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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

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.

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Stage 1 – Desired Results

What students will know, do, and understand.

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?

Prior Knowledge	Now that you understand reasons for the rise and fall of political parties and something about rhetoric…
Problem	The Republican Party split into two parties in 19**12** (Republican and Progressive). The split in the Republican Party helps explain why the Democratic Party won the presidential election that year.
Role/ Perspective	It is now October of 19**16** and the next presidential election is a month away. You are editor of the Editorial Page for a newspaper that supports the Republican Party.
Product/ Performance	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.
Criteria for an	• Demonstrates an understanding of reasons why political parties emerge and collapse. • Applies understanding of rhetoric to persuade.

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Exemplary Product	• Free of mechanical errors that might interfere with comprehension.

Rubric

Scoring Category	Score Point 1	Score Point 2	Score Point 3
Development of Argument	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.
Evidence of Content Knowledge (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.
Evidence of Content Knowledge (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.
Rhetoric	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.
Mechanics (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.

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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 20th 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 that 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=Bg7gLIx__-k.
- Mario Quomo'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	**321**
William Bryan	Democratic	6,408,979	**162**
Eugene Debs	Socialist	420,852	**0**
Eugene Chafin	Prohibition	254,087	**0**

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	88
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	**277**
Charles Hughes	Republican	8,549,700	**254**
Allan Benson	Socialist	590,190	**0**
James Hanly	Prohibition	221,302	**0**

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).

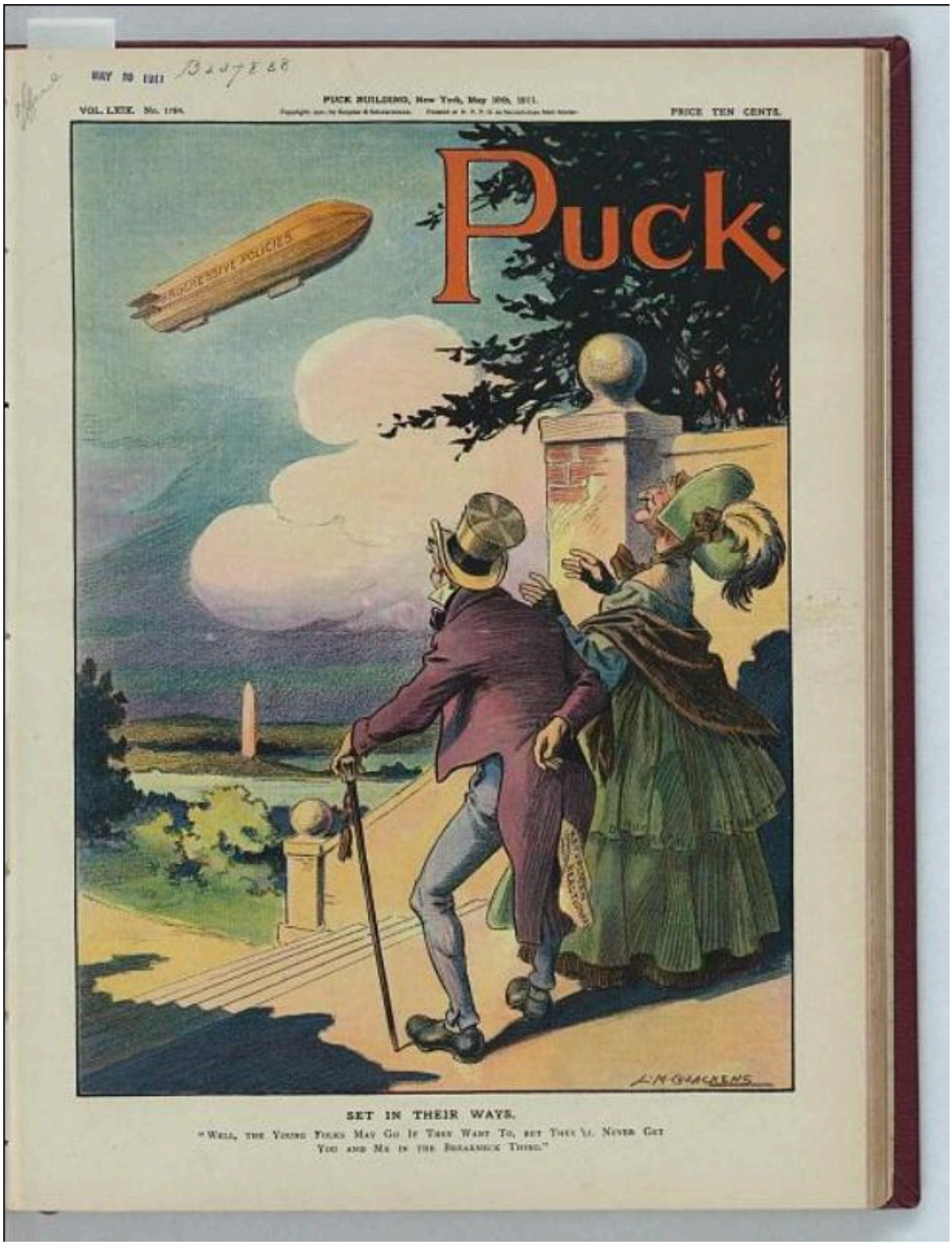
Discussion Questions

- 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 *every* primary election and *all but one* 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. **Tradition:** The American people were not ready to break with our country's tradition of a two-party system.	
2. **Personality Dependency:** The survival of the party was too dependent on the qualities of a very charismatic leader (Teddy Roosevelt).	
3. **Party Splitting:** 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. **Party Organization:** 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. **Funds:** 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. **Shifting National Priorities:** 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. **Lack of a Unifying Issue:** 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. **Perceptions of Radicalism:** 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. **Unskilled Party Leadership:** The party leaders (many academics and social workers) lacked knowledge of how to organize effectively at local or grassroots level.	
10. **Clashing Ideals:** 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. **Internal Division:** 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.

Development of this lesson is sponsored in part by the Library of Congress Teaching with Primary Sources Eastern Regional Program, coordinated by Waynesburg University.

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



Where were you last night? Who's coming to your house tonight? Where are you going tomorrow night?

Everybody seems to be on the "go" afternoons and evenings. The only time one gets to read a newspaper is in the mornings these days.

THE WASHINGTON HERALD

One Cent

NO. 3323. WEATHER: LOCAL SHOWERS. WASHINGTON, D. C., SUNDAY, JUNE 11, 1916. ONE CENT.

HUGHES TO LEAD G. O. P.; COLONEL QUITS POLITICS

HUGHES VICTORY ASSURED BEFORE BALLOT IS CAST

Sherman's Withdrawal From Fight Starts Stampede of Delegations To Register Votes for Jurist.

FAIRBANKS TRIUMPHS EASILY

Convention Makes Nominations Unanimous. Senator Harding to Head Hughes Notification Committee.

By E. C. HILL.
(Star News Service.)

Chicago, June 10.—For President—Charles Evans Hughes, of New York. For Vice President—Charles Warren Fairbanks, of Indiana.

With this ticket, nominated this afternoon after the collapse of peace negotiations with the Progressive party, the Republicans enter the campaign of 1916.

Justice Hughes was named on the third ballot, the only one taken today, receiving 949½ votes. Col. Roosevelt received 18½, Lodge 7, da Pont 3, Weeks 3, and La Follette 3.

FAIRBANKS GETS 863 VOTES.

Former Vice President Fairbanks was chosen on the first ballot for Vice President, receiving 863 votes. Former Senator Burkett, of Nebraska, received 108, Senator Borah, of Idaho 7, Gov. Johnson, of California 2, and William Grant Webster 2.

Just before the convention adjourned at 2 o'clock the nominations were made unanimous.

Mr. Hughes' managers found their victory waiting at the breakfast table. Illinois, recognizing the unavailability of any one in the list except Hughes, had caucused and had deferred to the request of Senator Sherman that, when the roll call of States was made today, the vote of the State should be cast for the Associate Justice.

BALLOTING MERE FORMALITY.

It was certain thereupon that Hughes would be named, and long before the convention assembled the leaders of almost every State delegation agreed to throw their strength to the obvious winner. The balloting, therefore, was a mere formality.

The sweep to Hughes was manifest before the secretary of the con-

CONTINUED ON PAGE FIVE.

Text of Hughes' Statement Accepting the Nomination

Justice Hughes accepted the Republican nomination for the Presidency in the following message to Chairman Harding, of the convention:

Mr. Chairman and delegates:

"I have not desired the nomination. I have wished to remain on the bench. But in this critical period in our national history, I recognize that it is your right to summon and that it is my paramount duty to respond.

"You speak at a time of national exigency, transcending merely partisan considerations.

"You voice the demand for a dominant, thoroughgoing Americanism, with firm, protective, upbuilding policies essential to your peace and security; and to that call, in this crisis, I cannot fail to answer with the pledge of all that is in me to the service of our country.

"Therefore I accept the nomination.

"I stand for the firm and unflinching maintenance of all the rights of American citizens on land and sea.

"I neither impugn motives nor underestimate difficulties. But it is most regrettably true that in our foreign relations we have suffered increasingly from the weak and vacillating course which has been taken with regard to Mexico, a course lamentably wrong with regard to both our rights and our duties.

"We interfered with consistency; and, while seeking to dictate when we were not concerned we utterly failed to appreciate and discharge our plain duty to our own citizens.

"At the outset of the administration the high responsibilities of our diplomatic intercourse with foreign nations were subordinated to a conception of partisan requirements, and we presented to the world a humiliating spectacle of ineptitude.

"Belated efforts have not availed to recover the influence and prestige so unfortunately sacrificed; and brave words have been dropped of their force by indecision.

"I desire to see our diplomacy restored to its best standards, and to have those advanced, to have no surrenders of national interests to partisan expediency; to have the first ability of the country always at its command, here and abroad, in its diplomatic intercourse, to embrace firmly our rights under international law, insisting steadfastly upon all of our rights as neutrals and fully performing our international obligations; and by the clear correctness and justice of our positions, and our manifest ability and disposition to sustain them, to dignify our place among the nations.

"I stand for an Americanism which knows no ulterior purpose; for a patriotism which is single and complete. Whether native or naturalized, of whatever race or creed, we have but one country, and we do not for an instant tolerate any division of allegiance.

"I believe in making prompt provision to assure absolutely our national security. I believe in preparedness, not only entirely adequate for our defense with respect to numbers and equipment, in both army and navy, but with all thoroughness to the end that in each branch of the service there may be the utmost efficiency under the most competent administrative heads.

"Wisely devoted to the ideals of honorable peace. We wish to promote all wise and practical measures for the just settlement of international disputes.

"In view of our abiding ideals, there is no danger of militarism in this country.

CONTINUED ON PAGE TEN.

CHARLES EVANS HUGHES, of New York, who yesterday resigned as Associate Justice of the Supreme Court of the United States, and accepted nomination as the Republican candidate for the Presidency.

Striking Statements of Dominating Figures in G. O. P. Political Situation

Former Justice Hughes: "I stand for an Americanism that knows no ulterior purpose; for a patriotism which is single and complete. * * * We have but one country, and we do not, for an instant, tolerate any division of allegiance."

Col. Roosevelt: "If Mr. Hughes' statements satisfy the committee that it is for the interest of the country that he be elected, they can act accordingly and treat my refusal as definitely accepted."

* * * * * * *

"I Am Out of Politics," Says Roosevelt, Crestfallen, Leaving Unanswered the Query Whether He Will Support Hughes

(By the Sun News Service.)

Oyster Bay, N. Y., June 10.—"No, no! No politics. I am out of politics."

Col. Roosevelt, his eyes red from lack of sleep and his breakfast face wrinkled from the strain he has undergone, stood on the veranda of his home on Sagamore Hill tonight, and uttered these emphatic words with a tinge of regret in his tone.

His worn khaki breeches, heavy and shockings, low tan shoes and a Norfolk jacket of khaki. The correspondents stood on the lawn, and camera men were tugging for a pose, but the Colonel, who had just bidden goodbye to the reporters telling them there was no need of their remaining in Oyster Bay any longer, refused to pose.

"I am out of politics," he repeated. The Colonel visibly was tired after the many hours of emotion visible upon his 59th birthday at the other end of a long distance wire that ran to Chicago. He did not show any of his old-time buoyancy and cheerfulness, none of his impulsive spirit. As he warned a friend good-day to the reporters and stepped a moment in back down toward the bay, he gave the impression that he was through fighting, but, then the best of Col. Roosevelt's friends know that if the opportunity offers he is likely to swing back into the fight; and if not for himself, then for somebody else.

Nothing to Say.

"What have I got to say?" he asked before the reporters had a chance to put the question. "Nothing at all. Nothing."

The media died away and the arrest

CONTINUED ON PAGE SIX.

Hampshire Mine Victim.

London, June 10.—It has been established that the cruiser Hampshire, whose destruction cost the life of Lord Kitchener, was sunk by a mine, it was announced today by the admiralty.

French Take Thasos Isle.

Athens, June 10.—French forces have occupied the island of Thasos in the Aegean. Through confidently Turkish the population is mostly Greek.

TRUCKS REPORTED TAKEN.

Villa Said to Have Attacked Supply Train.

El Paso, Tex., June 10.—Fourteen United States army trucks, laden with supplies for the punitive expedition, have been captured by Mexicans under Francisco Villa, in a resurgent action near Namiquipa, according to an unconfirmed report received here today.

Villa attacked an American resurgent force with a large number of bandits, it was said.

So far as could be learned here no official report of the affair had been made to Gen. Pershing.

50,000 March for Defense.

Rochester, N. Y., June 10.—The greatest patriotic demonstration ever witnessed in this section of the State was held here today when nearly 50,000 patriots marched through the principal streets in a masterly preparedness pageant.

Two Ships Are Sunk.

Amsterdam, June 11.—The Swedish bark Hilda and the Norwegian ship Orkeda have been sunk in the North Sea. The Hilda was mined. The crews of both were saved.

Quickest Service to Baltimore.

Effective and over Sunday June 11, the Royal Blue Express will leave Washington at 4:30 P. M. daily, other days 4:15 P. M. Dining car service. Ticket offices 1351 F street and Station.

NOMINEE OPENS 1916 CAMPAIGN WITH BROADSIDE

Jurist's Acceptance Statement Makes Unequivocal Declaration for Preparedness and Americanism.

ROOSEVELT NO LONGER FACTOR

Progressive Party's Future Problematical in Face of Chief's Statement—Wickersham Off to Oyster Bay.

Roosevelt States His Position In Declining Nomination

Col. Roosevelt stated his position on the questions of his own and Mr. Hughes' nominations by their respective conventions in the following telegram to the Progressive convention chairman:

"The Progressive Convention: I am very grateful for the honor you confer upon me by nominating me as President. I cannot accept it at this time. I do not know the attitude of the candidate of the Republican party toward the vital questions of the day. Therefore, if you desire an immediate decision, I must decline the nomination. But if you prefer it, I suggest that my conditional refusal to run be placed in the hands of the Progressive National Committee.

"If Mr. Hughes' statements, when he makes them, shall satisfy the committee that it is for the interest of the country that he be elected, they can act accordingly and treat my refusal as definitely accepted. If they are not satisfied they can notify the Progressive party and at the same time they can confer with me and then determine on whatever action we may severally deem appropriate to meet the needs of the country. (Signed) THEODORE ROOSEVELT."

The national campaign of 1916 is on.

Charles Evans Hughes, former Supreme Court jurist, is the standard bearer of the Republican party.

Theodore Roosevelt, defeated in the G. O. P. convention, is "out of politics"—to quote his own words—and with him the Progressive party ceases to exist as a factor in national affairs.

Mr. Hughes, nominated on the first ballot of the day yesterday at Chicago, immediately resigned his seat on the bench and accepted the nomination in a telegram to Chairman Harding, of the convention, replete with ringing expressions on Americanism, preparedness and the Republican platform.

PROGRESSIVES ACCOMPLISH NOTHING.

When the Progressive convention adjourned, it had made a record for noisy demonstrations and nominated Roosevelt for the Presidency. The Colonel declined the nomination, and the convention had accomplished nothing—except to blast the political future of the former President.

The notice from Col. Roosevelt stated that he would not accept until he had been able to learn the views of the Republican nominee, and that unless the Progressive convention would hold his nomination at the disposal of the Progressive National Committee pending such information, Col. Roosevelt would be forced to decline the nomination. The Progressives adopted the course suggested.

George W. Wickersham, former Attorney General, and one of the leaders in the Hughes pre-convention movement, left Washington on the Congressional Limited yesterday afternoon, and immediately upon reaching New York caught a train for Oyster Bay.

HUGHES STATEMENT UNEQUIVOCAL.

Mr. Hughes' statement, without detracting with "buts," "ifs" or "ands" from the sturdy Republicanism of his position, met every issue which has been raised by Col. Roosevelt, and yielded nothing in strength or conviction to the Colonel's utterances on Americanism, preparedness, or the grave national crisis which they both insist confronts the nation as a result of the Democratic administration's policy with respect to Mexico and the European war.

"I stand for Americanism which knows no ulterior purpose," declared Mr. Hughes in his telegram to Chairman Harding and the convention, "for a patriotism which is single and complete. Whether native or naturalized, of whatever race or creed, we have but one country, and we do not for one instant tolerate any division of allegiance."

Church Robber Sentenced.

Phoenix, N. Y., June 10.—William Kaplan, 24 years old, has been sentenced to from four to fourteen years in the State Prison by Judge Abram Kellogg, in Oswego, after he had confessed to robbing Illinois churches, in Brooklyn, New York, Jersey City, Rochester and Paterson.

British Hold Up Cargoes.

Berlin (via Sayville wireless), June 10.—Several Dutch steamers bound for the Dutch Indies, have been held up by the British and forced to unload their cargoes of smokeless fire, says the Overseas News Agency. The information is attributed to the Dutch paper Handelsblad.

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