

**Delaware Recommended Curriculum**

**Library of Congress  
Teaching Civics with Primary Sources Grant Project**

This lesson has been created as an exemplary model for teachers in (re)design of course curricula. This model lesson has undergone field testing and a jurying process to ensure alignment to Delaware Civics and Common Core Standards.

**Lesson Title:** "Set in Their Ways" – Why Political Parties Rise and Fall (Case Study)

**Designed by:** Fran O'Malley

**Content Area:** Civics

**Grade Level:** 9–12

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**Summary of Lesson**

This lesson offers a case study on the rise and fall of a political party (i.e., the Progressive or "Bull Moose" Party). Students will analyze historical materials (primary and secondary sources) in preparation for drawing conclusions about reasons for the emergence and collapse of parties.

**Estimated Time to Complete**

Procedure (estimated times to complete)

I.	Election Data Analysis	10 minutes
II.	Background Information	10 minutes
III.	Image Analysis – Set in Their Ways	25 minutes
IV.	Timeline Analysis	10 minutes
V.	Document Analysis – Progressive Platform	15 minutes
VI.	Common Core Integration/Extension	45 minutes
VII.	Thinking Chronologically – Analyzing Causes	40 minutes
VIII.	Assessment	

**Resources Needed:**

- Copies of Resources #1–7 (Resources #1,2,4 and 7 can be projected instead of copied.).
- Optional: Magnifying glasses for students to analyze Resource #2.

**Stage 1 – Desired Results**

What students will know, do, and understand.

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**Delaware Content Standards**

Civics Standard Two 9–12a: Students will examine and analyze the extra-Constitutional role that political parties play in American politics.

**Big Ideas**

- Evolution and collapse of political parties.
- Rhetoric.

**Lesson Enduring Understandings**

Generally speaking, political parties will emerge in any democratic society committed to majority rule as organized majorities are needed to advance public policy goals. At a more specific level, new political parties may emerge, and existing parties collapse, when existing parties fail to address or carry out the will of a sizeable and active segment of the citizenry in a democracy. Other variables such as party unity, leadership, organization, and funding also contribute to the success or demise of parties.

**Lesson Essential Questions**

- Under what conditions might political parties emerge or collapse?

**Knowledge and Skills**

Students will know...

- Reasons for the rise and fall of political parties.

Students will be able to...

- Analyze charts and other visual materials.
- Identify and apply categories and types of rhetoric.

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### Stage 2 – Assessment Evidence

Evidence that will be collected to determine whether or not Desired Results are achieved.

#### Assessment Task

Preparation for Task: Project or distribute images of **Resource #7: The Washington Herald, Sunday, June 11, 1916** available at <http://www.loc.gov/rr/program/bib/elections/election1916.html>.

Text structure and text features go hand in hand with comprehension. Ask students to think about how the text (i.e., newspaper) is laid out and the features of the text (e.g., articles in columns—typically columns running vertically down the page, text boxes, headlines, bold print, illustrations/photos, etc.).

Ask students, how do newspapers signal to readers what they consider—and want you to consider—important? Give students time to scan the newspaper and field responses. Students may suggest important features such as headlines, special print (e.g., bold), font size, photographs, where items appear on the page (e.g., top vs. bottom), and subtitles.

Then, ask them to identify what they consider to be the two to four “most” important pieces of information found on the front page of the June 11, 1916 edition of *The Washington Herald*. Remind them that they are investigating reasons for the rise and fall of political parties and, in particular, the Progressive Party.

Discuss the students’ findings.

#### Essential Question Measured by the Assessment Task:

- Why do political parties emerge and collapse?

<b>Prior Knowledge</b>	Now that you understand reasons for the rise and fall of political parties and something about rhetoric...
<b>Problem</b>	The Republican Party split into two parties in <b>1912</b> (Republican and Progressive). The split in the Republican Party helps explain why the Democratic Party won the presidential election that year.
<b>Role/ Perspective</b>	It is now October of <b>1916</b> and the next presidential election is a month away. You are editor of the Editorial Page for a newspaper that supports the Republican Party.
<b>Product/ Performance</b>	An editorial is a newspaper article that argues a position on a topic. Write an editorial explaining why the Progressive Party is destined to fail and, therefore, why those who joined that party should return to the Republican Party.
<b>Criteria for an</b>	<ul style="list-style-type: none"><li>• Demonstrates an understanding of reasons why political parties emerge and collapse.</li><li>• Applies understanding of rhetoric to persuade.</li></ul>

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<b>Exemplary Product</b>	<ul style="list-style-type: none"><li>• Free of mechanical errors that might interfere with comprehension.</li></ul>
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**Rubric**

<b>Scoring Category</b>	<b>Score Point 1</b>	<b>Score Point 2</b>	<b>Score Point 3</b>
<b>Development of Argument</b>	Claim is inappropriate, not persuasive, or lacks sufficient evidence.	A clear claim is partially supported by evidence.	A clear claim is supported persuasively by evidence.
<b>Evidence of Content Knowledge</b> (reasons for emergence of political parties)	Little evidence of understanding causes for emergence of parties is provided.	Evidence of understanding causes for emergence of parties is provided and somewhat convincing.	Evidence of understanding causes for emergence of parties is provided and convincing.
<b>Evidence of Content Knowledge</b> (reasons for collapse of political parties)	Little evidence of understanding causes for collapse of parties is provided.	Evidence of understanding causes for collapse of parties is provided and somewhat convincing.	Evidence of understanding causes for collapse of parties is provided and convincing.
<b>Rhetoric</b>	Rhetoric is used ineffectively. Editorial is not very persuasive.	Rhetoric is used to produce a somewhat persuasive editorial.	Rhetoric is used impressively to produce a highly persuasive editorial.
<b>Mechanics</b> (spelling, grammar, punctuation, etc.)	Many errors that interfere significantly with comprehension.	Some errors that interfere little with comprehension.	Few, if any, errors that do not interfere with comprehension.

### Stage 3 – Learning Plan

Design learning activities to align with Stage 1 and Stage 2 expectations.

#### Lesson One:

#### Essential Question

- Under what conditions might political parties emerge or collapse?

#### Instructional Strategies

##### Introducing the Assessment

For the Teacher: Given that this lesson is designed for a civics class in which students may lack sufficient prior knowledge of American history to comprehend the assessment task, you may want to delay a detailed explanation of the task until after completing the lesson. It may be best to simply tell students that, at the end of the lesson, they will be asked to write a persuasive editorial aimed at getting people to abandon one political party and return to one that they left previously.

#### I. Election Data Analysis

- a. Project and/or distribute copies of **Resource #1: Presidential Election Data 1908–1916**. Ask students...
  - i. What stayed the same across the three presidential elections? (Various answers possible, but highlight the presence of the Republican, Democrat, Socialist, and Prohibition Parties.)
  - ii. What changed over time across the three presidential elections? (Draw attention to the appearance then disappearance of the Progressive Party.)
- b. Tell students that this lesson's goal is to help them understand some reasons why political parties rise and fall, and that they are going to generate reasons through a case study of the turn of the 20<sup>th</sup> Century Progressive or "Bull Moose" Party.

#### II. Background Information – Contextualizing

Introduce Strategy II by explaining Progressivism (sample overview in shaded box below).

Note: Field testing suggested that it may be best to limit the background information to the first, second, and last paragraphs in the boxed text below.

##### Progressivism

Progressivism has been described alternately as a movement or a "spirit" that sprung up in parts of the United States between 1890s and 1920 (approximately). Generally speaking,

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Progressives pushed for reform and modernizing.

Major goals of Progressivism included (a) cleaning up corruption in government (political party machines); (b) more direct democracy that allowed the people to bypass corrupt, party-controlled legislatures through reforms such as the initiative, referendum, direct elections, primary elections; (c) regulating or breaking up monopolies; (d) prohibition; and (e) women's suffrage.

Progressives also launched major efforts to reform education, child labor, the quality of food & drugs, and the quality of working and living conditions.

Progressive reformers lobbied effectively for the ratification of four "Progressive" Amendments to the United States Constitution:

- Sixteenth Amendment: Introduced the federal "progressive" income tax that taxed richer people at higher rates than poorer people.
- Seventeenth Amendment: Instituted the direct election of U.S. senators.
- Eighteenth Amendment: Prohibited the sale and consumption of alcohol.
- Nineteenth Amendment: Granted women's suffrage.

Progressivism had many leaders in different areas of reform, but perhaps the most ambitious, charismatic, and unifying political leader was Republican President Theodore Roosevelt. Although TR affiliated with, and owed much of his political success to the Republican Party, he had little patience for those who appeared unwilling or unable to carry out his vision of Progressive reform.

### III. Image Analysis – "Set in Their Ways"

- a. Project and distribute copies of **Resource #2: Puck Magazine's "Set in Their Ways"** available at <http://www.loc.gov/pictures/item/2011648985/>.
- b. Think-Pair-Share: The Library of Congress offers a series of tools that guide students through analyses of different types of primary sources. (Access the tools at <http://www.loc.gov/teachers/usingprimarysources/guides.html>.)

**Resource #3** (below) offers an adaptation of the Library's "Analyzing Political Cartoons" tool. Distribute copies of Resource #3 and have students work independently, then in pairs, to discuss responses to the questions that appear on Resource #3. [The Library of Congress Primary Source Analysis Tool webpage cited above offers links to pages that allow students to enter their responses either online or on a PDF document (see "[Primary Source Analysis Tool](#)" and "[PDF version](#)").]

Have students share responses to Resource #3 questions in whole group.

Note: It may be helpful or even necessary for students to have a magnifying glass to decipher the words in the drawing. Perhaps a colleague who teaches science can loan them to you.

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### For the Teacher:

Summary of the Cartoon: The “Set in Their Ways” illustration features symbols of the two major parties: an old man labeled “Republican Reactionary” (see tail scarf) and an old woman labeled “Democratic Reactionary” (see text on her coat) standing still together and looking up at a dirigible labeled “Progressive Policies.”

The caption of the cartoon reads:

“Set in Their Ways”  
“Well, the young folks may go if they want to, but they'll never get  
you and me in the breakneck thing.”

For purposes of this lesson, the Puck cartoon shows the Republican and Democratic Parties as a couple of extreme conservatives who are unwilling to ride with the winds of progressive reforms. The couple is “set in their ways,” wedded to the old guard who are stereotyped as corrupt political and business interests. The Progressive Party and its policies, symbolized by the modern technology (dirigible) of the day, are presented as keeping pace with the times—progressing and/or passing over the two traditional parties.

### IV. Timeline Analysis

Distribute copies of **Resource #4: Timeline of Presidential Election Activity (1900–1912)**. Tell the students that the timeline highlights some events in the political life of President Teddy Roosevelt (1900–1912). Have students work with a partner to read through the information on the timeline with an eye toward finding other reasons why *the Progressive Party formed*. Discuss students’ findings.

### V. Document Analysis – Progressive Party Platform.

Distribute copies of **Resource #5: Excerpt from the Progressive Party Platform (1912)**. Draw attention to the Word Box at the top of p. 16, Resource #5. It provides definitions of terms in the excerpt that may be unfamiliar. Have the students read the excerpt from the Progressive Party Platform. Ask students to answer the questions on the bottom of Resource #5 (p. 15 below) then review their responses in whole group.

Options: Have students read the Platform excerpt while playing a recording of TR orating it as “Progressive covenant with the people.” The recording is available via the Library of Congress website at <http://www.loc.gov/item/99391565/> (stop points 00:03 to 00:59). Alternatively, have students “listen closely” to the recording *without* the support of the text and see how well they can comprehend the text prior to providing it in print format.

### Optional Common Core Integration/Extension

(Can be completed during or after the lesson.)

Common Core reading and listening standards establish expectations for students to “determine” and “evaluate” rhetoric. Students in grades 9–10 should be able to analyze how an author uses rhetoric to advance a point of view or purpose

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(CCSS.ELA-Literacy.RI.9-10.6), and evaluate a speaker's rhetoric by identifying any fallacious reasoning or exaggerated/distorted evidence (CCSS.ELA-Literacy.SL.9-10.3).

Rhetoric is the art or skill of writing or speaking persuasively with an eye toward modifying the perspectives of others. The language of rhetoric that is used to influence people can, but need not, be honest or reasonable. The Progressive Party platform, delivered by Teddy Roosevelt, offers social studies teachers opportunities to teach and analyze rhetoric. By analyzing rhetoric, students are better able to recognize how others (e.g., candidates for office) are trying to persuade (or manipulate?) them, and how the students themselves might use rhetorical devices to communicate more persuasively.

There are three categories of rhetoric and a range of rhetorical devices. They include **imagery, symbolism, irony, humor, allusion, bandwagon, exaggeration, nostalgia, propaganda, appeal to authority, repetition, simile, personification, sound patterns, rhetorical questions, idioms/clichés and foreshadowing**. If interested, you can access more sizeable lists by simply Googling "rhetoric devices."

**Important:** Students need not know the formal terms associated with the categories or devices (e.g., "logos" or "irony") but should be able to explain rhetorical strategies and recognize and evaluate texts on the bases of those devices. The **important expectations are** that a student should be able to explain:

- **What a text is trying to do.**
- **His or her (or an audience's) reaction to a text.**
- **How the author or text is attempting to cause that reaction.**

The categories of rhetoric and a few commonly used rhetorical devices appear below. Introduce and explain them and then have students answer the Common Core Extension questions on the bottom of pages 16–17, Resource #5.

### Categories of Rhetoric

- Logos is persuading by the use of reasoning.
- Pathos is persuading by appealing to a reader's or audience's emotions.
- Ethos involves an author or speaker's ability to persuade or convince by establishing his or her credibility (source credibility). This can be done by establishing one's moral character, expertise, reputation, prior history, etc. Writers or speakers do not always have to establish their credibility as the audience may have already concluded that it exists.

### Sample of Rhetorical Devices

- Alliteration – Repeats the same words or sounds at the beginning of words or sentences.
- Analogy – Compares two different things that have some similar characteristics
- Antithesis – Makes a connection between two things.
- Enumeration – Makes a point with details.
- Hyperbole – Is an exaggeration.
- Metaphor – Compares two things by stating one is the other.
- Parallelism – Uses words or phrases with a similar structure.
- Simile – Compares one object to another (e.g., he smokes like a chimney).

Source: <http://examples.yourdictionary.com/examples-of-rhetorical-devices.html>.

**Optional Extension:** Consider showing students video recordings of great speeches given by political party leaders over the years.

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### Possible Examples:

- Ronald Reagan's 1980 Acceptance Speech at <http://www.c-span.org/video/?4055-1/1980-presidential-acceptance-speech> (stop points 4:47–8:19).
- Barbara Jordan's Keynote Speech at 1976 Democratic National Convention (stop points 6:51–11:23) at [http://www.youtube.com/watch?v=Bg7gIIX\\_-k](http://www.youtube.com/watch?v=Bg7gIIX_-k).
- Mario Cuomo's 1984 Speech at Democratic National Convention (stop points 3:30–7:48) at <http://www.youtube.com/watch?v=kOdIqKsv624>.

Then ask:

- a. Which rhetorical devices is the speaker using?
- b. Do you believe that rhetoric has the potential to contribute to the birth, continuation, or collapse of a political party? Can you think of any examples of where it may have?

### **VI. Thinking Chronologically – Analyzing Causes (of collapse)**

Remind students that the purpose of this lesson is to develop an understanding of reasons why political parties emerge and collapse. They are searching for reasons through a case study of the most successful third party in United States history. In Activities III–V they investigated causes for the emergence of the Progressive Party. Now, the students are going to read about reasons historians have given for the collapse of the Progressive Party.

Distribute copies of **Resource #6: Causes of the Collapse of the Progressive Party**. Read the directions on **Resource #6** while students follow along. Then, give students time to work with a partner to fill in responses for the prompt on the right-hand column of the chart.

Review responses.

Debrief/Synthesize. Lead a class discussion around the following questions:

- Overall, did you conclude that the causes given for the collapse of the Progressive Party by 1916 are likely or unlikely to contribute to the collapse of **any** political party?
- Which causes of collapse appear most “toxic” to a political party? Explain.
- Which causes of collapse appear to be unique (or not transferrable beyond) to the Progressive Party? Explain.

### **VII. Administer Assessment** – See pages 3–4 above. Review the rubric with students, and then go over the assessment task.

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## Common Core State Standards

### CCSS.ELA-Literacy.RH.9-10.2

Determine the central ideas or information of a primary or secondary source.

### **Reading Informational Text**

#### CCSS.ELA-Literacy.RI.9-10.6

Determine an author's point of view or purpose in a text and analyze how an author uses **rhetoric** to advance that point of view or purpose.

### **Speaking and Listening**

#### CCSS.ELA-Literacy.SL.9-10.3

Evaluate a speaker's point of view, reasoning, and use of evidence and **rhetoric**, identifying any fallacious reasoning or exaggerated or distorted evidence.

### References

Milkis, S. M. (2009). *Theodore Roosevelt, the Progressive Party, and the Transformation of American Democracy*. Lawrence, Kansas: University of Kansas Press.

Morison, E., Blum, J., Chandler, A., & Rice, S. (Eds.). (1954). *The letters of Theodore Roosevelt*. Cambridge, MA: Harvard University Press.

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**Resource #1: Presidential Election Data 1908–1916**

**1908 Presidential Election Results**

Presidential Candidate	Political Party	Popular Vote	Electoral Vote
William Taft	Republican	7,678,335	<b>321</b>
William Bryan	Democratic	6,408,979	<b>162</b>
Eugene Debs	Socialist	420,852	<b>0</b>
Eugene Chafin	Prohibition	254,087	<b>0</b>

**1912 Presidential Election Results**

Presidential Candidate	Political Party	Popular Vote	Electoral Vote
Woodrow Wilson	Democratic	6,294,284	435
Theodore Roosevelt	Progressive	4,120,609	<b>88</b>
William Taft	Republican	3,487,937	8
Eugene Debs	Socialist	900,742	0
Eugene Chafin	Prohibition	208,115	0

**1916 Presidential Election Results**

Presidential Candidate	Political Party	Popular Vote	Electoral Vote
Woodrow Wilson	Democratic	9,130,861	<b>277</b>
Charles Hughes	Republican	8,549,700	<b>254</b>
Allan Benson	Socialist	590,190	<b>0</b>
James Hanly	Prohibition	221,302	<b>0</b>

Note: Only candidates receiving at least one percent of the popular vote and at least one electoral vote are presented on the charts above as the point of the lesson is simply to help students understand reasons for political parties rising and falling through the lens of one case study (i.e., the Progressive Party).

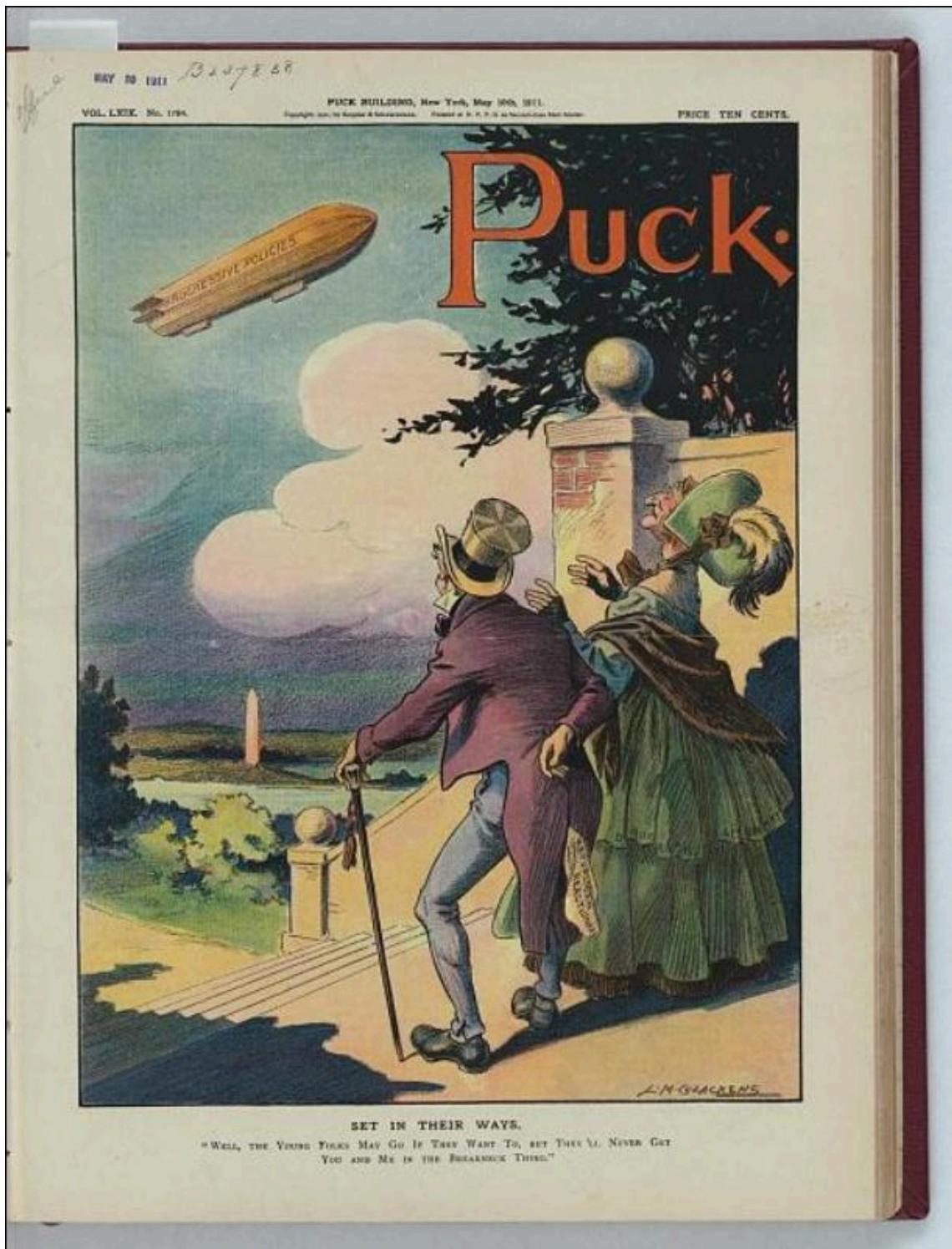
Discussion Questions

- What changed over the course of the three presidential elections?
- What stayed the same over the course of the three presidential elections?

Charts adapted from <http://uselectionatlas.org/RESULTS/>.

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**Resource #2**



**Source:** Photomechanical Print titled "Set in Their Ways" by L. M. Glackens. N.Y. Published by Keppler & Schwarzmann, Puck Building, 1911 May 10. from Library of Congress at <http://www.loc.gov/pictures/item/2011648985/>.

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### Resource #3: Image Analysis Tool

#### Observe

1. Describe what you see.
2. What people are shown?
3. What might the people symbolize?
4. What objects are shown?
5. What might the objects symbolize?
6. What words or sentences appear with the cartoon?
7. What messages are communicated by the words?

#### Reflect

1. What is happening in the cartoon?
2. What was happening when the cartoon was made?
3. What issue do you think this cartoon is about?
4. What message is the cartoonist trying to communicate? What evidence from the magazine cover supports your conclusion?
5. What do you think is the cartoonist's point of view?

#### Question

What are you wondering about the cartoon?

\*Who?  
\*What?  
\*When?  
\*Where?  
\*Why?  
\*How?

#### For Further Investigation

Think about the point of view of the cartoonist. Draw how the cartoon might look if it had been created by a cartoonist with a different point of view.

Adapted from Library of Congress Teacher's Guide: Analyzing Political Cartoons  
(<http://www.loc.gov/teachers/primary-source-analysis-tool/>).

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**Resource #4: Timeline of Presidential Election Activity**

**Timeline**

1900	Republicans William McKinley and Theodore Roosevelt elected President and Vice President, respectively.
1901 (9/5)	President McKinley assassinated. Teddy Roosevelt (TR) assumes the presidency and begins an aggressive program of reform.
1904	TR elected President and states that he would not run again in 1908.
1908	Republican William Howard Taft elected President.
1909	Payne Aldrich Tariff lowers tariff rates but not nearly as low as many reformers wanted.
	President Taft fires Gifford Pinchot (TR's conservationist friend) after Pinchot leaks a story to the press alleging a land scandal involving Taft's Secretary of the Interior.
1912	TR challenges Taft to be the Republican Party's nominee for the presidency & wins <i>every</i> primary election and <i>all but one</i> caucus.
1912 (6/22)	Republican Party re-nominates William Howard Taft as its presidential candidate at their nomination convention in Chicago. TR supporters bolt the convention and the Republican Party.
1912 (August)	TR and supporters return to Chicago for a convention and form the Progressive or "Bull Moose" Party with TR as its candidate.
1912 (10/14)	TR shot in chest by a would-be assassin while on his way to give a prepared speech, which he delivered. The bullet was slowed by TR's thick coat, glass case, and the pages of the hefty speech that he had tucked away inside his coat. TR tells the audience, "It takes more than that [bullet] to kill a bull moose."

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### Resource #5

#### The Progressive Party Platform (1912) [Excerpt]

##### The Old Parties

"Political parties exist to secure responsible government and to execute the will of the people.

From these great tasks both of the old parties have turned aside. Instead of instruments to promote the general welfare, they have become the tools of corrupt interests which use them **impartially** to serve their selfish purposes. Behind the **ostensible** government sits enthroned an invisible government owing no allegiance and acknowledging no responsibility to the people.

To destroy this invisible government, to dissolve the unholy alliance between corrupt business and corrupt politics is the first task of the statesmanship of the day.

The deliberate betrayal of its trust by the Republican Party, the fatal **incapacity** of the Democratic party to deal with the new issues of the new time, have **compelled** the people to **forge** a new instrument of government through which to give effect to their will in laws and institutions.

**Unhampered** by tradition, uncorrupted by power, **undismayed** by the **magnitude** of the task, the new party offers itself as the instrument of the people to sweep away old abuses, to build a new and nobler commonwealth."

Source: Bargeron, Eric L., Evans, Sally R. and Tidd, James F. editors (2010). Conflicts in American History: A Documentary Encyclopedia. Vol. V. Facts on File, Inc. NY. (p. 344).

Audio Version of this excerpt available at <http://www.loc.gov/item/99391565/>.

##### Questions for Discussion [Civics Content]

1. What are TR and the Republican Party trying to do in this text (speech or platform)?
2. What is the "invisible government" that is referred to in the text?
3. What is the "new instrument" that is referred to in the text?
4. What do the Progressive Party platform and Teddy Roosevelt claim to be the reasons why political parties exist? Use quotes from the text to support your answer.
5. How do Teddy Roosevelt and the Progressive Party's platform justify the creation of their new political party? Use quotes from the text to support your answer.

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### Word Box

- Impartially – Treating or using all people or groups the same way.
- Ostensible – Seeming said to be true or real but very possibly not true or real.
- Incapacity – Lack or loss of the ability to do something in the usual or desired way.
- Forge – To form or bring into being.
- Compelled – Having to do something because you are forced to or feel it is necessary.
- Unhampered – Not stopped or prevented by something. .
- Undismayed – Not discouraged.
- Magnitude – Great size of something.

### Common Core Extension – Analyzing & Evaluating Rhetoric

**Rhetoric** – The art or skill of writing or speaking persuasively.

#### Option #1 Questions:

1. *What reaction* is TR and the Republican Party attempting to provoke in the readers, listeners, or audience?
2. *How* is the author or text attempting to cause this reaction? What rhetorical strategies are employed or being used?

#### Option #2 Questions:

1. Identify any sections of the text where the author or speaker is...
  - a. \_\_\_\_ trying to persuade through the use of reason or logic (logos).
  - b. \_\_\_\_ trying to persuade by appealing to an audience's emotions (pathos).
  - c. \_\_\_\_ trying to persuade by virtue of ethics, reputation, expertise, moral character, principles etc. (ethos).
2. Identify any sections of the text where the author or speaker is using one of more of the following rhetorical devices:
  - a. Repeating the same words or sounds at the beginning of words or sentences (alliteration).
  - b. Comparing two things that have some similar characteristics (analogy).
  - c. Making a connection between two things (antithesis).
  - d. Making a point with details (enumeration).
  - e. Exaggerating (hyperbole).
  - f. Comparing two things by stating one is the other (metaphor).
  - g. Using words or phrases with a similar structure (parallelism).
  - h. Comparing one object to another (simile).
3. Which "tools" of rhetoric described in Options #1 and 2 above are used most effectively in the Progressive Party platform? Why do you think this?
4. Are there any points in the text where you suspect that the author or speaker may be presenting fallacious reasoning or exaggerated/distorted evidence? Where?

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5. Rhetoric can contribute to the birth, continuation, and collapse of a political party. Agree or disagree with this statement and defend your position.

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### Resource #6: Causes of the Collapse of the Progressive Party

**Directions:** Below you will find a list of “causes” for the collapse of the Progressive Party that have been identified by political scientists or historians. While the information is useful, the civics standards expect that you will be able to identify and explain reasons why **ANY** political party might fail. This activity asks you to speculate on which of the causes appear likely to cause ANY political party’s collapse?

Work with your partner or group. Read the causes for the collapse of the Progressive Party then decide which of the causes is likely to cause any political party to fail. Be prepared to explain and defend your conclusions.

Causes of the Collapse of the Progressive Party	Is this likely to cause the collapse of any political party? Explain.
1. <b>Tradition:</b> The American people were not ready to break with our country’s tradition of a two-party system.	
2. <b>Personality Dependency:</b> The survival of the party was too dependent on the qualities of a very charismatic leader (Teddy Roosevelt).	
3. <b>Party Splitting:</b> People in the new party came to believe that their decision to split one of the two major parties hurt the chances of people with similar beliefs from winning elections (e.g., presidential).	
4. <b>Party Organization:</b> The new party was ineffectively organized at the state level. It did not have enough people “on the ground” to do things like recruit candidates, get candidates’ names on ballots, conduct door-to-door campaigning, send out mailings, get out the party’s message, recruit supporters and voters, get voters out to vote, identify important local issues, etc.).	
5. <b>Funds:</b> The new party did not have sufficient funds to do the things that win elections (e.g., pay staff, pay for ads, pay for fundraisers).	
6. <b>Shifting National Priorities:</b> The outbreak of war (World War I) shifted	

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attention away from domestic issues that were the primary concerns of the Progressives and shifted attention to foreign and wartime policy.	
7. <b>Lack of a Unifying Issue:</b> The party was divided into small factions that were pushing for different reforms (e.g., trust busting, prohibition, women's suffrage, immigration reform, etc.) and was unable to unite behind a compelling, unifying issue or principle.	
8. <b>Perceptions of Radicalism:</b> The party called for changes that were too radical or extreme for the times (e.g., direct democracy whereby the people, rather than parties, would decide elections and policies).	
9. <b>Unskilled Party Leadership:</b> The party leaders (many academics and social workers) lacked knowledge of how to organize effectively at local or grassroots level.	
10. <b>Clashing Ideals:</b> Progressives believed strongly in doing things from the bottom up (the people lead) while political parties seem to function best when they are led and organized from the top down (the leaders lead).	
11. <b>Internal Division:</b> Division within the party over the U.S. stance in WWI. The party's charismatic leader showed little tolerance for pacifists. Other prominent progressives wanted peace and non-intervention.	

For Discussion:

1. Overall, did you conclude that the causes given for the collapse of the Progressive Party by 1916 are likely or unlikely to contribute to the collapse of **any** political party?
2. Which causes of collapse are likely to be *most* "toxic" to a political party?

Which causes of collapse appear to be unique to the Progressive Party? Explain.

## **Resource #7: *The Washington Herald*, June 11, 1916.**

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