



## ECONOMICS ACTIVITY 3

### Campaign Finance

People choose to spend money in a variety of ways. These economic choices are often based on their personal preferences. One way in which individuals might choose to spend their money is by making contributions to political candidates and campaigns.

Most of the money used to pay for campaigns comes from private sources. These sources can include citizens, corporations, interest groups, and political action committees. In recent years, reforms in the federal government have instituted major changes in the way political campaigns in the United States are financed.

The Bipartisan Campaign Reform Act of 2002 placed limits on the amount of money that people could donate to

candidates and political parties each year. For instance, in 2005 and 2006, an individual citizen could contribute a maximum of \$2,100 to the campaign of a particular candidate. The maximum amount an individual could contribute to a national party was \$26,700.

One of the goals of this legislation was to force candidates and political parties to finance their campaigns by relying on smaller donations from a larger number of individuals and groups. Another goal was to reduce the influence over candidates and parties that donors could gain by making a large contribution.

The chart below shows how several candidates in the 2006 election financed their campaigns.

	<b>George Allen Republican</b>	<b>*James Webb Democrat</b>	<b>James Talent Republican</b>	<b>*Claire McCaskill Democrat</b>
<b>State Representing</b>	Virginia	Virginia	Missouri	Missouri
<b>Individual Contributions</b>	\$9,740,852	\$5,377,901	\$7,945,132	\$7,229,252
<b>Nonparty Sources (e.g., PACs)</b>	\$2,723,881	\$347,426	\$3,072,041	\$862,235
<b>Party Committees</b>	\$38,300	\$43,250	\$35,000	\$51,790
<b>Other</b>	\$1,081,107	\$216,500	\$1,163,067	\$419,375
<b>Total Receipts</b>	<b>\$13,827,747</b>	<b>\$6,087,052</b>	<b>\$12,403,944</b>	<b>\$9,124,019</b>

\*Winner of election.



## ECONOMICS ACTIVITY 3 (continued)

### Campaign Finance

**Directions:** Answer the questions below in the space provided.

1. **Stating** Why is the decision to contribute to a political candidate or party considered an economic choice?

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2. **Computing** How much would a person spend if he or she donated the maximum amount possible to both a candidate and a national party?

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3. **Explaining** Explain how the Bipartisan Campaign Reform Act of 2002 works to reduce the political influence of wealthy individuals and groups.

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4. **Identifying** According to the table, which candidate received the greatest amount of money from his or her party?

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5. **Identifying** According to the table, which candidate collected the least in total contributions?

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6. **Naming** According to the table, which two candidates received the most support from nonparty sources, such as PACs?

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7. **Concluding** According to the table, in comparing the contributions collected by each candidate, does the total amount of money collected have any influence on the winner of the campaign? Why or why not?

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**BIOGRAPHY ACTIVITY 9****Theodore Roosevelt (1858–1919)**

Theodore Roosevelt served his country with vigor. The twenty-sixth president of the United States led the country from 1901 until 1909 and was an outdoors enthusiast who lived what he called “the strenuous life.” Roosevelt would later use these traits to lead the Bull Moose Party to a historic second-place finish in the 1912 Presidential election.

A frail child born into a prominent New York family, Roosevelt worked hard to overcome his physical weakness, revealing a level of determination that would mark his entire life. Roosevelt served on the U.S. Civil Service Commission, was president of New York’s Board of Police Commissioners, and acted as Assistant Secretary of the Navy before making his name in the Spanish-American War.

**A Political Career Begins**

Roosevelt returned to the United States a hero, and he was soon elected governor of New York. Roosevelt became vice-president under William McKinley in a Republican victory in the election of 1900. McKinley was assassinated just months after the election, thrusting Roosevelt into the presidency. At the age of 42, Roosevelt was the youngest person ever to have held the office.

Roosevelt became such a popular leader that he would later be elected to a second term in office. His administration was considered extremely progressive, with Roosevelt championing workers’ rights and supporting laws regulating big business. A dedicated conservationist, Roosevelt also created an extensive system of national parks throughout the United States in 1905, preserving 194 million acres of public lands.



Theodore Roosevelt

**Bull Moose Party**

After serving two terms as president, Roosevelt supported his friend, William Howard Taft, for the presidency. However, once in office Taft alienated the progressive members of the Republican Party by not appointing progressives to his cabinet and by supporting high tariffs. Because of this, Roosevelt challenged him and decided to run for a third term as president. Primary voters selected Roosevelt as the Republican candidate, but party leaders nominated Taft. Roosevelt and his supporters split from the Republicans to form the Progressive Party, popularly called the Bull Moose Party. This split contributed to the election of the Democratic candidate, Woodrow Wilson. However, the Progressive Party won widespread support, and Roosevelt received more votes than Taft. The 1912 election marked the only time in U.S. history that a third-party candidate finished in second place.



## BIOGRAPHY ACTIVITY 9 (continued)

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### Theodore Roosevelt

**Directions:** Answer the questions below in the space provided.

1. **Reporting** In what leadership roles did Theodore Roosevelt serve early in his life?

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2. **Retelling** How did Roosevelt first become president?

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3. **Showing** How did Roosevelt show his interest in conservation of natural resources?

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4. **Explaining** Why did Roosevelt and his supporters form the Progressive Party?

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5. **Critical Thinking: Interpreting** What does the example of the Progressive Party indicate about the power of third parties?

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**CRITICAL THINKING SKILLS ACTIVITY 9**

## Interpreting Point of View

### Learning the Skill

Interpreting point of view involves understanding the feelings, attitudes, or beliefs of a speaker or writer. A person's point of view is shaped by many factors, including his or her age, personal experiences, and political philosophy.

Use the following guidelines to help you interpret point of view:

- Identify details that are clues to point of view, such as word choice and opinions.
- If necessary, examine through research the background and experience of the individual whose point of view you wish to interpret. Try to find information that might help you understand the person's point of view, such as his or her background, education, or political views.

### Practicing the Skill

**Directions:** Read the excerpt below, taken from a 1967 press conference given by Senator Eugene McCarthy. Then answer the questions that follow.

"I intend to enter the Democratic primaries. . . .

"Since I first said that I thought the issue of Vietnam and the issues related to it should be raised in the primaries of the country, I have talked with Democratic leaders from about 25 or 26 states; I have talked particularly to candidates for re-election to the Senate (Democratic candidates), to some House members and also to students on campus and to other people throughout the country.

"My decision to challenge the President's position and the Administration's position has been strengthened by recent announcements out of the Administration—the evident intention to escalate and to intensify the war in Vietnam and, on the other hand, the absence of any positive indications or suggestions for a compromise or for a negotiated political settlement. I am concerned that the Administration seems to have set no limit to the price which it is willing to pay for a military victory.

"Let me summarize the cost of the war up to this point:

- the physical destruction of much of a small and weak nation by military operations of the most powerful nation in the world;
- 100,000 to 150,000 civilian casualties in south Vietnam alone, to say nothing of the destruction of life and property in north Vietnam;

## CRITICAL THINKING SKILLS ACTIVITY 9 (continued)

–the uprooting and the fracturing of the structure of the society of South Vietnam, where one-fourth to one-third of the population are now reported to be refugees;  
–for the United States—as of yesterday—over 15,000 combat dead and nearly 95,000 wounded through November.  
–a monthly expenditure in pursuit of the war running somewhere between \$2 and \$3 billion....”

1. According to McCarthy's remarks, what are two factors that influenced his point of view on the importance of making the Vietnam War a campaign issue?  

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2. In summarizing the costs of the war, McCarthy mentions several costs to Vietnam before he mentions any costs to the United States. What does this imply about his point of view on the war?  

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### Applying the Skill

**Directions:** Use the excerpt to answer the questions below. Circle the letter of the correct answer.

1. Which phrase from the speech is a clue that McCarthy may have felt that the war against Vietnam was unjust?
  - A. "challenge the President's position"
  - B. "intensify the war"
  - C. "the cost of the war"
  - D. "a small and weak nation"
2. According to the excerpt, what do you think McCarthy would do if he were president?
  - A. send more troops to win the war quickly
  - B. surrender and withdraw immediately
  - C. try to negotiate an end to the war
  - D. continue the war but try to cut costs
3. Which sentence best summarizes McCarthy's point of view on the Vietnam War?
  - A. The war is too costly.
  - B. The war was poorly planned.
  - C. The war has dragged on for too long.
  - D. The United States cannot win the war.

**BIOGRAPHY ACTIVITY 10****Esther Hobart Morris (1814–1902)**

Esther Hobart Morris learned at an early age the weight of independence. By the time she was 11 both of her parents had died. Morris knew that she would have to work hard to support herself. This New York state native became an apprentice to a seamstress and would go on to open a successful business of her own, making and selling hats.

Morris married in 1841 and had a child a year later, but she would again face loss when her husband died just four years after their marriage. Morris was once again on her own.

**An Independent Woman**

Morris moved to Illinois to take control of land owned by her late husband. She encountered difficulty when she learned that Illinois did not allow women to own or inherit property. This would be her first brush with an issue with which Morris would become most identified: women's rights.

It was in Illinois that Morris met and married John Morris, a wealthy merchant. The two lived in Illinois for more than twenty years, having two children, before John Morris was caught up in a fever sweeping the nation: gold fever. The Morris family moved west to Wyoming Territory.

**Life in Wyoming**

While her husband mined for gold and kept a saloon in South Pass City, Esther Hobart Morris began to make a name for herself. Although she had been politically active in the past, taking part in the antislavery movement while



Esther Hobart Morris

living in New York, her experience in attempting to control her first husband's property in Illinois had made her acutely aware of the need for women's rights. Morris is said to have encouraged her friend William H. Bright to introduce a bill in support of woman suffrage into the Wyoming territorial legislature. The motion passed in 1869 and was signed into law by territorial governor John Campbell. Wyoming's women became the first in the nation to achieve voting rights.

The bill also gave women the right to hold office in the territory, another milestone for women in the United States. In 1870, Morris was appointed justice of the peace for South Pass. The appointment was extremely significant: Morris became the first woman in U.S. history to hold a judicial office.



## BIOGRAPHY ACTIVITY 10 (continued)

### Esther Hobart Morris

Morris served in this position for eight months, and none of the seventy decisions she made in her cases was ever reversed or appealed. Morris is said to have been able to silence quarreling lawyers simply by saying: "Boys, behave yourselves." Morris died in 1902 in Cheyenne, Wyoming. Her statue stands in the Wyoming Capitol, as well as in the National Statuary Hall of the U.S. Capitol.

**Directions:** Answer the questions below in the space provided.

1. **Identifying** What events in Esther Hobart Morris's early life showed her the importance of women's independence?

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2. **Explaining** How did women achieve voting rights in Wyoming?

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3. **Recalling** How long did Morris serve as justice of the peace?

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4. **Specifying** What evidence shows how the people of Wyoming honor Morris' contributions to women's rights?

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5. **Critical Thinking: Considering** Why might Wyoming's territorial status have helped women attain the vote there?

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**BIOGRAPHY ACTIVITY 11****Edward R. Murrow (1908–1965)**

A plaque in the lobby of Columbia Broadcasting System (CBS) headquarters bears the image of journalist Edward R. Murrow with the inscription, "He set standards of excellence that remain unsurpassed." The plaque is a small indication of the sphere of influence cast by the pioneering radio and television broadcaster who worked hard to defend the civil liberties of all Americans.

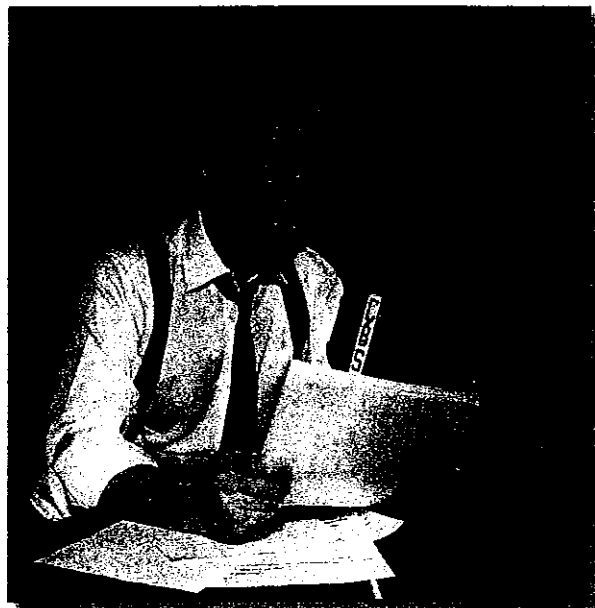
**Changing Times**

Murrow began his 25-year career at CBS in 1935 as Director of Talks and Education. Two years later, he was sent to head the network's European bureau, where he reported on the events of World War II. His dramatic radio broadcasts during the Battle of Britain, each beginning with his hallmark phrase "This is London," were frequently punctuated by the sound of exploding bombs in the background. Murrow's broadcasts made him a nationally known figure and a symbol of courageous news reporting.

After the war, Murrow returned to the United States and CBS, becoming vice president in charge of news and, later, a news analyst. He moved from radio to the new medium of television with a news digest program called *See it Now*. Its most historic program, broadcast on March 9, 1954, profiled Senator Joseph McCarthy.

**Fighting McCarthyism**

The junior senator from Wisconsin, McCarthy had gained national attention by accusing large numbers of people of being communist sympathizers. He used his control of the Senate's Committee on Government Operations to investigate people he called Communists. His investigations cost many people their jobs



Edward R. Murrow

and ruined many careers. Murrow's program used McCarthy's own words and pictures to show the senator's fanaticism. The program, which received the prestigious Peabody Award, was seen as a turning point in McCarthy's crusade. Murrow's program reminded viewers of their right to free speech. Murrow stated emphatically that "We must not confuse dissent with disloyalty."

Murrow had been present at the beginning of television news. Later in his career, he became concerned with the course that television was taking. He warned newscasters that the business was "fat, comfortable, and complacent." Rather than stimulating thought and discussion, television was being used to "distract, delude, amuse and insulate us."

Murrow's concerns in part led to his resignation from CBS in 1961. After leaving the network, he accepted an appointment from President John F. Kennedy to lead the United States Information Agency. Murrow died in 1965.



## BIOGRAPHY ACTIVITY 11 (continued)

### Edward R. Murrow

**Directions:** Answer the questions below in the space provided.

1. **Retelling** How did Edward R. Murrow become a well-known broadcaster?

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2. **Paraphrasing** How did Senator Joseph McCarthy gain national attention?

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3. **Expressing** In what way did Murrow influence public opinion about Senator Joseph McCarthy?

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4. **Explaining** Why did Murrow resign from his work in television news?

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5. **Critical Thinking: Appraising** Why might it have been dangerous for Murrow to broadcast a program about Senator Joseph McCarthy?

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