

icivics interest groups

icivics interest groups are a vital part of understanding how citizens engage in the democratic process. This article explores the essential role interest groups play in American civics, as featured in iCivics educational materials. Readers will discover how interest groups influence government, advocate for policies, and provide avenues for civic participation. We delve into the types, strategies, and impacts of these organizations, examining their significance in shaping public opinion and legislation. This comprehensive guide explains the relationship between interest groups and the government, their educational value in classrooms, and practical examples to illustrate their work. Whether you are a student, educator, or someone interested in civic engagement, this article provides a thorough overview, practical insights, and answers to trending questions about icivics interest groups.

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Understanding icivics interest groups

Interest groups are organizations or associations formed by individuals who share a common goal or interest. In the context of icivics, interest groups are explored as key players in the democratic process, advocating for causes, influencing public policy, and representing diverse perspectives. These groups provide citizens with a voice, allowing them to participate in government beyond voting. iCivics educational materials highlight the importance of interest groups by explaining their functions, structure, and impact on society. Through interactive games and lessons, students learn how interest groups operate and why they matter in a representative democracy.

The role of interest groups in civics education

iCivics interest groups are featured prominently in civics education to help students understand how organized advocacy shapes policy and government decisions. By examining real-world examples, learners gain insight into the relationship between interest groups and lawmakers, the strategies used to influence legislation, and the ethical considerations involved. iCivics uses simulations and case studies to engage students, prompting them to think critically about civic responsibility and the power of collective action. Educators use these resources to foster discussions about democracy, representation, and the balance between individual and group interests.

Types of interest groups featured in iCivics

Interest groups come in many forms, each with unique goals and methods of operation. iCivics categorizes interest groups to help students recognize the diversity within the advocacy landscape. Understanding these types is key to grasping how various organizations contribute to civic life and policy debates.

Economic interest groups

Economic interest groups represent business, labor, and professional sectors. Their primary focus is advancing the financial interests of their members, such as advocating for favorable regulations, tax policies, or labor laws. Examples include chambers of commerce, labor unions, and trade associations, all of which are highlighted in iCivics materials to illustrate their influence on economic policy.

Public interest groups

Public interest groups advocate for causes that benefit society as a whole, such as environmental protection, consumer rights, or civil liberties. These organizations often campaign for policies that improve public welfare, regardless of their members' personal gain. iCivics lessons use examples like environmental organizations and human rights groups to demonstrate how public advocacy can shape national priorities.

Government interest groups

Government interest groups consist of entities that represent local, state,

or regional governments. Their goal is to secure funding, resources, or favorable policies from higher levels of government. iCivics introduces these groups to help students understand intergovernmental lobbying and the complexities of federalism.

Ideological interest groups

Ideological interest groups are driven by a set of core beliefs or values, such as religious, social, or political ideologies. Their advocacy focuses on promoting specific worldviews or ethical positions, often taking part in debates over issues like education, healthcare, or civil rights. Through iCivics, students learn how these groups mobilize supporters and engage in policy debates.

- Economic interest groups: Focus on financial and business interests
- Public interest groups: Advocate for societal well-being
- Government interest groups: Represent governmental units
- Ideological interest groups: Promote core beliefs and values

How interest groups influence government and lawmaking

A central theme in iCivics interest groups is their impact on government and lawmaking. Interest groups use a variety of tools to shape policy decisions, ranging from lobbying to public campaigns. Their efforts are designed to persuade lawmakers, mobilize voters, and influence public opinion. iCivics lessons demonstrate how these organizations interact with Congress, regulatory agencies, and the executive branch, highlighting the importance of advocacy in the legislative process.

Lobbying and direct contact

Lobbying is the most common tactic used by interest groups to influence government. Professional lobbyists meet with legislators, provide research and expert testimony, and propose policy solutions. iCivics games and resources show how lobbying works and why it is a crucial part of the democratic process, ensuring that elected officials hear from diverse voices.

Grassroots mobilization

Grassroots mobilization involves engaging ordinary citizens in advocacy efforts. Interest groups organize rallies, letter-writing campaigns, and social media initiatives to demonstrate public support for their positions. iCivics activities encourage students to participate in simulated grassroots movements, teaching the value of collective action and civic engagement.

Campaign contributions and endorsements

Interest groups often support political candidates who align with their goals by providing campaign donations or public endorsements. iCivics explores the role of money in politics and the ethical considerations surrounding campaign finance, helping students understand the connection between advocacy and elections.

Strategies used by interest groups

Interest groups employ a wide range of strategies to achieve their objectives. These tactics are featured in iCivics materials to demonstrate the creative and effective ways organizations can shape public policy and civic life.

1. Lobbying legislators and officials
2. Organizing public demonstrations
3. Running media campaigns
4. Educating the public through outreach programs
5. Filing lawsuits to challenge or support policies
6. Coalition-building with other organizations

Examples of interest groups in action

iCivics provides real-world case studies and interactive simulations to illustrate how interest groups operate. These examples help students connect theory to practice by examining the successes and challenges faced by advocacy organizations. For instance, an environmental group lobbying for

clean air regulations, a labor union negotiating better wages, or a civil rights organization campaigning for equal treatment can all be studied through iCivics games and lessons.

Benefits and challenges of interest groups

Interest groups offer significant benefits to democratic societies, but they also present challenges. iCivics resources encourage students to weigh these factors and develop a balanced understanding of advocacy in politics.

Benefits of interest groups

- Amplify citizen voices in government
- Provide expertise and information to policymakers
- Encourage political participation and civic engagement
- Represent diverse perspectives and interests

Challenges and criticisms

- Potential for undue influence or corruption
- Representation may favor well-funded groups
- Risk of polarizing public debates
- Possible lack of accountability

Interest groups in the classroom: iCivics resources

iCivics offers a variety of educational tools to teach about interest groups. These resources include interactive games, lesson plans, and simulations designed to engage students and promote critical thinking. Teachers use iCivics to introduce key concepts, facilitate discussions, and encourage students to explore the role of advocacy in democracy. By participating in

mock lobbying sessions or interest group activities, learners gain practical experience and a deeper appreciation for civic participation.

Frequently asked questions about icivics interest groups

Q: What are icivics interest groups?

A: icivics interest groups are organizations featured in iCivics educational materials that advocate for specific causes or interests within the democratic process. They teach students about the role of advocacy, lobbying, and civic participation in shaping government and policy.

Q: Why are interest groups important in civics education?

A: Interest groups help students understand how citizens can influence government decisions beyond voting. They demonstrate the power of organized advocacy and the impact diverse groups have on public policy.

Q: What types of interest groups are commonly featured in iCivics?

A: Common types include economic interest groups, public interest groups, government interest groups, and ideological interest groups. Each represents different goals and uses various methods to influence policy.

Q: How do interest groups influence legislation?

A: Interest groups influence legislation through lobbying, grassroots mobilization, campaign contributions, and public education campaigns. They aim to persuade lawmakers to support policies aligned with their interests.

Q: What are some strategies interest groups use?

A: Strategies include direct lobbying, organizing public demonstrations, running media campaigns, educating the public, filing lawsuits, and building coalitions with other organizations.

Q: Are there drawbacks to interest groups in politics?

A: Yes, interest groups can sometimes exert excessive influence, favor well-funded organizations, contribute to political polarization, and lack transparency or accountability.

Q: How does iCivics help students learn about interest groups?

A: iCivics uses interactive games, case studies, and classroom simulations to teach students about the role and impact of interest groups in democracy, promoting active learning and critical thinking.

Q: Can students participate in interest group activities through iCivics?

A: Yes, iCivics offers simulations and mock activities that allow students to experience lobbying and advocacy, helping them understand the practical aspects of civic participation.

Q: What is the significance of interest groups in a representative democracy?

A: Interest groups ensure that diverse perspectives are heard in the policymaking process, help inform lawmakers, and promote civic engagement among citizens.

Q: What resources does iCivics provide for teaching about interest groups?

A: iCivics provides lesson plans, games, simulations, and discussion guides specifically focused on interest groups, designed to make civics education engaging and effective.

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iCivics Interest Groups: Understanding the Power Behind the Policy

Are you a student grappling with the complexities of American government? Do interest groups sound like a confusing jumble of lobbying and influence? This comprehensive guide will demystify the world of interest groups, using the invaluable iCivics platform as a springboard to understanding their role in shaping public policy. We'll delve into what interest groups are, how they function, their impact on the political landscape, and even how to analyze their strategies using iCivics' interactive simulations. Get ready to become an informed citizen!

What are Interest Groups?

Interest groups, also known as pressure groups or advocacy groups, are organizations formed to promote a specific cause or agenda within the political system. Unlike political parties that aim for broad electoral victories, interest groups focus on influencing policy related to their specific area of concern. This could range from environmental protection to labor rights, healthcare reform, or even the promotion of a particular industry. Their primary goal is to persuade policymakers—legislators, executive branch officials, and even judges—to adopt policies favorable to their interests.

Types of Interest Groups

The landscape of interest groups is diverse. We can broadly categorize them as:

Economic Interest Groups: These groups represent businesses, labor unions, and professional organizations, primarily focused on economic issues impacting their members. Examples include the Chamber of Commerce (business), the AFL-CIO (labor), and the American Medical Association (professional).

Public Interest Groups: These advocate for issues that benefit society as a whole, such as environmental protection, consumer rights, or civil liberties. Organizations like the Sierra Club and the American Civil Liberties Union fall under this category.

Single-Issue Interest Groups: These groups focus their efforts on a single, specific policy area. Examples include groups advocating for gun control, abortion rights, or specific types of medical research.

Ideological Interest Groups: These groups promote a particular ideology or set of beliefs, such as conservative, liberal, or libertarian viewpoints. They often engage in broader political advocacy beyond specific policy issues.

iCivics and Understanding Interest Groups

iCivics, a fantastic resource for civic education, provides several interactive games and simulations that effectively illustrate the mechanics and impact of interest groups. These tools go beyond passive learning, allowing students to actively participate in simulated political scenarios and witness the consequences of different interest group strategies.

Engaging with iCivics Simulations

Many iCivics games, although not explicitly titled "Interest Groups," feature them as crucial elements. By playing these simulations, students can:

Experience lobbying firsthand: Students learn how interest groups attempt to influence legislation through lobbying efforts – contacting lawmakers, organizing protests, and shaping public opinion.

Analyze different strategies: Simulations often showcase various lobbying tactics, allowing students to compare and contrast their effectiveness.

Understand the role of money in politics: Many games touch upon campaign finance and the influence of money on the political process, a significant factor in interest group activity.

Assess the impact of advocacy: Students can see how successful (or unsuccessful) interest group campaigns can be in achieving their policy goals.

Key iCivics Games Relevant to Interest Groups

While no single iCivics game is solely dedicated to interest groups, several offer valuable insights. Games focused on legislation, campaigns, and budget allocation often incorporate interest groups as key players influencing policy outcomes. Exploring these games allows students to experience the dynamics of interest group influence in a practical, engaging way.

The Impact of Interest Groups on Policymaking

Interest groups play a significant role in shaping public policy, both positively and negatively. On the positive side, they can represent the interests of marginalized groups, promote transparency, and encourage public participation in the political process. They can bring valuable expertise and information to policymakers, helping inform the development of effective legislation.

However, interest groups can also wield undue influence, leading to policies that benefit a select few at the expense of the broader public. The potential for corruption and the unequal access to resources by different groups raise concerns about fairness and equity in the policymaking process.

Analyzing Interest Group Tactics

To critically evaluate the role of interest groups, consider these factors:

The group's funding sources: Understanding who finances an interest group can shed light on potential biases and agendas.

The group's stated goals: Examine the group's mission statement and public pronouncements to understand their stated objectives.

The group's lobbying strategies: Analyze how the group interacts with policymakers and attempts to influence legislation.

The group's impact on policy outcomes: Assess the degree to which the group has achieved its policy goals.

Conclusion

iCivics provides an excellent platform for understanding the complex role of interest groups in American democracy. By engaging with its interactive simulations, students can move beyond abstract concepts and actively experience the dynamics of interest group influence. Understanding these dynamics is crucial for informed citizenship and participating effectively in a democratic society.

FAQs

1. Are all interest groups bad? No, interest groups are not inherently bad. Many play a vital role in advocating for important causes and representing the interests of diverse segments of society. The issue lies in the potential for undue influence and the need for transparency and accountability.
2. How can I find information on specific interest groups? Many interest groups have websites detailing their mission, activities, and financial information. You can also find information through reputable news sources and academic research.
3. What is the difference between an interest group and a political party? Interest groups focus on specific policy issues, while political parties aim for broader electoral victories and control of government.

4. How do interest groups influence public opinion? Interest groups use various methods, such as advertising, public relations, grassroots mobilization, and litigation, to shape public opinion and gain support for their causes.

5. Can I participate in the activities of an interest group? Yes, most interest groups welcome members and volunteers. Joining an interest group is a great way to become involved in the political process and advocate for causes you care about.

icivics interest groups: Teaching Civics Today: The iCivics Approach to Classroom Innovation and Student Engagement John Larmer, 2022-01-14 Learn how to teach civics in today's classrooms! This professional book explores key civics topics and offers strategies for incorporating civics into social studies class. Developed in partnership with civic education expert iCivics, this teacher resource provides strategies that build civics knowledge, develop 21st century skills, and engage students. Bring civics into the social studies classroom in a fun, meaningful way with this teacher-friendly book!

icivics interest groups: The Three Ages of Government Jos C.N. Raadschelders, 2020-11-05 It is only in the last 250 years that ordinary people (in some parts of the world) have become citizens rather than subjects. This change happened in a very short period, between 1780 and 1820, a result of the foundations of democracy laid in the age of revolutions. A century later local governments embraced this shift due to rapid industrialization, urbanization, and population growth. During the twentieth century, all democratic governments began to perform a range of tasks, functions, and services that had no historical precedent. In the thirty years following the Second World War, Western democracies created welfare states that, for the first time in history, significantly reduced the gap between the wealthy and everyone else. Many of the reforms of that postwar period have been since rolled back because of the belief that government should be more like a business. Jos C.N. Raadschelders provides the information that all citizens should have about their connections to government, why there is a government, what it does, how it does it, and why we can no longer do without it. The Three Ages of Government rises above stereotypical thinking to show the centrality of government in human life.

icivics interest groups: Serious Fun Carolyn Hirst-Loucks, Kim P. Loucks, 2013-11-07 Discover how to improve student engagement, foster collaboration, and boost achievement with the power of fun. This book provides dozens of instructional strategies that can be implemented immediately into any classroom to increase student motivation and foster love of learning. Backed up with brain-based research, you can use these techniques, activities, and resources for: - priming students to learn at the beginning of class - promoting higher-level thinking and creativity - helping students master critical concepts and skills - without stress! - class-building and team-building Strategies are supplemented with content-specific examples and sample lesson plans. Learn how to make your classroom a seriously fun place to learn!

icivics interest groups: Fear and Schooling Ronald W. Evans, 2019-09-23 By exploring the tensions, impacts, and origins of major controversies relating to schooling and curricula since the early twentieth century, this insightful text illustrates how fear has played a key role in steering the development of education in the United States. Through rigorous historical investigation, Evans demonstrates how numerous public disputes over specific curricular content have been driven by broader societal hopes and fears. Illustrating how the population's concerns have been historically projected onto American schooling, the text posits educational debate and controversy as a means by which we struggle over changing anxieties and competing visions of the future, and in doing so, limit influence of key progressive initiatives. Episodes examined include the Rugg textbook controversy, the 1950s crisis over progressive education, the MACOS dispute, conservative restoration, culture war battles, and corporate school reform. In examining specific periods of intense controversy, and drawing on previously untapped archival sources, the author identifies

patterns and discontinuities and explains the origins, development, and results of each case. Ultimately, this volume powerfully reveals the danger that fear-based controversies pose to hopes for democratic education. This informative and insightful text will be of interest to graduate and postgraduate students, researchers, and academics in the fields of educational reform, history of education, curriculum studies, and sociology of education.

icivics interest groups: *Curriculum and Teaching Dialogue* David J. Flinders, P. Bruce Uhrmacher, Christy M. Moroye, 2014-08-01 Curriculum and Teaching Dialogue (CTD) is a publication of the American Association of Teaching and Curriculum (AATC), a national learned society for the scholarly fields of teaching and curriculum. The fields includes those working on the theory, design and evaluation of educational programs at large. University faculty members identified with this field are typically affiliated with the departments of curriculum and instruction, teacher education, educational foundations, elementary education, secondary education, and higher education. CTD promotes all analytical and interpretive approaches that are appropriate for the scholarly study of teaching and curriculum. In fulfillment of this mission, CTD addresses a range of issues across the broad fields of educational research and policy for all grade levels and types of educational programs.

icivics interest groups: *Stakeholder Engagement* Aimee L. Franklin, 2020-06-18 This book analyses the relationship between stakeholder engagement practices and organizational sustainability across sectors and disciplines. It illuminates the relationships between the inputs and processes, vital for all kinds of organizations to engage stakeholders. Then, it describes the mutually-valued outcomes that can produce broader organizational impacts and sustainability. Each chapter is structured around a logic model that provides an analytical framework to engage the reader in strategic analysis and offer practical applications for adaptation and implementation in any organization. The book encourages the reader to systematically consider the descriptive, instrumental, and normative aspects of stakeholder theory as a precursor to designing stakeholder engagement practices.

icivics interest groups: *The Politics of Civic Education* Eleni M. Mantas-Kourounis, 2024-06-10 This book chronicles the progression of civic education advocacy since the early 2000s. It identifies the main actors that called for civic education reform, describes their motivations and policy platforms, and documents the path taken to capture state policy agendas. It argues that No Child Left Behind incentivized civic education advocates to mobilize a “call to action” to restore emphasis on civics that materialized into national policy reform proposals that successfully captured the agendas of state legislatures and bureaucracies. This book analyzes the implementation and sustainability of these civic education policy reforms by undertaking a comparative case study analysis of school districts in Utah and Connecticut. Through the voices of teachers and district administrators, the book tells the story of what happened when these state policy reforms inspired by national initiatives hit the local level where the rubber meets the road. As ideological debates about schools and democracy unfold across the country, as civic education advocates and proposals proliferate, this book treats civic education not as panacea but as a concrete policy area to be analyzed and understood. It contextualizes the current debate and offers a critical assessment of the most recent, comprehensive state-level civic education policy reform. It argues that while questions linger about what type of civic-inspired educational interventions remains most effective for whom, where, and why, the implementation of such interventions are profoundly impacted by local actors and local politics and that future initiatives should take this dimension into consideration.

icivics interest groups: *Civic Education in the Twenty-First Century* Michael T. Rogers, Donald M. Gooch, 2015-09-18 Imagine an America where politicians, governmental institutions, schools, new technologies, and interest groups work together to promote informed, engaged citizens. Civic Education in the Twenty-First Century brings together scholars from various disciplines to show how such a United States is possible today. Inspired by Alexis de Tocqueville’s analysis of American democracy in the early 1800s, this edited volume represents a multidimensional evaluation of civic education in its new and varied forms. While some lament a

civics crisis in America today, Civic Education in the Twenty-First Century raises hope that we can have an informed and active citizenry. We find the activities of a number of politicians, government institutions, schools and interest groups as promising developments in the struggle to educate and engage Americans in their democracy. New technologies and new innovations in civic education have laid the foundation for a revitalized American civic ecology. With Civic Education in the Twenty-First Century, we call for the United States to make these practices less isolated and more common throughout the country. The volume is broken into three major sections. First there are four chapters exploring the history and philosophical debates about civic education, particularly with respect to its role in America's educational institutions. Then, the second section provides seven groundbreaking inquiries into how politicians and political institutions can promote civic education and engagement through their routine operations. As some examples, this section explores how politicians through campaigns and judiciaries through community programs enhance civic knowledge and encourage civic engagement. This section also explores how new technologies like the Internet and social media are increasingly used by government institutions and other entities to encourage a more politically informed and engaged citizenry. Finally, the third section contains six chapters that explore programs and practices in higher education that are enhancing civic education, engagement and our knowledge of them. From the virtual civics campus of Fort Hayes State to citizens' academies throughout the country, this section shows the possibilities for schools today to once again be civics actors and promoters.

icivics interest groups: Knowledge Games Karen Schrier, 2016-06-15 Are games the knowledge-producers of the future? Imagine if new knowledge and insights came not just from research centers, think tanks, and universities but also from games, of all things. Video games have been viewed as causing social problems, but what if they actually helped solve them? This question drives Karen Schrier's Knowledge Games, which seeks to uncover the potentials and pitfalls of using games to make discoveries, solve real-world problems, and better understand our world. For example, so-called knowledge games—such as Foldit, a protein-folding puzzle game, SchoolLife, which crowdsources bullying interventions, and Reverse the Odds, in which mobile game players analyze breast cancer data—are already being used by researchers to gain scientific, psychological, and humanistic insights. Schrier argues that knowledge games are potentially powerful because of their ability to motivate a crowd of problem solvers within a dynamic system while also tapping into the innovative data processing and computational abilities of games. In the near future, Schrier asserts, knowledge games may be created to understand and predict voting behavior, climate concerns, historical perspectives, online harassment, susceptibility to depression, or optimal advertising strategies, among other things. In addition to investigating the intersection of games, problem solving, and crowdsourcing, Schrier examines what happens when knowledge emerges from games and game players rather than scientists, professionals, and researchers. This accessible book also critiques the limits and implications of games and considers how they may redefine what it means to produce knowledge, to play, to educate, and to be a citizen.

icivics interest groups: Toward Community-Based Learning , 2020-01-29 Toward Community-Based Learning contends that the ideal school offers the opportunity to understand reality in a way that connects teaching and education with conditions in the surrounding community and the student's life and concerns. This view holds that problem solving requires an understanding and awareness of the whole, which can be achieved through direct activities. In this manner, learning is linked to its natural context, with ideal instruction being actively problem-oriented, holistic, and life-centered. This thought-provoking volume offers an essential and comprehensive picture of community-based learning in the field of education. The book deals with the history of community-based learning as well as its present applications, including its global successes and difficulties. The authors provide numerous pedagogical approaches that are designed to meet the challenges of contemporary education. They show how learning is connected with authentic community environments in which students can gain new understandings through solving emerging problems. They also demonstrate how teachers can make learning more functional and holistic so

that students have the ability to work in new situations within the complex world around them. School-specific descriptions reveal how teachers and their students have implemented community-based projects in the U.S.A., India, and China at different times. Contributors are: Thomas L. Alsbury, Mary Ewans, Linda Hargreaves, Susan K. Johnsen, Eija Kimonen, Susan Kobashigawa, Karon N. LeCompte, Suzanne M. Nesmith, Raimo Nevalainen, and Lakia M. Scott.

icivics interest groups: Schooling Corporate Citizens Ronald W. Evans, 2014-11-27

Schooling Corporate Citizens examines the full history of accountability reform in the United States from its origins in the 1970s and 1980s to the development of the Common Core in recent years. Based in extensive archival research, it traces the origins and development of accountability reform as marked by key government- and business-led reports—from A Nation at Risk to No Child Left Behind and Race to the Top. By using the lens of social studies and civic education as a means to understand the concrete impacts of accountability reforms on schools, Evans shows how reformers have applied principles of business management to schools in extreme ways, damaging civic education and undermining democratic learning. The first full-length narrative account of accountability reform and its impact on social studies and civic education, Schooling Corporate Citizens offers crucial insights to the ongoing process of American school reform, shedding light on its dilemmas and possibilities, and allowing for thoughtful consideration of future reform efforts.

icivics interest groups: We the Gamers Karen Schrier, 2021 Combining research-based perspectives and current examples including Minecraft and Animal Crossing : New Horizons, We the Gamers shows how games can be used in ethics, civics, and social studies education to inspire learning, critical thinking, and civic change.

icivics interest groups: The Citizen's Guide to Lobbying Congress (Rev and Updated Ed)

Donald E. deKieffer, 2007-09 Individuals and grassroots organizations interested in becoming involved in petitioning their government will discover essential information on the techniques and laws to lobbying in this clear and enlightening guide. New lobbyists will learn how to best craft and direct their messages so that their concerns will be heard, make congressional contacts, get the most out of letter-writing campaigns, generate press, give campaign contributions, and even get invited to testify before congressional committees. This resource details the most recent lobbying laws, including the Federal Election Campaign Act amended in 2002, as well as a list of appropriate gifts to give to a member of Congress or their staff. This revised edition contains updated chapters and resources that will ensure that neophyte lobbyists will have the most up-to-date information when lobbying their government.

icivics interest groups: America's State Governments Jennifer Bachner, Benjamin Ginsberg, 2020-07-23 This timely and important new work takes a critical look at government in the American states and illustrates the disconnect between state government institutions and their constituents. The text illuminates three basic political problems of state governments: weak constitutional and institutional foundations; a lack of civic engagement; and long histories of unchecked public corruption. In addition, the book explains why some states did and others did not respond promptly to the COVID-19 pandemic and examines America's long-standing problem of police and prosecutorial misconduct—providing a context for understanding the demonstrations and protests that rocked American cities in the summer of 2020. For students and citizens of state politics, the book concludes with a proposal aimed at civic literacy and action

icivics interest groups: Social Media for Civic Education Amy L. Chapman, 2022-10-17 This open access book provides the theoretical and pedagogical foundations for a promising new approach to civic education: using social media to teach civics. While many measures indicate that youth civic engagement has long been in decline, many of these measures fail to take into account all of the ways that youth can interact with civic life. One of these understudied ways is through social media, including platforms like Twitter, where young people have the opportunity to encounter the news, engage with people in power, and bring attention to the needs in their community. Throughout this volume, Chapman explores how and why teachers can use social media to teach civics, as well as how it might meet the needs of students in ways other approaches do not.

icivics interest groups: The Rhetoric of Supreme Court Women Nichola D. Gutgold, 2012 From 1981 to 2010, the advancements of women in the United States can be seen in the words of the four pioneering women on the Supreme Court. The Rhetoric of Supreme Court Women: From Obstacles to Options, by Nichola D. Gutgold, explores how Sandra Day O'Connor and Ruth Bader Ginsburg used effective rhetoric and worked to overcome gender obstacles, while cultural changes in America provided Sonia Sotomayor and Elena Kagan with a wider range of rhetorical options. Gutgold's exploration of these four Supreme Court women provides valuable insight into the use of political communication and the changing gender zeitgeist in American politics.

icivics interest groups: Chocolate City Chris Myers Asch, George Derek Musgrove, 2017-10-17 Monumental in scope and vividly detailed, Chocolate City tells the tumultuous, four-century story of race and democracy in our nation's capital. Emblematic of the ongoing tensions between America's expansive democratic promises and its enduring racial realities, Washington often has served as a national battleground for contentious issues, including slavery, segregation, civil rights, the drug war, and gentrification. But D.C. is more than just a seat of government, and authors Chris Myers Asch and George Derek Musgrove also highlight the city's rich history of local activism as Washingtonians of all races have struggled to make their voices heard in an undemocratic city where residents lack full political rights. Tracing D.C.'s massive transformations--from a sparsely inhabited plantation society into a diverse metropolis, from a center of the slave trade to the nation's first black-majority city, from Chocolate City to Latte City--Asch and Musgrove offer an engaging narrative peppered with unforgettable characters, a history of deep racial division but also one of hope, resilience, and interracial cooperation.

icivics interest groups: Bulletin , 1936

icivics interest groups: Betting on America James W. Cortada, Edward Wakin, 2002 The purpose of this book is to remove the shrouds of uncertainty that 9/11/2001 and the media have created, to make sense of the trends and consequences of these times and to suggest ways of understanding and leveraging these times.

icivics interest groups: American Government 3e Glen Krutz, Sylvie Waskiewicz, 2023-05-12 Black & white print. American Government 3e aligns with the topics and objectives of many government courses. Faculty involved in the project have endeavored to make government workings, issues, debates, and impacts meaningful and memorable to students while maintaining the conceptual coverage and rigor inherent in the subject. With this objective in mind, the content of this textbook has been developed and arranged to provide a logical progression from the fundamental principles of institutional design at the founding, to avenues of political participation, to thorough coverage of the political structures that constitute American government. The book builds upon what students have already learned and emphasizes connections between topics as well as between theory and applications. The goal of each section is to enable students not just to recognize concepts, but to work with them in ways that will be useful in later courses, future careers, and as engaged citizens. In order to help students understand the ways that government, society, and individuals interconnect, the revision includes more examples and details regarding the lived experiences of diverse groups and communities within the United States. The authors and reviewers sought to strike a balance between confronting the negative and harmful elements of American government, history, and current events, while demonstrating progress in overcoming them. In doing so, the approach seeks to provide instructors with ample opportunities to open discussions, extend and update concepts, and drive deeper engagement.

icivics interest groups: Teaching Together Mary Christenson, Marilyn Johnston, Marilyn Johnston-Parsons, Jim Norris, 2001 This bulletin, a collection of essays, provides preservice, beginning, and experienced social studies teachers with provocative ideas for and a realistic look at the challenges of developing curriculum through collaboration between elementary/secondary teachers and university professors. The book begins with an introductory essay by the editors. Under the first section, Elementary, are the following essays: (1) Teaching Primary-Grade Students about Cultural Universals (J. Alleman; J. Brophy; B. L. Knighton; G. M. Henig); (2) Teaching Social Studies

in an Urban Elementary School: Collaboration for Integration and Inquiry Learning (K. C. Barton; L. A. Kreimer); (3) Service-Learning and Community-Based Teaching and Learning: Developing Citizenship through Social Action (S. R. Beisser; D. Schmidt); (4) Family/School/University Collaboration To Enrich Social Studies Instruction (B. Cozza; T. Mbugua; P. Noakes; M. Intoccia; L. Guzzi; M. L. Kelly); and (5) Connecting Family and State Histories: A Teacher Educator and Classroom Teacher Collaborate (A. L. McCall; T. Ristow). Essays under the second section, Middle School, are: (6) Students Reclaim Their Community's History: Conducting Interdisciplinary Research with Technological Applications (M. Alibrandi; C. Beal; A. V. Wilson; A. Thompson; B. Mackie; N. Sinclair; V. Owens; R. Hagevik); (7) Global Connections Project: Collaboration among Middle Level Students and Teachers and University Teacher Education Students and Faculty (H. Carlson; C. Holm); (8) Developing a Service Ethic Together: A Middle School/University Partnership (A. M. Harwood; C. Allsop; L. Herink; C. Hart); (9) Public Achievement: Collaboration, Action, and Civic Education (J. Kunkel; C. Johnson; H. Bakke; J. Miller); and (10) Integrating the Curriculum and Examining Social Issues in the Sixth Grade (A. J. Milson; L. Elish-Piper; P. Downey; J. Nordstrom). Essays under the final section, High School, are: (11) School Schedules: A Key to Time and Team Teaching in the American Social History Project (D. Gerwin; V. Manolios); (12) Dual Agendas of Reform and Research: Implementing the Reforms of the Coalition of Essential Schools through 'World Connections' (M. M. Merryfield; S. Shapiro); (13) Collaborating on High School Economics (N. Mallory; S. L. Miller); (14) Collaboration on Campus: Teaching Rural High School Students through College Methods Classes (S. B. Oldendorf; M. R. Riney; J. Hutchison); (15) Preserving Oral Historical Resources through a Community, University, and School-Based Collaboration (W. W. Wilen; L. Picicco); and (16) Teacher Release to Industry Program as Professional Development of Teachers of Social Studies (W. Prior; R. Symons). (BT)

icivics interest groups: The Future of Civic Education Elizabeth Yeager Washington, Keith C. Barton, 2024-10-01 Speaking to the need to move beyond traditional formulations, this textbook presents radical visions for transforming civic education in the United States. Drawing on the experience of educators and scholars—including those rooted in feminist, queer, abolitionist, global, and race-conscious perspectives—this work offers new, practical ideas for civic education reform. Responding to recent political crises, many scholars, educators, and public commentators have called for a rebirth of civic education, but these all are grounded in the premise that the goal of civic education should be to teach students about the U.S. Constitutional system and how to operate within it. This book argues that the U.S. governmental system, including the Constitution, is infused with racist and anti-democratic premises and procedures. It asks: How can we seek a new path—one that is more democratic, more equitable, and more humane? A diverse range of leading civic educators, who are willing not just to push the boundaries of civic education but to operate outside its assumptions altogether, explore what future possibilities for civic education might look like and how these innovative ideas could be implemented in the classroom. Combining theory with practice, *The Future of Civic Education* will be important reading for those studying or researching in social studies methods, social studies issues, citizenship, and civic education. It will also be beneficial to social studies teachers at elementary and secondary levels, as well as policymakers and non-governmental organizations (NGOs).

icivics interest groups: Scaffolding for Multilingual Learners in Elementary and Secondary Schools Luciana C. de Oliveira, Ruslana Westerlund, 2022-08-24 This insightful and timely volume addresses how scaffolding can be used to support multilingual learners to amplify their opportunities for learning. As a dynamic educational process, scaffolding facilitates responsive and adaptive teaching and learning; addresses students' needs; increases student autonomy; and promotes adaptive, high-level learning without simplifying instruction. Section I covers the theoretical grounding and reconceptualizations of scaffolding. Section II offers concrete examples and case studies from varied classroom contexts. Section III provides a window into professional development to discuss the work of pre-service and in-service teachers, and how they develop their understandings and practices of teaching multilingual learners. Contributors address diverse topics,

including translanguaging in the classroom, scaffolding as a tool for equitable teaching, virtual learning, as well as learning in dual language and content area classrooms. Featuring examples from teacher education programs as well as principles for design of educative curriculum materials, this book is ideal for pre-service teachers and students in TESOL, applied linguistics, and language education.

icivics interest groups: *Literacy and Education* James Paul Gee, 2014-12-05 *Literacy and Education* tells the story of how literacy—starting in the early 1980s—came to be seen not as a mental phenomenon, but as a social and cultural one. In this accessible introductory volume, acclaimed scholar James Paul Gee shows readers how literacy left the mind and wandered out into the world. He traces the ways a sociocultural view of literacy melded with a social view of the mind and speaks to learning in and out of school in new and powerful ways. Gee concludes by showing how the very idea of literacy has broadened into new literacies with words, signs, and deeds in contexts enhanced, augmented, and transformed by new technologies.

icivics interest groups: *New Public Governance* Douglas F. Morgan, Brian J. Cook, 2014-05-20 Written by scholars who have been at the forefront of the NPG debate as well as by scholar-practitioners, this book provides lessons learned from experience on how networked, contract-based and partnership-centered approaches to government can be undertaken in ways that preserve the values at the center of the American constitutional and political system.

icivics interest groups: *Political Animals* Rick Shenkman, 2016-01-05 Can a football game affect the outcome of an election? What about shark attacks? Or a drought? In a rational world the answer, of course, would be no. But as bestselling historian Rick Shenkman explains in *Political Animals*, our world is anything but rational. Drawing on science, politics, and history, Shenkman explores the hidden forces behind our often illogical choices. *Political Animals* challenges us to go beyond the headlines, which often focus on what politicians do (or say they'll do), and to concentrate instead on what's really important: what shapes our response. Shenkman argues that, contrary to what we tell ourselves, it's our instincts rather than arguments appealing to reason that usually prevail. Pop culture tells us we can trust our instincts, but science is proving that when it comes to politics our Stone Age brain often malfunctions, misfires, and leads us astray. Fortunately, we can learn to make our instincts work in our favor. Shenkman takes readers on a whirlwind tour of laboratories where scientists are exploring how sea slugs remember, chimpanzees practice deception, and patients whose brains have been split in two tell stories. The scientists' findings give us new ways of understanding our history and ourselves -- and prove we don't have to be prisoners of our evolutionary past. In this engaging, illuminating, and often riotous chronicle of our political culture, Shenkman probes the depths of the human mind to explore how we can become more political, and less animal.

icivics interest groups: *New Public Governance* Douglas Morgan, Brian Cook, 2015-01-28 Written by scholars who have been at the forefront of the NPG debate as well as by scholar-practitioners, this book provides lessons learned from experience on how networked, contract-based and partnership-centered approaches to government can be undertaken in ways that preserve the values at the center of the American constitutional and political system.

icivics interest groups: *The Character of Curriculum Studies* W. Pinar, 2011-12-19 Assembles essays addressing the recurring question of the 'subject,' understood both as human person and school subject, thereby elaborating the subjective and disciplinary character of curriculum studies.

icivics interest groups: *Supporting Reading in Grades 6-12* Sybil M. Farwell, Nancy L. Teger, 2012-06-11 This book presents a curricular framework for students grades 6-12 that school librarians and teachers can use collaboratively to enhance reading skill development, promote literature appreciation, and motivate young people to incorporate reading into their lives, beyond the required schoolwork. *Supporting Reading Grades 6-12: A Guide* addresses head-on the disturbing trend of declining leisure reading among students and demonstrates how school librarians can contribute to the development of lifelong reading habits as well as improve students' motivation and test scores. The book provides a comprehensive framework for achieving this: the

READS curriculum, which stands for Read as a personal activity; Explore characteristics, history, and awards of creative works; Analyze structure and aesthetic features of creative works; Develop a literary-based product; and Score reading progress. Each of these five components is explained thoroughly, describing how school librarians can encourage students to read as individuals, in groups, and as school communities; support classroom teachers' instruction; and connect students to today's constantly evolving technologies. Used in combination with an inquiry/information-skills model, the READS curriculum enables school librarians to deliver a dynamic, balanced library program that addresses AASL's Standards for the 21st-Century Learner.

icivics interest groups: The Differentiated Instruction Book of Lists Jenifer Fox, Whitney Hoffman, 2011-08-30 Hundreds of useful ideas for meeting the needs of each child The Differentiated Instruction Book of Lists is the definitive reference for DI for teachers in grades K-12. Ready for immediate use, it offers over 150 up-to-date lists for developing instructional materials, lesson planning, and assessment. Organized into 12 convenient sections, the book is full of practical examples, teaching ideas, and activities that can be used or adapted to meet students' diverse needs. Coverage includes curriculum design, lesson planning, instructional strategies, assessment, classroom management, strategies by subject area (from Language Arts to Math to Physical Education), new media, etc. Offers an easy-to-use guide that gives quick tips and methods to plan effectively for delivering truly differentiated lessons Filled with helpful DI lists, lesson plans, strategies, assessments, and more Jennifer Fox is the author of the bestselling book *Your Child's Strengths* The Differentiated Instruction Book of Lists is a hands-on guide for meeting the instructional needs of all students so that they can reach their full potential.

icivics interest groups: No Citizen Left Behind Meira Levinson, 2012-04-23 While teaching at an all-Black middle school in Atlanta, Meira Levinson realized that students' individual self-improvement would not necessarily enable them to overcome their profound marginalization within American society. This is because of a civic empowerment gap that is as shameful and antidemocratic as the academic achievement gap targeted by No Child Left Behind. No Citizen Left Behind argues that students must be taught how to upend and reshape power relationships directly, through political and civic action. Drawing on political theory, empirical research, and her own on-the-ground experience, Levinson shows how de facto segregated urban schools can and must be at the center of this struggle. Recovering the civic purposes of public schools will take more than tweaking the curriculum. Levinson calls on schools to remake civic education. Schools should teach collective action, openly discuss the racialized dimensions of citizenship, and provoke students by engaging their passions against contemporary injustices. Students must also have frequent opportunities to take civic and political action, including within the school itself. To build a truly egalitarian society, we must reject myths of civic sameness and empower all young people to raise their diverse voices. Levinson's account challenges not just educators but all who care about justice, diversity, or democracy.

icivics interest groups: Technology in the Middle and Secondary Social Studies Classroom Scott K. Scheuerell, 2015-03-12 Technology in the Middle and Secondary Social Studies Classroom introduces pre-service teachers to the research underpinning the effective integration of technology into the social studies curriculum. Building off of established theoretical frameworks, veteran social studies teacher educator Scott Scheuerell shows how the implementation of key technologies in the classroom can help foster higher-level thinking among students. Plentiful, user-friendly examples illustrate how specific educational tools—including games, social media, flipped classrooms, and other emerging technologies—spur critical thinking and foster authentic intellectual work. A rigorous study, Technology in the Middle and Secondary Social Studies Classroom provides a comprehensive, up-to-date research framework for conceptualizing successful, technology-rich social studies classrooms.

icivics interest groups: Handbook of Research on Solutions for Equity and Social Justice in Education Etim, James, Etim, Alice, 2023-03-02 Education's role should further social justice, prepare students to compete for higher social positions, train workers, and engage students so that

they become active participants in a democratic society. However, as with many global systems, education has long ago fallen victim to the institutional ailments of systematic oppression and discrimination. In order to promote equity and social justice in education, it is paramount that educators and administrators acknowledge systematic challenges in education and the solutions. The Handbook of Research on Solutions for Equity and Social Justice in Education discusses how teachers and school administrators practice equity and inclusion in their schools. It provides examples of social justice and how it affects society, as well as specific case studies that aim at engendering equity and inclusion for minorities. It further discusses these issues in a global context. Covering topics such as agentic empowerment, social justice in dialogue, and teacher social justice advocacy, this major reference work is a critical resource for faculty and administrators of both K-12 and higher education, preservice teachers, teacher educators, school social workers and counselors, librarians, government officials, researchers, and academicians.

icivics interest groups: Immigration and America's Cities Joaquin Jay Gonzalez III, Roger L. Kemp, 2016-02-17 Generations ago, immigrants came to the U.S. from Europe and Africa in large numbers. Today they are arriving mainly from Latin America and Asia. Most are documented but many are not. While the federal and most state governments have done little beyond controlling borders and ports of entry to address pressing immigration issues, public officials and community organizations at the local level have been advancing commonsense, pragmatic solutions to accommodate the newest members of American society. This collection of essays provides a handbook for developing good county- and municipal-level immigrant services. The contributors cover a diverse range of trends, issues and practices, including immigration reform, language access, identification and driver's licensing, employment, education, voting, public safety and legal assistance.

icivics interest groups: The Literacy Cookbook Sarah Tantilillo, 2012-11-13 Proven methods for teaching reading comprehension to all students The Literacy Cookbook is filled with classroom-tested techniques for teaching reading comprehension to even the most hard-to-reach students. The book offers a review of approaches that are targeted for teaching reading, writing, speaking and listening skills. The book also includes information on how to connect reading, writing, and test prep. Contains accessible and easy-to-adopt recipes for strengthening comprehension, reading, writing, and oral fluency. Terrific resources are ready for download on the companion website. The materials in this book are aligned with the English Language Arts Common Core Standards The website includes an ELA Common Core Tracking Sheet, a handy resource when writing or evaluating curriculum.

icivics interest groups: Using Interactive Whiteboards in the Classroom Kathleen Kopp, 2012-01-01 Get the most out of the latest classroom technology with Using Interactive Whiteboards in the Classroom. This resource covers the basics for interactive whiteboard users and explores the more advanced features to create truly dynamic lessons. Advice from real teachers and tips from experts provide the know how to incorporate interactive whiteboard activities across the curriculum, including the areas of language arts, mathematics, science, social studies, and health and fitness. Ideas for differentiation help teachers engage students with ease, providing a platform for increased student achievement.

icivics interest groups: The Bill of Obligations Richard Haass, 2023-01-24 A New York Times Bestseller A provocative guide to how we must reenvision citizenship if American democracy is to survive The United States faces dangerous threats from Russia, China, North Korea, Iran, terrorists, climate change, and future pandemics. The greatest peril to the country, however, comes not from abroad but from within, from none other than ourselves. The question facing us is whether we are prepared to do what is necessary to save our democracy. The Bill of Obligations is a bold call for change. In these pages, New York Times bestselling author Richard Haass argues that the very idea of citizenship must be revised and expanded. The Bill of Rights is at the center of our Constitution, yet our most intractable conflicts often emerge from contrasting views as to what our rights ought to be. As former Supreme Court Justice Stephen Breyer pointed out, "Many of our

cases, the most difficult ones, are not about right versus wrong. They are about right versus right.” The lesson is clear: rights alone cannot provide the basis for a functioning, much less flourishing, democracy. But there is a cure: to place obligations on the same footing as rights. The ten obligations that Haass introduces here are essential for healing our divisions and safeguarding the country’s future. These obligations reenvision what it means to be an American citizen. They are not a burden but rather commitments that we make to fellow citizens and to the government to uphold democracy and counter the growing apathy, anger, selfishness, division, disinformation, and violence that threaten us all. Through an expert blend of civics, history, and political analysis, this book illuminates how Americans can rediscover and recover the attitudes and behaviors that have contributed so much to this country’s success over the centuries. As Richard Haass argues, “We get the government and the country we deserve. Getting the one we need, however, is up to us.” The Bill of Obligations gives citizens across the political spectrum a plan of action to achieve it.

icivics interest groups: Out of Order Sandra Day O'Connor, 2014-02-25 NEW YORK TIMES BESTSELLER • From the first woman to sit on the United States Supreme Court comes this fascinating book about the history and evolution of the highest court in the land. “[A] succinct, snappy account of how today’s court—so powerful, so controversial and so frequently dissected by the media—evolved from such startlingly humble and uncertain beginnings.”—The New York Times Out of Order sheds light on the centuries of change and upheaval that transformed the Supreme Court from its uncertain beginnings into the remarkable institution that thrives and endures today. From the early days of circuit-riding, when justices who also served as trial judges traveled thousands of miles per year on horseback to hear cases, to the changes in civil rights ushered in by Earl Warren and Thurgood Marshall; from foundational decisions such as *Marbury v. Madison* to modern-day cases such as *Hamdi v. Rumsfeld*, Justice O’Connor weaves together stories and lessons from the history of the Court, charting turning points and pivotal moments that have helped define our nation’s progress. With unparalleled insight and her unique perspective as a history-making figure, Justice O’Connor takes us on a personal exploration, painting vivid pictures of Justices in history, including Oliver Wendell Holmes Jr., one of the greatest jurists of all time; Thurgood Marshall, whose understated and succinct style would come to transform oral argument; William O. Douglas, called “The Lone Ranger” because of his impassioned and frequent dissents; and John Roberts, whom Justice O’Connor considers to be the finest practitioner of oral argument she has ever witnessed in Court. We get a rare glimpse into the Supreme Court’s inner workings: how cases are chosen for hearing; the personal relationships that exist among the Justices; and the customs and traditions, both public and private, that bind one generation of jurists to the next—from the seating arrangements at Court lunches to the fiercely competitive basketball games played in the Court Building’s top-floor gymnasium, the so-called “highest court in the land.” Wise, candid, and assured, Out of Order is a rich offering of inspiring stories of one of our country’s most important institutions, from one of our country’s most respected pioneers.

icivics interest groups: **School, Society, and State** Tracy L. Steffes, 2017-10-05 “Democracy has to be born anew every generation, and education is its midwife,” wrote John Dewey in his classic work *The School and Society*. In *School, Society, and State*, Tracy Steffes places that idea at the center of her exploration of the connections between public school reform in the early twentieth century and American political development from 1890 to 1940. American public schooling, Steffes shows, was not merely another reform project of the Progressive Era, but a central one. She addresses why Americans invested in public education and explains how an array of reformers subtly transformed schooling into a tool of social governance to address the consequences of industrialization and urbanization. By extending the reach of schools, broadening their mandate, and expanding their authority over the well-being of children, the state assumed a defining role in the education—and in the lives—of American families. In *School, Society, and State*, Steffes returns the state to the study of the history of education and brings the schools back into our discussion of state power during a pivotal moment in American political development.

icivics interest groups: **Reimagining Civic Education** Doyle Stevick, 2007 This volume

surveys the new global landscape for democratic civic education. Rooted in qualitative research, the contributors explore the many ways that notions of democracy and citizenship have been implemented in recent education policy, curriculum, and classroom practice around the world. From Indonesia to the Spokane Reservation and El Salvador to Estonia, these chapters reveal a striking diversity of approaches to political socialization in varying cultural and institutional contexts. By bringing to bear the methodological, conceptual and theoretical perspectives of qualitative research, this book adds important new voices to one of education's most critical debates: how to form democratic citizens in a changing world.

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