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WELCOME TO THE EDWARD M. KENNEDY INSTITUTE

We are delighted to welcome you to the Edward M. Kennedy Institute for the United States Senate. The Kennedy Institute aims to teach students about the role of the Senate in our representative democracy, introducing important elements of the legislative process to young audiences and encouraging participation in civic life. Our programs serve the general public, students of all ages, teachers, scholars, senators, Senate staff, international visitors, and others in public service.

The materials in this curriculum are designed to enhance the Institute’s immersive Senate Immersion Module (SIM). The SIM program is an educational, role-playing experience, developed to engage new generations of Americans. This program is conducted in the Institute’s full-scale representation of the United States Senate Chamber. Running with up to 100 students at a time, participants take on the roles of senators to study issues, debate, negotiate, and vote on legislation.

Digital projections, handheld tablets, and a life-size replica of the U.S. Senate Chamber enhance the immersive role play. The resources in this curriculum help students and teachers prepare for the SIM program and discuss the experience afterwards. They can also be used independently as print outs in the classroom.

The Edward M. Kennedy Institute for the United States Senate is dedicated to educating the public about the important role of the Senate in our government, encouraging participatory democracy, invigorating civil discourse, and inspiring the next generation of citizens and leaders to engage in the civic life of their communities.

The Institute encourages classroom preparation for the SIM, active play at the Institute, and debriefing at the end of the experience.
ABOUT THE CURRICULUM

The purpose of this learning module is to help students learn how a U.S. senator might address an issue of public significance under consideration in the United States Congress. Learning about personal, state, party, and national interests will help students understand representation more fully. It will also help them play their roles more effectively when taking part in the Institute’s SIM. The pre-visit lesson introduces students to the issues that were debated as the U.S. entered World War I. The post-visit lesson acts as a debrief and reflection on the SIM experience.

SIM Learning Goals

Using this curriculum and the Kennedy Institute SIM, students will be able to:

- Understand the basic tenets of representation: balancing personal convictions with state, party, and national interests
- Research and analyze issues of national importance
- Negotiate, persuade, and develop strategies to reach consensus
- Take a stand on issues and proposed solutions
BACKGROUND OVERVIEW

World War I and America’s Domestic Fight

Shortly after the assassination of Archduke Franz Ferdinand of Austria on June 28, 1914, the European powers were drawn into the worst continental conflict in the history of Europe. The war waged on for a little more than four years before the United States, prompted by German submarine attacks on civilian passenger and merchant ships, joined the conflict. The U.S. entered World War I following the re-election of Woodrow Wilson. Within months of entering the war, a series of executive and congressional actions were put into place to ensure support for the war effort. The chart below outlines some of the key legislative efforts by the United States government to mobilize for war and to galvanize public support.

Legislative Milestones

**The Committee on Public Information, April 14, 1917**

President Wilson established this agency through executive order. Journalist George Creel, known for his “muckraking” talents, headed the agency—it’s goal, to persuade the American people to support the war effort. Creel enlisted over seventy thousand volunteers. These “Four Minute Men,” as they were called, made brief patriotic speeches, in an effort to galvanize support for the war.

**The Espionage Act of 1917 and the Sedition Act of 1918**

The Espionage Act made it a crime to mount opposition to or interfere with the war effort in several ways. The legislation imposed harsh fines and imprisonment, and even death in some instances. It empowered the Postal Service to screen mail, including magazines and newspapers for suspicious activity, and to restrict its dissemination. In 1918 the Espionage Act was broadened with a number of amendments that are referred to collectively as the Sedition Act. These amendments limited speech that could be perceived as “disloyal” to the United States and its armed forces.

**The Selective Service Act of 1917 and the War Revenue Act of 1917**

Both acts of Congress made it possible to fight an overseas war. The Selective Service Act required all males, ages 21 to 30, to sign up for the draft with the potential of being enlisted in military service. Unlike the draft of the Civil War, men could not pay for a substitute—a practice deemed undemocratic and illegal. The War Revenue Act increased income tax rates to their highest levels to date, with rates from two percent to 67 percent, depending on income.
PRE-VISIT LESSON: World War I Domestic Policy

**Pre-Visit Lesson Introduction**
During the pre-visit lesson, students will review historic legislation leading up to the entry of the United States into World War I and consider issues of federal powers and civil liberties in the face of war.

**Lesson Learning Objectives**
By the end of this lesson students will be able to:
- Analyze and summarize a position in the debate around war powers and civil liberties
- Infer how these positions relate to other current political issues
- Justify their own positions in the debate on these issues

**Enduring Understandings**
- Senators must take into account their own personal beliefs as well as those of their party and constituents when voting in Congress.
- Becoming aware of one’s assumptions, values, and beliefs can help lay the groundwork for greater understanding.
- Conflict resolution involves assertion, compromise, cooperation, and change.
- There is constant debate over the proper role of the government.

**Essential Questions**
- Is the First Amendment right to freedom of the press subject to limits during wartime?
- What rights and restrictions do subversive organizations have in America?
- How should the U.S. raise funds during a war of this scope?
- Should we draft soldiers or rely exclusively on volunteers? Should there be exceptions in the draft?

**LESSON DURATION**
50 minutes

**KEY VOCABULARY**
- See World War I Vocabulary, p. 8
## Pre-Visit Lesson Plan

**TOTAL TIME: 50 minutes**

<table>
<thead>
<tr>
<th>TIME</th>
<th>ACTIVITY</th>
<th>DESCRIPTION</th>
</tr>
</thead>
</table>
| Pre-Visit Lesson Homework | Research | Assign each student one of the following to research for homework:  
- The Committee on Public Information  
- The Espionage Act of 1917  
- The Sedition Act of 1918  
- The Selective Service Act of 1917  
- War Revenue Act of 1917  
Have students answer the questions on the Homework Assignment worksheet for their topic. They will use the information they've gathered in the classroom activity. |
| 10 minutes | In-Class Warm-Up: Political Poster Analysis | Break students into groups so that each group contains someone who has done research on each of the topics assigned for homework. Before the groups discuss the assigned readings, assign each group one of the four numbered posters on the Warm-Up Activity Handout. Have them discuss their poster and answer the questions in the Warm-Up Activity Worksheet. |
| 10 minutes | Share Warm-Up | Have each group select a spokesperson to share with the whole class which poster the group looked at and how they answered the questions on the Warm-Up Activity Worksheet. |
| 20 minutes | Share Research | Have students stay in their groups and transition into sharing their research on the assigned reading topics with the rest of their group. Urge students to keep the issues they discussed in the poster analysis in mind as they work through the readings. In each group, students should explain the answers they recorded in the Key Legislation Chart for their reading and each student in the group should complete their own chart for all of the topics. As students complete their charts, have them answer the questions on the World War I Key Legislation Worksheet. |
| 10 minutes | Discuss Group Work | Using the completed World War I Key Legislation Chart and Worksheet, discuss as a class students’ answers to the questions on the student worksheet. |

**Materials**

- World War I Vocabulary (p. 8)
- Homework Assignment Worksheet (p. 13)
- Warm-Up Activity Handout (p. 10)
- Warm-Up Activity Worksheet (p. 11)
- Homework Assignment: World War I Key Legislation Chart (pp. 12–13)
- Student Worksheet: World War I Key Legislation Worksheet (p. 14)
## WORLD WAR I VOCABULARY

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anti-German Hysteria</td>
<td>A belief by Americans that German Americans and recently emigrated Germans were actively working against the American government and its war effort.</td>
</tr>
<tr>
<td>Committee on Public Information (CPI)</td>
<td>An agency that President Woodrow Wilson created in 1917 by executive order, designed to encourage support for World War I through various means of communication.</td>
</tr>
<tr>
<td>George Creel</td>
<td>George Creel was an investigative journalist who sometimes engaged in politics and was a supporter of Woodrow Wilson. President Wilson chose Creel to head the Committee on Public Information.</td>
</tr>
<tr>
<td>Eugene V. Debs</td>
<td>Eugene Victor Debs (1855–1926) was a U.S. labor leader and activist who ran for president five times from 1900–1920 as the candidate of the Socialist Party of America.</td>
</tr>
<tr>
<td>Espionage Act of 1917</td>
<td>The Espionage Act of 1917 made it a crime to interfere with the war efforts of the U.S. Armed Forces and to show support for U.S. enemies. The act imposed harsh fines and punishments on offenders including imprisonment and the death penalty.</td>
</tr>
<tr>
<td>Executive Order</td>
<td>A rule or order issued by a U.S. president that directs agencies of the federal government and has the force of law.</td>
</tr>
<tr>
<td>Four-Minute Men</td>
<td>Volunteers enlisted by the Committee on Public Information to give patriotic speeches in support of the war effort. Most speeches lasted only four minutes.</td>
</tr>
<tr>
<td>Hun</td>
<td>A derogatory term used to characterize German soldiers during World War I, Hun was a reference to the nomadic Huns of Central Asia that invaded Europe in the 4th century.</td>
</tr>
<tr>
<td>Liberty Bonds</td>
<td>Bonds are a type of investment by which people loan money to an institution and are repaid with interest. The United States government issued Liberty Bonds to raise revenue to support war operations.</td>
</tr>
<tr>
<td>Lusitania</td>
<td>The RMS Lusitania was a British ocean liner that carried passengers between New York City and Liverpool, England. On May 7, 1915 the Lusitania was sunk by a torpedo fired from a German submarine off the coast of Ireland, killing almost 1200 people.</td>
</tr>
<tr>
<td>Muckraker</td>
<td>A writer or journalist who investigates corrupt practices in government or business and publishes exposés, or written accounts to inform the public.</td>
</tr>
<tr>
<td>Postmaster General</td>
<td>The chief executive in charge of the of the United States postal system.</td>
</tr>
</tbody>
</table>
| Propaganda                    | Information, especially of a biased or misleading nature, used to promote or publicize a particular political cause or point of view.有些内容可能需要进一步的上下文理解。
### WORLD WAR I VOCABULARY (Continued)

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition/Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Selective Service Act of 1917</td>
<td>The Selective Service Act of 1917 required all males ages 21–30 to sign up for the draft, with the potential of being enlisted in military service. It was later amended to include men, ages 18–45. Today men between the ages of 18–25 must be registered.</td>
</tr>
<tr>
<td>Sedition Act of 1918</td>
<td>A set of amendments that expanded the Espionage Act of 1917, the Sedition Act made it a crime to express opinions that contradicted the government’s position on the war.</td>
</tr>
<tr>
<td>Socialism</td>
<td>A theory of economic and political social organization that advocates for public ownership and control of the means of production and distribution, capital, land, and resources.</td>
</tr>
<tr>
<td>Woodrow Wilson</td>
<td>The two-term Democratic President of the United States during World War I. He was president from 1913–1921.</td>
</tr>
<tr>
<td>Zimmermann Telegram</td>
<td>A telegram intercepted by the British from German Foreign Minister Arthur Zimmermann to Mexico indicating that Mexico should join the war on Germany’s side.</td>
</tr>
</tbody>
</table>
WARM-UP ACTIVITY HANDOUT: World War I Propaganda Posters

1. 
   ![Propaganda Poster 1]
   Charles Edward Chambers 1917, Library of Congress

2. 
   ![Propaganda Poster 2]
   Frederick Strothmann, 1918 Library of Congress

3. 
   ![Propaganda Poster 3]

4. 
   ![Propaganda Poster 4]
   Fred Spear, 1915, Library of Congress
WARM-UP ACTIVITY WORKSHEET: World War I Propaganda Posters

NAME: ____________________________________________________________

For your assigned poster, answer the following questions.

Poster number: ______

1. Who is portrayed in the poster? Describe the person or people depicted and how you think the viewer is meant to feel about them.

2. How do the words on the poster relate to the images?

3. Who do you think the audience is for this poster?

4. These posters were released by federal and local government agencies. What action does the government want the viewer to take?

5. During times of war, governments and citizens are often called on to balance the needs of the country and of individuals. What issues of national and individual interests are raised by this poster?
## HOMEWORK ASSIGNMENT
World War I Key Legislation Chart

Research and complete the chart below. Complete your assigned topic for homework. Complete the entire chart in class with your research group.

<table>
<thead>
<tr>
<th></th>
<th>The Committee on Public Information</th>
<th>The Espionage Act of 1917</th>
<th>The Sedition Act of 1918</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is it an act of legislation or did it result from an executive order? Explain.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Main Purpose: What did it attempt to do and why?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Was it successful? Did it achieve its stated goals? Provide examples.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did this suspend, limit, or place restrictions on civil liberties? If so, provide examples.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Think of an example of how this could apply to today or list a real example of how this has been applied in recent times.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### HOMEWORK ASSIGNMENT

World War I Key Legislation Chart (Continued)

<table>
<thead>
<tr>
<th>The Selective Service Act of 1917</th>
<th>War Revenue Act of 1917</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is it an act of legislation or did it result from an executive order? Explain.</td>
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</tr>
<tr>
<td>Main Purpose: What did it attempt to do and why?</td>
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</tr>
<tr>
<td>Was it successful? Did it achieve its stated goals? Provide examples.</td>
<td></td>
</tr>
<tr>
<td>Did this suspend, limit, or place restrictions on civil liberties? If so, provide examples.</td>
<td></td>
</tr>
<tr>
<td>Think of an example of how this could apply to today or list a real example of how this has been applied in recent times.</td>
<td></td>
</tr>
</tbody>
</table>
After completing the World War I Key Legislation Chart, apply what you’ve learned to today and answer the following questions.

1. Does the government have the power to draft you into military service during a war today? Explain.

2. Should federal powers be expanded during times of war? Explain why or why not.

3. Is it justified to suspend civil liberties during times of war? Has it happened in the past? If so, when?

4. What is the danger in saying we are protecting liberty by restricting freedom?

5. When is it necessary to restrict civil liberties? Provide examples.
POST-VISIT LESSON: World War I Domestic Policy

Post-Visit Lesson Introduction

In the post-visit lesson, students reflect upon their process and decision-making during the SIM at the Edward M. Kennedy Institute. They will reflect on their experience in the SIM navigating the balance of war powers and civil liberties through the lens of key speeches for and against U.S. entry into World War I.

Lesson Learning Objectives

By the end of this lesson students will be able to:

• Analyze and summarize a position in the debate around war powers and civil liberties
• Infer how these positions relate to other current political issues
• Justify their own positions in the debate on these issues

Essential Questions

• How do your interests and those of your state influence your senator's decision-making in Congress?
• What balance should a nation strike between the civil liberties of individuals and the interests and security of the country in times of war?

Enduring Understandings

• Senators must take into account their own personal beliefs as well as those of their party and constituents when voting in Congress.
• Becoming aware of one’s assumptions, values, and beliefs can help lay the groundwork for greater understanding.

KEY VOCABULARY

• See World War I Vocabulary
# Post-Visit Lesson Plan

TOTAL TIME: 50 minutes

<table>
<thead>
<tr>
<th>TIME</th>
<th>ACTIVITY</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 minutes</td>
<td>Warm-Up: SIM Debrief</td>
<td>Have students reflect on the role they played in the SIM. What views and interests were they representing as their assigned senator? Why were those the interests of that senator? Did they find they agreed or disagreed with the senator they were portraying?</td>
</tr>
<tr>
<td>25 minutes</td>
<td>Classroom Activity: Analyzing Primary Sources</td>
<td>Have students compare and contrast the Four-Minute Man speech and the Eugene V. Debs’ speech using the Analyzing Primary Sources Worksheet to take notes. Debs’ speech is against the war, while the Four-Minute Speech is in favor of the war. Encourage students to pay particular attention to the type of language that is used in each speech. Although similar language and ideals are presented in both speeches, they are used differently to target and persuade the audience in different ways. List the arguments in the Venn diagram.</td>
</tr>
<tr>
<td>15 minutes</td>
<td>Classroom and Homework: Extending the Lesson</td>
<td>Having read the Debs speech and an example of a Four-Minute Speech, encourage students to try their hand at writing their own Four-Minute Man type speech. Students maybe begin by planning their speech using the Extending the Lesson worksheet. Have students write their speeches for homework and then provide students with an opportunity to deliver their speeches to the class if time allows.</td>
</tr>
</tbody>
</table>

**Materials**
- Student Worksheet: Analyzing Primary Sources (p. 17)
- Speech by a Four-Minute Man (p. 18)
- Eugene V. Debs Speech (p. 19)

- Extending the Lesson: Persuasive Writing Worksheet (p. 20)
ANALYZING PRIMARY SOURCES

As you read, mark up the two passages. Underline examples of persuasive language. Put a dotted line under words or phrases that could be considered “fundamental American values.” Circle the call to action in each passage.

In the Venn diagram below, list persuasive language that is unique to each speech and that is shared by the two speeches. Use the following questions to take notes as you read.

1. What language is similar between both speakers?

2. How do the speakers persuade their target audience?

3. What is their “call to action”?

4. What fundamental American values do the speakers try to evoke?

5. What outcome does each speaker want to see?
Ladies and Gentlemen:

I have just received the information that there is a German spy among us—a German spy watching us.

He is around here somewhere, reporting upon you and me—sending reports about us to Berlin and telling the Germans just what we are doing with the Liberty Loan. From every section of the country these spies have been getting reports over to Potsdam—not general reports but details—where the loan is going well and where its success seems weak, and what people are saying in each community.

For the German Government is worried about our great loan. Those Junkers fear its effect upon the German morale. They’re raising a loan this month, too.

If the American people lend their billions now, one and all with a hip-hip-hurrah, it means that America is united and strong.

While, if we lend our money half-heartedly, America seems weak and autocracy remains strong.

Money means everything now; it means quicker victory and therefore less bloodshed. We are in the war, and now Americans can have but one opinion, only one wish in the Liberty Loan.

Well, I hope these spies are getting their messages straight, letting Potsdam know that America is hurling back to the autocrats these answers:

For treachery here, attempted treachery in Mexico, treachery everywhere—one billion.

For murder of American women and children—one billion more.

For broken faith and promise to murder more Americans—billions and billions more.

And then we will add:

In the world fight for Liberty, our share—billions and billions and billions and endless billions.

Do not let the German spy hear and report that you are a slacker.

Source: Committee on Public Information, Four Minute Man Bulletin, No. 17 (October 8, 1917), George Mason University. http://historymatters.gmu.edu/d/4970/
 Wars throughout history have been waged for conquest and plunder. In the Middle Ages when the feudal lords who inhabited the castles whose towers may still be seen along the Rhine concluded to enlarge their domains, to increase their power, their prestige and their wealth they declared war upon one another. But they themselves did not go to war any more than the modern feudal lords, the barons of Wall Street go to war. The feudal barons of the Middle Ages, the economic predecessors of the capitalists of our day, declared all wars. And their miserable serfs fought all the battles. The poor, ignorant serfs had been taught to revere their masters; to believe that when their masters declared war upon one another, it was their patriotic duty to fall upon one another and to cut one another's throats for the profit and glory of the lords and barons who held them in contempt. And that is war in a nutshell. The master class has always declared the wars; the subject class has always fought the battles. The master class has had all to gain and nothing to lose, while the subject class has had nothing to gain and all to lose—especially their lives.

 They have always taught and trained you to believe it to be your patriotic duty to go to war and to have yourselves slaughtered at their command. But in all the history of the world you, the people, have never had a voice in declaring war, and strange as it certainly appears, no war by any nation in any age has ever been declared by the people.

 And here let me emphasize the fact—and it cannot be repeated too often—that the working class who fight all the battles, the working class who make the supreme sacrifices, the working class who freely shed their blood and furnish the corpses, have never yet had a voice in either declaring war or making peace. It is the ruling class that invariably does both. They alone declare war and they alone make peace.

 Yours not to reason why;
 Yours but to do and die.

 That is their motto and we object on the part of the awakening workers of this nation.

 If war is right let it be declared by the people. You who have your lives to lose, you certainly above all others have the right to decide the momentous issue of war or peace.

 Source: Zinn Education Project
 https://zinnedproject.org/materials/eugene-debs-canton-ohio/
PERSUASIVE WRITING:
WRITE A “FOUR-MINUTE MEN” SPEECH

After reading both speeches and completing the Venn diagram, imagine that you are one of the “Four-Minute Men” assigned to write a speech for the Committee on Public Information. Select your topic, plan what you will say, and write your speech. Limit your speech to 400–500 words.

Topic of my speech:
________________________________________________________________________________________________________________________________________
________________________________________________________________________________________________________________________________________

Goal of my speech (Examples: Encouraging people to buy Liberty Bonds, ration food, enlist, beware of spies):
________________________________________________________________________________________________________________________________________
________________________________________________________________________________________________________________________________________

Target audience (Examples: Women, young men, those reluctant to support the war):
________________________________________________________________________________________________________________________________________
________________________________________________________________________________________________________________________________________

Fundamental American values I will evoke (Examples: Patriotism, Democracy):
________________________________________________________________________________________________________________________________________
________________________________________________________________________________________________________________________________________

Call to action:
________________________________________________________________________________________________________________________________________
________________________________________________________________________________________________________________________________________
________________________________________________________________________________________________________________________________________

On the back or on another sheet of paper, write your Four-Minute Man speech.
STANDARDS ALIGNMENT

The pre-visit and post-visit lessons along with the SIM, itself, are aligned to the following Common Core and Massachusetts standards.

HISTORY CONTENT STANDARDS (MASSACHUSETTS)

U.S. United States and Massachusetts Government and Civic Life

HSS.8.T3.02 Examine the relationship between the three branches of government (the checks and balances system).

HSS.8.T3.05 Describe the role of political parties at the state and national levels.

HSS.8.T4.03 Distinguish among civic, political, and private life.

HSS.8.T4.04 Define and provide examples of fundamental principles and values of American political and civic life (e.g., liberty, the common good, justice, equality, tolerance, law and order, due process, rights of individuals, diversity, civic unity, patriotism, constitutionalism, popular sovereignty, and representative democracy).

HSS.8.T4.05 Describe how a democracy provides opportunities for citizens to participate in the political process through elections, political parties, and interest groups.

HSS.8.T4.07 Apply knowledge of leadership and the qualities of good leaders to evaluate political leaders at the community, the state and the national levels.

HSS.8.T4.08 Explain the importance of individuals working cooperatively with their elected leaders.

HSS.8.T4.10 Analyze issues involving liberty in conflict with equality or authority, individual rights in conflict with the common good, or majority rule in conflict with minority rights.

HSS.8.T4.12 Examine the role of political protest in a democracy.

U.S. History II Standards

USII.6 Analyze the causes and course of America’s growing role in world affairs from the Civil War to World War I. (H, E)

J. American entry into World War I his Fourteen Points, the League of Nations, and the failure of the Versailles treaty. (H)

American Government Standards

USG.2.8 Evaluate, take, and defend positions on issues concerning foundational ideas or values in tension or conflict.

USG.3.12 Use a variety of sources, including newspapers and internet web sites, to identify current state and local legislative issues and examine the influence on the legislative process of political parties, interest groups, grass roots organizations, lobbyists, public opinion, the news media, and individual voters.

USG.5.10 Practice civic skills and dispositions by participating in activities such as simulated public hearings, mock trials, and debates.

High School Elective: United States Government and Politics

GOV.T1.10 Argue and defend positions on issues in which foundational ideas or values are in tension or conflict (e.g., liberty in conflict with equality or authority, individual rights in conflict with national or community interests or perceptions of the common good, or majority rule in conflict with minority rights).

GOV.T4.06 Compare the debate over a public policy issue from the past and a contemporary one and evaluate the role of political parties, interest groups and media in influencing public opinion.

COMMON CORE STANDARDS

Anchor Standards for Reading
(See differentiated Reading Standards for Literacy in History/Social Studies 6–12 for more grade level detail.)

RH.1: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

RH.2: Determine the central ideas or information of a primary or secondary source, provide an accurate summary of how key events or ideas develop over the course of the text.

RH.7: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

RH.9: Compare and contrast treatments of the same topic in several primary and secondary sources.
RH.10: Read and comprehend complex literary and informational texts independently and proficiently.

ANCHOR STANDARDS FOR WRITING
(See Differentiated Writing Standards for Literacy in History/Social Studies 6–12 for more grade-level detail.)

WHST.9–10.2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization and analysis of content.

A. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.

C. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

D. Use precise language and domain-specific vocabulary to manage the complexity of the topic.

E. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

F. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

WHST.9–10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to ask, purpose, and audience.

WHST.9–10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

ANCHOR STANDARDS FOR SPEAKING AND LISTENING

CCSS.ELA-LITERACY.SL.9–10.1
Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

B. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

CCR: SL.2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

CCR: SL.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.

CCR: SL.4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

CCR: SL.6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

21ST CENTURY SKILLS
(From WWW.P21.ORG)

• Use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation.

• Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems.

• Effectively analyze and evaluate evidence, arguments, claims and beliefs.

• Analyze and evaluate major alternative points of view.

• Synthesize and make connections between information and arguments.

• Interpret information and draw conclusions based on the best analysis.

• Identify and ask significant questions that clarify various points of view and lead to better solutions.

• Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts.

• Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions.

• Use communication for a range of purposes (e.g., to inform, instruct, motivate and persuade).
STANDARDS ALIGNMENT (Continued)

• Demonstrate ability to work effectively and respectfully with diverse teams.

• Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal.

• Assume shared responsibility for collaborative work, and value the individual contributions made by each team member.
### ADDITIONAL RESOURCES

**WWI DOMESTIC POLICY RESOURCES**
Resources related to WWI Domestic Policy

- **WW I Poster Collection, Library of Congress**
  [https://www.loc.gov/pictures/collection/wwipos/](https://www.loc.gov/pictures/collection/wwipos/)

- **World War I: Conscription Laws, Eric Allen, Library of Congress Blog**

- **Espionage Legislation: 1972–Today**
  [https://www.congress.gov/](https://www.congress.gov/)
  Search for All legislation: Espionage

- **The Third Liberty Loan, Audio of Four-Minute Man speech**
  [https://www.loc.gov/item/2004650683/](https://www.loc.gov/item/2004650683/)

- **Dramatic Reading of Eugene V. Debs’ Canton, Ohio Speech by Marc Ruffalo, Zinn Education Project**

**GENERAL RESOURCES**
The following general resources provide more information and curriculum about the U.S. Congress and the Senate.

- **Annenberg Classroom**
  [https://www.annenbergclassroom.org/](https://www.annenbergclassroom.org/)
  Provides resources for teaching civics

- **GovTrack**
  [https://www.govtrack.us/](https://www.govtrack.us/)
  This website helps track activities in the U.S. Congress

- **iCivics**
  [https://www.icivics.org](https://www.icivics.org)
  Free curriculum and games to learn civics

- **Library of Congress**
  [https://www.loc.gov/](https://www.loc.gov/)
  Supports Congress in fulfilling their duties and contains millions of resources, like books, photographs, maps, etc.

- **Library of Congress teacher’s page**
  Numerous resources, pay special attention to the “Using Primary Sources” section

**Library of Congress teacher’s page**
Section containing Primary Source sets, lesson plans and numerous other valuable resources

- **PopVox**
  [https://www.popvox.com/](https://www.popvox.com/)
  Enables you to share your opinion about a bill with your representatives and the public

- **Senate.gov**
  [https://www.senate.gov/](https://www.senate.gov/)
  Provides information about past and present Senates

- **CongressLink**
  [https://www.loc.gov/item/2003557479](https://www.loc.gov/item/2003557479)
  Provides resources for teachers about Congress

- **Being a Senator Curriculum**
  [http://www.emkinstitute.org/resources/being-senator-curriculum](http://www.emkinstitute.org/resources/being-senator-curriculum)
  Curricular materials to prepare students for the senate immersion modules at the Kennedy Institute

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**GIGANTIC MECHANIC**
Created in consultation with Gigantic Mechanic and Institute of Play

**INSTITUTE of PLAY**

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