of the people heard; however, they can be undemocratic if they exert undue pressure or influence.
4. Answers should recognize that being an active member of a political party, like being an active member of an interest group, is one way that a citizen can influence government. This is especially true in the case of many minor parties that are devoted to one particular cause.

Perspectives

Essential Question

In what ways should people participate in public affairs?

Political parties, the media, voting, serving with interest groups—Americans today have unprecedented opportunities to take part in public affairs. How and why should we do so?

ON THE FREE PRESS:

Freedom of expression—in particular, freedom of the press—guarantees popular participation in the decisions and actions of government, and popular participation is the essence of . . . democracy.

—Corazon Aquino, former President of the Philippines

ON A VOTER'S RESPONSIBILITIES:



ON GOVERNMENT AND THE PEOPLE:

It is not the function of our Government to keep the citizen from falling into error; it is the function of the citizen to keep the Government from falling into error.

—Justice Robert Houghwout Jackson, *American Communications Association v. Douds*

Essential Question Warmup

Throughout this unit, you studied how people and government interact. Use what you have learned and the quotations and opinions above to answer the following questions. Then go to your **Essential Questions Journal**.

1. What responsibilities do the media have, if any?
2. Can citizens "keep the Government from falling into error" through voting alone?

3. Are interest groups democratic?
4. How successfully do political parties link citizens with the government?

Essential Questions Journal To continue to build a response to the unit Essential Question, go to your **Essential Questions Journal**.

Assessment Resources

Unit 2 AYP Monitoring Assessment
ExamView Test Bank CD-ROM
SuccessTracker Assessment
Online Student Self-Tests
Chapter Tests
Section Quizzes
Chapter-level Document-Based Assessment

In This Unit

Chapter 10:
Congress

Chapter 11:
Powers of Congress

Chapter 12:
Congress in Action

Photo: U.S. Capitol

Essential Questions Journal

To begin to build a response to the chapter Essential Question, go to your Essential Questions Journal.

Unit 3

The Legislative Branch

Essential Question What makes a successful Congress?

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ESSENTIAL QUESTION PERSPECTIVES

Essential questions frame each unit and chapter of study, asking students to consider big ideas about government. The question for this unit—**What makes a successful Congress?**—demands that students ask further questions. How do they define “successful”? What criteria should be used to judge Congress? Should Congress be judged as a whole, or should members be judged individually? Can success be measured immediately, or must we rely on historical perspective to make a judgment?

To begin this unit, assign the Unit 3 Warmup Activity on page 77 of the **Essential Questions Journal**. This will help students start to consider their position on the **Unit 3 Essential Question: What makes a successful Congress?**

Show the **Unit 3 American Government Essential Questions Video** to help students begin thinking about the unit Essential Question and designate a classroom bulletin board for students to post news articles related to the unit Essential Question. Use the Conversation Wall strategy (p. T27) to encourage students to post articles and comments on other students’ postings.

Later, students will further explore the chapter-level essential questions:

Chapter 10: Whose views should members of Congress represent when voting?

Chapter 11: What should be the limits on the powers of Congress?

Chapter 12: Can and should the lawmaking process be improved?

Use the **Essential Questions Journal** throughout the program to help students consider these and other big ideas about government.

Government Online Resources

Government Online Teacher Center at **PearsonSuccessNet.com** includes

- Online Teacher’s Edition with lesson planner and lecture notes
- Teacher’s Resource Library with All-in-One Resources, Color Transparencies, Adequate Yearly Progress Monitoring, and an alternative lesson plan for each chapter
- SuccessTracker Assessment

Government Online Student Center at **PearsonSuccessNet.com** includes

- Interactive textbook with audio
- American Government Essential Questions Video
- Chapter-level WebQuests
- Guided Audio Tours and Interactivities
- Student Self-Tests

Introduce the Chapter

Essential Questions:

UNIT 3

What makes a successful Congress?

CHAPTER 10

Whose views should members of Congress represent when voting?

ACTIVATE PRIOR KNOWLEDGE Have students examine the image and quotation on these pages. Ask: **What do the photo and quotation suggest about Congress?** (*that members of Congress represent all the different people of the United States*) In this chapter, students will learn about members of the House of Representatives and the Senate. Tell students to begin to further explore Congress by completing the Chapter 10 Essential Question Warmup activity in their **Essential Questions Journal**.

BEFORE READING

L2 ELL Differentiate Chapter 10 Prereading and Vocabulary Worksheet (Unit 3 All-in-One, p. 9)

SUCCESSNET STUDENT AND TEACHER CENTER

Visit **PearsonSuccessNet.com** for downloadable resources that allow students and teachers to connect with government “on the go.”

DIGITAL LESSON PRESENTATION

The digital lesson presentation supports the print lesson with activities and summaries of key concepts. Activities for this chapter include:

- **The Capitol**
- **Gerrymandering: Choosing Their Voters**

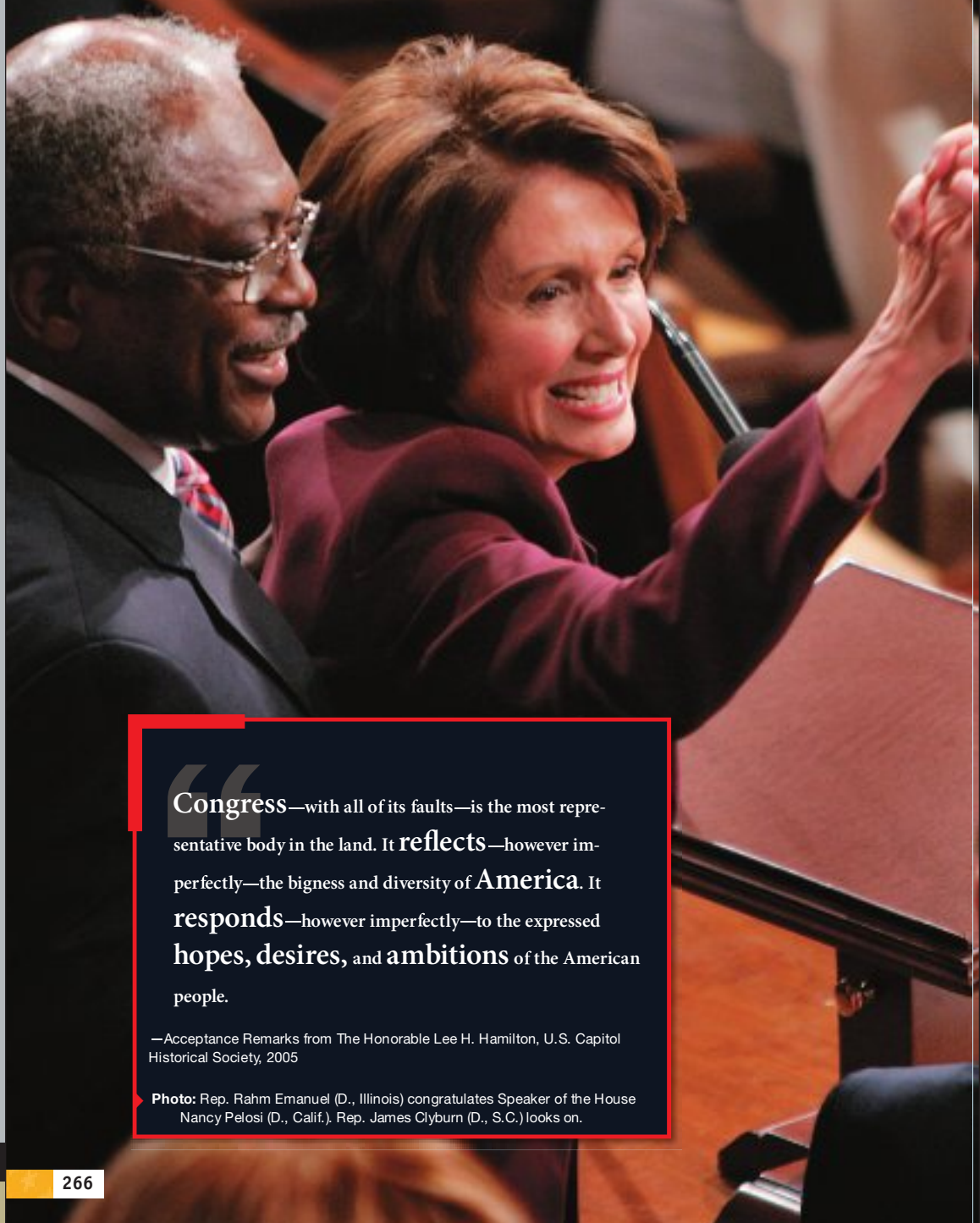
SKILLS DEVELOPMENT

DECISION MAKING

You may wish to teach decision making as a distinct skill within Section 3 of this chapter. Use the Chapter 10 Skills Worksheet (Unit 3 All-in-One, p. 31) to help students decide which candidate for Senate they would choose. The worksheet will walk them through the process of deciding what qualities they want in a senator, identifying the strengths and weaknesses of each candidate, and choosing one candidate. For L2 and L1 students, assign the adapted Skill Activity (Unit 3 All-in-One, p. 32).



The chapter WebQuest challenges students to answer the chapter Essential Question by asking them about Congress.



“Congress—with all of its faults—is the most representative body in the land. It reflects—however imperfectly—the bigness and diversity of America. It responds—however imperfectly—to the expressed hopes, desires, and ambitions of the American people.”

—Acceptance Remarks from The Honorable Lee H. Hamilton, U.S. Capitol Historical Society, 2005

Photo: Rep. Rahm Emanuel (D., Illinois) congratulates Speaker of the House Nancy Pelosi (D., Calif.). Rep. James Clyburn (D., S.C.) looks on.

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Block Scheduling

BLOCK 1: Teach the Section 1 and 2 lessons, omitting the Section 1 Extend option.

BLOCK 2: Teach the Section 3 and 4 lessons, omitting the Section 4 Bellringer and discussion of diversity in Congress. Choose an Extend option from Sections 1, 2, or 3, depending on your preferences and state standards.