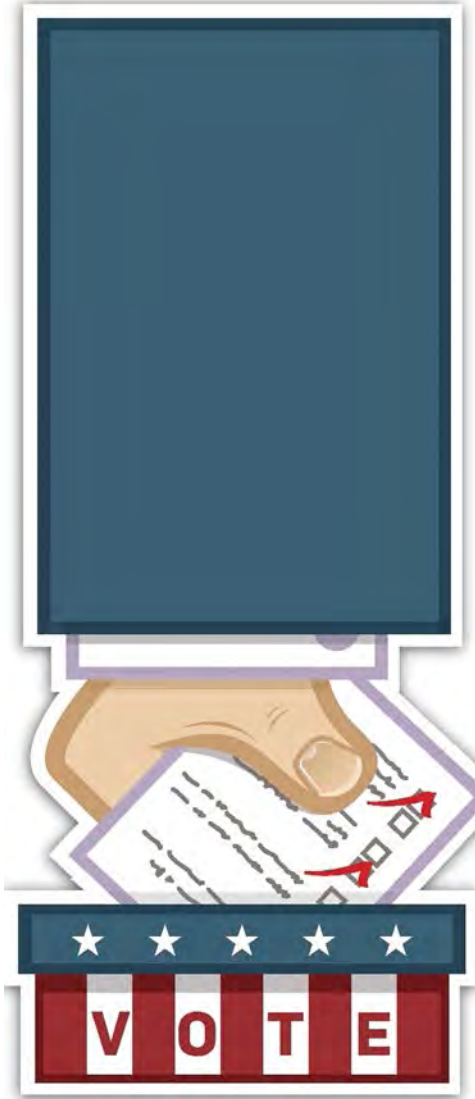


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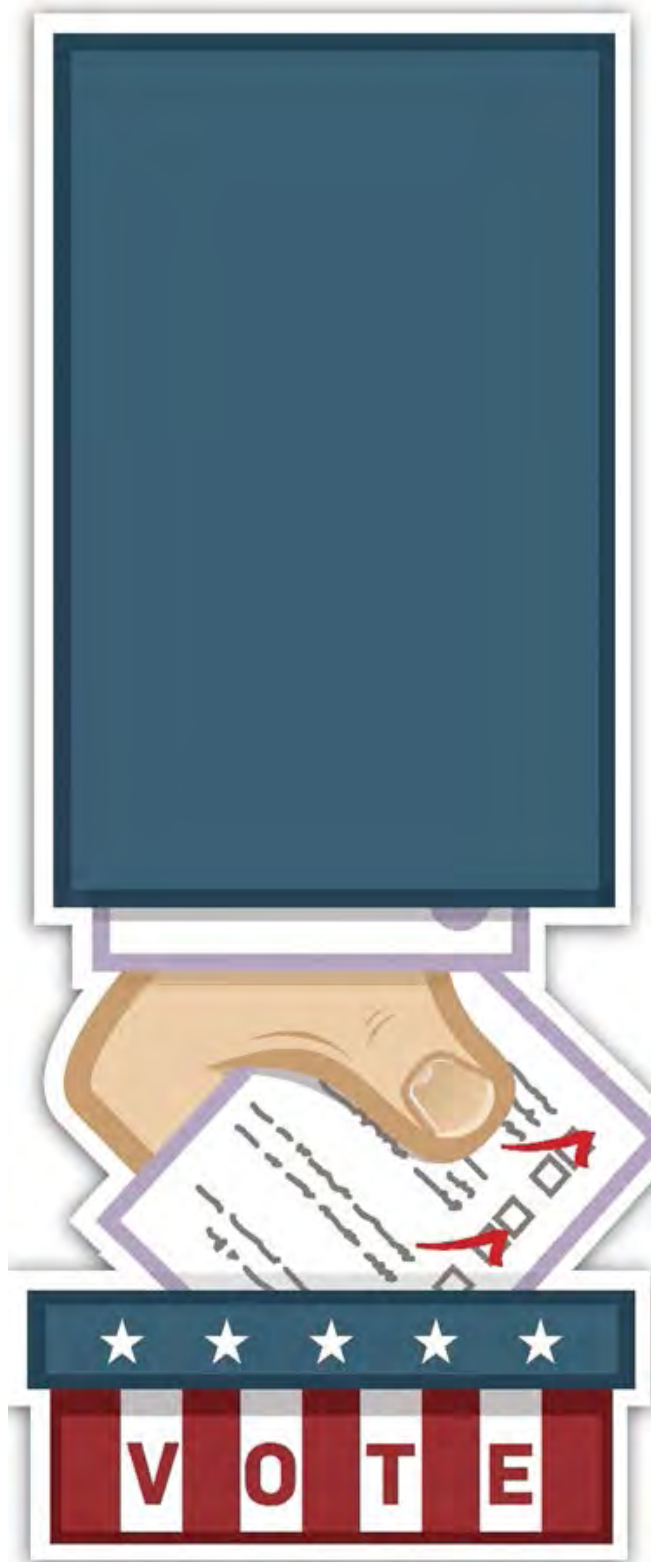
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The election, civics education and your newspaper

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.

Jodi Pushkin, the President of Florida Press Educational Services, is the manager for the Tampa Bay Times Newspaper in Education program. Pushkin holds an M.A. in English Education and a B.A. in writing and literature. She has worked in NIE since 2000. Pushkin is a former high school teacher. In addition to her work with NIE, Pushkin is an adjunct instructor at Saint Leo University and Hillsborough Community College.

Contact Pushkin via e-mail at jpushkin@tampabay.com.

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.CG.1.1; SS.612.CG.2.1; SS.612.CG.2.2; SS.612.C.2.2; SS.612.C.2.3; SS.612.CG.2.3; SS.612.C.2.1; SS.612.S.2.12; SS.612.S.4.13; SS.612.W.3.2; SS.612.CG.2.6; SS.612.CG.2.7; SS.612.CG.2.8 **Language Arts:** ELA.612.C.1.2; ELA.612.C.1.3; ELA.612.C.1.4; ELA.612.C.1.5; ELA.612.C.2.1; ELA.612.C.3.1; ELA.612.C.4.1; ELA.612.C.5.1; ELA.612.C.5.2; ELA.612.R.2.1; ELA.612.R.2.2; ELA.612.R.2.3; ELA.612.R.2.4; ELA.612.R.3.1; ELA.612.R.3.2; ELA.612.R.3.3; ELA.612.R.3.4; ELA.612.V.1.1; ELA.612.V.1.3; ELA.612.F.2.1; ELA.612.F.2.2; ELA.612.F.2.3; ELA.612.F.2.4; ELA.612.EE.1.1; ELA.612.EE.2.1; ELA.612.EE.3.1; ELA.612.EE.4.1; ELA.612.EE.5.1; ELA.612.EE.6.1

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).

PART I:

Before

You

Vote

Political Debate Guide

Time Needed: One to two class periods (not including time for debate viewing)

Materials Needed:

Student worksheets, scheduled political debate (or historical debate material)

Copy Instructions:

Activity (3 pages; class set)

Learning Objectives. Students will be able to:

- Evaluate candidates for political office.
- Compare different perspectives and prioritize issues according to personal views.
- Identify America's current political parties and illustrate their ideas about government.
- Analyze political communications and multiple perspectives on public and current issues.

STEP BY STEP

- ANTICIPATE** by asking students to think about why we have so many political debates during a campaign season. **How can voters benefit? What can candidate's gain or lose in a debate?**
- DISTRIBUTE** one Political Debate Guide to each student.
- CONFIRM** the time and viewing details for a debate if it is to be watched live. (If it's taped, or being provided in a different format, explain how students will be interacting with the event.)
- PREVIEW** the contents of the packet with the class, explaining each section and what will be asked to complete. This will help them identify the areas they will focus on during the debate.
- ASK** students to complete the Pre-Show Prep activity.
- REVIEW** the viewing details and any other special instructions you have for the students in advance of the debate viewing.

AFTER THE DEBATE

- ASK** students to "vote" for a winner *of the debate* and ask why the students voted as they did.
- REVIEW** the contents of the guide and allow for students to share their experiences and responses to the reflection questions.

Political Debate Guide

Name: _____

Pre-Show Prep. A few things to note before you sit down to watch:

1. Which office are the candidates running for?

2. What *three* issues do you care about the most?

3. Do you have a strong preference for a particular candidate prior to this debate?

Yes *or* No



Set the Stage. Provide details about the event.

1. Where is the debate being held?

2. Who is sponsoring the debate?

3. Who is moderating the debate?

4. How are you watching it?

Online [www.](#)_____

TV Station: _____

Other: _____

Who's Who? Complete the list of candidates, the party they represent, and any information you think is important.

Candidate Name	Political Party	Notes

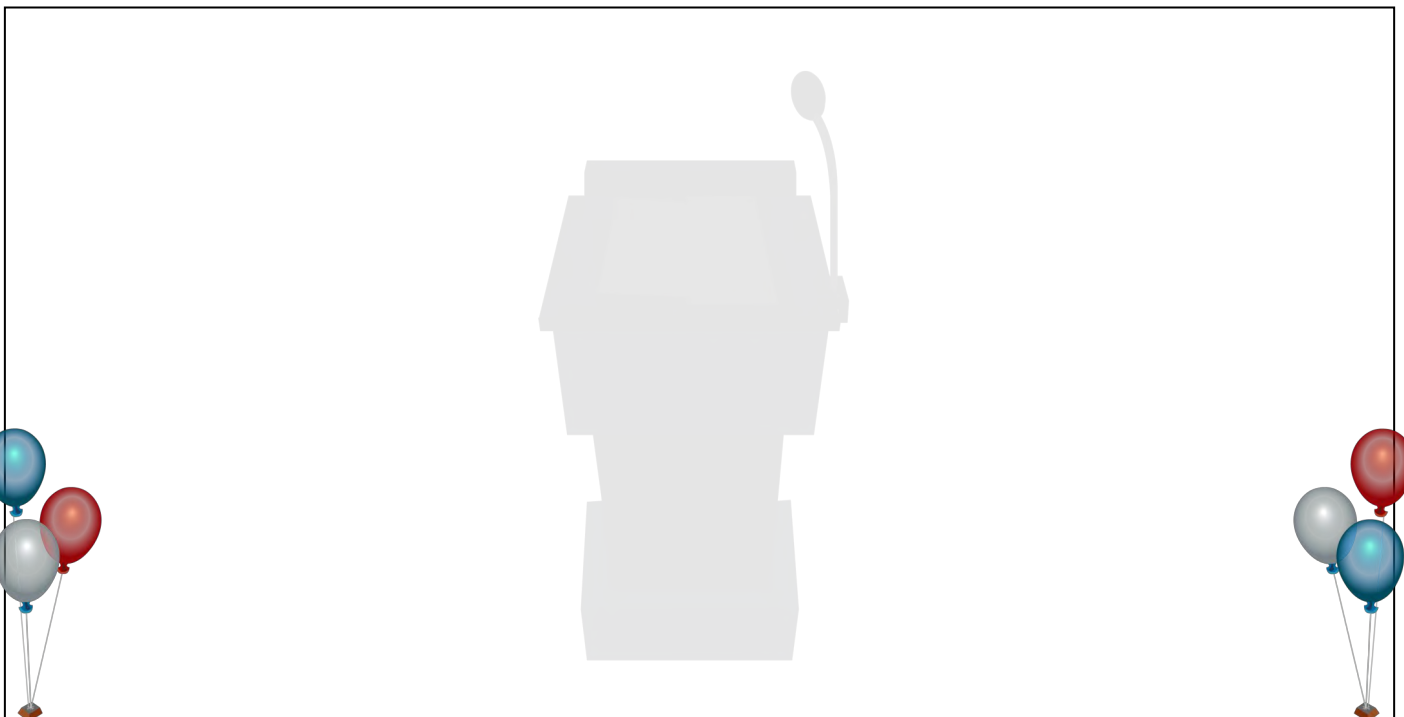
Political Debate Guide

Name: _____

Issue Tracker. Remember those three issues you listed as important earlier? Place them, along with any other issue you'd like to track, in the first column. Then try to capture the candidates' positions stated during the debate.

Issue	Candidate 1:	Candidate 2:

Viewing Notes. Use this space to jot down anything from the debate you think is important: quotes, questions, exchanges, and interesting moments are all game!



Time to Reflect. The debate is over and hopefully you feel better informed about the candidates and the issues. On a different piece of paper, pick **two** prompts from each section and answer using details from the debate.

The Candidates

- A. Did the candidates directly answer the questions that were asked of them?
- B. Which candidate impressed you the most, **even if you didn't agree with them? Why?**
- C. Was there any common ground among the candidates on the stage? What was it?
- D. Did the candidates say anything to make you feel that they were more or less trustworthy than their opponents? Explain.
- E. Did your opinion of the candidates change after this debate? Why or why not?
- F. Describe at least two ways the candidates tried to win over the audience.

The Issues

- A. How did the candidates address the issues you cared about?
- B. Which issue got the most attention in this debate? Why do you think this was the case?
- C. On which issue did the candidates disagree the most?
- D. Where else might you go to get more detailed **information on the candidates' views on the issues?**
- E. How did the issues discussed in this debate reflect issues that you care about?
- F. When the candidates discussed the issues, did they provide details about the actions they would take in office? Is this important? Why?

The Questions

- A. Did any question stand out as unfair? Explain.
- B. Was there a theme among all the questions? If so, what was it?
- C. Were there any questions that all of the candidates avoided answering? What were they?
- D. Did the candidates raise any of their own questions? What were they? Why might they do that?
- E. Did one candidate get more questions than the other candidate(s)? If so, how did it affect the debate?
- F. What two questions would you ask if you were the moderator?

Highlight Reel

- A. What was the most interesting part of the debate? Why?
- B. What was the least interesting part of the debate? Why?
- C. Pick a particular exchange between the candidates and explain what you learned from it.
- D. If you could grade the moderator(s) on how well they managed the pace and behavior during the debate, what grade would you assign? Why?
- E. How helpful are debates at informing voters about the candidates?
- F. List at least five words or phrases that describe how you felt during or after the debate.

Political Debate Guide

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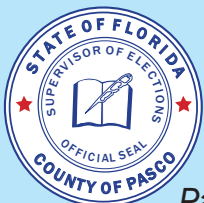
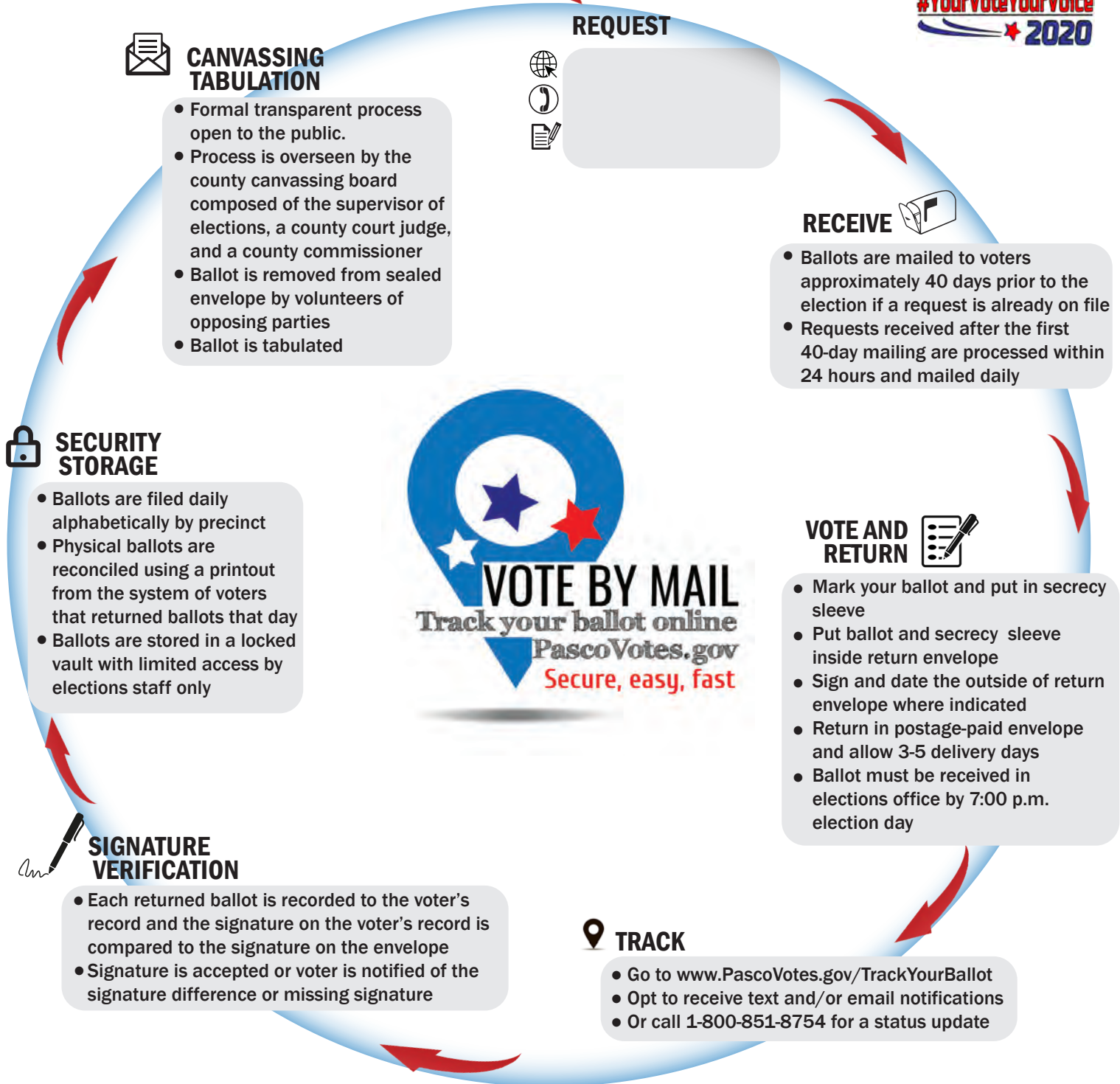
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- E. How helpful are debates at informing voters about the candidates?
- F. List at least five words or phrases that describe how you felt during or after the debate.

LIFE CYCLE OF A VOTE-BY-MAIL BALLOT

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PART II:

Citizenship And Voting

Read “Why Voting is Important”

Vocabulary – write a brief definition of the following terms:

- Campaign
- Citizen
- Disenfranchisement
- Election
- Electoral College
- Poll tax
- Popular vote
- Representative
- Suffrage
- Swing state

1. What is the main point of the article?
2. What issues have citizens encountered that made voting more difficult?
3. Why is the voting style in the United States indirect?
4. Who was permitted to vote in the 1800s?
5. What laws have changed voting since the 1800s?
6. Explain in your own words why every vote counts?

Newspaper Connection:

- Look through the newspaper for examples of ways you can help alert others about this issue. How can you use your newspaper to become a voting advocate?



RESOURCE LIBRARY | ARTICLE

Why Voting Is Important

“Voting is your civic duty.” This is a pretty common sentiment, especially each November as Election Day approaches. But what does it really mean? And what does it mean for Americans in particular?

GRADES

5 - 8

SUBJECTS

Social Studies, Civics, U.S. History

Monday, May 11, 2020

A History of Voting in the United States

Today, most American citizens over the age of 18 are entitled to vote in federal and state elections, but voting was not always a default right for all Americans. The United States Constitution, as originally written, did not define specifically who could or could not vote—but it did establish *how* the new country would vote.

Article 1 of the Constitution determined that members of the Senate and House of Representatives would both be elected directly by popular vote. The president, however, would be elected not by direct vote, but rather by the Electoral College. The Electoral College assigns a number of representative votes per state, typically based on the state’s population. This indirect election method was seen as a balance between the popular vote and using a state’s representatives in Congress to elect a president.

Because the Constitution did not specifically say who could vote, this question was

largely left to the states into the 1800s. In most cases, landowning white men were eligible to vote, while white women, black people, and other disadvantaged groups of the time were excluded from voting (known as disenfranchisement). While no longer explicitly excluded, voter suppression is a problem in many parts of the country, as some politicians try to win reelection by limiting the number of specific populations of voters, such as African Americans.

It was not until the 15th Amendment was passed in 1869 that black men were allowed to vote. But even so, many would-be voters faced artificial hurdles like poll taxes, literacy tests, and other measures meant to discourage them from exercising their voting right. This would continue until the 24th Amendment in 1964, which eliminated the poll tax, and the Voting Rights Act of 1965, which ended Jim Crow laws. Women were denied the right to vote until 1920, when the long efforts of the women's suffrage movement resulted in the 19th Amendment.

With these amendments removing the previous barriers to voting (particularly sex and race), theoretically all American citizens over the age of 21 could vote by the mid 1960s. Later, in 1971, the American voting age was lowered to 18, building on the idea that if a person was old enough to serve their country in the military, they should be allowed to vote.

With these constitutional amendments and legislation like the Voting Rights Act of 1965, the struggle for widespread voting rights evolved from the Founding Fathers' era to the late 20th century.

Why Your Vote Matters

If you ever think that just one vote in a sea of millions cannot make much of a difference, consider some of the closest elections in U.S. history.

In 2000, Al Gore narrowly lost the Electoral College vote to George W. Bush. The election came down to a recount in Florida, where Bush had won the popular vote by such a small margin that it triggered an automatic recount and a Supreme Court case (*Bush v. Gore*). In the end, Bush won Florida by 0.009 percent of the votes cast in the state, or 537 votes. Had 600 more pro-Gore voters gone to the polls in Florida that November, there may have been an entirely different president from 2000–2008.

More recently, Donald Trump defeated Hillary Clinton in 2016 by securing a close Electoral College win. Although the election did not come down to a handful of votes in one state, Trump's votes in the Electoral College decided a tight race. Clinton had won the national popular vote by nearly three million votes, but the concentration of Trump voters in key districts in "swing" states like Wisconsin, Pennsylvania, and Michigan helped seal enough electoral votes to win the presidency.

Your vote may not directly elect the president, but if your vote joins enough others in your voting district or county, your vote undoubtedly matters when it comes to electoral

results. Most states have a “winner take all” system where the popular vote winner gets the state’s electoral votes. There are also local and state elections to consider. While presidential or other national elections usually get a significant voter turnout, local elections are typically decided by a much smaller group of voters.

A Portland State University study found that fewer than 15 percent of eligible voters were turning out to vote for mayors, council members, and other local offices. Low turnout means that important local issues are determined by a limited group of voters, making a single vote even more statistically meaningful.

How You Can Make Your Voice Heard

If you are not yet 18, or are not a U.S. citizen, you can still participate in the election process. You may not be able to walk into a voting booth, but there are things you can do to get involved:

- Be informed! Read up on political issues (both local and national) and figure out where you stand.
- Get out and talk to people. Even if you cannot vote, you can still voice opinions on social media, in your school or local newspaper, or other public forums. You never know who might be listening.
- Volunteer. If you support a particular candidate, you can work on their campaign by participating in phone banks, doing door-to-door outreach, writing postcards, or volunteering at campaign headquarters. Your work can help get candidates elected, even if you are not able to vote yourself.

Participating in elections is one of the key freedoms of American life. Many people in countries around the world do not have the same freedom, nor did many Americans in centuries past. No matter what you believe or whom you support, it is important to exercise your rights.

Read “9 Reasons We Need Young Voters More than Ever”

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

- Crucial
- Demographic
- Disseminating
- Divisive
- Influence
- Notorious
- Neglect
- Partisan
- Strategic

1. What is the main point of the article?
2. In your opinion, explain which points discussed in the article are the most effective.
3. What special attributes do you people have that make it important for them to vote?
4. How can young people become educated voters?
5. In a fully developed paragraph, explain whether you agree or disagree with the points in this article.

Newspaper Connection:

- Research United States voting rules and laws. Search recent editions of the newspaper for articles that relate to these laws. 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.

9 REASONS WE NEED YOUNG VOTERS MORE THAN EVER



Young voters notoriously neglect the importance of voting, but their voice is an important one on both sides of the aisle. Key issues in every election increasingly relate to the concerns of students and professionals between the ages of 18 and 29, making it essential for members within that age group to educate themselves on political issues and take to the polls. While millennials represented nearly [50% of the entire voter population](#) in the 2016 election, they were further divided along race, gender, and education lines when considering key issues from both candidates.

Why is it important to vote, especially if you fall within a crucial age demographic? Below are some of the most compelling reasons that young voters are needed more than ever in local, state, and national elections.



1. **YOUNG VOTERS ACCOUNT FOR HALF OF THE VOTING POPULATION, MAKING THEM A POWERFUL POLITICAL FORCE.**

The youth vote has the potential to be extremely influential in this country. While young [voter participation in 2016](#) declined by 2% from a record 52% at the 2008 election, today the voting population includes almost equal parts [millennials and baby boomers](#). As the boomer electorate decreases in size, experts suggest it is merely a matter of time before millennials become the largest and most powerful group driving future elections in the U.S. Unfortunately, not all who *can* vote *will*, meaning that fewer young people get to directly influence issues that might affect their lives for years to come, including college tuition reform and federal job programs.



2. YET OLDER AMERICANS ARE MORE LIKELY TO VOTE.

While young people make up a large portion the voting-eligible population, they're much less likely than those who are older to get out and vote. In 2016, only [19% of people aged 18-29](#) cast their ballot in the presidential election; at 49%, 45-64-year-olds accounted for the largest electorate last year.

Some reports have attributed the outcome of the election to a "missed opportunity" on the part of millennials to affect change en masse: while the majority of young voters actually cast ballots for Hillary Clinton, their low turnout was not enough to counter the ballots of older voters. For this, researchers are increasingly interested in methods of successfully mobilizing young voter groups. [Duke University](#) recently initiated an innovative project designing policy reform to increase turnout among the youth.



3. EVERY VOTE COUNTS.

Many young people cite feeling as though their vote doesn't count as their reason for not participating in elections. Millennials reported feeling especially disillusioned by both presidential candidates before the election in 2016, and many chose to sit out altogether as a result. In an America divided perhaps more than ever, every vote counts, especially those from one of the country's largest voting groups. President Barack Obama's election in 2008 is an example of this theory in motion, as his popularity with youth voters was one of the key elements of his campaign, giving him a large margin over competitors in a number of strategic states. Other elections in recent years have come down to just a few votes (Minnesota senator Al Franken [won by just 312 votes](#) in 2009 as one example), proving your vote does matter, maybe more than you realize.



4. YOUNG PEOPLE WERE HIT HARDEST BY THE GREAT RECESSION.

College debt and a lack of jobs dealt some of the most crippling blows to the financial futures of many young voters after the Great Recession in the late-2000s. Though unemployment rates have declined and millennials have found their footing in a new economy, policy change and reform in areas affecting college students, such as debt forgiveness and healthcare, are as crucial now as they were in the 2008 election.

The situation won't be changed by sitting idle while others make major political decisions. Youth voters who want to inspire change need to show their support for the candidates whom they feel best represent their needs. No one else is going to vote in the interest of young people except young people.



5. YOUNG VOTERS ARE AN INCREDIBLY DIVERSE GROUP.

The divisive nature of partisan politics is alive and well among young voters in today's world. So much so that the millennial electorate is expected to be the first demographic group with the ability to challenge the basic two-party system, potentially driving the need for alternative political parties whom millennials feel can represent the needs of a diverse population through a more inclusive agenda.

The same young adults in 2016 who were more likely to identify as [liberals](#) were also less likely to identify as Democrats. Currently, millennials are the most diverse voting group. Also of note? At 35%, a higher percentage of young voters identified with [independent](#) political views, rather than Republican or Democrat, than in the past three presidential elections.



6. YOUNG PEOPLE NEED TO CONNECT WITH POLITICS EARLY ON.

Participating in politics is a hard-won right in our nation. Some experts argue that young Americans with such potential for affecting political change don't exercise the right to vote as often as they should. Many even suggest that the voting age should be lowered in an effort to promote earlier voting among teenagers and young adults. Building a relationship with the political process as early as possible is key to making voting a lifelong habit: you may already be familiar with the phrase, "Vote early, vote often." If you're historically a repeat voter, you're much less likely to skip a trip to the polls in the future. This sort of habit-forming participation is key to driving policy and electing leaders who represent the needs of voters of all ages.



7. IT'S EASIER THAN EVER TO BE AN EDUCATED VOTER.

In today's tech-savvy world, there is no excuse not to vote because you don't know enough about the candidates. In fact, one might find it harder to escape day-to-day political news than subscribe to it. In an era in which Twitter is preferred means of communication for the President of the United States, Instagram, YouTube, and Snapchat have become as crucial as the candidates' own websites for disseminating information about relevant issues. As this type of civic education in everything is typical for most Americans today, it isn't just beneficial in the months leading up the election but also on a day-to-day basis. The current online climate allows young voters to form a fuller picture of the candidates and their platforms in a medium they're familiar with.



8. THE YOUTH VOTE CAN SWAY THE ELECTION.

As mentioned before, your vote does matter, so much so that the collective "youth vote" could actually sway the election. Millennials have been credited with the decisive vote in the 2012 election of Barack Obama for a second term as president; Obama won 67% of the national [youth vote](#), proving more popular in crucial states such as Florida, Virginia, Pennsylvania, and Ohio, over his opponent Mitt Romney. In 2016, candidates campaigned hard for the 18-29 set, singling out initiatives to target millennials as a powerful electorate group. Why? Because they understand the necessity of winning approval from this voting majority.



9. YOU MAY NOT CARE NOW, BUT YOU MIGHT IN FOUR YEARS.

You may feel that choosing a president or a senator just isn't something that affects your life right now. You might not yet be struggling with issues like college debt or finding a full-time job. For many millennials, adulthood brings many new challenges, like college, marriage, buying a house, paying for your own health insurance, and/or starting a business, all of which could radically change your perspective on political issues. While you can't predict who or where you'll be in four years, you can be sure that the political officials elected into office and the policies they implement will impact your life in the coming months and years. Why not have a say? Speak up, make a choice, and take part in the election to protect your interests in your first few years in the real world.



HOW YOU CAN GET INVOLVED AND VOTE

No matter your age or voting history, the first step in getting involved should be to check your voter status; research how to register to vote in your state if you're not. If you are already registered in your state but have recently moved, you will need to update your address in order to provide current registration at your local polling place on election day. Some states now make it possible for you to register to vote online, though traditionally voters must register by mail or in person. You can, however, change your address online or via text message in some states, as well as search for polling places near you online.

Some states allow voting by mail for local, state, and even presidential elections. Students who are studying abroad or travelling during the election and thus, not in their home state or even in the U.S., must request an absentee ballot through the [Federal Post Card Application](#) (FPCA) form. Although they are requesting an absentee ballot from outside of their home state or country, the student must still be registered to vote in their state of residence to be eligible to vote in a U.S. election while away.

Read “Great Speeches Still Matter”

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

- Authenticity
- Civil rights
- Eloquence
- Memorialized
- Oratorical
- Vernacular

1. What is the main point of the article?
2. In your own words, describe the concept of public eloquence. Provide an example of this from the article.
3. Why does the author say rhetoric is a talent? What needs to be done to improve this talent?
4. What does it take to give an authentic speech?
5. What does President Bill Clinton say made John Lewis a survivor?

Newspaper Connection:

- On July 30, 2020, the *New York Times* published **John Lewis’ final essay**. Read Lewis’ essay. You also can listen to the article by clicking on the audio link. Write a journal posting about your thoughts about Lewis’ words and message. Then look for an article in your newspaper that relates to a topic in Lewis’ prose. In your journal posting, write about how the article relates to the point Lewis is making.

Great speeches still matter

Befitting the man it memorialized, the funeral of John Lewis in Atlanta was an oratorical symphony, a rhetorical masterwork of pride, praise and calls to continue the great man's work.

Three former presidents spoke, all with emotional admiration for the 80-year-old civil rights leader and longtime Democratic congressman from Georgia's 5th District, who died on July 17.

Barack Obama delivered the rousing, heartfelt keynote, in which he called on Americans to pay their respects to Lewis by continuing his work at a time when Black lives and voting rights remain at risk, but Bill Clinton and George W. Bush spoke just as powerfully and well of a man who always put truth before politics.

For a country confined by pandemic and, more important, a culture increasingly dependent on often unreliable social media platforms for the exchange of information, ideas, insight and calls to action, it was like a sustained rainfall in the middle of a drought — a reminder of the unique and necessary artistry of the spoken word.



MARY MCNAMARA

Lewis certainly understood the power of public eloquence; at the age of 15, he famously heard Martin Luther King Jr. speak on the radio and it changed his life.

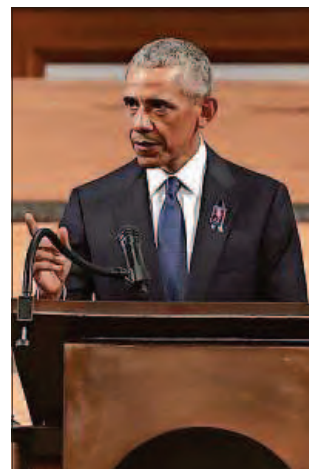
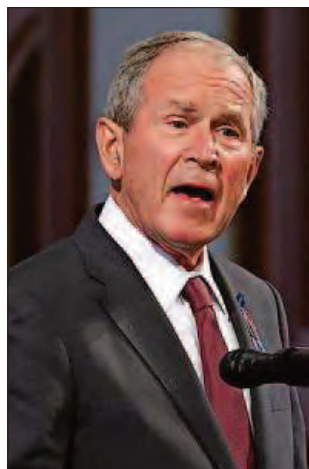
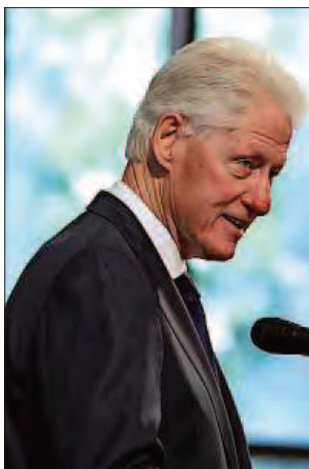
Arrested 45 times during more than half a century spent fighting for civil rights and beaten unconscious in 1965 on the Edmund Pettus Bridge in Selma, Alabama, where he and 600 peaceful protesters marched toward the vicious batons of Alabama State Troopers, Lewis was very much a man of action as well as words.

But from his keynote before the 1963 March on Washington to a recent Zoom meeting in which he and former President Barack Obama spoke with a group of activists, Lewis was himself such a master of the microphone that when his final essay appeared in Thursday's *New York Times*, we could hear his voice as we read.

Quiet, calm and absolutely relentless, Lewis was a tireless and democratic speaker, as comfortable on late-night and morning talk shows as he was in Congress or at any VIP table. He said what he thought.

Obviously, no one is going to come to praise and bury John Lewis without preparing the best speech possible.

That kind of preparation — the crafting of tone and phrase, of pause and crescendo; the matching of message with music — has fallen out of favor recently. The turn-of-the-millennium rise of personal narrative as a valid and



Former Presidents Bill Clinton, George W. Bush and Barack Obama speak during the funeral service for the late Rep. John Lewis, D-Ga., at Ebenezer Baptist Church in Atlanta.

ALYSSA POINTER | Associated Press

necessary social force gave us a new vernacular — “authenticity,” which often values the awkward and imprecise over the polished, the raw and emotional over the thoughtfully argued or poetically rendered.

Since then, social media has become the preferred manner of social discourse, and with a reliance on immediacy, brevity and niche marketing, much of it is not designed for complex phrasing.

Don't get me wrong. The validation of personal narratives is one of the biggest cultural revolutions of all time. The definition of what makes anything good or valid, beautiful or important, has long been controlled by a relative few — including those deemed great public speakers. Relaxing the standards of oratory has, like social media, given millions too long kept silent the chance to speak without fear of being disparaged for noneloquence.

Unfortunately, our demand for “authenticity” has been accompanied by a rejection of the carefully considered. Rhetoric, which actually means the art of speaking or writing effectively, is considered elitist by some, synonymous with obfuscation or phoniness by others. Consistent messaging is often dismissed as “talking points” (as if repetition itself implies insincerity), and, as Hillary Clinton found, a ready-made response or speech is often dinged for seeming “over-thought” or “rehearsed.”

Like pretty much everything, oration has long been judged by traditions and preconceptions: Women's naturally higher-pitched voices kept many of them from lists of great public speakers, and the preference for round vowels eliminates people whose accents do not conform. It's a talent, like the ability to deliver any great performance, and like any performative talent, it requires experience to perfect. Lewis, as former president Bush remembered on Thursday, began his oratori-

cal career preaching to his chickens.

Still, if you think any of history's great speeches were not “over-thought” and in some way rehearsed, you're missing the point. Practice is the mother of authenticity.

Lewis spoke often about the preparation that allowed him and fellow activists to endure the threats and violence they experienced, the rigor that allowed them to overcome natural reactions of fear and rage.

Yes, there are people, born with natural eloquence, who can deliver impromptu words to make you weep or burn to improve the world this minute.

But watching the powerful, loving and rhetorically adept speeches delivered in honor of John Lewis, it was impossible not to also see the time, care and thought that went into them. Were they meticulously crafted and possibly rehearsed? Yes. Were they authentic? Absolutely.

During his eulogy, Bill Clinton recounted asking Lewis about the closest he had ever come to being killed while protesting. Lewis described a moment when, having been knocked down during a demonstration, he saw a man lifting a heavy pipe clearly aimed at Lewis' head. At the last minute, Lewis turned away and the crowd surged forward, separating the man from him; Lewis considered himself lucky to be alive.

Clinton, however, thought Lewis survived for reasons other than luck. “First, because he was a quick thinker. And second, because he was here on a mission that was bigger than personal ambition.

“Things like that sometimes just happen,” Clinton said, “but usually they don't.”

Mary McNamara is a culture columnist and critic for the Los Angeles Times.

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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:

1. What is the main idea of this article?
2. Briefly outline the evolution the writer is discussing.
3. Which President’s quote do you think is the most insightful? Why?
4. 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.

PART III:

The Florida Amendments

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)].

The proposed constitutional amendments or revisions will appear on the 2022 General Election Ballot. Students should use the following resources to examine the amendments:

- [Florida Division of Elections](#)
- [Office of Economic and Demographic Research](#)
- [Ballotpedia](#)

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 James Madison Institute's 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.

2022 FLORIDA AMENDMENT GUIDE



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OUTLINE OF FLORIDA'S CONSTITUTIONAL AMENDMENTS (2022)

Florida's constitutional history is unique. In less than two centuries, Florida has had six different constitutions. Our current constitution, ratified in 1968, has been amended 144 times—most recently in 2020.

Florida also boasts the greatest number of ways to amend its constitution out of any other state. There are five ways to get a proposed amendment on the statewide ballot: (1) joint resolution by the Florida Legislature; (2) Florida Constitution Revision Commission; (3) Citizens' Initiative; (4) Constitutional Convention; and (5) Florida Taxation and Budget Reform Commission.

Fortunately, proposed amendments are required to be clear and straightforward. For the 2022 election cycle, there are just three amendments on the ballot for consideration, all of which are joint resolutions from the Florida Legislature. Per constitutional requirements, each of the proposed amendments concern a single subject.

It is our pleasure to provide this 2022 Amendment Guide. We hope it is of value to Florida voters as they evaluate each of the three constitutional amendments that will be presented to them on their ballot. Each amendment is unique and should be considered seriously. Repealing any amendment that has passed would require a new ballot initiative garnering 60 percent of the vote in a subsequent election.

As always, the mission of The James Madison Institute is to inform citizens so that, together, we may chart the course of making Florida an even more prosperous state. It is in that context that we offer this analysis.

INTRODUCTION

Culminating on election day, November 8, 2022, more than 10 million Floridians will cast their votes. In addition to electing a governor, a lieutenant governor, 28 members of Congress, 120 members of the State House and 40 of the 40-member Florida Senate, the ballot tasks Floridians with voting on three proposed constitutional amendments. Constitutional initiatives play a pivotal role in the governance of the State, and thus warrant careful consideration.

For this election, the three proposed constitutional amendments on the November ballot all originate from one source: the Florida Legislature. Regardless of how a measure makes it to the ballot, all amendments require a 60 percent voting majority to pass. Additionally, each source establishes different hurdles before an amendment can reach the ballot. For a legislatively referred proposed amendment, 60 percent of both the Florida House of Representatives and the Florida Senate must agree to put the proposed amendment on the ballot. This is called a joint resolution.

As voters and engaged citizens of Florida, it is our civic duty to responsibly educate ourselves on important changes to the Florida Constitution. On the pages that follow, readers can find an analysis of each ballot initiative.

TYPE	TITLE	SUBJECT	DESCRIPTION
Legislatively- Referred	Amendment 1	Taxes	Prohibits flood resistance improvements to a home from being considered when determining the property's assessed value for property taxes
Legislatively- Referred	Amendment 2	Direct Democracy	Abolishing the Constitution Revision Commission
Legislatively- Referred	Amendment 3	Taxes	Providing additional Homestead Property Tax exemption for certain public service workers

AMENDMENT 1


Limitation on the Assessment of Real Property Used for Residential Purposes


Ballot Language: “Proposing an amendment to the State Constitution, effective January 1, 2023, to authorize the Legislature, by general law, to prohibit the consideration of any change or improvement made to real property used for residential purposes to improve the property’s resistance to flood damage in determining the assessed value of such property for ad valorem taxation purposes.”

How the Amendment Reached the Ballot:

Florida State Legislature

What Your Vote Means:

 A **YES** vote on this amendment: Authorizes the Florida State Legislature to pass laws prohibiting flood resistance improvements to residential property from being considered when determining that residential property’s assessed value for property taxes.

 A **NO** vote on this amendment: Permits flood resistance improvements to residential property to continue to be considered when determining that residential property’s assessed value for property taxes.

Pros: Florida is uniquely at risk of flooding and sea level rise. Supporters of this amendment argue that it will not only protect homeowners who take proactive measures to protect their property from flooding, but it will also reward and incentivize them to do so. This bipartisan amendment received 98.33% approval in the Florida House of Representatives and 100% approval in the Florida State Senate in 2021.

Cons: Opponents would argue that prohibiting these improvements from being considered in the assessed value for property taxes would ultimately reduce the amount of ad valorem taxes that could be collected to fund services by local governments. This reduction is minimal but should be noted.

Constitutional Merit: This measure is not a reform that can be addressed by the State Legislature and thus requires a constitutional ballot initiative in order to be implemented.

In Sum: While the passage of this amendment would incentivize homeowners to protect their property against flood damage by giving them a tax break, it would also minimally reduce the amount of ad valorem taxes available to fund local governments. A YES vote would authorize the Florida Legislature to enact laws prohibiting flood resistance improvements to residential property from being considered when determining the assessed value for property taxes. A NO vote would continue to allow flood resistance improvements to residential property to be considered when determining the assessed value for property taxes.


AMENDMENT 2

Abolishing the Constitution Revision Commission

Ballot Language: “Proposing an amendment to the State Constitution to abolish the Constitution Revision Commission, which meets at 20-year intervals and is scheduled to next convene in 2037, as a method of submitting proposed amendments or revisions to the State Constitution to electors of the state for approval. This amendment does not affect the ability to revise or amend the State Constitution through citizen initiative, constitutional convention, the Taxation and Budget Reform Commission, or legislative joint resolution.”

How the Amendment Reached the Ballot: Florida State Legislature

What Your Vote Means:

 A **YES** vote on this amendment: Supports abolishing the Florida Constitution Revision Commission (CRC). The CRC meets every 20 years to propose changes to the state’s constitution and refer them to the statewide ballot for voter approval or rejection.

 A **NO** vote on this amendment: Opposes abolishing the Florida Constitution Revision Commission (CRC).

Pros: The CRC is a 37-member commission provided for in the Florida constitution that sets its own rules and procedures. Florida is the only state with a commission that can refer constitutional amendments to the ballot for voter approval or denial. In 2018, seven out of eight amendments referred to the ballot by the CRC were the subject of lawsuits alleging that the amendments were unconstitutionally composed of multiple subjects or contained inaccurate or misleading language. Supporters of this amendment contend that abolishing the CRC is necessary to protect Florida voters from multiple subject or vague amendments proposed by ill-experienced members.

Cons: Opponents of this amendment argue that lawmakers should improve the CRC by tightening its procedures and required qualifications for its members instead of abolishing the commission entirely.

They believe that the commission provides an important vehicle for constituents' voices to be heard.

Constitutional Merit: This measure is not a reform that can be addressed by the State Legislature and thus requires a constitutional ballot initiative in order to be implemented.

In Sum: While the passage of this amendment may protect Florida voters from multiple subject or vague amendments, it would also remove one of five ways to amend the Florida constitution. A YES vote would abolish the CRC, while a NO vote would keep the CRC and its authority in place.


AMENDMENT 3


Additional Homestead Property Tax Exemption for Specified Critical Public Services Workforce

Ballot Language: “Proposing an amendment to the State Constitution to authorize the Legislature, by general law, to grant an additional homestead tax exemption for non-school levies of up to \$50,000 of the assessed value of homestead property owned by classroom teachers, law enforcement officers, correctional officers, firefighters, emergency medical technicians, paramedics, child welfare services professionals, active duty members of the United States Armed Forces, and Florida National Guard members. This amendment shall take effect January 1, 2023.”

How the Amendment Reached the Ballot: Florida State Legislature

What Your Vote Means:

 A **YES** vote on this amendment: Authorizes the Florida Legislature to provide an additional homestead property tax exemption of \$50,000 of assessed value on property owned by certain public service workers, including teachers, law enforcement officers, emergency medical personnel, active duty members of the military and Florida National Guard, and child welfare service employees.

 A **NO** vote on this amendment: Opposes authorizing the Florida Legislature to provide an additional homestead tax exemption on \$50,000 of assessed value on property owned by certain public service workers.

Pros: Every primary residence in Florida is eligible for a homestead tax exemption of \$25,000. An additional homestead tax exemption of \$25,000 is available on the property’s value between \$50,000 and \$75,000, bringing the total possible homestead tax exemption for all primary residences in Florida to \$50,000. This amendment would authorize an additional homestead property tax exemption of \$50,000

on the property's value between \$100,000 and \$150,000 only for primary residences owned by qualifying public service workers.

Supporters of this measure contend that, given the increased home values and property taxes, critical public service workers deserve a tax break. They argue that because these specific categories of public service workers sacrifice much to protect our state, we should help ensure they can afford to keep their homes. This amendment is consistent with the House's commitment to affordable housing.

Cons: The Revenue Estimating Conference estimated that approval of the amendment would reduce local property tax revenue (except school district tax revenue) by \$85.9 million beginning in Fiscal Year 2023-2024. Therefore, opponents of this measure argue that the exemption would greatly jeopardize the funds available for local government services, while not guaranteeing that public service workers can even purchase homes, much less afford to keep them. In addition, some would contend that this amendment would be a case of creating tax policy that favors specific groups over others. Rather than provide an additional exemption to select public service workers, Florida should look to lower property tax rates for all homestead property.

Constitutional Merit: This measure is not a reform that can be addressed by the State Legislature and thus requires a constitutional ballot initiative in order to be implemented.

In Sum: While this amendment would give an additional homestead tax exemption to much-deserving, qualified public service workers, it would also greatly reduce the local property tax revenue available to fund local governments. A YES vote would authorize the Florida Legislature to implement this tax exemption. A NO vote would keep the homestead tax exemptions the same.

PART IV:

Rhetoric

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.

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?

Cartoons for the Classroom

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



King's dream and voting rights



By Dennis Draughon / Courtesy of AAEC

Talking points

1. What are these cartoonists saying about the state of Martin Luther King Jr.'s dream 50 years after his historic speech?
2. King's 1963 March on Washington helped pass the Voting Rights Act. What recently happened to the act?
3. Why were certain states singled out by the act?
4. What has recently occurred in some of those states?
5. Do voter identification laws hinder voting rights?
6. What are the pro and con arguments about those laws?

Between the lines

"I gave a little blood on that bridge in Selma, Ala., for the right to vote. I am not going to stand by and let . . . take the right to vote away from us." - Rep. John Lewis.

http://www.washingtonpost.com/local/voting-rights-economic-fairness-among-marchers-aims-as-they-mark-1963-march-on-washington/2013/08/24/215c1ba8-0c91-11e3-89fe-abb4a5067014_story.html

Additional resources

More by Dennis Draughon

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

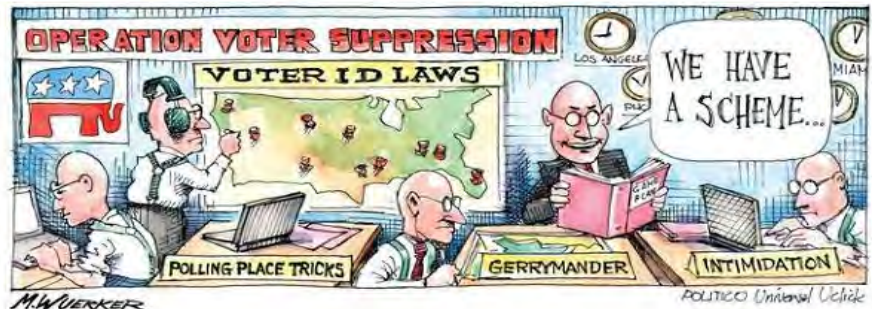
More by Matt Wuerker

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

Association of American

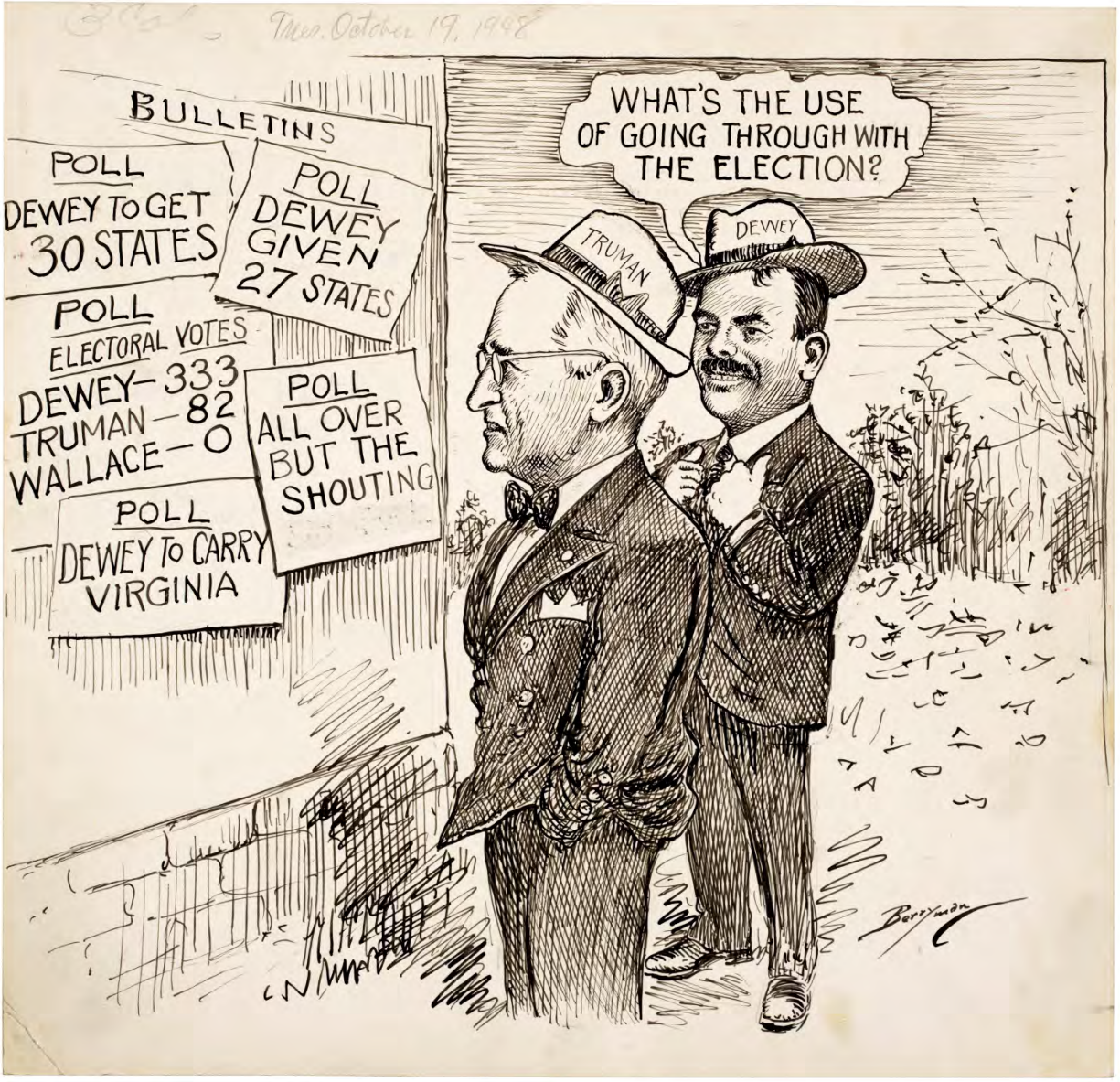
Editorial Cartoonists

<http://editorialcartoonists.com/>



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BULLETINS

POLL DEWEY TO GET 30 STATES

POLL DEWEY GIVEN 27 STATES

POLL ELECTORAL VOTES DEWEY-333 TRUMAN-82 WALLACE-0

POLL DEWEY TO CARRY VIRGINIA

POLL ALL OVER BUT THE SHOUTING

WHAT'S THE USE OF GOING THROUGH WITH THE ELECTION?



Berryman

3 col

Sunday Star



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224



PART V:

Going

Beyond

The Text

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.

Voting by mail

People can vote in advance if they do not want to wait until Election Day to cast their ballots. All counties in Florida provide the option of early voting and voting by mail. Voting during a pandemic raises unique issues for people who want to vote yet are nervous being around crowds. There has been a lot of news articles about the reliability of voting by mail. Watch the video by the **Hillsborough County Supervisor of Elections** to learn about voting by mail. Examine the chart on the next page provided by the Pasco County Supervisor of Elections. Look for articles in your newspaper about this topic. Create a blog post detailing the process of voting by mail and include your thoughts about this method of voting.

Keeping Current: Constitution (from flrea.org)

Directions:

1. Find a newspaper article dealing with the following topics.
2. Glue the article to the box or attach it to the paper.
3. State what happened in the article.

Examples – Executive Branch – this article is about a police officer arresting someone for speeding. Right Box (place the article headline)

Article 1: Legislative Branch	
Article 2: Executive Branch	
Article 3: Judicial Branch and courts.	
Article 4: State government including governor.	
Amendment 1: freedom of speech, religion, or press.	
One article you found interesting and why.	



TEACHING TOLERANCE

STUDENT TASK

My Voice, My Voter's Guide

| Do Something | Grade Level 3-5, 6-8, 9-12

Subject: Civics

Rubric: Community Newsletter Assessment

What?

Students create a voter's guide including information about voters' rights, important voting dates and deadlines, and an overview of what to expect at the polls. Students share the voter's guide with friends, families and community members and ask them to sign the Teaching Tolerance Voting and Voices pledges, committing to use their voice or vote in the upcoming elections.

Estimated time

Two to three weeks

Why?

One of the ways young students become invested in the democratic process is by become empowered advocates for civic participation in their local communities. When younger students understand they have the power to use their voices in politics, they are more likely to be involved and register to vote when they are eligible.

How?

GET READY

The voter's guide can be as simple or robust as you would like it to be. (See step 1 for our recommended sections.) Each section can be undertaken as an individual project, as a class project or in small groups.

Determine the organization of the voter's guide. We recommend the following sections:

- **Registering to vote**

Students research and write about voter registration in your state. They can answer questions such as: Are citizens automatically registered? Can voters register online? Can voters register on election day? Can young people pre-register to vote before they turn 18? Are special IDs required to register to vote in your state?

- **Voters' rights**

Students research and write about voting rights in your state. They can answer questions such as: How does absentee voting work in your state? Are voters required to show ID to vote? Can people with felony convictions vote in your state? Does your state allow early voting?

- **Important dates and deadlines**

Students research and create a calendar marked with important dates for the upcoming election. They can answer questions such as: What is the deadline for submitting voter registration forms? What is the deadline for an absentee ballot request? When does early voting begin? What is election day? When are the polls open on election day?

- **What to expect at the polls**

Students research and write about basic procedures at the polls. They can answer questions such as: What will the ballot look like? How long will it take to vote? What IDs should voters bring? Who can help at the polls if you have questions?

This information is available through Rock the Vote. Download a state-specific event toolkit for information about registration, a list of important dates, and an overview of what to expect at the polls. Students can find more information about voters' rights on the website of your secretary of state and at rockthevote.org/voting-information.

GET SET

1. In a class discussion, ask students how important decisions are made in our communities and country. Assess students' knowledge about the voting process, and if needed, introduce them to the basics of voting.
2. Let students know that even though they may not be old enough to vote yet, they can still play a valuable role in the election process. Ask them how they think they can get involved. Tell them that one way they can get involved is by informing others about the election and asking people to register to vote.
3. Introduce students to the Do Something Student Planning Guide. Instruct them in mapping the steps necessary to complete the voter's guide.

4. Share the sample rubric (forthcoming) or adapt it into a checklist. Refer to the rubric to define expectations before students begin working.
5. Determine the audience for the voter's guide (other classes, other grades, families, larger school community, outside community members, etc.). Talk to students about their intended audience.
6. Assign topics and instruct students to research their topics and write a short summary of their findings.
7. Direct students to plan and draft their written work. Allow time for feedback, revisions and finalization.
8. Have students choose a format for the guide and consider the best format to use so that it reaches the widest audience. Also think about multiple formats and ways of presenting the guide so that it's accessible to all (people with hearing or vision impairments and those who speak and read a language other than English). Students can make their guides by hand, they can make them using "pamphlet templates" such as those found in MS Word, or they can make them as webpages.
9. Consider collaborating with other classes, your school counselor or community groups.

GO!

1. Copy and distribute completed voter's guides to other classes, other grades, families, the larger school community and outside community members.
2. Arrange an in-class "publishing party" during which students unveil their voter's guide and read one another's contributions. If possible, invite your intended audience.
3. Along with the voter's guide, print copies of the "Voices and Votes" Pledges. Encourage students to ask as many people as possible to sign a pledge to either use their vote or their voice in the upcoming election. You can even make this a contest, challenging another class to see who can get the most pledges.

Reflection

1. Students can give each other feedback orally or on sticky notes during the publishing party.
2. If you adapted the rubric, students can assess their own work using the checklist.

English language learners

English language learners can benefit from this task by working cooperatively with others and practicing sharing their ideas orally.

Connection to anti-bias education

Creating and sharing a My Voice, My Voter's Guide shows students they have the power to inform and call others to action.

TASK TEMPLATE

Enter your text here



Community Newsletter Assessment Rubric

Criteria	Emerging 1	Progressing 2	Accomplishing 3	Exceeding 4
Content	Voting guide does not include required content.	The voting guide includes only limited content and information. It does not include any research or outside knowledge.	The voting guide includes some content and information. It provides basic information but does not integrate additional research and/or outside knowledge.	The voting guide includes significant content and information and integrates additional research and/or outside knowledge.
Appearance	The work lacks visual appeal and does not reflect effort or care in presentation.	The work includes some visual appeal and reflects some effort and care in presentation.	The work is visually appealing and reflects effort and care in presentation.	The work is visually appealing and reflects effort, attention to detail and care in presentation.
Creativity	No original, creative ideas.	Some original, creative ideas.	Clearly includes original, creative ideas throughout the work.	The work includes an array of original, creative ideas, combining topics and themes explored in class in novel ways.
Demonstration of Anti-bias Competency	Student shows emerging understanding of the expectations in anti-bias standard _____.	Student is progressing toward the expectations in anti-bias standard _____.	Student meets the expectations in anti-bias standard _____.	Student exceeds the expectations in anti-bias standard _____.
Collaboration/ Cooperation (optional)	Student worked individually and expressed little interest in collaborating with members of the group.	Student worked productively and was sometimes cooperative with other members of the group.	Student worked productively and cooperatively with other members of the group almost all of the time.	Student worked productively and cooperatively all of the time, made compromises and built off ideas of other group members.



TEACHING TOLERANCE

STUDENT TASK

Voting in Your Town

| Do Something | Grade Level 6-8, 9-12

Handout:

Do Something Student Planning Guide , Progress Monitoring Worksheet, Assessing Your School & Community , Voter Turnout , Voter Restrictions or Voter Fraud , Felon Disenfranchisement

Rubric: Voting in Your Town Rubric

What?

Students use online resources to analyze current voter registration and turnout rates in their state and local community. They also explore potential roadblocks to the voting process (e.g., felon disenfranchisement and voter fraud).

Estimated Time

One to three weeks

Why?

A functional voting system is imperative to a healthy democracy, and the current voting process in the United States has room for improvement. By working together to come up with solutions for improving voter registration or turnout, students can gain a wider perspective on issues relevant to their communities and better understand the link between social change and collective action.

How?

GET READY

1. Compile websites that are useful for finding data on voter registration and turnout, such as your state website, the U.S. Census Bureau, the United States Election Project, VOTE411.org, the Brennan Center for Justice, The Sentencing Project and FairVote. Note: If your class does not have reliable Internet access, prepare and provide printouts of relevant data sets for students to reference during the Get Set portion of the task.
2. Prepare handouts for students. (There are three at the end of this lesson with charts for students to help organize their thinking and areas for them

- to summarize their findings.)
3. Assess students' prior knowledge of voting and voter registration. What do they already know, and what questions do they have?
 4. Show the 40-minute classroom documentary *Selma: The Bridge to the Ballot*. The film kit includes a viewer's guide that goes into depth about how young people have advocated for voting rights.
 5. Reiterate that this lesson is about voting rights and the democratic act of voting, not about voting for a particular candidate. For suggestions on how to talk with your students about an election and advice on mediating charged political conversations, refer to these resources:
 - Election 2016 Resources
 - Teach 2016
 - TT 54 PD Café
 - Polarized Classrooms

GET SET

1. Have students visit or read printouts from your state website, and the U.S. Census Bureau and the United States Election Project websites individually, in pairs or in small groups. Ask students to find and record data requested on the "Voter Turnout" handout.
2. Have students visit the websites of or read printouts from VOTE411.org and the Brennan Center for Justice to further research voting rules and regulations. Ask students to record the information requested on the "Voter Restrictions or Voter Fraud" handout.
3. Guide students in exploring or reading printouts from The Sentencing Project and FairVote to learn about the rules in their state regarding felon disenfranchisement. Ask them to complete the "Felon Disenfranchisement" handout.

GO!

1. Pose these questions to your students to inspire their thinking about how to improve voter participation in their communities:
 - What specific element of voter participation do you want to address?
 - How can you influence participation?
 - What outcomes are you seeking?
 - What specific actions can you take to bring about these outcomes?
2. Have students choose from this list of projects or create a new idea for how they will improve voter registration or voter turnout in their community:
 - Publish a public service announcement on social media channels.

- Write letters to local elected officials asking for their attention to voter participation.
- Write and perform a skit designed to teach their community about the importance of voting.
- Create and distribute a flyer that supplies voting information to members of the community.
- Create a public mural reflecting the importance of voting rights.
- Create a community bulletin board with information on how to register to vote.
- Organize a neighborhood voter registration day to help community members register to vote.
- Organize a local march to raise awareness about local political issues, candidates and voter registration.
- Check to see if there is a local chapter of the League of Women Voters and investigate how to get involved.

Reflection

Have students take time to reflect on their findings in writing (especially if they were working with partners or groups). Ask them: Today we face new barriers to voting, and some of the old barriers still exist. What would you be willing to march for?

English language learners

Learning about voting rights history and struggles is an important lesson for all, but it can be especially complex for students who are new to the country. Consider adding to this lesson a discussion of citizenship and voting rights for immigrants. You might also discuss the issue of campaign materials and ballots being available in different languages.

Connection to anti-bias education

Critically analyzing voting rights and access in the United States raises students' awareness of inequity. By summarizing voter turnout by subgroups, students see discrepancies and are prompted to draw thoughtful conclusions about how to change our voting system. The projects will empower students to take action on important social justice issues.

GRADES 6-12

Voting in Your Town

Criteria	Emerging 1	Progressing 2	Accomplishing 3	Exceeding 4
Presentation/ Outreach	The voter registration or voter turnout project contains many errors and does not engage the community.	The voter registration or voter turnout project has some errors and engages the community to only a minimal degree.	The voter registration or voter turnout project has only minor errors and engages the community.	The voter registration or voter turnout project contains no errors and engages the community, addressing their interests and needs.
Content	The voter registration or voter turnout project presents unclear ideas that are not relevant to themes explored in class.	The voter registration or voter turnout project presents surface-level ideas that are marginally relevant to themes explored in class.	The voter registration or voter turnout project clearly conveys ideas relevant to themes explored in class.	The voter registration or voter turnout project clearly conveys ideas relevant to themes explored in class and integrates additional research or outside knowledge.
Creativity	The voter registration or voter turnout project shows no evidence of original, creative ideas.	The voter registration or voter turnout project shows some evidence of original, creative ideas.	The voter registration or voter turnout project shows clear evidence of original, creative ideas.	The voter registration or voter turnout project includes an array of original, creative ideas, combining topics and themes explored in class with new ideas in novel ways.
Connection to the Central Text	The voter registration or voter turnout project does not connect to the central text or its themes.	The voter registration or voter turnout project includes a superficial reference to the central text or its themes, but does not dig deeper.	The voter registration or voter turnout project clearly incorporates the central text and its themes and shows some evidence of thoughtful interpretation.	The voter registration or voter turnout project reflects a sophisticated interpretation of the central text and its themes demonstrated by direct reference or incorporation of author's style and message.
Demonstration of Anti-bias Competency	Student shows emerging understanding of anti-bias standard_____.	Student is progressing toward understanding of anti-bias standard_____.	Student meets the expectations articulated in anti-bias standard_____.	Student exceeds the expectations articulated in anti-bias standard_____.
Collaboration/ Cooperation	Student worked individually.	Student collaborated with peers, but contributions were inconsistent.	Student collaborated well with peers, and contributions were consistent.	Student demonstrated exceptional collaboration skills, cooperating and building off the ideas of others.

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](#)

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

[Vote Smart Civics Matter](#)

[iCivics](#)

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