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| **TEXAS CTE LESSON PLAN**  [www.txcte.org](http://www.txcte.org) | |
| **Lesson Identification and TEKS Addressed** | |
| **Career Cluster** | Government and Public Administration |
| **Course Name** | Political Science I |
| **Lesson/Unit Title** | Creation of the Two-Party System |
| **TEKS Student Expectations** | **130.203. (c) Knowledge and Skills**  (9) The student analyzes the election process. The student is expected to:  (A) discuss the functions of the two-party system |
| **Basic Direct Teach Lesson**  (Includes Special Education Modifications/Accommodations and  one English Language Proficiency Standards (ELPS) Strategy) | |
| **Instructional Objectives** | The students will be able to:   1. Identify the origins of the two major political parties in the US 2. Discuss the history of the Republican Party in the US 3. Discuss the history of the Democratic Party in the US 4. Explain how the two-party system evolved in the US 5. Identify how a person can be elected to represent one of the two major parties 6. Debate the necessity of the electoral college 7. Simulate a presidential debate 8. Analyze the congressional districts of Texas 9. Write a research paper about the New Deal Era |
| **Rationale** | Knowledge of the two-party system and its history is essential to careers in GPA. |
| **Duration of Lesson** | 3 to 6 hours |
| **Word Wall/Key Vocabulary**  *(ELPS c1a, c, f; c2b; c3a, b, d; c4c; c5b) PDAS II (5)* | * Political party * Republican * Democrat |
| **Materials/Specialized Equipment Needed** | * Creation of the Two-Party System Key Terms |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | Have students informally debate the necessity of the electoral college in the US. Many people argue that the electoral college is an outdated concept and that Congress should amend the US Constitution. Have the students choose whether the electoral college should remain intact or an amendment should be created to dissolve this process. Use the Discussion Rubric or the Debate Rubric for assessment. |
| **Direct Instruction \*** | **Key Points**   1. How did the two-party political system begin in the US?   A. The roots of the two-party system   * + 1. The two-party system in the US has been around since about 1800 (Schmidt, Shelley, Bardes & Ford, 2012, p. 279)     2. The evolution of the US’s political parties can be divided into seven different periods        1. 1789-1816: The creation of the parties        2. 1816-1828: The era of one-party rule, or personal politics        3. 1828-1860: The period from Andrew Jackson’s Presidency to just before the Civil War        4. 1860-1896: The Civil War and Post Civil-War        5. 1896-1932: The Republican ascendency and the Progressive Period        6. 1932-1968: The New Deal Period        7. 1968 to the present: The Modern Period     3. The first political division in the US occurred just before the adoption of the US Constitution        1. The Federalist Party pushed for the adoption of the US Constitution, while the Anti-Federalists wanted to adopt the Articles of Confederation   1. The Federalist Party mainly consisted of property owners, merchants of the Northeast, and the wealthy      1. Pro-British, Anti-French   2. The Anti-Federalist Party mainly consisted of small farmers, shopkeepers, and laborers      1. Anti-British, Pro-French   3. The Federalist Party favored a powerful central government with a two-house legislature      1. The upper house consisted of elected officials who served six-year terms and were far removed from “the people”      2. Comparable to the House of Lords in Great Britain   4. The Anti-Federalist Party wanted stronger state governments, which were closer to “the people”      1. They also sought small electoral districts and unicameral legislature  1. In the years after the ratification of the US Constitution, the US eventually experienced the evolution of the two-party system    1. These two-parties consisted of the Federalist and the Anti-Federalist    2. The party system refers to the numbers and competitiveness of political parties in a polity; for example, a government may have a two-party system in which one party is ascending in power 2. George Washington strongly opposed the concept of political parties    1. His presidency was during an era of no formal parties    2. Although he ruled during an era of no formal parties, he knew that party development was inevitable       1. Future leaders would need legislators to band together to pass legislation    3. During the presidency of George Washington, Alexander Hamilton was secretly gathering legislators who would eventually form the Federalist Party    4. At the same time, Thomas Jefferson feared a strong national government and organized a group of supporters that would rival Hamilton and the Federalists 3. After George Washington stepped down after two terms, the first political parties were present in the presidential election of 1796    1. Federalist John Adams defeated Anti-Federalist Thomas Jefferson in the election of 1796    2. Jefferson then began an election campaign across the country with the Anti-Federalist Party, which included putting ads in political newspapers and visiting local partisan groups that were starting to form in the states    3. Thomas Jefferson defeated John Adams in the election of 1800    4. The Electoral College was created so that it could ensure the Founding Fathers that the elections were not in the hands of the uneducated masses       * + 1. The electors come from the US Congress   The Electoral College is responsible for the election of the President and Vice-President of the US as stated by Article II Section 1 of the US Constitution   * + - * 1. The Constitution was amended in 1804, stating that electors could cast separate ballots for the President and Vice-President         2. This is the 12th Amendment to the US Constitution       1. Since the US Constitution states the candidate must have a majority of electoral votes to win the office of the Presidency, this by default creates a two-party system          1. Currently, the candidate running for President of the US must receive 271 electoral votes of the 538 to be elected   1. America is a two-party system and always has been      1. There are many minor parties around in the US         1. Libertarian Party         2. Socialist Party         3. Reform Party         4. Green Party         5. All minor parties rarely have a chance to win a major office, but they can affect elections            1. For example, Ross Perot’s effect on the 1992 Presidential election      2. The core function of both political parties in the US is to win elections   II. What is the historical timeline of the Republican Party in the US?   * 1. The Republican Party rose in the 1850s      1. The Republican Party began as the “antislavery party”         1. In 1860, the Republicans elected their first President of the US, Abraham Lincoln         2. The election of Abraham Lincoln helped to ignite the Civil War         3. The Republican Party thrived for more than 60 years            1. The Republicans controlled most of the North while the Democrats controlled the South         4. The second Republican era was initiated by a bitter presidential election between Democrat William Jennings Bryan and Republican William McKinley            1. The Republicans favored the gold standard, industrialization, banking, high tariffs, and the working industrial class         5. The Republicans remained the nation’s majority party until the stock market crashed in 1929, causing the Great Depression   2. Republicans remained silent until the election of 1952      1. Dwight Eisenhower was the first Republican elected to the office of the Presidency since Herbert Hoover         1. Eisenhower did not reignite the Republicans’ momentum with his election            1. Eisenhower served two terms as President before being replaced by Democratic candidate John F. Kennedy         2. During Eisenhower’s presidency, the Democrats controlled the House and the Senate in every congressional term except 1953-1955 (Edwards, Wattenberg & Lineberry, 2011, p. 664)   3. The shift of the South      1. After Eisenhower, the Democrats remained in control of the Presidency until the election of Richard Nixon in 1968         1. Nixon formulated the “southern strategy,” which emphasized supporting states’ rights, law and order, and strong military posture in Vietnam         2. The South began to slowly shift in favor of the Republicans in 1968 and is currently a Republican stronghold  1. What is the historical timeline of the Democratic Party in the US?    1. The Democratic Republicans       1. The party that finally challenged the Federalist Party after President John Adams was the Democratic-Republican Party          1. The Democratic-Republican Party was led by Virginians: Thomas Jefferson, James Madison, and James Monroe             1. All of whom eventually became President of the US          2. This party derived its coalition from agrarian interests rather than from the growing number of capitalists who supported the Federalists             1. However, like George Washington (Federalist), Thomas Jefferson did not agree with political parties either          3. By 1816, the Federalist Party had virtually collapsed and two-party competition did not really exist       2. In 1828 Andrew Jackson was elected to be President of the US and founded the modern American political party known as the Democrats          1. The Democratic Party was a coalition of Westerners, Southerners, and new immigrants          2. Jackson was initially a Democratic-Republican, but when he became President he quickly dropped the “Republican” and his party became simply known as the Democrats          3. The policy of these Democrats was to broaden political opportunity to the American people by eliminating elitism and   mobilizing the masses   * + 1. The competition among the Democrats and the Whigs was fierce, closely matched, and brought the US its first broadly supported two-party system        1. The issue of slavery became a divisive issue in the US during this time and eventually led to the demise of the Whig Party        2. The Whig Party was eventually replaced by the Republican Party in the 1850s  1. The silent era for the Democratic Party    1. The Republican Party entered an era of dominance during the Civil War Era       1. Political machines started to gain control of local and state government, fueled by immigration from Europe          1. Most notably Tammany Hall, which was New York City’s Democratic political machine run by Richard Crocker       2. Although political machines like Tammany Hall were corrupt and disrupted the political process, they generated widespread political participation and helped to integrate immigrants to the political process       3. The Democrats attempted to end the age of Republican dominance by running William Jennings Bryan as the Democratic presidential candidate in 1896          1. The Democratic Party in 1896 appealed primarily to Protestants, Southerners, Midwesterners, and rural dwellers       4. Bryan lost the election to William McKinley, which laid the foundation for Republican rule until the election of FDR in 1932 2. Democratic Dominance 1932-1968    1. The stock market crash of 1929 sent the economy into the Great Depression, which motivated the election of FDR in 1932       1. President Franklin D. Roosevelt urged for increased governmental role in promoting the public welfare       2. President FDR created the New Deal Coalition, which          1. Was a coalition forged by the Democrats from the 1930s-1960s          2. Was designed to appeal to several different classes of American citizens             1. Urban Dwellers, Labor Unions, Catholics, Jews, the Poor, Southerners, and African-Americans       3. The Democrats remained in control of the Presidency, the Senate, and the House of Representatives from 1932-1953          1. Except for 1947-1949, the Republicans controlled the House and Senate       4. The Republicans did not have a president until Dwight D. Eisenhower in 1953 3. The Vietnam Era    1. The “Southern Strategy” waged by Republicans during the   Vietnam War and the Civil Rights Movement changed the once Democratic-controlled South   * 1. The Democrats have not had a stronghold in the South since the late 1980s   IV. How has the two-party system changed in the US?   1. Moving away from “party politics”    1. Candidate-centered politics       1. Following World War II, politics began to shift away from political parties to focus more on the actual candidate who was running          1. World War II weakened the party system because of extensive social change       2. Candidate-centered politics focuses on the candidates’ particular issues and character       3. Candidates started to have more power in how they conducted their campaigns and how they obtained resources          1. Interest groups and lobbyists started to replace what the weaker parties could not support       4. Candidates became very reliant on interest groups and lobbyists for support          1. Candidates often took resources from a variety of organizations or groups    2. Party machines decline       1. The flow of immigrants dropped dramatically during and after World War II, so party machines lost power in many urban cities       2. FDR and the New Deal Coalition replaced the idea of the party machines because social services began to be a right, not a privilege          1. In exchange, citizens just needed to support FDR’s political party       3. During the era of party machines, citizens were very loyal to their political parties and many presidential elections saw a voter turnout of 75 percent or higher (O’Conner, Sabato & Yanus, 2011, p. 393)          1. Today voter turnout has declined drastically, only about 50-60 percent of today’s population will vote in a presidential election (O’Conner, Sabato & Yanus, 2011, p. 363) 2. The current organization of the two political parties    1. The National Party       1. The national party for the two parties is the pinnacle of the party system in the US       2. The primary function of the national parties is to establish a   unified vision in which citizens can identify nationwide   * + - * 1. Every four years the national party meets to reevaluate policies and nominate a candidate to run for President of the US       1. The national parties are supposed to represent the diversity of the citizens throughout the US       2. The national parties also help fund candidates throughout the US in local and state elections to ensure that their political candidate gets elected into office     1. The State Party        1. The state parties have become significantly more effective over the past several decades           1. State parties have helped with fundraising, campaign events, registration drives, and publicity of a candidate        2. The state political parties are made up of a collection of local party organizations        3. These state parties are very influential in getting a candidate elected           1. The national parties are also interested in the state parties because oftentimes a state election can influence a national election     2. The Local Party        1. The local parties act as the foot soldiers for the state and national parties        2. The local parties are often supplemented by funds from the state and national parties           1. Local parties are always working to enhance party loyalty of voters        3. Grassroots campaigns begin at the local level   V. How does a candidate get elected to run for office? A. Types of elections   * + 1. Primary elections        1. Voters decide which of the candidates within a party will represent the party in the general election        2. Primaries are elections between candidates from the same party           1. Primary elections determine which candidate represents the party in the general election        3. Primaries occur in two different forms           1. Closed primaries – a primary election in which only a party’s registered voters are eligible to cast a ballot           2. Open primaries – a primary election in which party members, independents, and sometimes members of the other party can participate   Closed or open primaries are determined by each individual state   * + - 1. Texas has an open primary system     1. Some political scientists claim that the closed primary system is a more accurate representation of what will occur in the general election     2. In ten states, a candidate must receive a majority of the votes to run in the general election   1. Runoff primaries      1. Runoff primaries are elections that occur in states in which one of the primary candidates must receive 50 percent of the votes         1. Texas has runoff primary elections; candidates must receive 50 percent of the votes in the initial primary election      2. The runoff primaries are narrowed down to the two candidates from the initial primary elections who received the most votes         1. One of the candidates is guaranteed to receive a majority of the votes in the runoff primary      3. The candidate that wins the primary election is the party representative in the general election in November   2. Caucuses      1. This is the oldest, most party-orientated method of choosing a candidate      2. The caucus used to be a closed meeting of party activists in each state that selected the party’s presidential candidate         1. Today, caucuses are more open and attract a wider-range of party participants   3. The General Election      1. Voters decide which candidates fill elective public offices      2. These elections are held at the municipal, county, state, and national levels      3. General elections are elections between candidates from opposing parties   B. Campaigning   * 1. Fundraising      1. Fundraising is the most important function that candidates must do to ensure their victory in an election      2. Fundraising can be obtained from individuals, political parties, and Political Action Committees (PACs)         1. PACs are fundraising organizations that represent the interests groups in the political process      3. Fundraising is used to purchase television air time, informational pamphlets, and yard signs, to pay political consultants as well as many more activities      4. Candidates often host fundraising events to help raise money   for their campaign   * + - 1. Candidates who have raised the most money are often the winner of their elections  1. Campaign effectiveness    1. Are they worth it?       1. Over 50 years of research on political campaigns has led to the conclusion that campaigns reinforce and activate; they rarely convert (Edwards, Wattenberg, Lineberry, 2011, p. 274)       2. Most people pay little attention to campaigns and have selective perception          1. Selective perception states that people’s beliefs often guide what they pay the most attention to and how they interpret events       3. Long term party affiliation influences voting behavior regardless of a campaign       4. Incumbents have a substantial advantage over their competing candidates   *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  *NONE* |
| **Guided Practice \*** | Presidential Debate. Have the students simulate a presidential debate from the election of 1800 (the election between John Adams and Thomas Jefferson). Divide the class into two groups. Have one group conduct research on the platform of the Federalists and the other group conduct research on the platform of the Democratic-Republicans. Have each group select a representative to participate in the debate. Use the Group Evaluation Rubric and the Peer Evaluation Rubric for assessment. (*Optional activity extension:* The debate may be filmed and shown to GPA classes. Then, students can vote on who they would want to be President of the US. The students who are not selected to perform in the debate would be responsible for creating campaign posters and slogans to be placed around the school.)  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  *NONE* |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | Turn Texas Blue? Texas is considered to be a “Red State,” but some say that in the next 15-20 years Texas could become a “Blue State.” Have students research how each congressional district voted in the most recent Presidential election. Then have students hypothesize and determine which congressional districts must change their vote for Texas to become a “Blue State.” Use the Research Rubric, the Individual Work Rubric or the Discussion Rubric for assessment.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  *NONE* |
| **Lesson Closure** | Students will explain what might be an advantage of a two-party system? What might be a disadvantage?  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  *NONE* |
| **Summative/End of Lesson Assessment \*** | * Creation of the Two-Party System Quiz and Key * Debate Rubric * Discussion Rubric * Group Evaluation Rubric * Individual Work Rubric * Peer Evaluation Rubric * Research Rubric   *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  **Accommodations for Learning Differences:**  For reinforcement, students will create a Venn diagram in which they identify the platforms of the Democrats and the Republicans. In the middle of the Venn diagram, the students will identify certain issues on which the Democrats and Republicans could agree. Use the Individual Work Rubric for assessment. |
| **References/Resources/**  **Teacher Preparation** | * Edwards, George, Martin Wattenberg, and Robert Lineberry. *Government in America: People, Politics and Policy*. 15. New York City: Longman,2011. Chapter 17 & 21. Print. * Harrison, Brigid, and Jean Harris. *American Democracy Now*. 2. New York City: McGraw Hill Company, 2011. Chapter 15 & 18. Print. * O'Conner, Karen, Larry Sabato, and Alixandra Yanus. *American* *Government: Roots and Reform*. 2011. New York City: Longman, 2011.Chapter 4 & 18. Print. * Patterson, Thomas. *The American Democracy*. 9th. New York City: McGraw Hill Higher Education, 2009. Ch. 15 & 18. Print. * Schmidt, Steffan, Mack Shelley, Barbara Bardes, and Lynne Ford. *American* *Government and Politics Today*. 2011-2012. Boston: WadsworthCenage Learning, 2012. Chapter 17 &19. Print. |
| **Additional Required Components** | |
| **English Language Proficiency Standards (ELPS) Strategies** |  |
| **College and Career Readiness Connection[[1]](#footnote-1)** |  |
| **Recommended Strategies** | |
| **Reading Strategies** |  |
| **Quotes** |  |
| **Multimedia/Visual Strategy**  **Presentation Slides + One Additional Technology Connection** |  |
| **Graphic Organizers/Handout** |  |
| **Writing Strategies**  **Journal Entries + 1 Additional Writing Strategy** |  |
| **Communication**  **90 Second Speech Topics** |  |
| **Other Essential Lesson Components** | |
| **Enrichment Activity**  (e.g., homework assignment) | Students will create a Venn diagram in which they identify the platforms of the Democrats and the Republicans. In the middle of the Venn diagram, the students will identify certain issues on which the Democrats and Republicans could agree. Use the Individual Work Rubric for assessment.  Students will write a 2-3-page research paper about the New Deal Era and how it impacted the US. Use the Research Rubric for assessment. |
| **Family/Community Connection** |  |
| **CTSO connection(s)** | SkillsUSA |
| **Service Learning Projects** |  |
| **Lesson Notes** |  |

1. Visit the Texas College and Career Readiness Standards at <http://www.thecb.state.tx.us/collegereadiness/CRS.pdf>, Texas Higher Education Coordinating Board (THECB), 2009. [↑](#footnote-ref-1)