

Civic Participation (Persuasion) – Middle School

This unit is designed to promote civic involvement within the political process. The unit can be utilized to make students aware of the manner in which political systems utilize persuasion to support a particular politician or political platform.

The following unit is directed toward 7th Grade Social Studies:

2.) Explain essential characteristics of the political system of the United States, including the organization and function of political parties and the process of selecting political leaders.

-or-

12.) Describe how the United States can be improved by individual and group participation in civic and community activities; Determining ways to participate in the political process:
Examples: voting, running for office, serving on a jury, writing letters, being involved in political parties and political campaigns

Craft and Structure:

[CCSS.ELA-Literacy.RH.6-8.4](#)

Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

[CCSS.ELA-Literacy.RH.6-8.5](#)

Describe how a text presents information (e.g., sequentially, comparatively, causally).

[CCSS.ELA-Literacy.RH.6-8.6](#)

Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

Integration of Knowledge and Ideas:

[CCSS.ELA-Literacy.RH.6-8.7](#)

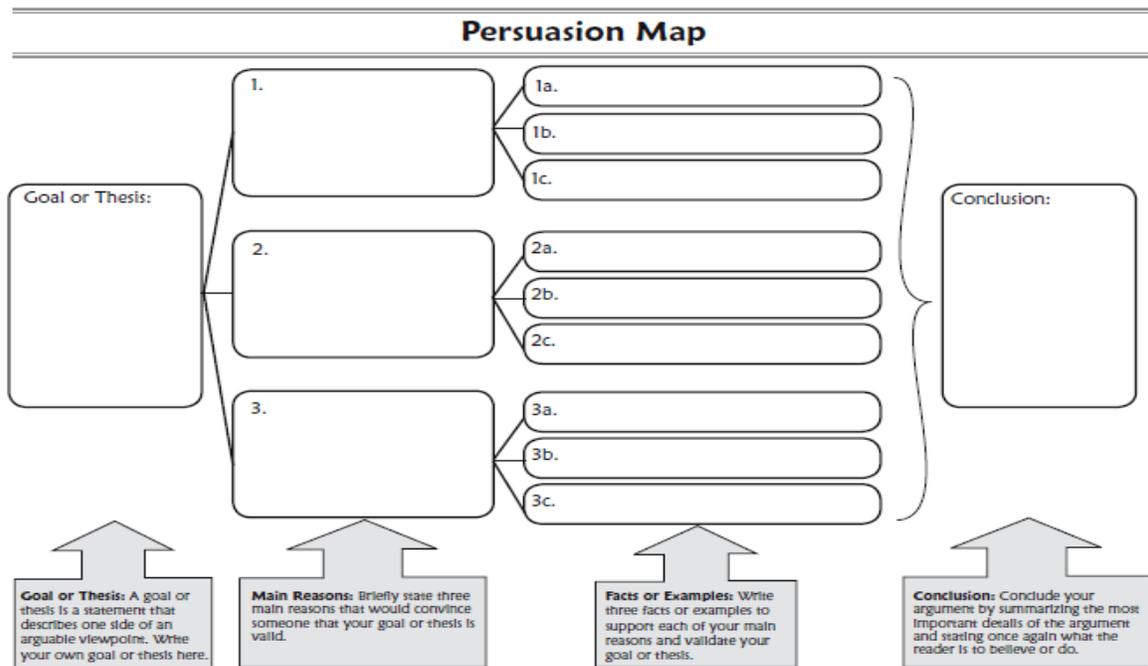
Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

[CCSS.ELA-Literacy.RH.6-8.8](#)

Distinguish among fact, opinion, and reasoned judgment in a text.

Exercise 1: The unit begins with an attempt to teach the concept of persuasion. The instructor will deconstruct a television or print advertisement and provide modeling of persuasion by filling out the persuasion map. The teacher will demonstrate how persuasion is used within political campaigns.

The students will then utilize the persuasion map to outline the types of important issues they see within a Presidential campaign. They will focus upon three major issues and work together as a team to formulate strategy concerning how to convince people to vote for a particular candidate.



Exercise Two: The next exercise attempts to provide students graphics from which to demonstrate an effective use of visual persuasion. The students will be quizzed on the following logos. The students' participation within the exercise will remind them how effective visual cues are in persuasion. This project shifts the teaching focus from one of information delivery to student synthesis within the concept of persuasive technique.



Exercise Three: Students will study the following historical ads to determine the overall effective use of persuasion. Participation within the exercise will reveal to students how effective photographs and caricatures are in persuading people to believe information

about a candidate. This particular project captures the blending of *primary sources* with conceptual instruction and promotes historical thinking by requiring students to *interpret meaning* from the primary documents.

Exercise Four: Blends information contextualization with higher order skills that foster creativity through which to apply their understanding of the concept of persuasion. The following political cartoons are interpreted on the basis of persuasion and humor. The culminating activity will involve students actually creating their own advertising ads utilizing caricatures. It is important to utilize up to date materials to ensure relevance. Also choose caricatures that can be traced by students. They can come up with really clever advertising lines.

How do these political cartoons persuade readers about the candidates?

1. *Closely examine body shape*
2. *Closely examine clothes*
3. *Closely examine body position*
4. *Closely examine facial features*
5. *Note any visual information that helps to persuade.*

Utilizing portraits of political figures create a caricature that can be used to persuade voters about a particular candidate. Your drawing can be pro-candidate or anti candidate; however, it must be persuasive.

Websites Connected to Activities

<http://www.readwritethink.org/files/resources/printouts/persuasion%20map.pdf>

<http://elections.harpweek.com/1860/cartoons-1860-list.asp>

<http://www.cagle.com/2015/09/trump-pie-no-substance/>

<http://www.cagle.com/news/carly-fiorina/page/3/>

<http://www.pridesource.com/article.html?article=70574>

http://media.cagle.com/95/2013/10/23/139166_600.jpg

<http://www.politicalcartoons.com/cartoon/71fa86ff-1476-4e27-8ebf-d65122eb4ae4.html>

Alien and Sedition Acts Campaign – High School

The challenge of preparing young people to engage in higher order thinking requires a variety of steps. These include but are not limited to the following:

1. Supplying the core information from which to synthesize information
2. Employing a mechanism through which a measurement of understanding can be achieved
3. Providing a primary source from which the students will contend
4. Teaching the process of interpreting the primary document to achieve a particular task
5. Contextualizing the information provided by the primary document into a relevant current day perspective
6. Utilizing the theme to provide students a foundation from which to trouble shoot and ultimately provide a solution to a problem.

AL COS 10.6: Describe relations of the United States with Britain and France from 1781 to 1823, including the XYZ Affair, the War of 1812, and the Monroe Doctrine. [A.1.a., A.1.b., A.1.d., A.1.g., A.1.i.] Examples: Embargo Act, Alien and Sedition Acts, impressment

[CCSS.ELA-Literacy.RH.9-10.1](#)

Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

[CCSS.ELA-Literacy.RH.9-10.2](#)

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

[CCSS.ELA-Literacy.RH.9-10.4](#)

Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

[CCSS.ELA-Literacy.RH.9-10.5](#)

Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

[CCSS.ELA-Literacy.RH.9-10.6](#)

Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

Exercise One: The following exercise is one that is an extension of the core information regarding the events that inspired the creation of the Alien and Sedition Acts. Students will discuss and review the conflict that gave rise to the emergence of a two party system in America. They will review the viewpoints concerning the various issues located on the left side of the graphic organizer. Notes are provided to the right that can offer hints regarding what information needs to be included within the exercise. This graphic organizer provides the instructor a basis from which to measure student understanding about the emerging two party conflict. The exercise provides students a “quick-look” guide to remind them of points of view; a vital component of the College and Career Ready Standards.

- This graphic organizer highlights the points of view enumerated by the Federalists and Anti Federalists. <http://faculty.polytechnic.org/gfeldmeth/chart.fed.pdf>

Federalist & Antifederalist Positions

Issue	Federalists	Antifederalists	Notes
A Constitution establishing a strong central government			<ul style="list-style-type: none"> • The chief worry of the Antifederalists was that the states would lose influence with the growth in the national government's power
Power of thirteen states			<ul style="list-style-type: none"> • Local control was key to Antifederalist concept of democracy. This issue would boil up in states' rights fights in 1800s
Bill of Rights			<ul style="list-style-type: none"> • The absence of a Bill of Rights in the original Constitution was seen as a real threat to individual citizens' liberties
Articles of Confederation			<ul style="list-style-type: none"> • The decision at the Annapolis Convention (1786) to suggest a national convention to modify the Articles proved to be crucial.
Size of the nation			<ul style="list-style-type: none"> • No experiment in democracy on a scale of America had ever been attempted.
Supporters			<ul style="list-style-type: none"> • Only a few wealthy men (Mason and Randolph of Virginia, Gerry of Massachusetts) joined the Antifederalists.

*Based on *The American Journey: A History of the United States* by Goldfield, et al.

Exercise Two: The following exercise is designed to provide students primary documents from which to understand points of view being offered by the opposing parties concerning the Alien and Sedition Acts. The engagement within the primary documents provides a mechanism through which the students can engage within historical thinking about the issue of rights vs security.

- Students will explore the varying points of view concerning the Alien and Sedition Acts through the lens of newspaper articles of the time. The pupils will read the primary document and fill out the point of view offered and their opinion regarding the overall effectiveness of the argument. The graphic organizer provides a quick reference to point of view concerning the Alien and Sedition Acts

The Alien and Sedition acts are in error and destructive of the common welfare of the United States. The Alien and Sedition Acts are distorted laws.

Nevertheless, these act are confidently pronounced unconstitutional, so much so, that to many of our fellow citizens the question may appear to have been completely decided.

In the opinion of some, to deliberate on this subject is to be criminal and threatens to unsettle the pride and happiness of our country. They argue our nation can only be preserved by preserving that government which is now so boldly arraigned. Had a decent respect for the real majority of the American people been maintained, no opposition would have been made by those who now address you--But when a partial irritation gave way to general hostility against the government of our country, it is our duty, to this reply submit to our fellow citizens, some reflections on these laws

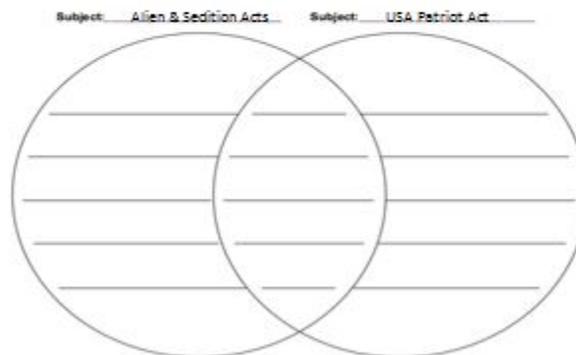
Richmond, Printed by T. Nicolson, 1799

List Author Point of View	
1.	Is it an effective argument? Why or Why not?
2.	Is it an effective argument? Why or Why not?

Exercise Three: The final exercise is a comparative analysis worksheet from which to use as a basis for students to contextualize and problem solve utilizing the Alien and Sedition Acts and the USA Patriot Act of 2001. The students will be tasked to formulate two different arguments supporting and opposing the use of the two acts as a matter of security. This exercise can be utilized in steps 4, 5 or 6. It could also be used as a basis of completing a culminating activity.

- Students will determine the similarities and differences within each of the acts and will be tasked with wrestling with the tension of protecting citizens yet guaranteeing rights. That is accomplished utilizing the Venn diagram. The students can then be separated into small groups where they can be tasked with providing an argument in favor of the Alien and Sedition/Patriot acts or against the position. Extension of the project could result in an actual debate within the class.

Alien and Sedition Acts	Patriot Act
The Alien and Sedition Acts were passed by Congress in 1798 in preparation for an anticipated war with France.	The Patriot Act was passed by Congress in 2001 to deal with the threat of terrorism.
The Alien Act passed on June 25, allowed the expulsion of aliens deemed dangerous during peacetime. The Sedition Act, passed on July 16, provided for the fines or imprisonment for individuals who criticized the government, Congress or president in speech or print.	The Patriot act allows FBI agents to investigate American citizens for criminal matters without probable cause of a crime; Expanded terrorism laws to include "domestic terrorism"
Ten people were convicted for violation of the Sedition Acts.	Three Hundred Ten people were arrest and one-hundred seventy nine convicted of Patriot Act Crimes between 2001-2004
The only journalists prosecuted under the Sedition Acts were editors of Democratic-Republican newspapers.	The government is allowed to monitor your calls and texts, basically every action you make because of the threat of Terrorism



What is more important to a democratic society; the safety of people or people's rights? Prepare arguments from both points of view! 5 Sentence Paragraph – Thesis, Supporting Argument and Conclusion.

<http://www.ourdocuments.gov/doc.php?doc=16&page=transcript>

http://hsp.org/sites/default/files/alien_and_sedition_acts_0.pdf

http://www.boston.com/yourtown/news/salem/2012/02/history_time_prison_or_the_pis.html

http://www.cnn.com/2008/LIVING/wayoflife/08/22/mf.campaign.slurs.slogans/index.html?_s=PM:LIVING

<http://www.loc.gov/rr/program/bib/elections/election1800.html>

<http://www.uidaho.edu/class/constitutionday/constitutiondaylessons/lesson2/acts>

<http://edsitement.neh.gov/lesson-plan/consequences-sedition-act>

<http://law2.umkc.edu/faculty/projects/ftrials/aliensedition/alienseditionlinks.html>

McKinley on the Philippines Graphic Organizer

Excerpt	Examples of Loaded Language, Inclusion, or Avoidance of Facts
<p>Hold a moment longer! Not quite yet, gentlemen! Before you go I would like to say just a word about the Philippine business. I have been criticized a good deal about the Philippines, but don't deserve it. The truth is I didn't want the Philippines, and when they came to us, as a gift from the gods, I did not know what to do with them. When the Spanish War broke out Dewey was at Hong Kong, and I ordered him to go to Manila and to capture or destroy the Spanish fleet, and he had to; because, if defeated, he had no place to refit on that side of the globe, and if the Dons were victorious they would likely cross the Pacific and ravage our Oregon and California coasts. And so he had to destroy the Spanish fleet, and did it! But that was as far as I thought then.</p>	
<p>When I next realized that the Philippines had dropped into our laps I confess I did not know what to do with them. I sought counsel from all sides—Democrats as well as Republicans—but got little help. I thought first we would take only Manila; then Luzon; then other islands perhaps also. I walked the floor of the White House night after night until midnight; and I am not ashamed to tell you, gentlemen, that I went down on my knees and prayed Almighty God for light and guidance more than one night.</p>	
<p>Based on your examples above, you believe that the author's point of view is:</p>	

Source: General James Rusling, "Interview with President William McKinley," The Christian Advocate 22 January 1903, 17. Reprinted in Daniel Schirmer and Stephen Roskamm Shalom, eds., The Philippines Reader (Boston: South End Press, 1987), 22–23. Retrieved from <http://historymatters.gmu.edu/d/5575/>

Imperialism (The Flag of an Empire) Graphic Organizer

Excerpt	Examples of Loaded Language, Inclusion, or Avoidance of Facts
<p>Imperialism finds no warrant in the Bible. The command, “Go ye into all the world and preach the gospel to every creature,” has no Gatling gun attachment. When Jesus visited a village of Samaria and the people refused to receive him, some of the disciples suggested that fire should be called down from Heaven to avenge the insult; but the Master rebuked them and said: “Ye know not what manner of spirit ye are of; for the Son of Man is not come to destroy men’s lives, but to save them.” Suppose he had said: “We will thrash them until they understand who we are,” how different would have been the history of Christianity! Compare, if you will, the swaggering, bullying, brutal doctrine of imperialism with the golden rule and the commandment, “Thou shalt love thy neighbor as thyself.”</p>	
<p>Behold a republic, resting securely upon the foundation stones quarried by revolutionary patriots from the mountain of eternal truth -- a republic applying in practice and proclaiming to the world the self-evident propositions that all men are created equal; that they are endowed with inalienable rights; that governments are instituted among men to secure these rights, and that governments derive their just powers from the consent of the governed. Behold a republic in which civil and religion liberty stimulate all to earnest endeavor and in which the law restrains every hand uplifted for a neighbor's injury -- a republic in which every citizen is a sovereign, but in which no one cares to wear a crown.</p>	
<p>Based on your examples above, you believe that the author’s point of view is:</p>	

Source: William Jennings Bryan, August 8, 1900, Indianapolis, IN. Ceremony to complete nominations for Democratic Presidential Campaign. Retrieved from <http://www.americanrhetoric.com/speeches/wjbryanimperialism.html>

Comparing Points of View on Imperialism Graphic Organizer

How does each author feel about imperialism? Provide examples of key details that support your conclusion about the author.		
McKinley	Questions	Bryan
	<p>← What reasons does McKinley give for sending Dewey to the Philippines?</p> <p>How does Bryan use the Bible to oppose imperialism? →</p>	
	<p>← How did McKinley initially respond to the Philippine situation?</p> <p>According to Bryan, what is the foundation of a republic? →</p>	
	<p>↔ How does each author view imperialism? ↔</p>	

Imperialism (The Flag of an Empire) Graphic Organizer [Completed Example]

Excerpt	Examples of Loaded Language, Inclusion, or Avoidance of Facts
<p>Imperialism finds no warrant in the Bible. The command, “Go ye into all the world and preach the gospel to every creature,” has no Gatling gun attachment. When Jesus visited a village of Samaria and the people refused to receive him, some of the disciples suggested that fire should be called down from Heaven to avenge the insult; but the Master rebuked them and said: “Ye know not what manner of spirit ye are of; for the Son of Man is not come to destroy men’s lives, but to save them.” Suppose he had said: “We will thrash them until they understand who we are,” how different would have been the history of Christianity! Compare, if you will, the swaggering, bullying, brutal doctrine of imperialism with the golden rule and the commandment, “Thou shalt love thy neighbor as thyself.”</p>	<p><i>the Bible, no Gatling gun attachment, Jesus parable, fire down from Heaven, avenge the insult, Master rebuked, Son of Man, destroy men’s lives, save them, thrash, swaggering, bullying, brutal, doctrine of imperialism, golden rule, commandment, “Thou shalt love thy neighbor as thyself”</i></p>
<p>Behold a republic, resting securely upon the foundation stones quarried by revolutionary patriots from the mountain of eternal truth -- a republic applying in practice and proclaiming to the world the self-evident propositions that all men are created equal; that they are endowed with inalienable rights; that governments are instituted among men to secure these rights, and that governments derive their just powers from the consent of the governed. Behold a republic in which civil and religion liberty stimulate all to earnest endeavor and in which the law restrains every hand uplifted for a neighbor's injury -- a republic in which every citizen is a sovereign, but in which no one cares to wear a crown.</p>	
<p>Based on your examples above, you believe that the author’s point of view is:</p>	

Imperialism (The Flag of an Empire) Graphic Organizer [Completed Example]

How does each author feel about imperialism? Provide examples of key details that support your conclusion about the author.		
McKinley	Questions	Bryan
<p><i>I ordered him to go to Manila and to capture or destroy the Spanish fleet, and he had to; because, if defeated, he had no place to refit on that side of the globe, and if the Dons were victorious they would likely cross the Pacific and ravage our Oregon and California coasts.</i></p>	<p>What reasons does McKinley give for sending Dewey to the Philippines?</p> <p>How does Bryan use the Bible to oppose imperialism?</p>	<ul style="list-style-type: none"> • <i>Imperialism finds no warrant in the Bible.</i> • <i>The command, "Go ye into all the world and preach the gospel to every creature," has no Gatling gun attachment.</i> • <i>When Jesus visited a village of Samaria and the people refused to receive him, some of the disciples suggested that fire should be called down from Heaven to avenge the insult; but the Master rebuked them and said: "Ye know not what manner of spirit ye are of; for the Son of Man is not come to destroy men's lives, but to save them."</i>
	<p>How did McKinley initially respond to the Philippine situation?</p> <p>According to Bryan, what is the foundation of a republic?</p>	
	<p>How does each author view imperialism?</p>	