CHAPTER 5
Prereading and Vocabulary 2

1. should cut back on expensive government programs
   Sample definition: Conservatives believe in cutting costs and government programs.

2. came to vote
   Sample definition: The electorate is the group of people who are allowed to vote.

3. voted at the polling place, elementary school
   Sample definition: A precinct is a small area from which all the residents report to vote at one location.

4. wards
5. bipartisan
6. nominate
7. Liberals
8. resign

Chapter Outline 2

I. Section 1: Parties and What They Do
   A. The Major Parties
      1. Democrats, Republicans
   2. organization, government, electorate
   B. Duties of Political Parties
      1. candidates
   2. platform
   C. Reasons for the Two-Party System
      1. parties
      2. Single-member
   D. Other Party Systems
      1. Multiparty
      2. dictatorships

II. Section 2: The Two-Party System in American History
   A. Early Political Parties
      1. Federalists
      2. Democratic
      3. Republicans
   B. Four Eras of American Political Parties
      1. 1800, 1968
      2. divided government

III. Section 3: The Minor Parties
   A. Types of Minor Parties
      1. ideological
      2. Single-issue
      3. Splinter
      4. Economic protest parties
   B. The Importance of Minor Parties
      1. influence, taking votes
      2. money

IV. Section 4: Party Organization
   A. Structure
   Federalism, nominating
   B. Organization at the National Level
      1. convention
      2. chairperson
   C. State and Local Organization
      1. election, caucuses
      2. wards

CHAPTER 5 Section 1
Reading Comprehension 3

1. Answers for rankings will vary.
   Historical basis: The two-party system is rooted in the beginnings of the U.S., when the ratification of the Constitution gave rise to the first two parties.
   Tradition: Most Americans accept the idea of a two-party system simply because there has always been one.
   Electoral system: Since only one winner per office comes out of each election, voters have only two viable choices—the candidate of the party holding office or the candidate with the best chance of replacing the current officeholder. Voters tend to think of a vote for a minor party candidate as a wasted vote. Republicans and Democrats work together in a bipartisan way to write election laws to make it hard for a minor party or independent candidate to win elective office.
   Ideological consensus: Compared with other countries, the U.S. has been free of longstanding disputes based on economic class, social status, religious beliefs, or national origin. As a result, there is a lot of common ground between the two major parties, although they disagree on specific policies.

2. Policies supported:
   Democrats: social welfare programs; government regulation of business; efforts to improve status of minorities
   Republicans: depend on play of market forces in the economy; less government involvement in social welfare programs

Reading Comprehension 2

1. a. Parties choose candidates.
b. Parties work to get their candidates elected.
c. Parties ensure the qualifications and good performance of their candidates and officeholders.
d. Parties are the means by which government in the United States is conducted.
e. The party out of power acts as a watchdog over the party in power.

2. **One-party system**
   - **Description:** A political system in which only one party exists
   - **Example:** Dictatorships and in some states where one party has held power for some time

2. **Two-party system**
   - **Description:** A political system in which two political parties dominate, although minor parties may exist
   - **Example:** The United States, whose major parties are the Democrats and the Republicans

3. **Multiparty system**
   - **Description:** A political system in which several major and minor political parties compete for and win public offices
   - **Example:** Canada and many European democracies

3. **Students may support any of the three party systems, but should back up their opinion with facts from the text. Sample answer:** I support the multiparty system because that gives voters the widest choice of candidates and ideas.

**Core Worksheet 3**
1. bonding agent
2. nominating candidates
3. informing/activating supporters
4. governing
5. watchdog
6. bonding agent
7. nominating candidates
8. informing/activating supporters
9. governing
10. watchdog

**Core Worksheet 2**
1. bonding agent
2. nominating candidates
3. informing/activating supporters
4. governing
5. watchdog

**Quiz A**

**Key Terms**
1. a
2. c
3. e
4. b
5. d
6. f

**Main Ideas**
7. c
8. a
9. d
10. c

**Quiz B**

**Key Terms**
1. b
2. f
3. e
4. c
5. a
6. d

**Main Ideas**
7. c
8. b
9. d
10. b

**CHAPTER 5 Section 2**

**Reading Comprehension 3**

**Origins (to 1800):**

**Anti-Federalists:**
- **Major beliefs:** Limited role for government, led by Congress; strict construction of the provisions of the Constitution
- **Supported by:** Small shopkeepers, laborers, farmers, and planters

**Federalists:**
- **Major beliefs:** Stronger national government; vigorous executive leadership; policies designed to correct the nation’s economic ills
- **Supported by:** The rich; financial, manufacturing, and commercial interests

**1800–1860:**

**Democrats:**

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Major beliefs: voting rights for all white males; more elected offices
Supported by: small farmers, debtors, frontier pioneers, and slaveholders

Whigs:
Major beliefs: opposed Jacksonian democracy; supported high tariffs
Supported by: eastern bankers, merchants, industrialists, large southern plantation owners

1860–1932:
Democrats:
Major beliefs: opposition to sectionalism and big business; populism
Supported by: at first the “Solid South”; later the “little man,” small business owners, labor unions

Republicans:
Major beliefs: prosperity, the gold standard
Supported by: business and financial interests, farmers, laborers, newly freed African Americans

1932–1968:
Democrats:
Major beliefs: increased role of government in economics and society, civil rights
Supported by: southerners, small farmers, organized labor, big-city political organizations, African Americans and other minorities

Republicans:
Major beliefs: limited role for government
Supported by: business and financial interests

Reflection Question
Answers include the Vietnam War, civil rights, a variety of social welfare issues, the Watergate scandal, and economic issues

Core Worksheet 3

1. A. Answers may vary. Since Hamilton and the Federalists favored policies that supported the financial, manufacturing, and business interests, he might be more sympathetic to today’s Republican Party. But Hamilton’s belief in a strong national government might draw him to today’s Democratic Party.
B. Answers may vary. Since Jefferson and the Anti-Federalists appealed to laborers, he would probably be more sympathetic to today’s Democratic Party. Since Jefferson also believed in limited government, he might also support today’s Republican Party.
C. Andrew Jackson was a Democrat, and since the party at the time appealed to the less wealthy (small farmers, debtors, and pioneers), he would probably still be a Democrat.
D. Daniel Webster and the Whigs would likely be Republicans today, as their program appealed to eastern bankers and industrialists.

2. A. Both were war heroes who were not Democrats and were elected President during different eras of Democratic Party dominance.
B. Both were Democrats and became President during the era of Republican Party dominance.
C. Both were President during the era of divided government, and both
UNIT 2 Answer Key (continued)

lost reelection bids in part because of unfavorable economic conditions.  
D. Both were influential third-party candidates.

3. A. the Civil War  
B. the Great Depression  
C. the Vietnam War  
4. A. John Adams  
B. William Henry Harrison and Zachary Taylor  
C. Theodore Roosevelt  
D. Franklin D. Roosevelt

5. Possible response: Today’s mass media enable the parties to play their watchdog role very efficiently. Whenever something goes wrong, such as an economic downturn or setbacks in the war in Iraq, the party out of power is quick to blame the dominant party, and the mass media make sure that most Americans hear the criticisms. As a result, the party in power often loses seats in off-year elections.

Skills Worksheet 3
1. The donkey represents Democrats; the elephant represents Republicans.  
2. a rocket propelling the Democratic donkey into flight, leaving behind (and “burning”) the Republican elephant  
3. Probably not. The Republican elephant looks very angry to have lost power and the Democratic donkey looks giddy to be back in power—not necessarily a good sign of impending bipartisanship.  
4. After being in the minority for more than 12 years, Democrats had finally regained control of Congress. The title reflects Democrats’ elation and Republicans’ frustration with the outcome of the election.

Skill Activity 2
1. The donkey represents Democrats; the elephant represents Republicans.  
2. a rocket sending the Democratic donkey into flight, leaving behind (and “burning”) the Republican elephant  
3. The Republican elephant looks very angry and the Democratic donkey looks giddy.  
4. Probably not. The cartoonists portray Republicans as angry to have lost power and Democrats as overly excited to be in power. Both are consumed with their own agendas and not concerned about working together.

Quiz A
Key Terms  
1. e  
2. d  
3. c  
4. f  
5. b  
6. a

Main Ideas  
7. b  
8. c  
9. a  
10. a

Quiz B
Key Terms  
1. e  
2. d  
3. c  
4. a  
5. b  
6. f

Main Ideas  
7. b  
8. c  
9. a  
10. a

CHAPTER 5 Section 3

Reading Comprehension 3
1. Ideological Parties are based on a particular set of political, economic, and social beliefs.  
Current/Historical Examples: Communist Party; Libertarian Party  
Economic protest parties react to periods of economic discontent.  
Current/Historical Examples: Greenback Party; Populist Party  
Single-Issue parties are focused on one public-policy matter, such as immigration or slavery.  
Current/Historical Examples: Free Soil Party; American Party (Know Nothings); Right to Life Party  
Splinter parties are organizations that split off from the major parties.  
Current/Historical Examples: Bull Moose Party; Progressive Party; States’ Rights
UNIT 2 Answer Key (continued)

(Dixiecrat) Party; American Independent Party
2. Minor parties can serve as “spoilers,” by pulling votes away from a major party and influencing a close election. Ralph Nader may have had this impact in the 2000 election. Minor parties also serve as critics and innovators, drawing attention to issues that the major parties prefer not to address. Historical examples include the progressive income tax, women’s suffrage, and railroad and banking regulation.

Reading Comprehension 2
1. Ideological Parties are…
based on a certain set of political beliefs, perhaps about social or economic issues
Current/Historical Examples:
Socialist Party
Socialist Labor Party
Communist Party
Libertarian Party
Economic protest parties…
appear during times of economic struggle
to voice unhappiness with major parties
Current/Historical Examples:
Greenback Party
Single-Issue parties are…
focused on only one concern
Current/Historical Examples:
Free Soil Party
Right to Life Party
Splinter parties are…
organizations that split off from the major parties
Current/Historical Examples:
Progressive Party
States’ Rights (Dixiecrat) Party
American Independent Party
2. (a) Minor parties may pull votes away from a major party candidate. Ralph Nader had this impact in the 2000 election. (b) Minor parties also sometimes address issues that then appeal to a major party. The major party may then support those issues.

Core Worksheet 3
Answers will vary. Students’ comments about and activities related to creating a minor party should show evidence of careful thought and detailed execution.

Extend Worksheet 3, 4
1. George W. Bush, by 537 votes
2. Had Gore won Florida’s electoral votes, he would have won the election.
3. 139,616 votes were cast for minor parties, about 70 percent of which went to Ralph Nader.
4. He would likely have drawn most from Al Gore. Environmental protection was and still is a key focus of Al Gore’s. Also, Democrats historically have favored restraints on corporate power and social programs, such as universal health care and minority rights.
5. Yes. Nader received far more votes than did all other minor party candidates combined. Had the majority of his vote gone to Gore instead, Gore would have won Florida and therefore the presidency.

Quiz A
Key Terms
1. e
2. d
3. b
4. a
5. c
6. f
Main Ideas
7. c
8. a
9. d
10. c

Quiz B
Key Terms
1. e
2. c
3. a
4. d
5. b
6. f
Main Ideas
7. c
8. a
9. d
10. c

CHAPTER 5 Section 4
Reading Comprehension 3
1. E
2. B  
3. F  
4. A  
5. D  
6. C  
7. It leads to lack of coordination in party efforts and sometimes to competition within the party itself.  
8. Our federal system is highly decentralized, with over half a million elective offices distributed over the national, State, and local levels. As a result, the parties that serve this system are decentralized as well.  
9. They are very similar. Both are headed by a committee and a chairperson, who promote party unity, find candidates, and raise funds. Both are decentralized, fragmented, and subject to internal squabbling.

**Reading Comprehension 2**

1. b  
2. f  
3. a  
4. d  
5. c  
6. e  
7. a. Party leaders may be in competition.  
b. Federalism means elected officials are spread out across the country.  
c. The nomination process leads to struggles within parties.  
8. A state central committee, led by a state chairperson, runs state political parties. The members of the central committee are chosen by primary elections, local caucuses, or at state conventions.

**Core Worksheet A 3**

1. to motivate more of the party supporters to actually vote  
2. Both parties want to connect with those voters who are most likely to show up at the polls on Election Day.  
3. Possible response: Local organizations recruit volunteers, including young people. Local volunteers may have to go door-to-door to survey voters and “sell” them on voting. The national organization formulates the overall strategy and might provide funding for grassroots efforts and for technology, and help gather the demographic data.  
4. Republicans are now focusing on the more local approach of mobilizing volunteers to work in the neighborhoods.

**Core Worksheet B 3**

**National Party Activities:**
Students might list activities aimed at raising money from big contributors, such as corporations and wealthy individuals. Activities might include fundraising dinners featuring a national party speaker, speaking engagements at union meetings, and personal phone calls from prominent party leaders to wealthy sympathizers. Students might also have the national organization providing the overall strategy for state and local organizations, as well as technical support, such as a party Web site with a wealth of information on the party platform and candidates for voter information and activation.

**State Party Activities:**
Students might suggest that State party organizations can use their knowledge of their State and its electorate to prioritize efforts in different parts of the State. They would conduct polls and broad voter surveys or demographic searches that would be too expensive for local organizations to do. The State organizations would then provide this information to the local organizations to help them target their efforts. The State organizations might also survey State voters to learn the issues most important to voters of their State, and target those issues in State-wide mailings and advertising.

**Local Party Activities:**
Students might suggest that local parties should recruit volunteers, possibly by speaking at high schools and colleges. Local activities should target small segments of voters, with activities such as neighborhood canvassing, talking to voters at a booth in the local mall, and stuffing envelopes for local distribution. Local goals might focus on informing voters about the party’s position on locally important issues and getting out the vote. Local organizations must also take care of the logistics, such as renting vans to take volunteers to neighborhoods and sympathetic voters to the polls.
Quiz A
Key Terms
1. a
2. b
3. e
4. c
5. d
6. f
Main Ideas
7. b
8. b
9. a
10. b

Quiz B
Key Terms
1. e
2. c
3. d
4. b
5. a
6. f
Main Ideas
7. a
8. b
9. c
10. b

CHAPTER 5
Test A
Key Terms
1. h
2. i
3. e
4. d
5. c
6. f
7. g
8. a
9. b
10. j
Multiple Choice
11. c
12. c
13. a
14. a
15. c
16. b
17. b
18. c
19. a
20. b

Document-Based Question
21. Washington was concerned that political parties would enable greedy and corrupt people to gain too much power in the political system and take away the power of the common people to run the government. He worried that political parties would eventually destroy democracy. Our history has shown, however, that parties are actually essential to democratic government.

Critical Thinking
22. The functions of political parties include nominating candidates, informing and activating supporters, governing, the bonding agent function, and the watchdog function. The last two functions, in particular, keep government accountable to the people. As a “bonding agent,” a party ensures the good performance of its candidates and elected officeholders in order to protect the party. As a “watchdog,” the party out of power scrutinizes and criticizes the policies and behavior of the party in power, which makes the party in power more careful of its public charge and more responsive to the wishes and concerns of the people.

Essay
23. The two-party system both helps and harms democracy. It helps by unifying large groups of people under the umbrella of shared ideas, broad principles, and common goals. It also creates an electoral system that produces a manageable number of candidates who are acceptable to large portions of the electorate. Party platforms give voters an idea of where candidates stand on major issues. Without the two-party nominating process, there might be dozens of candidates for every election, and voters would find it hard to determine where the candidates stand on issues. However, the downside of the two-party system is that it excludes candidates, groups, and individuals who differ significantly from the major parties on one or more major issues. It tends to silence those holding minority opinions and those who do not follow major party leadership by giving
them little or no chance to win elective offices.

Test B

Key Terms
1. h
2. i
3. e
4. d
5. c
6. f
7. a
8. g
9. b
10. j

Main Ideas
11. c
12. c
13. a
14. a
15. c
16. b
17. b
18. c
19. a
20. b

Document-Based Question
21. George Washington was concerned that political parties would enable greedy and corrupt people to gain too much power in the political system. He thought this could take away the power of the people to run the government. He worried that political parties would eventually destroy democracy.

Critical Thinking Question
22. The functions of political parties include nominating candidates, informing and activating supporters, governing, the bonding agent function, and the watchdog function. The last two functions, in particular, keep government accountable to the people. As a bonding agent, a party ensures the good performance of its candidates and elected officeholders in order to protect the party. As a watchdog, the party out of power observes and criticizes the policies and behavior of the party in power. This makes the party in power more careful about what it does and more responsive to the wishes and concerns of the people.

Essay
23. The two-party system both helps and harms democracy. It helps to unify large groups of people with shared ideas and common goals. It also creates an electoral system that produces candidates who are acceptable to large portions of the electorate. Party platforms give voters an idea of where candidates stand on major issues. Without the two-party nominating process, there might be dozens of candidates for every election. Voters might find it hard to determine where the candidates stand on issues.

However, the two-party system also can exclude those people who have ideas that differ from the major parties. It silences those holding minority opinions and those who do not follow major party leadership by giving them little or no chance to win elective offices.
UNIT 2 Answer Key (continued)

3. Motor Voter
C. Disqualifying Voters
   1. literacy
   2. poll
   3. dishonorable discharge

III. Section 3: Suffrage and Civil Rights
A. The 15th Amendment
   1. African American
   2. White primaries
B. Enforcing the 15th Amendment
   1. primary elections
   2. racial gerrymandering
C. Civil Rights Laws
   1. Commission on Civil Rights
   2. discrimination
D. The Voting Rights Act of 1965
   15th

IV. Section 4: Voter Behavior
A. Low Turnout
   1. off-year
   2. Ballot fatigue
B. Why People Do Not Vote
   1. political efficacy
   2. incomes, educations, jobs
C. Voter Behavior
   Political socialization
D. Sociological Factors
   1. gender gap
   2. Democrats, Republicans
E. Psychological Factors
   1. Party identification
   2. Straight-ticket
   3. independents

CHAPTER 6 Section 1
Reading Comprehension 3
1. each State
2. suffrage and franchise
3. white male property owners
4. the potential voting population
5. (a) the gradual elimination of restrictions on the right to vote
   (b) a gradual shift in the power over the right to vote from the States to the Federal Government
6. (1) early 1800s—religious, property ownership, and tax payment qualifications eliminated.
   (2) 1870—15th Amendment prohibited the denial of the right to vote because of race or color.
   (3) 1920—19th Amendment prohibited the denial of the right to vote because of sex.
   (4) 1960s—federal legislation and court decisions helped secure African Americans a full role in the electoral process in all States; 23rd Amendment added D.C. voters to the presidential electorate; 24th Amendment eliminated the poll tax.
   (5) 1971—26th Amendment gave those 18 and over the right to vote.
7. (a) Any person whom a State allows to vote for members of the most numerous branch of its own legislature must also be allowed to vote for representatives and senators in Congress.
   (b) No State can deprive any person of the right to vote on account of race, color, or previous condition of servitude.
   (c) No State can deprive any person of the right to vote on account of sex.
   (d) No State can require payment of any tax as a condition for taking part in the nomination or election of any federal officeholder.
   (e) No State can deprive any person who is at least 18 years of age of the right to vote because of age.

Reading Comprehension 2
1. Suffrage and franchise both mean the right to vote.
2. To be disenfranchised is to be denied the right to vote.
3. Early 1800s: Most states ended religious, property ownership, and tax requirements for voting. By the mid-1800s, most white males could vote.
   1870: The 15th Amendment technically allowed all eligible male citizens the right to vote, even though, in reality, African Americans were still prevented from voting.
   1920: The 19th Amendment guaranteed women the right to vote in all states.
   1960s: Civil rights acts eliminated voting restrictions based on race or color. The 23rd Amendment allowed residents of the District of Columbia to vote. The 24th Amendment ended the poll tax.
   1971: The 26th Amendment said that no state could set the minimum voting age higher than 18.
Core Worksheet 3
See the Rubric for Assessing a Student Poster, Unit 2 All-in-One, p. 253.

Core Worksheet 2
See the Rubric for Assessing a Student Poster, Unit 2 All-in-One, p. 253.

Skills Worksheet 3
1. Main points of the article include the following: Voting age in the United States was lowered to 18 largely because many Americans decided that it was unjust to ask young people to fight in war without also allowing them the opportunity to vote. Nevertheless, many young people do not take advantage of that opportunity.
2. Students should list three factual statements from the article. Examples: “Thousands of young American men were losing their lives, many of them under the age of 21.” “The war in Vietnam was raging, being fought by U.S. soldiers whose average age was 19.” “In 1996, only about one-third of 18- to 20-year-olds voted in the presidential election.”
3. Students’ answers will vary but should focus on the fact that in the 1960s, thousands of young Americans were fighting and dying in an unpopular war in Vietnam. In addition, a growing youth movement had begun to assert itself politically in the 1960s. Students may infer that many Americans could not reconcile forcing young people to fight in Vietnam with not allowing them to have a voice in the electoral process.
4. Students’ answers may vary. Possible answer: Because a small share of 18- to 20-year-olds typically vote in presidential elections, the impact of the 26th Amendment has not been as great as Jennings Randolph expected it to be.

Quiz A
Key Terms
1. b
2. e
3. a
4. d
5. c
6. f

Main Ideas
7. d
8. a
9. c
10. d

Quiz B
Key Terms
1. a
2. f
3. c
4. e
5. b
6. d

Main Ideas
7. d
8. d
9. b
10. d

CHAPTER 6 Section 2
Reading Comprehension 3
1. Yes, aliens are generally denied the right to vote in the United States, although the Constitution does not specifically say that aliens cannot vote.
2. In order to vote in this country, a person must be a resident of the State in which he or she wishes to cast a ballot.
3. to keep a political machine from bringing in enough outsiders to affect the outcome of local elections and to allow new voters at least some time in which they could become familiar with candidates and issues in an upcoming election.

4. The Voting Rights Act Amendments of 1970 banned any requirement of longer than 30 days for voting in presidential elections, and the Supreme Court ruled in *Dunn v. Blumstein* that “30 days appears to be an ample period of time.”

5. Many States prohibit transients from gaining legal residence and, therefore, from voting in a State where they have only a temporary physical presence.

6. It said that the minimum age for voting may not be more than 18 in any State.

7. “Old enough to fight, old enough to vote.”

8. Yes, in several States, 17-year-olds can vote in primary elections if their 18th birthday falls after the primary but before the general election. And in Nebraska, any person who will be 18 by the Tuesday following the first Monday in November can vote in any election held during that calendar year.

9. to prevent fraudulent voting and, in some States, to identify the party preference of voters.

10. Purging means reviewing the lists of registered voters and removing the names of those who are no longer eligible to vote; if purging is not done, poll books soon become clogged with the names of many people who are no longer eligible to vote.

11. (a) Registration can be a bar to voting, especially by the poor and less educated. (b) Voter turnout began to decline in the early 1900s after most States adopted a registration requirement. (c) Voter turnout is much higher in most European democracies, where the names of all eligible citizens are entered on registration lists.

12. (a) States must allow all eligible citizens to register to vote when they apply for or renew a driver’s license. (b) States must provide for voter registration by mail. (c) States must make registration forms available at the local offices of State employment, welfare, and other social service agencies. (d) States must mail a questionnaire to each of their registered voters every four years to purge poll books for deaths and changes of residence. (e) States may not purge for any other reason, including failure to vote.

13. Supporters argue that voter ID laws are needed to prevent people from voting under false identities, while critics say that the laws are really designed to discourage voting by the elderly, disabled, poor, and minority groups.

14. to make sure that a qualified voter had the capacity to cast an informed vote; to prevent or discourage certain groups from voting.


16. Poll taxes are taxes that must be paid as a condition for voting; they were adopted as part of the effort to discourage voting by African Americans.

17. (a) outlawed the poll tax, or any other tax, as a condition for voting in any federal election (b) eliminated the poll tax as a qualification for voting in all elections.

18. (a) because they are in mental institutions or have been legally found to be mentally incompetent (b) because they have been convicted of serious crimes (c) because they have been dishonorably discharged from the armed forces.

**Reading Comprehension 2**

1. (a) citizenship, (b) residence, (c) age

2. the Voting Rights Act of 1970

3. (a) Transients are people living in a state for a short time. (b) No, they are usually not allowed to vote because they are not legal residents.

4. (a) The 26th Amendment guaranteed adults age 18 or older the right to vote. This lowered the voting age in many states from 21 to 18. (b) It was adopted in 1971, during the Vietnam War. (c) People believed that if a person was old enough
to go to war, he or she was old enough to vote.
5. Voter registration prevents people from voting more than once.
6. Purging removes people who haven’t voted in a certain number of years from the voter registration list.
7. (a) Republicans believe in keeping a close watch on voter registration to avoid illegal voting. (b) Democrats believe the requirements of voter registration may keep the elderly, disabled, poor, and minorities from voting.
8. Literacy tests were designed to keep certain groups, such as immigrants and African Americans, from voting.
9. Many southern states passed a grandfather clause to their constitutions. This allowed any man or his male descendants to vote who had voted before the 15th Amendment was passed. This applied regardless of whether he met the literacy requirement.
10. (a) A poll tax is a tax paid to vote. (b) The requirement was used in the South to keep African Americans from voting.
11. Any two of the following are acceptable: People may be legally denied the right to vote if they are in mental institutions or if they have been declared mentally unfit; if they are convicted criminals; or if they have been dishonorably discharged from the military.

Core Worksheet A 3
1. Possible answer: He or she must be able to demonstrate residence, have a clean record, declare support for the government, have knowledge about the current government, and be able to read and write clearly.
2. Possible answer: The application would likely not be allowed because it includes a literacy test, which has been banned as a voting requirement.
3. Possible answer: It would likely discourage many citizens from applying and disqualify many who did apply.
4. Possible answer: People who have moved a lot; people who do not have much education; unemployed people

Core Worksheet B 2
1. Students’ answers will vary but may include the following: Many people are not interested in politics, or they may not like the candidate choices in an election. They tire of hearing the same platforms and seeing no results. Many voters may believe that their votes do not count. Other reasons may include lack of transportation to and from the polls.
2. The writer believes that mandatory voting would get voters to the polls and would make politicians, political parties, and even Congress focus on the bigger issues that people want addressed. Some students will agree that mandatory voting would help the nation because of these reasons; others will feel that Americans should not be “forced” to vote.
3. Students’ answers will vary. Those who favor mandatory voting will probably think that Australia’s system would work in the United States. It would force voters to the polls and hopefully instill in them the idea that voting is a duty, not an option. Those who do not approve of mandatory voting may say that it would not work because it would infringe on the rights of U.S. citizens. The fines might be seen as just another “tax” that would empty taxpayers’ pockets.

Extend Worksheet 3, 4
Students should fill out the voter registration application accurately, completely, and neatly.

Quiz A
Key Terms
1. a
2. e
3. f
4. b
5. d
6. c
Main Ideas
7. d
8. c
9. a
10. c

Quiz B
Key Terms
1. a
2. e  
3. f  
4. b  
5. d  
6. c  

Main Ideas  
7. d  
8. c  
9. a  
10. c  

CHAPTER 6 Section 3  
Reading Comprehension 3  
1. to ensure that voting rights would not be denied to African Americans  
2. (a) literacy tests  
   (b) registration laws  
   (c) poll taxes  
   (d) white primaries  
   (e) gerrymandering  
3. (a) outlawed the white primary  
   (b) outlawed gerrymandering when used for purposes of racial discrimination  
4. (a) set up the U.S. Civil Rights Commission to inquire into claims of voter discrimination; also gave the attorney general the power to seek federal court orders to prevent interference with any person’s right to vote in any federal election  
   (b) provided for the appointment of federal voting referees to help qualified persons to register and vote in federal elections  
   (c) forbids the use of any voter registration or literacy requirement in an unfair or discriminatory manner; emphasized the use of injunctions  
   (d) applied to all elections held anywhere in the United States; directed the attorney general to challenge the constitutionality of the remaining State poll-tax laws; suspended the use of any literacy test in any State or county where less than half of the electorate had been registered or had voted in the 1964 presidential election; authorized the attorney general to appoint voting examiners to serve in any of those States or counties and gave those officers the power to register voters and oversee the conduct of elections in those areas; set up the preclearance process in those areas  
5. to prevent new or revised laws that would dilute the voting rights of minority groups: those that change the location of polling places, the boundaries of election districts, the deadlines in the election process, or the qualifications candidates must meet to run for office, and those that shift from ward or district election to at-large elections  
6. A State or county subject to the voter-examiner and preclearance provisions can be removed from the law’s coverage through a “bail-out” process if that State or county can show the U.S. District Court in the District of Columbia that it has not applied any voting procedures in a discriminatory way for at least 10 years.  
7. (a) extended the Voting Rights Act for another five years; a number of counties in six more States were added to the law’s coverage based on the results of the 1968 elections; also provided that no State could use literacy tests for the next five years  
   (b) extended the law for another seven years and made the five-year ban on literacy tests permanent; broadened the voter-examiner and preclearance provisions to cover any State or county where more than 5 percent of the voting-age population belongs to certain language minorities and required that all ballots and other official election materials must be printed both in English and in the language of the minorities involved  
   (c) extended the basic features of the act for another 25 years  
   (d) revised the law’s language-minority provisions so that they apply to any community that has a minority-language population of 10,000 or more persons  

Reading Comprehension 2  
1. The 15th Amendment gave all eligible male citizens the right to vote, including African Americans.  
2. Any four of the following are acceptable: African Americans were kept from voting by violence, the threat of job loss, literacy tests, poll taxes, discriminatory registration laws, gerrymandering, and white primaries.  
3. (a) The Supreme Court ruled in Smith v. Allwright that primaries are part of the
voting process and therefore must follow 15th Amendment rules.
(b) The Supreme Court struck down racial gerrymandering in *Gomillion v. Lightfoot*.

4. **Civil Rights Act of 1957:** This law set up the U.S. Commission on Civil Rights to investigate claims of voter discrimination. **Civil Rights Act of 1960:** This law allowed federal referees to be sent anywhere voter discrimination was occurring. **Civil Rights Act of 1964:** This law outlawed discriminatory voting practices such as unfair registration methods and literacy tests. **Voting Rights Act of 1965:** This law extended voting protections to all elections in the U.S.; led to the end of literacy tests and poll taxes; appointed federal officers to watch over some elections; and required preclearance of changes in election laws in some states.

**Core Worksheet 3**

1. Possible answer: The 15th Amendment may explain the brief increase in African American members of Congress.
2. Possible answer: The end of Reconstruction and the passage of Jim Crow laws may explain the virtual disappearance of African Americans from Congress.
3. Possible answer: The Voting Rights Act of 1965, as well as other legislation, Supreme Court rulings in civil rights cases, and federal enforcement of the voting laws during this period, might help explain the surge in African American representation.
4. Possible answer: African Americans still have difficulty winning statewide offices.
5. Possible answer: The success of African American candidates is likely to lead to more success, as the growing number of African American lawmakers helps ensure that laws remain fair and access to the ballot box remains free.

**Quiz A**

**Key Terms**

1. f
2. d
3. b
4. c
5. e

6. a

**Main Ideas**

7. b
8. a
9. d
10. b

**Quiz B**

**Key Terms**

1. f
2. d
3. b
4. c
5. a
6. e

**Main Ideas**

7. b
8. c
9. d
10. b

**CHAPTER 6 Section 4**

**Reading Comprehension 3**

1. In general, the rate of voter turnout is lower in off-year elections than in presidential election years.
2. Ballot fatigue means that many voters exhaust their patience and/or their knowledge as they work their way down the ballot and, therefore, vote for fewer of the offices farther down the ballot. This phenomenon helps explain why millions of people vote for a presidential candidate but do not vote for the other offices they could have voted for on the same ballot.
3. In general, more people vote in general elections than in either primary or special elections.
4. Any five of the following: they are resident aliens; they are ill or physically disabled; they are traveling unexpectedly; they are mentally incompetent; they are in jail or prison; their religious beliefs prevent them from voting; the administration of election laws or less formal local pressures keep them from voting.
5. Any five of the following: they believe that no matter who wins an election, things will not change; they deliberately refuse to vote because they don’t trust political institutions and processes; they have no
sense of political efficacy; cumbersome election procedures discourage them; bad weather discourages them; “time-zone fallout” discourages Western voters; they are simply not interested.

6. higher levels of income, education, and occupational status; well integrated into community life; long-time residents who are active in their surroundings; strong sense of party identification; believe that voting is important; live where laws, customs, and competition between parties promote turnout

7. younger than age 35; unmarried; unskilled; those who live in the South and in rural areas; men

8. (1) having a high sense of political efficacy and (2) the degree of two-party competition in an election

9. (a) the results of particular elections (b) the field of survey research (polling) (c) studies of political socialization

10. a. income and occupation b. education c. gender, age d. religious or ethnic background e. geography f. family and other group affiliation

11. For more than a century, Southern States voted so consistently Democratic that they became known as the Solid South. However, the GOP now carries at least most of the Southern States in presidential elections. Maine, New Hampshire, Vermont, Kansas, Nebraska, and the Dakotas have supported Republican candidates most consistently. Democrats are most successful in the big cities of the North, East, and Pacific Coasts, while Republicans dominate much of suburban America, as well as smaller cities and rural areas.

12. Yes, nine out of ten married couples share the same partisan leanings, and as many as two out of every three voters follow the political attachments of their parents.

13. Party identification is the extent to which a person identifies with and is loyal to a particular political party. It is the single most significant and lasting predictor of how a person will vote.

14. (a) the practice of voting for candidates of only one party in an election (b) the practice of voting for the candidates of more than one party in an election (c) people who have no party affiliation

15. the candidates and the issues in an election

Reading Comprehension 2

1. Voter turnout in off-year elections is much lower than voter turnout in presidential elections.

2. Ballot fatigue means that voters tend not to vote for candidates or issues further down on a ballot.

3. Any three of the following are acceptable. People may not vote because they have no sense of political efficacy—they believe their vote will make no difference. Others believe everything will be fine no matter who is elected; they do not trust the government; they may be discouraged by long lines, long ballots or bad weather; they may be uninterested in politics; or they may believe the election is already decided.

4. The gender gap is the difference between how men and women vote for candidates. Men tend to vote for Republicans, while women tend to vote for Democrats.

5. A typical likely voter has a higher income, better education, and better job than a typical nonvoter; he or she is more likely to be involved in community activities and to belong to a political party. Women are more likely to vote than men.

6. A typical nonvoter is someone who is unmarried, young, unskilled, and living in the South or a rural area.

7. Lower income groups: Democratic 
   Higher income groups: Republican 
   College graduates: Republican 
   High school graduates: Democratic 
   Women: Democratic 
   Men: Republican 
   Younger voters: Democratic 
   Older voters: Republican 
   Protestants: Republican 
   Catholics: Democratic 
   Jews: Democratic 
   African Americans: Democratic 
   Latinos: Democratic 
   Northern states: Democratic 
   Suburban areas: Republican 
   Smaller cities: Republican 
   Rural areas: Republican
8. Party identification is the loyalty of people to a political party.

Core Worksheet 3
Students’ presentations and ads should contain all of the elements specified, should target a specific group, and should show thoughtful preparation. See the Rubric for Assessing a Television Advertisement, Unit 2 All-in-One, p. 255.

Quiz A
Key Terms
1. e
2. d
3. a
4. f
5. b
6. c
Main Ideas
7. b
8. c
9. a
10. b

Quiz B
Key Terms
1. e
2. d
3. a
4. f
5. b
6. c
Main Ideas
7. b
8. c
9. a
10. b

CHAPTER 6
Test A
Key Terms
1. e
2. b
UNIT 2 Answer Key (continued)

easier is to allow people to register when they apply for their driver’s licenses, or to make registration forms available at more places, such as post offices and libraries.

Essay

23. A good answer should indicate that voters act as they do for a variety of reasons. Factors that affect how people vote (or choose not to vote) include ballot fatigue (the inability of voters to give as much attention to local issues as they give to national issues); political efficacy (the belief that they can make an impact politically); personal characteristics (age, race, gender, income, etc.); and political or religious affiliation. All of these factors combine to shape people’s political attitudes and voting behavior.

Students may note that another factor that influences voters is the registration process itself. In locations where registration is relatively easy and residency requirements are liberal, people may be more inclined to vote. States that make it more difficult for people to vote may find that fewer people cast ballots.

Test B

Key Terms

1. i
2. a
3. c
4. h
5. b
6. g
7. f
8. d
9. j
10. e

Main Ideas

11. b
12. c
13. a
14. d
15. a
16. a
17. b
18. b
19. b
20. c

Document-Based Question

21. (a) Possible response: Those who introduce voter ID laws say that they are intended to prevent voter fraud. Some critics, however, believe that the laws are really intended to disenfranchise certain groups, including the poor and minorities.

The goal of preventing fraud is a good one since voter fraud can undermine faith in the election process. At the same time, it is important to make sure that voter ID laws are not used to keep some eligible people from voting for political reasons.

The editorial says there is no justification for the new voter ID laws because there have been no reports in Indiana of the kind of voter fraud the law is supposed to prevent. There may be a political motive behind the law. However, it is also possible that the editorial writer may be presenting a point of view that is biased by his or her own political beliefs. (b) There is likely to be a detailed record of the discussion of the law since it was passed by the Indiana state legislature. To get a balanced view of the reasons for the law, it would be helpful to read these other viewpoints. It would be helpful to know the details of the law before concluding that it is unfair. What is the cost of the photo ID? Are there exceptions to the law for those who cannot afford it? Is it unreasonable to expect that most people should have a birth certificate? These are just a few of the questions that should be researched and answered before developing an opinion.

Critical Thinking

22. Possible response against registration requirements: I believe that registration requirements should be abolished. The requirement is a bar to voting, especially by the poor and less educated. Voter turnout began to decline in the early 1900s, just after most states adopted registration requirements. In addition, voter turnout is greater in most European countries, where voters become automatically registered by law.

Possible response in favor of registration requirements: Without voter registration, the possibility of fraud becomes very real. Election officials must have a system of verifying the eligibility of voters.

Registration has been made much easier in recent years, particularly through the Motor Voter Law in 1995. This law makes
registration easier since it allows people to register when they apply for their driver’s licenses. It also allows voters to register by mail or at state employment offices and social service agencies.

**Essay**

23. A good answer should recognize that voters act as they do for a variety of sociological and psychological reasons. One example is ballot fatigue, which means a voter tends not to vote for issues or candidates at the end of a ballot. Voter actions are affected by political efficacy or the voter’s belief that his or her vote is not important in the election. Personal characteristics such as age, race, gender, income, and political or religious affiliation affect voting behavior. Voters tend not to vote in great numbers in small, local elections. Also, fewer people vote in off-year elections. Voter turnout can be affected by weather or long lines at the polls. Voters in western states where polls close later sometimes don’t vote because they think the election is already decided.

**CHAPTER 7**

**Prereading and Vocabulary 2**

1. **syllables:** 4  
   **part of speech:** noun  
   **definition:** The naming of a candidate for office  
   **sample sentence:** Nominations in the United States can be made by a simple declaration by the person seeking office.

2. **syllables:** 2  
   **part of speech:** noun  
   **definition:** a closed meeting of a political party to select candidates  
   **sample sentence:** At the caucus, the party leaders discussed candidates for the upcoming election.

3. **syllables:** 5  
   **part of speech:** noun  
   **definition:** A party election to pick candidates for the general election.  
   **sample sentence:** The party’s candidates were chosen through a direct primary.

4. **syllables:** 2  
   **part of speech:** noun  
   **definition:** a voting district

5. **syllables:** 3  
   **part of speech:** noun  
   **definition:** a grant of money  
   **sample sentence:** Without the subsidy, the congressman would not have enough money to win reelection.

6. **syllables:** 6  
   **part of speech:** noun  
   **definition:** a regularly scheduled election in which voters select a wide range of office holders  
   **sample sentence:** A record number of voters went to the polls during the general election.

**Chapter Outline 2**

I. Section 1: The Nominating Process
   A. Nominating Candidates  
      1. public office  
      2. self-announcement  
      3. caucus  
      4. delegates, convention
   B. Primaries  
      1. direct primary  
      2. closed, open  
      3. privacy  
      4. runoff primary  
      5. nonpartisan  
      6. presidential
   C. Voters’ Views on the Primary  
      party preference
   D. Nomination by Petition  
      1. local level  
      2. signatures

II. Section 2: Elections
   A. How Elections are Administered  
      federal election; times, places, manner
   B. Early Voting  
      Absentee voting, early voting
   C. The Coattail Effect  
      1. same party  
      2. reverse coattail
   D. Precincts and Polling Places  
      1. voting district  
      2. cast their votes
   E. How People Cast Their Votes  
      ballots, secret, voting machine

III. Section 3: Money and Elections
   A. Financing Campaigns  
      1. Billions  
      2. private, public
CHAPTER 7 Section 1

Reading Comprehension 3

1. nomination, the naming of those who will seek office

2. (a) In a two-party system, voters can choose between only two candidates for each office on the ballot. Those who make nominations place real limits on the choices that voters can make in the general election.

(b) In one-party constituencies, the nominating process is usually the only point at which there is any real contest for public office. Once the dominant party has made its nomination, the general election is little more than a formality.

3. a regularly scheduled election at which voters make the final selection of officeholders

4. (a) self-announcement—a person who wants to run for office simply announces the fact

(b) caucus—a group of like-minded people meet to select the candidates that they will support in an upcoming election

(c) convention—a party’s members meet in a local caucus to pick candidates for local offices and, at the same time, to select delegates to represent them at a county convention; the county convention then nominates candidates for county offices and chooses delegates to the state convention, and so on, through the State and national conventions

(d) direct primary—an election is held within a party to pick that party’s candidates for the general election

(e) petition—candidates are nominated by means of petitions signed by a certain number of qualified voters in the election district

5. The spread of democracy, especially in the newer States on the frontier, spurred opposition to caucuses, which were widely condemned for their closed, unrepresentative character.

6. Party bosses found ways to manipulate the convention process and soon dominated the entire system. The convention system came under attack as a major source of evil in the nation’s politics and was largely replaced by the direct primary by the 1910s.

7. (a) a party’s nominating election in which only declared party members can vote

(b) a party’s nominating election in which any qualified voter can cast a ballot

(c) a nominating election in which every voter receives the same ballot, which lists every candidate, regardless of party, for every nomination

8. In California Democratic Party v. Jones, the Supreme Court ruled that the blanket primary violated the 1st and 14th amendments’ guarantees of the right of association and, therefore, was unconstitutional.

9. (a) prevents one party from “raiding” the other’s primary to try to nominate weaker candidates in the opposition party; helps to make candidates more responsive to the party and its platform; helps make voters more thoughtful, because they must choose between the parties in order to vote in the primaries

(b) compromises the secrecy of the ballot, because it forces voters to make their party preferences known in order to participate; tends to exclude independent voters from the nominating process

10. A runoff primary is a second primary in which the two top vote getters in the first primary face one another for the party’s nomination. It is used in those States in which an absolute majority, not just a plurality, is needed to carry a primary.

11. Nonpartisan elections are elections in which candidates are not identified by party labels. The nomination of candidates also takes place on a nonpartisan basis, most often in nonpartisan primaries. If a candidate wins a clear majority in a nonpartisan primary, he or she then runs unopposed in the general election, or in
12. The presidential primary is not a nominating device. It is a process in which a party’s voters select some or all of a State party organization’s delegates to that party’s national convention; and/or it is a preference election in which voters can choose among various contenders for a party’s presidential nomination.

13. It was intended to take the nominating function away from the party organization and put it in the hands of the party’s rank-and-file membership.

14. (a) Voters in closed primaries have to publicly declare their party preference. (b) Voters in both open and closed primaries cannot express their support for candidates in more than one party. (c) The direct primary almost automatically means that there will be a long “bed-sheet ballot.” (d) The primary tends to exclude independents from the nominating process. (e) Primary contests can be quite costly, so some well-qualified people refuse to seek public office simply because they cannot muster the necessary funding. (f) The primary fight can have a very divisive effect on a party and can cost a party an election. (g) The primary places a premium on name familiarity, which has little or nothing to do with a candidate’s qualifications for office.

Reading Comprehension 2

1. Nomination is the naming of those who will run for a public office. It is the first step in the election process.

2. Voters usually have just two choices for most political offices on election day. That is because we have a two-party system that places limits on the choices voters can make.

3. (a) Self-announcement: A person declares that he or she is running for office. (b) Caucus: A group of people with similar views meet to select a candidate. (c) Convention: Delegates at the local level are chosen to go to county conventions. At the county convention, delegates are chosen for the state convention. At the state convention, nominees are chosen for governor and other state offices. Delegates from the state convention are then sent to the national convention to select presidential and vice-presidential candidates.

   (d) Direct primary: An election within a political party to choose the party’s candidates for the next election.

   (e) Petition: Nomination by petition is used mainly at the local level. Candidates are nominated by gathering signatures from qualified voters in their districts.

4. (a) Closed primary: A party’s nominating election in which only party members can vote. Arguments for: Closed primaries make candidates more responsive to voters, and they require voters to give more thought to their choices. (b) Open primary: A party’s nominating election in which any qualified voter can vote. Arguments for: Open primaries respect a voter’s privacy since voters do not have to declare a party preference. Independent voters are included.

5. In states with a runoff primary, candidates must win not just the most votes (a plurality) but they must also win an absolute majority (more than half) of the votes to win the primary. If neither candidate wins an absolute majority, a runoff primary is held, in which the two top vote-getters run against each other to win the nomination.

6. Any two of the following: school officers, city officers, state judges.

7. (a) Voters dislike having to declare a party preference in order to vote in the primary. (b) Many voters do not like that closed primaries exclude independent voters. (c) Many voters object to not being able to support candidates in more than one party.

Core Worksheet A 3

Students’ talk show segments should show a clear understanding of nominating methods and their strengths and weaknesses. See the Rubric for Assessing Student Performance on a Project, Unit 2 All-in-One, p. 252.
Core Worksheet B  3
1. Possible response: The Court’s main argument is that the First Amendment says parties are free to limit participation to anyone they want.
2. The dissent argued that while parties are private groups, primary elections are public events, which gives a State the right to regulate them.
3. Opinions will vary. Some students might argue that the majority opinion promotes fairness and efficiency by allowing parties to choose candidates who share their common views, without interference from people with differing views. Other students might argue that the right to exclude could result in inappropriate discrimination, such as the exclusion of people from different ethnic or religious backgrounds.

Core Worksheet B  2
1. The Court’s main point is that the First Amendment says parties are free to limit participation to anyone they want.
2. The dissenting opinion’s main point is that while parties are private groups, primary elections are public events. This gives a State the right to regulate them.
3. Opinions will vary. Some students might argue that the majority opinion promotes fairness and efficiency by allowing parties to choose candidates who share their common views, without interference from people with differing views. Other students might argue that the right to exclude could result in inappropriate discrimination, such as the exclusion of people who are from different ethnic or religious backgrounds.

Quiz A
Key Terms
1. e
2. b
3. f
4. a
5. c
6. d
Main Ideas
7. c
8. b
9. d

Quiz B
Key Terms
1. e
2. b
3. f
4. a
5. c
6. d
Main Ideas
7. c
8. d
9. d
10. c

CHAPTER 7 Section 2
Reading Comprehension 3
1. Federal election law sets the “time, places, and manner” of holding congressional elections, as well as the time for choosing presidential electors, the date for casting the electoral votes, and other aspects of the presidential election process. State law deals with all other matters related to national elections and with all of the details of State and local elections.
2. (a) replace all lever-operated and punch-card voting devices by 2006
(b) upgrade the administration of elections, especially through the better training of local election officials and those who work in precinct polling places
(c) centralize and computerize voter registration systems to facilitate the identification of qualified voters and to minimize fraudulent voting
(d) provide for provisional voting, so that people can go ahead and vote, even if their eligibility has been challenged, and so that their vote can be counted if they are later found to be eligible to vote
3. It prevents election day from falling on Sundays or the first day of the month.
4. Absentee voting is a process by which voters can vote without going to their polling places on election day. It was originally intended to serve a relatively small group of voters, especially the ill or disabled and those who expected to be away from home on election day.
5. Most States have broadened their laws about absentee balloting over recent years to the point where, in most places, any qualified voter can cast an absentee ballot simply because he or she wants to vote that way. Other forms of early voting have also been added.

6. The coattail effect occurs when a strong candidate running for office at the top of the ballot helps attract voters to other candidates on the party’s ticket. A reverse coattail effect can also occur.

7. a precinct
8. a polling place
9. (a) draws precinct lines; fixes the location of each polling place; picks the members of the precinct boards; receives the results from the precincts
(b) supervises the polling place and the voting process in each precinct; opens and closes the polls at the times set by State law; sees that the ballots and ballot boxes or voting devices are available; makes certain that only qualified voters cast ballots; often counts the votes cast in the precinct
(c) may challenge any person they believe is not qualified to vote; check to be sure that their own party’s supporters do vote; monitor the whole process, including the counting of the ballots
10. In colonial elections, voting was often by voice. By the mid-1800s, however, paper ballots were in general use. The first ones were just slips of paper that voters prepared themselves. Soon candidates and parties began to prepare ballots themselves, which were often printed on distinctively colored paper that made secrecy impossible.

11. (a) It is printed at public expense.
(b) It lists the names of all candidates in an election.
(c) It is given out only at the polls, one to each qualified voter.
(d) It can be marked in secret.

12. Sample ballots help voters prepare for an election.

13. A “bed-sheet” ballot lists so many offices, candidates, and ballot measures that even the most well-informed voters have a difficult time marking it intelligently. As a result, voting drops off near the bottom of the lengthy ballot, as voters exhaust their knowledge of the candidates and issues. This is known as “ballot fatigue.”

14. Lever-operated
Advantages: speed up the voting process and reduce both fraud and counting errors (as compared to paper ballots)
Disadvantages: quite expensive; pose major storage and transport problems

Punch-card
Advantages: ballots can be counted by computers
Disadvantages: voters sometimes fail to make clean punches, leaving hanging chads that make the cards difficult or impossible for computers to read

Optical-scanning
Advantages: ballots can be scanned by computers
Disadvantages: may be subject to computer hackers

DREs
Advantages: votes are recorded electronically
Disadvantages: models may malfunction; some models do not provide a paper record; may be easily compromised by hackers

15. (a) Benefits: voting by mail in Oregon indicates that the process can be as fraud-proof as any other method of voting; increases voter participation; reduces costs of conducting elections; drawbacks: may threaten the secret ballot principle and increase fraud.
(b) Benefits: may make participation much more convenient, increase voter turnout, and reduce election costs; drawbacks: the potential for jammed phone lines, blocked access, hackers, viruses, denials of service attacks, fraudulent vote counts, and violations of voter secrecy; could undermine the basic American principle of equality, because not everyone can afford home computers.

Reading Comprehension 2

1. Most election laws are made at the state and local levels. This is because there are many more units of government at these levels than at the federal level.

2. Congress has the power to fix the times, places, and manner of holding elections
of members of Congress. Congress sets the time for choosing presidential electors and the date for casting the electoral votes. In addition, Congress has required the use of secret ballots and allowed the use of voting machines in federal elections. Finally, Congress passed the Help America Vote Act in 2002, which requires the states to improve voting procedures in specific ways.

3. (a) Replace lever-operated and punch-card voting devices.  
(b) Improve training of local election officials and election day workers.  
(c) Centralize and computerize voter registration systems.  
(d) Provide for provisional voting.

4. Most states hold elections for state offices on the same day Congress has set for national elections.

5. (a) Absentee voting: Voters apply for an absentee ballot weeks before the election. Voters then mail the ballot back to the local election office before election day.  
(b) Regular, formal early voting: Voters cast regular ballots over a period of several days before election day.

6. The coattail effect happens when a popular candidate is at the top of a party’s ballot. Voters who choose the popular candidate also choose other candidates from the same party. The reverse coattail effect is the opposite of the coattail effect. When voters vote against an unpopular candidate at the top of a ballot, they also vote against others of the same party.

7. A precinct is a voting district, the smallest area where elections are held. A polling place is the location where the voters who live in the precinct go to cast their votes.

8. If ballots were not secret, candidates or parties could unfairly persuade voters to vote a certain way. Ballots are cast in secret to keep corruption out of the election process.

9. Advantages: reduced fraud, sped up voting  
Disadvantages: costly and difficult to move and store

10. Supporters of online voting say it could increase voter turnout and reduce costs. Critics of online voting say it could result in these potential problems: digital disasters, jammed phone lines, and violations of voter security.

Core Worksheet 3

Memos should include a clear and concise summary of the problem, identify specific concerns about the election, and include specific suggestions for addressing these concerns. See the Rubric for Assessing a Writing Assessment, Unit 2 All-in-One, p. 257.

Core Worksheet 2

Subject: 2000 presidential election in Florida  
Overall problem: The election was very close, and the outcome in Florida affected the national race. Because of various problems, it was hard to be sure which candidate actually received more votes in Florida.

Three major concerns about the election: Any three of the following: The machine recount did not match the original machine count. The machine could not read thousands of ballots. Using the voting equipment provided, it was hard for voters to make their choices clear. Voters found the ballot’s design hard to understand. Some voters were denied their right to vote. Many absentee ballots did not meet some technical requirement of the law. No one knew how to count the ballots rejected by the counting machines. The Supreme Court stopped the recount.

Suggestions to avoid problems in future elections: Possible solutions: Have representatives of both parties test and certify voting machines before each election. Do away with punch-card voting. Redesign the ballots and have a universal design for all voters throughout the nation. Use focus groups to test different ballot designs.

Extend Worksheet 3, 4

1. The ballot could not be delivered because of an incorrect address.  
2. The largest proportion—possibly 70% to 80%—of uncounted ballots is likely due to some sort of voter error.  
3. A small share of uncounted ballots appears to be attributable to factors outside the voter’s control. Possible examples include the death of the voter, the absence of a ballot application on record, or the absence of an election official’s signature.
4. Some categories suggest the possibility of fraud. For example, people who voted in person and also submitted absentee ballots may have been committing fraud. It might also be fraudulent to try to submit an incomplete or improper ballot, or to cast a ballot for a person who is deceased.

5. Some students may be shocked to think that such a large number of ballots nationwide are not counted. Others may see these kinds of problems as inevitable in an operation involving millions of voters.

Quiz A
Key Terms
1. c
2. d
3. b
4. e
5. f
6. a

Main Ideas
7. a
8. c
9. b
10. b

Quiz B
Key Terms
1. c
2. d
3. b
4. e
5. f
6. a

Main Ideas
7. b
8. c
9. b
10. d

CHAPTER 7 Section 3
Reading Comprehension 3
1. The high cost of running for public office creates the possibility that candidates will try to buy their way into office. It also makes it possible for special interests to try to buy favors from those whom they help get elected.
2. television ads
3. (a) small contributors
   (b) wealthy individuals and families
(c) candidates, their families, and people who hold and want to keep appointive offices
(d) various nonparty groups, especially PACs
(e) temporary organizations formed for the immediate purposes of a campaign

4. fundraisers held by parties and their candidates, direct mail requests, telethons, Internet solicitations, public funds (subsidies)
5. because they believe in a party or a candidate and/or because they want something in return
6. the Federal Election Commission (FEC); the FEC has been both underfunded and understaffed.
7. (a) timely disclosure of campaign finance data
   (b) limits on campaign contributions
   (c) limits on campaign expenditures
   (d) public funding for several parts of the presidential election process

8. Any three of the following: No individual or group can make a contribution in the name of another; cash gifts of more than $100 are prohibited; contributions and spending from foreign sources are prohibited; all contributions to a candidate for federal office must be made through a single campaign committee; that committee must closely account for all contributions and spending; any contribution or loan of more than $200 must be identified by source and date; any spending over $200 must be identified by the name of the person or firm to whom payment was made and by date and purpose; any contribution of more than $5,000 (and any sum of $1,000 or more received in the last 20 days of a campaign) must be reported to the FEC no later than 48 hours after it is received.
9. no more than $2,300 to any federal candidate in a primary election; no more than $2,300 to any federal candidate’s general election campaign; no more than $5,000 in any year to a PAC; no more than $28,500 to a national party committee; total contributions to federal candidates and committees limited to no more than $108,200 in an election cycle
10. Most PACs are the political arms of special interest groups. They can raise funds only from their members. A few hundred PACs are “unconnected committees” that were established as independent entities. These PACs can raise money from the public at large.

11. No more than $5,000 to any one federal candidate in an election, or $10,000 per election cycle (primary and general election); no limit on the number of candidates to whom money can be given; no more than $15,000 a year to a political party

12. In Buckley v. Valeo, the Supreme Court struck down all but one of the spending limits set by the FECA Amendments of 1974. It held that the restrictions violated the 1st Amendment’s guarantees of free expression, because “money is speech.”

13. Every person who files a federal income tax return can assign three dollars of his or her tax bill to the fund.

14. In 2008, several contenders rejected the FEC money for their preconvention campaigns, and Senator Obama rejected the money for the general election. There has been a continuing decline in the number of taxpayers willing to contribute to the Presidential Election Campaign Fund, while the costs of campaigning continue to rise.

15. The party must either (1) have won at least five percent of the popular vote in the last presidential election, or (2) win at least that much of the total vote in the current election.

16. Hard money refers to contributions that are given directly to candidates for their campaigns for Congress or the White House, are limited in amount, and must be reported. Soft money refers to funds given to parties or to other political organizations, in unlimited amounts, to be used for “party-building activities.”

17. the Bipartisan Campaign Reform Act (BCRA) of 2002; it bans soft-money contributions to political parties, but does not say that other political organizations cannot raise and spend money.

Reading Comprehension 2

1. (a) Candidates may try to buy their way into office.
   (b) Interest groups may try to buy favors from candidates.

2. The amount spent on a campaign depends on the office itself, whether the candidate is new or an incumbent, and how much money can be raised.

3. (a) Small contributors who give $5–$10.
   (b) Wealthy people and families who make large donations.
   (c) Candidates themselves and their families.
   (d) Political action committees (PACs)
   (e) Temporary fundraising organizations formed during a campaign.

4. The public treasury gives campaign money in the form of subsidies. Subsidies are most helpful at the presidential level.

5. People give money to political campaigns as a way to participate in the political process and to support a party or candidate. Many donors also want something in return, such as a job. They may want a new law passed or to get changes made to existing laws.

6. (a) The Federal Election Commission is an independent agency that is part of the executive branch. It was set up by Congress in 1974 to administer all federal law relating to campaign finance. (b) Federal campaign laws are detailed but not well enforced by the FEC because the FEC does not have a large enough staff or enough funding.

7. (a) Disclosure of campaign finance information. (b) Limits on campaign contributions. (c) Limits on federal campaign spending. (d) Public funds for presidential campaigns.

8. If a presidential candidate refuses a large public subsidy, he is then free to raise an unlimited amount of money from private sources.

9. (a) Hard money: Hard money refers to contributions that are given directly to candidates. This money is limited and must be reported to the Federal Election Commission.
   (b) Soft money: Soft money refers to funds given to parties or other political organizations in unlimited amounts to be
UNIT 2 Answer Key (continued)

used for “party building.” This money is much easier to come by than hard money.

Core Worksheet 3
See the Rubric for Assessing a Debate, Unit 2 All-in-One, p. 258.

Skills Worksheet 3
1. The map titles indicate that the maps provide information about campaign contributions to the presidential elections of 2000 and 2004. These maps focus analysis on political contribution by State. People in shaded States contributed more money to the Republican candidate for President; people in unshaded States contributed more money to the Democratic candidate for President.
2. In 2000, the only States that contributed more heavily to the Democratic candidate were New York, New Jersey, and Illinois. In 2004, however, the Democratic candidate received the most support in all of the northeastern States (except Delaware), in the upper Midwest (Minnesota, Illinois, and Iowa), in Louisiana and Mississippi, in Colorado and New Mexico, and in all of the States of the far West. In both elections, the Republican candidate received support in the southeastern United States and in the Plains States.
3. Possible answer: In 2004, the Democratic candidate’s support was more broad-based than was the case in 2000. Perhaps this indicates that Americans were less satisfied with the Republican candidate in 2004 as compared to 2000 or that the Democratic candidate had wider appeal in 2004 than did the candidate in 2000.

Skill Activity 2
1. The tables show the amount of money spent by both Democrats and Republicans in the 2008 elections for the House of Representatives and the Senate. The information is broken down to show both money contributed by political action committees and money contributed by individual donors.
2. (a) Democrats raised more money from PACs for House candidates. Republicans raised more money from PACs for Senate candidates. (b) Democrats raised more money from individuals for House candidates and for Senate candidates.
3. (a) The House spent much more money than the Senate because there were many more candidates running for office in the House (1,372) than in the Senate (169). (b) The Democrats had the financial advantage in the 2008 congressional elections in both the House and Senate.

Quiz A
Key Terms
1. a
2. e
3. b
4. f
5. c
6. d

Main Ideas
7. d
8. b
9. a
10. c

Quiz B
Key Terms
1. b
2. e
3. a
4. f
5. c
6. d

Main Ideas
7. d
8. b
9. a
10. b

CHAPTER 7
Test A
Key Terms
1. g
2. a
3. h
4. d
5. f
6. i
7. c
8. b
9. j
10. e
Main Ideas
11. c
12. d
13. b
14. c
15. d
16. d
17. c
18. a
19. d
20. b

Document-Based Question
21. Possible response: I agree with President Roosevelt’s goal of placing some limit on campaign fundraising, but I believe his method would fail because it would not take into account the raising and expenditure of soft money. Without additional reforms, Roosevelt’s proposal would simply increase the importance of soft money in campaigns.

Critical Thinking
22. Students may indicate that such laws have been difficult to enact and enforce for at least three reasons. First, many of these laws have been found unconstitutional. Courts have held that laws limiting expenditures violate the 1st Amendment’s guarantees of free expression. Second, the Federal Election Commission (FEC), which administers all federal law dealing with campaign finance, has been both underfunded and understaffed. Finally, it is in the interest of some political players, including candidates and PACs, to find loopholes—ways around the intent of campaign finance laws.

Essay
23. Possible response: The electoral process in the United States could be more fair and effective. For example, primary elections allow citizens to help nominate candidates, but many voters complain about being unable to express their support for candidates in more than one party. Primaries also tend to exclude independents from the nominating process, and they place a premium on name familiarity, giving an advantage to well-known figures.

The large “bed-sheet ballots” seen in many general elections are another problem. They contribute to “voter fatigue,” in which even well-informed voters have a difficult time making informed decisions. There seems little reason for officials such as clerks, coroners, and engineers to be elected. The electoral process might be improved if only those who actually made public policy stood for election, and those whose job it is to administer those policies were appointed, not elected.

The process of casting a ballot has been problematic, as well. Difficulties with systems that use punch-card ballots have been well documented. Voting online or by mail might make the process simpler and increase the number of people who vote, but some people worry that the secret ballot principle could be compromised.

Finally, the immense cost of financing a campaign for public office can render the process ineffective. Candidates sometimes seem more focused on raising money than on addressing public issues. Some small contributors—and people who do not contribute to campaigns at all—may feel that their concerns are given less attention than those of wealthier contributors who can make large donations.
21. Possible response: (a) The problem is that political parties must raise a large amount of money in order to finance their campaigns. (b) President Roosevelt thinks that federal money should be made available to political parties to finance campaigns. This would reduce the need to raise large amounts of cash. Contributions by individuals should then be limited to a fixed amount. The parties would then be more willing to provide information about how their campaigns were financed.

Critical Thinking
22. (a) Presidential campaigns may be partly paid for with public funds. Each party nominee can take a public subsidy to pay for the general election campaign. If a candidate refuses the money, he or she can take an unlimited amount of money from private sources. (b) It is possible that federal funding may soon come to an end because candidates have rejected federal money. Also, taxpayers are not willing to finance the escalating cost of campaigns.

Essay
23. Possible response: There has been some degree of progress in recent years in the way the electoral process is administered. However, overall the electoral process could be made much more fair and effective.

Since the two political parties nominate the candidates, these parties place limits on the choices that voters have on election day. Primary elections allow citizens to help nominate candidates. However, the primary process is disliked by many voters. Voters complain about having to declare a party preference in order to vote in the primary. In some primaries, voters are unable to support candidates of more than one party. Independent voters are excluded from closed primaries. These problems have led to low voter turnout in primary elections.

In recent years, there has been progress in the way elections are administered. Because the accuracy of the punch card method was challenged in the election of 2000, states have moved away from this method to electronic data processing technology. Also, greater use of absentee ballots and the availability of early, regular voting promise to increase voter turnout.

Perhaps the greatest problem with the electoral process involves the increasing cost of getting nominated and elected to public office. Many believe that candidates who are well financed can buy their way into office. Some fear that interest groups or individuals may try to buy favors or jobs from candidates. Efforts to regulate campaign financing have not been particularly effective. There are many detailed campaign finance laws. However, the Federal Election Commission in charge of enforcing them is underfunded and understaffed.

The government has tried to limit the influence of private contributors by providing public campaign subsidies. However, this may soon end because many candidates have rejected the money, and taxpayers are not willing to finance the campaigns. Campaign finance rules have limited hard money contributions that are given directly to candidates. For years, soft money contributions have gotten around these rules since much soft money went into political campaigns. New independent organizations have found ways to get around recent legislation limiting soft money contributions to political parties.

CHAPTER 8
Prereading and Vocabulary  2
1–3 sample sentences:
The interest group asked all its members to write their congressmen.
The candidate claimed to have a mandate for new legislation.
Important issues are brought to the public’s attention by the mass media, which include television, radio, and the Internet.
Newspapers are just one medium for discussing public issues.
The sample for the opinion poll included all people of voting age.
The campaign introduced its candidate through sound bites on television and the radio.
UNIT 2 Answer Key (continued)

The news program took a quick straw vote to get a general idea of its listeners' opinions.
A poll sample is drawn from a universe, or the entire population to be measured.
Many online journalists communicate to their readers through a weblog.
4. incorrect: mandate
5. incorrect: weblog
6. correct
7. correct
8. incorrect: universe

Chapter Outline 2
I. Section 1: The Formation of Public Opinion
   A. What is Public Opinion?
   define, government, politics
   B. The Influence of Family and Education
      1. greatest
      2. values
   C. Other Influences
      1. occupation, race, gender
      2. mass media
      3. peer group
      4. Opinion
      5. Historical
II. Section 2: Measuring Public Opinion
   A. Ways of Measuring Public Opinion
      1. voting statistics, blogs
      2. Election
      3. Interest
      4. media
   B. Public Opinion Polls
      1. Straw
      2. Scientific
   C. The Polling Process
      1. universe
      2. sample
   D. Evaluating Polls
      1. reliable, perfect
      2. intensity, stability, relevance
   E. The Limits on the Impact of Public Opinion
      minority
III. Section 3: The Mass Media
   A. Role of the Mass Media
      1. communication
      2. television, the Internet, newspapers
      3. Internet
   B. How the Media Influence Politics
      1. public agenda, electoral
      2. sound bites
   C. The Limits of Media Influence

CHAPTER 8 Section 1
Reading Comprehension 3
1. The term public opinion is often used to suggest that all or most of the American people hold the same view on some public issue. In fact, there are very few matters about which all or nearly all of “the people” think alike.
2. A “public” is made up of those individuals who hold the same view on some particular public issue. Each group of people with a differing point of view is a separate “public” with regard to that issue.
3. Public affairs include politics, public issues, and the making of public policies—those events and issues that concern the people at large.
4. To be a public opinion, a view must involve something of general concern and of interest to a significant portion of the people as a whole. In addition, public opinion involves only those views people hold on such things as parties and candidates, taxes, unemployment, foreign policy, and so on—in other words, those attitudes held by a significant number of people on matters of government and politics.
5. Family: Family is the main influence on children in their earliest, most impressionable years. Children see the political world first through the eyes of family members and learn fundamental attitudes from them. For example, children tend to identify with the political party of their parents.
   Schools: Formal schooling marks the first time children become regularly involved in activities outside the home. Schools teach values of the American political system and train students to be good citizens through rituals such as saluting the flag and reciting the pledge of allegiance, as well as through class work.
   Mass media: Mass media, such as television, the Internet, and newspapers, can have a huge influence on public opinion because they communicate
to large, widely dispersed audiences simultaneously. For example, more than 98 percent of U.S. households have at least one television set.

Peer groups: Friends, co-workers, neighbors, and other regular associates (peer groups) tend to reinforce what individuals already believe. People tend to trust the views of their friends and think along the same lines because they share similar socializing experiences. Also, people want their friends and associates to like them, so they seldom challenge the views of their peer groups.

Opinion leaders: Opinion leaders, such as politicians, business leaders, ministers, teachers, and talk-show hosts, are people to whom others listen and from whom others draw ideas and convictions.

Historic events: Events shape the way people view the role of government and the content of public policy. The crushing poverty of the Great Depression influenced public opinion toward greater government involvement in economic and social life. The attacks of September 11, 2001, focused the country’s attention on the issues of national security and foreign policy.

Reading Comprehension 2

1. Public opinion is difficult to define because it is the attitude of a great many people concerning government and political matters. Because it refers to so many different opinions, public opinion is very difficult to describe in detail.

2. (a) Schools teach citizenship and loyalty to country. Children are taught about government. (b) Television and radio broadcast news. Political opinions are expressed in newspapers, magazines, and the Internet. (c) A peer group has a strong influence in shaping one’s attitudes and actions because of the trust within the peer group. (d) People listen to the views of writers, broadcasters, business people, professionals, and political leaders. (e) Historical events can change attitudes toward government, and these attitudes can last for many years.

Core Worksheet 3

Part 1—Responses will vary, but should include logical, thoughtful reasons for students’ beliefs; Part 2—Students should be able to explain their choices; Part 3—Responses should reflect student’s answers in Parts 1 and 2; explanations for consistency should show careful thought and reasoning.

Quiz A

Key Terms
1. a
2. f
3. c
4. b
5. e
6. d

Main Ideas
7. c
8. a
9. d
10. c

Quiz B

Key Terms
1. a
2. f
3. c
4. b
5. e
6. d

Main Ideas
7. c
8. a
9. d
10. c

CHAPTER 8 Section 2

Reading Comprehension 3

1. (a) Voters make choices in elections for any of several reasons, and those choices often have little or nothing to do with the candidates’ stands on public questions. (b) It is difficult to tell how many people an interest group really represents or how strongly the members of the interest group hold the views that the organization says they hold. (c) The media are frequently said to be “mirrors” as well as “molders” of public opinion. In fact, however, the media are
not very accurate mirrors, often reflecting only the views of a vocal minority.
(d) In their contacts with people, public officials try to find “the voice of the people.” Many officials are able to do this with surprising accuracy, but some officials cannot. They fall into the trap of finding only what they want to find—only those views that support and agree with their own.

2. No, although a party and its victorious candidates regularly claim to have received a mandate to carry out their campaign promises, elections are, at best, only a useful indicator of public opinion. To call the typical election a mandate for anything other than a general direction in public policy is to be on very shaky ground.

3. Public opinion is best measured by public opinion polls, based on scientific polling techniques.

4. Straw votes are polls that seek to read the public’s mind simply by asking the same question of a large number of people. The straw-vote technique is highly unreliable because it rests on the mistaken assumption that a relatively large number of responses will provide a fairly accurate picture of the public’s views on a given question. However, the respondents are self-selected, and nothing in the process ensures that those who respond will represent a reasonably accurate cross section of the total population.

5. The Digest drew its sample on a faulty basis: from automobile registration lists and telephone directories. It failed to consider that millions of people could not afford to own cars or have private telephones. As a result, the poll failed to reach most of the poor and unemployed, blue-colored workers, and ethnic minorities—the very segments of the population from which Roosevelt and the Democrats drew their greatest support.

6. the Gallup Organization and the Pew Research Center for People and the Press

7. (a) Define the universe to be surveyed.
(b) Construct a sample.
(c) Prepare valid questions.
(d) Select and control how the poll will be taken.
(e) Analyze and report their findings to the public.

8. A universe is the whole population that the poll aims to measure, the group whose opinions the poll will seek to discover. A sample is a representative slice of the total universe.

9. A random sample is composed of randomly selected people, and so it is one in which all the members of the universe stand an equal chance of being interviewed. A quota sample, on the other hand, is one deliberately constructed to reflect the major characteristics of a given universe.

10. The way in which the questions are phrased is critically important to the reliability of the poll. Questions need to be constructed to avoid “loaded,” emotionally charged words and terms that are difficult to understand. Questions also need to be worded in a way that avoids shaping the answers that will be given to them.

11. An interviewer’s tone of voice or the emphasis he or she gives to certain words can influence a respondent’s replies and so affect the validity of the poll.

12. (a) Who is responsible for the poll?
(b) What is the poll’s universe?
(c) How was the sample chosen?
(d) Why is the poll being conducted?
(e) When was the data collected?

13. (a) intensity, the strength of feeling with which an opinion is held
(b) stability, the relative permanence of an opinion
(c) relevance, how important a particular opinion is to the person who holds it

14. The “bandwagon effect” refers to the fact that some voters, wanting to be with the winner, jump on the bandwagon of the candidate who is ahead in the polls.

15. It is true only if it is understood to mean that public opinion is the major, but by no means the only, force at work to influence public policy in this country. Our system of constitutional government is not designed to give free, unrestricted play to public opinion—and especially not to majority opinion. Public opinion polls are not elections or substitutes for elections.
Reading Comprehension 2
1. (a) Some voters are not sure of the candidates’ or the parties’ views. The reasons for voting are varied and provide only a broad indication of public opinion. (b) It is difficult to tell how many people an interest group really represents. (c) The media do not only report on public opinion. They also shape public opinion. (d) Some public officials are better than others at understanding what the people want. In addition, they can tend to listen to only those views that agree with their own.

2. (a) A mandate is the instructions or commands of the people given to their elected representatives. (b) After an election, the winning party often claims to have a mandate to carry out their campaign promises. However, elections are, at best, only a general indication of public opinion. So elections usually cannot be considered to be a mandate.

3. (a) unreliable (b) Straw polls are unreliable because there is no effort made to poll people of different interests, ages, or incomes. The results are only based on a large number of responses. (c) reliable (d) Scientific polls are accurate because they follow a proven five-step scientific process that includes defining the universe to be surveyed; carefully choosing samples; asking well-drawn questions; controlling how the poll is taken; and analyzing the findings.

4. (a) Intensity has to do with the strength of a person’s opinion. Is it strong or weak? (b) Stability has to do with the permanence of an opinion. Is the person likely to change his or her mind? (c) Relevance has to do with the importance of an opinion. Will the person continue to be guided by the opinion?

5. Even though public opinion has a strong influence on public policy, our system of government is designed to protect minority interests and allow them to be heard.

Core Worksheet 3
1. which issues will have the most influence on voters’ choice for President in the upcoming election
2. The Belmont News and Belmont County Pollsters
3. It means the order is randomly changed for the interviewer to read. The issues were presented in the survey for different respondents to ensure that the order would not affect the results.

Quiz A
Key Terms
1. e
2. d
3. a
4. f
5. c
6. b

Main Ideas
7. b
8. a
9. d
10. b

Quiz B
Key Terms
1. b
2. d
3. e
4. a
5. f
6. c

Main Ideas
7. b
8. b
9. c
10. d

CHAPTER 8 Section 3
Reading Comprehension 3
1. A medium is a means of communication; it transmits some kind of information. The mass media are those means of communication that can reach large, widely dispersed audiences simultaneously.
2. television, the Internet, newspapers, radio, magazines
3. (a) Politics and television have gone hand in hand since the technology first appeared. Television is the principal source of news and political information for an estimated 80 percent of the population.  
(b) Although the number of daily newspapers has been declining for decades, newspapers are still an important source of information about government and politics. Most papers cover stories in greater depth than television does, and many try to present various points of view in their editorial sections.  
(c) Radio remains a major source of news and other political information, since people can listen to the radio in many places where they cannot watch television. Talk radio has become an important source of political comment.  
(d) Some 12,000 magazines are published in the United States today. Time, Newsweek, and U.S. News & World Report have a combined circulation of nearly 10 million copies a week, and they are important sources of political news and comment. There are also a number of other magazines devoted to public affairs, most of them vehicles of opinion.  
(e) The Internet is fast becoming a leading source of political news and information for the American people. It is now in second place, ahead of newspapers, radio, and magazines. Nearly all newspapers have Web sites, as do virtually all government agencies, interest groups, political parties, and candidates. Instead of merely receiving information, the Internet makes it possible for people to blog, e-mail, podcast, and create videos to add their voices to political discussion.  
4. Radio and television, and more recently the Internet, have contributed to the decline of newspapers.  
5. Weblogs (or blogs) are Web site postings usually devoted to some specific subject. Blogs devoted to government and politics typically feature links to articles and commentaries from a variety of sources. Many allow visitors to post their own comments.  
6. The public agenda refers to the societal problems that the nations’ political leaders and the general public agree need government attention. As the media report and comment on events and issues, they determine to a very large extent what public matters the people will think and talk about.  
7. The mass media have a direct impact on the nations’ leaders. Top political figures pay close attention to major news sources. In fact, the President receives a daily digest of the news reports, analyses, and editorial comments that news sources broadcast and publish.  
8. The media have made candidates far less dependent on party organizations than they once were. Before television, candidates depended on party organizations in order to reach the voters. Now, both television and the Internet allow candidates to appeal directly to the people, without the help of a party organization.  
9. How voters see a candidate is one of the major factors that influence voting behavior. Candidates and professional campaign managers are quite aware of this fact. They know that the kind of “image” a candidate projects in the media can have a telling effect on the outcome of an election. As a result, candidates regularly try to manipulate media coverage to their advantage. They plan campaigns that emphasize television coverage and that take into account the fact that newscasts are built on short, sharply focused sound bites.  
10. a. Few people follow international, national, or even local political events very closely. Only a small part of the public actually takes in and understands much of what the media have to say about public affairs. b. Most people who do pay some attention to politics are likely to be selective about it. That is, they most often watch, listen to, and read those sources that agree with their own viewpoints. c. Much of the content that the media carry has little or nothing to do with public affairs, at least not directly. Most people are more interested in being entertained than in being informed about public issues.
UNIT 2 Answer Key (continued)

Reading Comprehension 2
1. A medium is a means of communication. Media is the plural of the word medium. The mass media are those means of communication that can reach many people.
2. Television: (a) Most popular source of news. Reaches millions of people. (b) Allows political candidates to appeal directly to the people. Newspapers: (a) Important source of news, though the number of newspapers has been declining. (b) Covers issues in more detail than television or radio. Editorial sections present different viewpoints. Radio: (a) Average person listens about 15 hours per week. (b) Major source of public information that can be used anywhere. Magazines: (a) Over 12,000 in circulation. (b) Important source of political news and opinions. Appeals to people’s special interests. Internet: (a) Audience is growing and is second only to television. Used more for political news than radio, newspapers, and magazines. (b) Allows interest groups, political parties, elected officials, and election campaigns to communicate. Allows individuals to participate by posting their comments.
3. Radio, television, and the Internet have contributed to the decline of newspapers. An increasing number of people have been drawn to these other sources of news and entertainment.
4. Many traditional media sources, such as newspapers and magazines, are now available online.
5. (a) The public agenda are those issues that politicians and the general public agree need government attention. (b) The media focus on certain issues in their news and political broadcasts. This helps to focus public attention on these issues.
6. (a) Few people follow political events very closely. Only about 15 percent of the people who vote are well informed. (b) The media carries more content that deals with entertainment than with politics. (c) Some forms of the media, such as radio and television, often do not report in depth.

Core Worksheet 3
Part 1—See the Rubric for Assessing a Web Site, Unit 2 All-in-One, p. 259. Part 2—Students’ explanations for their designs should clearly explain the features of their home pages and describe the types of content contained in suggested links.

Core Worksheet 2
Part 1—See the Rubric for Assessing a Web Site, Unit 2 All-in-One, p. 259. Part 2—Answers should reflect clear descriptions and thoughtful explanations.

Skills Worksheet 3
Students’ answers will vary, depending on the topic of the blog post they read and comment on. A good answer will be thoughtful and should indicate that the student has done adequate research and has followed the instructions on the worksheet.

Skill Activity 2
1. Students should list the blogger’s name, background information, and organization, if possible.
2. Students should summarize the blogger’s point of view on the issue. They should identify whether the point of view is liberal, conservative, or moderate and explain why they think so.
3. Students should identify the blogger’s bias by observing whether the blogger considers other points of view.
4. Students should research any source links the blog may provide and describe them as reliable or unreliable and explain why.
5. Students should research an issue of national importance and write a blog entry. They should describe the issue they have selected and research it by reading blogs and various news sources. They should write two paragraphs expressing their opinions on the issue they have chosen. They should support their opinions with logical arguments and Web sources, if necessary.

Extend Worksheet 3
1. The Internet gives average citizens a way to express an active voice in politics and an inexpensive way to form groups with
like-minded people to participate in the political process.

2. The Internet is inexpensive and enables users to talk back to newsmakers, not just passively receive information from newsmakers.

3. Possible response: Television revolutionized politics. For the first time, most Americans could see and hear candidates. Campaigns began planning strategies for television, such as creating short sound bites and carefully constructing TV-friendly images. The Internet is proving to be at least as transformational. Campaigns now plan Internet strategies that include two-way communication with citizens, instant dissemination of campaign updates, and fundraising from millions of small donors.

Quiz A
Key Terms
1.  c
2.  d
3.  e
4.  b
5.  f
6.  a

Main Ideas
7.  c
8.  b
9.  b
10.  d

Quiz B
Key Terms
1.  e
2.  d
3.  a
4.  f
5.  c
6.  b

Main Ideas
7.  b
8.  a
9.  d
10.  b

CHAPTER 8
Test A
Key Terms
1.  d

Critical Thinking
22. Sample response: The Internet is now the second most widely used source for political news and information, behind television and ahead of newspapers, radio, and magazines. Younger people are especially inclined to go online to get the news. Instead of merely receiving information, people are e-mailing, podcasting, and creating videos and weblogs to add their voices to political discussion. Most newspapers have Web sites where all or most of the stories carried in their print versions can be found. With only a few exceptions, media outlets allow visitors to view their Web sites without charge.

Essay
23. A good answer should indicate that if citizens are not informed, they cannot effectively do their part as members...
of a democracy. The media inform the public and help decide what are the most important issues of the day. The media also play a role in measuring and reporting the opinions of groups or of the public in general. Public opinion polls help set the public agenda and keep politicians informed of the opinions of both the majority and minority groups.

Students should note that the media can, however, have a negative influence on politics and public opinion. In choosing what will and will not be covered, the media can do a disservice to the public by not reporting on subjects that may be important to readers and viewers. The media and public opinion polls can also influence public opinion itself. The proper role of the media in politics is the subject of much debate. With the easy availability of many news sources, though, voters are more able than ever to inform themselves, explore multiple points of view, express their own opinions, and decide how to vote.

Test B

Key Terms
1. c
2. a
3. i
4. h
5. e
6. j
7. d
8. g
9. f
10. b

Main Ideas
11. c
12. b
13. c
14. d
15. b
16. b
17. d
18. c
19. a
20. d

Document-Based Question
21. Possible answer: The secretary of state and the secretary of defense are two of the most important positions in the President’s Cabinet. Having a “Secretary of Popularity Polls” on the same level suggests that opinion polls have influence at the highest levels of government. In other words, the cartoonist is implying that elected officials have become too dependent on public opinion polls when making public policy decisions.

Critical Thinking
22. (a) television (b) The Internet is second only to television as a form of mass media. (c) Sample response: The Internet is used as a source for political news and information more than newspapers, radios, and magazines. The Internet has created the growth of blogs, which are Web postings devoted to a certain subject. Instead of merely receiving information, people are e-mailing, podcasting, and creating videos and weblogs to add their voices to the political discussion. Most newspapers and magazines are also available online. Government agencies communicate through the Web. Interest groups, political parties, elected officials, and campaign organizations all have Web pages.

Essay
23. Citizens must be informed in order to do their part in a democracy. The media inform the public and help to decide the most important issues of the day. The media also play a role in measuring and reporting the opinions of groups or of the public in general. The proper role of the media in politics is the subject of much debate. The media often focuses more on entertainment than news. Some news networks are sometimes criticized for having a political agenda. However, with the easy availability of many news sources, voters are more able than ever to inform themselves, explore multiple points of view, express their own opinions, and decide how to vote.

Public opinion is measured in a variety of ways. Public opinion polls conducted by the media help to set the public agenda. They keep politicians informed of the opinions of both majority and minority groups. Election results also give a broad idea of what the public is thinking. Though public opinion has a strong influence in
shaping public policy, its power is limited in a democracy. Our system of government protects minority interests and allows them to be heard.

CHAPTER 9

Prereading and Vocabulary 2
1. Public policy is the laws and rules that govern the country.
2. Public affairs are issues and events that concern all people.
3. A public-interest group works for the benefit of all citizens.
4. labor union
5. lobbyist
6. propaganda
7. interest group
8. lobbying

Chapter Outline 2
I. Section 1: The Nature of Interest Groups
   A. Role of Interest Groups
      1. public policy
      2. 1st
   B. Political Parties and Interest Groups
      1. working together
      2. nominate candidates, elections, all voters
   C. Positives and Negatives
      1. public affairs
      2. checks and balances
II. Section 2: Types of Interest Groups
   A. An American Tradition
      large, small
   B. Economic Interest Groups
      1. Trade associations
      2. Labor unions
      3. Agricultural
      4. Professional organizations
   C. Other Interest Groups
      1. cause (idea is also acceptable)
      2. oppose issues
   D. Public-Interest Groups
      public-interest
III. Section 3: Interest Groups at Work
   A. Direct Approach
      1. lobbyists
      2. Congress
      3. testifying
      4. speeches, information, legislation
      5. top officials
   B. Indirect Approach
      1. grass-roots
      2. people
      3. Propaganda
      4. electioneering

CHAPTER 9 Section 1

Reading Comprehension 3
1. a collection of people who share certain views on public matters and work to shape public policy to their benefit
2. pressure groups, organized interests, special interests
3. all of the goals that a government pursues in the many areas of human affairs in which it is involved
4. a. Parties nominate candidates for public office, while interest groups do not.
   b. Parties are chiefly interested in winning elections and thereby controlling government, while interest groups are chiefly concerned with controlling or influencing the policies of government.
   c. Parties are concerned with the whole range of public affairs, while interest groups concentrate on those issues that most directly affect their members.
   d. Parties are accountable to the public, while interest groups are private organizations that are accountable to their members.
5. He warned that interest groups (what he called “factions”), left unchecked, could dominate public decision making because of size, resources, and/or leadership.
6. a. encourage interest in public affairs
   b. represent members based on shared attitudes, rather than geography
   c. offer specialized, detailed information to the government
   d. enable people to participate in the political process
   e. monitor public agencies and officials, ensuring accountability
   f. compete with each other to influence public policy
7. a. Some interest groups have an influence far out of proportion to their size or to their importance to the public good.
b. It is sometimes hard to tell who or how many people a group really represents.
c. Many groups do not represent the views of all of the people for whom they claim to speak.
d. Some groups use tactics, such as bribery and threats, that would undermine the whole political system if they became widespread.

“They push for their own special interests, which may not be in the best interest of other Americans” is another acceptable answer.

Reading Comprehension 2

1. An interest group is a group of people who share the same views on public matters and work to shape public policy. Public policy is the set of laws and goals that a government follows or pursues.

   a. Interest groups do not nominate candidates for office as parties do.
   b. Interest groups try to influence the policies of government no matter who wins an election, while political parties are focused on winning elections.
   c. Interest groups are private organizations that focus on the concerns of their members only, instead of the concerns of all voters.

2. Interest groups are helpful because they:
   • raise awareness of public affairs;
   • represent members with similar interests or needs, no matter where they live;
   • provide useful information to the government;
   • allow people to participate in government without running for office;
   • keep an eye on public agencies and officials as an informal part of the system of checks and balances;
   • compete with each other and, therefore, limit the power of any one group.

   Interest groups are criticized for:
   • pushing their own narrow interests rather than the interests of the nation as a whole;
   • representing only a few people or for misrepresenting the number of people who support their group;
   • using unfair methods such as bribery or threats.

Core Worksheet A 3

a. encourage interest in public affairs
b. enable people to participate in the political process
c. compete with each other to influence public policy
d. monitor public agencies and officials, ensuring accountability
e. represent members based on shared attitudes, rather than geography
f. offer specialized, detailed information to the government
g. monitor public agencies and officials, ensuring accountability; compete with each other to influence public policy

1. Any three of the following: Their influence is out of proportion to their size or importance to the public good. They make it difficult to tell who or how many people are in the group. They may not represent views of all people for whom they speak. Some use heavy-handed and even illegal tactics. Another acceptable answer is, “They push for their own special interests, which may not be in the best interest of other Americans.”

2. Possible response: I would like to learn more about the American Automobile Association, because I feel strongly that manufacturers should be required to make more fuel-efficient cars.

3. Possible response: Interest groups contribute to the democratic process by providing online links and other resources that enable me to express my views with pre-written e-mails to my congressional representatives. Otherwise, I probably would not take the time to write my own letter to Congress.

Core Worksheet B 3

Brochures should contain all requested elements and show evidence that students have used the checklist provided in Step 3. See the Rubric for Assessing Student Performance on a Project, Unit 2 All-in-One, p. 252.

Core Worksheet A 2

a. 1
b. 4
c. 6
d. 5
e. 2
f. 3  
g. 4  
h. 1  
i. 5, 6  
j. 3

1. Any three of the following: Their influence is out of proportion to their size or importance to the public good. They make it difficult to tell who or how many people are in the group. They may not represent views of all people for whom they speak. Some use heavy-handed or even illegal tactics. Another acceptable answer is “They push for their own special interests, which may not be in the best interest of other Americans.”

2. Possible response: I would like to learn more about the American Automobile Association, because I feel strongly that manufacturers should be required to make more fuel-efficient cars.

3. Possible response: Interest groups provide online links and other resources that enable me to express my views with pre-written e-mails to my congressional representatives. Otherwise, I probably would not take the time to write my own letter to Congress.

**Quiz A**

**Key Terms**
1. b  
2. e  
3. c  
4. a  
5. d  
6. f

**Main Ideas**
7. d  
8. c  
9. b  
10. a

**Quiz B**

**Key Terms**
1. b  
2. f  
3. c  
4. d  
5. e  
6. a

**Main Ideas**
7. d

**CHAPTER 9 Section 2**

**Reading Comprehension 3**

1. when it tries to influence the actions of government in order to promote its own goals and special interests

2. Any three of the following: on the basis of economic interest; on the basis of a geographic area; out of a cause or an idea; to influence some aspect of foreign policy; to promote the welfare of certain groups of people

3. **Groups Based on Economic Interests:**  
   **Type of Group:** Business groups  
   **Description:** groups that exist to promote and protect business interests  
   **Examples:** United States Brewers’ Association, National Association of Manufacturers, Chamber of Commerce, Business Roundtable

   **Type of Group:** Labor unions  
   **Description:** organizations of workers who share the same type of job or work in the same industry  
   **Examples:** AFL-CIO and its separate unions, Change to Win Coalition, American Nurses Association, Communication Workers of America

   **Type of Group:** Agricultural groups  
   **Description:** organizations of farmers that seek to influence the government’s agricultural policies  
   **Examples:** National Grange, American Farm Bureau Federation, National Farmers Union, as well as groups that speak for producers of specific farm products

   **Type of Group:** Professional associations  
   **Description:** organizations that represent professions (occupations that require extensive formal training)  
   **Examples:** American Medical Association, American Bar Association, National Education Association, as well as many others

   **Other Interest Groups:**  
   **Type of Group:** Issue-oriented groups  
   **Description:** exist to promote a cause or an idea
Examples: American Civil Liberties Union, League of Women Voters, and many others
Type of Group: Organizations for specific communities
Description: groups that seek to promote the welfare of certain segments of the population
Examples: American Legion, Veterans of Foreign Wars, and many others
Type of Group: Religious organizations
Description: religious groups that work to affect public policy
Examples: National Council of Churches, National Catholic Welfare Council, American Jewish Congress, and other groups
4. an interest group for a specific segment of the business community
5. Union membership has declined, from one third of all working Americans in the 1940s and 1950s to only about 12 percent today. This overall decline has coincided with an upswing in the unionization of government workers.
6. They work for the best interests of the overall community, rather than the narrower interests of a particular segment of the community.

Reading Comprehension 2
1. Any two of the following are acceptable: based on economic interest, to promote a cause, and/or to promote the welfare of certain groups of people.
2. Business Groups: Groups that exist to represent and protect the interests of business
Examples: National Association of Manufacturers; Chamber of Commerce; American Trucking Association; National Restaurant Association
Labor Unions: Organizations of workers who share the same type of job or work in the same industry
Examples: AFL-CIO and its separate unions, Change to Win Coalition and its separate unions
Agricultural Groups: Organizations of farmers that seek to influence the government’s agricultural policies
Examples: National Grange, American Farm Bureau Federation, National Farmers Union
Professional Associations: Organizations that represent the professions (such as medicine, law, and education)
Examples: American Medical Association, American Bar Association, National Education Association
3. Students should select an interest group formed to promote a cause, such as the ACLU or LWV, and explain why they would be interested in joining that group. Answers should describe the special concerns of the group and explain why those concerns are important.
4. A trade association is an interest group within the business community.
5. Public-interest groups work for the best interests of all citizens rather than just the interests of a particular group.

Core Worksheet 3
1. Possible response: We work hard and deserve a living wage for our labor. Many of us must work two or three jobs just to make ends meet, let alone save for retirement. Congress has a responsibility to protect working families from exploitation by raising the minimum wage.
2. Possible response: An increase in the minimum wage would harm workers, not help them. Such a large increase in our payroll costs would require us to lay off workers. If Congress really wants to protect workers, it should not raise the minimum wage.
3. Possible response: A minimum wage increase would put many of us family farmers out of business. We earn so little for our farm products that we can only afford to employ low-wage migrant workers, many of whom lack the skills to do any other job. Congress: Defeat the proposed minimum wage hike, or our workers will be out of a job along with us.
4. Possible response: The United States is the richest nation on Earth. We as a society should be ashamed that any of our citizens live in poverty. Yet many Americans earn such a low wage that they cannot rise above poverty, even working full time. Congress should raise the minimum wage so that all Americans can enjoy the benefits of our nation’s economic success.
5. Possible response: The forces of supply and demand set the appropriate price for labor, just as they do the price of all goods and services in our market economy. The government has no business setting any minimum wage. Workers are free to accept the wage offered by an employer, or look for another job that pays more. These free interactions between workers and employers determine appropriate wage levels, without government interference.

Skills Worksheet 3

1. The source of the first statement is the Federal Government’s Environmental Protection Agency. The second statement includes comments from scientists as reported in the National Post. The general international public is the audience for both statements. The purpose of the EPA Web site information is to inform readers of the causes of climate change. The National Post article informs readers that there are climate change skeptics and explains their viewpoints.

2. Possible Response: The focus of the EPA is environmental protection, so they are concerned about the effects of global warming on the environment. Hackbart is concerned with his study on the connection between extreme cold and such phenomena as sun spots and El Ninos, rather than with rising temperatures and carbon emissions; Christy is concerned with daily worldwide temperature readings and may not be as concerned with climate change over a long time.

3. Possible response: Both statements cite facts, with Hackbart citing the most data. The EPA’s statement assumes a connection between burning fossil fuels and climate change, citing “scientists.” A more convincing argument would cite data showing the connection between greenhouse gases and climate change and would name specific scientists. Hackbart concludes that the sun and oceans have more impact on climate than carbon emissions without presenting any data about carbon emissions. Christy concedes that there are global temperature variations but does not say what causes them except that it’s not carbon dioxide.

4. The EPA believes that there is a link between climate change and greenhouse gasses. The skeptical scientists focus on the natural evolution of weather patterns. The facts are not so much contradictory as used to draw different conclusions—that is whether climate change is caused by human activity.

Skill Activity 2

1. (a) The source of the first statement is the federal government’s Environmental Protection Agency. The second statement includes comments from two leading scientists, Eugenio Hackbart and Professor John Christy. (b) The purpose of the first statement is to promote the idea that global warming is a real threat to Earth’s climate. The EPA is saying that this threat justifies government programs to reduce emissions and study climate change. The purpose of the second statement is to challenge the idea that variations in climate are due mostly to carbon dioxide emissions.

2. The focus of the EPA is environmental protection, so it is concerned about the effects of global warming on the environment. The EPA also wants to promote its research and programs. The skeptical scientists are concerned with reporting accurate data from their observations in order to educate the general public.

3. (a) The EPA believes that there is a link between climate change and greenhouse gases. The skeptical scientists think that variations in weather patterns are due to natural factors and that carbon dioxide emissions have little or no impact on climate change. (b) Both the EPA and the skeptical scientists use a different set of “facts” to support their view. The EPA presents as fact that Earth’s temperature is climbing and that greenhouse gases are the cause of this. In the second statement, Hackbart and Christy acknowledge the variations in temperature. However, they do not agree that greenhouse gases are the cause. Hackbart refers to other natural events as the cause of climate variations. Christy’s
opinion rests on data collected from NASA’s weather satellites.

4. (a) Lobbyists testify before congressional committees and submit statements giving their views on proposed legislation. They also make campaign contributions, provide information, write speeches, and even draft legislation. If they fail in one house, they carry their fight to the other. (b) Lobbyists focus on senior aides in the White House and on the various agencies in the President’s administration. They build networks of contacts within those agencies. They often try to influence the President’s appointment of the top officials in various agencies, to improve their chances for favorable treatment. (c) Interest groups, like the ACLU, bring lawsuits to influence public policy, especially for causes that have little chance of success in legislative bodies. They may also file *amicus curiae* briefs in cases in which they have a stake. They often try to influence the selection of federal judges.

5. mounting campaigns using letters, postcards, phone calls, faxes, and e-mails; using the Internet (Web sites, e-mail lists, and blogging) to organize groups and raise funds; using demonstrations and protest marches to attract media coverage; publishing ratings of members of Congress based on their voting behavior

6. Propaganda is a technique of persuasion aimed at influencing individual or group behaviors. Its goal is to create a particular belief. It does not use objective logic, but begins with a conclusion and then brings together evidence that will support that conclusion, while disregarding information that will not. Some methods include glittering generalities, symbolism, testimonials, the bandwagon approach, and the plain-folks approach.

7. Interest groups are involved in electioneering because electing sympathetic officeholders is one of the most effective things they can do to advance their causes. They help candidates, often through their political action committees, by making financial contributions and holding fundraisers; by conducting voter registration drives; by supplying campaign consultants and information to use in speeches; and by helping staff local campaign offices,
distributing campaign literature, and working phone banks on Election Day.

Reading Comprehension 2
1. The direct approach involves meeting with legislators and other policy makers in person. The indirect approach includes other kinds of contacts, such as letters, e-mails, and phone calls.
2. The direct approach is also called lobbying.
3. a. Lobbyists testify before Congress when new legislation is being considered. They also help in campaigns by providing information, writing speeches, or even drafting legislation.
   b. Lobbyists contact officials in the White House and executive agencies. They build networks of contacts and friends within those agencies to try to win contracts for their clients. They try to influence the President’s appointment of top officials to improve their chances for special treatment.
   c. Interest groups like the ACLU take legal action to influence public policy. They also may file *amicus curiae* briefs in support of one side in a case, and they try to influence the selection of federal judges.
4. Grass-roots lobbying is the process of putting pressure on government from all members of a group. This could be writing letters, sending postcards, making phone calls, or sending faxes or e-mails. Organizations may use the Internet to attract and inform members and may stage marches and demonstrations.
5. Propaganda is a method of persuasion aimed at influencing individuals or groups.

Core Worksheet 3
Students’ policy goals should be stated specifically (for example: “to influence government to impose stricter fuel efficiency standards for cars” or “to influence Congress to increase federal funds for schools.”)

Example of an indirect activity: “Produce a series of television ads, featuring headlines about ever-rising gas prices. At the end of each ad, invite viewers to visit a Web site to sign a petition, urging Congress to require cars to achieve an average of 45 mpg within the next five years. This ad and petition campaign will put public pressure on Congress.”

Extend Worksheet 3, 4
Part 1
1. bandwagon
2. plain folks
3. symbolism
4. glittering generalities
5. bandwagon
6. testimonial
7. symbolism
8. plain folks
9. testimonial
10. glittering generalities

Part 2
They all seek to create some sort of emotional reaction or feeling in the reader rather than addressing a specific topic or specific set of facts. There are no facts mentioned at all—just ideas and images.

Quiz A
Key Terms
1. a
2. e
3. b
4. f
5. c
6. d

Main Ideas
7. d
8. b
9. a
10. b

Quiz B
Key Terms
1. a
2. d
3. f
4. e
5. b
6. c

Main Ideas
7. d
8. b 
9. c 
10. b 

CHAPTER 9 

Test A 

Key Terms 
1. a 
2. c 
3. b 
4. e 
5. d 
6. f 
7. g 
8. j 
9. i 
10. h 

Multiple Choice 
11. c 
12. a 
13. d 
14. d 
15. c 
16. a 
17. c 
18. c 
19. b 
20. a 

Document-Based Question 
21. Sample answer: John F. Kennedy believes that interest groups/lobbyists serve a useful purpose and are important to the legislative process. He indicates that issues that concern citizens have less to do with where they live—the limits of a politician’s jurisdiction—than with broader issues such as one’s income and health. Those who agree with this premise might point out that few issues are truly based on the town or State in which a person lives. However, others might disagree by arguing that citizens should communicate their concerns directly to their representatives rather than allow a group of people over whom they have no control to speak for them. 

Critical Thinking 
22. Possible answer: The United States has been called a “nation of joiners.” People see interest groups as a way to influence government at all levels and to join with like-minded people. In addition, people who feel strongly about a certain cause know that they can have more influence as part of an interest group than they can as an individual. 

Essay 
23. A good answer should indicate that there are both benefits and drawbacks to interest groups. Interest groups can give a voice to people who might otherwise not be heard. They educate government officials and the public about particular issues, represent people across geographical boundaries, and provide a way for individuals to get involved in public affairs. They also add another element to the checks-and-balances feature of the political process. These are benefits that advance democracy. However, interest groups may also use their money and influence to corrupt government officials. Their power can be out of proportion to the size of the interests they actually represent, and they may not represent the views of all of the people for whom they claim to speak. Their names may imply that they have thousands of members, when they may just be fronts for a few people with narrow interests. These aspects of interest groups can be harmful to democracy. 

Test B 

Key Terms 
1. a 
2. c 
3. b 
4. e 
5. d 
6. f 
7. g 
8. j 
9. i 
10. h 

Main Ideas 
11. c 
12. c 
13. d 
14. d 
15. c 
16. a 
17. c 
18. c 
19. b
20. a

Document-Based Question

21. John F. Kennedy believes that interest groups/lobbyists serve a useful purpose and are important to the legislative process. He indicates that issues that concern citizens have less to do with where they live—the limits of a politician’s jurisdiction—than with broader issues such as one’s income and health. Those who agree with this premise might point out that few issues are truly based on the town or State in which a person lives. However, others might disagree by arguing that citizens should communicate their concerns directly to their representatives rather than allow a group of people over whom they have no control to speak for them.

Critical Thinking

22. People join groups for a variety of reasons. In general, they want to join with others to share their opinion on common concerns. These concerns might be the environment, zoning, the military, traffic laws, or even international affairs. The groups may become known as leagues, associations, clubs, or unions. When these organizations try to influence the actions of government, they become interest groups.

Most interest groups are formed on the basis of economic interests, such as those representing business, labor, agriculture, and certain professions. Other interest groups form around a cause or idea. Some exist to promote the welfare of certain groups of people, such as veterans, senior citizens, or women.

Essay

23. There are both benefits and drawbacks to interest groups. Interest groups can give a voice to people who might otherwise not be heard. They educate government officials and the public about issues, represent groups of people with common concerns, and provide a way for people to get involved in public affairs. They are an informal part of the checks-and-balances system. These are benefits that advance democracy.

However, interest groups may also use their money and influence to corrupt government officials. Their power can be much greater than the number of people they actually represent. They may not represent the views of all of the people for whom they claim to speak. Their names may imply that they have thousands of members, when they may just be fronts for a few people with narrow interests. These aspects of interest groups can be harmful to democracy.