

Political Parties

Essential Question

Does the two-party system help or harm democracy?

Section 1:

Parties and What They Do

Section 2:

Two-Party System in American History

Section 3:

The Minor Parties

Section 4:

Party Organization

“No America without democracy, no democracy without politics, no politics without parties, no parties without compromise and moderation. . . .”

—Clinton Rossiter, *Parties and Politics in America*

Photo: Republican convention delegates cheer their party's 2008 presidential and vice presidential nominees, Sen. John McCain (R., Arizona) and Gov. Sarah Palin (R., Alaska).

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- Political Dictionary
- Audio Review
- Downloadable Interactivities

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.

L2 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. S15. Then have them conduct the debate described in this lesson.

SECTION 1

Parties and What They Do



Guiding Question

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

I. What Parties Do

A. Definition:

B. Functions

II. Types of Party Systems

A. Two Party

B. _____

C. _____

Political Dictionary

- political party
- political spectrum
- partisanship
- single-member districts
- plurality
- bipartisan
- consensus
- coalition

Objectives

1. Define a *political party*.
2. Describe the major functions of political parties.
3. Identify the reasons why the United States has a two-party system.
4. Understand multiparty and one-party systems and how they affect the functioning of a political system.

Image Above: National party conventions are opportunities for parties to show their support.

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

What Is a Party?

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

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

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

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

Focus on the Basics

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

CONCEPTS: sharing power, types of government, electoral system

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

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

Parties serve the democratic ideal in another significant way: They work to blunt conflict; they are “power brokers.” Political parties seek to modify the 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 political views.

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

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

In a functioning democracy, there must be some way to find (choose and recruit) candidates for office. There must also be some mechanism to gather support for those

candidates. Parties are the best device yet found to do these jobs.

The nominating function is almost exclusively a party function in the United States.¹ It is the one activity that most clearly sets political parties apart from all of the other groups that operate in the political process.

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

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

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

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

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

extremist
n. someone who falls to the extreme right or left in politics

In 2008, the Democratic presidential primary pitted New York Senator Hillary Clinton against Illinois Senator Barack Obama, splitting loyalties in the party. ▼



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BELLINGER

Write the words *Democrat* and *Republican* on the board along with these instructions: **In your notebook, write words or ideas that you associate with each of these labels.**

L2 ELL Differentiate For students who are unfamiliar with American political parties, direct them to the feature “Political Spectrum,” which describes Democratic and Republican stands on two major issues. Then have students identify words or phrases they associate with each party.

Teach

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

DISCUSS BELLINGER

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

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

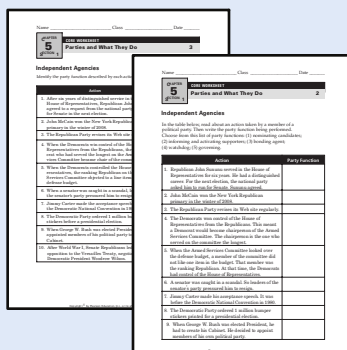
L2 Differentiate Have students make a concept web from the ideas on the board.

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

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)
- L3** 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 government, party in the electorate

DISCUSS PARTY FUNCTIONS

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

L4 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.

Checkpoint
How do parties perform the watchdog function?

rascal
n. a mean, unprincipled, or dishonest person

cumbersome
adj. unwieldy; clumsy

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 the 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 policy stands. Most appointments to executive offices, at both the federal and State levels, are made with an eye to party.

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

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

The Watchdog Function Parties act as watchdogs over the conduct of the public's business. This is particularly true of the party

out of power. It plays this role as it criticizes the policies and behavior of the party in power. In American politics, the party in power is the party that controls the executive branch of government—the presidency at the national level or the governorship at the State level.

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

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

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

The Two-Party System

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

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

Background

RIVALRY WITHIN THE PARTY Sometimes the process of nominating a candidate can appear to cause deep divisions in a party, at least for a 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

How Parties Communicate

For the better part of two centuries now, political parties have used a wide variety of strategies to communicate with voters. How do the images shown here reflect attempts to reach potential voters?



▶ At recent national conventions, both parties gave limited edition macaroni and cheese to press and delegates.



▶ Parties have created their own Web sites and tried to connect with voters by joining popular social networking sites.

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 disunity. 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

Checkpoint
How did the Framers view political parties?

baneful
adj. causing distress

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.

Name _____ Class _____ Date _____

CHAPTER	CORE WORKSHEET	
5	Parties and What They Do	3
Section 1		

Independent Agencies
Identify the party function described by each action in the chart.

Action	Party Function
1. After six years of distinguished service in the House of Representatives, Republican John Stunnu agreed to a request from the national party to run for Senate in the next election.	
2. John McCain won the New York Republican primary in the winter of 2008.	
3. The Republican Party revises its Web site regularly.	
4. When the Democrats win control of the House of Representatives from the Republicans, the Democrat who had served the longest on the Armed Services Committee became chair of the committee.	
5. When the Democrats controlled the House of Representatives, the ranking Republicans on the Armed Services Committee objected to a line item in the defense budget.	
6. When a senator was caught in a scandal, leaders of the senator's party pressured him to resign.	
7. Jimmy Carter made the acceptance speech before the Democratic National Convention in 1980.	
8. The Democratic Party ordered 1 million bumper stickers before a presidential election.	
9. When George W. Bush was elected President, he appointed members of his political party to his Cabinet.	
10. After World War I, Senate Republicans led the opposition to the Versailles Treaty, negotiated by Democratic President Woodrow Wilson.	

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

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

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.

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.)

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.

Political Spectrum

Where Do the Parties Stand?

LEFT ← **CENTER** → **RIGHT**

Radical

Favors extreme change to create an altered or entirely new social system.

Liberal

Believes that government must take action to change economic, political, and ideological policies thought to be unfair.

Moderate

Holds beliefs that fall between liberal and conservative views, usually including some of each.

Conservative

Seeks to keep in place the economic, political, and social structures of society.

Reactionary

Favors extreme change to restore society to an earlier, more conservative state.

Democratic Platform 2004

Labor

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

Healthcare

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

Republican Platform 2004

Labor

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

Healthcare

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

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Critical Thinking How do the platforms differ on the issues of labor and healthcare? How are they similar? How do the party platforms reflect the political spectrum?

Answers

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

Debate

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

—Alexis de Tocqueville

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

L1 L2 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.² The GOP and the Democrats regularly act in a **bipartisan** way in this matter.³ 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 longstanding, 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

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

viable
adj. reasonable, practical, sensible

ideologically
adv. relating to or concerned with ideas

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.

L2 Differentiate Have students find examples for two of the five functions.

L1 L2 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.

L3 L4 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.

² Nearly all election law in this country is State law, not federal law—a point discussed at length in the next two chapters. However, note this very important point: Almost all of the nearly 7,400 State legislators—nearly all of those persons who make State law—are either Democrats or Republicans. Only a handful of minor party members or independents now sit, or have ever sat, in State legislatures.

³ GOP is common shorthand for the Republican Party. The initials stand for Grand Old Party, a nickname acquired in the latter part of the 19th century. The nickname may owe its origins to British politics. Prime Minister William Gladstone was dubbed “the Grand Old Man,” often abbreviated “GOM,” by the English press in 1882. Soon after, “GOP” appeared in headlines in the *New York Tribune*, the *Boston Post*, and other American papers.

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.

Answers

Checkpoint 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)

Assess and Remediate

L3 Collect the Core Worksheets and assess the students' work.

L3 Assign the Section 1 Assessment questions.

L3 Section Quiz A (Unit 2 All-in-One, p. 17)

L2 Section Quiz B (Unit 2 All-in-One, p. 18)

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

politics simply do not permit more than two major parties.

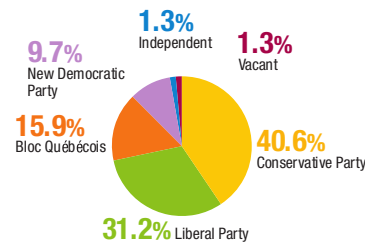
This ideological consensus has had another very important impact on American parties. It has given the nation two major parties that look very much alike. Both tend to be moderate. Both are built on compromise and regularly try to occupy "the middle of the road." Both parties seek the same prize: the votes of a majority of the electorate. To do so, they must win over essentially the same people. Inevitably, each party takes policy

positions that do not differ a great deal from those of the other major party.

This is not to say that there are no significant differences between the two major parties today. For example, the Democratic Party, and those who usually vote for its candidates, are more likely to support such things as social welfare programs, government regulation of business practices, and efforts to improve the status of minorities. On the other hand, the Republican Party and its supporters are much more likely to favor the play of private market forces in the economy and to argue that the Federal Government should be less extensively involved in social welfare programs.

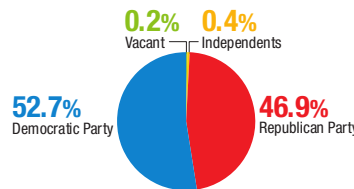
Multiparty Versus Two-Party Systems

Canadian Parliament Today



SOURCE: Parliament of Canada

110th Congress



SOURCE: Clerk of the U.S. House of Representatives, U.S. Senate, House Press Gallery, 2007

▶ **Analyzing Charts** In Canada's multiparty system, power is shared among several different parties, none with a majority. Under the American system, two parties have a monopoly on the power. **How are majorities built in the Canadian Parliament?**

Government online

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

Teacher-to-Teacher Network

ALTERNATE LESSON PLAN Have students research political parties in another country in order to answer such questions as the following: Does the country have a two-party system? What is the historical basis of the parties? What role do the parties play in the country's government?

To see this lesson plan, go to



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.



“My goodness, if I’d known how badly you wanted Democracy I’d have given it to you ages ago.”

►► **Analyzing Political Cartoons** What is this cartoon saying about one-party systems?

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.

Essential Questions Journal

To continue to build a response to the chapter Essential Question, go to your Essential Questions Journal.

SECTION 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?

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

Critical Thinking

- Recognize Propaganda** Do you think political parties are a valid source of information about candidates and their views? Why or why not?
- Compare Points of View** Explain why a person might consider a vote for a minor-party candidate even knowing that candidate is not likely to win.

Quick Write

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

REMEDIATION

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

Answers

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

Assessment Answers

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

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

GUIDING QUESTION

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

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

Get Started

LESSON GOALS

Students will . . .

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

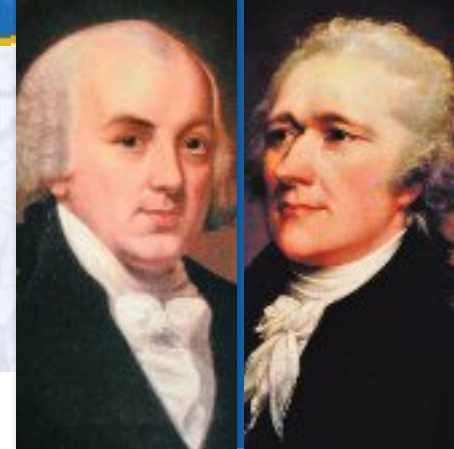
SKILLS DEVELOPMENT

ANALYZE POLITICAL CARTOONS

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

SECTION 2

Two-Party System in American History



Guiding Question

How has the two-party system affected the history of American government? Use the table to record details about the history of the two-party system in American history.

Two-Party System in American History	
Early Parties	
1800–1860	
1860–1932	
1932–1968	
1968–Present	

Political Dictionary

- incumbent
- electorate
- faction
- sectionalism
- spoils system

Objectives

1. Understand the origins of political parties in the United States.
2. Identify and describe the three major periods of single-party domination and describe the current era of divided government.

Images Above: James Madison (left) and Alexander Hamilton were members of the nation's two earliest political parties.

Henry Ford, the great auto maker, once said that all history is “bunk.” Mr. Ford knew a great deal about automobiles and mass production, but he did not know much about history, or its importance.

Listen, instead, to William Shakespeare: “What’s past is prologue.” Today is the product of yesterday. You are what you are today because of your history. The more you know about your past, the better prepared you are for today, and for tomorrow.

Much the same can be said about the two-party system in American politics. The more you know about its past, the better you will understand its workings today.

The Nation’s First Parties

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

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

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

Thomas Jefferson, the nation’s first secretary of state, led the opposition to the Federalists.⁴ Jefferson and his followers were more sympathetic to the

⁴ As you recall, George Washington was opposed to political parties. As President, he named arch foes Hamilton and Jefferson to his new Cabinet to get them to work together—in what proved to be an unsuccessful attempt to avoid the creation of formally organized and opposing groups.

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.

Checkpoint
How are the politics of today different from past eras?

potent
adj. powerful, strong

alignment
n. arrangement, grouping



► **Analyzing Political Cartoons** This cartoon ridicules the fighting in Congress between Federalists and Anti-Federalists soon after John Adams, a Federalist, was elected President in 1796. **Why was the election of 1796 so significant to each party?**

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.

L2 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.**

L1 L2 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

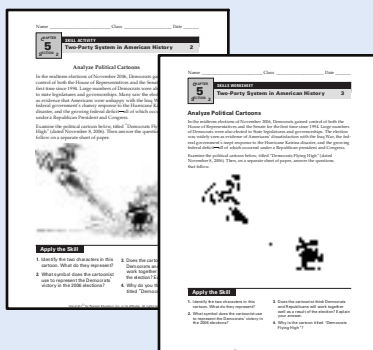
Have students share their responses to the Bellringer. (*Qualities include strength, size, intelligence, and clumsiness for the elephant; endurance, braying, and stubbornness for the donkey.*) Point out that cartoonist Thomas Nast popularized the symbols of the elephant for Republicans and the donkey 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.*)

L3 L4 Differentiate Have students 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:

- L3** Reading Comprehension Worksheet (p. 19)
- L2** Reading Comprehension Worksheet (p. 20)
- L3** Core Worksheet (p. 21)
- L3** Skills Worksheet (p. 23)
- L2** Skill Activity (p. 24)
- L3** Quiz A (p. 25)
- L2** 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.

Name _____ Class _____ Date _____

CHAPTER 5 CORE WORKSHEET
Section 2 Two-Party System in American History **3**

Political Parties in United States History

1. What political party—Democratic or Republican—might the following people support if they were alive today? Why?
A. Alexander Hamilton _____
B. Thomas Jefferson _____
C. Andrew Jackson _____
D. Daniel Webster _____
2. Identify the common features of the following Presidents and presidential candidates.
A. William Henry Harrison/Dwight Eisenhower _____
B. Grover Cleveland/Woodrow Wilson _____
C. Jimmy Carter/George H.W. Bush _____
D. Theodore Roosevelt/George Wallace _____
3. What major event ushered in the change of administration at the start of these eras?
A. the era of the Republicans _____
B. the second era of the Democrats _____
C. the era of divided government _____
4. Identify the Presidents described below.
A. the first—and last—Federalist Party President _____
B. the only two Whig Presidents _____

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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

✓ Checkpoint
What were the major political issues during the 1820s?

sway
n. influence, power

tenet
n. principle, belief, conviction

The Democrats, led by Jackson, were a coalition of small farmers, debtors, frontier pioneers, and slaveholders. They drew much of their support from the South and West. The years of Jacksonian democracy produced three fundamental changes in the nation's political landscape: (1) voting rights for all white males, (2) a huge increase in the number of elected offices around the country, and (3) the spread of the **spoils system**—the practice of awarding public offices, contracts, and other governmental favors to those who supported the party in power.

The Whig Party was led by the widely popular Henry Clay and the great orator Daniel Webster. The party consisted of a loose coalition of eastern bankers, merchants and industrialists, and many owners of large southern plantations. The Whigs were opposed to the **tenets** of Jacksonian democracy and strongly supported a high tariff. However, the Whigs' victories were few. Although they were the other major party from the mid-1830s to the 1850s, the Whigs were able to elect only two men to the White House, both of them war heroes: William Henry Harrison in 1840 and Zachary Taylor in 1848.

By the 1850s, the growing crisis over slavery split both major parties. Left leaderless by the deaths of statesmen Clay and Webster, the Whig Party fell apart. Meanwhile, the Democratic Party split into two sharply divided camps, in the North and South. Through the decade, the nation drifted toward civil war.

Of the several groupings that arose to compete for supporters among the former Whigs and the fragmented Democrats, the Republican Party was the most successful. Founded in 1854, it drew many Whigs and antislavery Democrats to its ranks. The Republicans nominated their first presidential candidate, John C. Frémont, in 1856; and they elected their first President, Abraham Lincoln, in 1860.

With Abraham Lincoln's election, the Republican Party became the only party in the history of American politics to make the jump from third-party to major-party status. As you will see, even greater things were in store for the Republicans.

The Era of the Republicans

The Civil War signaled the beginning of the second era of one-party **sway**. 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 climaxed 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,

Political Cartoon Mini-Lesson

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

Party Identity: Past and Present

▶ Analyzing Political Cartoons

Cartoonist Thomas Nast has been credited with creating the party symbols in his 1874 cartoons for the magazine *Harper's Weekly*. Originally, neither party adopted his ideas. Over time, each party assumed and revised the symbols, which have since become synonymous with party identity. **What characteristics of the donkey and elephant do you think appeal to Democrats and Republicans? How have the parties modernized the symbols since the publication of Nast's cartoons?**



Democrats ▶



Republicans ▲

campaigned throughout the country as the champion of the “little man.” He helped to push the nation’s party politics back toward the economic arena, and away from the divisions of **sectionalism** that had plagued the nation for so many years. Sectionalism emphasizes a devotion to the interests of a particular region.

The Republicans suffered their worst setback of the era in 1912, when they renominated incumbent President William Howard Taft. Former President Theodore Roosevelt, denied the nomination of his party, left the Republicans to become the candidate of his “Bull Moose” Progressive Party. Traditional Republican support was divided between Taft and Roosevelt. As a result, the Democratic nominee, Woodrow Wilson, was able to capture the presidency although with less than fifty percent of the popular vote. Wilson also managed to keep the office four years later by a very narrow margin.

Again, however, the Democratic successes of 1912 and 1916 proved only a brief **interlude**. The GOP reasserted its control of the nation’s politics by winning each of the next three presidential elections: Warren Harding of Ohio in 1920, Calvin Coolidge of Vermont in 1924, and Herbert Hoover of California in 1928.

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

✓ Checkpoint
What third-party candidate had an influence on the election of 1912? Explain.

interlude
n. intervening time

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.

L4 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?

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.

Answers

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

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

EXTEND THE LESSON

L3 Differentiate Have students create a timeline of the most recent era—the Era of Divided Government—that combines election information with key events discussed in the section. Students may add events from their own research and knowledge to the timeline. Where appropriate, students should indicate how they think events may have influenced political developments.

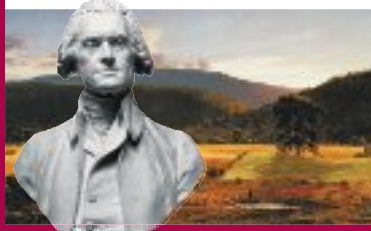
L1 L2 Differentiate Ask students to examine the timeline “Political Parties from 1800 to Today” and write their own caption for the illustration.

L4 Differentiate Have students write an essay in which they predict which party, if any, will gain and hold control of the White House in the next era of political parties. Students should also predict what issues will help shape the era.

Political Parties From 1800 to Today

Era of Democrats 1800–1860

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



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



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

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.



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

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

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

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

Era of Divided Government

Richard Nixon made a successful return to presidential politics eight years after his narrow loss to John Kennedy in 1960. In

1968 he defeated Vice President Hubert Humphrey, the candidate of a Democratic Party torn apart by conflicts over the war in Vietnam, civil rights, and a variety of social issues. That election also had a strong third-party effort from American Independent Party candidate George Wallace. Mr. Nixon won only a slim plurality of the votes cast in that election.

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

Answers

Analyzing Timelines slavery, Civil War, Great Depression

Audio Tour

Listen to a guided audio tour of this timeline at PearsonSuccessNet.com

Era of Democrats, 1932–1968



1932 The Depression brings about a shift in the role of government and, led by FDR (left), a return of the Democrats to power.

Era of Divided Government, 1968–Today



1968 From this election on, neither party consistently holds the presidency, and Congress is often controlled by the opposing party.

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

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

The Reagan and Bush victories of the 1980s triggered wide-ranging efforts to alter many of the nation's foreign and domestic policies. Despite the hugely successful Persian Gulf War of 1990–1991, Mr. Bush was

done in by problems that plagued the nation's economy in the 1980s into the 1990s. He was defeated in 1992 by Democrat Bill Clinton, then governor of Arkansas, who also turned back an independent challenge by Texas billionaire H. Ross Perot.

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

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

Checkpoint
What factors contributed to Jimmy Carter's defeat in the 1980 election?

thwart
v. to defeat, stop

Tell students to go to the Interactivity for an interactive timeline about the parties in history.

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).

L3 Assign the Section 2 Assessment questions.

L3 Section Quiz A (Unit 2 All-in-One, p. 25)

L2 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**.

Fast Facts

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

	2000	2002	2004	2006
State Legislatures*	D=16 R=17 Divided=16	D=17 R=21 Divided=11	D=19 R=20 Divided=10	D=23 R=15 Divided=11
Governors	D=19 R=29 Other=2	D=24 R=26	D=22 R=28	D=22 R=28

*Nebraska's legislature has one chamber and is nonpartisan.

Answers

Checkpoint steadily worsening economy, political fallout from the Iranian hostage crisis, and own inability to establish himself as an effective President

REMEDIATION

If Your Students Have Trouble With	Strategies For Remediation
Knowing when and why the two-party system first emerged (Questions 1 and 5)	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.
Identifying and understanding the four major eras of political parties (Questions 2 and 3)	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.
Recognizing the causes and features of the current era of divided government (Questions 4 and 6)	Have students identify the times between 1968 and the present in which one party has controlled both the Congress and the presidency.

Checkpoint
What does “divided government” mean?

prodigious
adj. of great size, power, extent

fail to win the presidency; you will read more about this in Chapter 13.

The years since Richard Nixon won the presidency in 1968 have been marked by divided government, or a situation in which one of the major parties occupies the White House and the other party holds a majority of the seats in one or both houses of Congress. Over much of the past 40 years, Republicans have lived in the White House and Democrats have controlled Capitol Hill.⁵ That circumstance was reversed from 1995 to 2001, though.

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

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

⁵ The Democrats held almost uninterrupted control of Congress from 1933 to 1995. Over those years, the Republicans controlled both houses of Congress for only two two-year periods—first, after the congressional elections of 1946, and then after those of 1952. The GOP did win control of the Senate (but not the House) in 1980; the Democrats recaptured the upper chamber in 1986.

Sparked by the **prodigious** campaign efforts of President Bush, the Republicans won back the Senate and padded their slim majority in the House in the off-year elections of 2002 and continued their winning ways in 2004. Mr. Bush defeated his Democratic opponent, Senator John Kerry of Massachusetts, and his party kept its narrow grip on both the House and Senate in the hard-fought congressional elections of that year.

The GOP suffered significant losses in the most recent off-year elections, however. The Democrats, riding the wave of increasing dissatisfaction with several Bush administration policies and, in particular, mounting opposition to the war in Iraq, regained control of Congress in November 2006.

That control was strengthened in the 2008 election, as Democrats ousted even more Republicans from their seats in both houses of Congress. Barack Obama defeated his Republican rival, John McCain, for the presidency as voters turned to the Democrats in hopes that a change of party would help to solve the many grave problems facing the nation. And so the Democrats control both houses of Congress and the White House today, a situation which has not occurred since President Clinton’s first term.

Essential Questions Journal To continue to build a response to the chapter Essential Question, go to your Essential Questions Journal.

SECTION 2 ASSESSMENT

- 1. Guiding Question** Use your completed table to answer the question: How has the two-party system affected the history of American government?

Key Terms and Comprehension

- Briefly describe the overall pattern in the way the two major parties have competed for and held power in American history.
- What is **sectionalism**?
- What characterizes the present political era that began in 1968?

Critical Thinking

- Draw Conclusions** Do you think one-party rule or divided government comes closer to the ideal the original Framers had when they envisioned a government without political parties?
- Synthesize Information** How do political and economic crises hinder or help candidates get elected? Use specific examples from the section to support your answer.

Quick Write

Persuasive Writing: Gather Details Using the Internet or other resources, carry out research to find out how political parties view (or viewed) one of the issues that you listed in Section 1. Take notes on your findings.

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

- 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.
- 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.
- devotion to the interests of a particular region
- divided government, in which one major party holds the presidency while the other

holds most seats in one or both houses of Congress

- 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.
- Sample answer: Political or economic crises create discontent and a demand for political

change. The Great Depression helped Franklin Roosevelt win. Conflicts over the Vietnam War and civil rights opened the door for Richard Nixon, but Watergate forced him out. Gerald Ford pardoned Nixon, helping to doom his reelection bid. Economic troubles and the Iranian hostage crisis led to Jimmy Carter’s reelection defeat.

QUICK WRITE Students will research their issue to find out how political parties viewed it.

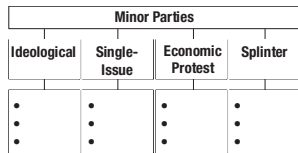
SECTION 3

The Minor Parties



Guiding Question

What role have minor parties played in American politics? Use a flowchart to take notes on the role of minor parties in American politics.



Political Dictionary

- ideological parties
- single-issue parties
- economic protest parties
- splinter parties

Objectives

1. Identify the types of minor parties that have been active in American politics.
2. Understand why minor parties are important despite the fact that none has ever won the presidency.

Images Above: George C. Wallace, governor of Alabama, campaigned for President in 1968 as a member of the American Independent Party.

Libertarian, Reform, Socialist, Prohibition, Natural Law, Communist, American Independent, Green, Constitution—these are only some of the many parties that have fielded presidential candidates in recent years and continue to do so. You know that none of these parties or their candidates has any real chance of winning the presidency. But this is not to say that minor parties are unimportant. The bright light created by the two major parties too often blinds us to the vital role several minor parties have played in American politics.

Minor Parties in the United States

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

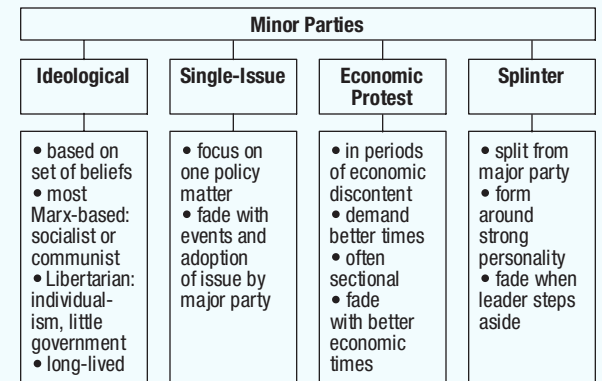
Ideological Parties The **ideological parties** are those based on a particular set of beliefs—a comprehensive view of social, economic, and political matters. Most of these minor parties have been built on some shade of Marxist thought; the Socialist, Socialist Labor, Socialist Worker, and Communist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

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

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

GUIDING QUESTION

What role have minor parties played in American politics?



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.

L2 Differentiate Reading Comprehension Worksheet (Unit 2 All-in-One, p. 28)

SKILLS DEVELOPMENT

INNOVATE AND THINK CREATIVELY

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

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.

BELLRINGER

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

L2 Differentiate Explain to students that public policy is any kind of issue that government might try to address. Have students identify a public policy that is of concern to their families or friends.

Teach

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

DISCUSS BELLRINGER

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

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

DISPLAY TRANSPARENCIES

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

Display Transparency 5G, Presidential Election of 1912. Tell students that this election highlights the role of minor parties in our political system. Ask: **What is the significance of the fact that there are three figures in the cartoon?** (*Man on elephant: Republican William Howard Taft; man on donkey: Democrat Woodrow Wilson; man on moose: Theodore Roosevelt of Bull Moose Party—a splinter party*) **What is the cartoon's message?** (*The cartoon shows Wilson pulling ahead because Roosevelt's Bull Moose Party, which split off from the Republican Party, is holding Taft back.*)

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

Answers

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

Checkpoint
How are economic protest parties different from single-issue parties?

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

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

Often, they have been sectional parties, drawing their strength from the agricultural South and West. The Greenback Party tried to take advantage of **agrarian** discontent from 1876 through 1884. It appealed to struggling farmers by calling for the free coinage of silver, federal regulation of the railroads, an income tax, and labor legislation. A descendant of the Greenbacks, the Populist Party of the 1890s also demanded public ownership of railroads, telephone and telegraph companies, lower tariffs, and the adoption of the initiative and referendum.

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

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

Most splinter parties have formed around a strong personality—most often someone who has failed to win his or her major party’s presidential nomination. These parties

have faded or collapsed when that leader has stepped aside. Thus, the Bull Moose Progressive Party passed away when Theodore Roosevelt returned to the Republican fold after the election of 1912. Similarly, the American Independent Party lost nearly all of its brief strength when Governor George Wallace rejoined the Democrats after his strong showing in the presidential race in 1968.

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

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

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

Why Minor Parties Are Important

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

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

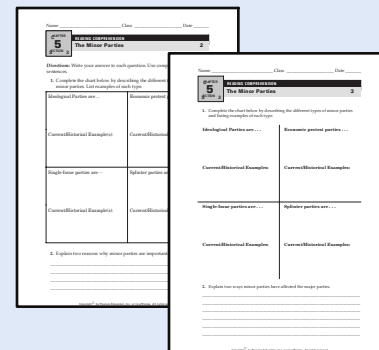
smorgasbord
n. widely varied assortment or collection

agrarian
adj. relating to the land or its cultivation

Differentiated Resources

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

- L3** Reading Comprehension Worksheet (p. 27)
- L2** Reading Comprehension Worksheet (p. 28)
- L3** Core Worksheet (p. 29)
- L3 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.*

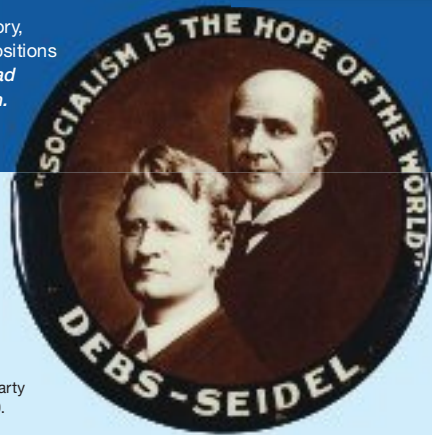


▲ The Free Soil Party is an example of a single-issue party. It campaigned against the spread of slavery into the western States and territories. Former Democratic President Martin Van Buren ran as the party's presidential candidate in 1848.

▶ In 1924, Robert La Follette led the Progressive Party, a splinter party that broke away from the Republican Party.



▶ Eugene Debs, pictured on this 1912 campaign button, led the Socialist Party, an ideological party founded in 1900.



Strong Minor Party Efforts, 1848 to Today*

Year	Party	% Popular Vote	Electoral Votes
1848	Free Soil	10.13	---
1856	Whig-American	21.55	8
1860	Constitutional Union	12.64	39
1880	Greenback	3.36	---
1888	Prohibition	2.19	---
1892	Populist	8.54	22
	Prohibition	2.19	---
1904	Socialist	2.98	---
1908	Socialist	2.82	---
1912	Progressive (Bull Moose)	27.39	88
	Socialist	5.99	---
1916	Socialist	3.17	---
1920	Socialist	3.45	---
1924	Progressive	16.61	13
1932	Socialist	2.22	---
1948	States' Rights (Dixiecrat)	2.41	39
	Progressive	2.37	---
1968	American Independent	13.53	46
1996	Reform	8.40	---
2000	Green	2.74	---

*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?*

DISTRIBUTE CORE WORKSHEET

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

Name _____ Class _____ Date _____

CHAPTER 5 CORE WORKSHEET
Section 3 The Minor Parties 3

Design a Minor Political Party
Using information from the chapter and your own ideas, design your own minor political party.

Step 1 Write Your Party's Statement of Purpose
Using ideas generated during the Bellringer activity, compose your party's Statement of Purpose. That is, identify the basic idea, purpose, or goal that will drive your party. What do you hope to accomplish?

Step 2 Identify Your Party Type
Identify the type of minor party you are creating. Is it a splinter party, an economic protest party, an ideological party, or a single-issue party?

Step 3 Create a Party Campaign Slogan
Create a single phrase or slogan that you think will capture the attention and interest of the voters. Your slogan should reflect your party's purpose.

Step 4 Create a Party Symbol
Recall that the symbol of the Democrats is a donkey and the symbol of the Republicans is an elephant. Identify an animal or other easily recognizable image that could serve as your party's symbol. Explain the significance of your symbol.

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L1 L2 Differentiate Allow students to select specific steps in the activity to work on as an alternative to the entire activity.

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

EXTEND THE LESSON

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

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

Answers

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

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

Debate

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

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

—*New York Times Magazine*, March 31, 1996

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

Assess and Remediate

L3 Collect the Core Worksheets and assess the students' class participation, using the Rubric for Assessing Student Performance on a Project (Unit 2 All-in-One, p. 252).

L3 Assign the Section 3 Assessment questions.

L3 Section Quiz A (Unit 2 All-in-One, p. 33)

L2 Section Quiz B (Unit 2 All-in-One, p. 34)

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

REMEDIATION

If Your Students Have Trouble With	Strategies For Remediation
Identifying the different types of minor parties (Question 2)	Have students create an illustrated table that shows the different types of minor parties, along with a symbol that captures their key qualities.
Distinguishing between the different types of minor parties (Question 3)	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.
Understanding the possible impact of minor parties (Question 4)	Have students create a scenario in which a minor-party candidate prevents major party candidates from achieving a majority of the electoral college.
Understanding the roles of minor parties (Questions 1, 5, 6)	Have students create an outline for the portion of the section entitled "Why Minor Parties Are Important."

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

- 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.
- Ideological parties are generally organized around a broad set of beliefs, whereas single-issue parties are focused only on one issue.
- (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.



Former President Theodore Roosevelt became the Progressive or "Bull Moose" party's nominee in 1912 after losing the Republican Party's nomination. **How might this image have been used by the Progressive Party in the 1912 election?**

✓ Checkpoint
How do minor parties act as critics of the major parties?

"spoiler role"—in an election. In a presidential contest, even if a minor party ticket fails to win any electoral votes, it can still pull enough support away from one of the major parties to affect the outcome of the election. Many analysts think that Ralph Nader and the Green Party did exactly that to Al Gore and the Democratic Party in 2000. The spoiler effect can occur in any national, State, or local election.

In 1912, a split in the Republican Party resulted in Theodore Roosevelt's third-party candidacy. Almost certainly, if Roosevelt had not quit the Republican Party, William Howard Taft would have fared much better, and Woodrow Wilson would not have become President.

innovator
n. one who introduces a new approach

Historically, however, minor parties have been most important in their roles of critic and **innovator**. Unlike the major parties, they have been ready, willing, and able to take quite clear-cut stands on controversial issues. Many of the more important issues of American politics were first brought to the public's attention by a minor party—among them, the progressive income tax, women's suffrage, and railroad and banking regulation. Oddly enough, this very important innovator role of the minor parties has also been a major source of their frustration. When their proposals have gained any real degree of popular support, one and sometimes both of the major parties have taken over those ideas. The late Norman Thomas, who was six times the Socialist Party's candidate for President, often complained that "the major parties are stealing from my platform."

Seventeen minor party presidential candidates, some of them nominated by more than one party, appeared on the ballots of at least one State in 2008. The most visible minor-party presidential campaigns in the 2004 election were those of the Green Libertarian, Constitution, and Socialist parties. More than a thousand minor-party candidates also sought seats in Congress or ran for various State and local offices around the country.

SECTION 3 ASSESSMENT

Essential Questions Journal To continue to build a response to the chapter Essential Question, go to your Essential Questions Journal.

1. **Guiding Question** Use your completed flowchart to answer the question: What role have minor parties played in American politics?

Key Terms and Comprehension

- How do **ideological parties** differ from **single-issue parties**?
- (a) Why do **splinter parties** develop? (b) What usually happens to these break-away parties?
- In what ways can minor parties impact elections in this country?

Critical Thinking

- Identify Points of View** Why do you think a leader or group might seek to create a minor party even though their chances for winning are less than those of a major party?
- Express Problems Clearly** A minor party is likely to be a victim of its own success. Explain the meaning of this statement.

Quick Write

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

Working on a Political Campaign

CAMPAIGNING IN FULL SWING DURING LAST DAYS OF ELECTION

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

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

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

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

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

literature. Campaigns also appreciate financial contributions.

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.

GOVERNMENT ONLINE Citizenship Activity Pack

For an activity about working on a political campaign, go to PearsonSuccessNet.com

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LESSON GOAL

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

Teach

BRAINSTORM

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

EXPLORE CANDIDATES

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

EXPLORE OPPORTUNITIES

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

Assess and Remediate

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

Answers

1. Students can contact local or state election officials to find out who is on the ballot. They may also find this information through reliable print or online sources.
2. A strong answer should consider how getting involved in a campaign might allow a volunteer to learn about issues in the campaign and about the different views of the candidates.
3. Strong responses should describe the tasks students did and what they learned from the experience.

Citizenship Activity Pack

L1 L2 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.

GUIDING QUESTION

How are political parties organized at the national, State, and local levels?

Party Organization		
National	State	Local
<ul style="list-style-type: none">• National convention• National committee• National chairperson	<ul style="list-style-type: none">• Central committee• State chairperson	<ul style="list-style-type: none">• Vary widely• Units in each electoral district

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.

L2 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.”**

L2 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.

SECTION 4

Party Organization



Guiding Question

How are political parties organized at the federal, State, and local levels? Use a table to take notes on how political parties are organized.

Party Organization		
National	State	Local
• • •	• • •	• • •

Political Dictionary

- ward
- precinct

Objectives

1. Understand why the major parties have a decentralized structure.
2. Describe the national party machinery and party organization at the State and local levels.

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

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

The other party has no one in an even faintly comparable position. Indeed, in the American party system, there is seldom any one person who can truly be called its leader. Rather, a number of personalities, frequently in competition with one another, form a loosely identifiable leadership group in the party out of power.⁶

⁶ 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 "titular 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.

Focus on the Basics

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

CONCEPTS: party decentralization, elements of party structure

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

The 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.

Checkpoint
How does the nomination process contribute to intraparty conflict?

divisive
adj causing disagreement



▶ **Analyzing Political Cartoons** How does this cartoon illustrate the decentralized nature of political parties?

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.

Name _____ Class _____ Date _____

CHAPTER 5 CORE WORKSHEET A
Section 4 Party Organization 3

Get Out the Vote

The following excerpt describes some of the strategies political parties used in a past election to help achieve victory. Read the article and answer the questions that follow.

“A get-out-the-vote (GOTV) effort is not always a high priority for campaign budgets, and is often a last-minute planning option. But it can make the difference on Election Day.

“That came through loud and clear at the recent Campaign & Elections seminar presentation by Blaise Hazelwood, a chief strategist for the Republican National Committee (RNC) and architect of the Republicans’ vaunted 2002 GOTV effort. That plan, dubbed “72 Hour Task Force,” is widely credited with partly helping win control of the Senate and expand their House majority. It will be improved and expanded upon for President Bush’s 2004 re-election bid. . . .

“The 2002 Republican GOTV effort succeeded in beating Democrats at their own game. Labor unions had become experts in turning out their members and supporters on Election Day to vote for Democratic candidates, said Hazelwood. According to her research, in the 1998 and 2000 elections, union households overperformed in turnout results by up to 40 percent, while turnout results among religious conservatives—who often vote Republican—were found to be underperforming. . . .

“One part of the strategy was to survey voters who voted only in presidential elections and to encourage them to vote Republican in off-year elections. This involved a healthy dose of salesmanship. . . .

“Democrats are hoping to emulate the Republicans’ grassroots electoral success of 2002, said Donna Brazile, a Democratic strategist who managed Al Gore’s 2000 presidential campaign.

“They are trying to use computer technology to target potential voters most likely to go to the polls. This requires holding cutting-edge demographic information on past and potential voters.

“You can’t rely on the people who came out 20 years ago, 10 years ago or even 10 months ago, Brazile said at the seminar. Young people want to find their way onto the political landscape,” she said.

“Democrats are pushing a ‘5104’ strategy (51 percent of the presidential vote in 2004) that needs to make extensive use of volunteers, particularly college students and other young people.

“An effective grassroots strategy requires having third-party surrogates in neighborhoods vouch for candidates. The leaders can act as the eyes and ears of a campaign in the days and weeks before Election Day to gauge public opinion. One volunteer should be responsible for getting out 10 other people to vote, Brazile said. . . .

“Traditionally, Republicans saw GOTV efforts taking place on television, while Democrats used vans to move volunteers around neighborhoods, Hazelwood said. Now their approach is more in line with the Democrats. . . .”

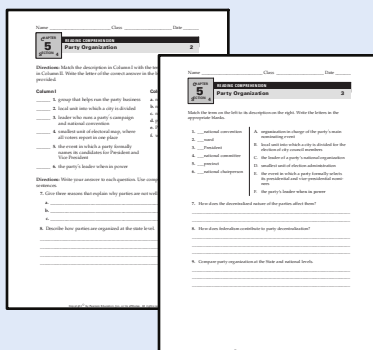
Source: <http://www.pearsonsuccessnet.com>, 2/24/04, 10/28/03, Campaigns and Elections, July 2003 by David Clark

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Differentiated Resources

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

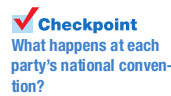
- L3** Reading Comprehension Worksheet (p. 35)
- L2** Reading Comprehension Worksheet (p. 36)
- L3** Core Worksheet A (p. 37)
- L3** Core Worksheet B (p. 39)
- L3** Quiz A (p. 40)
- L2** Quiz B (p. 41)
- L3** Chapter Test A (p. 42)
- L2** Chapter Test B (p. 45)



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



Checkpoint
What happens at each party's national convention?

DISTRIBUTE CORE WORKSHEET B

Distribute the Chapter 5 Section 4 Core Worksheet B (Unit 2 All-in-One, p. 39), in which students map out a national campaign. Point out that a successful campaign requires activity on a national, State, and local level. Divide students into groups representing each major party to plan their activities together. Encourage them to list specific activities targeted to specific goals.

L1 L2 Differentiate Have students focus on only one of the three levels—national, State, or local.

EXTEND THE LESSON

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

L1 L2 ELL Differentiate Have students create a poster that will encourage people to vote.

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

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

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 committeeman 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,

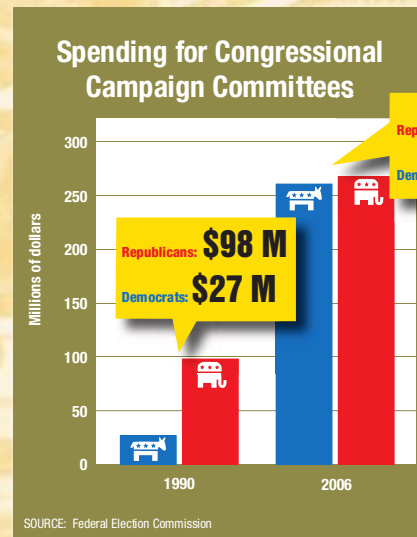
mayors, and members of the Young Democrats, also have seats on the DNC.

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

Raising Funds for Public Office

Both parties spend a great deal of effort to make sure the party's officeholders stay in power. They raise money by holding large-scale dinners, soliciting donations on their Web sites, and in a wide variety of other ways. **What does the chart show about spending over the last several years? Why might well-known party members be invited to speak at dinners?**



GOVERNMENT ONLINE
Update
To find out more about the costs of running for office, visit PearsonSuccessNet.com



Fundraising Dinners Parties invite donors to extravagant fundraising dinners to honor past Presidents and current party leaders.

Web Sites For the 2008 election, the Democratic Party encouraged its supporters to purchase “Democracy Bonds.”



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.

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.

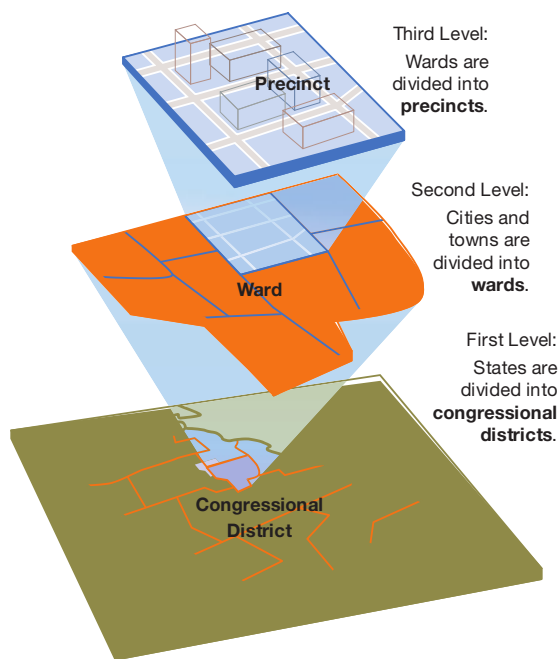
Congressional Campaign Committees

Each party also has a campaign committee in each house of Congress.⁷ 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.

⁷ In the House: the National Republican Congressional Committee and the Democratic Congressional Campaign Committee; in the Senate: the National Republican Senatorial Campaign Committee and the Democratic Senatorial Campaign Committee

Local Party Organization



► **Analyzing Diagrams** Local party organization can vary from State to State, but a common example is shown here. *What kind of party jobs do you think exist at each level of organization?*

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

Checkpoint
What do the national committees do between presidential elections?

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

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).

L3 Assign the Section 4 Assessment questions.

L3 Section Quiz A (Unit 2 All-in-One, p. 40)

L2 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**.

Government
online

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

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.

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, fundraise, recruit new voters, and prepare for the next presidential election

REMEDIATION

If Your Students Have Trouble With	Strategies For Remediation
Recognizing the causes of decentralized nature of parties (Questions 5 and 6)	Have students create a cause-and-effect diagram for each of the subheadings under "The Decentralized Nature of the Parties."
Identifying the main elements of major party national organization (Questions 1 and 3)	Have students create an illustrated diagram that shows in visual format the roles and purposes of the different parts of party machinery.
Identifying state and local party machinery (Question 4)	Have students create a pyramid-shaped diagram showing how parties are organized at the State and local levels.
Understanding the role of the President in uniting the party (Question 2)	Have students create a two-column table, listing leadership tools available to the President on the left and ways the President can use each tool to benefit individual party members on the right.

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

- 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.
- 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.

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



State delegates attending national conventions generally must represent the population demographics of their State. **Why might the gender, age, or ethnic background of a State delegate be important?**

defy
v. resist, frustrate

a State central committee, headed by a State chairperson. The chairperson, chosen by the committee, may be an important political figure in his or her own right. More often than not, however, he or she fronts for the governor, a U.S. senator, or some other powerful figure or group in the politics of the State.

The party's State central committee is almost everywhere composed of members who represent major geographic subdivisions, usually counties. They are chosen in primary elections, by local caucuses, or at State conventions.

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 few hectic months before an election.

SECTION 4 ASSESSMENT

Essential Questions Journal To continue to build a response to the chapter Essential Question, go to your Essential Questions Journal.

- Guiding Question** Use your completed table to answer the question: How are political parties organized at the federal, State, and local levels?

Key Terms and Comprehension

- Describe the place of the presidency in national party organization.
- Describe the role of the congressional campaign committees for each party.
- What is the difference between a **ward** and a **precinct**?

Critical Thinking

- Recognize Cause and Effect** Why is party unity harder to achieve for the party out of power than it is for the party in power?
- Expressing Problems Clearly** Why do you think direct primaries create more conflict within parties than the other forms of the nominating process?

Quick Write

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

of power has no clear leader. Its ill-defined leadership group consists of personalities often in competition with one another.

- 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.

Guiding Question Section 2 How has the two-party system affected the history of American government?

Guiding Question Section 3 What role have minor parties played in American politics?

Guiding Question Section 1 What are political parties, and how do they function in our two-party system?

CHAPTER 5
Essential Question
Does the two-party system help or harm democracy?

Guiding Question Section 4 How are political parties organized at the federal, State, and local levels?

Political Dictionary

political party p. 122
political spectrum p. 123
partisanship p. 124
single-member district p. 127
plurality p. 127
bipartisan p. 127
consensus p. 127
coalition p. 128
incumbent p. 131
faction p. 131
spoils system p. 132
electorate p. 132
sectionalism p. 133
ideological parties p. 137
single-issue parties p. 137
economic protest parties p. 138
splinter parties p. 138
ward p. 146
precinct p. 146



Political Parties in the United States

Major Parties

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

Minor Parties

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

Have students download the digital resources available at Government on the Go for review and remediation.

STUDY TIPS

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

ASSESSMENT AT A GLANCE

Tests and Quizzes

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

Performance Assessment

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

For More Information

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

- L1 Smalley, Carol Parenzan.** *Elections and Political Parties*. Perfection Learning, 2005.
- L2 Burgan, Michael.** *Political Parties*. Graphic Library, 2008.
- L3 Maisel, L. Sandy.** *American Political Parties and Elections: A Very Short Introduction*. Oxford University Press, 2007.
- L4 Adkins, Randall E., ed.** *The Evolution of Political Parties, Campaigns, and Elections: Landmark Documents from 1787–2008*. CQ Press, 2008.

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.

Chapter Assessment

GOVERNMENT ONLINE
Self-Test
To test your understanding of key terms and main ideas, visit PearsonSuccessNet.com

Comprehension and Critical Thinking

Section 1

1. Provide an example of a political party performing in the following roles: **(a)** nominating, **(b)** informing and activating, **(c)** serving as a bonding agent, **(d)** governing, **(e)** serving as a watchdog.
2. **(a)** What features of the electoral system support the existence of a two-party system? **(b)** Analyze one of these features and explain its role.
3. Compare and contrast two-party with multiparty systems, noting the strengths and weaknesses of each.

Section 2

4. **Analyze Political Cartoons** **(a)** Who is represented in the political cartoon below? **(b)** What does this cartoon imply about party loyalty? **(c)** Do you think people are loyal to a certain party?



Apply What You've Learned

12. **Essential Question Activity** Interview close friends or relatives who voted in the last election. Ask them if they identify themselves as members of a political party. Consider:
(a) If they do not identify themselves as a member of a party, ask them why not.
(b) If they do identify themselves as a party member, ask on what issues do they most agree and/or disagree with the party.
(c) Ask them what might make them change their party

13. **Essential Question Assessment** Based on your interviews and the content you have learned in this chapter, write an anonymous magazine profile about the people you interviewed that helps answer the Essential Question: **Does the two-party system help or harm democracy?**

Essential Questions Journal To respond to the chapter Essential Question, go to your **Essential Questions Journal**.

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

CHAPTER 5

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.

- Which answer best summarizes the point of Document 1?
 - Political parties promote good government.
 - Parties are likely to lead to the rise of a despot in the long run.
 - Party conflict and rivalry is a necessary evil in government.
 - Parties work best in a government that is not based on democratic principles.
- What does Document 2 suggest about the differences between Democratic and Republican candidates for office?
- 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

DOCUMENT-BASED ASSESSMENT

- B
- There isn't much difference.
- Strong answers will include the benefits of parties, such as providing a link between government and the people, ensuring accountability, modifying extremes, and promoting compromise. Strong answers will also include drawbacks, such as the narrowing of voter choices to only two viable candidates and the potentially corrupting influence of fundraising and campaigning.

L2 Differentiate Students use all the documents on the page to support their thesis.

L3 Differentiate Students include additional information available online at PearsonSuccessNet.com.

L4 Differentiate Students use materials from the textbook, the online information at PearsonSuccessNet.com, and do additional research to support their views.


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

- Students will write a persuasive editorial, promoting or opposing a political party on the issue they selected.

APPLY WHAT YOU'VE LEARNED

- Students should record the responses to their interview questions.
- 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

L2 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.

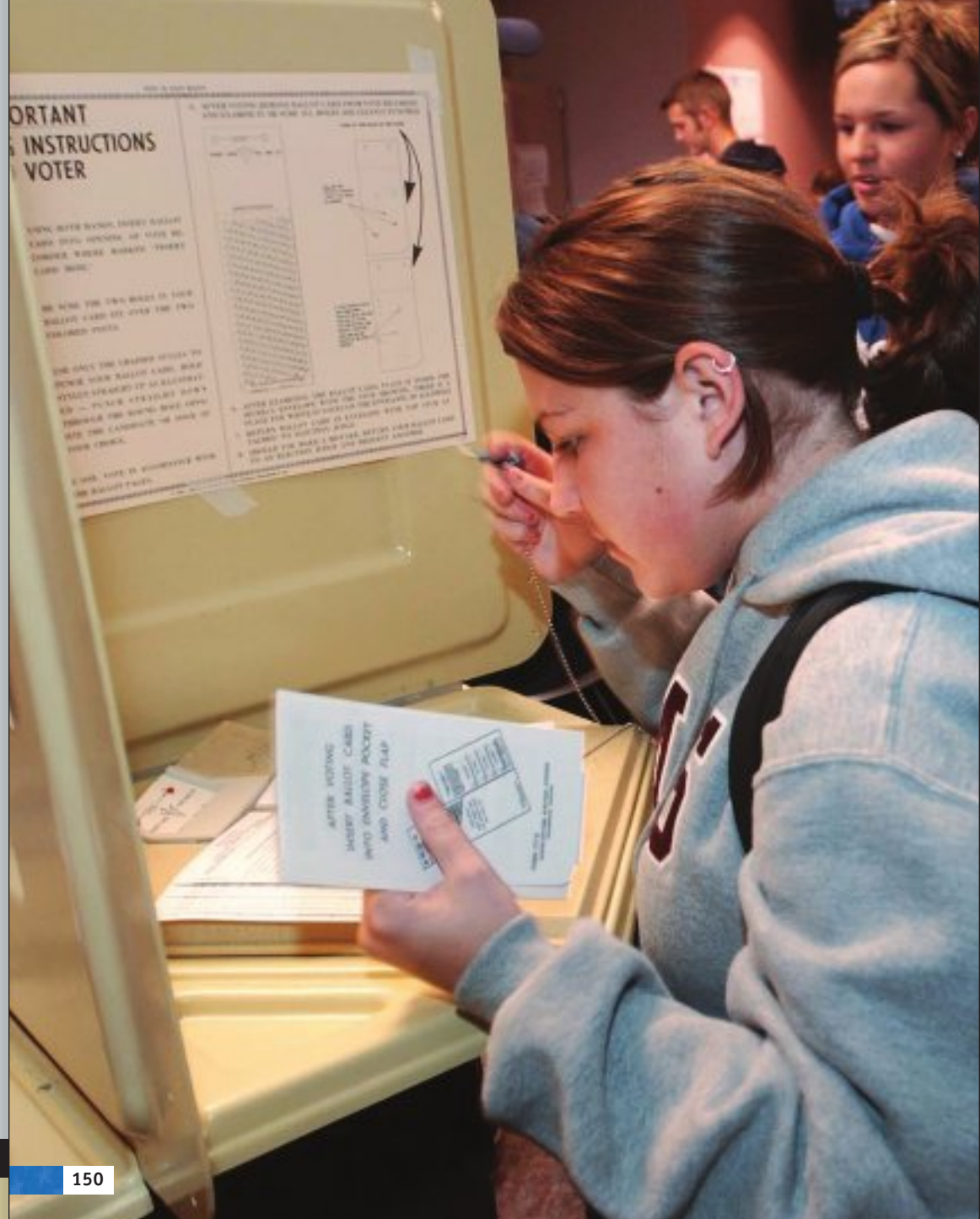
SKILLS DEVELOPMENT

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.



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Block Scheduling

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

BLOCK 2: Teach the entire lesson for Section 3.

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