To What Extent Do Americans Distrust the Process for Making Public Policy?

Supporting Questions- These are used to structure and develop the inquiry

1. What is public policy and how is it made in the United States?
2. What influence do wealth, the media, and special interest groups have in the system?
3. How valid is the distrust of the system for making policy?
## FAIRFAX COUNTY PUBLIC SCHOOLS - SOCIAL STUDIES – C3 INQUIRY LESSON FOR VA/US GOVERNMENT

### To What Extent Do Americans Distrust The Process for Making Public Policy?

<table>
<thead>
<tr>
<th>VA SOL Content Standard</th>
<th>GOVT.9</th>
<th>The student will demonstrate knowledge of the process by which public policy is made</th>
</tr>
</thead>
<tbody>
<tr>
<td>VA SOL Skills Standard 1</td>
<td>GOVT.1- a- analyze sources, b- create and interpret charts etc.. c-analyze pictures etc d- distinguish relevancy, e-evaluate information, g- select and defend in writing</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Portrait of a Graduate Correlations</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="https://example.com" alt="Communicator" /> <img src="https://example.com" alt="Collaborator" /> <img src="https://example.com" alt="Creative and Critical Thinker" /> <img src="https://example.com" alt="Ethical and Global Citizen" /></td>
</tr>
</tbody>
</table>

### Introducing the Question

**HOOK:** Video Speech excerpts from candidates for office (Sanders and Trump) and Presidents Dwight Eisenhower and John Kennedy as well as a chart on political efficacy.

### Supporting Questions

#### Supporting Question 1
What is public policy and how is it made in the United States?

#### Supporting Question 2
What influence do wealth, the media, and special interest groups have in the system?

#### Supporting Question 3
How valid is the distrust of the policy making system?

### Formative Performance Tasks

#### Supporting Question 1
Students create charts to illustrate the various theories and decide which one is the “best” way to understand the process for making policy.

- Students create a 3-2-1 ticket out the door

#### Supporting Question 2
Students read articles and write a minute paper for each article addressing the supporting question.

### Featured Sources

1. Definitions of 8 competing policy making theories. ( use at least 4 plus the sample systems theory)
2. Systems theory visual

#### Supporting Question 1

#### Supporting Question 2
What’s wrong with the media: [https://www.youtube.com/watch?v=NwPdAZPnk7k](https://www.youtube.com/watch?v=NwPdAZPnk7k)

What’s wrong with the internet [https://www.youtube.com/watch?v=uquRzrcwA18](https://www.youtube.com/watch?v=uquRzrcwA18)

#### Supporting Question 3
1. Political efficacy definition.
<table>
<thead>
<tr>
<th>Summative Performance Tasks</th>
<th><strong>ARGUMENT:</strong> After completing the informed action, students write a short persuasive essay (2-3 pages) that answers the compelling question.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>EXTENSION:</strong> Conduct an opinion poll of the high school community on the Inquiry question</td>
</tr>
<tr>
<td>Taking Informed Action</td>
<td>Report the results of the poll back to the class.</td>
</tr>
<tr>
<td>Taking Global Informed Action: UN sustainable development goals</td>
<td>Using the UN Development goals 2015, students create “Take Action” posters for one of the goals. These are put on display for people to consider how they can improve the world. See model by clicking on link on the page below. <a href="http://www.un.org/sustainabledevelopment/sustainable-development-goals/">http://www.un.org/sustainabledevelopment/sustainable-development-goals/</a></td>
</tr>
</tbody>
</table>
Optional Background Resources

- Public policy in general
  http://graduate.norwich.edu/resources-mpa/infographics-mpa/characteristics-of-successful-public-policy/
- Opinion polling and policy
- Political efficacy
  https://www.mills.edu/academics/faculty/educ/jkahne/efficacy_in_ps.pdf

General Types of Supports

<table>
<thead>
<tr>
<th>Sensory Support</th>
<th>Graphic Supports</th>
<th>Interactive Support</th>
<th>Linguistic Supports</th>
<th>Behavior Supports</th>
</tr>
</thead>
<tbody>
<tr>
<td>Real life objects</td>
<td>Charts</td>
<td>Explicit modeling</td>
<td>Sentence frames</td>
<td>Clear behavior expectations</td>
</tr>
<tr>
<td>Manipulatives</td>
<td>Graphic organizers</td>
<td>Think alouds</td>
<td>Word walls</td>
<td>Explicit routines and procedures</td>
</tr>
<tr>
<td>Pictures &amp; Photographs</td>
<td>Tables</td>
<td>Pairs/partners</td>
<td>Pre-teach vocabulary within context of text or learning task</td>
<td></td>
</tr>
<tr>
<td>Illustrations, diagrams, and drawings</td>
<td>Graphs</td>
<td>Triads or small groups</td>
<td>Read aloud</td>
<td>Student self-regulation strategies</td>
</tr>
<tr>
<td></td>
<td>Slotted outlines</td>
<td>Cooperative learning</td>
<td>Leveled texts</td>
<td>Coping and stress relief strategies</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Shared reading</td>
<td>Use of home language</td>
<td></td>
</tr>
</tbody>
</table>
Introducing the Compelling Question – 20-25 minutes

| Featured Source |  ➢ Chart political efficacy  
|                 |  ➢ Dwight Eisenhower quote  
|                 |  ➢ John Kennedy quote  
|                 |  ➢ Donald Trump video excerpt: [http://www.realclearpolitics.com/video/2016/04/11/trump_the_two-party_political_system_is_rigged_a_crooked_deal_and_i_see_it_with_bernie too.html](http://www.realclearpolitics.com/video/2016/04/11/trump_the_two-party_political_system_is_rigged_a_crooked_deal_and_i_see_it_with_bernie too.html)  
|                 |  ➢ Bernie Sanders speech excerpts [https://www.youtube.com/watch?v=rtBVuye4fZQ](https://www.youtube.com/watch?v=rtBVuye4fZQ)  |

INSTRUCTIONS/PROCESS FOR INTRODUCING THE COMPELLING QUESTION:  20-25 minutes

Discuss with students the compelling question by introducing the term political efficacy and analyzing the chart. Teacher should also use a mix of the quotes and videos. Ask the students to write down why they think the candidate’s message that the system is rigged is so resonant with voters now.

Analyzing a chart:
1. Description (what do you see)
2. Interpretation (What does it mean)
3. Conclusion (What does it mean? Or SO what)

Analyzing a primary source (the Quote and the videos)

1. Description
   - Who is it from
   - Who was the audience
   - What was its purpose
2. Interpretation
   - What is the message
   - What is the point of view of the source
3. Conclusion
   - How does this relate to the question being considered now?
   - How trustworthy is it?

Student Generated Questions

It is important to have students involved in the inquiry process; because of this, ask students to share questions and curiosities they have regarding the compelling question. These questions can be recorded during the inquiry process. Below are some suggested prompts to ask students.

- What questions came up during class?
- What are you wondering about?
- What information do you (still) need to answer the compelling question?
FAIRFAX COUNTY PUBLIC SCHOOLS - SOCIAL STUDIES – C3 INQUIRY LESSON FOR VA/US GOVERNMENT

- How can you further your understanding of this topic?
- Where can you access additional sources or information on this topic?
- Who could be an additional resource for your inquiry?

Record student questions in a “parking lot” (on a poster, white board, google doc) so that the class can readily access them. Throughout the inquiry, return to these questions and, if possible, weave them into your instruction and formative assessment. By intentionally soliciting and then addressing/using students’ questions, you develop their ability to ask questions, plan for future steps, and think about their thinking (metacognition).

NOTE: It is possible to use these students’ questions as the supporting questions for the inquiry. If you do, you may need to make adjustments to your teaching and the resources identified for this inquiry.

Featured Sources

"The problem is for people to get together and to leap governments—if necessary to evade governments—to work out not one method but thousands of methods by which people can gradually learn a little bit more of each other."

-President Dwight David Eisenhower, Sept 11, 1956

Now the trumpet summons us again—not as a call to bear arms, though arms we need—not as a call to battle, though embattled we are-- but a call to bear the burden of a long twilight struggle, year in and year out, "rejoicing in hope, patient in tribulation"--a struggle against the common enemies of man: tyranny, poverty, disease and war itself. ...

In the long history of the world, only a few generations have been granted the role of defending freedom in its hour of maximum danger. I do not shrink from this responsibility--I welcome it. I do not believe that any of us would exchange places with any other people or any other generation. The energy, the faith, the devotion which we bring to this endeavor will light our country and all who serve it--and the glow from that fire can truly light the world.

And so, my fellow Americans: ask not what your country can do for you--ask what you can do for your country.

My fellow citizens of the world: ask not what America will do for you, but what together we can do for the freedom of man.

- From John F Kennedy, inaugural address January 20, 1961
Supporting Question 1 (45-65)

<table>
<thead>
<tr>
<th>Supporting Question</th>
<th>Formative Performance Task</th>
<th>Featured Source(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is public policy and how is it made in the US?</td>
<td>After reading and discussing definitions, students create charts to illustrate the various theories and decide which one is the “best” way to understand the process for making policy. Students create a 3-2-1 ticket out the door.</td>
<td>Definitions of 8 competing policy making theories. (use at least 4 plus the sample systems theory) Systems theory visual.</td>
</tr>
</tbody>
</table>
Process and Formative Performance Task

1. Introduce public policy process by using the definition of systems theory and the diagram. You can draw it on the board or give it to students as a handout. Since the model is based on a visualization of a factory one of the easiest ways to get kids to understand it is to use a factory making something (shoes) as a very concrete example and then discussing the chart using the policy making vocabulary.

2. Now give students the handout with the different models- there are 8, including systems theory, you may want to shorten the list. Make sure you include ELITE theory since that is the one that Sanders and the 99% movement are thinking of when they critique the system. In groups of 4 students should discuss the theories until everyone understands them well enough to draw a chart that explains the process. Each student should draw a chart for a different theory. Help them as they work.

Materials required: large paper for the chart, markers or crayons.

3. When the charts are finished students should explain their charts to each other in the group and then pick the one that they think best illustrates the way things ought to work in a democracy.

4. Go around the room and ask each group to share the chart they picked and explain why.

Alternative: You could instead do a gallery walk.

5. At the end of class ask students to fill out the 3-2-1 chart as a ticket out the door. Have them ALSO write the question they still have and record them where you posted questions during the hook.

Featured Sources

FEATURED SOURCE A: SYSTEMS THEORY CHART
RESOURCE B: THEORIES OF POLICY MAKING

1. **Institutional Theory**: Government institutions create policy from the top down. They can do this because they have legitimacy (people buy in that that is their role and support them in it) and authority (monopolize the use of force). The policy is applied to the citizenry by the government.

2. **Rational theory**: This theory is based on policy being made based on cost benefit analyses of the policy. From among the policy options the one chosen and applied is the one with the least cost and the most benefit. Rational theory requires an analyses beyond just economic or monetary costs and benefits.

3. **Garbage Can model**: Emerged as a critique of the Rational theory that the policy makers are not computers. This model theorizes that problems and solutions are dumped into a garbage can of ideas and stirred around and that the policy that emerges is whatever was floating around near the top of the garbage can.

4. **Incremental model**: Whatever current policy is on the problem is used as a baseline from which to build new policy. Policy makers are politicians and so they like this because they can’t predict outcomes. New policy is less risky for them if it is based on the old already existing framework.

5. **Elite model**: Policy is made by a small elite group from among the citizenry. This can be the government institutions, or the powerful, or the educated, or those with money or status. Policy is handed down from the Elites to the government and then to the people.

6. **Process model**: This model sees policy making as a step by step process. First a need is identified. Second various parties make suggestions or proposals for solving the problem to policy makers. The policy makers then discuss and select one solution to recommend and implement. Next the policy choice is implemented. Finally the result of the policy is evaluated.

7. **Group model**: This focuses on the role of interest groups. Policy makers are always influenced by competing interest groups whose support they need. Thus the policy implemented is always some kind of compromise between all the competing groups.
8. **Systems theory (used as sample)** The government institutions- local, state and national, branches etc. receive inputs from the environment they exist in- citizens and non-citizens living in the county, interest groups, the media of their wants and needs. These actors support some policy outcomes and not others based on their individual interests and so are not acting in concert. Government created the policy in communication with all of these actors. Then the output is the policy itself, its implementations and the evaluation of the outcomes by all of the actors and government itself, these then become the new inputs for new government policy actions. This model has a lot of interconnected parts not just inputs becoming outputs and those becoming inputs again but also the actors are all interconnected as well. The environment is also more complex since government responds not just to domestic concerns but also to foreign ones. The entire system is therefore inserted into an even larger more complex international one.

**Resource three: 3-2-1 Ticket:**

| Name: ____________________________________________________________ |
| Period: ___________ Date: __________ |

**Three things I learned today (list and explain)**

1. ____________________________________________________________________
   ____________________________________________________________________
   ____________________________________________________________________

2. ____________________________________________________________________
   ____________________________________________________________________
   ____________________________________________________________________

3. ____________________________________________________________________
   ____________________________________________________________________
   ____________________________________________________________________

**Two things that interested me and made me think. List and explain why.**
### Student Generated Questions

It is important to have students involved in the inquiry process; because of this, ask students to share questions and curiosities they have regarding the compelling question. These questions can be recorded during the inquiry process. Below are some suggested prompts to ask students.

- What questions came up during class?
- What are you wondering about?
- What information do you (still) need to answer the compelling question?
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Record student questions in a “parking lot” (on a poster, white board, google doc) so that the class can readily access them. Throughout the inquiry, return to these questions and, if possible, weave them into your instruction and formative assessment. By intentionally soliciting and then addressing/using students’ questions, you develop their ability to ask questions, plan for future steps, and think about their thinking (metacognition).

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Supporting Question 2 (80 Minutes)

<table>
<thead>
<tr>
<th>Supporting Question</th>
<th>Formative Performance Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>What influence do wealth, the media, and special interest groups have in the system?</td>
<td>Students read articles and write a minute paper for each article addressing the supporting question.</td>
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</table>

**Featured Source(s)**
- What’s wrong with the media: [https://www.youtube.com/watch?v=NwPdAZPnk7k](https://www.youtube.com/watch?v=NwPdAZPnk7k)
- What’s wrong with the internet: [https://www.youtube.com/watch?v=uquRzrcwA18](https://www.youtube.com/watch?v=uquRzrcwA18)

**Process and Formative Performance Task**

1. Begin class by reviewing the questions from yesterday, allowing students to add new ones if they would like and then answering a few. There are probably some questions that relate to today’s topic. Remind them that yesterday they learned how political scientists think about policy and that they do not all agree on the correct model for explaining it. Ask the students which models would make people believe that the system was equitable and which ones would contribute or promote the view that there is inequity in policy making.

   **Extension:** Create a poll on POLL EVERYWHERE and ask the students to vote for the model for public policy they like the best.

2. Go over the definitions of what we mean by media, and interest groups and lobbying. Make sure to ask students for some examples.
3. Have students fill out a KWL chart on the topic of media bias. And a separate one on the topic of Lobbying and interest groups. Each group should produce these charts as a team.

4. Students now individually read the articles.

5. After students read the articles do the minute papers with a countdown timer.
   Directions for minute papers:
   a. Each article gets its own minute paper- that’s three total
   b. Write on the board – What was the most meaningful thing you read today that either supports OR challenges you initial reaction to the inquiry question.
   c. Give everyone prep and think time (get papers out write name and date think about their response to the question
   d. Announce that you are about to begin the writing. The rules are they have to write for the entire time in silence. Give them one minute.
   e. When time is up students stop writing after you allow everyone to finish their sentence.
   f. Repeat.

6. After they finish reading they should complete the L portion of the KWL charts in collaboration and record any remaining questions with all the others.

7. Prepare for Debate tomorrow: Divide students into two even groups. Assign one group to be for the proposition and one to be against. Give then a few minutes to brainstorm and organize as a group. Each group should research support for their proposition for homework.
FAIRFAX COUNTY PUBLIC SCHOOLS - SOCIAL STUDIES – C3 INQUIRY LESSON FOR VA/US GOVERNMENT

Featured Sources:

FEATURED SOURCE A:

Topics / Media and Politics /

Media and Politics: Overview]

In 2005, headlines exploded when it became known that the United States Department of Education had paid columnist Armstrong Williams $240,000 to promote the No Child Left Behind educational reform act. Although Williams appeared to support the legislation independently, the government was quietly paying him to do so. No one should have been surprised. Political use of media to manipulate public opinion is such a long tradition that even President Calvin Coolidge hired a publicist to arrange a pancake breakfast as a media event.

It is generally accepted that the job of the United States press is to keep American citizens fully and objectively informed so that they can make good political decisions. However, many leaders have not trusted the public to have good judgment. Instead, even from the founding of American government, some have argued that people must also be carefully influenced to make the "right" decisions, generally using media tools. Perhaps the person who did most to refine persuasive methods—or, more accurately, propaganda—is Edward Bernays, the "father of public relations." Perhaps the best summary of this perspective comes from Bernays's book Propaganda: "The conscious and intelligent manipulation of the organized habits and opinions of the masses is an important element in democratic society. Those who manipulate this unseen mechanism of society constitute an invisible government which is the true ruling power of our country. . . . It is they who pull the wires which control the public mind."

This manipulation of public opinion has been termed "engineering consent" as well as "manufacturing consent." Although the idea that government is invisibly and expertly manipulating their opinion may shock many citizens, such shock simply indicates how subtle government manipulation has been.

Politicians have used the media several ways to influence public opinion and events. For example, during the Great Depression, Franklin Delano Roosevelt gave a series of radio fireside chats to give people hope as well as to develop support for his policies. More recently, the President's annual State of the Union address is televised; presidential candidates frequently participate in televised debates, both in primary and national elections. All these events allow politicians to promote their ideas and policies.

Perhaps more important than the presentation of ideas is the presentation of image. In the first presidential debate ever televised, a recently ill, pale and underweight Richard Nixon fared badly when he appeared next to a tanned, energetic and fit John F. Kennedy; many believe Nixon's physical appearance hurt him politically. Pictures of civil rights protesters in the South being clubbed and assaulted with fire hoses sparked public outrage and sympathy, increasing pressure on politicians to change segregation laws. Nightly films of fighting in Vietnam and of raging public protests similarly brought political pressure to end that war. In 2003, when photographs of abuses at Abu Ghraib prison in Iraq appeared, public outrage eventually resulted in legislation intended to stop U.S. use of torture. Although it took days, television films of people in New Orleans without food, water or medical care after Hurricane Katrina in 2005 brought intense pressure on the government to provide more relief.
Because media is so influential, politicians try to control the messages it sends and the images it presents—sometimes successfully, sometimes not. For example, knowing that pictures of countless body bags from Vietnam helped fuel war resistance, President George W. Bush prohibited any pictures of bodies returning from Iraq.

In addition to trying to suppress negative images, all politicians also create "photo opportunities" designed to convey what they believe to be positive images. President Bush was photographed in apparent triumph on an aircraft carrier in front of a banner proclaiming "Mission Accomplished" shortly after the 2003 Iraq invasion; an apparently macho presidential candidate John Kerry was photographed in camouflage attire toting a shotgun on an hunting trip. Images, however, do not always function as intended, and Kerry was later mocked for trying to appear something he obviously was not while the Bush photo became increasingly ironic as the war dragged on in subsequent years.

A major issue today is whether the media can function independently and objectively in the current economic climate. At one time, there were strict controls on media ownership intended to preserve the media's ability to report truthfully on issues and events. However, the Telecommunications Act of 1996 paved the way to media monopolies. Because it lifted restrictions on ownership, the act led to a frenzy of acquisitions and consolidation. Now, six major corporations—AOL Time Warner, Disney, General Electric, News Corporation, Viacom, and Vivendi Universal—own virtually all media. These multinational giants contribute significantly to political campaigns and their leaders maintain close ties to many politicians. Because of these links, media are increasingly accused of protecting politicians through selective presentation of events and voluntary censorship. In fact, each year Project Censored at Sonoma State University in California reports on what it calls the 25 most censored stories of the year.

Criticism of the media became particularly intense after the press failed to investigate government claims that Iraq had weapons of mass destruction or other justifications for the 2003 invasion. In the years since, critics have pointed to other failings and bias, such as the delay in covering the Occupy Wall Street movement in 2011. Growing cynicism has led to increased activism. Organizations like the Center for Digital Democracy are working to undo corporate monopolies; organizations like Common Dreams are using the Internet to publicize news that mainstream media ignore.

Many believe that the struggle over media is a struggle over the future of democracy itself. Will citizens be able to get truthful and complete information from an independent media so that they can vote wisely? Or will political and business partnerships combine to manufacture public consent ever more effectively into the far distant future?

Patricia H. Hinchey

Further Reading


MLA Citation


FEATURED SOURCE B:

Lobbying

Legend has it that lobbying got its start during Ulysses S. Grant's presidency. He had an evening habit of drinking and smoking cigars near the White House at the Willard Hotel's lobby. Word quickly spread around town that the president could frequently be found there in good spirits. As a result, members of Congress and others loitered in the hotel lobby in hopes of convincing Grant to help them. These people seeking to influence the course of legislation or gain a favor became known as “lobbyists.”

Lobbying is a profession in which practitioners attempt to influence government affairs at the national, state, or local level. The greatest concentration of lobbyists is in Washington, D.C., where they seek to influence members of Congress and the White House. K Street has become synonymous with the practice because many lobbyists have offices on the centrally located 20th-century urban area.
Legend has it that lobbying got its start during Ulysses S. Grant's presidency. He had an evening habit of drinking and smoking cigars near the White House at the Willard Hotel's lobby. Word quickly spread around town that the president could frequently be found there in good spirits. As a result, members of Congress and others loitered in the hotel lobby in hopes of convincing Grant to help them. These people seeking to influence the course of legislation or gain a favor became known as "lobbyists."

Lobbying is a profession in which practitioners attempt to influence government affairs at the national, state, or local rest of the nation. The Founders devised a system that would prevent this from happening. They determined that a large, diverse republic made up of numerous factions was the best way to prevent an oppressive majority from forming. With so many different tastes and opinions competing, no one set of beliefs could come to rule the others. By combining all the former colonies into a single nation, they had the sort of large, diverse republic they envisioned. The Founders made few efforts to weld the people into a single ideology, by providing for differences of religion, opinion, etc. Lobbying is an outgrowth of this system. Lobbyists attempt to, and sometimes do, influence government, but they represent competing interests. Because there are so many interests represented it is virtually impossible to create a single, consistent majority. Lobbying can take many forms. Many lobbyists create their own lobbying firm or join other established firms. Some of these established firms are dedicated solely to influencing government while others are more multi-dimensional—for example, general practice law firms or broad based public affairs firms with lobbying components. Corporations, public entities, or non-profits might hire lobbyists or lobbying firms to help them achieve particular policy goals. Many lobbyists previously worked in politics, either as elected officials or as staff members for a politician, and use their contacts in the political world to meet with legislators and try to persuade them to help their clients.

There are two other primary types of lobbyists. Many corporations, special interest groups, and large non-profits (such as the Sierra Club or the Alzheimer's Association) hire fulltime employees to work within their in-house government relations or public affairs departments and engage in lobbying activities on behalf of the organization. A final form of lobbying is somewhat less direct in nature because it focuses on influencing public opinion with the expectation that public opinion will ultimately influence elected officials. Organizations, such as the American Enterprise Institute and the Brookings Institution, actively attempt to influence political discourse or public opinion as a means to exert pressure on elected officials. These organizations are frequently referred to as “think tanks” and are generally established to represent certain philosophies or causes. Experts at think tanks write opinion pieces in newspapers, appear on TV or radio news programs, and write books as a means of advancing a particular policy agenda. "Grassroots" lobbyists represent another subset of the indirect approach. Grassroots lobbying usually occurs on a local level and is an attempt to influence public opinion by staging demonstrations or talking directly to people. Unlike the other forms of lobbying, grassroots lobbyists are generally not paid professionals.

Lobbyists often have great influence on government action because they usually know more about the issue they work on than do elected officials. Unlike politicians who need to be generally informed about a wide variety of issues, many lobbyists become experts in a small number of specialized policy areas. As such, they often serve to educate elected officials. In its most pure form, lobbyists inform public officials and then attempt to persuade them that a wise and just application of such information requires a particular course of action. Unfortunately, however, there is a great potential for abuse.
For instance, some observers allege that lobbying activities and campaign donations are often linked. That is, an organization may donate money to a candidate's campaign. Upon taking office, lobbyists representing that same organization will then seek to influence the official. Critics argue that this is essentially a highbrow form of bribery. They see legislators as being in the awkward position of needing to solicit campaign donations from the same people that are trying to influence their voting behavior in Congress or a state legislature. Such charges are reinforced when lobbyists or their clients "hedge their bets" by donating money to opposing candidates as well.

As a result, lobbying is heavily regulated. In the United States, lobbyists must be registered. There are also rules regarding how soon a former member of Congress must wait before becoming a lobbyist. In addition, lobbyists are prohibited from giving gifts to elected officials. Despite the restrictions, many members of Congress and other political action groups argue that further preventative measures are necessary to clean up lobbying in the United States.

Robert Saldin


FEATURED SOURCE C:

527 groups are tax-exempt interest groups that raise money to publicize and garner support for political issues. Although they sound similar to PACs, there is no limit to the amount of contributions they can receive because they are not regulated by the Federal Election Commission. Unlike entities bound by the Bipartisan Campaign Reform Act (2002), which can advertise issues up to 60 days before a general election, 527s are allowed to broadcast advertisements up through the very day of a general election. In 2004, 527s—of which the most controversial and prominent included the Swift Boat Veterans for Truth and MoveOn.org—raised millions of dollars to support political issues during the 2004 presidential campaigning effort.

These organizations are identified as 527s due to their tax-exempt status under section 527 of the Internal Revenue Code. Many 527s seek to influence the nomination, election, appointment, or defeat of candidates for public office by publicizing politically relevant issues during a campaign. Tax-exempt and minimally regulated, campaign and lobbying reform advocates have sought to bring these groups under greater control and scrutiny.

Political groups classified as 527s influence elections through constituent fundraising. Individuals and corporations supporting a relevant issue may contribute cash to a 527, which then draws attention to the issue through grassroots activism, canvassing, and the media. Unencumbered by maximum contribution laws governing other political groups, 527s allow unlimited financial support of organizations and issues. Many 527 groups act as indirect lobbying groups. By providing enormous amounts of money for different issues that bolster a candidate's stance, 527s evade many of the restrictions placed upon lobbyists through the 1995 Lobbying Disclosure Act and on soft money through the Bipartisan Campaign Reform Act. In addition, many candidates organize their own 527 groups to provide unlimited funding for issues that they support, as well as to support those of their allies.

Despite rules prohibiting 527 groups from overtly endorsing a political party or candidate, many groups publicize issues in ways which directly support one candidate while criticizing the other. The indirect lobbying occurring through 527 groups allows corporations and political parties to evade restrictions set forth in past legislation.


Student Generated Questions

It is important to have students involved in the inquiry process; because of this, ask students to share questions and curiosities they have regarding the compelling question. These questions can be recorded during the inquiry process. Below are some suggested prompts to ask students.
- What questions came up during class?
- What are you wondering about?
- What information do you (still) need to answer the compelling question?
- How can you further your understanding of this topic?
- Where can you access additional sources or information on this topic?
- Who could be an additional resource for your inquiry?

Record student questions in a “parking lot” (on a poster, white board, google doc) so that the class can readily access them. Throughout the inquiry, return to these questions and, if possible, weave them into your instruction and formative assessment. By intentionally soliciting and then addressing/using students’ questions, you develop their ability to ask questions, plan for future steps, and think about their thinking (metacognition).

**NOTE:** It is possible to use these students’ questions as the supporting questions for the inquiry. If you do, you may need to make adjustments to your teaching and the resources identified for this inquiry.

### Additional Support/Scaffolds/Options

1. Website for POLL EVERYWHERE
   https://www.polleverywhere.com/signup

2. KWL chart.

<table>
<thead>
<tr>
<th>Things we know about the topic</th>
<th>Things we want to know more about (questions)</th>
<th>Things we learned from the lesson today</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Supporting Question 3 (50 Minutes)

<table>
<thead>
<tr>
<th>Supporting Question</th>
<th>How valid is the distrust of the policy making system?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formative Performance Task</td>
<td>Class debate of the supporting question using John Zola structure. Students’ take and defend a position.</td>
</tr>
</tbody>
</table>
| Featured Source(s) | Political efficacy definition. 

**Formative Performance Task and Instructional Approach**

1. Student debate assignments are made the day before to allow students time to organize and prepare. **DO NOT ALLOW STUDENTS TO CHOOSE GROUPS or SIDES**
2. Move the desks into two rows facing each other with enough desks on each side for all participants.
3. If students were ABSENT on the day the debate was assigned you can use them to evaluate the debate winner, or ask them to listen to the debate and take notes so that they can then write the reflection afterwards.
4. Sit at the head of the tables in front of the first speakers. Have your chart ready by writing the name of each student in the box in the position where they are sitting relative to yourself. As the debate progresses keep track of points by making marks in the student’s box.
5. Decide a time limit for the debate depending on the size of the class and the amount of time you have. ½ hour at least is good but you can go longer. Use a silent countdown timer.
6. Begin with opening statements and then go down the row in order once, so that all students have the opportunity to earn at least THREE points. If there is still time go back and forth after that, if a student has nothing to say tell them to say pass.
7. When time is up, go to closing remarks.
8. Tally up the scores for each student and count the total for each side.
9. Ask the group or individual who is evaluating the persuasiveness of each side and determining the winner to announce their decision and explain what they found so persuasive.

**Alternative:** Small group discussion instead with teacher observing each group one after the other. See Appendix for scoring rubric

**OPTIONAL:** Give the Most effective debater award based on the scores on the tally sheet. Ask students to vote on the most effective debater. You can give whatever classroom reward you offer students for winning. The winning side gets something and the individual winners get something.

**Note:** This debate structure and scoring technique is heavily influenced on the work of John Zola.

**Featured Sources:**

**FEATURED SOURCE A:** Student instructions

NAME: ___________________________ FOR/ AGAINST

Tomorrow we will have an in class debate. The proposition is

“The Distrust of the policy making system is valid.”

You have been divided into two groups. One Group has to argue FOR the proposition, the other group AGAINST . Highlight or circle the Group you have been assigned.

Instructions for debate:
1. EVERYONE WILL PARTICIPATE AND CONTRIBUTE TO THE DEBATE.

2. You will choose someone to make a short opening statement for your group. This statement should outline your arguments in a general way.

3. Choose someone to make a closing statement for your group. This individual must summarize the various points people have argued during the debate.

4. Everyone else should contribute at least ONE new argument and ONE rebuttal to an argument from the opposing side.

5. At the end of the debate, our guest will choose the winner based on the overall effectiveness of your arguments.

6. People should sit in the row in the order in which they will speak to make it easier for scoring. YOU MAY NOT SPEAK OUT OF TURN. Write down whatever it is you want to say, so that you will remember when it is your turn.
FAIRFAX COUNTY PUBLIC SCHOOLS - SOCIAL STUDIES – C3 INQUIRY LESSON FOR VA/US GOVERNMENT

SCORING:

2 points for each original contribution

1 point for each rebuttal

-1 point for each off topic remark that interferes with the debate

3 points for opening and closing arguments

FEATURED SOURCE B (ADD CELLS AS NEEDED)

<table>
<thead>
<tr>
<th>Instructor</th>
<th>Proposition: “The Distrust of the policy making system is valid.”</th>
</tr>
</thead>
<tbody>
<tr>
<td>For</td>
<td>Introduction Student name</td>
</tr>
<tr>
<td>Student name</td>
<td></td>
</tr>
<tr>
<td>Student name</td>
<td></td>
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<td>Student name</td>
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<td>Student name</td>
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<td>Student name</td>
<td></td>
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<tr>
<td>Student name</td>
<td></td>
</tr>
<tr>
<td>Conclusion</td>
<td>Student name</td>
</tr>
<tr>
<td>Conclusion</td>
<td>Student name</td>
</tr>
</tbody>
</table>

For Introduction Student name | Against: introduction Student name

Student name | Student name

Student name | Student name

Student name | Student name

Student name | Student name

Student name | Student name

Student name | Student name

Conclusion Student name | Conclusion Student name
Student Generated Questions

It is important to have students involved in the inquiry process; because of this, ask students to share questions and curiosities they have regarding the compelling question. These questions can be recorded during the inquiry process. Below are some suggested prompts to ask students.

- What questions came up during class?
- What are you wondering about?
- What information do you (still) need to answer the compelling question?
- How can you further your understanding of this topic?
- Where can you access additional sources or information on this topic?
- Who could be an additional resource for your inquiry?

Record student questions in a “parking lot” (on a poster, white board, google doc) so that the class can readily access them. Throughout the inquiry, return to these questions and, if possible, weave them into your instruction and formative assessment. By intentionally soliciting and then addressing/using students’ questions, you develop their ability to ask questions, plan for future steps, and think about their thinking (metacognition).

NOTE: It is possible to use these students’ questions as the supporting questions for the inquiry. If you do, you may need to make adjustments to your teaching and the resources identified for this inquiry.

Additional Support/Scaffolds/Options

Summative Performance Task

<table>
<thead>
<tr>
<th>Summative Performance Task</th>
<th>ARGUMENT: After completing the informed action, students write a short persuasive essay (2-3 pages) that answers the compelling question.</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXTENSION:</td>
<td>Conduct an opinion poll of the high school community on the Inquiry question</td>
</tr>
</tbody>
</table>

1. Essay: Assign the student essay and the informed action at the same time. Give students time to conduct their survey and analyze results in addition to time to write the essay.
2. The Essay question should be answered in 5 paragraphs with a thesis that ANSWERS the question and supporting evidence from the various class assignments, readings and the debate.
3. Go to appendix for rubric.
Taking Informed Action

| Taking Informed Action | Conduct and opinion poll and report the results of the poll back to the class. |

1. Students should read about polls and polling.
2. They should design a question and get it approved by you before they begin.
3. You can allow groups to poll or require them to do this individually.
4. They can conduct the poll online using: https://www.surveymonkey.com/mp/online-polls/ or do it in person in the cafeteria at lunch or you could even assist them by handing out their polls in all government classes for example.
5. Afterwards they should compile the results. If they need help with the analyses, you could provide such assistance.
6. If you do not have time to discuss the results in class, you can have everyone contribute to a googledoc for example.

DESCRIPTION/NOTE TO TEACHER: Taking informed action can manifest itself in a variety of forms and in a range of venues: Students may express action through discussions, debates, surveys, video productions, and the like; these actions may take place in the classroom, in the school, in the local community, across the state, and around the world.

Taking Globally Informed Action

| Taking Informed Action: UN Sustainable Goals | Using the UN Development goals 2015, students create “Take Action” posters for one of the goals. These are put on display for people to consider how they can improve the world. See model by clicking on link on the page below. (http://www.un.org/sustainabledevelopment/sustainable-development-goals/) |

Taking Informed Action: UN Sustainable Development Goals

The UN Sustainable Development Goals (SDG) outline “a supremely ambitious and transformational vision” for humanity. These 17 goals, and their 169 targets, offer teachers and students an opportunity to frame their C3 Inquiry in a global context. By engaging classes with informed action that addresses the SDG, students nurture their global citizen competencies, disposition, and mindset.

Our decision to develop Informed Action tasks that are globally minded highlight both the benefits of social studies teaching and learning and addresses a gap in educational resources of this genre.

Ultimately, teachers who use a global scope better prepare students to navigate, understand, and act in a future that is increasingly complex and interconnected.

- Twitter: @GlobalGoalsUN
- Twitter: @SustDev
# APPENDIX: RUBRICS

Student Name: _____________________________

## Government Team Writing Goal Rubric

<table>
<thead>
<tr>
<th>Areas</th>
<th>Exemplary - 4</th>
<th>Proficient - 3</th>
<th>Building Competency - 2</th>
<th>Not Yet Begun - 1</th>
<th>Categories of Proficiency based on scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>Address of Question</td>
<td>Response completely and fully addressed the prompt. The response demonstrated a full understanding of what was being asked.</td>
<td>Response addressed the prompt. It shows an acceptable understanding of what was being asked.</td>
<td>Response addresses parts of the prompt. It did not show a clear understanding of what was being asked.</td>
<td>Response failed to address the prompt. It did not show an adequate understanding of what was being asked.</td>
<td>Count up the points. Divide by five. The closest whole number is the overall score.</td>
</tr>
</tbody>
</table>
| Mechanics              | Response used complete sentence structure all of the time. It was easy to read and has no significant grammar or spelling errors. | Response used complete sentence structure all of the time. It was readable and had only a few significant grammar or spelling errors. | Response did not use complete sentence structure or was challenging to read and understand. It had several significant grammar or spelling errors. | Response had major issues regarding sentence structure. Spelling and grammar mistakes hindered understanding significantly. | 4 = A  
3 = B  
2 = C  
1 = D  
No response = F  |
<p>| Use of Evidence        | Response used a significant amount of supports and examples in every possible area. | Response used an acceptable amount of supports and examples in every area. | Response used some supports and examples but not enough to demonstrate full understanding. | Response used no relevant supports and examples. | Overall score: _________ |</p>
<table>
<thead>
<tr>
<th>Connection to government curriculum</th>
<th>Response was able to fully connect their answers to both the prompt and the understanding of government.</th>
<th>Response was able to connect most of their answers to both the prompt and the understanding of government.</th>
<th>Response did not acceptably connect their answers to the prompt and the understanding of government.</th>
<th>Response did not connect their answers to the prompt or government in general.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstration of Reading comprehension</td>
<td>Response showed a superior understanding of the content of the reading and used many text references in the correct context.</td>
<td>Response showed an acceptable understanding of the relevant reading content and used some text references in context.</td>
<td>Response showed an unacceptable understanding of the relevant reading content with no references to the content of the article in the writing.</td>
<td>Essay showed an incorrect understanding of the relevant article content. The written response was completely unrelated to the subject of the reading.</td>
</tr>
</tbody>
</table>

| Area of focus for improvement: | | | | |
## Discussion Score Sheet

<table>
<thead>
<tr>
<th>Name:</th>
<th>TOPIC:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Taking a position on a question. (+2)</td>
<td>not paying attention (-2)</td>
<td></td>
</tr>
<tr>
<td>Making a relevant comment. (+1)</td>
<td>distracting others (-2)</td>
<td></td>
</tr>
<tr>
<td>Using evidence to support a position or presenting factual information. (+2)</td>
<td>interruption (-2)</td>
<td></td>
</tr>
<tr>
<td>Drawing another person into the discussion. (+1)</td>
<td>irrelevant comment (-1)</td>
<td></td>
</tr>
<tr>
<td>Recognizing contradictions in another person’s statements. (+2)</td>
<td>monopolizing (-3)</td>
<td></td>
</tr>
<tr>
<td>Recognizing when another person makes an irrelevant comment. (+2)</td>
<td>personal attack (-3)</td>
<td></td>
</tr>
<tr>
<td>Making an analogy. (+2)</td>
<td>TOTAL POINTS</td>
<td></td>
</tr>
<tr>
<td>Asking a clarifying question or moving the discussion along. (+1)</td>
<td>GRADE</td>
<td></td>
</tr>
</tbody>
</table>