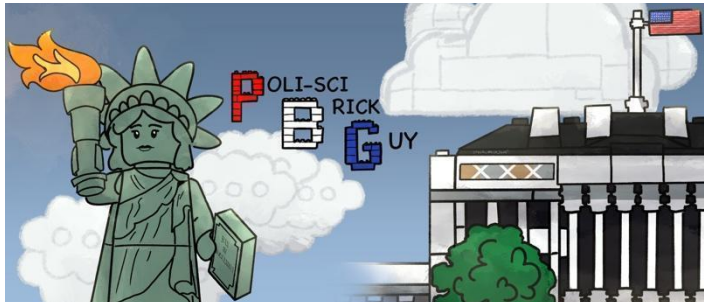




Lesson Plan: Political Parties in Elections and in Government

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Overview	In this lesson, students will examine the principles of <i>Federalist No. 10</i> by analyzing James Madison's argument about factions and the constitutional mechanisms designed to limit their influence. Students will then explore how modern linkage institutions—political parties, elections, interest groups, and the media—connect citizens to government while shaping political participation and public policy. Through discussion and document analysis, students will evaluate the extent to which Madison's ideas about factions remain relevant in contemporary American politics.
Essential Questions	● Why did Madison believe factions were inevitable? ● How does the Constitution limit the dangers of factions? ● Do linkage institutions strengthen democracy or create more factionalism?
Lesson Objectives	1. Explain Federalist No. 10 and Madison's argument about factions. 2. Define and identify the four major linkage institutions: ○ Political parties ○ Elections ○ Interest groups ○ Media 3. Analyze how linkage institutions both control and amplify factions. 4. Apply Madison's ideas to contemporary political examples.

Suggested Unit in A.P. Government	Unit 5.3
Core Skills Used	4, Source Analysis
Activity Duration	45-60 minutes
Materials	● <i>LEGO Video</i>: Political Parties in Elections and in Government ● Student Activity Handout ● Federalist 10 Excerpt
Procedure	Warm-up (5 min.): Ask students to respond to the following prompt: "Special interest groups have too much influence in American politics." Do they strongly agree, agree, disagree, or strongly disagree? They should defend their response in one sentence. Tell them that one of the founders predicted this problem.
	Discussion and student work (40-55 min.): 1. Show <i>LEGO Video</i>: Political Parties in Elections and in Government 2. Have students participate in the following using the Student Activity Handout. 3. What is a faction? Sample answer: A group of citizens united by a common interest or passion that may work against the rights of others or the public good. Examples: ● Labor unions ● Business organizations ● Environmental groups ● Gun-rights organizations ● Political parties 4. What was Madison's main argument about factions? Sample answer: People naturally form factions because they have different wealth, religions, opinions, and occupations. Since factions are unavoidable, government must control their effects—not eliminate them. 5. Ask students to complete the following chart. Be sure to emphasize that in a Large republic there are many competing interests so it is harder for one faction to dominate.

	Problem	Madison's Solution															
	Factions are inevitable	Large republic															
	Majority faction can oppress minorities	Representative government															
	Too many interests compete	Pluralism prevents domination															
	6. Hand out copies of the Federalist 10 Excerpt. Students should ● Highlight Madison's definition of faction. ● Circle the causes of factions. ● Underline proposed solutions. 7. Have students work with a partner to answer the following questions. ● Why can't factions be removed? ● Why is a large republic better than a small one? ● How does representation reduce the danger of majority rule? 8. Ask students, "If factions still exist today, how do they communicate with government?" Introduce linkage institutions, organizations that connect the public to government. There are 4 required AP examples: 1. Political parties 2. Elections 3. Interest groups 4. Media 9. Ask students to fill in the following chart as you discuss together. <table border="1"> <thead> <tr> <th>Linkage Institution</th> <th>Controls Factions</th> <th>Encourages Factions</th> </tr> </thead> <tbody> <tr> <td>Parties</td> <td>-- Organize competing interests</td> <td>-- Increase polarization</td> </tr> <tr> <td>Elections</td> <td>-- Hold leaders accountable</td> <td>-- Mobilize competing groups</td> </tr> <tr> <td>Interest Groups</td> <td>-- Represent diverse voices</td> <td>-- Special interests dominate</td> </tr> <tr> <td>Media</td> <td>-- Inform citizens</td> <td>-- Spread partisan viewpoints</td> </tr> </tbody> </table> 10. Ask students "Would Madison believe today's linkage institutions solve the problem of factions—or make it worse?"		Linkage Institution	Controls Factions	Encourages Factions	Parties	-- Organize competing interests	-- Increase polarization	Elections	-- Hold leaders accountable	-- Mobilize competing groups	Interest Groups	-- Represent diverse voices	-- Special interests dominate	Media	-- Inform citizens	-- Spread partisan viewpoints
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