Lesson Goals

SECTION 1
Students will . . .
• brainstorm their own associations with the terms Republican 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?

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

Get Started

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

BEFORE CLASS
Assign the section, the graphic organizer in the text, and the Reading Comprehension Worksheet (Unit 2 All-in-One, p. 13) before class.

DIFFERENTIATE Reading Comprehension Worksheet (Unit 2 All-in-One, p. 14)

SKILLS DEVELOPMENT

COMPARE VIEWPOINTS
To teach the skill of comparing viewpoints, have students read Compare Viewpoints in the Skills Handbook, p. 515. Then have them conduct the debate described in this lesson.

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.
through thick and thin. Many of them cast
t heir votes on the basis of the party label,
without regard to candidates or issues in an
election. Observers sometimes criticize this
kind of voting behavior as thoughtless. Yet
knowing that a candidate is Republican or
Democrat often provides useful clues about
where a candidate stands on key issues.

What Parties Do

It is clear from our history, and from the his-
tories 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 account-
able 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 contending 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 politi-
cal views.

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

Nominating Candidates The major func-
tion 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 exclu-
sively a party function in the United States.4
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 cam-
paigning 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.

1 The exceptions are in nonpartisan elections and in those rare
instances in which an independent candidate enters a partisan
context. Nominations are covered at length in Chapter 7.

Checkpoint
What are the three ele-
ments 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 Demo-
 cratic 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.
(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 gov-
ernment, 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?

Differentiated Resources

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

L2 Prereading and Vocabulary Worksheet (p. 9)
L3 Reading Comprehension Worksheet (p. 13)
L2 Reading Comprehension Worksheet (p. 14)
L2 Core Worksheet (p. 15)
L2 Core Worksheet (p. 16)
L3 Quiz A (p. 17)
L2 Quiz B (p. 18)

Answers

Checkpoint: party organization, party in govern-
ment, 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 century 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 time. 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.
major parties may be overwhelmingly dominant, winning election after election. And it may do so for a long time—as, for example, the Democratic Party dominated the politics of the South from the years after the Civil War into the 1960s. But, on the whole, and through most of our history, the United States has been a two-party nation.

Several factors explain why America has had and continues to have a two-party system. No one of these factors, alone, offers a wholly satisfactory explanation for the phenomenon. Taken together, however, they are quite persuasive.

The Historical Basis The two-party system in the United States is rooted in the beginnings of the nation itself. The Framers of the Constitution were opposed to political parties. As you know, the ratification of the Constitution gave rise to America’s first two parties: the Federalists, led by Alexander Hamilton, and the Anti-Federalists. In short, the American party system began as a two-party system.

The Framers hoped to create a unified country; they sought to bring order out of the chaos of the Critical Period of the 1780s. To most of the Framers, parties were “factions,” and therefore agents of divisiveness and disorder. George Washington reflected this view when, in his Farewell Address in 1796, he warned the new nation against “the baneful effects of the spirit of party.”

In this light, it is hardly surprising that the Constitution made no provision for political parties. The Framers could not foresee the ways in which the governmental system they created would develop. Thus, they could not possibly know that two major parties

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**Distribute Core Worksheet**

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.

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**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.)

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**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.

would emerge as prime instruments of government in the United States. Nor could they know that those two parties would tend to be moderate, to choose “middle-of-the-road” positions, and so help to unify rather than divide the nation.

The Force of Tradition Once established, human institutions are likely to become self-perpetuating. So it has been with the two-party system. The very fact that the nation began with a two-party system has been a leading reason for the retention of a two-party system in this country. Over time, it has become an increasingly important, self-reinforcing reason as well.

The point can be made this way: Most Americans accept the idea of a two-party system simply because there has always been one. This inbred support for the arrangement is a principal reason why challenges to the system—by minor parties, for example—have made so little headway. In other words, America has a two-party system because America has a two-party system.

The Electoral System Several features of the American electoral system tend to promote the existence of but two major parties. The basic shape, and many of the details, of the election process work in that direction and to discourage minor parties.

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.

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 costs 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.”

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 government have produced a consensus that makes pluralism work reasonably well. Of course, this is not to say that the government is free of conflict or division. But overall, the American people have agreed on many fundamental issues.

**Checkpoint**

What is a plurality and how does it differ from a majority?

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**Background**

**OUR FIRST PRESIDENT** The first presidential election in 1789 was really not much of an election at all. There were no political parties, and there was no race among competing candidates. Revolutionary war hero and president of the Constitutional Convention George Washington was the unanimous choice of all the electors. By 1792 and the second presidential election, the first parties had begun to emerge. Washington reluctantly chose to seek the presidency a second time. Among his reasons was to prevent a party clash. By agreeing to a second term, Washington made the 1792 election a one-candidate race; he again received a unanimous electoral college vote.

**Checkpoints**

The largest number of votes cast for an office; a plurality need not be a majority (more than half of all votes cast in any given election)

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**EXTEND THE LESSON**

Have students use newspapers, magazines, or the Internet to find examples from the present day of political leaders performing the five functions of political parties. Have students share their examples with the class.

**Differentiate** Have students find examples for two of the five functions.

**Differentiate** Help students locate results from the last two presidential elections and create two color-coded maps that show which parties carried which states. Ask students if they can see any patterns in the different elections.

**Differentiate** Have students obtain copies of each major party's platform for the most recent presidential election. Have them create a chart that compares and contrasts the two parties' views on major issues.
Assess and Remediate

- Collect the Core Worksheets and assess the students’ work.
- Assign the Section 1 Assessment questions.
- Section Quiz A (Unit 2 All-in-One, p. 17)
- 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.

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**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

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Government Online

All print resources are available on the Teacher’s Resource Library CD-ROM and online at PearsonSuccessNet.com.

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**Answers**

Analyzing Charts The different political parties have to form coalitions.
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.

### SECTIONS 1 ASSESSMENT

1. **Guiding Question** Use your completed outline to answer this question: What are political parties, and how do they function in our two-party system?

2. **Key Terms and Comprehension**
   - How do political parties help to unify the American people?
   - Explain the bonding agent function of political parties in your own words.
   - What is a single-member district?

5. **Critical Thinking**
   - How is the ideological consensus of the American electorate reflected in the membership of the major parties?

6. **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.

**Quick Write**

Students should compile a thoughtful list of five controversial national issues from history or the present.
Get Started

**LESSON GOALS**

- 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).

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**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.
"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 to succeed Washington as President, 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.

Before Class

Assign the section, the graphic organizer in the text, and the Reading Comprehension Worksheet (Unit 2 All-in-One, p. 19) before class. Differentiate Reading Comprehension Worksheet (Unit 2 All-in-One, p. 20)

Bellringer

Display Transparency 5C, Two-Party Politics. Write on the board: What qualities are associated with these animals? Answer in your notebook. Differentiate Ask students to describe what is happening in the cartoon.

Teach

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

Have students share their responses to the Bellringer. (Qualities include strength, size, intelligence, and clumsiness for the elephant; endurance, braying, and stubbornness for the donkey.) Point out that cartoonist Thomas Nast popularized the symbols of the elephant for Republicans and the donkey for Democrats, beginning in the 1870s. Ask: What did the cartoonist hope to accomplish by using an elephant and a donkey in this cartoon? (The cartoonist was trying to show how Democrats and Republicans differed on a policy question, and the donkey and the elephant quickly made that point.) Differentiate Ask students to draw a political cartoon using the elephant, donkey, or both. Instruct them to portray the party symbol(s) in a way that either supports or opposes the party’s stand on a current issue. Encourage them to use characteristics of the animal to help get their message across.

Differentiated Resources

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

- Reading Comprehension Worksheet (p. 19)
- Reading Comprehension Worksheet (p. 20)
- Core Worksheet (p. 21)
- Skills Worksheet (p. 23)
- Skill Activity (p. 24)
- Quiz A (p. 25)
- Quiz B (p. 26)

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 the 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 Party nominated William McKinley and supported the gold standard. The Democratic candidate was William Jennings Bryan, a supporter of free silver, who was also endorsed by the Populist Party.

With McKinley’s victory in 1896, the Republicans regained the presidency. In doing so, they drew a response from a broader range 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,
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?

Democrats

Republicans

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 those 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?

CHECKPOINT Theodore Roosevelt and his Bull Moose Party split the Republicans and may have helped the Democrats win the election.

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.
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.

**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.

**1868** 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 hugly 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

Fast Facts

The following table gives information about party control of state legislatures and governor’s mansions.

<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td><strong>State Legislatures</strong></td>
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<tr>
<td>D=16</td>
<td>R=17</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D=19</td>
<td>R=29</td>
<td>D=24</td>
<td>R=26</td>
<td>D=22</td>
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<tr>
<td>Other=2</td>
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*Nebraska’s legislature has one chamber and is nonpartisan.

Assess and RemEDIATE

- **L3** 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).
- **L4** Assign the Section 2 Assessment questions.
- **L5** Section Quiz A (Unit 2 All-in-One, p. 25)
- **L6** Section Quiz B (Unit 2 All-in-One, p. 26)

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

<table>
<thead>
<tr>
<th>If Your Students Have Trouble With</th>
<th>Strategies For Remediation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowing when and why the two-party system first emerged (Questions 1 and 5)</td>
<td>Have students write a brief biographical profile of both Alexander Hamilton and Thomas Jefferson, explaining their role in the founding of the government and their beliefs about its basic forms and purposes.</td>
</tr>
<tr>
<td>Identifying and understanding the four major eras of political parties (Questions 2 and 3)</td>
<td>Have students create a table that shows for each era the party that dominated and the major issues that faced the nation during that era.</td>
</tr>
<tr>
<td>Recognizing the causes and features of the current era of divided government (Questions 4 and 6)</td>
<td>Have students identify the times between 1988 and the present in which one party has controlled both the Congress and the presidency.</td>
</tr>
</tbody>
</table>

Answers

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

Assessment 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 hinging 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.

I 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
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.

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)

Focus on the Basics

FACTS: • There are four types of minor parties: ideological, single-issue, economic protest, and splinter. • Even though minor parties do not win most elections, they play an important role as critics and innovators. • Minor parties affect election outcomes mainly by taking votes away from the major parties.

CONCEPTS: popular sovereignty, role of government in public policy

ENDURING UNDERSTANDINGS: • Minor parties rarely win elections but do have a significant impact on election outcomes. • Minor parties represent views and calls for change that are not embraced by the major parties and that might be overlooked.
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 intent on a specific policy issue.

Differentiated Resources

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

- L1 Reading Comprehension Worksheet (p. 27)
- L2 Reading Comprehension Worksheet (p. 28)
- L1 Core Worksheet (p. 29)
- L1, L4 Extend Worksheet (p. 31)
- L3 Quiz A (p. 33)
- L2 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</td>
<td>2.41</td>
<td>39</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>2.37</td>
<td>13</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>8.48</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 United States, 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?

**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?

**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.
Assess and Remediate

- 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).
- Assign the Section 3 Assessment questions.
- Section Quiz A (Unit 2 All-in-One, p. 33)
- 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.

**Remediation**

<table>
<thead>
<tr>
<th>If Your Students Have Trouble With</th>
<th>Strategies For Remediation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identifying the diferent 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.

6. Possible answer: A minor party will not become too successful, because as soon as it achieves some success, a major party will likely take over its ideas.

**Quick Write** Students should review the parties’ arguments and decide with which party they most agree or disagree.
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.

4. Choose a Task
Before you choose a task, be sure you are capable of fulfilling it. For example, if you do not have access to a car or a ride, avoid a task that would need transportation. If your studies are demanding, do not commit to making phone calls every night. Though you may not be able to do every job, you will be able to find some way to get involved and hopefully you will find it a rewarding experience.

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.

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.

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 Remedeate

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.
GUIDING QUESTION
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>
<td>• Very widely</td>
<td>• Units in each electoral district</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.

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

BELLRINGER
Write on the board: In your notebook, explain what this means: “[Both parties] are highly decentralized, fragmented, and often plagued by factions and internal squabbling.”

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.

Image Above: Howard Dean served as the Democratic Party’s national chairperson in the 2008 election.

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 “muller leader”—a leader in title, by custom, 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.

How strong, how active, and how well organized are the Republican and Democratic parties in your community? Contact the county chairperson or another official in one or both of the major parties. They are usually not very difficult to find. For starters, try the telephone directory.

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 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’s 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.

Differentiated Resources

The following resources are located in the All-in-One, Unit 2, Chapter 5, Section 4:

- Reading Comprehension Worksheet (p. 35)
- Reading Comprehension Worksheet (p. 36)
- Core Worksheet A (p. 37)
- Core Worksheet B (p. 39)
- Quiz A (p. 40)
- Quiz B (p. 41)
- Chapter Test A (p. 42)
- Chapter Test B (p. 45)

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 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.

**Differentiate** Have students focus on only one of the three levels—national, State, or local.

**EXTEND THE LESSON**

**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.

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

**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.

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**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 member 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

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**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 just-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 chairperson 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 reelect 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**

- **L3** 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).
- **L4** Assign the Section 4 Assessment questions.
- **L5** Section Quiz A (Unit 2 All-in-One, p. 40)
- **L6** 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**.

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**Answers**

**Analyzing Diagrams** Precinct-level jobs probably involve direct work with voters. Ward-level jobs may involve coordinating the work of precinct-level workers. District-level jobs may involve more strategic planning with the state-level organization in addition to coordinating activities.

**Checkpoint** promote party unity, raise funds, recruit new voters, and prepare for the next presidential election.
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 defy even a brief description. Generally, they follow 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.

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**Answers**

**Caption** State delegates should be an accurate reflection of the population of their state, and that would include people of different ethnic backgrounds, genders, and ages.

**Assessment Answers**

1. Organization at the federal level is structured around a national convention, committee, chairperson, and congressional campaign committee in each house. State-level organization centers on a central committee and a chairperson. Local organizations vary widely but generally have a party unit for each elective district.

2. The President helps unite the party with tools such as access to the media, personal popularity, and ability to make federal appointments and distribute other favors.

3. These committees exist in each house of Congress and work to reelect party members, make sure that seats abandoned by retiring members remain in the party, and to try to unseat incumbents of the opposing party in selected campaigns.

4. A ward is a larger division than a precinct. Wards are divided into precincts, the smallest unit of election administration.

5. The party in power has a clear leader—the President—who can use media attention and political clout to unify the party. The party out of power has no clear leader. Its ill-defined leadership group consists of personalities often in competition with one another.

6. Direct primaries pit members of the same party against each other, causing division within the party as party members side with one candidate or the other.

**Quick Write** Students will use their list of arguments to decide on a structure for persuasive writing.
For More Information

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

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.

**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).

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

**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.