



Module 3 - The Modern Political Campaign

These lessons focus on developing in students an understanding of United States elections in the 21st century. Students analyze new media and new technologies while exploring the manner in which candidates run for office. These new approaches to campaigning include, but are not limited to, targeted use of television advertising, an increasingly prevalent online campaign presence and “viral” ads that target specific groups of voters.

With the addition of new technologies, modern campaigns have become more complex and expensive in recent years. Campaign workers and consultants offer expertise and assist in a variety of activities - press and public relations, polling, opposition research, fundraising, logistical organizing, and information technology among them - to deal with the challenges of a campaign. More complex and sophisticated campaigning was first seen at the national level; these innovations, however, continue to trickle down to the local levels.

In our era of the 24-hour news cycle, potential voters are inundated with messages 24/7. To filter through the barrage of information, a great deal of which may be misleading or inaccurate, voters need to listen with skill and insight. Consequently, the overarching goal of the module is for students to become savvy consumers of campaign spin and promises.

Lesson 1: Are Modern Political Campaigns Different from Those of the Past?

Understanding Goals: How have modern technologies and new insights on human behavior changed the way that election campaigns are conducted in the United States?

Introduction: Political campaigns have been present in American life since the founding of the republic. Modern campaigns, however, have become more complex - and expensive - in their attempts to create appealing images and messages for candidates and issues. This has taken place at local levels as well as at the national level. Campaigns have always been tools with which politicians engage in character assassination and the distortion and destruction of opposing candidates and views. What is new about today's campaigning are the methods by which candidates attempt to alter the public's point of view and the ruthlessness of candidates in their strategies.

Time Span: 1-2 days

Resources Needed:

- Handout: Richard K. Scher, *Modern Political Campaigns*

Skill sets: Analysis, interpretation

Performance of Understanding:

After reading the overview of political campaigns in 21st century America, students engage in a class discussion on elections today.

Procedure:

Begin class with a brief class discussion of the modern political campaign in America. Questions for students to discuss include: What resources are required to run for office? Why do people vote for a specific candidate? Does political advertising work? What role do family members and friends play in shaping our political views?

Building on this preliminary discussion, students should read Richard Scher's essay on campaigning in modern America. Afterward, allow students to briefly compile their thoughts in a 5- to 10-minute free writing activity.

Use one or more of the following questions as prompts for the writing activity or as discussion questions:

- What are the key issues that Scher examines in his study of political campaigns?
- What problems does Scher highlight in terms of funding candidates' campaigns? What are some advantages and disadvantages of this (i.e., taxpayer burdens vs. private interests)?

- What are the two “crucial” changes in political campaigns that Scher notes in his essay? In what ways have they changed the political scene (either in ways Scher identifies, or ideas supplied by students)?
- What position do you think Scher is advocating in his examination of the changes in political campaigns? Is the modern political campaign exclusively positive or negative in how it is conducted?

After the essay has been examined, students and teacher should revisit some of the initial questions posed at the beginning of class, and see if any views or opinions have changed. This can either be done informally or through a write-up on the class blog or wiki.

Assessments:

Informal assessment by teacher

Complementary Materials/Other Pathways/Optional Activities:

Campaign Volunteers: Jennifer Tierney’s essay, *Political Campaigns for the Newcomer: Learning the Ropes Through Local Elections*, provides an insider view of several of the key elements of a local campaign and provides suggestions for ways to get involved in helping a candidate win election. As an alternative, provide this Student Voices essay to students as a handout. Ask them to consider Tierney’s insights and think about a campaign for which they would like to volunteer. Students can then volunteer on the campaign either individually or in teams. Encourage students to keep a written journal of their experiences in the campaign and to provide verbal reports to the class on their activities as a campaign volunteer.

Documentary Film: The celebrated 1994 film *The War Room* (<http://www.imdb.com/title/tt0108515/>; Rated PG) is a documentary about President Bill Clinton’s 1992 election campaign. Focusing on the campaign's lead strategist, James Carville, and the communications director, George Stephanopoulos, the film provides an up-close look at the presidential campaign that introduced many of the elements of modern campaigns.

Correlation to National Standards for Civics and Government:

Standard II.C. What is American political culture?

Standard V.D. What civic dispositions or traits of private and public character are important to the preservation and improvement of American constitutional democracy?

Lesson 2: How Have Presidential Candidates Presented Themselves to Voters in Past Elections?

Understanding Goals: Historically, how have new media technologies affected the way candidates campaign and voters perceive issues?

Introduction:

Time Span: 3-5 days

Resources Needed:

- Political ads at American Museum of the Moving Image, The Living Room Candidate: Presidential Campaign Commercials, 1952-2004, located at <http://livingroomcandidate.movingimage.us/index.php>

Skill sets: Analysis, interpretation

Performance of Understanding:

Students participate in a retrospective adwatch for presidential campaigns using campaign advertisements located on the Living Room Candidate website. Students analyze differences in images, language, people and perspectives between newer political ads and older political ads. In doing so, students also focus on one particular issue and compare and contrast the way various candidates approached that issue over time. Students individually post their insights to the class wiki.

Procedure:

In this lesson, students will be doing a critical analysis of how past political campaigns attempted to influence public opinion and voter behavior through television advertising using the Living Room Candidate Web site, <http://livingroomcandidate.movingimage.us/index.php>. The lesson requires classroom access to the Internet or computer lab access. Election years can be chosen on the site's sidebar menu, and the teacher will then be able to select from a list of ads for the major candidates involved in that election.

Start the lesson by letting students watch several advertisements from the 1952 presidential election. The Dwight Eisenhower-Adlai Stevenson election of that year was the first to widely use television, and politicians and their consultants were trying to determine the best way to use the new technology.

As students watch advertisements from the 1952 election, they should take notes and make observations about what they see. Possible prompts for students are:

- What do you think of the quality of the production?
- What issues are important to the two candidates?
- Which candidate comes across better on TV? Why do you say so?
- Are there any elements present in these first television ads that can be found in ads today, over five decades later?

For the second part of the lesson, students examine how television advertising has changed over time. Students will observe how political TV advertising has grown increasingly sophisticated. Questions that students will address are:

- What new techniques have been utilized in advertising?
- Are contemporary ads more appealing to wider audiences or do they target narrower audiences?
- What makes an effective TV ad?
- Using only a retrospective examination of television advertising, would it be possible to see why a candidate was victorious?

Use the 1960 election cycle to first get at these questions. Allow students to view and compare John F. Kennedy's ads ("Great Issue," "Nixon's Experience" and "Jingle") to Richard M. Nixon's ads ("Most Important Issue," "Best Qualified" and "Economic Strength"). Poll students as to which ads are most effective and why.

- Is the quality or presentation of the information more important?
- What techniques were utilized by the Kennedy campaign?
- What is their likely appeal to voters?
- Are Nixon's campaign ads comparable in scope and sophistication?

The class can discuss each ad after it has been viewed or wait until all have been shown. Students are encouraged to take notes on the ads as they watch, specifically trying to identify such things as: camera techniques, use of music and voiceovers and any statistics or data that are used.

In the third part of the lesson, students observe advertising from the 2000 or 2004 campaigns. Students work individually or with a partner to identify the appeals utilized by the candidates.

- Have recent ads increased in complexity compared to those of the past? Do candidates appeal to voters in different ways?
- Do contemporary ads reflect changes in American society since 1952?
- What are the positive and negative implications of the evolution of television advertising in the past 50 years?

For the fourth and final part of the lesson, use the issues area of The Living Room Candidate Web site to allow students to trace how political advertising has dealt with an

issue over time. Working in small groups, students select different issues to examine and analyze. Students should report to the class the most important differences in how the issue was treated from the earliest advertisement to the most recent.

Students then write up their most interesting findings on the class blog or wiki.

Assessments:

The teacher monitors the class discussion to see if students are gaining greater awareness of how political campaigns use advertising to attempt to persuade voters.

Write-ups of the analysis of the Living Room Candidate are assessed for insight into production techniques of advertisements and the quality of students' analysis of the ad goals.

Complementary Materials/Other Pathways/Optional Activities:

Utilizing the Museum of Broadcast Communications' *The History of Televised Presidential Debates* Web site, <http://www.museum.tv/debateweb/html/index.htm>, students research two presidential debates from 1960-2000. Students should identify the debate format and the issues that were important. In addition, students share who they think looked best in the debate and the reasons for their analysis.

Correlation to *National Standards for Civics and Government*:

Standard II.C. What is American political culture?

Standard V.D. What civic dispositions or traits of private and public character are important to the preservation and improvement of American constitutional democracy?

Lesson 3: How Do Candidates Currently Present Themselves to Voters?

Understanding Goals: How have new media technologies affected the way candidates campaign and voters perceive issues?

Introduction: In the past few decades, new technologies have had a tremendous impact on the way that political campaigns are run. Cable television in particular has shaped the way that candidates present themselves and voters perceive the issues. Due to the segmenting of the entertainment and news markets on cable TV, advertisers - including political candidates - are more easily able to target specific viewers and groups. The rise of 30-second and 15-second focused blitz ads has shaped the messages presented and the types of issues highlighted.

Students explore the impact of these new technologies and analyze campaign advertising and “messaging” in the following performances.

Time Span: 4-6 days

Resources Needed:

- Brooks Jackson, *False Ads: There Oughta Be A Law! - Or Maybe Not*
- Handout: *Tools of the Trade*
- Handout: *How to Do an Adwatch*
- Handout: *Campaign Advertising Log*
- Handout: *Campaign Advertising Analysis*
- Annenberg Political Fact Check, <http://www.factcheck.org/>
- Annenberg FactCheckEd (for students), <http://www.factchecked.org/>

Skill sets: Analysis, interpretation

Performances of Understanding:

1. After acquiring background information on political advertising, students individually gather data on televised political advertisements. They then pool their data and collectively analyze the advertisements shown during this election cycle.
2. Students collect the advertisements of a political campaign in as many different venues as possible: television, newspapers, radio, mailers and the candidates’ Web sites. Students then analyze the advertisements for differences in tone, approach and issues discussed in the varying venues. Conclusions are posted to

the class wiki or blog.

Procedure:

Begin the class by getting student response to the first sentence of the essay by Brooks Jackson, “Here’s a fact that may surprise you: Candidates have a legal right to lie to voters just about as much as they want.” Relying on the information in the Jackson essay, provide students with an overview of ‘truth in advertising’ in the political realm.

Build on the introductory discussion by providing students with the handout *How to Do an Adwatch*. Review the information and then provide the *Political Campaign Log* handout. The log requires students to record information about political advertising on network and cable channels. Students can either select channels ahead of time or randomly watch a channel and report their findings. The goal is to discover how candidates target audiences of different networks and cable channels. After a day or two of collecting data, students should share and pool their findings with one another and discuss the implications of their research.

For the next phase of this lesson provide students with a copy of the handout *Campaign Advertising Analysis*. In this phase a more in-depth analysis of individual ads is undertaken. Ads can either be shown in class or the assignment can be completed as homework. If done in class, look for ads on candidate Web sites or the FactCheck.org site. Alternatively, ads may be recorded and brought to class. The *Campaign Advertising Analysis* handout should be collected for assessment purposes and a full discussion of student work should be completed.

The final phase of the lesson requires students to analyze political advertisements in newspapers, radio, mailers and on the candidates’ Web sites. *Campaign Advertising Analysis* can be used for this purpose as well.

At the conclusion of this phase, students should consider the following questions:

1. Are certain forms of media more or less effective than others?
2. Which types of media have the broadest appeal to voters and may reach the largest audiences (both in numbers and ideas)?
3. What persona is the candidate trying to create in addressing the issue(s) being examined?
4. What types of techniques do you see the candidate using in crafting his/her campaign strategy? How effective is this in creating a particular image?

Some class time should be devoted to discussing the findings of student research, as well as comparing these between individuals/groups. Teacher may also choose to guide the research process over a few days, asking students to focus on only one of the above issues at a time. Ultimately, students should synthesize their research findings in a presentation on the candidate(s) and the issue(s) examined.

Assessments:

Informal assessments of class discussion by teacher.

Evaluation of class assignments for quality and completeness.

Assessment of the depth of understanding shown by students in their final write-up.

Complementary Materials/Other Pathways/Optional Activities:

Students write a letter or send an email to current candidates (this is part of a formal exercise in Lesson 6 of this module). The goals are to obtain additional information on a topic as well as compare the depth and quality of responses received from different candidates on different issues.

Correlation to *National Standards for Civics and Government*:

Standard II.C. What is American political culture?

Standard V.D. What civic dispositions or traits of private and public character are important to the preservation and improvement of American constitutional democracy?

Lesson 4: How Do Alternative Forms of Media Impact the Opinions of Voters?

Understanding Goals: How have new media technologies affected the way candidates campaign and voters perceive issues?

Introduction: Use of the Internet in political campaigns is still in its infancy, but the power of the Internet has already been demonstrated. Such Web sites as YouTube and MoveOn.org were important players in the 2006 general election and have continued to be in later elections. The Internet, especially blogging and podcasts, allows likeminded voters to become engaged and instantly respond to events as they unfold. A few national-level politicians have already shown the value of the Internet for organizing and raising money to finance campaigns. It is likely that state and local politicians will increasingly rely on this resource due to its relatively low cost and the ease with which particular groups can be targeted.

Understanding how the Internet and other new technologies are used in political campaigns and making educated assumptions about how these resources will be used in the future by politicians and their advisors are the goals of the following performances of understanding.

Time Span: 3-5 days

Resources Needed:

- Handout: *User Generated Content and Civic Life and Political Campaigns*
- Handout: “Aiming at Ears to Reach Hearts & Minds,” *Free-Range Thinking* (January 2003)
- *Citizen Tube*, YouTube’s Political Vlog, <http://www.youtube.com/citizentube>
- YouTube You Choose ’08 - a centralized hub of candidate-created channels that feature campaign videos, speeches, informal chats, behind-the-scenes footage and more, <http://www.youtube.com/youchoose>

Skill sets: Analysis, interpretation

Performances of Understanding:

Students read the *Student Voices* handout “User Generated Content and Civic Life and Political Campaigns” for background purposes. In research teams, students find three examples of user-generated content for a campaign. These sites can include blogs, podcasts or digital video clips. Students explore this content with an eye toward: visual appeal, type of information provided, biases of the producers of the content and overall usefulness to understanding the candidate or the issues. Students then produce a one-

page analysis of one of the sites to share with the class. The previous points should be addressed in their analysis as well as other information that seems relevant. Students should make sure that their write-up includes the URL of the site and a printout of the homepage.

Students conclude this lesson by developing and producing user-generated content in support of an issue or candidate that they choose. Each research team is responsible for developing a storyline and deciding on the type of content to be produced (podcast, video, personal Web site, etc.). Working collaboratively, students post their content online and present the content to the rest of the class.

Procedure:

Begin the lesson by students reading the handout *User Generated Content and Civic Life and Political Campaigns*. Students should be allowed to examine the cases described in the handout or more recent examples can be provided. A discussion of the potential impact of UGC on campaigning should be generated.

Students then work in research teams to collect and analyze examples of user-generated content and to produce their own content. Students first find, describe and analyze at least three examples of online content produced by consumers or voters not officially affiliated with a campaign. The content can either support or oppose a candidate or issue. The user-generated sites can include blogs, podcasts or digital video clips. Students should pay careful attention to:

- Visual appeal - how the information is presented
- The type of information provided
- Any biases of the producers of the content
- The effectiveness of the material in making its persuasive appeal
- The popularity of the content (does the content have a counter providing information on site visits or views?)

Ultimately, students should compile their findings into a report (250-500 words) synthesizing the information they have discovered. This report may also be posted online on the class wiki or blog.

Students can compare the unaffiliated content to that with a more official status. Search candidate websites or YouTube *You Choose '08*, <http://www.youtube.com/youchoose> for this content. Students should compare the official productions to user-generated productions.

In the final phase of this lesson, students create online user-generated content of their own incorporating the methods and techniques they have observed and analyzed. The handout *Aiming at Ears to Reach Hearts & Minds* will be useful for all students, but especially those who make a podcast or audio recording. The type of content produced should be negotiated between students and the teacher. Possibilities include: creating a social networking page on MySpace, Facebook, etc., or on the social networking

platforms created by Republicans and Democrats with information on candidates for election or important issues; creating an audio or video podcast; creating a video for posting to a video-sharing site such as YouTube or Google Video; or developing a blog that focuses on a local campaign. This content ultimately will be posted online and presented to the class.

Assessments:

Assessment of written report for quality of research.

Evaluation of user-generated content for creativity, aesthetic appeal and accuracy.

Complementary Materials/Other Pathways/Other Activities:

Students monitor a series of blogs from across the political spectrum. Good places to start are: the liberal blog DailyKos, <http://www.dailykos.com/>; the conservative Red State Blog Project, <http://www.redstate.com/StateBlogs>; state-level blogs listed at StateLine.org, <http://www.stateline.org/live/details/story?contentId=137854>; and 13th Floor ,a blog on state and local politics by the writers and editors of Governing.com and Governing magazine, <http://governing.typepad.com/13thfloor/>. Highlights can be reported on the class blog.

Correlation to *National Standards for Civics and Government*:

Standard II.C. What is American political culture?

Standard V.C. What are the responsibilities of citizens?

Lesson 5: Understanding Polls and the Work of Pollsters

Understanding Goals: How have advances in public opinion research changed American political campaigns?

Introduction: During an electoral campaign, Americans are bombarded by polls and polling results. Being able to interpret the results and becoming aware of possible biases in a poll are useful skills for accurately determining public opinion or the mood of the country.

Time Span: 2-4 days

Resources Needed:

- CNN.com, *How to Read Poll Results*, <http://www.cnn.com/2004/ALLPOLITICS/09/27/polls.explainer/index.html>
- Pollster.com, FAQ - Frequently Asked Questions, <http://www.pollster.com/blogs/FAQ.php>
- PollingReport.com, <http://www.pollingreport.com/>
- National Council on Public Polls, <http://www.ncpp.org/>
- Access to recently completed polls. These are readily available in print or online. Excellent sources for polls include:
 - Gallup Poll, <http://www.gallup.com/>
 - Associated Press/ Ipsos Poll, <http://www.ap-ipsosresults.com/>
 - The Pew Research Center for the People and the Press, <http://people-press.org/>
- A complete listing of resources can be found on the pollster.com blog, <http://www.pollster.com/blogs/>, or at the Public Agenda website, http://www.publicagenda.org/polling/polling_sources.cfm

Skill sets: Analysis, interpreting data

Performance of Understanding:

Students acquire an understanding of how to read polling data. They then look at a collection of poll results and explain both: a) the importance of word choice in a poll question, and b) why polls frequently show contradictory results. Students then devise their own poll, distribute it to other students or classes in their school and analyze the results.

Procedures:

Start the lesson by providing students with a copy of the CNN.com story *How to Read Polls* and several different polls that examine a current campaign or issue. Use the resources listed above to assist in finding usable and credible polls. If possible, deliberately select polls that show divergent outcomes. Work with students until they are comfortable in reading polls and understanding their content. Using the material provided in the FAQ of Pollster.com, help students understand why different polls might produce different results.

Then ask students to develop their own poll that can be distributed to others in the school. Students can choose to poll others about an issue that is of value primarily to the interests of the class. Students first must develop the wording of poll questions. Let students experiment with different approaches to a question and test how results vary based on word choice. Students should also decide who is to be given the poll, the poll sample, in other words. They should articulate reasons why poll responses may vary depending on the population sampled. Finally, the completely developed poll should be given to classmates and data compiled and analyzed. Results should be posted on the class blog or wiki.

Assessments:

Informal assessment of class discussions.

Evaluation of final class poll and the analysis of results.

Complementary Materials/Other Pathways:

1. Gary Thompson and Sean Conley, "Internet Resources: Guide to Public Opinion Poll Web Sites: Polling Data From Around the World," *College and Research Library News* (October 2006), Vol. 67, No. 9, <http://www.ala.org/ala/acrl/acrlpubs/crlnews/backissues2006/october06/opinionpoll.htm>

This compilation focuses on significant Internet sites concerning general public opinion polls, especially those providing polling results in usable formats.

Correlation to *National Standards for Civics and Government*:

Standard II.C. What is American political culture?

Standard V.C. What are the responsibilities of citizens?

Lesson 6: A Reciprocal Relationship – Communicating with Candidates

Understanding Goals: What are ways that voters and candidates can communicate with one another?

Introduction: Even in the present era of mass media and the Internet, person-to-person interactions are important to election campaigns. Politicians running for state and local office frequently go door-to-door seeking votes. Candidates at all levels routinely participate in citizen forums and attend group meetings where possible votes may be found. Candidates and their staff also typically respond to written and electronic communications. In this lesson students interact with candidates at a personal level to gain insight into the campaign process.

Time Span: 2-3 days

Resources Needed:

- Handout: Jim Kennedy, *Running for Local Office*
- Access to a candidate willing to address a student forum
- How to Organize a Candidate Debate (runtime = 11:11), <http://www.annenbergclassroom.org/AssetDetail.aspx?myID=1189>
- Templates & Handouts, Student Voices Teacher Resources, <http://student-voices.org/ShowPageInternal.aspx?Name=Teachers:%20Templates%20and%20Handouts>
- (Optional) Handout: *What Are Sound Bites ... and are they bad?*
- (Optional) Handout: *How to Write a Letter to the Editor*
- *Student Voices Speak Out: Getting your concerns heard during an election*, <http://www.student-voices.org/SpeakOut.aspx?Id=617>

Skill sets: Analysis, interviewing, composition

Performance of Understanding:

Students listen to and interview a candidate running for political office and compose a written communication to a candidate.

Procedures:

Based on their previous research, ask students to suggest individuals that they would like to invite to class or a school forum to talk about the issues of an ongoing campaign. The invited guest might be an incumbent or a challenger. Some classes might want to

have multiple candidates appear at different times.

For classes interested in organizing a larger event with multiple candidates, hold a viewing of the video *How to Organize a Candidate Debate* (runtime = 11:11). This video shows the steps students can take to organize a debate with candidates for election in their area. It addresses common obstacles faced when putting together such an event and solutions for overcoming them.

Once agreement has been reached about who should be invited, students should collectively craft an invitation to the potential guest or guests. In addition to a formal letter of invitation, contact can be made and the invitation extended through a phone call, a personal meeting or by email. For a checklist and template for inviting candidates to your classroom, check the Templates & Handouts page (<http://student-voices.org/ShowPageInternal.aspx?Name=Teachers:%20Templates%20and%20Handouts>).

When an invitation has been accepted, students should undertake additional research on issues of interest to the invitee and that his or her present or potential responsibilities in government. Students should develop a list of questions to be asked. The questions can address why the official decided to enter the race, policy issues of interest to the class, ways to get involved with and influence government policies, and more. Students should also develop the protocol for the meeting: Who will introduce the speaker? How will questions be asked? How do we best ensure that everyone gets a chance to interact with the speaker?

Afterward, a class discussion should be held to debrief the event. Points that students should think about include:

- What was learned?
- How did the invited speaker come across to those in attendance?
- Did any new questions develop as a result of the meeting?
- Is there an additional point of view or individual that could provide further insight?

Distribute a copy of Jim Kennedy's essay, *Running for Local Political Office*, to gain insight into a candidate's perspective on the electoral process at the local level. After reading the essay either in-class or for homework, conduct a class discussion about why Kennedy ran for office, highlighting the challenges that he faced.

For the final part of the lesson, students should work in pairs to draft a letter to a candidate asking for further insight on issues of importance to students. The class should choose the candidates and issues ahead of time. The goal is to compare the depth and quality of responses received from different candidates on different issues. Addresses for candidates can be found on the Internet. The class may opt to send an email instead of posting a written document. When responses are received from candidates or their staff, students should analyze the responses and determine those with whom they most agree. Students can be encouraged to put together a "Guide to the Candidates" based on the information received. The guide can be distributed either via

hard copy or the Internet.

Students should discuss their experiences during the activities of this lesson in the online Speak Out *Getting your concerns heard during an election*. This Speak Out includes a brief streaming video report.

Assessments:

Informal assessment of class meeting with the candidate. Evaluation of written communication for clarity quality of questions.

Complementary Materials/Other Pathways:

Distribute the handout *What Are Sound Bites ... and are they bad?* Designate a student to read aloud or have students read individually. Hold a class discussion about sound bites and why candidates sometimes use them. What are some circumstances in which a sound bite would be necessary? What purpose do they serve and how are they perceived by listeners? What are some examples in the current election and some examples outside of politics? Did the classroom visitor(s) use any, and how did it affect your opinion of the issue(s) and candidate(s)?

Using the *How to Write a Letter to the Editor* handout, have students write a letter to their local newspaper or to a media source they monitored either in response to something they read in the newspaper or saw in the source or to recommend that the media source change its coverage.

Correlation to *National Standards for Civics and Government*:

Standard II.E. How does the American political system provide for choice and opportunities for participation?

Standard V.E. How can citizens take part in civic life?