

An Instructional Unit on Using Scholastic Journalism to Affect Student Civic Engagement

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ESSENTIAL QUESTION

How can scholastic journalism affect student political efficacy and civic engagement?

RATIONALE

This unit stems from the Civic Engagement among High School Journalists study. In a survey of more than 900 high school journalists, this study found that journalism education can serve as an important stepping stone toward lifetime civic participation. Journalism provides students the tools and self-confidence necessary to use media to address important community issues. The lessons in this unit aim to assist journalism and social studies teachers to help students advance their civic efficacy through journalism.

COMMON CORE AND CTE STANDARDS

Each lesson is accompanied by a list of corresponding Common Core Standards. For the full standards, see corestandards.org/ELA-Literacy. The Appendix lists corresponding Kansas CTE standards.

SCHEDULING NOTE

This unit is intended to cover approximately two weeks. Lessons are not intended for a specific time period, however. As class length differs widely, teachers should adjust the lessons to fit their own needs.

LESSON 1

TARGET QUESTION

How can scholastic journalism affect student civic engagement?

COMMON CORE STANDARDS

CCSS.ELA-LITERACY.CCRA.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-LITERACY.CCRA.SL.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

CCSS.ELA-LITERACY.CCRA.SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.CCRA.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

CCSS.ELA-LITERACY.CCRA.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCSS.ELA-LITERACY.CCRA.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

CCSS.ELA-LITERACY.CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

CCSS.ELA-LITERACY.CCRA.R.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.1

CCSS.ELA-LITERACY.CCRA.R.8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

CCSS.ELA-LITERACY.CCRA.R.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

ACTIVITIES

- A**
- Show students the photo of Nobel Peace Prize winner Malala Yousafzai from the Resources slideshow, available at civicsandjournalists.org/resources.
 - Have the students look up what they can about her and write out what they find to be impressive and report back to generate some discussion.
 - Students should then think about the quote from Malala Yousafzai, “Let us remember: One book, one pen, one child, and one teacher can change the world.”
 - Writing to learn (3 minutes):
Your thoughts? *How* is what Malala says possible? *Why* is it possible?
Note: It is important for students to focus on the *How* and *Why*, rather than simply explaining what she means.
 - Students share their writing with a shoulder partner.
 - Teacher asks for volunteers to share something they heard from their partner that was meaningful.
 - Teacher may choose to record snippets of meaning for students to see and reflect on.
- B** Brainstorm (3 minutes):
- Think of an issue or issues that affect you as a student in this community – things you wish were different, things you are concerned about, things you would like to change.
 - Teacher records all ideas.
- C**
- Teacher administers the Civic Engagement among High School Journalists survey. Survey questions are listed in the Appendix.
 - An online version of the survey is available at civicsandjournalists.org/survey.
 - Please contact bobkowski@ku.edu to customize the survey before administering it, and to access the online survey results after students complete it.

ACTIVITIES

- D**
- The goal of this section is to define Political Efficacy. See the Resources slideshow at civicsandjournalists.org/resources.
 - Assign the following professional journal reading:
“Youths’ Political Efficacy: Sources, Effects and Potentials for Political Equality” by Sofia Sohl, Orebro University 2014. This reading is available at oru.diva-portal.org/smash/get/diva2:716625/FULLTEXT02.pdf.
 - Split the class into three groups. Group one will read section 1.1, group two section 1.2, group three section 1.3 and section 1.4
 - Students will answer the following questions within their groups and present their answers using information from the selection to strengthen their argument.

Section 1 question:
Why is political efficacy an important citizenship quality?

Section 2 question
How does political efficacy impact political participation?

Section 3 question
How can political efficacy be used as an equalizer and does political efficacy learned at a young age impact future participation?

Final question
Can journalism students impact the political efficacy of their fellow students through publications and broadcast media?
- E**
- Ask students to think about the list of issues they created, their responses to the short survey, and the definition of political efficacy.
 - Engage the whole class in a discussion guided by this question:

What are some factors that encourage or keep students from engaging in the change process in their schools? Give examples from your own experience or knowledge, if possible.
- F**
- Writing to learn:
- Each student is given a sticky note and asked to answer the question:

What stuck with you today?
 - Students stick the notes on the door as they exit. The teacher reviews them later to inform Lesson 2 instruction.

LESSON 2

TARGET QUESTION

What is the purpose of the First Amendment in student journalism?

COMMON CORE STANDARDS

CCSS.ELA-LITERACY.CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

CCSS.ELA-LITERACY.CCRA.R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

CCSS.ELA-LITERACY.CCRA.R.3 Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

CCSS.ELA-LITERACY.CCRA.R.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

CCSS.ELA-LITERACY.CCRA.R.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

CCSS.ELA-LITERACY.CCRA.SL.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

CCSS.ELA-LITERACY.CCRA.SL.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

CCSS.ELA-LITERACY.CCRA.SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.CCRA.W.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

CCSS.ELA-LITERACY.CCRA.W.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

CTE STANDARDS, CONT.

CCSS.ELA-LITERACY.CCRA.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCSS.ELA-LITERACY.CCRA.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.CCRA.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CCSS.ELA-LITERACY.CCRA.W.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

ACTIVITIES

- A**
- Discuss Ethan Zuckerman’s PB + D > C and the relative importance of various factors influencing a citizen (or student) to take civic action within his/her school or community (see the Resources slideshow at civicsandjournalists.org/resources).
 - Apply this formula to some of the issues identified by students in Lesson 1. This may be done in pairs, small groups, or as a whole class.
- B**
- Students read the Tinker resource, available at law2.umkc.edu/faculty/projects/ftrials/firstamendment/tinker.html.
 - In groups of 3-4, students discuss the Tinker children’s desire to affect change and the implications of the formula above for their decision to pursue legal action.
- C**
- Direct instruction focused on the First Amendment - rights and important court cases with regard to freedom of press, expression, and speech. Resources on pertinent high school court cases:
- The development of the freedom of the press in the United States with the John Peter Zenger Trial (optional)
law2.umkc.edu/faculty/projects/ftrials/zenger/zengeraccount.html
 - Tinker (discussed above)
law2.umkc.edu/faculty/projects/ftrials/firstamendment/tinker.html
 - Bethel vs. Frazier
law2.umkc.edu/faculty/projects/ftrials/firstamendment/bethel.html
 - Hazelwood vs. Kuhlmeier
law2.umkc.edu/faculty/projects/ftrials/firstamendment/hazelwood.html
 - Morris vs. Frederick
law2.umkc.edu/faculty/projects/ftrials/conlaw/MorsevFrederick.html

Other First Amendment free speech resources:

- Exploring Constitutional Law by Doug Linder, University of Missouri-Kansas City, 2015
law2.umkc.edu/faculty/projects/ftrials/conlaw/home.html
- “Freedom of speech and press,” in *The Supreme Court of the United States, A Student Companion* (2nd ed.) by John J. Patrick, Oxford University Press, 2001 (pp. 135-140).
- “Student rights under the Constitution: Free speech and press,” in *The Supreme Court of the United States, A Student Companion* (2nd ed.) by John J. Patrick, Oxford University Press, 2001 (pp. 317-318).

- Student Free Speech Rights
law2.umkc.edu/faculty/projects/frtrial/conlaw/studentspeech.htm

Essential Questions:

- How did the freedom of speech and the freedom of the press develop in the United States?
- How did the ideas of freedom of the press and freedom of speech develop for students?
- Students read the selections from John Patrick's *Supreme Court of the United States: A Student Companion*, the John Peter Zenger Trial (optional) and Student Free Speech Rights resources to get a broad overview of what they will be learning.
- Students are then split into four groups with each group becoming responsible for presenting one court case:
 - Tinker vs. Des Moines
 - Bethel School District vs. Fraser
 - Hazelwood School District vs. Kuhlmeier
 - Morse vs. Frederick
- Students read the description of each case and answer the following questions in a presentation about each case:
 - What are the particulars of the case?
 - What questions were to be considered by the court in the case?
 - How did the court rule?
 - If there was a dissenting opinion what were the arguments presented in the dissent?
 - What is the historical significance of the case?
- Student will then either present their material to the entire class or they will share with the other students acting as “experts in their field of study” within groups with one member from each group.

D Writing to learn

- Exit slip:

Historically, who has been more successful at bringing about change, individuals or groups? Why might this be so?
- Students hand slips to teacher as they leave. Teacher reviews slips to inform Lesson 3.

LESSON 3

TARGET QUESTION

What is the purpose of the First Amendment in student journalism?

COMMON CORE STANDARDS

CCSS.ELA-LITERACY.CCRA.W.1 Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

CCSS.ELA-LITERACY.CCRA.W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

ACTIVITIES

A Entrance question:

- Students do a quick-write based on yesterday's lesson.

Is filing a lawsuit the only way to accomplish change?

- Briefly explain your response. Teacher may choose to ask students to share.

B Teacher-led instruction on Opinion Writing.

- Journalistic definition: Your own opinion based on fact.
- Teacher shares student samples of letters to the editor, columns, tweets, editorials, Facebook posts, and blogs for illustrative purposes.
 - Select letters to the editor written by high school students and compiled at civicsandjournalists.org/letters
 - Select letters to the editor from your local newspaper.
 - Select columns from your local newspaper, national sources and your school newspaper.
 - Here is a link to the top 15 American columns as selected by American columnists if you would like some ideas: columnists.com/wp-content/uploads/2011/06/Avlon-Top-Columns.pdf.
 - Another idea might be showing this clip from the “Today” of a girl who gained national attention for writing a column published in the Wall Street Journal about not getting into her dream college: annarbor.com/news/pittsburgh-teen-suzy-weiss-hints-she-may-attend-university-of-michigan
 - Select a few locally and nationally trending tweets.
 - Select editorials from national sources, your local newspaper and your school newspaper. Here is a link to the editorial pages of some large newspapers from across the country: headlinespot.com/opinion/oped/
 - You can also select some Pulitzer Prize winning editorials such as these from 2015 from the Boston Globe concerning restaurant workers (since many students work in that industry): pulitzer.org/works/2015-Editorial-Writing

- Or, here is a list from the Smithsonian of the 10 most unforgettable editorials of all time: [smithsonianmag.com/history/top-10-unforgettable-editorials-725211/?no-ist](https://www.smithsonianmag.com/history/top-10-unforgettable-editorials-725211/?no-ist)
 - Select some Facebook posts on news happening in your area or nationally.
- In small groups students jigsaw the selected pieces with an eye toward (a) audience, (b) formality and length, (c) level of support, and (d) balance of fact vs. feeling.
- C**
- Ask students to recall the issue they identified in Lesson 1. All application for the remainder of the unit will focus on this issue, so they will want to choose something about which they feel relatively strongly.
 - The teacher may want to allow class time for students to begin brief and informal research on the issue.
- D** A letter to the editor will be assigned for either in-class work or homework. This letter will be self-assessed the next class day.
- E** Writing to learn
- Exit slip:
 - Students will write their opinion around their identified issue in the form of a tweet.
 - Students will turn in their tweets for the teacher to use in class the next day.

LESSON 4

TARGET QUESTION

How can the personal column/blog be an effective form of written opinion?

COMMON CORE STANDARDS

CCSS.ELA-LITERACY.CCRA.SL.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

CCSS.ELA-LITERACY.CCRA.SL.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

CCSS.ELA-LITERACY.CCRA.W.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

CCSS.ELA-LITERACY.CCRA.W.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

CCSS.ELA-LITERACY.CCRA.W.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

CCSS.ELA-LITERACY.CCRA.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

ACTIVITIES

- A**
- Begin with student self-assessment of the letter to the editor (see the Lesson 3, 4, and 5 section of the Resources slideshow at civicsandjournalists.org/resources).
 - These also may be assessed by the teacher, who is simply looking for evidence that students understand the basics of the letter to the editor.
- B**
- Display examples of tweets from lesson 3. Review characteristics of journalistic opinion.
- C**
- The teacher will share a number of professionally written personal columns. In small groups, students will discuss how the letters to the editor and the personal columns are similar and different (see the Resources slideshow at civicsandjournalists/resources).
- D**
- Class time may be devoted to students' continued search for additional support of their issues and arguments.
 - Class time may also be provided for students to write their own personal column around the same issue they identified previously. The teacher and other students should be used as resources in this process.
 - A personal column should be ready for assessment in the next class period.

LESSON 5

TARGET QUESTION

How can the editorial be an effective form of written opinion?

COMMON CORE STANDARDS

CCSS.ELA-LITERACY.CCRA.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.CCRA.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CCSS.ELA-LITERACY.CCRA.W.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

CCSS.ELA-LITERACY.CCRA.W.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

CCSS.ELA-LITERACY.CCRA.W.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

CCSS.ELA-LITERACY.CCRA.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

ACTIVITIES

- A**
- Students work in small groups and read around with personal columns.
 - Teacher provides 2-3 assessment scoring guides for peers to use (see the Lesson 3, 4, and 5 section of the Resources slideshow at civicsandjournalists.org/resources) as they assess one another's work.
- B**
- Review as a group the qualities of the two types of journalistic opinion writing the class has discussed (see Resource 4).
 - Teacher reads to the class "Yes Virginia, There is a Santa Clause" (newseum.org/exhibits/online/yes-virginia), or another editorial of the teacher's choice.
 - Students discuss qualities of an editorial and fill in the third column.
- C**
- Students will continue the research process to add any necessary detail and support for the editorial they will write.
 - Writing the editorial may take 1-2 class periods. The editorial will be teacher-assessed using the rubric in the Resources slideshow.

LESSON 6: WRAP-UP

TARGET QUESTION

Where does a student go from here?

ACTIVITIES

- A**
- Students reflect on the quote from Malala Yousafzai in small groups: “Let us remember: One book, one pen, one child, and one teacher can change the world.”
- B**
- The teacher administers the survey from the beginning of the unit (civicsandjournalists.org/survey).
 - Teacher leads a large-group discussion of responses and thinking around civic engagement based on new survey responses.
- C** Writing to assess
- To end the unit, students will individually respond to the following reflection questions in writing:
 - What does it mean for you to be civically engaged?
 - What is the relationship between journalism and civic engagement?
 - How will what you have learned help guide your own civic engagement going forward?

APPENDIX

KANSAS CTE STANDARDS

Kansas CTE Standards, with walkovers listed, covered in whole or in part, with this unit (source: careertech.org/sites/default/files/K%26S-CareerPathway-AR-JournalismandBroadcasting-2008.pdf):

30100.0.1.1 Adapt language for audience, purpose, situation (i.e. diciton/structure, style).
ESS01.02.02

30100.0.2.2 Communicate effectively with others to foster positive relationships.
ESS02.02.05; *1.2.3

30100.0.2.3 Reference the sources of information ESS02.03.03

30100.0.2.4 Compose multi-paragraph documents clearly, succinctly, and accurately (i.e. correct grammar, spelling, punctuation and capitalization ESS02.05.01

30100.0.3.1 Analyze elements of a problem to determine solutions (including how to think creatively). ESS03.01.02

30100.0.6.1 Follow code of ethics for the Arts, AV and Communications field in all projects, decisions and actions ESS08.01; ARC08.01.01, 08.01.02; *1.2.8

30100.1.2.1 Analyze the role of journalism in society today (including the evolution of journalism and present/future need). ARPB01.01.02

30100.1.2.3 Explore the influence media has on society ARPB01.07.06

30100.1.2.8 Define and use journalistic terminology in appropriate contexts ARPB01.02.01

30100.1.2.10 Analyze the reliability of sources of information ARPB01.02.03

30100.1.2.11 Analyze the uses of social networking sites (i.e. for promotional, reference and instructional services).

30100.1.2.13 Understand the journalistic writing process (i.e. identify purpose, work with deadline, conduct research, how to take notes and document sources). ARPB01.02.04

30100.1.2.15 Determine what constitutes libel, slander, obscenity, acceptable use, fair use, plagiarism, invasion of privacy and student press rights. ARPB01.07.04

30100.1.2.16 Analyze the First Amendment, Freedom of Information Act, and copyright laws and their impact on communications and journalism.

30100.1.2.19 Demonstrate ability to write for a variety of audiences and purposes (including feature, editorial and news).

<http://www.careertech.org/sites/default/files/K%26S-CareerPathway-AR-Journalismand-Broadcasting-2008.pdf>

SURVEY QUESTIONS

1. Think of an issue that affects students in your school or students in your greater community. This should be an issue where some students think the current situation needs to change.

For example, some students might want their school's policies to change (dress code policy, parking policy, phone policy, study hall policy, etc.). Other students might want their fellow students to become more engaged in an issue. Others might want their city's environment policies or business policies to change.

Please type the issue and briefly explain how it should change: _____

2. I can use my school's newspaper to express my opinions about this issue.

I definitely can't do this
I probably can't do this
I don't know if I can do this
I probably can do this
I definitely can do this

3. I can use my school's newspaper to have students express their views about this issue.

I definitely can't do this
I probably can't do this
I don't know if I can do this
I probably can do this
I definitely can do this

4. I can use my school's newspaper to get the principal's attention about this issue.

I definitely can't do this
I probably can't do this
I don't know if I can do this
I probably can do this
I definitely can do this

5. I can use my school's newspaper to get elected officials to pay attention to this issue.

I definitely can't do this
I probably can't do this
I don't know if I can do this
I probably can do this
I definitely can do this

6. I can use my school's newspaper to debate this issue.

I definitely can't do this
I probably can't do this
I don't know if I can do this
I probably can do this
I definitely can do this

7. I can use my school's newspaper to change this issue.

I definitely can't do this
I probably can't do this
I don't know if I can do this
I probably can do this
I definitely can do this

Do you agree or disagree with these statements:

8. There is a law in my state that says public school teachers and administrators can't stop student journalists from publishing controversial content.

Strongly Disagree
Disagree
Somewhat Disagree
Somewhat Agree
Agree
Strongly Agree

9. It is legal for your principal to tell you that you can't write something in your school newspaper or on the student news website.

Strongly Disagree
Disagree
Somewhat Disagree
Somewhat Agree
Agree
Strongly Agree

This is the First Amendment: "Congress shall make no law respecting the establishment of religion or prohibiting the free exercise thereof, or abridging the freedom of speech or of the press, or the right of the people peaceably to assemble, and to petition the government for a redress of grievances." How much do you agree or disagree with these statements:

10. The First Amendment goes too far in the rights it guarantees.

Strongly Disagree
Disagree
Somewhat Disagree
Somewhat Agree
Agree
Strongly Agree

11. People should be allowed to express unpopular opinions.

Strongly Disagree
Disagree
Somewhat Disagree
Somewhat Agree
Agree
Strongly Agree

12. People should be allowed to burn or deface the American flag as a political statement.

Strongly Disagree
Disagree
Somewhat Disagree
Somewhat Agree
Agree
Strongly Agree

13. Musicians should be allowed to sing songs with lyrics that others might find offensive.
- Strongly Disagree
 - Disagree
 - Somewhat Disagree
 - Somewhat Agree
 - Agree
 - Strongly Agree
14. Newspapers should be allowed to publish freely without government approval of a story.
- Strongly Disagree
 - Disagree
 - Somewhat Disagree
 - Somewhat Agree
 - Agree
 - Strongly Agree
15. High school students should be allowed to report controversial issues in their student newspapers without the approval of school authorities.
- Strongly Disagree
 - Disagree
 - Somewhat Disagree
 - Somewhat Agree
 - Agree
 - Strongly Agree
16. Americans don't appreciate First Amendment freedoms the way they should.
- Strongly Disagree
 - Disagree
 - Somewhat Disagree
 - Somewhat Agree
 - Agree
 - Strongly Agree
17. The news media in America has:
- Too much freedom to do what it wants
 - Too little freedom to do what it wants
 - About the right amount of freedom
- Please think about your life as an adult when answering the following questions:
18. When I am an adult . . . I will contact or visit someone in government who represents my community.
- Strongly Disagree
 - Disagree
 - Somewhat Disagree
 - Somewhat Agree
 - Agree
 - Strongly Agree
19. When I am an adult . . . I will contact a newspaper, radio or talk show to express my opinion on an issue.
- Strongly Disagree
 - Disagree
 - Somewhat Disagree
 - Somewhat Agree
 - Agree
 - Strongly Agree
20. When I am an adult . . . I will sign a petition.
- Strongly Disagree
 - Disagree
 - Somewhat Disagree
 - Somewhat Agree
 - Agree
 - Strongly Agree
21. When I am an adult . . . I will vote regularly.
- Strongly Disagree
 - Disagree
 - Somewhat Disagree
 - Somewhat Agree
 - Agree
 - Strongly Agree
22. When I am an adult . . . I will wear a campaign button to support a candidate.
- Strongly Disagree
 - Disagree
 - Somewhat Disagree
 - Somewhat Agree
 - Agree
 - Strongly Agree
23. When I am an adult . . . I will volunteer for a political party or campaign.
- Strongly Disagree
 - Disagree
 - Somewhat Disagree
 - Somewhat Agree
 - Agree
 - Strongly Agree
24. When I am an adult . . . I will follow a political issue or a political leader on social media (e.g., Facebook, Twitter).
- Strongly Disagree
 - Disagree
 - Somewhat Disagree
 - Somewhat Agree
 - Agree
 - Strongly Agree
25. When I am an adult . . . I will promote a political issue or a political leader on social media.
- Strongly Disagree
 - Disagree
 - Somewhat Disagree
 - Somewhat Agree
 - Agree
 - Strongly Agree
26. When I am an adult . . . I will share my political opinions using social media.
- Strongly Disagree
 - Disagree
 - Somewhat Disagree
 - Somewhat Agree
 - Agree
 - Strongly Agree

27. When I am an adult . . . I will like, re-tweet, or share political messages on social media.

- Strongly Disagree
- Disagree
- Somewhat Disagree
- Somewhat Agree
- Agree
- Strongly Agree

28. When I am an adult . . . I will share my opinions about political issues or political leaders on social media.

- Strongly Disagree
- Disagree
- Somewhat Disagree
- Somewhat Agree
- Agree
- Strongly Agree

29. When I am an adult . . . I will start an online petition about a political issue.

- Strongly Disagree
- Disagree
- Somewhat Disagree
- Somewhat Agree
- Agree
- Strongly Agree

30. When I am an adult . . . I will create an online video about a political issue or candidate.

- Strongly Disagree
- Disagree
- Somewhat Disagree
- Somewhat Agree
- Agree
- Strongly Agree

31. When I am an adult . . . I will contact a political leader using social media.

- Strongly Disagree
- Disagree
- Somewhat Disagree
- Somewhat Agree
- Agree
- Strongly Agree