**Chapter 3**

***A Novel Approach to Politics: Introducing Political Science through Books, Movies, and Popular Culture***

**Classroom Activities:**

**Group Activity**: Depending on the class size, split the class into small groups

**Learning Outcome**: Students will connect concepts of atomization, peer-policing, and preference falsification to legislation.

**Time Needed:** First Class: Present the concepts of atomization, peer-policing, and preference falsification. Assign the Sedition Act of 1789 as a supplemental reading. Second class: 20 minutes for students in small groups discuss how the Sedition Act of 1789 was an attempt by the Adam’s administration to control the populace.

**Materials needed**:

Copies of the Sedition Act of 1789 or a summary of the Act. (Available online via the Library of Congress: <http://www.loc.gov/rr/program/bib/ourdocs/Alien.html> or The Constitutional Rights Foundation <http://www.crf-usa.org/america-responds-to-terrorism/the-alien-and-sedition-acts.html>).

Concept Map Handout:

Government Control and the Sedition Act 1789- Concept Map

After reading the Sedition Act of 1789, draw connections from the Sedition Act of 1789 at the center of the page to the concepts of governmental control discussed in class and in your *A Novel Approach to Politics* text. In other words, how did the Sedition Act of 1789 allow governmental control over people?

Sedition Act 1789