

Chapter 9

Section 2: Types of Interest Groups

Guiding Question: What are the different types of interest groups at work in American society?

GET STARTED

Lesson Goals:

- ❑ Students will recognize the role of interest groups in their lives by identifying those to which they belong.
- ❑ Students will understand the differences between types of interest groups and the categories into which interest groups fall.

Bellringer Write on the board: **In your notebook, list the interest groups to which you and/or your family belong.**

Vocabulary Read the terms and their definitions to the class. Have students write a paragraph using all the terms. Ask for volunteers to read their finished paragraphs aloud.

TEACH

Tell students that in this section they will learn about the different types of interest groups, why they were formed, and what sets public-interest groups apart from the others. Discuss the interest groups students listed in the Bellringer Activity. If students were unable to think of any groups to which they or their families belong, prompt them with questions such as: Do you belong to AAA? What hobbies do your parents enjoy? etc. Then ask for volunteers to read the section aloud.

Ask:

- Who does NAM represent? (*big businesses*)
- Who does the Chamber of Commerce represent? (*smaller businesses*)
- What two groups of workers have recently been included in the AFL-CIO? (*migrant farm workers and public employees*)
- What has happened to the farm population? (*It has decreased.*)
- Which agricultural interest group opposes government regulation? (*the Farm Bureau*)
- What sort of people would be eligible to join the American Bar Association? The National Education Association? (*members of the legal profession; teachers*)

Learning Styles: Logical/Mathematical

Describe the following scenario to students: The members of the Union of Federated Otherworldlies (the U.F.O.), a union for science fiction game designers, would like to increase their declining membership. Currently, there are 500 members—full-time workers who each pay \$400 per year in dues. The U.F.O. needs new members and more funds. Many part-time workers cannot afford even half the membership fee. Allow students to work alone or in pairs to design a plan that would allow part-time workers to afford membership and improve the union's finances.

Other Strategies

Learning Styles: Body/Kinesthetic
ELL/ESL Strategy

Learning Styles: Auditory/Verbal

ASSESS AND REMEDIATE

- Assign the Section Assessment questions; grade student responses.

Chapter Resources

Essential Questions Journal

Chapter 9 Outline (All-in-One, pp. 214–216)

Other Resources

Reading Comprehension Worksheet
(All-in-One, p. 227)

Skill Activity (All-in-One, p. 232)

Section Quiz B (All-in-One, p. 234)

Audio support is available for this section.

Additional features for Differentiated Instruction can be found throughout the Teacher's Edition.