Lesson Goals

SECTION 1
Students will . . .
• brainstorm their own associations with the terms Republic and Democrat.
• differentiate among the five main functions of political parties by categorizing examples of political actions under each function.

SECTION 2
Students will . . .
• explore the origin and uses of the symbols for the Democratic and Republican parties by analyzing political cartoons.
• review the history of political parties in the United States by answering questions.

SECTION 3
Students will . . .
• describe the categories of minor parties by examining an illustration.
• learn about minor parties by creating an identity and a campaign flyer for a fictitious minor party.
• examine the possible impact of minor parties on a recent presidential election.

SECTION 4
Students will . . .
• learn about the activities of party organizations by analyzing an excerpt from a periodical.
• design political activities for a campaign at the local, State, and national levels.

Pressed for Time

Organize the class into three groups representing one of the following: Republicans, Democrats, or a minor third party. Have each group create and deliver a presentation that explains their roles in the American political system, including their major goals and challenges. As groups give their presentations, create a study guide on the board that explains the roles of major and minor parties in the American political system.

FOLLOW UP Have students create a diagram of the functions of political parties in the American political system.

DIFFERENTIATED INSTRUCTION KEY
Look for these symbols to help you adjust steps in each lesson to meet your students’ needs.

L1 Special Needs
L2 Basic
ELL English Language Learners
LPR Less Proficient Readers
L3 All Students
L4 Advanced Students
GUIDING QUESTION
What are political parties, and how do they function in our two-party system?

-section 1-

Parties and What They Do

Guiding Question
What are political parties, and how do they function in our two-party system? Use an outline to organize the main features of political parties, their roles, and types of party systems.

I. What Parties Do
A. Definition: group who seek to control government through winning elections and holding public office
B. Functions
1. nominate candidates and work for their election
2. inform and activate supporters
3. bonding agent
4. governing
5. watchdog
II. Types of Party Systems
A. Two Party
B. Multiparty
C. One Party

“What isn’t everything; it’s the only thing.” So said legendary football coach Vince Lombardi. Lombardi was talking about teams in the National Football League. He might just as well have had the Republican and Democratic parties in mind. They, too, are in the business of competing and winning.

What Is a Party?
A political party is a group of persons who seek to control government through the winning of elections and the holding of public office. This definition of a political party is broad enough to cover any political party including the two major parties in American politics, the Republicans and the Democrats. Another, more specific definition can be used to describe most political parties, both here and abroad: A group of persons, joined together on the basis of certain common principles, who seek to control government in order to secure the adoption of certain public policies and programs.

This latter definition, with its emphasis on principles and policy positions, will not fit the two major parties in the United States. The Republican and Democratic parties are not primarily principle- or issue-oriented. They are, instead, election-oriented.

You can better understand the two major parties if you recognize that each of them is an organization made up of three separate but closely related elements, three separate groups of party loyalists:

1. The party organization. This element of the party includes its leaders, its other activists, and its many “hangers-on”—all those who give their time, money, and skills to the party. In short, these are the party “professionals,” those who run the party at the national, state, and local levels.
2. The party in government. This component includes the party’s candidates and officeholders, those thousands of persons who hold elective or appointive offices in the executive, legislative, and judicial branches at the federal, state, and local levels of government.
3. The party in the electorate. These are the millions of people who call themselves Republicans or Democrats, and who support the party and its candidates

Focus on the Basics

FACTS: • A political party is a group of people with common principles, who seek to control government. • Political parties work to get their candidates elected. • Parties inform people and activate their participation in public affairs. • Parties are the main means by which the will of the people is made known to the government. • The U.S. has a two-party system (Democrats and Republicans); however, third parties often play a role in elections. • Multiparty systems provide more choice but less stability.

CONCEPTS: sharing power, types of government, electoral system

ENDURING UNDERSTANDINGS: • Political parties are essential to democratic government. • Parties work to elect candidates in order to help their members influence government policies and programs.
What Parties Do

It is clear from our history, and from the histories of other peoples as well, that political parties are absolutely essential to democratic government. They are a vital link between the people and their government, between the governed and those who govern. Indeed, many observers argue that political parties are the principal means by which the will of the people is made known to government and by which government is held accountable to the people.

Parties serve the democratic ideal in another significant way: They work to blunt conflict; they are “power brokers.” Political parties seek to modify the conflicting views of various interests and groups, encourage compromise, and so help to unify, rather than divide, the American people. They are very often successful in their attempts to soften the impact of extremists at both ends of the political spectrum, or range of political views.

Again, parties are indispensable to democratic government and, so, to American government. That fact is underscored by the several significant functions they perform.

Nominating Candidates The major function of a political party is to nominate—name—candidates for public office. That is, parties select candidates and then present them to the voters. Then the parties work to help those nominees win elections.

In a functioning democracy, there must be some way to find (choose and recruit) candidates for office. There must also be some mechanism to gather support for those candidates. Parties are the best device yet found to do these jobs.

The nominating function is almost exclusively a party function in the United States. It is the one activity that most clearly sets political parties apart from all of the other groups that operate in the political process.

Informing and Activating Supporters

Parties inform the people, and inspire and activate their interest and their participation in public affairs. Other groups also perform this function—in particular, the news media and interest groups.

Parties try to inform and inspire voters in several ways. Mostly, they do so by campaigning for their candidates, taking stands on current issues and criticizing opposing candidates and the positions they adopt.

Each party tries to inform the people as it thinks they should be informed—to its own advantage. It conducts its “educational” efforts through pamphlets, signs, buttons, and stickers; advertisements in newspapers and magazines and via radio, television, the Internet, and text messaging; at speeches, rallies, and conventions; and in a variety of other ways.

Remember, both parties want to win elections, and that consideration has much to do with the stands they take on most issues. Both Republicans and Democrats try to shape positions that will attract as many voters as possible—and at the same time, offend as few as possible.

Checkpoint What are the three elements that make up a political party?

ELL Differentiate For students who are unfamiliar with American political parties, direct them to the feature “Political Spectrum,” which describes Democratic and Republican stands on two major issues. Then have students identify words or phrases they associate with each party.

Teach

To present this topic using online resources, use the lesson presentations at PearsonSuccessNet.com.

DISCUSS BELLRINGER

Have students share their responses to the Bellringer. (Be sure to respect students’ wishes to keep some of their political views private.) Keep a list of responses on the board. (Students might list prominent figures, basic positions or views, and judgments or opinions about each party.) If students have trouble generating ideas, you might add some of your own, such as left-leaning, liberal, tax-and-spend, big government, social welfare, party of the common person (for Democrats); right-leaning, conservative, small government, wealthy, big business, lower taxes, spending cuts (for Republicans).

Then ask students if they see any common patterns in the words and ideas associated with each party. Is there any agreement within the class about what a Democrat or a Republican is? What—if anything—do these terms suggest about the function and purpose of political parties?

ELL Differentiate Have students make a concept web from the ideas on the board.

Differentiated Resources

The following resources are located in the All-in-One, Unit 2, Chapter 5, Section 1:

- Prereading and Vocabulary Worksheet (p. 9)
- Reading Comprehension Worksheet (p. 13)
- Reading Comprehension Worksheet (p. 14)
- Core Worksheet (p. 15)
- Core Worksheet (p. 16)
- Quiz A (p. 17)
- Quiz B (p. 18)

Answers

Checkpoint party organization, party in government, party in the electorate
DISCUSS PARTY FUNCTIONS
Display Transparency 5A, Five Functions of Political Parties. Ask: How do parties today carry out these functions? (They nominate through primaries and caucuses and inform with ads, phone banks, signs, and flyers. As bonding agents, they back their best performers. They govern by appointing and voting along party lines. As watchdogs, they make sure the media hears about missteps by opposing party members.) Then ask students to consider how the functions of parties relate to the chapter’s Essential Question: Does the two-party system help or hurt democracy? Ask: Compared to multiparty systems, how does our two-party system help our democracy? (Our two-party system modifies extreme views and provides more stability than do the coalitions that result from multiparty systems.) How does our two-party system limit democracy? (It limits the number of candidates and parties from which to choose.)

Differentiate Have students research the role of political parties in a multiparty system—for example, Canada’s or Italy’s—and create a graphic organizer that compares and contrasts the multiparty system with the system in the United States.

The Bonding Agent Function In the business world, a bond is an agreement that protects a person or a company against loss caused by a third party. In politics, a political party acts as a “bonding agent” to ensure the good performance of its candidates and elected officeholders. In choosing its candidates, the party tries to make sure that they are men and women who are both qualified and of good character—or, at least, that they are not unqualified for the public offices they seek.

The party also prompts its successful candidates to perform well in office. The democratic process imposes this bonding agent function on a party, whether the party really wants to perform it or not. If it fails to assume the responsibility, both the party and its candidates may suffer the consequences of that failure in future elections.

Governing In several respects, government in the United States is government by party. For example, public officeholders—those who govern—are regularly chosen on the basis of party. Congress and the State legislatures are organized on party lines, and they conduct much of their business on the basis of partisanship—the strong support of their party and its policies. Most appointments to executive offices, at both the federal and State levels, are made with an eye to party.

In yet another sense, parties provide a basis for the conduct of government. In the complicated separation of powers arrangement, the executive and legislative branches must cooperate with one another if government is to accomplish anything. It is political parties that regularly provide the channels through which these two branches are able to work together.

Political parties have played a significant role in the process of constitutional change. Consider this important example: The Constitution’s cumbersome system for electing the President works principally because political parties reshaped it in its early years, and they have made it work ever since.

The Watchdog Function Parties act as watchdogs over the conduct of the public’s business. This is particularly true of the party out of power. It plays this role as it criticizes the policies and behavior of the party in power. In American politics, the party in power is the party that controls the executive branch of government—the presidency at the national level or the governorship at the State level.

In effect, the party out of power attempts to convince the voters that they should “throw the rascals out,” that the “outs” should become the “ins” and the “ins” the “outs.” The scrutiny and criticism by the “out” party tends to make the “rascals” more careful of their public charge and more responsive to the wishes and concerns of the people. In short, the party out of power plays the important role of “the loyal opposition”—opposed to the party in power but loyal to the people and the nation.

Again, these functions performed by political parties and, particularly, the two major parties, testify to the important role they play in making democracy work in this country. You might well remember that point the next time a comedian on late-night television ridicules some candidate, party, or officeholder.

There was a time when the parties played an even larger role in the nation’s affairs than they do today. For example, in what has been called “the golden age of parties,” from roughly the late nineteenth to the mid-twentieth century, party organizations operated as major welfare organizations in many places in the United States. They regularly helped newly arrived immigrants and many others among the poor to obtain food, housing, and jobs. Often they did this to win the support of these people at the polls. That once important welfare function has long since been taken over by a number of government programs put in place in the twentieth century.

The Two-Party System Two major parties, the Republicans and the Democrats, dominate American politics. That is to say, this country has a two-party system. In a typical election in the United States, only the Republican or the Democratic Party’s candidates have a reasonable chance of winning public office.

It is true that in some States, and in many local communities, one of the two

Background

RIVALRY WITHIN THE PARTY Sometimes the process of nominating a candidate can appear to cause deep divisions in a party, at least for a while. During the 1980 presidential primaries, for example, a Democratic challenge to then-President Jimmy Carter did significant damage to his reelection effort. On the Republican side, George H. W. Bush made strong attacks on eventual candidate Ronald Reagan. Yet after Reagan won the nomination, Bush ended his criticisms, agreed to serve as Reagan’s running mate, and helped the Republicans capture the White House. In 2008, the long, sometimes testy competition between Barack Obama and Hillary Clinton for the Democratic nomination led some Democratic leaders to call for one of the candidates to drop out of the race simply for the good of the party.

Answers
Checkpoint by publicly criticizing the party in power and making them more aware of the concerns of the people

Background

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Background
Distribute the Chapter 5 Section 1 Core Worksheet (Unit 2 All-in-One, p. 15). Instruct students to complete the activity, which asks them to categorize various party actions by function. Invite volunteers to share their answers and explain why they categorized each action as they did.

**Distribute Core Worksheet**

**L1 L2 Differentiate** Distribute the adapted Chapter 5 Section 1 Core Worksheet (Unit 2 All-in-One, p. 16).

**L4 Differentiate** Have students come up with additional examples of actions to illustrate each party function.

**Political Cartoon Mini-Lesson**

Display Transparency 5B, Obama and Clinton Fight It Out, when you discuss the nominating process. This cartoon illustrates the competition for the Democratic nomination in 2008 as a boxing match between Barack Obama and Hillary Clinton. Point out to students that both candidates are Democrats. Ask: **Why are these candidates fighting?** (to win the Democratic nomination) **What does the referee represent?** (the Democratic Party) **What is the cartoonist saying about the battle between Obama and Clinton?** (The fight is hurting the Democratic Party and could end up knocking the Democrats out of contention for the White House.)

**Answers**

**How Parties Communicate** Parties can reach Internet users through general Web sites and specific groups by using social networking sites. They can target advertising to specific groups. These ads on boxes of macaroni and cheese would reach parents of young children.

**Checkpoint** The Framers saw political parties as factions that would divide rather than unify.
DISCUSS WORKSHEET

After students have completed the activity, have students discuss the importance of the different party functions. Remind students of the section’s Guiding Question: **What are political parties, and how do they function in our two-party system?** Ask students if there are other institutions or organizations in American public life that perform some of these jobs. For example, ask: **Which party functions might the press share?** (informing, activating supporters, or the watchdog function) **Which functions can only a party perform?** (nominating) **Why should we trust parties to perform their functions in a way that is beneficial to the nation?** (Parties stand to suffer if the public loses faith in them.)

Tell students to go to the Interactivity for a questionnaire they can take.

**Political Spectrum**

**Where Do the Parties Stand?**

<table>
<thead>
<tr>
<th>LEFT</th>
<th>CENTER</th>
<th>RIGHT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Radical</td>
<td>Liberal</td>
<td>Moderate</td>
</tr>
<tr>
<td>Favors extreme change to create an altered or entirely new social system.</td>
<td>Believes that government must take action to change economic, political, and ideological policies thought to be unfair.</td>
<td>Holds beliefs that fall between liberal and conservative views, usually including some of each.</td>
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</tbody>
</table>

**Democratic Platform 2004**

**Labor**

“We will ensure that the right to organize a union exists in the real world, not just on paper, because that’s how we create more jobs that can support families. That means reforming our labor laws to protect the rights of workers (including public employees) to bargain contracts and organize on a level playing field without interference.”

**Healthcare**

“We will provide tax credits to Americans who are approaching retirement age and those who are between jobs so they can afford quality, reliable coverage. We will expand coverage for low income adults through existing federal-state health care programs. And we will provide all Americans with access to the same coverage that members of Congress give themselves.”

**Republican Platform 2004**

**Labor**

“We affirm the time-honored right of individuals to voluntarily participate in labor organizations and to bargain collectively. We also believe that no American should be coerced into an association they do not wish to join…”

**Healthcare**

“The way to alleviate that burden of the high cost of health care is to bring down the cost of health care in America. Shifting the cost-burden onto the federal or state governments—costs that will ultimately be borne by the taxpayers—is not an effective solution to the problem… It is also important that we reaffirm our Party’s firm rejection of any measure aimed at making health care a government-run enterprise.”

**Answers**

**Critical Thinking** Each party’s platform reflects the political spectrum because it shows that Republicans tend to be more conservative about issues while Democrats tend to be more liberal and to accept government intervention. Differences: Democrats want to make it easier for workers to organize. They want to increase access to healthcare in part through government programs. Republicans want to limit the power of unions to require workers to join. They oppose government involvement in health insurance. Similarities: Both accept the right of workers to organize and recognize the need to make affordable healthcare available.

**Debate**

“There are many [people] of principle in both parties in America, but there is no party of principle.”

—Alexis de Tocqueville

Use this quotation to start a debate in your classroom. Ask: **Do party affiliations corrupt otherwise principled public servants?**

**ELL Differentiate** Have students look up the word **principle** in a dictionary and identify the meaning of the word used in this quote. **(integrity, or driven by a desire to do what is right and proper)**
The prevalence of single-member districts is one of the most important of these features. Nearly all of the elections held in this country—from the presidential contest to those at the local levels—are single-member district elections. That is, they are contests in which only one candidate is elected to each office on the ballot. They are winner-take-all elections. The winning candidate is the one who receives a plurality, or the largest number of votes cast for the office. Note that a plurality need not be a majority, or more than half of all votes cast in any given election.

The single-member district pattern works to discourage minor parties. Because only one winner can come out of each contest, voters usually face only two viable choices: They can vote for the candidate of the party holding the office, or they can vote for the candidate of the party with the best chance of replacing the current officeholder. In short, the single-member district arrangement has led many voters to think of a vote for a minor party candidate as a "wasted vote.”

Another important aspect of the electoral system works to the same end. Much of American election law is purposely written to discourage non-major-party candidates. The GOP and the Democrats regularly act in a bipartisan way in this matter. That is, the two major parties find common ground here. They work together to shape election laws in such a way that minor party or independent candidates have a much harder time winning elective office.

Every four years, the presidential contest offers a striking illustration of this situation. In 2008, Republican John McCain and Democrat Barack Obama were listed on the ballots of all 50 States and the District of Columbia. However, none of the other serious presidential hopefuls—the non-major parties’ candidates—made it to the ballot in every State.

Independent candidate Ralph Nader was on the ballots of 45 States and the District of Columbia in 2008; and the Libertarian Party’s Bob Barr also made it to the ballot in 45 States. The Green Party’s Cynthia McKinney was listed in 41 States and the Constitution Party’s Chuck Baldwin in 38. All of the other minor party candidates fell far short of those totals, however. Indeed, most suffered their usual fate: they managed to make the ballots of only one or a few States.

The American Ideological Consensus
Americans are, on the whole, an ideologically homogeneous people. That is, over time, the American people have shared many of the same ideals, the same basic principles, and the same patterns of belief.

This is not to say that Americans are all alike. Clearly, this is not the case. The United States is a pluralistic society—one consisting of several distinct cultures and groups. Increasingly, the members of various ethnic, racial, religious, and other social groups compete for and share in the exercise of political power in this country. Still, there is a broad consensus—a general agreement among various groups—on matters of fundamental importance.

Nor is it to say that Americans have always agreed with one another in all matters. The nation has been deeply divided at times: during the Civil War and in the years of the Great Depression, for example, and over such critical issues as racial discrimination, the war in Vietnam, and abortion.

Still, note this very important point: This nation has not been regularly plagued by sharp and unbridgeable political divisions. The United States has been free of long-standing, bitter disputes based on such factors as economic class, social status, religious beliefs, or national origin.

Those conditions that could produce several strong rival parties simply do not exist in this country. In this way, the United States differs from most other democracies. In short, the realities of American society and
Assess and Remediate

L3 Collect the Core Worksheets and assess the students’ work.
L3 Assign the Section 1 Assessment questions.
L2 Section Quiz A (Unit 2 All-in-One, p. 17)
L2 Section Quiz B (Unit 2 All-in-One, p. 18)
Have students complete the review activities in the digital lesson presentation and continue their work in the Essential Questions Journal.

Multiparty Systems

Some critics argue that the American two-party system should be scrapped. They would replace it with a multiparty arrangement—a system in which several major and many lesser parties exist, seriously compete for, and actually win, public offices. Multiparty systems have long been a feature of most European democracies, and they are now found in many other democratic societies elsewhere in the world.

In the typical multiparty system, the various parties are each based on a particular interest, such as economic class, religious belief, sectional attachment, or political ideology. Those who favor such an arrangement for this country say that it would provide for a broader representation of the electorate and be more responsive to the will of the people. They claim that a multiparty system would give voters a much more meaningful choice among candidates and policy alternatives than the present two-party system does.

Multiparty systems do tend to produce a broader, more diverse representation of the electorate. That strength, however, is also a major weakness of a multiparty system. It often leads to instability in government. One party is often unable to win the support of a majority of the voters. As a result, the power to govern must be shared by a number of parties in a coalition. A coalition is a temporary alliance of several groups who come together to form a working majority and so...
to control a government. Several of the multiparty nations of Western Europe have experienced frequent changes in party control as coalitions shift and dissolve.

Historically, the American people have shunned a multiparty approach to politics. They have refused to give substantial support to any but the two major parties and their candidates. Two of the factors mentioned here—single-member districts and the American ideological consensus—seem to make the multiparty approach impossible in the United States.

One-Party Systems
In the typical dictatorship, only one political party, the party of the ruling clique, is allowed to exist. For all practical purposes, the resulting one-party system really amounts to a "no-party" system.

Many Americans are quite familiar with one-party systems of a quite different sort. What are often called "modified one-party systems" are found in roughly a fourth of the States today. That is, in those States one of the two major parties—either the Republicans or the Democrats—consistently wins most of the elections held there. Although in the remaining States there is more or less vigorous two-party competition at the Statewide level, there are also many locales in most of them where the political landscape is regularly dominated by a single party.

From the 1870s into the 1960s, the Democratic Party was so dominant throughout the southern States that that quarter of the country came to be known as the Solid South. Over the past 40 years or so, however, the GOP has become the leading party in that part of the country.

<table>
<thead>
<tr>
<th>If Your Students Have Trouble With</th>
<th>Strategies For Remediation</th>
</tr>
</thead>
<tbody>
<tr>
<td>The definition of a political party (Question 1)</td>
<td>Write the definition of political party on the board, and ask students to rephrase this definition in their own words.</td>
</tr>
<tr>
<td>The roles of political parties (Questions 2, 3, 6)</td>
<td>Make a table of the different functions of parties. Have students offer examples of how parties fill each role.</td>
</tr>
<tr>
<td>The reasons why the United States has a two-party system (Questions 4, 5, 7)</td>
<td>Have students create an outline of the portion of the section headed &quot;The Two-Party System.&quot;</td>
</tr>
<tr>
<td>The features of multiparty and one-party systems (Questions 6, 7)</td>
<td>Have students create a diagram of each type of system, showing the relationship between parties and government power.</td>
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</table>

**Quick Write**

**Persuasive Writing: Choose a Topic**
The first step in writing a persuasive essay is to explore a topic. Make a list of five controversial national issues from history or the present that you feel strongly about or are familiar with. Examples might include immigration, labor, intervention in international affairs, education, the environment, or healthcare.

**Answers**

**Analyzing Political Cartoons** The cartoon is ironic because one-party systems are undemocratic by nature.

**Assessment Answers**

1. Political parties are groups who try to control government through winning elections and holding public office. Their functions include nominating candidates and working for their election, informing and activating supporters, acting as bonding agents, assisting in the job of governing, and acting as watchdogs.

2. by modifying contending views of various interests and groups and encouraging compromise

3. The parties will be held accountable at election time for the performance of their officeholders. Therefore, the parties try to choose candidates with integrity and strong qualifications, and encourage them to perform well in office.

4. a district in which only one candidate is elected to each office, or in which winner-take-all elections occur

5. Although Democrats and Republicans belong to different parties, they have similar stances on many issues and try to stay as moderate as possible to appeal to the largest number of voters.

6. A strong answer will note that parties are likely to promote information that favors their candidate and to prejudice people about other parties' candidates.

7. Possible answer: A person may feel that it is important to send a signal about dissatisfaction with the views of the major parties.
**GUIDING QUESTION**

How has the two-party system affected the history of American government?

<table>
<thead>
<tr>
<th>Two-Party System in American History</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Early Parties</strong></td>
</tr>
<tr>
<td>began with battle over ratification; Federalists—Alexander Hamilton, strong national government, liberal interpretation of Constitution; Anti-Federalists/Jeffersonian Republicans/Democratic Republicans/Democratic Party—Thomas Jefferson, limited national government, strict construction of Constitution</td>
</tr>
<tr>
<td><strong>1800–1860</strong></td>
</tr>
<tr>
<td>era of Democrats; Federalist Party disappears; National Republican (Whig) Party emerges for brief time in 1830s–1850s; Republican Party—former Whigs and antislavery Democrats, Abraham Lincoln</td>
</tr>
<tr>
<td><strong>1860–1932</strong></td>
</tr>
<tr>
<td>era of Republicans; Democrats survived on support of Solid South; Theodore Roosevelt—Bull Moose Party; Democrat Woodrow Wilson; Republicans Harding, Coolidge, Hoover</td>
</tr>
<tr>
<td><strong>1932–1968</strong></td>
</tr>
<tr>
<td>return of Democrats; Depression; Franklin Roosevelt—New Deal revolutionary economic and social welfare programs, 4 terms</td>
</tr>
<tr>
<td><strong>1968–Present</strong></td>
</tr>
<tr>
<td>Vietnam War divided Democrats; Republican Richard Nixon—resigned over Watergate, era of divided government</td>
</tr>
</tbody>
</table>

**Get Started**

**LESSON GOALS**

Students will . . .

- explore the origin and uses of the symbols for the Democratic and Republican parties by analyzing political cartoons.
- review the history of political parties in the United States by answering questions.

**SKILLS DEVELOPMENT**

**ANALYZE POLITICAL CARTOONS**

To practice analyzing political cartoons in this section, use the Chapter 5 Skills Worksheet (Unit 2 All-in-One, p. 23). You may teach the skill explicitly before or after teaching the Political Cartoon Mini-Lesson. For L2 and L1 students, assign the adapted Skill Activity (Unit 2 All-in-One, p. 24).

**Focus on the Basics**

**FACTS:** • The first two political parties—the Federalists and the Anti-Federalists—emerged from the battle over ratification of the Constitution. • Thomas Jefferson’s Anti-Federalists became the Democratic Party in 1828. • The Republican Party formed in 1854 from antislavery Democrats and former Whigs. • One party has dominated American government in three eras. • The fourth and current era is marked by divided government.

**CONCEPTS:** representative democracy, types of government

**ENDURING UNDERSTANDINGS:** • The United States has had three eras of one-party domination. • Historically, the major parties have alternated prolonged periods of dominance.

**The Nation’s First Parties**

The beginnings of the American two-party system can be traced to the battle over the ratification of the Constitution. The conflicts of the time, centering on the proper form and role of government in the United States, were not stifled by the adoption of the Constitution. Rather, those disputes were carried over into the early years of the Republic, and they led directly to the formation of the nation’s first fall-blown political parties.

The Federalist Party was the first to appear. It formed around Alexander Hamilton, who served as secretary of the treasury in the new government organized by George Washington. The Federalists were, by and large, the party of “the rich and the well-born.” Most of them had supported the Constitution.

Led by Hamilton, the Federalists worked to create a stronger national government. They favored vigorous executive leadership and a set of policies designed to correct the nation’s economic ills. The Federalists’ program appealed to financial, manufacturing, and commercial interests. To reach their goals, they urged a liberal interpretation of the Constitution.

Thomas Jefferson, the nation’s first secretary of state, led the opposition to the Federalists. He and Jefferson and his followers were more sympathetic to the...
"common man" than were the Federalists. They favored a very limited role for the new government created by the Constitution. In their view, Congress should dominate that new government, and its policies should help the nation’s small shopkeepers, laborers, farmers, and planters. The Jeffersonians insisted on a strict construction of the provisions of the Constitution.

Jefferson resigned from Washington’s Cabinet in 1793 to concentrate on organizing his party. Originally, the new party took the name Anti-Federalist. Later it became known as the Jeffersonian Republicans or the Democratic-Republicans. Finally, by 1828, it became the Democratic Party.

These two parties first clashed in the election of 1796. John Adams, the Federalists’ candidate, defeated Jefferson by just three votes in the electoral college. Over the next four years, Jefferson and James Madison worked tirelessly to build the Democratic-Republican Party. Their efforts paid off in the election of 1800. Jefferson defeated the incumbent, the current officeholder, President Adams; Jefferson’s party also won control of both houses of Congress. The Federalists never returned to power.

Four Major Eras
The history of the American party system since 1800 can be divided into four major periods. Through the first three of these periods, one or the other of the two major parties was dominant, regularly holding the presidency and usually both houses of Congress. The nation is now in a fourth period, much of it marked by divided government.

In the first of these periods, from 1800 to 1860, the Democrats won 13 of 15 presidential elections. They lost the office only in the contests of 1840 and 1848. In the second era, from 1860 to 1932, the Republicans won 14 of 18 elections, losing only in 1884, 1892, 1912, and 1916.

The third period, from 1932 to 1968, began with the Democrats’ return to power and Franklin Roosevelt’s first election to the presidency. The Democrats won seven of the nine presidential elections, losing only in 1952 and 1956. Through the fourth and current period, which began in 1968, the Republicans have won seven of eleven presidential elections. Today, the Democrats occupy the White House, however, and they also control both houses of Congress—as they have done over much of this most recent period.

The Era of the Democrats
Thomas Jefferson’s election in 1800 marked the beginning of a period of Democratic domination that was to last until the Civil War. The Federalists, soundly defeated in 1800, had disappeared altogether by 1816.

For a time, through the “Era of Good Feeling,” the Democratic-Republicans were unopposed in national politics. However, by the mid-1820s they had split into a number of factions, or competing groups. By the time of Andrew Jackson’s administration (1829-1837), a potent party had arisen to challenge the Democrats, known as the National Republicans and then Whigs. The major issues of the day—conflicts over public lands, the Second Bank of the United States, high tariffs, and slavery—all had made new party alignments inevitable.

**Checkpoints**

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**Checkpoints** How are the politics of today different from past eras?

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**Answers**

Checkpoint In past eras, government was dominated by one party or the other. Today, government control is divided between the two parties.

Analyzing Political Cartoons It was the first truly contested election between the two parties.
EXTEND THE DISCUSSION
Display Transparency 5D, Party Symbols. Ask: What kind of animal is this? (a mix of an elephant and a donkey) What is the message? (that there isn’t much difference between the two parties)

DISTRIBUTE CORE WORKSHEET
Distribute the Chapter 5 Section 2 Core Worksheet (Unit 2 All-in-One, p. 21), in which students test their knowledge of American political history. Tell students that they can use their textbooks to help them find the information. You may wish to have students work cooperatively in groups in which each group member works on one part of the activity and then shares his or her findings with the other members.

L1 L2 Differentiate Group L1 and L2 students with L3 and L4 students.

CREATE A CARTOON
After completing their worksheets, have students create a political cartoon about a key event in American political history. Distribute the Rubric for Assessing Political Cartoons (Unit 1 All-in-One, p. 250).

L1 L2 Differentiate Have students work in teams to locate an event to illustrate and to design their cartoons.

Answers
Checkpoint conflicts over public lands, the Second Bank of the United States, high tariffs, and slavery

The Era of the Republicans
The Civil War signaled the beginning of the second era of one-party rule. For nearly 75 years, the Republicans were to dominate the national political scene. They were supported by business and financial interests, and by farmers, laborers, and newly freed African Americans.

The Democrats, crippled by war, were able to survive as a national party largely because of their hold on the Solid South in the years following the end of Reconstruction in the mid-1870s. Southern resentment of the Republicans’ role in the defeat of the South, coupled with fears that the Federal Government would act to advance the rights of African Americans, meant that the Democrats would monopolize southern politics for the next 100 years.

For the balance of the century, the Democratic Party struggled to rebuild its national electoral base. In all that time, they were able to place only one candidate in the White House: Grover Cleveland in 1884 and again in 1892. His two victories marked only short breaks in Republican control, however. Riding the crest of popular acceptance and unprecedented prosperity, the GOP remained the dominant party well into the twentieth century.

The election of 1896 was especially critical in the development of the two-party system. It climaxied years of protest by small business owners, farmers, and the emerging labor unions against big business, financial monopolies, and the railroads. The Republican candidate was William McKinley, and he was supported by the Bull Moose Party.

With McKinley’s victory in 1896, the Republicans regained the presidency. In doing so, they drew a response from a broader base of the electorate—the people eligible to vote. This new strength allowed the GOP to maintain its role as the dominant party in national politics for another three decades.

The Democratic Party lost the election of 1896, but it won on another score. Bryan, its young, dynamic presidential nominee,

Political Cartoon Mini-Lesson
Display Transparency 5E, The Third Term Panic, when you discuss party symbols. Explain that Thomas Nast is accusing Democrats of scaring voters into thinking Republican President Ulysses S. Grant would seek an unprecedented third term. Ask: What is the donkey wearing? (a lion skin labeled “Caesarism”—a reference to the dictatorial emperor of Rome) Whom was Nast comparing to Caesar? Why? (He was comparing Grant to Caesar, suggesting that Grant wanted to become an emperor by sitting in for a third term.) How are Republican voters reacting? (In a panic, they are jumping toward an abyss labeled “chaos.”) Is Nast confirming or denying that Grant will seek a third term? (Denying—he sees it as a Democratic ploy, represented by the donkey dressed in a lion’s skin)
Party Identity: Past and Present

Analyzing Political Cartoons
Cartoonist Thomas Nast has been credited with creating the party symbols in his 1874 cartoons for the magazine Harper's Weekly. Originally, neither party adopted his ideas. Over time, each party assumed and revised the symbols, which have since become synonymous with party identity.

What characteristics of the donkey and elephant do you think appeal to Democrats and Republicans?
How have the parties modernized the symbols since the publication of Nast's cartoons?

The Return of the Democrats
The Great Depression, which began in 1929, had a massive impact on nearly all aspects of American life including the political landscape. The landmark presidential election of 1932 brought Franklin Roosevelt and the Democrats back to power at the national level. That election also marked a basic shift in the public's attitude toward the proper role of government in the nation's social and economic life.

Franklin Roosevelt and the Democrats won in 1932 with a new electoral base, built largely of southerners, small farmers, organized labor, and big-city political organizations. Roosevelt's revolutionary economic and social welfare programs further strengthened that coalition. It also brought increasing support from African Americans and other minorities to the Democrats.

The historic election of 1932 made the Democratic Party the clear majority party in American politics—a position it was to keep for the better part of the next 40 years. President Roosevelt won overwhelming reelection in 1936, an unprecedented third term in 1940, and another term in the midst of World War II, in 1944. Vice President Harry S Truman completed that fourth term, following FDR's death in April of 1945. President Truman was elected to a full term of his own in 1948.

Background

The Democratic Donkey
In the campaign for the presidency in 1828, Andrew Jackson's opponents called him a jackass for his views. Jackson turned this label into an advantage. He used the donkey in his campaign posters. The donkey appeared in a cartoon for the first time to represent Jackson's stubbornness during the battle over the Second Bank of the United States. In the cartoon on this page, Thomas Nast associated the donkey with the Democratic Party for the first time. Nast intended the donkey as a criticism of the Copperheads, an anti-war faction of the Democratic Party. The lion is Secretary of War Edwin Stanton, who had died. The cartoon is titled “A Live Jackass Kicking a Dead Lion." The donkey symbol caught on, and Nast continued to use it to represent Democrats.

Discuss
Discuss students' responses to the last question on the Core Worksheet. Ask students to think about how recent major events, such as the terrorist attacks of September 11, 2001, might affect party balance. (People may tend to unify behind a particular party or seek stability during times of crisis.) Have students consider this question: How are present times different from past eras, in which one party was able to dominate? Guide students to consider factors such as new technologies and the access people today have to information about their leaders; and major historical events of the era and how these may have affected attitudes about government.

Differentiate
Ask higher-level students to compare modern times to other eras in history in which one major party or another has emerged as dominant. Do we appear to be on the verge of such an era today? Why or why not?

Answers

Analyzing Political Cartoons
The donkey seems stubborn, tough, and fearless. The elephant may be seen as mighty and courageous. The modern symbols are more iconic and patriotic and less realistic than the older cartoon images.

Checkpoint
Theodore Roosevelt and his Bull Moose Party split the Republicans and may have helped the Democrats win the election.
Political Parties From 1800 to Today

**Era of Democrats 1800–1860**

- **1800** Thomas Jefferson (below) is elected President, ushering in an era of Democratic domination that lasted until the Civil War.

- **1828** President Andrew Jackson (right) Democratic Party includes small farmers, debtors, frontier pioneers, and slaveholders.

**Era of Republicans, 1860–1932**

- **1860** The election of Abraham Lincoln (below) and the start of the Civil War mark the beginning of 75 years of Republican Party supremacy.

- **1854** The Republican Party is born, attracting many former Whigs and antislavery Democrats.

**Analyzing Timelines**

This timeline shows which parties have dominated the presidency since the election of 1800. What issues or events had an impact on elections held before the current era?

In a close election against GOP challenger Thomas E. Dewey of New York, the Republicans regained the White House in 1952, and kept it in 1956, with World War II hero Dwight Eisenhower. Both times, the widely popular Eisenhower defeated the Democrat Adlai Stevenson.

The GOP's return to power was brief, however. Senator John F. Kennedy recaptured the presidency for the Democrats in 1960. He did so with a razor-thin victory over the Republican Party's standard bearer, and then Vice President Richard M. Nixon.

Lee Harvey Oswald shot and killed President Kennedy in Dallas, Texas, on November 22, 1963, and so Vice President Lyndon B. Johnson became President. Mr. Johnson won a full term of his own in 1964, crushing Republican Barry Goldwater of Arizona.

**Era of Divided Government**

Richard Nixon made a successful return to presidential politics eight years after his narrow loss to John Kennedy in 1960. In 1968 he defeated Vice President Hubert Humphrey, the candidate of a Democratic Party torn apart by conflicts over the war in Vietnam, civil rights, and a variety of social issues. That election also had a strong third-party effort from American Independent Party candidate George Wallace. Mr. Nixon won only a slim plurality of the votes cast in that election.

President Nixon retained the White House in 1972, routing the choice of the still-divided Democrats, Senator George McGovern of South Dakota. However, the Watergate scandal forced him from office in August 1974.

Vice President Gerald Ford then became President and served the remainder of the second Nixon term in the White House. Beset by problems in the economy, by the continuing effects of Watergate, and by his pardon of former President Nixon, Mr. Ford lost the presidency in 1976. In a very close election, the voters rejected his bid for a full term, preferring instead the Democratic Party's candidate, Jimmy Carter, the former governor of Georgia.

**Debate**

Use this quotation to start a debate in your classroom.

“Divided government seemed to lead to deadlocks that threatened our ability to govern.”

―“Divided Government—Gridlock or Godsend”

from the *Wisconsin Academy Review*, 1996

**Ask:** Do you agree with this observation about divided government?
The Republican Advantage A steadily worsening economy, political fallout from the Iranian hostage crisis, and his own inability to establish himself as an effective President spelled defeat for Jimmy Carter in 1980. Led by Ronald Reagan, the former governor of California, the Republicans scored an impressive victory over President Carter and the independent bid of former Republican Congressman John Anderson of Illinois. Mr. Reagan won a second term by a landslide in 1984, the Democratic candidate Vice President Walter Mondale could carry only his home State of Minnesota and the District of Columbia.

The GOP kept the White House with a third straight win in 1988. Their candidate, George H.W. Bush of Texas, had served as Vice President through the Reagan years and became the first sitting Vice President to win the presidency since Martin Van Buren in 1836. Mr. Bush trounced his Democratic opponent, Governor Michael Dukakis of Massachusetts.

The Reagan and Bush victories of the 1980s triggered wide-ranging efforts to alter many of the nation’s foreign and domestic policies. Despite the hugely successful Persian Gulf War of 1990–1991, Mr. Bush was done in by problems that plagued the nation’s economy in the 1980s into the 1990s. He was defeated in 1992 by Democrat Bill Clinton, then governor of Arkansas, who also turned back an independent challenge by Texas billionaire H. Ross Perot.

Into the Twenty-First Century Bill Clinton won a second term in 1996, handily defeating the Republican candidate, long-time senator from Kansas, Bob Dole, and, at the same time, thwarting a third-party bid by Mr. Perot. The Republican-controlled Congress mounted an unsuccessful attempt to impeach and remove President Clinton in the midst of his second term.

The GOP did regain the White House in the exceedingly close presidential contest of 2000. Their candidate, George W. Bush, son of the former Republican President, was then the governor of Texas. The younger Mr. Bush failed to win the popular vote contest in 2000, but he did capture a bare majority of the electoral votes and so the White House. His Democratic opponent, Vice President Al Gore, became the first presidential nominee since 1888 to win the popular vote and yet...
fail to win the presidency; you will read more about this in Chapter 13.

The years since Richard Nixon won the presidency in 1968 have been marked by divided government, or a situation in which one of the major parties occupies the White House and the other party holds a majority of the seats in one or both houses of Congress. Over much of the past 40 years, Republicans have lived in the White House and Democrats have controlled Capitol Hill. That circumstance was reversed from 1995 to 2001, though.

Through much of our history, newly elected Presidents have regularly swept many of their party’s candidates into office with them—on their coattails.” Thus, the Democrats gained 62 seats in the House of Representatives when Woodrow Wilson won his first term in 1912, and they picked up 97 seats when FDR was first elected in 1932. But the victories of several recent Presidents—like George W. Bush in 2000—have not carried the coattail effect.

The Republicans lost seats in the House and Senate in 2000 but did manage to keep a narrow hold on both chambers. The Democrats reclaimed the upper house in 2001, when a senator switched parties.

The Democrats held almost uninterrupted control of Congress from 1933 to 1995. Over those years, the Republicans controlled both houses of Congress for only two two-year periods—first, after the congressional elections of 1946, and then after those of 1952. The GOP did win control of the Senate (but not the House) in 1980; the Democrats recaptured the upper chamber in 1986.

### Essential Questions

**Checkpoint** one major party occupies the White House while other party holds majority of seats in one or both houses of Congress

### Answers

1. A strong answer will explain that the struggle between the two parties to gain power has created four distinct eras in American history, each hanging on a significant historical event.

2. In general, the history of American government can be divided into four eras, three of which were dominated by one or the other major party. In the current era, neither party has managed to gain lasting control.

3. Devotion to the interests of a particular region

4. Divided government, in which one major party holds the presidency while the other holds most seats in one or both houses of Congress

5. Sample answer: Divided government more closely represents the Framers’ ideal of no party. Since no one party has firm control, the parties must compromise to get anything done. The Framers intended members of government to cooperate. If one party ruled, then it would have little incentive to listen to opposing ideas.


### Quick Write

Students will research their issue to find out how political parties viewed it.
### GUIDING QUESTION

What role have minor parties played in American politics?

### Minor Parties in the United States

Their number and variety make minor parties difficult to describe and classify. Some have limited their efforts to a particular locale, others to a single state, and some to one region of the country. Still others have tried to woo the entire nation. Most have been short-lived, but a few have existed for decades. And, while most have lived, mothlike, around the flame of a single idea, some have had a broader, more practical base. Still, four distinct types of minor parties can be identified.

**Ideological Parties** The ideological parties are those based on a particular set of beliefs—a comprehensive view of social, economic, and political matters. Most of these minor parties have been built on some shade of Marxist thought; the Socialist, Socialist Labor, Socialist Worker, and Communist parties are leading examples of that fact.

A few ideological parties have had a quite different approach, however—especially the Libertarian Party of today, which emphasizes individualism and calls for doing away with most of government’s present functions and programs. The ideological parties have seldom been able to win many votes. As a rule, however, they have been long-lived.

**Single-Issue Parties** The single-issue parties focus on only one public-policy matter. Their names have usually indicated their primary concern. For example, the Free Soil Party opposed the spread of slavery; the American Party, also called the “Know Nothings,” opposed Irish-Catholic immigration in the 1850s; and the Right to Life Party opposes abortion today.

### Get Started

**LESSON GOALS**

- describe the categories of minor parties by examining an illustration.
- learn about minor parties by creating an identity and a campaign flyer for a fictitious minor party.
- examine the possible impact of minor parties on a recent presidential election.

**BEFORE CLASS**

Assign the section, the graphic organizer in the text, and the Reading Comprehension Worksheet (Unit 2 All-in-One, p. 27) before class.

**Differentiate** Reading Comprehension Worksheet (Unit 2 All-in-One, p. 28)

### SKILLS DEVELOPMENT

**INNOVATE AND THINK CREATIVELY**

To teach the skill of thinking creatively, have students read Innovate and Think Creatively in the Skills Handbook, p. S23. Then have them create their own minor political parties using the Core Worksheet.
BELLRINGER

Write on the board: In your notebook, list three current political or public policy issues or causes that interest you. Then rank them in order of importance to American society.

**Differentiate** Explain to students that public policy is any kind of issue that government might try to address. Have students identify a public policy that is of concern to their families or friends.

Teach

To present this topic using online resources, use the lesson presentations at PearsonSuccessNet.com.

**DISCUSS BELLRINGER**

Have students share the issues and causes they identified in the Bellringer activity. (Some might include climate change, taxes, or government ethics.) List them on the board.

Tell students that in this lesson, they will create their own minor political parties. Each party will focus on a particular issue or cause. They can use the Bellringer lists to help them decide on the focus of their party.

**DISPLAY TRANSPARENCIES**

Display Transparency 5F, Four Types of Minor Political Parties. Discuss how each illustration relates to the descriptions of the four types of parties in the textbook.

Display Transparency 5G, Presidential Election of 1912. Tell students that this election highlights the role of minor parties in our political system.

Ask: What is the significance of the fact that there are three figures in the cartoon? (Man on elephant: Republican William Howard Taft; man on donkey: Democrat Woodrow Wilson; man on moose: Theodore Roosevelt of Bull Moose Party—a splinter party) What is the cartoon’s message? (The cartoon shows Wilson pulling ahead because Roosevelt’s Bull Moose Party, which split off from the Republican Party, is holding Taft back.)

Review answers to the Reading Comprehension Worksheet to ensure that students understand the differences between the types of parties.

**Answers**

**Checkpoint** Economic protest parties focus on broad economic concerns—“hard times”—while single-issue parties are intently focused on a specific policy issue.

Most of the single-issue parties have faded into history. They died away as events have passed them by, as their themes have failed to attract voters, or as one or both of the major parties have taken their key issues as their own.

**Economic Protest Parties** The economic protest parties have been rooted in periods of economic discontent. Unlike the socialist parties, these groups have not had any clear-cut ideological base. Rather, they have proclaimed their disgust with the major parties and demanded better times, and have focused their anger on such real or imagined enemies as the monetary system, “Wall Street bankers,” the railroads, or foreign imports.

Often, they have been sectional parties, drawing their strength from the agricultural South and West. The Greenback Party tried to take advantage of agrarian discontent from 1876 through 1894. It appealed to struggling farmers by calling for the free coinage of silver, federal regulation of the railroads, an income tax, and labor legislation. A descendant of the Greenbacks, the Populist Party of the 1890s also demanded public ownership of railroads, telephone and telegraph companies, lower tariffs, and the adoption of the initiative and referendum.

Each of these economic protest parties has disappeared as the nation has climbed out of the difficult economic period in which that party arose.

**Splinter Parties** Those that have split away from one of the major parties are known as splinter parties. Most of the more important minor parties in our politics have been splinter parties. Among the leading groups that have split away from the Republicans are Theodore Roosevelt’s “Bull Moose” Progressive Party of 1912 and Robert La Follette’s Progressive Party of 1924. From the Democrats have come Henry Wallace’s Progressive Party and the States’ Rights (Dixiecrat) Party, both of 1948, and George Wallaces American Independent Party of 1968.

Most splinter parties have formed around a strong personality—most often someone who has failed to win his or her major party’s presidential nomination. These parties have faded or collapsed when that leader has stepped aside. Thus, the Bull Moose Progressive Party passed away when Theodore Roosevelt returned to the Republican fold after the election of 1912. Similarly, the American Independent Party lost nearly all of its brief strength when Governor George Wallace rejoined the Democrats after his strong showing in the presidential race in 1968.

Like many minor parties in American politics, the Green Party, founded in 1996, is difficult to classify. The Green Party began as a classic single-issue party but, as the party has evolved, it simply will not fit into any of the categories set out here. The Green Party came to prominence in 2000, with Ralph Nader as its presidential nominee. His campaign was built around a smorgasbord of issues—environmental protection, of course, but also universal healthcare, campaign finance reform, restraints on corporate power, and much more.

The Greens refused to nominate Ralph Nader in either 2004 or 2008. In 2004, they instead chose attorney and political activist David Cobb—who built his presidential campaign around most of the positions the Greens had supported in 2000.

In 2008, the Green Party nominated Cynthia McKinney, a former Democratic congresswoman from Georgia. Among the positions supported by McKinney were an end to the war in Iraq, universal health care, and repeal of the Patriot Act.

Why Minor Parties Are Important

Even though most Americans do not support them, minor parties have still had a considerable impact on American politics and on the major parties. For example, it was a minor party, the Anti-Masons, that first used a national convention to nominate a presidential candidate in 1831. The National Republicans and then the Democrats followed suit in 1832. Ever since, national conventions have been used by both the Democrats and the Republicans to pick their presidential tickets.

Minor parties can have a telling effect in other ways. Thus, a strong third-party candidacy can play a decisive role—often a

**Differentiated Resources**

The following resources are located in the All-in-One, Unit 2, Chapter 5, Section 3:

- **L2** Reading Comprehension Worksheet (p. 27)
- **L2** Reading Comprehension Worksheet (p. 28)
- **L3** Core Worksheet (p. 29)
- **L3** Extend Worksheet (p. 31)
- **L3** Quiz A (p. 33)
- **L7** Quiz B (p. 34)
Minor Parties in History

Minor parties have played important roles in our political history, sometimes forcing one or both major parties to adopt new positions on public policy matters. Have any third-party candidates had an impact on presidential elections in recent years? Explain.

**Strong Minor Party Efforts, 1848 to Today**

<table>
<thead>
<tr>
<th>Year</th>
<th>Party</th>
<th>% Popular Vote</th>
<th>Electoral Votes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1848</td>
<td>Free Soil</td>
<td>10.13</td>
<td>---</td>
</tr>
<tr>
<td>1856</td>
<td>Whig-American</td>
<td>21.55</td>
<td>8</td>
</tr>
<tr>
<td>1860</td>
<td>Constitutional Union</td>
<td>12.64</td>
<td>39</td>
</tr>
<tr>
<td>1880</td>
<td>Greenback</td>
<td>3.36</td>
<td>---</td>
</tr>
<tr>
<td>1888</td>
<td>Prohibition</td>
<td>2.19</td>
<td>---</td>
</tr>
<tr>
<td>1892</td>
<td>Populist</td>
<td>8.54</td>
<td>22</td>
</tr>
<tr>
<td>1904</td>
<td>Socialist</td>
<td>2.98</td>
<td>---</td>
</tr>
<tr>
<td>1908</td>
<td>Socialist</td>
<td>2.82</td>
<td>---</td>
</tr>
<tr>
<td>1912</td>
<td>Progressive (Bull Moose)</td>
<td>27.39</td>
<td>88</td>
</tr>
<tr>
<td>1916</td>
<td>Socialist</td>
<td>5.99</td>
<td>---</td>
</tr>
<tr>
<td>1920</td>
<td>Socialist</td>
<td>3.17</td>
<td>---</td>
</tr>
<tr>
<td>1924</td>
<td>Progressive (Dixiecrat)</td>
<td>16.61</td>
<td>13</td>
</tr>
<tr>
<td>1932</td>
<td>Socialist</td>
<td>2.22</td>
<td>---</td>
</tr>
<tr>
<td>1948</td>
<td>States’ Rights (Dixiecrat)</td>
<td>2.41</td>
<td>39</td>
</tr>
<tr>
<td>1968</td>
<td>American Independent</td>
<td>13.53</td>
<td>46</td>
</tr>
<tr>
<td>1996</td>
<td>Reform</td>
<td>8.40</td>
<td>---</td>
</tr>
<tr>
<td>2000</td>
<td>Green</td>
<td>2.74</td>
<td>---</td>
</tr>
</tbody>
</table>

*Includes all minor parties that polled at least 2% of the popular vote. Source: U.S. Census Bureau, Historical Statistics of the U.S., Colonial Times to 1970

**Analyzing Charts** Minor parties have sometimes had significant impact on presidential elections. Using the data in the chart, which of these minor parties may have changed election results?

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**Distribute Core Worksheet**

Distribute the Chapter 5 Section 3 Core Worksheet (Unit 2 All-in-One, p. 27), in which students create their own minor political parties. Have students work through the steps to create an identity and a flyer for their own minor political party. Have students present their flyers to the class. Students should explain the reasons for their decisions and choices.

**L3 L2 Differentiate** Allow students to select specific steps in the activity to work on as an alternative to the entire activity.

**L3 L4 Differentiate** Have students answer the bonus question to the activity and share their answers with the class during their flyer presentations.

**Extend the Lesson**

**L3 L4 Differentiate** Distribute the Chapter 5 Section 3 Extend Worksheet (Unit 2 All-in-One, p. 31). This worksheet provides the vote counts for major and minor parties in Florida and the nation for the 2000 elections. The questions lead the students to consider how minor parties might have affected the outcome of the election.

Tell students to go to the Audio Tour to listen to an audio tour about minor parties.

**Answers**

**Minor Parties in History** Students might mention Ralph Nader (Green Party), who helped make the 2000 election one of the closest and most controversial in U.S. history.

**Analyzing Charts** The most obvious example is the Progressive (Bull Moose) Party, which took a substantial share of electoral votes, but other parties include the American Party in 1856, the Progressive Party in 1924 and the American Independent Party in 1968.

**Debate**

Ross Perot became a popular phenomenon in the 1992 presidential campaign. In 30-minute infomercials, he expressed his dissatisfaction with the government’s performance on issues such as deficit spending and corrupt campaign financing. That year he received 19 percent of the national vote. He ran again in 1996, but his support had waned, and he received only 8 percent of the vote.

“Exit polls also show that more people would have voted for Perot if they thought he had a chance to win—his vote total could have approached 40 percent.”


Use this quote to start a debate. Ask: Should people base their vote for a candidate on whether or not they think that candidate can win?
Assess and RemEDIATE

L3 Collect the Core Worksheets and assess the students’ class participation, using the Rubric for Assessing Student Performance on a Project (Unit 2 All-in-One, p. 252).
L3 Assign the Section 3 Assessment questions.
L3 Section Quiz A (Unit 2 All-in-One, p. 33)
L2 Section Quiz B (Unit 2 All-in-One, p. 34)

Have students complete the review activities in the digital lesson presentation and continue their work in the Essential Questions Journal.

REMEDICATION

<table>
<thead>
<tr>
<th>If Your Students Have Trouble With</th>
<th>Strategies For Remediation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identifying the different types of minor parties (Question 2)</td>
<td>Have students create an illustrated table that shows the different types of minor parties, along with a symbol that captures their key qualities.</td>
</tr>
<tr>
<td>Distinguishing between the different types of minor parties (Question 3)</td>
<td>Have students compare and contrast different pairings of minor parties, such as Economic Protest Parties or Single Issue Parties, and share their findings with the class.</td>
</tr>
<tr>
<td>Understanding the possible impact of minor parties (Question 4)</td>
<td>Have students create a scenario in which a minor-party candidate prevents major party candidates from achieving a majority of the electoral college.</td>
</tr>
<tr>
<td>Understanding the roles of minor parties (Questions 1, 5, 6)</td>
<td>Have students create an outline for the portion of the section entitled “Why Minor Parties Are Important.”</td>
</tr>
</tbody>
</table>

Answers

Caption Possible response: A moose is a huge, powerful animal. This image would play up Roosevelt’s strength and vigor.

Checkpoint by drawing attention to important or controversial issues that the major parties may have ignored.

Assessment Answers

1. Minor parties have played the role of spoiler and innovator. They often draw attention to important and controversial issues that the major parties avoid. When a minor party has gathered enough public support, the major parties often adopt the minor party’s issue as their own.
2. Ideological parties are generally organized around a broad set of beliefs, whereas single-issue parties are focused only on one issue.
3. (a) Splinter parties develop when a smaller group splits away from one of the major parties. They usually form around a strong personality. (b) Splinter parties often fade when the leader steps aside, typically to rejoin a major party.
4. Typically, minor parties don’t have a strong impact on elections, although several minor party candidates have played a spoiler role, taking votes away from a major party candidate. Minor parties serve as innovators and draw attention to important and controversial issues that major parties might then add to their own platforms.
5. Possible answer: They may hope to gain enough public support to create change or pressure the major parties into adopting the issue.

Quick Write
Persuasive Writing: Review Arguments Make a list of each party’s most persuasive arguments on the issue you selected in Sections 1 and 2. Review your lists and decide with which party you most agree or disagree. Note any arguments from the opposing party that you find compelling.
Working on a Political Campaign

CAMPAIGNING IN FULL SWING DURING LAST DAYS OF ELECTION

“In the final days of the campaign, both camps worked furiously for success on election day. Phone banks made thousands of calls to convince undecided voters and supporters held campaign signs at every intersection. The candidates themselves rushed from appearance to appearance, all in an exhausting sprint to the finish in this hotly contested election.”

Elections are a great celebration of our democratic system. Even if you cannot vote, you can still play a part in deciding who our leaders will be. While many political campaigns have paid staff, it is the volunteers who perform much of the actual work. A strong volunteer group can spell the difference between victory and defeat. Here’s how:

1. Get to Know the Candidate One excellent way to learn about the candidates is to visit their Web sites. Candidates might have a short biography, videos, press releases, and blogs posted. If a candidate does not have a Web site, his or her campaign office can provide similar information. You might also try to see the candidate in person.

2. Choose a Candidate Once you are more familiar with a candidate and his or her positions, decide if that candidate’s beliefs match your own. It is important to volunteer your time for a person you believe in. Be prepared to talk about his or her views convincingly.

3. Find Out About Volunteer Opportunities Political campaigns offer a wide range of volunteer opportunities. A candidate may be looking for people to go door-to-door to seek support. The campaign may need people to host or even just attend events. Most campaigns need people to make phone calls or send out mailings of campaign literature. Campaigns also appreciate financial contributions.

What do you think?

1. Whom should you contact to find out which candidates are running for office in your town or State?
2. How might volunteering for a campaign help you become a more informed voter?
3. You Try It Follow the steps above to work on a political campaign. Keep a journal about your activities during the campaign and reflect on your experience.

GOVERNMENT ONLINE
Citizenship Activity Pack
For an activity about working on a political campaign, go to PearsonSuccessNet.com

LESSON GOAL

• Students will identify and explore opportunities for volunteer involvement in a political campaign.

Teach

BRAINSTORM

Have students read the news story about the election campaign at the beginning of the Citizenship 101 lesson. As a class, have students generate a list of activities that are mentioned in the news article that might be performed by volunteers. Students should identify such campaign activities as participating in phone banks, holding signs at intersections, and helping organize and hold campaign appearances.

EXPLORE CANDIDATES

As a class, discuss ways students can identify and learn about candidates in an election. Have students generate a list of possible sources of information—candidate Web sites, campaign offices, newspapers, and appearances. If students have computer access, have them bring in examples of campaign Web sites.

EXPLORE OPPORTUNITIES

Have students follow steps 3 and 4 to generate a list of possible volunteer opportunities. Then have them select one that they feel they would be qualified to perform. Ask students to write a paragraph explaining why their choice was appropriate for them.

Assess and Remediate

Collect the students’ paragraphs and assess them. You may also wish to have them answer the What Do You Think questions at the bottom of the page.

Answers

1. Students can contact local or state election officials to find out who is on the ballot. They may also find this information through reliable print or online sources.

2. A strong answer should consider how getting involved in a campaign might allow a volunteer to learn about issues in the campaign and about the different views of the candidates.

3. Strong responses should describe the tasks students did and what they learned from the experience.

Citizenship Activity Pack

If your students need extra support, use the Citizenship Activity Pack lesson How to Work on a Political Campaign. It includes a lesson plan for you and campaign strategy briefs and worksheets for students. Student teams will prepare a campaign strategy for a fictitious candidate, based on their assigned campaign brief. Teams will present their strategies to the teacher/candidate. Students will use worksheets to assess strategies and to write a letter of introduction to a campaign manager. Students may also access the Citizenship Activity Pack online for another activity about working on a political campaign at PearsonSuccessNet.com.
How are political parties organized at the national, State, and local levels?

<table>
<thead>
<tr>
<th>Party Organization</th>
<th>National</th>
<th>State</th>
<th>Local</th>
</tr>
</thead>
<tbody>
<tr>
<td>National convention</td>
<td>•</td>
<td>•</td>
<td>•</td>
</tr>
<tr>
<td>National committee</td>
<td>•</td>
<td>•</td>
<td>•</td>
</tr>
<tr>
<td>National chairperson</td>
<td>•</td>
<td>•</td>
<td>•</td>
</tr>
<tr>
<td>Central committee</td>
<td>•</td>
<td>•</td>
<td>•</td>
</tr>
<tr>
<td>State chairperson</td>
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</tr>
<tr>
<td>Very widely</td>
<td>•</td>
<td>•</td>
<td>•</td>
</tr>
<tr>
<td>Units in each</td>
<td>•</td>
<td>•</td>
<td>•</td>
</tr>
<tr>
<td>electoral district</td>
<td>•</td>
<td>•</td>
<td>•</td>
</tr>
</tbody>
</table>

Get Started

LESSON GOALS
Students will...

• learn about the activities of party organizations by analyzing an excerpt from a periodical.
• design political activities for a campaign at the local, State, and national levels.

BEFORE CLASS
Assign the section, the graphic organizer in the text, and the Reading Comprehension Worksheet (Unit 2 All-in-One, p. 35) before class.

DIFFERENTIATE Reading Comprehension Worksheet (Unit 2 All-in-One, p. 36)

ELL DIFFERENTIATE Help students define any unfamiliar words in the statement.

SKILLS DEVELOPMENT

PROBLEM SOLVING
Before students work on Core Worksheet B in this lesson, you may want to review tips on problem solving in the Skills Handbook, p. S17.

Focus on the Basics

FACTS: • Federalism and the nominating process contribute to a decentralized party structure. • Neither major party has a strong chain of command from national to local level. • Nationally, each major party has these basic elements: convention, committee, chairperson, and two congressional campaign committees. • A central committee, headed by a chairperson, typically leads State party organizations.

CONCEPTS: party decentralization, elements of party structure

ENDURING UNDERSTANDINGS: • Both major parties are decentralized and fragmented. • There are distinct national and State party organizations. • The President’s leadership helps unify the party in power.

The Decentralized Nature of the Parties

The two major parties are often described as though they were highly organized, close-knit, well-disciplined groups. However, neither party is anything of the kind. They are, instead, highly decentralized, fragmented, and often plagued by factions and internal squabbling.

Neither party has a chain of command running from the national through the State to the local level. Each of the State party organizations is only loosely tied to the party’s national structure. By the same token, local party organizations are often quite independent of their parent State organizations. These various party units usually cooperate with one another, of course—but that is not always the case.

The Role of the Presidency

The President’s party is almost always more solidly united and better organized than the other major party. The President is automatically the party’s leader, and asserts that leadership with such tools as ready access to the media, personal popularity, the power to make appointments to federal office, and the ability to dispense other favors.

The other party has no one in an even faintly comparable position. Indeed, in the American party system, there is seldom any one person who can truly be called its leader. Rather, a number of personalities, frequently in competition with one another, form a loosely identifiable leadership group in the party out of power.

* The party out of power does have a temporary leader for a brief time every fourth year: its presidential candidate, from nomination to election day. A defeated presidential candidate is often called the party’s “mural leader”—a leader in title, but not in fact. What’s more, if he or she lost by a wide margin, the defeated nominee may have little or no role to play in ongoing party affairs.
The Impact of Federalism

Federalism is a major reason for the decentralized nature of the two major political parties. Remember, the basic goal of the major parties is to gain control of government by winning elective offices.

Today there are more than half a million elective offices in the United States. We elect more people to public office in this country than do the voters of any other country on the planet. In the American federal system, those offices are widely distributed over the national, state, and local levels. In short, because the governmental system is highly decentralized, so too are the major parties that serve it.

The Nominating Process

The nominating process is also a major cause of party decentralization. Recall, from Section 1, that the nominating process has a central role in the life of political parties. You will consider the selection of candidates at some length in Chapter 7, but, for now, look at two related aspects of that process.

First, candidate selection is an intraparty process. That is, nominations are made within the party. Second, the nominating process can be, and often is, a divisive one. Where there is a fight over a nomination, that contest pits members of the same party against one another: Republicans fight Republicans; Democrats battle Democrats. In short, the prime function of the major parties—the making of nominations—is also a prime cause of their highly fragmented character.

National Party Machinery

At the national level, both major parties are composed of five basic elements. They are structured around a national convention, a national committee, a national chairperson, and two congressional campaign committees.

The National Convention

The national convention, often described as the party's national voice, meets in the late summer of every presidential election year to pick the party's presidential and vice-presidential candidates. It also performs a few other functions, as you will see in Chapter 13, including the adoption of the party's rules and the writing of its platform.

Beyond that, however, the convention has little authority. It has no control over the party's selection of candidates for any other offices nor over the policy stands those nominees take. Often, a national convention does play a role in making peace among various factions in the party, helping them to accept a party platform that will appeal to a wide range of voters in the general election.

The National Committee

Between conventions, the party's affairs are handled, at least in theory, by the national committee and by the national chairperson. For years, each party's national committee was composed of a committeeman and a committeewoman from each State and several of the territories. They were chosen by the State party organization. Over the past several years, however, both parties have expanded the committee's membership.

Today, the Republican National Committee (RNC) also seats the party chairperson from each State and members from the District of Columbia, Guam, American Samoa, Puerto Rico, and the Virgin Islands.

Teach

To present this topic using online resources, use the lesson presentations at PearsonSuccessNet.com.

Discuss Bellringer

Have students share their answers to the Bellringer question. (The parties are not well-organized, cohesive groups. Instead, they are a loose-knit confederation of small pieces, and members often fight among themselves.)

Distribute Core Worksheet A

Distribute the Chapter 5 Section 4 Core Worksheet A (Unit 2 All-in-One, p. 37), in which students read a news report about a "get out the vote" campaign. This worksheet will stimulate their thinking about party activities, which will help them complete Core Worksheet B.

Answers

Checkpoint by placing members of the same party against each other

Analyzing Political Cartoons by showing that each party is made up of different factions, each with its own agenda
DISTRIBUTE CORE WORKSHEET B
Distribute the Chapter 5 Section 4 Core Worksheet B (Unit 2 All-in-One, p. 39), in which students map out a national campaign. Point out that a successful campaign requires activity on a national, State, and local level. Divide students into groups representing each major party to plan their activities together. Encourage them to list specific activities targeted to specific goals.

EXTEND THE LESSON
L3 Differentiate Have students create a plan for organizing political activity at their school. Student plans should include components for identifying and registering possible voters, identifying possible volunteers, sharing information about candidates, and getting out the vote.

L3 L2 ELL Differentiate Have students create a poster that will encourage people to vote.

L4 Differentiate Divide students into two groups, one for each major party. Have them find out who leads their local party organization and ask for an interview. Display the T-Chart Graphic Organizer Transparency, and have the students in each group collaborate to create their own T-Chart to assist during the interview process. Tell groups that they should write a title on their chart, and suggest writing “Questions” and “Responses” in the column headers. Of course, the charts can be expanded as needed. Each group should prepare interview questions to find out how the local organization is structured and what it does. Each group should then interview the party leader and prepare an oral report for the class.

Tell students to go to the Online Update to find out more about the costs of running for office.

Answers
Checkpoint The parties select their presidential and vice-presidential candidates, adopt party rules, and write the platform.

Raising Funds for Public Office Spending has grown significantly, suggesting that fundraising has become increasingly important in elections. Inviting well-known speakers to dinners could attract more possible contributors to the party.

Representatives of such GOP-related groups as the National Federation of Republican Women also serve on the RNC.

The Democratic National Committee (DNC) is an even larger body. In addition to the committee man and woman from each State, it now includes the party’s chairperson and vice-chairperson from every State and the territories. Moreover, its ranks now include a few dozen members from the party organizations of the larger States, and up to 75 at-large members chosen by the DNC itself. Several members of Congress, as well as governors, mayors, and members of the Young Democrats, also have seats on the DNC.

On paper, the national committee appears to be a powerful organization loaded with many of the party’s leading figures. In fact, it does not have a great deal of clout. Most of its work centers on the staging of the party’s national convention every four years.

The National Chairperson In each party, the national chairperson is the leader of the national committee. He or she is chosen to a four-year term by the national committee, at a

Debate
Use this quotation to start a debate in your classroom.

“All politics is local.” —“The Last Liberal” from The New York Times, March 11, 2001

Divide students into debate teams. Ask: Do you agree or disagree with this statement? Support your position.
meeting held right after the national convention. The choice is made by the first-nominated presidential candidate and is then ratified by the national committee.

Only two women have ever held that top party post. Jean Westwood of Utah chaired the DNC from her party's 1972 convention until late 1972, and Mary Louise Smith of Iowa headed the RNC from 1974 until early 1977. Each lost her post soon after her party lost a presidential election. Ron Brown, the Democrats' national chairman from 1989 to 1993, is the only African American ever to have held the office of national chairman in either major party.

The national chairperson directs the work of the party's headquarters and its professional staff in Washington. In presidential election years, the committee's attention is focused on the national convention and then the campaign. In between presidential elections, the chairperson and the committee work to strengthen the party and its fortunes. They do so by promoting party unity, raising money, recruiting new voters, and otherwise preparing for the next presidential season. Both parties have lately established state-of-the-art technical facilities to help their candidates and officeholders better communicate with voters. Those sophisticated facilities include such things as television studios, satellite uplinks, constantly updated Web sites, and computerized voter registration lists.

**Congressional Campaign Committees**

Each party also has a campaign committee in each house of Congress. These committees work to recruit incumbents and to make sure that "open seats," seats given up by retiring members, remain in the party. The committees also take a hand in carefully selected campaigns to unseat incumbents in the other party, in those races where the chances for success seem to justify those efforts.

In both parties and in both houses, the members of these congressional campaign committees are chosen by their colleagues.

They serve for two-year terms—that is, for a term of Congress.

**State and Local Party Machinery**

National party organization is largely the product of custom and of rules adopted by the party's national conventions over time. At the State and local levels, on the other hand, party structure is largely determined by State law.

The **State Organization** In most States, party structure is decentralized, much as it is at the national level. It is usually built around

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**Background**

**Political Machines** In the 1900s, a type of local political organization began to appear in large American cities: the machine. Urban political machines are organizations run by a single “boss” or small group of powerful leaders. They use a variety of means, including legal and sometimes illegal control of jobs and contracts, to build broad political support. Once in control of a local government, the machine uses its power to expand its base and strengthen its grip on power. One infamous machine was New York’s Tammany Hall machine of the late 1800s. Richard Daly's machine ruled Chicago for a period in the mid-1900s.

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**Assess and Remediate**

- Collect the Core Worksheets and assess the students’ class participation, using the Rubric for Assessing Individual Performance in a Group (Unit 2 All-in-One, p. 251).
- Assign the Section 4 Assessment questions.
- Section Quiz A (Unit 2 All-in-One, p. 40)
- Section Quiz B (Unit 2 All-in-One, p. 41)

Have students complete the review activities in the digital lesson presentation and continue their work in the Essential Questions Journal.
Because most of these committees meet only infrequently, the chairperson has great independence in conducting the party’s affairs. Together, the chairperson and the central committee work to further the party’s interests in the State. Most of the time, they attempt to do this by building an effective organization and promoting party unity, finding candidates and campaign funds, and so on. Remember, however, both major parties are highly decentralized, fragmented, and sometimes torn by struggles for power. This can really complicate the chairperson’s and the committee’s job.

Local Organization Local party structures vary so widely that they nearly shape even the electoral map of the State, with a party unit for each district in which elective offices are to be filled: congressional and legislative districts, counties, cities and towns, wards, and precincts. A ward is a unit into which cities are often divided for the election of city council members. A precinct is the smallest unit of election administration; the voters in each precinct cast their ballots at one polling place located within the precinct.

In most larger cities, a party’s organization is further broken down by residential blocks and sometimes even by apartment buildings. In some places, local party organizations are active year-round, but most often they are inactive except for those hectic months before an election.

_**Critical Thinking**_  
1. **Guiding Question** Use your completed table to answer the question: How are political parties organized at the federal, State, and local levels?  
2. **Key Terms and Comprehension**  
   2.1. Describe the place of the presidency in national party organization.  
   2.2. Describe the role of the congressional campaign committees for each party.  
   2.3. What is the difference between a ward and a precinct?  
3. **Expressing Problems Clearly** Why do you think direct primaries create more conflict within parties than the other forms of the nominating process?

_**Quick Write**_ Persuasive Writing: Decide on a Structure Using the list of arguments from Section 3, arrange them in order from most persuasive to least persuasive or vice versa. Decide whether you would be more likely to persuade a reader by starting with weaker reasons and building to the best argument or conversely, leading with your best argument.
Political Dictionary

- Political party p. 122
- Political spectrum p. 123
- Partisanship p. 124
- Single-member district p. 127
- Plurality p. 127
- Bipartisan p. 127
- Consensus p. 127
- Coalition p. 128
- Incumbent p. 131
- Faction p. 131
- Spoils system p. 132
- Electorate p. 132
- Sectionalism p. 133
- Ideological parties p. 137
- Single-issue parties p. 137
- Economic protest parties p. 138
- Splinter parties p. 138
- Ward p. 146
- Precinct p. 146

Political Parties in the United States

**Major Parties**
- Historically, one of two parties with a realistic chance to win elections
- Currently Democratic and Republican parties
- One party may dominate national elections at times.
- Both parties agree on some important issues and disagree on others.

**Minor Parties**
- Have difficulty winning elections in the American party system
- May form based on an ideology or single issue, as a result of bad economic times, or from an existing party
- Though rarely successful, they influence elections and the major parties.

For More Information

To learn more about political parties, refer to these sources or assign them to students:


STUDY TIPS

**Making Outlines** Point out that preparing a good outline before starting to write ensures that writing goes more quickly and is more focused. An outline also will help students identify whether they have too much or not enough information and how their ideas connect. Have students first identify the topic of their essay, such as “Minor Parties in the most recent Presidential Election,” and then list the main points they want to make. Under each main point, students should list the details that support that point. Generally speaking, each detail in their outline will translate into at least one paragraph in their final essay. After students have completed these steps, have them review the items and place them in the most logical order. Explain that, once they begin writing, they may decide to make changes in the outline, but the outline will serve as the general plan for their essays.

ASSESSMENT AT A GLANCE

**Tests and Quizzes**
- Section Assessments
- Section Quizzes A and B, Unit 2 All-in-One
- Chapter Assessment
- Chapter Tests A and B, Unit 2 All-in-One
- Document-Based Assessment
- Progress Monitoring Online
- ExamView Test Bank

**Performance Assessment**
- Essential Questions Journal Debates, pp. 126, 134, 139, 144
- Assessment Rubrics, All-in-One
Chapter Assessment

COMPREHENSION AND CRITICAL THINKING

SECTION 1
1. Possible examples: (a) a caucus in Iowa, (b) holding a rally for a candidate, (c) a party recruiting a candidate for a vacant seat in Congress, (d) a party that controls Congress choosing the Speaker of the House to regulate House activities, (e) creating a TV commercial critical of an opposing party’s position on tax reform
2. (a) Single-member districts and the fact that elected officials write election laws make it hard for minor-party and independent candidates to win elections. (b) Sample answer: Because only one winner can come out of each contest in single-member districts, voters tend to think that a vote for a minor-party candidate is a wasted vote.
3. In general parties in a multiparty system are based on a particular issue, providing voters more meaningful choices as well as more choices overall. Multiparty systems also tend to produce a broader, more diverse representation of the electorate. However, two-party systems are more stable because they don’t result in coalition governments.

SECTION 2
4. (a) two Republicans, parent and child (b) Possible answer: Party loyalty is often inherited or passed down through families. (c) Many people are loyal to certain parties with which they identify.
5. (a) The Federalists and Anti-Federalists emerged out of early debates over the ratification of the Constitution, as people took sides on the proper role of government. (b) Sample answer: Political parties have strengthened U.S. democracy by providing a vital link between the people and their government. Parties are the main means by which the will of the people is made known to government and by which government is held accountable to the people. Parties also blunt conflict, modify extreme views, encourage compromise, and help unify the people. For example, parties recruit qualified candidates and help ensure good performance in office. A party also informs the public of missteps of the opposing party.
6. A strong answer will consider that transitions tend to occur during times of national crisis, such as the Civil War and the Great Depression.

SECTION 3
7. (a) splinter party (b) economic protest party (c) ideological party (d) single-issue party
8. (a) possible answer: to support a strong belief in the minor party’s ideals, to express dissatisfaction with both major parties, or to influence the major parties in hopes of bringing about change (b) Sample answer: Minor parties strengthen the two-party system by initiating innovations and forcing the major parties to deal with important issues. They can weaken the two-party system by drawing away members or by acting as spoilers in elections.

SECTION 4
9. (a) The parties do not have a single, strong, unified organization, but are instead composed of many small organizations at the national, state, and local levels. (b) A strong answer will consider that a centralized party would be able to coordinate efforts for maximum efficiency but could also be unwieldy and unable to respond to the needs or opinions of people in different parts of the country.
10. (a) A ward is a political unit into which cities are often divided for the election of city council members. A precinct is the
Document-Based Assessment

Political Parties
The Constitution says nothing about political parties. Yet they soon developed and quickly became a significant part of the governmental system—sometimes, a controversial part, as illustrated by the documents below.

Document 1
Let me now take a more comprehensive view, and warn you in the most solemn manner against the baneful effects of the spirit of party generally. This spirit, unfortunately, is inseparable from our nature, having its root in the strongest passions of the human mind. It exists under different shapes in all governments, more or less stifled, controlled, or repressed; but, in those of the popular form, it is seen in its greatest rankness, and is truly their worst enemy.

The alternate domination of one faction over another, sharpened by the spirit of revenge, natural to party dissension, which in different ages and countries has perpetrated the most horrid enormities, is itself a frightful despotism... and sooner or later the chief of some prevailing faction, more able or more fortunate than his competitors, turns this disposition to the purposes of his own elevation, on the ruins of public liberty. Without looking forward to an extremity of this kind (which nevertheless ought not to be entirely out of sight), the common and continual mischiefs of the spirit of party are sufficient to make it the interest and duty of a wise people to discourage and restrain it.
—George Washington, Farewell Address, September 17, 1796

Document 2

Use your knowledge of political parties and Documents 1 and 2 to answer Questions 1–3.
1. Which answer best summarizes the point of Document 1?
   A. Political parties promote good government.
   B. Parties are likely to lead to the rise of a despot in the long run.
   C. Party conflict and rivalry is a necessary evil in government.
   D. Parties work best in a government that is not based on democratic principles.

2. What does Document 2 suggest about the differences between Democratic and Republican candidates for office?
3. Pull It Together What are the advantages and disadvantages of political parties?

GOVERNMENT ONLINE
Documents
To find more primary sources on political parties, visit PearsonSuccessNet.com

smallest unit of election administration and a subset of a ward. Voters in each precinct use the same polling place. (b) Students might note that decentralization enables party activities to focus on each electoral unit—national, State, district, county, ward, and precinct.

WRITING ABOUT GOVERNMENT
11. Students will write a persuasive editorial, promoting or opposing a political party on the issue they selected.

APPLY WHAT YOU’VE LEARNED
12. Students should record the responses to their interview questions.
13. Student profiles should use the specific responses from their interview subject to make generalizations about the two-party system, supported by content from the chapter.

Go Online to PearsonSuccessNet.com for a student rubric and extra documents.
Introduce the Chapter

**Essential Questions:**

UNIT 2
In what ways should people participate in public affairs?

CHAPTER 6
Why do voters act as they do?

**ACTIVATE PRIOR KNOWLEDGE**
Have students examine the image and quotation on these pages. Ask: Have all adult Americans always had the right to vote? (no) Which groups had been excluded from voting earlier in U.S. history? (African Americans, women) In this chapter, students will learn about the right to vote—how it has been extended and denied to certain groups, how it is regulated, and how it is exercised. Then tell students to begin to further explore the topic of voting by completing the Chapter 6 Essential Question Warmup activity in their Essential Questions Journal. Discuss their responses as a class.

**BEFORE READING**

ELL Differentiate  Chapter 6 Prereading and Vocabulary Worksheet (Unit 2 All-in-One, p. 57)

**SUCCESSNET STUDENT AND TEACHER CENTER**
Visit PearsonSuccessNet.com for downloadable resources that allow students and teachers to connect with government “on the go.”

**DIGITAL LESSON PRESENTATION**
The digital lesson presentation supports the print lesson with activities and summaries of key concepts.

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**SKILLS DEVELOPMENT**

**DRAW INFERENCES AND CONCLUSIONS**
You may wish to teach drawing inferences and conclusions as a distinct skill within Section 1 of this chapter. Use the Chapter 6 Skills Worksheet (Unit 2 All-in-One, p. 67) to help students learn how to draw inferences and conclusions. The worksheet asks students to read an article about the passage of the 26th Amendment and draw conclusions about its impact on American political life. For L2 and L1 students, assign the adapted Skill Activity (Unit 2 All-in-One, p. 68).

WebQuest The chapter WebQuest challenges students to answer the chapter Essential Question by asking them about voting.

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**Block Scheduling**

**BLOCK 1:** Teach the lessons for Section 1, including the Bellringer, Core Worksheet, and Extend activities for Section 1 and the Bellringer, Core Worksheet A, and Extend activities for Section 2.

**BLOCK 2:** Teach the entire lesson for Section 3.

**BLOCK 3:** Teach the Bellringer and Core Worksheet for Section 4.