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ABSTRACT
        GRADES OR AGES: Grade 9. SUBJECT MATTER: Social
studies: political parties and elections. ORGANIZATION AND PHYSICAL
APPEARANCE: The place of the unit in the social studies K-12 program
is explained with suggested ways of initiating the unit. The content
of the unit is presented in four columns: content, teacher direction,
learning activities, and resources. Additional material includes
evaluation criteria and suggestions for bulletin boards and political
action. The guide is mimeographed and staple bound with a soft cover.
OBJECTIVES AND ACTIVITIES: General performance criteria are given in
the introductory material. Specific activities are listed as part of
the main content. INSTRUCTIONAL MATERIALS: Texts, books, pamphlets,
and other materials are listed. STUDENT ASSESSMENT: A brief section
contains suggestions for student self-evaluation, teacher evaluation
of students, and teacher self-evaluation. (MBM)

Social Studies Curriculum Development Program

Unit IV

The United States: Government on a Large Scale

Part D: Political Parties and Elections

9th Year

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Social Studies, K-12
Unit IV-D, <u>Political</u> <u>Parties</u>, 9th Year

Overview of the Unit

As citizens of the United States we greatly prize our
basic rights and freedoms, our representative form of gov-
ernment, and our many economic and social advantages. However,
we do not always recognize the basic responsibilities that we
must accept in order to retain our rights.

This unit is merely a portion of the attempt to guide
students into recognizing and understanding the many pressing
problems of our complex world. The political party, as an
institution itself, reflects the demands of the people within
it. The citizen who refuses to vote because he is too indifferent,
provides a weak link in our democratic system.

The functioning political party recognizes that there
are other methods than its own. The functioning political
party seeks to achieve its goal through winning democratic
elections. In other words, the political party not only supports
the democratic system, but contributes to it.

To The Teacher

Here is a unit prepared for you by your fellow teachers and tested
in classrooms. It is one of several units outlined for each year
in the new social studies program adopted by the State Board of
Education and the State Department of Public Instruction. Many
teachers have accepted and are already using the basic ideas in
the Social Studies Guidelines, K-12. We hope you find this unit
of value as you put it into action with your students. A sample,
or model, unit is available at each grade level by making a request
to the State Department of Public Instruction.

First, study the Social Studies Guidelines, K-12, for an overview
of the new program. Understand the philosophy and purposes. Examine
the structure and the meaning of the conceptual framework for perspec-
tive. Note the continuity of the 13-year program. Read and think
about the year's program that is to involve you.

Specifically, the overall purpose of each unit is the development, or
postholding, of two or three of the major concepts taken from one or
more of the sciences. Each year the concept will be taught again at
a more mature level with deeper understanding with richer and more
complex content. (As you help students to grow intellectually, you
are performing a professional task. The total planning of a school
staff will yield the greatest returns for students.)

In addition to intellectual development, you will see emphasis upon
skill development which must be sustained continuously for refine-
ment. Skills must be learned to the point of application upon need.
Think about the state of a child's skills when he comes to you. How
well does he use and apply what he has learned? What new skills is
he ready to learn? For example, can he gather new information effi-
ciently? Can he organize his data? Can he use several kinds of
resources? Can he put aside irrelevant data? Consider skills of
making inferences, hypothesizing, generalizing? Do we plan to
teach the uses of the atlas, the dictionary, the globe, maps, charts,
diagrams, and cartoons?

Added to purposes of teaching a unit is the belief that attitudes
are taught by planning. Attitudes, less tangible than the other
two kinds of learnings, seem to come without direct teaching, but
a consciousness that they are being taught is vital to the success
of the learning. What attitude will you foster toward democracy,
voting, safety, conservation, race, "the government", law, and the
hundreds of concepts that make up social studies content?

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Second, unify time, content, and teaching procedures to help students gain insight into their own learning. Plan around the objectives you set and the means you select to evaluate the growth of students during the unit.

Units are designed to encourage greater uses of the inductive method when appropriate for better learning. Students are to gather information from more than one resource that they might learn to compare and contrast sources of data and weigh evidence. Students must be taught to differentiate between relevant and irrelevant data, to perceive relationships, and to make tentative statements. Hopefully, we may lead students to trust and direct themselves and to become more creative in their thinking.

Inductive approaches include using problem-solving and inquiry methods. The use of them implies that students are to become involved in their own learning and take responsibility for the results. This growth alone justifies explaining and using a performance description, called performance criteria, of what a student is to do as evidence that he is learning. Too seldom have we demanded that the efforts of teaching show results in its counterpart, learning by the student.

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Steps for moving from Social Studies Guidelines, K-12 to daily procedures in the classroom:

Step I   Select several appropriate basic concepts from the six social sciences

History
2. Human experience is continuous and interrelated. All men, events, and institutions are the outcome of something that has gone before. Man is a product of the past and is restricted by it.
3. History is a record of problems that men have met with varying degrees of success.

Anthropology
2. Human beings everywhere shape their basic beliefs and behavior in response to the same fundamental human problems and needs.

Sociology
4. Every group tends to develop various social processes and institutions which reflect its values and norms, to give order and stability to relationships among people.

Political Science
1. Society, through political institutions, resolves problems not solved by other institutions.
3. Political ideals, values, attitudes, and institutions develop and change over a period of time.
4. Democracy is a form of government in which decision-making is in the hands of the people who make their desires known through voting, political parties, and pressure groups. Democracy seeks to protect the rights of the individual and those of minority groups.
5. Responsible citizenship involves active participation in the process of governing.

Step II   Translate the broad concepts into specific ones by using the content

1. The political party has changed over time because the ideals, values, and attitudes of the people who make up the party have changed.
2. The political party is a political institution of society.
3. The political party is a way for the citizens to participate in the control of government.
4. The political party depends upon active members for its source of strength.
5. No one political party has always been successful.
6. No one political party has always been a failure.
7. Politics are related to other problems that face society and can be viewed as including aspects of sociology, economics, religion, and international problems and needs.

Step 111   Channel out of the concepts the general objectives that
            provide direction for teaching the unit.

    1. Attitudes
        a. To create an awareness of the student's role as a mem-
            ber of a democracy.
        b. To create an awareness within students that their re-
            sponsibilities are heavier and more demanding than those
            in a totalitarian political system.
        c. To attempt to develop an attitude of tolerance toward
            the ideas of others.
        d. To encourage the student to base his ideas on political
            awareness rather than biased opinions or pre-judgments.
        e. To attempt to build an attitude of appreciation for the
            problems which political parties have faced and an
            acceptance of both parties successes or failures.
        f. To encourage students to use and become a part of
            political organizations to meet their needs as social
            creatures in a complex society.

    2. Knowledge
        a. To help students to gain knowledge by reading, dis-
            cussing, and writing about:
            1) the organization and development of the party
            2) the requirements and responsibilities of the United
                States citizen
            3) the goals of parties and the necessity for informed
                citizenry to set these goals--political, economic,
                and social.
        b. To interest and guide students to independent research
            and to evaluate what they read and hear.

    3. Skills
        a. To encourage students to:
            1) listen courteously and attentively to others' ideas
            2) recognize that there are various ways of looking
                at the same problem
            3) use the methods of a social scientist--polls, sur-
                veys, mock elections
            4) use refe rence material and current periodicals
            5) develop generalizations.
        b. to build an understanding that party politics can and
            do consistently change.
        c. To attempt to read and listen with an open mind to the
            beliefs of others.
        d. To support one's own ideas and beliefs with analytical
            thought.
        e. To build an awareness of political terms and names
            known to the political world.
        f. To make oral and written reports or discussions of their
            views and to be prepared to defend their views logically.

Step IV   Refine general objectives into specific objectives that
          guide the daily planning

   1. To develop a working definition of a political party.
   2. To identify the development of the various political parties
       in the United States.
   3. To explain the framework of the party.
   4. To compare and contrast party goals with party realities or
       practices.

Performance Criteria

1. Students will bring news of candidated and issues to class and
    discuss information.   (interest and motivation)
2. Students will ask about and/or debate about their choice of
    candidates.   (interest and application of knowledge)
3. Students will explain the way a party is organized and question
    where he might fit in.   (fact and personal application)
4. Students will give reasons why parties developed and are needed,
    and how they have developed to present form.   (facts and cause-
    effect relationships)
5. Students will explain some of his specific duties as a United
    States citizen and question how he can use and develop his
    responsibilities.   (fact and application of knowledge)
6. Students will organize and work (art work, speech activities,
    time involved, etc.) for his party in mock election.   (motivation
and application of knowledge)

Suggested Ways to Initiate the Unit

Idea 1

Have pictures of candidates on bulletin board before unit is to begin. Listen to the incidental talk about the candidates and/ or issues.

Idea 2

Write on board a statement of a controversial school issue. Plan directed discussion: (1) What is the problem? (2) Is it controversial? (3) What are the assumptions to be made? (4) What are the major points to be discussed? (5) What are the semantics of the situation--generalities, color-words, "loaded" words? (6) What logic supports each side? (7) Where are the emotional danger zones?

Idea 3

Use an appropriate and timely quote from a politician or political party defining politics. Open discussion in order to arrive at a working definition for the class.

Idea 4

Use word association game and create a potential "political" vocabulary. Say a word to the class, e.g., politics, politician, election, and ask for the first word that comes to mind.

Idea 5

Use front pages of several different newspapers. Compare lead stories. Hypothesize about the politics of the editor and the community. Discern reasons for front page emphasis or de-emphasis, whichever it is. Analyze the use of facts and the implications.

CONTENT	TEACHER DIRECTION

I. Definition of a political party

Prepare bulletin board of candidates:

   A. Facts
  1. Do students recognize the faces?

     1. Goal of party is to control government by winning elections.
  2. Do students know their names and biographical facts?

     2. People are primary power source, the "grass roots".
  3. Do students understand enough about the candidate to predict political behavior if elected?

     3. Party members agree on basic principles of government, such as free elections, federalism...

     4. Party members may disagree on other principles and methods; parties have dissenters and "wings".

Develop needed vocabulary, e.g.,
    politics
    politician
    political party

     5. Compromise is a vital component.

Use a controversial school or local community issue to show how involved some people become, how useful facts can be, how emotions may outstrip logic, and how compromise becomes one means of settling problems temporarily.

   B. Generalization
many types of political parties exist in the United States in the world.

     1. Examples:
       Communist Party (Russia)
       Socialist Party (Sweden)
       Fascist Party (Spain)
       Labor Party (Britain and Canada)

Present a variety of front-page news stories. Note balance in terms of political accounts. Study writing of news slanting in terms of the editor and his columns.

     2. Differences in political parties

Move from local scene to political accounts of national activities. Analyze controversy.

     3. Similarities - does each example fit the definition of a political party?

   C. Summary
Parties arise to meet the need of human beings for political order.

Finally, move to the meaning of international politics. Help students recognize differences among countries and how their ideologies and cultures make international political harmony a never-ending world problem.

Different ideologies result in different party goals.

The United States political party has similarities and differences in terms of other parties in the world.

One chief difference between a United States political party and totalitarian parties is the role of the citizen.

LEARNING ACTIVITIES

Ask students to gather data on candidates.
Use techniques of the social scientist:
    Read to gather data
    Interview sources
    Listen

Add to the bulletin board center so that
information may be gained as a basis for
class discussions.

Use vocabulary in discussions.
Keep a record of words learned and ap-
plied in unit.

Carry out intensive discussions, in small
groups. Hold students responsible for
facts. Help students present facts and
viewpoints courteously and with regard
for feelings, attitudes, and viewpoints
of others. Hold each small group respon-
sible for generalizations and summaries.

Students read and analyze many newspaper
articles - news stories and editorials.
Draw inferences about the community in
terms of the local paper.

Read the historic accounts of political
parties and their development. Keep a
time chart relating effects of economics
and sociology upon political behavior and
changes.

Read accounts of current political activ-
ity in several countries. Students group
themselves in order to study in depth the
meaning of the political scene in, e.g.,
    China
    Spain
    Argentina - or others
Read from contemporary sources and relate
each day's happening in the selected
country. Each group will present its
findings to the class.

RESOURCES

GENERAL BIBLIOGRAPHY

I. Texts and Books:
1. Apathy, Am. Educ. Publications Unit Book.
2. Book of the States, Council of State Gov't, Chicago.
3. Burns, James M., Deadlock of Democracy; Four Party Politics in America: Prentice Hall.
4. Elections '68, Congressional Quarterly.
5. Campbell, Agnes, The American Votes: Wiley.
6. Fenton, Edwin, People and Parties in Politics.
7. Key, V.O., Jr., Politics, Parties and Pressure Groups, 4th ed., New York: Thomas Y. Cromwell Company.
8. Loeb, Marshall and Wm. L. Safire, Plunging Into Politics: McKay.
9. Practical Political Action, The Lincoln Filene Center for Citi-zenship and Public Affairs, Bos-ton: Houghton-Mifflin, 1962.

II. Pamphlets and material to write for:
1. AFL-CIO Committee on Political Education (815 16th St. N.W., Washington, D.C.) How to Win.
2. American Foundation for Continuing Education (19 South LaSalle St., Chicago, Ill.), Case Stories in American Politics.
3. American Heritage Foundation (11 West 42nd St., New York), Good Citizen.
4. American Telephone & Telegraph Co. 195 Broadway, N.Y.), The Primary Step to Your Future.
5. Committee on State Sovereignty, (910 17th St., N.W., Washington 6, D.C.) The Citizen in Politics: A Guide to Precinct Level Action That Will Win Elections.
6. Democratic National Committee, (1730 K. Street N.W., Washington 6, D.C.) (write for information)

CONTENT	TEACHER DIRECTION
II. Development of political parties in the United States	Direct students into forming political parties among class members. Provide a set of guidelines developed through Part I - <u>Definition of a Political Party</u>

II. Development of political parties in the United States

   A. Facts
      1. As soon as opinions over the Constitution became organized parties were developing.
      2. The political party, past and present, has been forced to pay attention to the demands and needs of the people.
      3. In the United States third parties have come and gone as their ideas or men were assimilated into existing programs and groups.
      4. The two-party system has persisted, but different parties have gained or lost control.
      5. Demands and needs of the people change with time and are influenced by many factors such as economic, sociological, international changes.
      6. Review history of parties.
         a. Federalists and Anti-Federalists.
         b. Whigs, Republicans, Democrats...
         c. Third parties.

   B. Generalizations
      In the United States, party development is directly correlated with changes that have taken place in other spheres of thought (economic, sociological)?
      1. Is this generalization true of all political parties? (England's Conservative - Labor Party politics?)
      2. Why must parties change as ideology changes?

   C. Summary
      Despite Washington's warning against the development of factions, parties arose. The parties in the United States have always worked toward the goals of society that have been agreed upon, but citizens need to dissiminate about their needs.

TEACHER DIRECTION

Direct students into forming political parties among class members. Provide a set of guidelines developed through Part I - <u>Definition of a Political Party</u>

Develop understanding of historical account of political parties in the United States. Give some emphasis to backgrounds of third parties, e.g., Know-nothings, Bull Moose, Prohibition.

Direct students in the making of a time line that shows relationships to the rise and decline of parties.

Provide titles of fiction selections on politics past and present. Encourage students to read by offering them illustrative passages demonstrating the challenge of the book.

Explain the role of the political boss in the United States politics. Analyze several examples and encourage and assign wider reading
   1. Boss Tweed
   2. The Pendergast Machine
   3. Huey Long

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LEARNING ACTIVITIES

GROUP PROJECTS
OR
PERSONAL GROWTH ASSIGNMENTS

1. Collect pictures of various aspects
   of political campaigns.
   a. Candidates
   b. Trips
   c. Appearances and speeches
   d. Fund-raising dinners
   e. "Baby kissing"
2. Keep a vocabulary card file or chart
3. Keep a running account of the present
   political campaign. Use a notebook
   or some ingenious system of picture
   collections, news stories, and data.
4. Have a role-playing debate in which
   students representing citizens of
   other countries compare their respon-
   sibilities as voters. (Russia, China,
   Spain, others).

Students outline steps for the forming of
a party. Divide group into two parties.
Develop platforms. Clarify issues. Dis-
cuss officials needed. Set up candidates
and hold an election. Carry out as many
details as possible - campaign slogans,
campaign buttons. Strive for building
a party that gives the welfare of society
top priority.

Add to class growth by reporting individ-
ually or in small groups on third parties.
Have students encourage class to ask
questions of discussants. Post slogans
of the parties.

Develop a time line that can be posted
and referred to at discussion or study
time. A small group of students could
have this responsibility.

Plan panel book reports among groups.

Hold group discussions on the political
boss selected. Follow with total class
on comparing and contrasting political
bosses and their times.

RESOURCES

7. House Document No. 530, (write to
   your Congressmen), Our American
   Government, 1967.
8. Employee Relations, Inc. (19 West
   34th Street, N.Y.), If You Couldn't
   Vote in Free Elections.
9. Harsch, Joseph C., The Role of
   Political Parties, U.S.A. Carrie
   Chapman Memorial Fund, Ind. (5225
   Sycamore Ave., N.Y.)
10. Election Laws, Local Election Board
    in county or precinct. (free)
11. Metropolitan School Study Council
    (525 West 120th St., N.Y.) Partic-
    ipating in Presidential Elections.
12. Republican National Committee (1625
    Eye St. N.W., Washington 6, D.C.)

III. Fiction Books for able readers:
1. Drury, Allen, Advise and Consent,:
   Doubleday.
2. Krebel, Fletcher and Charles W.
   Bailey, Seven Days in May, N.Y.:
   Harper & Row 1962.
3. O'Connor, Edwin, The Last Hurrah,
   Boston: Little, Brown and Company.
4. Orwell, George, Animal Farm.
5. Warren, Robert Penn, All the King's
   Men.

IV. Films
1. State Film Library, Division of
   Supervised Study State University
   Station Fargo, N.D. 58102
   "How We Elect Our Representatives"
   (1963)
   "Voting Procedures (1955)"
   "Political Parties (1952)"
2. Film Library
   South Dakota State University
   Brookings, S.D. 57071

The Hidden Persuaders, Vance Packard

CONTENT	TEACHER DIRECTION

CONTENT

III. Structure of the Political Party
  A. Facts
    1. Relationships exist between and among federal, state and local levels of party.
    2. There are comparisons and contrasts between party offices and elective offices the party seeks.
    3. The individual plays a role within the political party.
    4. The party structure makes informal changes in party structure - convention method, delegate selection...
    5. The party establishes goals for election.
      a. primary vs. general elections
      b. off-year elections
      c. off-year work of the party
    6. The party establishes means to retain its power.

  B. Generalization
    Organizations of groups of human beings have some acceptable structure through which they can function. This framework may be formally or informally altered as time brings changes.
    1. Compare political party organization with the organization of other groups to which you belong.
    2. Contrast these organizations.

  C. Summary
    Human experience has greatly influenced party organization. The parties developed to unite diverse opinions; there have been successes and failures. Parties change and reshape themselves.

TEACHER DIRECTION

Present overhead transparency on party structure at levels of government. Stress the citizen and voter who are supporting the pyramids of both government and the party. (See Addenda: Party Structure vs. Government Structure)

Plan written experience for students to help determine whether information discussed by students is merely verbalized or whether it has meaning. For example, ask for a paragraph that might begin:
"If I were a member of the ____ party today, I would urge the following plank in the party platform because ____."

Evaluate paragraphs with students

Encourage students to analyze the human need for order. Give many examples:
  1. Knowledge is classified
    a. History is an orderly chronicle
    b. Sciences have their taxonomies
    c. Linguists seek to help us know our language by giving it order
  2. Groups choose a pattern of organization
    a. Families
    b. Clubs
    c. Societies
    d. Business
    e. Government
  3. Historically, patterns and orders change

How does a change in one part of a structure affect other parts?
Give several analogies:
  1. Remodeling a house
  2. A plan for using farmland
  3. A guaranteed income for every person

Is there an ideal form of selecting political leaders? Create controversy and require students to give reasons, to use logic, and to support their statements.

Hold buzz sessions to examine viewpoints of party decision.

Learn the levels of the structure to the
degree of being able to describe like-
nesses and differences. Locate names of
people presently identified with the
structure - county committee chairman,...

Invite a party leader to come as a guest
speaker. Arrange for student committee
to interview him for local paper. Hold
open question period for the class mem-
bers who have prepared questions before
the guest arrives.

Read and discuss party duties and re-
sponsibilities. Students consider roles
that might possibly interest them.

Students will apply learnings through a
brief written paragraph.

Review and recall the kinds of family
organizations (See 7th year program).
Describe organization or various groups
to which you belong. How would you make
changes?

Discuss changes that might improve
national politics. Trace back through
the basic structure to find what else
must change - electoral college, e.g.,

Discussion of the ways to improve the
selection of political leaders in a
democracy.

Buzz session about such a problem as:
"What should a party member do if a
candidate he does not approve of is
endorsed by the party?"

CONTENT	TEACHER DIRECTION

CONTENT

IV. Party goals and party realities in the United States.
  A. Facts
    1. The party is a component of the election process.
    2. Campaigns, with reference to public influences, have problems.
    3. Party leaders and candidates have roles and duties.
    4. The role of the citizen-voter is vital to party strength.
    5. At each level of government election laws exist, e.g.,
      a. Electoral college controversy
      b. Run-off elections
    6. Current news offers party stories in action.
    7. The local community and the state serve as areas of study

  B. Generalizations
    "No party can be stronger than its weakest members." -
    The key to successful parties rests with active citizens.
    1. From students' experiences what school activities seemed most successful? Why?
    2. Can any group of people or organization reach its goals without the people in the group participating or contributing. In what ways does this apply to political parties?

  C. Summary
    Problems of the political party are correlated with problems of democracy in general. Citizens must be responsible. Citizens who are responsible must not only be aware and informed, but be analytical. They cannot afford to believe repetitive words; rather they seek objectivity, logic and truth.

TEACHER DIRECTION

Prepare a bulletin board of political cartoons. Identify the election year, the issues involved and the political parties. (Stretch these across an historical era, e.g., 1900-1925) Use pictures on opaque projector if necessary.

Teach the importance of election laws by describing several
  1. Colonial days
  2. Regarding sex
  3. Regarding religion
  4. Regarding taxes

Encourage students to be aware of role of Supreme Court decisions.

Teach students by examples, the danger of fallacies, the tricks of semantics, and the power of persuasion
  1. Glittering generalities
  2. False analogies
  3. Name calling
  4. Others --

Give practice in clarifying the abuse of language when used to deliberately mislead people. Have a dozen or more sentences for students to rewrite - on the board, mimeo copies, or overhead transparency.

Discuss cartoons. Each small group
might work with only one or two. Later,
the class can put together the series
for total learning. Define the issues
and clarify the outcome of the election.

Extend knowledge of election laws by
reading resources. Look at former re-
strictions and trace changes - discrim-
ination against race and sex, e.g.

Lead into a controversy of the voting
age today. Should the age be lowered?
To 19 years? To 18 years?

Clip from newspapers and contemporary
magazines information pertinent to elec-
tions. Keep the bulletin board alive.

Find additional example in current
publications, campaign speeches, adver-
tising:
  1. Glittering generalities
  2. False analogies
  3. Name calling
  4. Other fallacious reasoning

Rewrite sentences to express ideas ob-
jectively.

Group Projects
or
Personal Growth Assignments

1. Hold a mock election, either a
   primary convention, or general elec-
   tion, and include as many activities
   of the party as possible - campaign
   techniques, writing up ballots, or-
   ganizing election day workers...
2. Organize a student government day
   with local officials. Do not neg-
   lect appointive power.
3. Write a nominating speech of a pre-
   ferred candidate.
4. Poll the community on current or
   past election and analyze results.
5. Plan a get-out-and-vote campaign
   for the next election.
6. Make a field trip to campaign head-
   quarters.

Evaluation

I.   Student self-evaluation
     A. Can each student analyze his growth in information and in skills?
     B. Does each student express his own need for further growth?
     C. Does each student indicate interest (by out-of-school reading and dis-
         cussions) in government?

II. Teacher evaluation of students
     A. Listen to students' expressions of ideas (and/or changes in viewpoints).
         1. In buzz sessions
         2. Class discussions
         3. Debates
         4. Incidental discussions with other students
     B. Observe the application of principles during mock elections
     C. Check growth in the ability to organize and classify data concerning the
         outline of a structured summary of responsibilities of the United States
         citizen.
     D. Check quality and quantity of individual work done with vocabulary and a
         political notebook.
     E. Give objective test over party politics and political vocabulary.
     F. Give subjective test with essay questions on basic party structure and
         goals.
         Example: Explain the following statement and tell why you agree (or
         disagree). "Politics ought to be the part-time profession of every
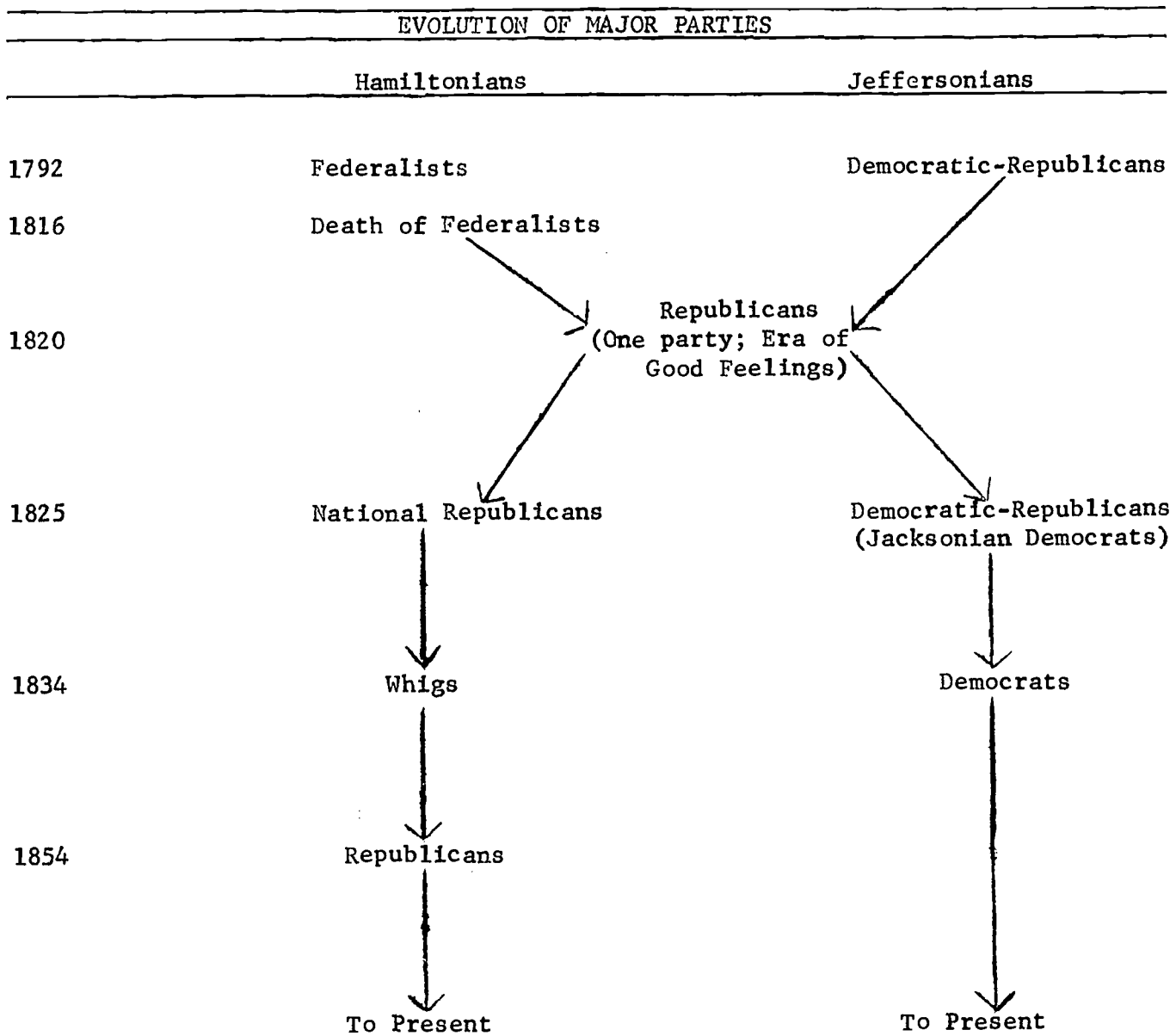   citizen." Dwight D. Eisenhower

III. Teacher self-evaluation
     A. Did my contributions assist students in intellectual growth?
     B. How might I have been more effective in planning and carrying out my
         purposes with students?
         1. Did I express prejudices?
         2. How did I deal with controversy?
         3. Why were some students apathetic?
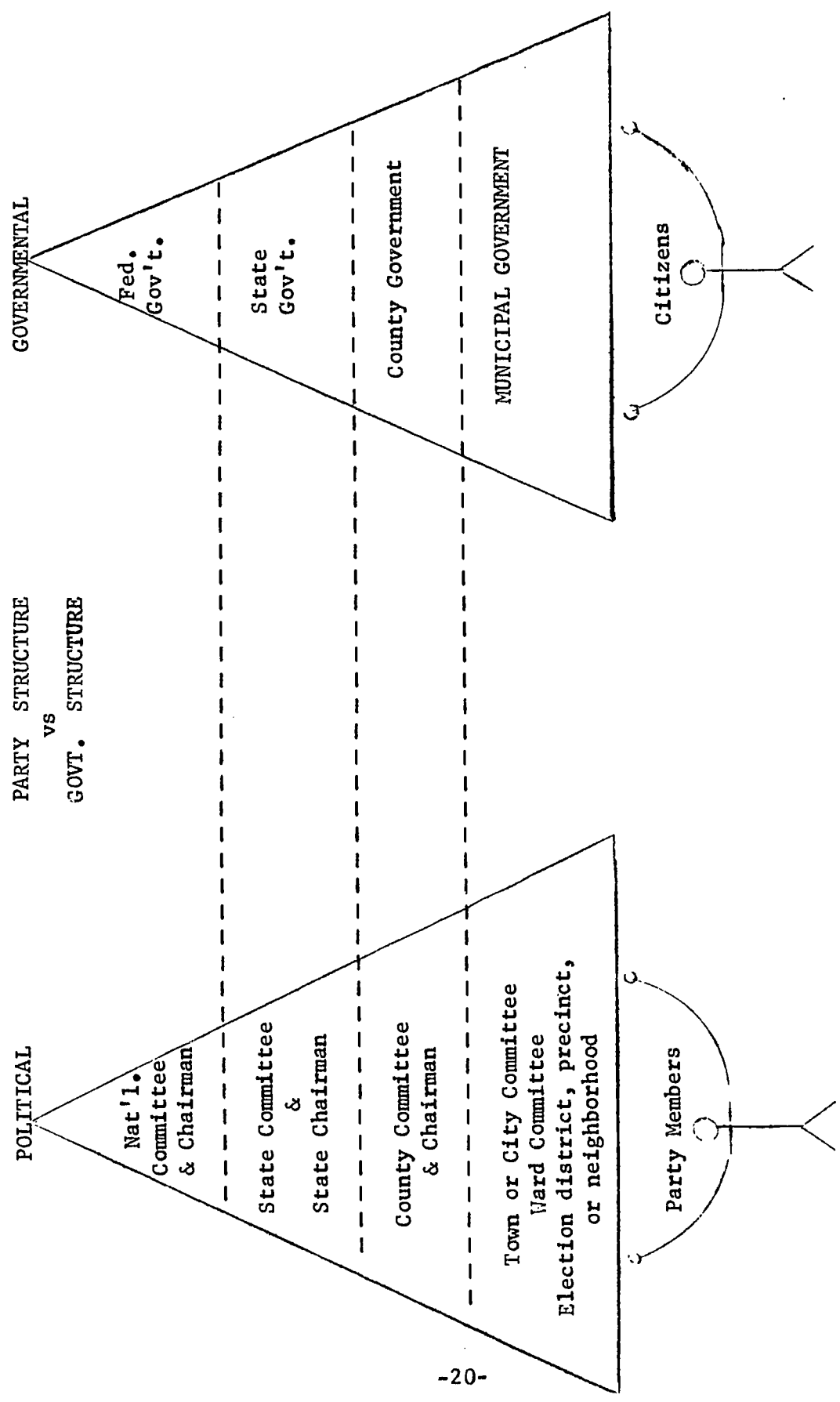   Were the issues discussed not applicable to their experiences.
     C. How can I direct students in applying what they learned as their roles as
         citizens? Do they recognize the importance of their own daily behavior?
     D. How can I build on the objectives that guided us during this unit?

Methods: Part II   Addenda I

EVOLUTION OF MAJOR PARTIES

	Hamiltonians	Jeffersonians
1792	Federalists	Democratic-Republicans
1816	Death of Federalists	

1820   Republicans
                 (One party; Era of
                 Good Feelings)

1825   National Republicans   Democratic-Republicans
                                       (Jacksonian Democrats)

1834   Whigs   Democrats

1854   Republicans

           To Present   To Present

Addenda II

Approach: Part III - A

PARTY STRUCTURE
vs
GOVT. STRUCTURE

POLITICAL

Nat'l.
Committee
& Chairman

State Committee
&
State Chairman

County Committee
& Chairman

Town or City Committee
Ward Committee
Election district, precinct,
or neighborhood

Party Members

GOVERNMENTAL

Fed.
Gov't.

State
Gov't.

County Government

MUNICIPAL GOVERNMENT

Citizens

THE TWO POLITICAL PARTIES, 1793-1800

Federalist Features	Republican (Jeffersonian) Features
Rule by the "best people"	Rule by the informed masses
Hostility to extension of democracy	Friendliness toward extension of democracy
A powerful central government at the expense of states' rights	A weak central government so as to conserve states' rights
Loose interpretation of Constitution	Strict interpretation of Constitution
Government to foster business; concentration of wealth in interests of capitalistic enterprise	No special favors for business; agriculture
A protective tariff	No special favors for manufacturers
Pro-British (conservative Tory tradition)	Pro-French (radical Revolutionary tradition)
National debt a blessing, if properly funded	National debt a bane; rigid economy
An expanding bureaucracy	Reduction of federal officeholders
A powerful central bank	Encouragement to state banks
Restrictions on free speech and press	Relatively free speech and press
Concentration in seacoast areas	Concentration in S. and S.W.; in agricultural areas and back country

SUGGESTIONS
FOR POLITICAL ACTION

(from Practical Political Action)

Precinct Work

Preparing voter index cards and lists
Phone calls (to get people to register and vote)
House to house canvassing
Recruiting party workers
Providing transportation to polls
Poll clerk
Registration clerk
Poll watcher
Registration watcher
Block captain
Precinct Leader

Campaign Work

Publicity
Public speaking
Arranging speaking engagements
Speech writing
Making phone calls (to get people to register and vote)
Distributing literature
Planning and putting out mailings
Manning sound truck
Preparing posters, streamers, etc. and distributing
Designing buttons, car stickers, etc.
Buying time and space in advertising media
Research
Legal work
Filing
Typing

Meetings, Rallies, Social Events

Planning programs
Planning and running money - raising dinners
Acting as MC
Ticket selling
Bookkeeping (receipts and expenditures)
Planning and running a rally
Decorations
Organizing parades
Obtaining speakers
Briefing speakers
Escorting speakers to meeting places

Advanced Work

Ward chairman or leader
Town chairman or leader
County chairman or leader
Campaign manager
Finance chairman, publicity
    chairman, etc.
Serving in an appointive office
    in government
Candidate for office

Poll on Political Awareness of Community

PROCEDURE: Students obtained map of town from Chamber of Commerce and drew up
polling block assignments. Poll was done by interview method.
Students wrote poll by themselves and returned home to criticize
poll and analyze results.

NAME NOT ASKED: but could be volunteered

OCCUPATION:

AGE RANGE: 21-30_____   (check one)
            31-40_____
            41-50_____
            51-60_____
            61-over____

MALE or FEMALE (circle one)

Which of the following candidates do you favor for the Republican and the Demo-
cratic Nomination?   (check one in each column)

_____Stassen	_____LBJ	_____Wallace
_____Nixon	_____McCarthy	_____Other
_____Reagan	_____Humphrey	
_____Rockefeller	_____Rusk	
_____Romney	_____Clifford	
_____Kirk	_____Other_____	
_____Other_____		

(students had place to comment on how well person knew names, etc.)

Are you a registered voter?   Yes   No   (circle one)
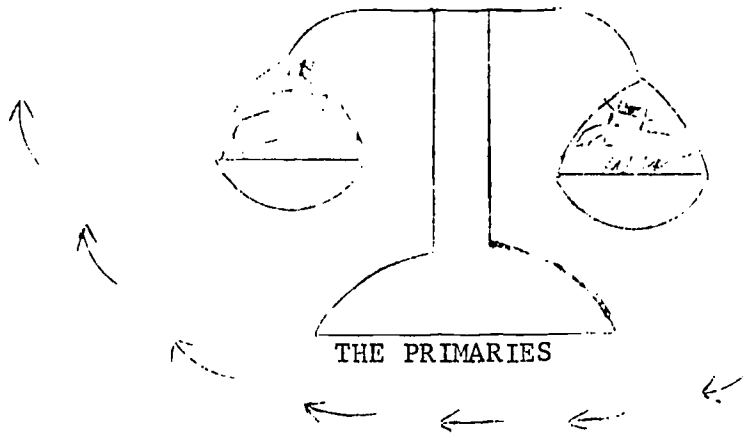   (students shocked at answers: "Yes, I'm a U.S. citizen.")

Did you vote in the last election?   Yes or No

Who do you think will win the upcoming election?

What general policy do you favor in Viet Nam?   _____escalate
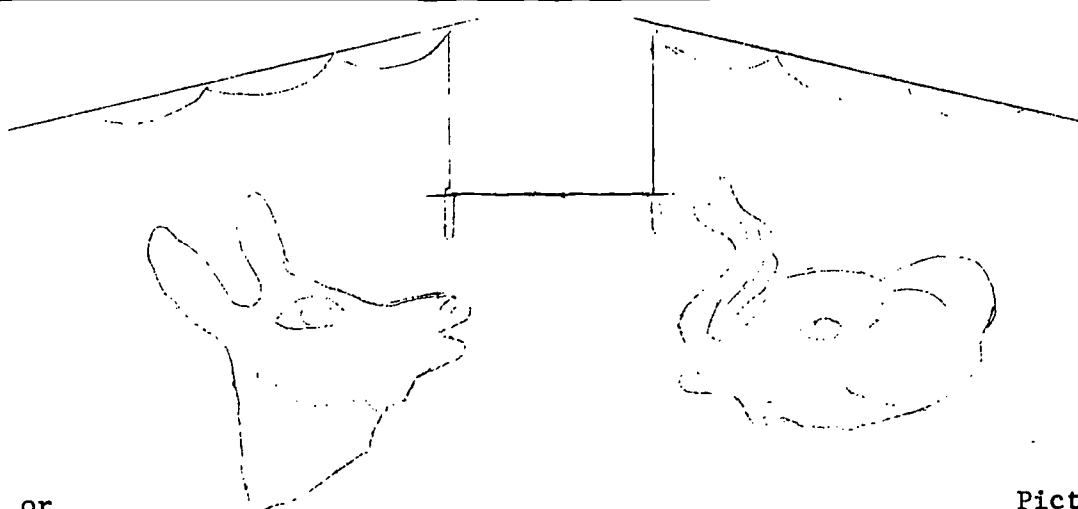   _____de-escalate
                                                       _____remain the same

BULLETIN BOARD: POLITICAL PARTIES   Addenda V

SCALE

List Primary States
and dates in order.

THE PRIMARIES

Pictures or   Pictures or
News articles   News articles

THE POLITICAL
CATOON

PREFERABLY
STUDENT DRAWN

| DEATH OR WAR | | PEACE |

| UNCLE SAM | | JOHN Q. PUBLIC | | CURRENT PRES- IDENT |

TYPICAL POLITICAL CARTOON SYMBOLS IN MIDDLE