

Heroes and the American Dream

Teacher's Student Activities

Objectives

Completion of the suggested explorations will enable students to address the following questions:

- What are the distinguishing characteristics of a celebrity, a role model, and a hero?
- What are the essential requirements in character and action that are necessary for a modern American to be appropriately regarded as a hero?
- What are the characteristics of an archetypal hero and how does this hero differ from a real-life hero?
- Why is a willingness to take risks for the good of others such an important aspect of heroic character?
- Why does a person's response to adverse circumstances help determine whether or not the person is regarded as a hero?
- How do contemporary celebrities, role models, and heroes in American life embody our concept of the American dream?
- What are the principles of good parenting that inspire youngsters to grow up to become achievers, role models, or heroes?
- What roles do social oppression and economic struggle play in shaping a heroic figure?
- What is the role of personal and social crises in motivating individuals to act heroically?
- Is it possible for a successful sports figure to be regarded as a role model? To be regarded as a hero?
- Is it possible for a successful entertainment figure to be regarded as a role model? To be regarded as a hero?
- What kinds of life experiences and personal qualities lead to fame in America?
- What role does modern-day media play in creating concepts of the celebrity, the role model, and the hero?

Using the Pre-Program Explorations

- Prior to viewing the program, students should define any of the references (vocabulary, organizations, institutions, personalities, literary works) that are unfamiliar to them to

improve their appreciation of the discussion.

- Research of the suggested topics will provide students with background information to help them understand references made by the panelists and the topics they discuss. Depending on time constraints and access to research materials, you may want to divide the questions among different student groups; information can then be shared with the entire class. The books and web sites listed in "Reference Materials" are resources for this research.
- "Issues to Consider" provides thought-provoking questions that can be used as the basis for classroom discussions or answered in individual written responses. You may want to revisit these issues after the students have viewed the program, to see if their thoughts and opinions have been modified in any way.

Using the Post-Program Explorations

- The explorations are divided into curriculum areas; however, you will find that some of the lessons are actually interdisciplinary in scope and could easily be used in more than one curriculum. We have categorized these multidisciplinary studies based on dominant themes.
- Included in this section is a "Current Event Exploration," a web lesson designed around a timely issue, related to the program content. The suggested web sites will aid students in the information gathering process. The synthesis of their research efforts can be documented via written response, oral presentation, or multimedia presentation (e.g. PowerPoint, HyperStudio, or web page).

Structuring the Pre- and Post-Explorations

- The suggested learning ideas can be approached in numerous ways. Some are well suited to collaborative learning, where members of individual student groups address different aspects of an issue, and the group then synthesizes that information to formulate an answer. Other activities require individual work and independent reflection and writing.
- Individual or group completion of all of the explorations provides an interdisciplinary approach to the program theme. As a result, students are able to analyze the issues from multiple perspectives. If, however, time is limited, you may choose to confine student explorations to those that directly relate to your discipline. For additional independent

study opportunities, students could investigate topics in other disciplines according to their interests.

Assessing the Pre- and Post-Explorations

- Possible assessment methods for these explorations are varied. You may want to have students demonstrate their understanding through individual or group oral presentations, individual or group written essays, through group projects, or through classroom discussions and debates. The method(s) you choose can be tailored to learner strengths or curriculum considerations.

Using the Reference Materials

- The "Reference Materials" can aid in the completion of these explorations and will probably foster new ideas for lessons. Encouraging student to read and research selected print materials will enhance their knowledge base and provide them the opportunity to examine original sources. These resources vary in terms of their reading level; these differences may be a consideration as you assign student readings.

Pre-Program Explorations

Terms to Define

Vocabulary

- archetype
- celebrity
- charisma
- hero
- media
- role model

Organizations and Institutions

- Basketball Hall of Fame
- Country Music Association
- Grammy Awards
- Martin Luther King, Jr. Center
- Morehouse College
- National Basketball Association
- National Book Award
- Princeton University

- Princeton University
- Stuyvesant High School

Topics to Research

- What are the differences in the definitions of a celebrity and a role model?
- What are the characteristics of public figures who are identified as heroes?
- What are the characteristics of the archetypal heroes of literature, world religions, and myth?
- What are the occupations and positions in public life of the Academy of Achievement panelists and why do they have special expertise in defining the terms celebrity, role model, and hero?
 - Frank McCourt
 - Lenny Wilkens
 - Coretta Scott King
 - A. Scott Berg
 - Trisha Yearwood
 - Kenneth "Babyface" Edmonds
 - Pleasant T. Rowland
- The panelists mention a number of well-known Americans who were influential in their lives. Identify the following Americans and explain their specific contributions to American society. Consider whether or not each person should be regarded as a celebrity, a role model, and/or a hero.
 - Martin Luther King, Jr.
 - Benjamin Mayes
 - Jackie Robinson
 - Hank Williams
 - F. Scott Fitzgerald
 - Max Perkins
 - James Baldwin
 - Woodrow Wilson
 - Adlai Stevenson
 - Charles Lindbergh
- Who are the authors of the following works and what are their subjects?

- *Angela's Ashes: A Memoir*
 - *'Tis: A Memoir*
 - *Max Perkins: Editor of Genius*
 - *Lindbergh*
 - *My Life with Martin Luther King, Jr.*
 - "My Papa's Waltz"
- What are the major historical events, social and political movements, and developments in the fields of media and entertainment in the last half of the 20th century that are of such significance that individuals associated with these developments have emerged as celebrities, role models, or heroes?
 - Who are the major heroes of American life of the last decade of the millennium?
 - What organizations are well known for their support of achievement in the fields of sports, music, and writing?

Issues to Consider

- What are the significant differences in a celebrity, a role model, and a hero? Why is it important to understand these differences?
- What are the differences in the contribution to society of a celebrity, a role model, and a hero?
- What are the characteristics that are required for a person to be regarded as a role model?
- What are the characteristics that are required for a person to be regarded as a hero?
- What role do parenting and the circumstances of home life play in shaping individual identity, achievement, and heroism?
- What role do social crises play in challenging individuals to behave in heroic ways?
- Do hardships in life, such as a difficult family life, social oppression, prejudice, illness, and economic struggles, contribute to making a hero?
- What role has the media played in the past few decades in the development of the concept of celebrity? Are these developments a positive or negative force in American life?
- What qualities will be required in future American heroes to help us fulfill the American dream in the 21st century?

Post Program Explorations

ACHIEVEMENT EXPLORATIONS

- Achievement Television has defined six components of achievement: Vision, Preparation, Integrity, Courage, Passion, and Perseverance. Choose one of the featured guests and give examples of ways in which he/she embodies these traits.
- Choose one of the featured guests and analyze the role personal ideals and values have played in defining this person's character and choices in his field of endeavor. Do these ideas and values contribute to your view of the person as an achiever?

LITERATURE AND WRITING

- Define the American dream and the failure to achieve it, according to the views of major American writers and literary figures. Consider, for example, such works as "Self-Reliance" and "The American Scholar" by Ralph Waldo Emerson, *Walden* and "Civil Disobedience" by Henry David Thoreau, selections from the poetry of Walt Whitman, *An American Tragedy* by Theodore Dreiser, *The Great Gatsby* by F. Scott Fitzgerald, *All the King's Men* by Robert Penn Warren, *To Kill a Mockingbird* by Harper Lee, and such plays as *Inherit the Wind* and *The Night Thoreau Spent in Jail* by Lawrence and Lee, *Death of a Salesman* by Arthur Miller, and *The American Dream* by Edward Albee. Identify the positive ideals of the American dream as well as the misunderstanding of these ideals that leads to tragic outcomes for some American literary characters.
- Consider a novel or play you have read in which the main character is a celebrity or consider a novel or play in which a celebrity figure affects the protagonist. Is celebrity a positive or negative influence in the lives of other characters in the literary work? What do the characters learn as a result of exposure to a celebrity? What does the celebrity himself learn through his social position? Consider, for example, *The Great Gatsby* by F. Scott Fitzgerald, *All the King's Men* by Robert Penn Warren, or *Othello* by William Shakespeare.
- Consider a novel or play you have read in which one character is a role model who is admired and emulated by other characters. What qualities in role models lead to positive outcomes in the lives of those who emulate them? Can negative results arise from following a role model? Consider, for example, Atticus Finch as a role model in *To Kill a Mockingbird*. Or consider the relationships of Rinaldo and

Bayard in *The Unvanquished*, of Helen Keller and Annie Sullivan in *Miracle Worker*, and of the narrator and Phineas in *A Separate Peace*.

- Consider the definition of the archetypal hero of epic and myth in comparison to the definitions of a celebrity, a role model, and a modern real-life hero:

Celebrity:

A famous person.

Role model:

A person whose behavior or social standing is regarded as worthy of imitation.

Real-life Hero:

A person notable for courage in situations of physical or moral danger, for risks taken or sacrifices made for the benefit of others, or for special achievements that benefit others.

Archetypal Hero

: In mythology, classical literature, or religion, a god-like figure of unusual courage and intelligence who takes risks and successfully meets tests of physical strength and wisdom; the archetypal hero makes sacrifices in order to contribute to the survival of a culture or its transformation.

Think about the interpretations of the concepts of a celebrity, a role model, and a hero by the Academy of Achievement panelists. Identify statements by panelists that give eloquent expression to the distinctions among these different social roles.

- The following are characteristics of the archetypal hero:
 - a mysterious birth and unknown parents, suggesting he may be a son of gods
 - high birth and social status
 - unusual physical strength and prowess displayed at an early age
 - unusual intellectual gifts, recognized and praised by others
 - positive character traits such as honesty, loyalty.

courage, and kind-heartedness--even if there are occasional lapses in adherence to traditional moral codes and conventions

- an inherited leadership role or qualities that make him a natural leader
- the ability to take risks and successfully meet tests of physical strength and wisdom
- a spiritual vision that transcends the ordinary codes of morality and social convention and that transforms the expectations and achievements of his culture
- recognition as a hero by his people because of his contributions to their culture.

Think about examples of the archetypal hero in literature and religion. Consider, for example, Odysseus, Achilles, Buddha, Jesus, Mohammed, Siegfried, and Beowulf. Identify resources that tell the life stories of these figures. How are these archetypal heroes similar to and different from the concept of the hero presented by the panelists?

- The panelists clearly admire as heroes their parents or other courageous figures they have known. Make a list that summarizes the traits of the hero according to the panelists. Expand your list of traits by adding characteristics discovered through your research and discussion. Select a figure from real life or a literary figure whom you regard as an excellent example of a hero. Develop a full essay in which you define the character of your hero. Give examples in the essay that show your hero possesses a significant number of the characteristics you listed.
- Frank McCourt, a former high school English teacher, says that his interactions with his students "made him human" and inspired him to be a writer after his retirement from teaching. Research the history and characteristics of the famous Stuyvesant High School where McCourt taught. Do you think the educational environment of this high school contributed to McCourt's rewarding experience there, or do you think these rewards were simply a product of McCourt's own personality?
- Read sections from Frank McCourt's two memoirs describing his experiences growing up in Ireland (*Angela's Ashes*) and his life as an Irish immigrant in America (*'Tis*). McCourt has made innumerable public appearances in

person and on television to talk about his books. Write responses to your reading of McCourt's works as well as any occasions when you have seen him in person or on television. Describe his writing style and content as well as your personal responses to his writing and his personality. Why do you think McCourt has been so successful as a writer, as a public speaker, and as a television personality?

- Research the reputation and academic characteristics of Princeton University and of Morehouse College. In what ways did these institutions influence the lives of Scott Berg and of Martin Luther King, Jr.? Write an essay in which you define the educational quality of your own school. Explain how your school does or does not support you in your achievement goals. In a final section of your essay explain what should be preserved or changed about your school to make it an effective agent in fostering student achievement in the future. How can your school best nurture the heroes who will fulfill the American dream in the 21st century?
- A. Scott Berg is the author of several major works of biography, books on Max Perkins, Sam Goldwyn, and Charles Lindbergh. Read selections from one of these biographies and identify writing techniques that make Berg's biographical writing unusually effective. Consider the differences between the writing of Frank McCourt and Scott Berg. Can you account for any differences in their writing styles and content on the basis of what you have learned from the panel discussion about their families, upbringing, experiences as young men, cultural backgrounds, and personalities.

HISTORY AND POLITICS

- Define the American dream according to the "Declaration of Independence," the Constitution, the Gettysburg Address, and any other document you have studied in history that gives expression to American ideals. In a class discussion, list those truths and principles that you regard as essential to the achievement of the vision our forefathers regarded as the American dream. Discuss and list the characteristics of the future political leaders, role models, and heroes that will be required to achieve the American dream in the 21st century.
- Do research on the life and work of the husband of Coretta Scott King, Dr. Martin Luther King, Jr. King is

famous for his leadership of the Civil Rights Movement of the 1960s. Read King's essays "Letter from Birmingham Jail," written in response to his arrest after a civil rights protest early in his career, and "I Have a Dream" delivered at the famous rally on the mall in Washington. What are your impressions of King's personality and beliefs from these works? King has been recognized as an American hero and a national day of commemoration has been designated in his memory. Why do you think the government and people of the United States value King's work so highly that he is remembered in the same way as presidents like George Washington and Abraham Lincoln? Write a short speech that might be delivered to a group of elementary school students in which you explain the purpose and meaning of the Martin Luther King, Jr. day of commemoration.

- What were the major goals of Martin Luther King, Jr.'s work and why did he insist on peaceful protest as a means of achieving his goals? King's commitment to "civil disobedience" grew out of his knowledge of the work of Gandhi, the Indian leader whose peaceful protests freed India from British rule. Identify the American writer who is the source for Gandhi's concept of "civil disobedience." What were the circumstances that led that writer to an act of civil disobedience? Identify the essay in which the principles of civil disobedience were explained and write an essay of your own summarizing these principles and explaining why you believe they were so influential on 20th-century history and politics.
- Frank McCourt describes the difficulties of his life in Ireland as a boy, difficulties that were largely the product of poverty. Research the history of Irish politics and economics in the first half of the 20th century and explain why poverty was such a dominant force in Irish life. Write an essay in which you report on your research about the conditions of life in Ireland in the first half of the 20th century. Explain why McCourt's decision to come to the United States was or was not a good decision, in light of your research. Investigate contemporary views on the benefits to the Irish of emigration and on the advantages and disadvantages for those who decide to return to their homeland in the 21st century.
- Research statistics about Irish immigration to the United States from 1800 to 1940. What was the role of the Irish in settling the northeast and developing the western United States in the 19th and early 20th centuries? Why did the Irish experience so much prejudice in America? Recall

Irish experience so much prejudice in America? Recall examples of McCourt's experience of this prejudice from his comments during the panel discussion. How did the Irish deal with this prejudice generally? How did McCourt deal with it? Identify one famous Irish family who rose to great economic and political power and success. Was the history of prejudice against the Irish a factor for family members who became involved in politics? Write an essay in which you report on your research on Irish immigration to the United States and the role of the Irish in American society.

- A. Scott Berg mentions in his discussion of Charles Lindbergh the difficulties this famous American faced because of his celebrity status. Research Lindbergh's life. What particular personal tragedy occurred because he was a celebrity? What caused Lindbergh to lose favor with the American public? Do you think this judgment against him was fair? Did Americans regard Lindbergh as a hero? On the basis of your research, would you regard him as a hero? Write a short essay in which you support or oppose the view that Lindbergh should be regarded as an American hero. Use examples from Berg's biography and other sources to support your argument.

PSYCHOLOGY

- Nearly all of the Academy of Achievement panelists talk about the influence of their parents or the conditions of life in their homes as a factor in their own achievements. In some cases they reacted against what they saw at home, in other cases a parent was an important role model, and in other cases the parents played an important part in providing support for the achievement of specific goals. Select one of the panelists as your focus. Record as many details as possible about the panelist's comments about family influence on achievement. Work with a group of classmates who have each made notes on different panelists. Together compose a group essay in which you report on the influence of parents on the achievements of the panelists. Group members can also write individual essays on the influence of their own parents on their achievement or failure to achieve.
- Consult resources on modern views of parenting and advice for parents by experts in psychology. Select one or more resources from the list, read and study the resource independently or with a group of classmates, and develop a presentation for the class in which you explain the characteristics of good parenting from the point of view of

an expert psychologist. If other classmates study additional resources, compare the points of view reported in all the presentations. In a follow-up class discussion, define the qualities that characterize the most effective parents. Do you agree that parents are the most important influence in shaping the heroes of the 21st century? Why or why not?

- Examine examples of communication barriers between children and parents described in any of the psychology resources you examine. (*Born to Win* and *The New Peoplemaking* have especially effective resources on communication in families.) Think about a barrier in communication that you have experienced with a parent. What were the causes of this communication block? Write a dialogue in which you record a real-life exchange with a parent. Choose an occasion when you felt misunderstood or believe that communication failed. Compose an extension of this conversation in which you imagine what your parent could have said to overcome this failure in communication. What could you have said to improve communication? Imagine and write the full dialogue, beginning with the communication block and extending the conversation until communication is successful.
- Compose a letter to yourself that you will open after the birth of your first child or by the date of your 30th birthday. In the letter describe the philosophy and psychology of parenting that you will practice in relation to your child or other young people you know. Describe the hopes and dreams that you have for your child and for the future of your nation and your world. Make a list of promises that you will keep to your child and to the young people of America in order to foster individual and national achievement. After you edit and complete the final draft of your letter, place it in an envelope, seal it, and store the envelope in a safe place where you can find the letter on your 30th birthday. On that day or the day on which your first child is born, open the letter and read it.

SPORTS, ENTERTAINMENT, AND MEDIA

- Identify and research organizations that offer support to individuals in the fields of professional sports or entertainment. Select an organization to study. Do research to identify when the organization was formed, who its leaders are, and what its goals and activities are. What is the status of the organization in American life. Is it respected by most Americans? Does it provide valuable

services to persons in the fields of sports or entertainment? Does the organization provide a valuable service to American society? Using research sources, estimate the approximate amount of money required to run the organization. Can this organization make a valuable contribution to fostering the fulfillment of the American dream in the 20th century? Defend your answer in an essay. Conclude your essay with your analysis of whether or not this organization should continue to exist.

- Select a sports figure or entertainer whom you would identify as a celebrity. Examine the career of the person you have selected. How has being a celebrity helped and hurt this person's achievement of success as a performer? Trisha Yearwood says that she didn't want to be a celebrity or a role model; she just wanted to be a singer. Based on research and your own imagination, write a narrative of a day in the life of your celebrity. Show through your narrative the advantages and disadvantages of being a celebrity. Consider whether or not you regard this celebrity as an effective role model. Show through your narrative specific details that illustrate the celebrity's capacity or lack of capacity to be a role model for the future heroes of the 21st century.
- There is a great deal of current public discussion about the role of the media and the press in making individuals into celebrities or invading the privacy of famous people. The media has flooded the air waves with excessive information about certain individuals and events, magnifying out of proportion their significance. Famous people have claimed that they are abused by the excessive intrusiveness of the media into their private lives. These issues are intricately tied to the rights of free speech and freedom of the press as well as the right to privacy--all important principles of the American dream of freedom. Research discussion of this issue in the newspapers, the media, and other resources. List situations that have occurred in the past decade when famous people have had negative encounters with the press and media as well as situations when the press and the media helped the nation by making important information about individuals available to the public. Summarize each of the circumstances you choose to illustrate this problem. Then, follow the news in the press and the talk shows on television for at least two weeks. Record more examples of news coverage of celebrities. When you complete this research, draw conclusions about the advantages and

disadvantages of detailed press coverage of people who are celebrities or who are made into celebrities by the attention of the media. In a thoughtful, analytical essay discuss this aspect of contemporary American life and state your view about whether or not this practice is useful or not useful in helping our nation achieve the American dream.

CURRENT EVENT EXPLORATION

(Web Lesson)

Presidential Candidates: Celebrities, Role-Models, Heroes

Activities are well underway in preparation for the next presidential election--the first of the new millennium. The two major parties have two leading candidates who are doing well in assembling support: the Republicans George W. Bush and John McCain and the Democrats Bill Bradley and Al Gore. All four of these candidates come to the competition with the excellent "name recognition" associated with celebrity status. Bill Bradley has been recognized as an outstanding role model because of his academic success as a Princeton graduate and Rhodes scholar, his athletic success as a professional basketball player, and his public service as a senator from New Jersey. John McCain, a prisoner of war during the Vietnam conflict who has been dedicated to locating American MIAs, has been hailed a war hero. George Bush is the son of a president and is currently serving as governor of Texas, one of the most powerful states in the nation. Al Gore's name is familiar to every American because he has served two terms as U.S. Vice President. What role do you think "celebrity" or "name recognition" has played in each candidate's current success as a prospective presidential nominee? What role has the media played in emphasizing their public images? How can a thoughtful and responsible electorate separate these previously formed images of the candidates from their real qualifications for the presidency?

In this lesson, you will explore the World Wide Web and other media resources to study the characters of these four candidates, the causes they support, and the views of their supporters.

Questions for Exploration

What role does "name recognition" play in a political candidate's potential for success in an election? Does a political candidate's ability to create a positive television presence and media image affect his potential success? How

presence and media image affect his potential success: How are concepts of a candidate's character fostered by the media? What are the character traits, personal values, positions on issues, and achievements that characterize these four candidates? How can the electorate best distinguish the public image of a candidate from his real qualifications for office? What role should the media play in a presidential campaign?

PROCEDURE

1. In order to answer the "Questions for Exploration," you will need to collect information about the four presidential candidates, evaluate their character traits, values, and achievements, evaluate the effect of "name recognition" and media image on their success at this point in the campaigns, and judge the candidates' qualifications for office. You will need to consult a variety of sources on these topics. Make notes on each resource you use and keep a record of your sources, using correct documentation conventions. For web resources include both the official name of the web site and the URL address.
2. First, explore the internet for information. Search the following sources (the URLs are listed below) as well as additional sites you identify yourself. Remember that your goal in searching each site is to examine information to help you draw your own conclusions about the questions listed in "Questions for Exploration."
 - Research web sites that collect information about all the candidates for the 2000 presidential elections:
 - ✕ Center for Responsive Politics
 - ✕ Issues 2000
 - ✕ Project Vote Smart
 - Research the official web sites of the four contenders for the presidential nomination and additional support sites:
 - Bill Bradley
 - George W. Bush
 - John McCain
 - Al Gore
 - Research two sites that present opposing views about the major contenders:

- ✕ Bush 2000
- ✕ Not Gore 2000

1. Next, explore print and television sources. Find newspaper and magazine articles about each candidate. Television talk shows in which journalists evaluate the candidates are also a good source of information. Most important, view any television debates, appearances, or advertisements on the candidates and evaluate the effectiveness of these presentations of their characters and views. Remember that your goal in reviewing each source is to draw your own conclusions about the questions listed in "Questions for Exploration."
2. When you complete your research, synthesize the information you collect and develop a response to the "Questions for Exploration." The format for your response (written, oral, web page, etc.) will be decided by your teacher.

Suggested Web sites:

General

[Center for Responsive Politics: opensecrets.org](http://opensecrets.org)

This site keeps track of and reports the financial support being given to political candidates. Go to [Total Raised and Spent](#), a grid summarizing funds raised by each candidate. Click on the names of the candidates to find more information about their financial resources. Study the information by geographical regions and by contributors.

[Issues 2000](#)

This web site maintains information about the positions of each of the presidential candidates of major issues. Scroll down the main page to find the list of candidates and then examine the information provided on each of the four major candidates: [Bill Bradley](#), [George W. Bush](#), [Al Gore](#), and [John McCain](#). Consult the [Candidate Grid](#) for a summary of the position topics.

[Project Vote Smart](#)

This site maintains up-to-date links on current elections. There are many different resources that you can explore. You can use the link [Search the Presidential Candidate's Public Statements](#) to

find out their specific positions on public issues. Simply enter the candidate's name in the search box. You can find related links about each candidate at [Candidates for President in 2000](#).

Four Candidates

Bill Bradley

[Bill Bradley for President](#)

This official web page for the campaign maintains extensive information about the candidate and his views, reports the progress of the campaign, and publicizes appearances. Follow the links to find additional information. Click on "About Bill Bradley" in the left frame menu for a biography and for a collection of his speeches, "In his own words."

[Bill Bradley for President 2000](#)

This site provides articles by Bradley and extensive information about his views.

[Netizens for Bradley](#)

This is an "unofficial" campaign web site designed to garner grassroots for support for his candidacy through the internet. Provides reports of campaign events and commentary.

George W. Bush

[George W. Bush for President](#)

This official web page for the campaign maintains extensive information about the candidate and his views, reports the progress of the campaign, and publicizes appearances. Follow the links to find additional information.

[National Governors Association: Bush Biography](#)

This site presents a brief but objective biographical account of the life of George W. Bush as one of the nation's 50 state governors.

Al Gore

[Gore 2000](#)

This is the official web site of the Gore campaign. Examine the layout and presentation of this web site as well as its contents. Look for information comparable to that available at the web sites of other major candidates.

[Al Gore for President 2000](#)

This is a supporter's site, not the official campaign web site. Photographs and information are available. Examine the point of view of this supporter and evaluate the usefulness of this site to Gore's campaign.

[Vice President Al Gore](#)

As Vice President, Al Gore appears at this White House site sponsored by the U.S. government.

John McCain

[1996 Republican Convention](#) and [Biography of John McCain](#)

This list of speakers for the 1996 Republican Convention demonstrates John McCain's active role in party politics. His biographical profile illustrates why he has been recognized as a war hero.

[McCain 2000](#)

This official web page for the presidential campaign presents the candidate's biography, his views, the progress of his campaign, and links to other informative sites.

[Senator John McCain](#)

As a U.S. Senator from Arizona, McCain has this government sponsored web site like all other legislators.

Opposition Sites

[Bush 2000](#) and [Not Gore 2000](#)

Examine the lead articles and the links at these sites. Determine their purposes, evaluate the objectivity of the material, and judge the effectiveness of each site.

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