

Civics education and your newspaper

By Jodi Pushkin, *President Florida Press Educational Services*

According to the Louis Frey Institute, research shows when students engage in simulated civic actions, they are prone to develop a positive political efficacy that contributes to lifelong engagement.

The 2017 Florida Legislature amended Section 1007.25, Florida Statutes, to require students initially entering a Florida College System institution or state university in 2018-19 and thereafter to demonstrate competency in civic literacy. The amendment also requires the Chairs of the State Board of Education and Board of Governors' to appoint a faculty committee to develop a new civics literacy course or revise an existing U.S. History or U.S. Government course to include the civic literacy content. The committee would also establish course competencies and identify outcomes that include, at minimum, the following:

- An understanding of the basic principles of American democracy and how they are applied in our republican form of government.
- An understanding of the U.S. Constitution.
- Knowledge of the founding documents and how they have shaped the nature and functions of our institutions of self-governance.
- An understanding of landmark Supreme Court cases and their impact on law and society.

The local newspaper is a great teaching tool to engage your students in civics education. Did you know that more than 60 percent of people with high exposure to newspapers in childhood are regular readers of newspapers as adults, according to a study conducted for the News Media Alliance, former Newspaper Association of America Foundation? That percentage is significant because statistically people who read the newspaper daily are more engaged citizens. Engaged citizens participate in their communities by voting and practicing good citizenship.

The goal of NIE programs is to create a generation of critical readers, engaged citizens and consumers. John F. Kennedy said, "Our progress as a nation can be no swifter than our progress in education. The human mind is our fundamental resource." The goal of NIE is to engage and develop that resource.

The newspaper is both a primary and secondary source for informational text. According to Scholastic magazine, "Informational text is a type of nonfiction — a very important type. Nonfiction includes any text that is factual. (Or, by some definitions, any type of literature that is factual, which would exclude texts such as menus and street signs.) Informational text differs from other types of nonfiction in purpose, features, and format."

The newspaper meets these specific characteristics of informational text. It is a logical resource for information about the natural, social and political world. The newspaper conveys information about the natural or social world. The articles are written from someone who knows information to someone who doesn't. The newspaper has specialized features such as headings and technical vocabulary.

To learn more about Florida's NIE programs, visit the Florida Press Educational Services (FPES) Web site at fpesnie.org.

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Florida Standards

The Florida Department of Education defines that the Florida Standards provide a robust set of goals for every grade. Emphasizing analytical thinking rather than rote memorization, the Florida Standards will prepare our students for success in college, career and life. The Florida Standards will reflect the knowledge and skills that our young people need for success in college and careers.

Building on the foundation of success that has made Florida a national model, The Florida Standards provide a clear set of goals for every student, parent, and teacher.

For more information on Florida Standards, go to the CPALMS website. CPALMS is the State of Florida's official source for standards information and course descriptions: cpalms.org.

The activities in this packet applies to the following Florida Standards for grades six through twelve.

Social Studies: SS.612.E.2.1; SS.612.W.1.3; SS.612.C.2.1; SS.712.E.1.2; SS.712.C.1.8; SS.7.C.2.2; SS.712.C.2.3; SS.712.C.2.4; SS.712.C.2.5; SS.712.C.2.7; SS.712.C.2.8; SS.712.C.2.9; SS.712.C.2.10; SS.712.C.2.11; SS.712.C.2.13; SS.712.C.3.6; SS.712.C.3.7; SS.712.C.3.13; SS.812.A.1.1; SS.812.A.1.2; SS.812.A.1.3; SS.812.A.1.4; SS.812.A.1.5; SS.812.A.1.6; SS.812.C.1.6

Language Arts: LAFS.612.RI.1.1; LAFS.612.RI.1.2; LAFS.612.RI.1.3; LAFS.612.RI.2.4; LAFS.612.RI.2.5; LAFS.612.RI.2.6; LAFS.612.RI.3.7; LAFS.612.L.1.1; LAFS.612.L.1.2; LAFS.612.L.2.3; LAFS.612.L.3.4; LAFS.612.L.3.5; LAFS.612.L.3.6; LAFS.612.R.1.1; LAFS.612.R.1.2; LAFS.612.R.1.3; LAFS.612.R.2.4; LAFS.612.R.2.5; LAFS.612.R.2.6; LAFS.612.R.3.7; LAFS.612.R.3.8; LAFS.612.R.3.9; LAFS.612.R.4.10; LAFS.612.SL.1.1 LAFS.612.SL.1.2; LAFS.612.SL.1.3; LAFS.612.SL.2.4; LAFS.612.SL.2.5; LAFS.612.SL.2.6; LAFS.612.W.1.1; LAFS.612.W.1.2; LAFS.612.W.1.3; LAFS.612.W.2.4; LAFS.612.W.2.5; LAFS.612.W.2.6; LAFS.612.W.3.7; LAFS.612.W.3.8; LAFS.612.W.3.9; LAFS.612.W.4.10

Newspaper in Education

The Newspaper in Education (NIE) program is a cooperative effort between schools and local newspapers to promote the use of newspapers in print and electronic form as educational resources. Our educational resources fall into the category of informational text.

Informational text is a type of nonfiction text. The primary purpose of informational text is to convey information about the natural or social world. Florida NIE programs provide schools with class sets of informational text in the form of the daily newspaper and original curriculum. NIE teaching materials cover a variety of subjects and are consistent with Florida's education standards.

Florida Press Educational Services, Inc. (FPES) is a non-profit 501(c)(3) organization of newspaper professionals that promotes literacy, particularly for young people. FPES members consist of daily and weekly newspapers throughout the state of Florida. Through its member newspapers, FPES serves educators, students and families in all 67 Florida counties. For more information about FPES, visit fpesnie.org, or email ktower@flpress.com or jpushkin@tampabay.com. Follow us on Twitter at [Twitter.com/nie_fpes](https://twitter.com/nie_fpes).

Read “The Power of Active Citizenship”

Vocabulary – write a brief definition of the following words:

abandoned _____

grievances _____

empowered _____

authoritarian _____

stalwart _____

lobby _____

1. What is the main point of the article? _____

2. What is active journalism? _____

3. What is active citizenship _____

4. What actions were taken by students? _____

5. What is the purpose of civics education? _____

Newspaper Connection:

- Look through the newspaper for examples of people participating in active citizenship? What actions are they taking? How and why are they doing it?

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The Power of Active Citizenship

A Renewed Focus on Teaching Civics Education

By Bob Graham, Randi Weingarten



At the end of the day, the students at my school felt one shared experience—our politicians abandoned us by failing to keep guns out of schools. But this time, my classmates and I are going to hold them to account. This time we are going to pressure them to take action.

–Cameron Kasky, a junior at Marjory Stoneman Douglas High School

Earlier this year, a horrific tragedy unfolded at Marjory Stoneman Douglas High School in Broward County, Florida. On February 14, a former student walked into the school with an AR-15 semiautomatic rifle and murdered 17 students and staff in the deadliest high school shooting in American history. Only the 2012 mass killing at Sandy Hook Elementary School, with a toll of 26 young children and adult staff, resulted in a greater loss of life in a K–12 school. Since the Columbine High School shooting in 1999, 187,000 students have experienced gun violence at their schools, and active shooter drills are now commonplace.

We were devastated by the needless loss of life and anguished that yet another mass school shooting had taken place while commonsense gun safety legislation to protect America’s students and educators lingered in Congress and many state legislatures. Yet we were heartened by what came next. Because, rather than allowing themselves to be further victimized, the students at Marjory Stoneman Douglas began to take matters into their own hands, meeting and networking on social media, speaking to the media, participating in vigils, organizing walkouts and demonstrations, establishing coalitions with others who share their outrage and goals, and traveling to Tallahassee and Washington, D.C., to lobby on behalf of meaningful gun safety laws.

In other words, the Marjory Stoneman Douglas students have been acting as informed and activated citizens, utilizing their constitutional rights to assemble and speak freely, and they have learned competencies to petition the government for the redress of their grievances.

It is notable that Florida, like most states, stopped teaching civics—the study of the rights and responsibilities of citizenship in a democracy—in the 1960s, only to restore it by legislative action in 2010, with citizenship instruction making its way back into schools around 2011. (For more on each state’s civics education requirements, see [“A Look at Civics Education in the United States \(//www.aft.org/ae/summer2018/shapiro_brown\)”](https://www.aft.org/ae/summer2018/shapiro_brown) in this issue.) Thus, these Marjory Stoneman Douglas students were among the first wave of students in Florida public schools to be taught civics in nearly four

decades. For many of them, their civics education started in middle school and continued through a 12th-grade Advanced Placement government course where the teacher, Jeff Foster, espoused a simple mantra: “If you don’t participate, you can’t complain about things.’ I tell them in order to make a difference in the country, you need to participate. Unfortunately, we had this event happen [at Marjory Stoneman Douglas], and now it’s in live action.” Evidently, the education provided at Marjory Stoneman Douglas High School served these courageous students well: they credit their teachers with introducing them to the civic knowledge and skills they have been using so effectively. Indeed, before the shooting, some students had just had this debate on guns in Foster’s class.

The fact that these students feel empowered to take a stand on their own behalf is a testament to the value of educating young people on their rights and responsibilities as citizens in a democracy, as well as teaching them how to exercise the power of active citizenship.



An Antidote to Authoritarianism

The events in Florida are taking place at a time when democracy itself is confronting serious threats,* both in the United States and internationally. In October 2017, the Albert Shanker Institute brought together leading scholars and democracy activists from across the globe to discuss these challenges.¹ They are many: growing economic inequality, intense political polarization, government dysfunctionality and paralysis, the decline of civil society institutions such as organized

religion and organized labor, attacks on science and factual knowledge, and the emergence of movements of racial, religious, and nativist intolerance. The conference's participants, who included Han Dongfang, a leader of the independent unions in the 1989 Tiananmen Square democracy protests, and Mac Maharaj, a leader of the antiapartheid struggle who had been a prison mate of Nelson Mandela, agreed that the future of democracy cannot be taken for granted but must be actively promoted and secured by confronting these challenges. That is our work as citizens.

Education for citizenship is the first, essential part of securing the future of American democracy. (For more on the importance of civics education in preserving our republic, see "[The Need for Civics Education \(//www.aft.org/ae/summer2018/weingarten_snyder_allen\)](http://www.aft.org/ae/summer2018/weingarten_snyder_allen)," in this issue.) This is not because—as some have incorrectly suggested—popular support for democracy is flagging or because today's youth are less committed to democratic governance than previous generations. In fact, the best evidence indicates that support for democracy has increased modestly and American youth are more stalwart in their support for democracy than those who are older.² Rather, it is because openness to authoritarian rule is greatest among those who are disaffected and disengaged from politics, and who are under the sway of prejudice toward fellow citizens of different backgrounds. When a person lacks a sense of his or her own power as a citizen, experiences a problem that dysfunctional democratic institutions have been unable to solve, and has little experience in working constructively with other citizens on common goals, he or she is more likely to give up on democracy and turn to a "strongman" to solve his or her problems. Education is a powerful antidote to this authoritarian temptation, because it can impart that needed sense of civic efficacy and common cause. We know from national and international studies that increases in educational attainment are highly correlated with increases in civic participation and support for democracy.³ So the more education we provide to Americans—and the better we make that education—the healthier our democracy will be.

To be most effective, civics education must be resonant and relevant. Any serious effort to ensure that young people are fully educated about the values, processes, and institutions of democracy depends on accomplished and experienced teachers who both know their subjects

well and actively engage students in their learning. Research both here and abroad confirms that those students who understand democracy best—and who participate most actively in civic life as adults—are those whose teachers know their material and dare to run classes that involve students in civic work and in discussions of controversial subjects.

Civics instruction should be “bottom up.” We need to teach students to interact directly with their government and make government respond to their concerns. The Marjory Stoneman Douglas students have done this, but it shouldn’t take a shooting for students to become civically engaged. Civic engagement should begin close to home. It is more important to teach students how to seek effective action from their school board or persuade their city commission to place a stop sign on the corner than it is for them to know that there are 435 members of the House of Representatives. This concept of bottom-up civic engagement is what the book *America, the Owner’s Manual: You Can Fight City Hall—and Win* is all about (see “[Teaching Civic Engagement \(//www.aft.org/ae/summer2018/graham-sb\)](http://www.aft.org/ae/summer2018/graham-sb)” in this issue).

Teaching civics should be more than just understanding the structures and functions of government. In an era of “fake news”[†] and Internet conspiracy theories, it is crucial that students learn how to gather and evaluate sources of information, and then use evidence from that information to develop and support their ideas and advocacy positions.[‡] No polity can make wise decisions if its citizens do not know how to separate fact from opinion, and how to gather and weigh relevant evidence. Education for democracy shapes attitudes, values, and actions—it creates the foundations for a culture of democracy, not just an understanding of what it is. It takes time and long-term funding. It requires new forms of professional training.

Citizenship education at its best is a unification of foundational knowledge with civic values and key competencies. Together, these elements represent action civics. One of the biggest roadblocks to participatory democracy is the perception that everyday Americans can’t influence government policy, and that only the privileged and special interests can command the levers of power or change bureaucracies. But if students can actually identify a problem in their school or community that is important to them, consider the options to solve that problem, marshal evidence in support of their selected

solution, identify which public decision-maker can make a difference and how he or she might be persuaded to take action, determine the best time and conditions to pursue a decision, attract allies to an expanding coalition of support, devise a plan to engage both traditional and new media, and propose credible fiscal solutions for challenges requiring public funding—then students can both move the needle toward success for the problem at hand and gain the confidence and experience necessary for a lifetime of action civics.

The active-citizenship approach we encourage focuses on five key principles for teaching action civics:

Help students recognize challenges or opportunities in their school, community, state, or nation that can be addressed through effective citizenship;

Instruct students on the competencies required for civic success (i.e., the skills of effective citizenship);

Provide students with foundational knowledge of democratic institutions and processes while teaching citizenship skills (e.g., exploring federalism to identify which level of government can resolve the challenge a student has selected);

Instill in students the dispositions of democratic citizenship, such as respect for fellow citizens of different races, religions, classes, and sexualities, and tolerance for different political viewpoints; and

Encourage students to utilize their newly learned skills, knowledge, and values to address the challenge or opportunity they have identified.⁴

We must provide students with the opportunity to acquire the above-described citizenship skills. Civics is not an accumulation of dry facts and abstract ideas. As with any endeavor that we wish to perform well, it must be practiced. You don't learn to play the piano by reading a textbook about the piano or even memorizing famous scores. You don't learn to make persuasive oral arguments by studying the science of speech or even watching great speeches. You learn to play the piano by playing the piano. You learn to make persuasive oral arguments by practicing such arguments. And you learn the skills of civics—the habits and attitudes of democracy—by engaging in civic activities.

America needs a “crash course” in civics. More important, we need to instill an understanding of the rights and responsibilities of citizens into our collective experience. Perhaps the need has grown so acute because civics education, like other areas of social studies, has been pushed to the back burner in American schools, a victim of the single-minded focus on English language arts and mathematics wrought by our recent national obsession with standardized testing. But, in a very real sense, the students of Marjory Stoneman Douglas High School have proven the vibrancy and strength of American democracy. Despite the horror of their circumstances, they fell back on an education that provided them with the knowledge and skills to demand change from local, state, and national elected leaders. It is up to us to see that their citizenship education experience is provided to all American students.

Bob Graham is a former U.S. senator and governor of Florida. The author of four books, including America, the Owner’s Manual: You Can Fight City Hall—and Win, he currently leads efforts to encourage citizen engagement and train students to become future leaders through the Bob Graham Center for Public Service at the University of Florida. Randi Weingarten is the president of the American Federation of Teachers. Highlights from her career include serving as the president of the United Federation of Teachers, as an AFT vice president, and as a history teacher at Clara Barton High School in Brooklyn’s Crown Heights.

*For more on these threats, see “Hope in Dark Times” and “History and Tyranny” in the [Summer 2017 issue \(//www.aft.org/ae/summer2017\)](http://www.aft.org/ae/summer2017) of *American Educator*. (back to the article)

†For more on the proliferation of fake news and the importance of civic reasoning in a social media environment, see “[The Challenge That’s Bigger Than Fake News \(//www.aft.org/ae/fall2017/mcgrew_ortega_breakstone_wineburg\)](http://www.aft.org/ae/fall2017/mcgrew_ortega_breakstone_wineburg)” in the Fall 2017 issue of *American Educator*. (back to the article)

‡For more on developing arguments and teaching evidence-based writing, see “[For the Sake of Argument](#)”

Read “Activating Student Engagement”

Vocabulary – write a brief definition for the following words and phrases:

cohort _____

pedagogical _____

ethical _____

autonomy _____

gelatinous _____

flourish _____

1. What is the main point of the article? _____

2. Why is Weingarten excited to teach? _____

3. What is the focus of her lessons? _____

4. Who does Weingarten turn to for assistance in teaching? _____

5. Are the points made in this article relevant to today’s classroom? _____

Newspaper Connection:

- Research the Fourth and Fourteenth Amendment. Search recent editions of the newspaper for articles that relate to either of these amendments. On a piece of paper, write down the main ideas and facts of the article. Write down what you have learned about your community based on this article. Share what you have learned with your class.



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Activating Student Engagement

By Randi Weingarten



Weingarten, bottom right, with her students at Clara Barton High School in 1994.

My passion for politics has been lifelong, but the art and science of turning that passion into student engagement was kindled in the classrooms of Clara Barton High School, where I learned how to teach civics education. While serving as legal counsel for New York City's United Federation of Teachers in the late 1980s, I had worked closely with Clara Barton, helping it through a health and safety crisis caused by construction work that had been improperly conducted on asbestos-containing insulation, ceilings, walls, and floor tiles. The relationships that were formed in that work led to an invitation to teach in the school, and I joined its faculty as a social studies teacher in September 1991.

More than a quarter of a century later, I can still vividly recall my excitement and anticipation—and my nervousness—the day I first stood in front of a political science class at Clara Barton. My students were intellectually curious, thoughtful, and hard working. As students of color, mostly of African descent, and with many first-generation immigrants from the Caribbean among their number, they brought a rich set of real-world experiences to the study of politics and government. The challenge for me as a new teacher was how to actively engage them in their learning so that their great potential could be fully realized.

Clara Barton had a solid cohort of experienced and accomplished educators, and I drew upon their professional expertise and advice as I developed my own pedagogical approach. They helped me more than I can ever properly thank them, in particular Leo Casey, with whom I taught several Advanced Placement (AP) United States Government and Politics classes. I had practiced law and litigated cases—in courts and in arbitration forums. I knew that the practice of law was more important than the study of law. Likewise, I had studied John Dewey's educational philosophy and believed in his focus on learning by doing, but I did not appreciate the full power of this approach until I saw how Barton teachers used it, and I began applying it in my own teaching.

For instance, one of my classes took part in the We the People civics competition on the Constitution and Bill of Rights. Students participated in mock congressional hearings and debates to demonstrate their ability to apply their knowledge and understanding of American government to contemporary issues. Since this was shortly

after the first Gulf War, students debated the war-making powers of Congress and the president. And, at a time when the Supreme Court had upheld laws criminalizing gay sexuality, they analyzed the rights of all Americans to privacy and intimacy. They spoke eloquently on the First Amendment protections of their speech in the schoolhouse, on how the principles of the Fourteenth Amendment should be applied to affirmative action programs, on what the Fourth Amendment had to say about police stopping and searching them on the street, and on whether the United States still needed a strong Voting Rights Act. And they related these questions to the very principles underlying American government—natural rights philosophy, republicanism, and the Lockean social contract.

In sum, my students learned how to be democratic citizens by actively using civic knowledge and practicing the skills of citizenship. Empowered by this method of education and its relevancy to their lives, they were motivated to give this work their all and went on to defeat schools from much more advantaged settings, winning the New York state championship and placing fourth in the nation in the We the People competition.

During my years at Clara Barton, I went on to teach courses in law, American history, and ethical issues in medicine, and I applied the insights I had acquired on how to actively engage students in their learning. My law class was centered on a mock trial, in which students acted out the different roles of judge, jury, prosecution, and defense. In my ethical issues in medicine class, our practical nursing students debated real-life challenges and dilemmas in healthcare, and, weighing values such as respect for life and respect for patient autonomy, discussed how they should be handled. In my history class, students engaged in a project of researching candidates for elected office and volunteering on the campaign of the candidate of their choice.

What I learned from my teaching is that engagement is essential. Student engagement and knowledge lead to critical thinking, confidence, judgment, and empowerment. While I am a teacher of social studies and civics, and my approach is rooted in my experience, the same practices of active student engagement—project-based instruction, student inquiry, and experiential learning—are no less applicable in other subjects. But I believe these practices hold a special

value and importance for civics education today: the future of our republic and democratic governance hangs in the balance at this critical moment, and active democratic citizenship is essential for its survival. Civics education, in which students learn democratic citizenship by practicing it, is essential not just for good education, but for democracy itself.

American Educator, *Summer 2018* [Download PDF \(349.05 KB\)](https://www.aft.org/sites/default/files/ae_summer2018_graham-weingarten.pdf)
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With Randi Weingarten, Timothy Snyder, and Danielle Allen

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Read “College students are rushing to vote in Florida”

Vocabulary – write a brief definition for the following words and phrases:

projection _____

anecdote _____

precinct _____

unprecedented _____

pundit _____

mobilization _____

1. Identify the who, what, why, where points of the article. _____
2. Identify the main points the author is making in this article. _____

3. Identify at least three reasons the author notes for students showing up to vote? _____

4. In your opinion, which of the reasons the author provides, do you think is the most significant for young people voting at the primary election. Why? _____

5. Why does the author describe the primary as an “epic experience?” _____

Newspaper Connection:

- In her article, Shelby Taylor writes, “Yes, each new generation needs basic civic knowledge — the three branches of government, the Constitution, the history of modern federalism. But, they also need to understand participatory democracy and even to experience it in action — civilly deliberating public concerns, solving community problems through social entrepreneurship, working side-by-side with elected officials and voting.” Look for examples of these ideas in the newspaper. Find examples of articles depicting people engaging in participatory democracy and create a chart and/or infographic listing the actions and ideals represented in those articles. Share what you have found and learned with your class.

College students are rushing to vote in Florida

On primary election day at the University of Florida, it was well before the polls opened at 7 a.m. when we saw the first student voter, a young woman with a brown ponytail, lined up outside Alachua County's Precinct 31 at the J. Wayne Reitz Student Union. 'An outlier,' said my fellow poll worker who had served during past elections at UF's on-campus precinct. They had never had a student voter show up that early. Based on projections from past primary data and anecdotes from seasoned public servants, I had prepared for a boring stretch of civic duty on Aug. 28 by packing a paperback book and Sudoku puzzles. As we set up to open, we joked about how well we would get to know each other over the next twelve hours.

That would turn out to be true - in the way you bond with those whom you've shared an epic experience. The Sudoku squares remain blank.

Before UF's dreaded first-period class at 7:25 a.m., when campus is typically silent, a steady trickle of student voters followed the young woman with the brown ponytail. At class change at 11:30 a.m., that trickle turned to a fast-moving stream that never slowed until precinct doors closed at 7 p.m.

At one point I looked up to see each privacy partition taken, 10 voters lined up at the door, a cafeteria-style table filled with students feverishly filling out address-update forms and the precinct clerk in the far corner phoning in changes by the dozen.

The 'Vote Alachua' team had estimated we would serve 40 to 70 voters at the student union precinct. The total number of ballots cast was 347 - nearly five times that. Precinct 31 has never come close to this number during a primary, not even in presidential election years. In fact, the only primary election to yield more than 100 ballots in Precinct 31 was in 2016, when 109 were cast.

In Tallahassee, the on-campus precinct at Florida State saw a similar spike. Precinct 1507, the FSU Student Services Building, processed 337 ballots in 2018 compared with 93 in 2016 when the precinct was located in the FSU Oglesby Union.

At the student-dominated polling place serving Florida A& M, Precinct 1309 at St. Eugene Catholic Chapel, ballots cast increased from 137 in 2016 to 455 this primary, a more than three-fold boost.

the controversial appearance of a white nationalist at UF last fall. That ignition caught fire after the massacre of 17 students and staff at Marjory Stoneman Douglas High School in Parkland.

Still, attributing young adults voting to any one of these factors without acknowledging the underlying framework needed to support it is like crediting a fire hose for saving a burning building while ignoring the hydrant and critical infrastructure that supplies the water.

Preparing young people to participate in the democracy and society they will inherit takes a systematic commitment, one that has been under way in Florida for the last decade. The generation of Floridians now registering and voting in greater numbers is also the first to have had required civics instruction in middle school, an initiative approved by the Legislature in 2010.

In 2017, the Florida Legislature required that students entering the Florida College System or State University System demonstrate competency in civic literacy through examination. If a student does not pass the civics competency exam, he or she must pass a post-secondary civics course.

This appeared to be a bold move - one that would position Florida as a leader in the push to restore a tradition of civic knowledge in our county.

Unfortunately, the directive came down with an abbreviated timeline, and established courses in U.S. History and American government are now fulfilling that requirement. This isn't good enough.

Yes, each new generation needs basic civic knowledge - the three branches of government, the Constitution, the history of modern federalism. But, they also need to understand participatory democracy and even to experience it in action - civilly deliberating public concerns, solving community problems through social entrepreneurship, working side-by-side with elected officials and voting.

If we wish to build strong democratic foundations that ensure our next generation is not only prepared to lead but inspired to do so, building the bridge between civic knowledge and civic agency is critical.

As striking as the turnout was students' determination to vote despite wait times and repetitive paperwork. Calls to the supervisor of elections office, required when a voter arrives at the precinct having moved in from another county, can take 20 minutes. At UF, only a handful of these 50-plus transfers walked away without an 'I Voted' sticker.

Pundits say this influx of young voters is in part a reaction to the election of President Donald Trump, along with uncertain economic futures and unprecedented student debt. Voter-mobilization groups such as NextGen America point to their success registering thousands of 18- to 35-year-olds leading up to the primaries.

In Gainesville at the Bob Graham Center for Public Service, we observed a civic ignition during

Back at Precinct 31, the scene that sticks with me played out 30 minutes before the polls closed. A young woman showed up drenched from a lateafternoon storm. She had gone to the wrong polling place and had to hop a city bus in the pouring rain to make her way back to the student union.

Nothing would keep this first-time voter from casting her ballot. If her determination is any indication, Floridians can expect an even greater surge of young voters on Nov. 6.

Shelby Taylor is communications director at UF's Bob Graham Center for Public Service where she works to inform, engage and mobilize student citizens. She is also a clerk for the Alachua County Supervisor of Elections.



SHELBY TAYLOR

Read “Origin of the Species”

Vocabulary – write a brief definition for the following words and phrases:

rhetoric _____

incongruous _____

factionalism _____

partisanship _____

successors _____

maligned _____

Write a reaction blog to this article include the following ideas:

- What is the main idea of this article?
- Briefly outline the evolution the writer is discussing.
- Which President’s quote do you think is the most insightful? Why?
- What is mainstream media?

Newspaper Connection:

- Thomas Jefferson wrote, “A constitution has been acquired which, tho’ neither of us think perfect, yet both consider as competent to render our fellow-citizens the happiest and the securest on whom the sun has ever shone. If we do not think exactly alike as to its imperfections, it matters little to our country which, after devoting to it long lives of disinterested labor, we have delivered over to our successors in life, who will be able to take care of it, and of themselves.” What do you think this means? See if you can find examples of this ideal being represented in the newspaper. Write a paragraph explaining how the article represents what Jefferson wrote.

An Integrated Curriculum For The Washington Post Newspaper In Education Program

Origin of the Species

Up from the Ooze, Into the Mud—a Brief History of American Political Evolution

By DAVID VON DREHLE
Washington Post Staff Writer

An excerpt from Von Drehle's July 25 The Washington Post Magazine article in which he relates the history of America's major political parties.

Once upon a time in America, there was a political party that believed in a strong central government, high taxes and bold public works projects. This party was popular on the college campuses of New England and was the overwhelming choice of African American voters.

It was the Republican Party.

The Republicans got started as a counterweight to the other party: the party of low taxes and limited government, the party suspicious of Eastern elites, the party that thought Washington should butt out of the affairs of private property owners.

The Democrats.

The fact that our two parties have swapped platforms, rhetoric and core ideals so completely might be spun, by some people, as a shortcoming. Some people might paint the stark soullessness of our parties—which appear happy to argue the opposite tomorrow of what they argued yesterday, if that's what it takes to keep the argument going—as somehow a bad thing. After all, party-bashing is a surefire crowd pleaser.

In good times and bad, through crisis and calm, Americans have hated the parties. George Washington himself called them “truly [the] worst enemy” of popular government; his sensible veep, John Adams, lamented them, too. “There is nothing I dread so much as a division of the Republic into two great parties, each arranged under its leader and converting measures into opposition

to each other,” Adams wrote, even before the Revolutionary War had been won.

Roughly a century later, Theodore Roosevelt was sounding the theme, heaping scorn on Republicans and Democrats alike. “The old parties are husks,” he declared, “with no real soul within either, divided on artificial lines, boss-ridden and privilege-controlled, each a jumble of incongruous elements, and neither daring to speak out wisely and fearlessly on what should be said on the vital issues of the day.”

These days, Americans hate the parties because they are too polarized. Texas billionaire Ross Perot based his impressive independent 1992 presidential bid on a promise to end party squabbling. We also hate them because they are not polarized enough. In 2000, consumer advocate Ralph Nader justified his race for president by saying that Democrat and Republican were just two names for the same old thing.

But I'm here to say: Let's not go overboard. True, our feuding parties may be to blame for the gridlock, ill will, finger-pointing and score-settling that besmirches our current civic life. Also for the failure to project a clear foreign policy, the inability to control spending in an economic downturn and the frittering away of precious years as the ticking time bomb of health care and retirement costs threatens the prosperity of future generations.

Also for the heedless destruction of reputations, the facile reduction of genuine crises to mere debating points, the equally facile inflation of mere debating points into alleged crises and the subversion of national priorities to base factionalism and personal greed.

Who among us is without a flaw or two? ...

Unlike Alexander Hamilton, Thomas Jefferson lived long enough to see that the partisanship of their youth meant little compared with the values that endure: concord, trust and mutual respect. In his retirement years, Jefferson renewed his friendship with Federalist John Adams. The old rifts were repaired as the two men traded warm and wise letters, reflecting on all that had happened since they had worked together on the Declaration of Independence. In one of those unbelievable strokes by history's screenwriter, Adams died in Massachusetts precisely 50 years after he had signed that crucial document. It was July 4, 1826. They say his last words were, “Thomas Jefferson lives.” The spirit was correct, though the words were wrong, for Jefferson had died that same morning in Virginia.

“We acted in perfect harmony thro' a long and perilous contest for our liberty and independence,” Jefferson wrote to Adams in 1813. “A constitution has been acquired which, tho' neither of us think perfect, yet both consider as competent to render our fellow-citizens the happiest and the securest on whom the sun has ever shone. If we do not think exactly alike as to its imperfections, it matters little to our country which, after devoting to it long lives of disinterested labor, we have delivered over to our successors in life, who will be able to take care of it, and of themselves.”

If we do not think exactly alike ... it matters little. Such brilliance! It reminds me of one more thing to be said in favor of our much-maligned parties. Now and then, they produce such leaders. Not as often as we would like, surely. But, so far, often enough.

Read “Outlook: Mean Season; Why the Rage, and Not Real Debate”

Vocabulary – write a brief definition for the following words and phrases:

emanates _____

incumbent _____

contemptuous _____

crude _____

linguistic _____

doctrine _____

Write a reaction blog to this article include the following ideas:

- What is the main idea of this article?
- What is the Wiesel’s argument?
- Wiesel uses the rhetorical methods of logos and pathos to support his argument. Provide an example of each.
- Do you agree or disagree with the points Wiesel is making in his article about elections? Be sure to support your ideas with specific examples.

Newspaper Connection:

- In his article, Elie Wiesel writes, “Rather than comparing one philosophical doctrine with its counterpart, the campaigns are succumbing to propaganda—propaganda that is striking for its excessive anger and its lack of elegance, generosity and even simple courtesy.” According to Merriam-Webster’s Dictionary, propaganda is “ideas, facts, or allegations spread deliberately to further one’s cause or to damage an opposing cause.” Do political candidates use allegations to harm their opponents or cause? Look through the newspaper and at television news sources to find examples of what Wiesel would consider propaganda. You can fact-check the information by using PolitiFact or Snopes. Write a blog post exploring what you have discovered.

An Integrated Curriculum For The Washington Post Newspaper In Education Program

Outlook: Mean Season; Why the Rage, and Not Real Debate

Elie Wiesel

This clamorous and alarming election campaign, which should inspire and mobilize—on both sides—all that America has to offer in the way of political courage, open mindedness and vision for a bright future . . . well, I must sadly admit that it disappoints and depresses me.

Has it always been this way? Have we always had adversaries hurling insults at each other rather than allowing debate and analysis to influence undecided voters? Should we be afraid to trust the public to comprehend the issues in depth? One could almost say that the goal is not to inspire but to incite, not to inform but to dumb down.

I'm not talking about the candidates themselves. I have deep esteem for one and great respect for the other. They represent two political ideologies, two philosophies for this society, and each of us is free to choose the one with whom we identify.

But why the disagreeable, offensive tone that emanates from this event?

I've been living in this magnificent democracy since 1956. As a foreign correspondent for some time, I had the opportunity to watch the two parties campaign in a number of presidential races: John Kennedy vs. Richard Nixon, Lyndon Johnson vs. Barry Goldwater, Jimmy Carter vs. Gerald Ford. I have watched the elections of Ronald Reagan, George H.W. Bush and Bill Clinton.

In every case, the supporters and spokesmen of both the incumbent and the opposition expressed themselves with ardor, conviction and dedication.

But never with such violence as we see today.

Too many Democrats feel hatred—yes, hatred—for President Bush, and too many Republicans fail to hide their contempt for Sen. John Kerry. These two sentiments should be excluded during electoral contests.

Once upon a time, politics was a noble pursuit. Working for the polis, the city, the republic or the community signified a desire to give back what one had received. One had to be worthy of this honor. And many leaders were.

Nowadays the word "politics" evokes at best a contemptuous smile. We usually say it with a smirk. We instinctively suspect politicians of every sin, of any kind of scheme, of all sorts of manipulation. We consider them somewhat deceitful, a bit hypocritical, more than a little egotistical and certainly consumed with ambition. We watch them as though we expect to surprise them at any moment in flagrante delicto.

But politics is like money or love: Everything depends on what you make of it. For some, it's a matter of arrogance and power. For others it's more of a passion for justice, sacrifice and generosity.

Why this need, among people on both sides, to let the discussion be dominated by nastiness and ugliness? And why don't they listen to the voices calling for an end to this slide into the gutter? Do we care about what our children think as they watch this on television? What are they to make of the exchanges, insults and attacks among politicians? Why, once they finish school, should they choose public service, which not so long ago was a praiseworthy endeavor?

Of course political campaigns in the past had their share of verbal onslaughts, unfortunate remarks, and regrettable, simple and even crude comments. Politicians talk a lot, often too much; they say things that they later regret. But these were the exceptions, not the rule. Abiding by unwritten laws, the candidates and their colleagues sought to appeal to all that was decent, civilized and cultured in their rivals, and not to that which made them ugly.

We don't ask that they be prophetic orators, linguistic goldsmiths or inspired moralists; we simply ask that they not take voters to be ignorant or barely civilized.

Why do they address us as though we are children or dimwits? To get us to reject this or that candidate and his political positions, it would suffice to show us their flaws and weaknesses. Why, in personalizing the conflict, do they try to shame one another? For that matter, why do they all but deny the past of one candidate and negate the honor of the other?

This presidential campaign is full of verbal violence. In fact, it's bursting with it. Instead of elevating the debate, this campaign is debasing it. Instead of examining the serious problems of a society in crisis, it's treating them in a superficial way. Rather than comparing one philosophical doctrine with its counterpart, the campaigns are succumbing to propaganda—propaganda that is striking for its excessive anger and its lack of elegance, generosity and even simple courtesy.

Nonetheless, the two candidates are right to call this election one of the most, perhaps even the most, important in recent American history. What's at stake is more than the victory of one party, and even more than the resolution of the situation in Iraq. What's at stake is the kind of world that will be shaped by the vote of the American people in November.

So many questions await their response, so many wounds must be healed, so much anguish weighs upon humanity. The whole world agrees that international terrorism represents a mortal menace for many countries and cultures. How do we proceed to uncover it, isolate it and conquer it? How do we understand its roots? Is poverty the cause? Is it nationalist or religious fanaticism?

America is waiting for an authentic and superior national debate on all these points.

How long must we wait?

The writer is a humanities professor at Boston University. This article was translated from French by Zofia Smardz.

An Integrated Curriculum For The Washington Post Newspaper In Education Program

Analysis of Campaign Advertising

Select a political television commercial of at least 30 seconds. View it one to four times to complete the analysis that follows. Watch and listen carefully.

STEP ONE: WORDS, SIGHTS AND SOUNDS

Divide your paper into three lengthwise columns. Title one WORDS for those of the narrator and other vocalizations; title a second column SIGHTS for the visual images presented; title a third column SOUNDS for any sounds other than the human voice.

Note those that take place in the first five to seven seconds, those that take place in the middle section, those that take place in the final five to seven seconds.

STEP TWO: ANALYSIS OF THE FIRST TIME SEGMENT

What mood has been created in the first five to seven seconds?

Do we hear the voice of the candidate? A generic voice—male or female, that of a child or older adult?

Does the candidate appear immediately? If not, what mood is created before he or she appears?

If the candidate does not appear, what is seen? What do you believe to be the visual intent?

Is there music? If not, what is heard and what is its emotional impact? Identify the music if you can.

Does the background music appeal to an older or younger generation?

STEP THREE: ANALYSIS OF THE MIDDLE TIME SEGMENT

What was the pace of words, sights and sounds in this section? Slow and introspective? Fast with a barrage of visual and aural stimuli? Conversational? Describe the colors in the ad. What image are they designed to convey?

Is the appeal to common sense or to your five senses? Is the appeal to reason or to emotion?

Has the candidate appeared or do others speak about and for the candidate? If it is others, who are they? Note their clothes, their accent, their race and where they are filmed.

If the candidate does appear, is the first image positive or negative in its impact on you? Why? What image is the clothing worn by the candidate designed to convey? Is the candidate presented as sincere, vigorous, knowledgeable, glamorous, trustworthy or what other quality of character? Does the candidate project as one who is experienced, innovative, a mediator or a leader?

Is the message of the advertisement apparent? Does it focus on one issue?

STEP FOUR: ANALYSIS OF THE LAST TIME SEGMENT

Has the political commercial employed any of the advertising strategies used to sell other products—sex appeal, testimonials, humor, name-calling, identification with a famous or well-known person?

The objective of the commercial is to persuade voters. How is this objective punctuated or highlighted in the last five to seven seconds? Has this been done through emotion, facts or slogans? Has the commercial presented what is right or what must change?

Do you note any change in the demographic profile to whom this ad is designed to appeal? Did music change? Were many ages represented by the end? Races? Sector of society?

STEP FIVE: FINAL ANALYSIS

Write a 150- to 250-word analysis of the entire 30-second political commercial. This may include as many of the steps one through four considerations as you find pertinent to the particular advertisement.



Going beyond the text – Logical fallacies

Analyzing Campaign Advertisements

For months, we have been inundated with campaign television advertisements. Many of them claim the facts speak for themselves, but the facts that are presented can be debatable. Oftentimes, campaign advertisements are filled with logical fallacies. A logical fallacy is an error in reasoning. This is different from a factual error, which is simply being wrong about the facts. To be more specific, a fallacy is an "argument" in which the premises given for the conclusion do not provide the needed degree of support.

A study of campaigns or the election process is not complete without examining the impact of advertisements and the role the media plays in disseminating them. A study of campaign advertising might begin with a review of the techniques of persuasion and/or editorial organization. Look for some political or other advertisements in the newspapers that use at least one of the following logical fallacies. Explain how and why the appeal is being used.

- **Hasty generalization:** This is a conclusion based on insufficient or biased evidence. In other words, you are rushing to a conclusion before you have all the relevant facts.
- **Ad Hominem:** This is an attack on the character of a person rather than his or her opinions or arguments.
- **Bandwagon:** A fallacy in which a threat of rejection by one's peers (or peer pressure) is substituted for evidence in an "argument."
- **Circular argument:** This is where a claim is restated rather than actually proving it.
- **Either/or:** This is a conclusion that oversimplifies the argument by reducing it to only two sides or choices.
- **Non-sequitur:** This fallacy occurs when the conclusion does not follow the premise.
- **Red herring:** This is a diversionary tactic that avoids the key issues, often by avoiding opposing arguments rather than addressing them.
- **Post hoc, ergo propter hoc:** This fallacy is committed when it is concluded that one event causes another simply because the proposed cause occurred before the proposed effect.

Going beyond the text – PolitiFact FL

PolitiFact Florida is a partnership of PolitiFact and the *Tampa Bay Times* to help you find the truth in politics. Every day, reporters and researchers examine statements by Florida elected officials and candidates and anyone else who speaks up on matters of public importance. The reporters research their statements and then rate the accuracy on the Truth-O-Meter:

TRUE – The statement is accurate and there’s nothing significant missing.

MOSTLY TRUE – The statement is accurate but needs clarification or additional information.

HALF TRUE – The statement is partially accurate but leaves out important details or takes things out of context.

MOSTLY FALSE – The statement contains an element of truth but ignores critical facts that would give a different impression.

FALSE – The statement is not accurate.

PANTS ON FIRE – The statement is not accurate and makes a ridiculous claim.

For more details, see [the Principles of PolitiFact and the Truth-O-Meter](#).

Going beyond the text Fact checking

Look at the latest fact checking information on the candidates for Florida Governor and Senator. Make a chart showing what the claim made is and what the determination from PolitiFact is for each candidate. Be sure to include who made the claim. Keep a chart for each candidate up until election day.

Going Beyond the Text

Voting rights

Did you know that for many decades of our country's history, the only people who could vote were white men who owned property? It's important not to take this right for granted – not only because it is the foundation of democracy and freedom in the United States, but also because so many people have struggled throughout history to ensure that all people would have an equal voice. Even today, people from all over the world continue to come to this country because of the freedoms and liberties that are so central to our lives. Have your students review the voting rights timeline from InfoPlease contained in this teacher guide. Have the students respond to each of the following questions in relationship to the timeline:

Comparing candidates

Active citizenship means being involved in your community. Part of that involvement includes knowing about your community and helping choose the leaders you think will benefit your community. What issues are important to you? Education? Crime? The economy? The environment? Safety? Transportation? Where do the candidates – potential community leaders -- stand on the issues that are important to you? Using the “Know Your Candidates” section from the *Tampa Bay Times*, included in this packet, analyze the people who want to lead your community. Compare the candidates running for County Attorney, Governor, State Senator, congress, school board, sheriff, county commissioner as well as the other offices in your area. Create a graphic organizer – chart, Venn diagram, web, infographic – to represent the facts. Share what you have learned with your class.

Fact vs. opinion

Knowing the difference between fact and opinion is very important, especially when it comes to information about your community and the people you hire to lead that community. Oftentimes, leaders try to influence young people by providing propaganda or false information to persuade the young people to join their side in an argument, cause or for an event. Look through the news sections of the newspaper. Select a few articles of interest and evaluate those articles for facts and opinions. Draw a line down the center of a piece of paper. Label one side Fact and the other Opinion. List statements in each category and discuss with your family and class why these statements fall into that category. Think about the content of the articles and the information on your chart. Thinking about the idea that facts can be persuasive, write an essay or blog post discussing the ideas you have read about and learned.

The following chart and questions are from the Library of Congress Cartoon Analysis Guide. Have your students use this chart and the questions to interpret the cartoons.

Cartoon Analysis Guide

Use this guide to identify the persuasive techniques used in political cartoons.

Cartoonists' Persuasive Techniques

Symbolism	<p>Cartoonists use simple objects, or symbols, to stand for larger concepts or ideas.</p> <p>After you identify the symbols in a cartoon, think about what the cartoonist means each symbol to stand for.</p>
Exaggeration	<p>Sometimes cartoonists overdo, or exaggerate, the physical characteristics of people or things in order to make a point.</p> <p>When you study a cartoon, look for any characteristics that seem overdone or overblown. (Facial characteristics and clothing are some of the most commonly exaggerated characteristics.) Then, try to decide what point the cartoonist was trying to make by exaggerating them.</p>
Labeling	<p>Cartoonists often label objects or people to make it clear exactly what they stand for.</p> <p>Watch out for the different labels that appear in a cartoon, and ask yourself why the cartoonist chose to label that particular person or object. Does the label make the meaning of the object more clear?</p>
Analogy	<p>An analogy is a comparison between two unlike things. By comparing a complex issue or situation with a more familiar one, cartoonists can help their readers see it in a different light.</p> <p>After you've studied a cartoon for a while, try to decide what the cartoon's main analogy is. What two situations does the cartoon compare? Once you understand the main analogy, decide if this comparison makes the cartoonist's point more clear to you.</p>
Irony	<p>Irony is the difference between the ways things are and the way things should be, or the way things are expected to be. Cartoonists often use irony to express their opinion on an issue.</p> <p>When you look at a cartoon, see if you can find any irony in the situation the cartoon depicts. If you can, think about what point the irony might be intended to emphasize. Does the irony help the cartoonist express his or her opinion more effectively?</p>

Once you've identified the **persuasive techniques** that the cartoonist used, ask yourself these questions:

What issue is this political cartoon about?

What do you think is the cartoonist's opinion on this issue?

What other opinion can you imagine another person having on this issue?

Did you find this cartoon persuasive? Why or why not?

What other techniques could the cartoonist have used to make this cartoon more persuasive?

SEPTEMBER 1, 1890.

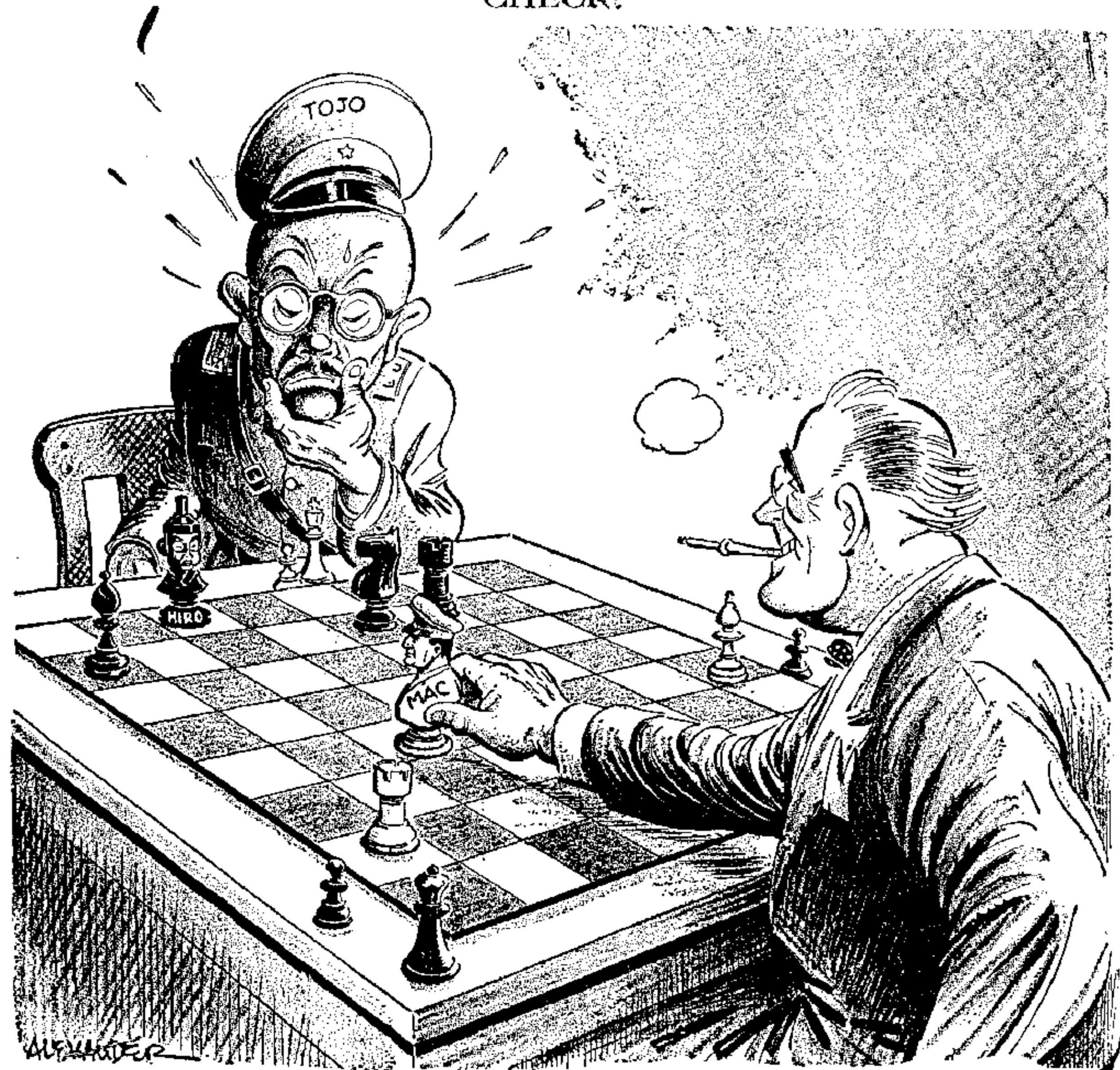
VANITY FAIR.



“THREE TO ONE YOU DON'T GET IT.”

[VARIATION ON THE POPULAR INTERPRETATION OF THE MEANING OF THE PAYMASTER'S SOUS.]

CHECK!



UPCOMING
FLORIDA BOUT

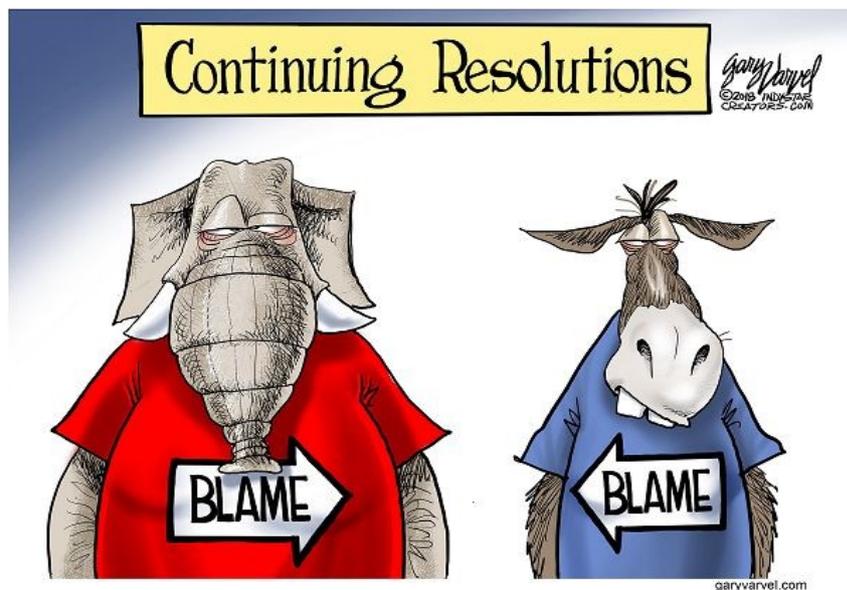


Cartoons for the Classroom

Presented by NIEonline.com and the Association of American Editorial Cartoonists (AAEC)



Blame game part of a broken system?



Gary Varvel, Indianapolis Star / Courtesy of AAEC

Talking Points

1. What are these cartoons saying about the recent government shutdown?
2. What did Republicans and Democrats say about their standoff?
3. Why do the opposing political parties seem to be unable to compromise?
4. How much faith do Americans have in the nation's political leaders?
5. Do the stalemates and growing public dissatisfaction damage American democracy?

Between the lines

"Americans see a government that does not govern because elected officials are either self-serving or are driven by the ideological extremes ..." - Patrick Murray, Monmouth University Poll

https://www.monmouth.edu/polling-institute/reports/MonmouthPoll_US_010418/

Additional resources

■ [More by Gary Varvel](#)

<http://editorialcartoonists.com/cartoon/browse.cfm/VarveG>

■ [More by Clay Bennett](#)

<http://editorialcartoonists.com/cartoon/browse.cfm/BenneC>

■ [Association of American Editorial Cartoonists](#)

<http://editorialcartoonists.com/>



Clay Bennett, Chattanooga Times Free Press / Courtesy of AAEC

Analyzing Text - The Constitution of the State of Florida

The Constitution of the State of Florida as revised in 1968 consisted of certain revised articles as proposed by three joint resolutions which were adopted during the special session of June 24-July 3, 1968, and ratified by the electorate on November 5, 1968, together with one article carried forward from the Constitution of 1885, as amended. The articles proposed in House Joint Resolution 1-2X constituted the entire revised constitution with the exception of Articles V, VI, and VIII. Senate Joint Resolution 4-2X proposed Article VI, relating to suffrage and elections. Senate Joint Resolution 5-2X proposed a new Article VIII, relating to local government. Article V, relating to the judiciary, was carried forward from the Constitution of 1885, as amended.

Sections composing the 1968 revision have no history notes. Subsequent changes are indicated by notes appended to the affected sections. The indexes appearing at the beginning of each article, notes appearing at the end of various sections, and section and subsection headings are added editorially and are not to be considered as part of the constitution.

Web link to The Constitution of the State of Florida: <https://www.flsenate.gov/Laws/Constitution>

PDF link to The Constitution of the State of Florida: <https://dos.myflorida.com/media/693801/florida-constitution.pdf>

Constitutional Amendments

Changes to the Florida Constitution can be proposed by a joint resolution of the Florida Legislature, citizens' initiative process, the Constitutional Revision Commission, or the Taxation and Budget Reform Commission.

Proposed amendments require 60 percent approval from voters to pass [see Florida Constitution, Article XI, Section 5(e)].

Thirteen proposed constitutional amendments or revisions will appear on the 2018 General Election Ballot.

Going beyond the text

Analysis activity

Split your class into groups. Each group will be writing a fully-developed paragraph to present to the class at the end of their evaluations. Have each group analyze the text of one of the proposed amendments. Have the students break down the who, what, where, when, why and how points of the amendment.

- Who will be affected if the amendment passes?
- What will change and what will those changes be?
- Where will the changes be implemented?
- Why is amendment necessary? Why should this be a permanent change to the Constitution and not just a law?
- How will this amendment be implemented? How will it be enacted and paid for, if there are costs involved?

Next have your students view the *Tampa Bay Times* and League of Women's Voters breakdowns about the proposed amendments. Have the students in the group write if they agree or disagree with those other interpretations. Finally, ask the students to conclude if they would or would not vote to pass the amendment.

Additional Resources

[Elections: Teach students about the importance of democracy - Scholastic](#)

[Florida Department of Education and General Civic Education Resources](#)

[Florida Division of Elections](#)

[Florida Joint Center for Citizenship](#)

[League of Women Voters of Florida: 2018 Constitutional Amendments](#)

[PBS Learning Media: AN EDUCATIONAL GUIDE TO THE US ELECTIONS](#)

[Vote Smart Civics Matter](#)

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