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Icivics philosophically correct answer key pdf

Philosophically Correct | Government Philosophy Lesson Plan | iCivics << BACK TO Foundations of Government Philosophically Correct SEARCH FOR STATE STANDARDS >> Lesson Plan What exactly is the ideal government? Let some of history's leading philosophers give you their take. If you would like to have the answer key to a lesson, you can follow these steps: Send an email to femail protected from your school email account Verify that you are a teacher by: Attaching a photo of your school ID Providing a link to your faculty page that includes your name, photo, and email address (the one you email us from) Key Term icivics philosophically correct answer key This preview shows page 1 - 3 out of 6 pages. View full document Philosophically Correct Name: A. A-maze-ing Philosophers. Complete the maze by matching each quote with the philosopher who wrote it. Draw lines or arrows to connect your path. Icivics Philosophically Correct Answer Key Pdf 3303 kb/s 9550 Philosophically Correct | Government Philosophy Lesson ... In this government philosophy lesson, students explore how philosophers have explained the relationship between people and their governments and examine how ... Choose a philosopher. Write a letter from his point of view to America's Founding Fathers. Describe where you see your ideas working effectively, or recommend what they should have done differently so that (in your philosopher's opinion) the government of today would be better. CIVICS CIVICS 411 Philosophically Correct HS 0.pdf - Teacher's Guide Philosophically Correct Time Needed: 1-2 class periods Materials: • Handouts • Highlighters Philosophically Correct HS 0.pdf - Teacher's Guide... School Grimsley High Course Title CIVICS 411 Uploaded By ProfJellyfishPerson3539 Pages 17 Ratings 81% (16) Philosophically Correct Name: A. A-maze-ing Philosophers. Complete the maze by matching each quote with the philosopher who wrote it. Draw lines or arrows to connect your path. © 2019 iCivics, Inc.Philosophically Correct Name: Declaration of Independence - Side ADeclaration of Independence. Read the excerpt from the Declaration of Independence. As you read, note phrases or sentences that illustrate each of the ideas listed below. Create an annotation key to mark where each idea is found.

The Public Sphere

Public Opinion Poll: Analyze the polling information and the four headlines reporting the results. Then write the letter of the correct headline next to each question.

(A) Americans Split on Taxes (B) Under Half Say Taxes Too High
(C) More Say Tax Rates are OK (D) Nearly Half Say Taxes Too High

Which headline is trying to...
1. Make it sound like a lot of people think their taxes are too high?
2. Show that about the same number of people think their taxes are too high as think their taxes are about right?
3. Emphasize that more people think their taxes are about right than think their taxes are too high?
4. Make it sound like not many people think their taxes are too high?

Which headline(s) might be used to...
5. A politician who does not want to lower taxes?
6. A group that believes taxes should be cut?
7. A newspaper that is trying to present the issue fairly?

News and the Public Agenda: Study these real-life headlines, then answer the questions to decide how each event would have influenced the public agenda.

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ANSWER KEY

A. Vocabulary. Match the terms to the correct definition.

1. Interest (A) Favoring one view or another
2. advocate (B) Attention paid to something
3. political action committee (C) To promote or support
4. interest group (D) Collection of opinions or attitudes
5. bias (E) Represent interest groups and communicate with officials
6. campaign financing (F) How money is earned to pay for political campaigns
7. lobbyist (G) Organizations that help interest groups raise money for campaigns
8. public opinion (H) A group of people who work to influence government about a set of issues

B. How Do You Lobby? Read each interest group lobby activity and decide if it is an example of storming (1), donating money (2), or endorsing a candidate running for office (3).

9. Representatives interview a candidate to see if he or she will support the group's position on nuclear plants. If so, the group will back this candidate. (1)
10. Volunteers from a teen health interest group go into schools and educate students about the dangers of underage drinking. (2)
11. An interest group runs an ad that supports a candidate running for office. (3)
12. Lobbyists visit with members of Congress and local officials to share their reasons for supporting or opposing an upcoming bill. (1)
13. Once a candidate has been endorsed, members of an interest group help raise donations to help the candidate's campaign. (2)
14. A group runs TV and radio ads about an issue in order to raise public concern and spur the public to action. (3)

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Philosophically Correct

Public Opinion Poll: Analyze the polling information and the four headlines reporting the results. Then write the letter of the correct headline next to each question.

(A) Americans Split on Taxes (B) Under Half Say Taxes Too High
(C) More Say Tax Rates are OK (D) Nearly Half Say Taxes Too High

Which headline is trying to...
1. Make it sound like a lot of people think their taxes are too high?
2. Show that about the same number of people think their taxes are too high as think their taxes are about right?
3. Emphasize that more people think their taxes are about right than think their taxes are too high?
4. Make it sound like not many people think their taxes are too high?

Which headline(s) might be used to...
5. A politician who does not want to lower taxes?
6. A group that believes taxes should be cut?
7. A newspaper that is trying to present the issue fairly?

News and the Public Agenda: Study these real-life headlines, then answer the questions to decide how each event would have influenced the public agenda.

1. **TECHNOLOGY AND THE FUTURE OF WORK** (The New York Times, 2017)
2. **RECYCLING AND THE FUTURE OF THE ENVIRONMENT** (The New York Times, 2017)
3. **TECHNOLOGY AND THE FUTURE OF WORK** (The New York Times, 2017)
4. **RECYCLING AND THE FUTURE OF THE ENVIRONMENT** (The New York Times, 2017)

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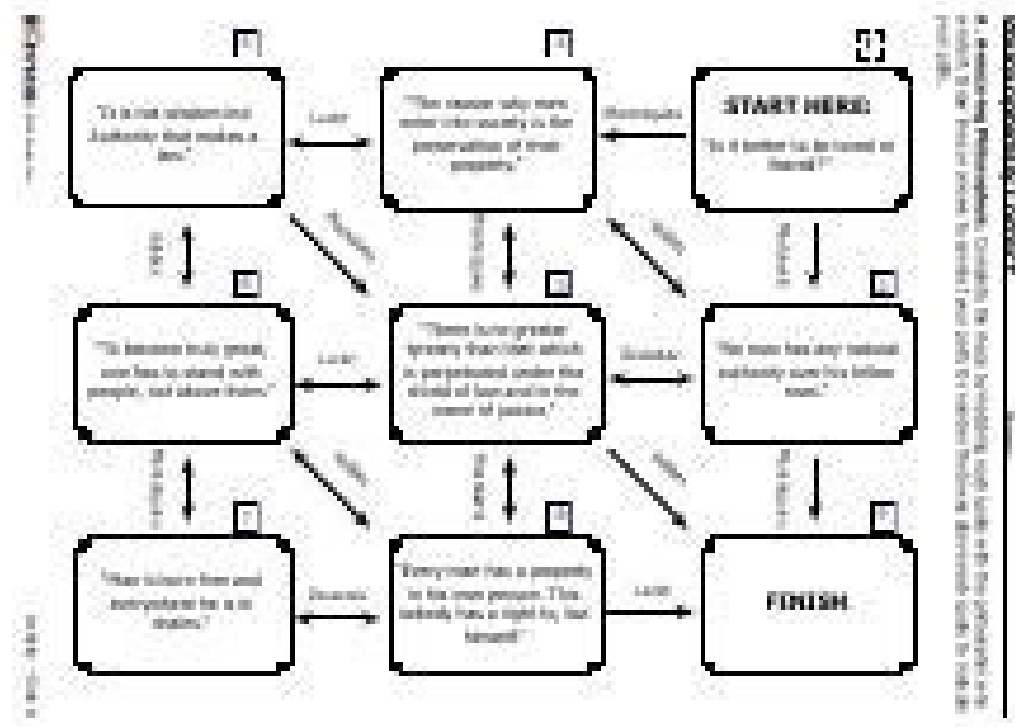
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63. **TECHNOLOGY AND THE FUTURE OF WORK** (The New York Times, 2017)
64. **RECYCLING AND THE FUTURE OF THE ENVIRONMENT** (The New York Times, 2017)

65. **TECHNOLOGY AND THE FUTURE**



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