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| **TEXAS CTE LESSON PLAN**  [www.txcte.org](http://www.txcte.org) | |
| **Lesson Identification and TEKS Addressed** | |
| **Career Cluster** | Government and Public Administration |
| **Course Name** | Political Science I |
| **Lesson/Unit Title** | Political Ideologies |
| **TEKS Student Expectations** | **130.203.** **(c) Knowledge and skills**  (4) The student analyzes belief systems that claim to improve society. The student is expected to:  (A) define political ideologies such as feminism, Marxism,  Nazism, and capitalism; and  (B) coordinate the four elements of perception, evaluation,  prescription, and movement with political ideologies. |
| **Basic Direct Teach Lesson**  (Includes Special Education Modifications/Accommodations and  one English Language Proficiency Standards (ELPS) Strategy) | |
| **Instructional Objectives** | The student will be able to:   * Analyze the three major categories of political ideologies in American society. * Identify the political parties that affiliate with these ideologies. * Understand the process of how citizens gain their attitudes and opinions of the political ideologies in society. * Examine the progression of political ideologies in society throughout history. * Identify other political ideologies in American society that are typically associated with Third Parties. |
| **Rationale** | There are several different political ideologies in society today. Students should be able to identify the foundations of each political ideology and differentiate between the liberal and conservative political ideologies in American society. An awareness of these ideologies is imperative for a person working in the field of politics. |
| **Duration of Lesson** | This lesson should take 7- 9 hours. |
| **Word Wall/Key Vocabulary**  *(ELPS c1a,c,f; c2b; c3a,b,d; c4c; c5b) PDAS II(5)* | None |
| **Materials/Specialized Equipment Needed** | * Political Ideologies Key Terms |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | Lead a class discussion about the political spectrum. Have students identify what they know about the liberal and conservative ideologies in American society. At the end of the discussion have the students take a political spectrum quiz to assess their personal political ideologies (i.e., <http://www.people-press.org/typology/quiz/>). Use the Discussion Rubric for assessment. |
| **Direct Instruction \*** | I. What is the difference between the liberal and conservative ideologies in America?  A. Political Ideology  1. The coherent set of values and beliefs people hold about the purpose of government in the action of individuals  2. Two key components of various ideologies are the extent to which adherents believe that the government should have a role in people’s everyday lives and how much government should promote economic equality in society  3. Ideologies are sets or systems of beliefs that shape the thinking of individuals and how they view the world around them:  a) Race  b) Nationality  c) The role and function of government  d) Relationships between men and women in society  e) Human responsibility to the environment  4. According to political scientists, there are four functions in which political ideologies are turned into action  a) Explanation – ideologies can provide Americans with reasons for why social and political conditions are the way they are, especially in time of a crisis  b) Evaluation – ideologies can provide the standards for evaluating social conditions, political institutions, and events.  c) Orientation – ideologies provide individuals with an orientation towards issues and a position within the world  d) Political Program – ideologies help people to make political choices and guide their political actions  5. Religious, philosophical, and cultural beliefs can become cohesive ideologies that create natural groups within society and lead to political conflict  6. In American society, the most notable natural groups are considered to be the conservatives, liberals, and moderates  7. Political ideologies can be identified by two categories:  a) Fiscal – center around money and the economy  b) Social – center around the people and the rights of citizens in the United States  B. Conservatives  1. Believe that government is best when it has little involvement in individuals’ lives  2. Believe that government should play a limited role in regulating business and the market forces  3. Believe that the private sector is better equipped to deal with domestic issues and economic issues  4. Are more likely to live in rural areas  5. Often favor the traditional Christian values  a) A majority of Evangelicals, Protestants, and Roman Catholics  b) Very few Muslims and Jews  6. Fiscal Conservatives favor  a) Less government involvement in business  b) Less government regulation of the economy  c) Local and state action over federal involvement  d) The importance of fiscal responsibility  e) Balanced budgets  f) Private sector handling of domestic problems  7. Social Conservatives  a) Are voters who have strong religious ties and increasingly affect the political process and policies in the US  b) Favor government intervention to regulate sexual and social behavior  c) Favor restricting abortion  d) Favor banning same-sex marriage  e) Favor stricter regulations on immigration  C. Liberals  1. Are associated with the ideas of liberty and political equality  2. Advocate change in social, political, and economic realms to protect the equality of individuals in society  3. Emphasize the importance of civil liberties outlined by the Bill of Rights  4. Believe that the overall role of government in society is to promote opportunity both economically and politically  5. Are more likely to live in urban areas  6. Fiscal Liberals favor  a) Government-funded social welfare programs like Social Security, Medicare, and Medicaid  b) Government involvement in economic affairs  c) Government regulation of business and workplace conditions  d) Government-supported access to free, public education  7. Social Liberals  a) Continue to support political equality by advocating contemporary movements that promote political rights for the disenfranchised  b) Favor a clear separation of church and state  c) Favor rights for gays and lesbians  d) Favor fair workplace conditions  e) Favor a woman’s right to choose  f) Favor affirmative action  D. Moderates  1. Take a relatively “centrist” view on political issues  2. Identify with both conservative and liberal ideologies on political issues  a) Believe that the role of government is to balance the wants of workers and businesses  b) Believe government should foster stability in American society  c) Advocate nondiscrimination in opportunities offered to American citizens  d) Advocate protection of economic freedoms, security, and stability  3. 35% of Americans consider themselves Moderate (O’Conner, 2011)  a) The number of citizens that identify themselves as moderates has steadily been declining since 1974  4. Are identified as being “split-ticket” voters, meaning they vote for both Republican and Democrats on a voting ballot  5. Many political scientists believe that moderate ideologies are better than extreme ideologies when dealing with the role of government in society  E. Problems with Ideological Labels  1. It is not uncommon for a person to have both conservative and liberal ideologies on different political issues  2. The range in ideological issues have caused the American public to have a declining trust in the government since 1960  a) Polarizing issues in the 1960s that drained public support were those that addressed issues with racial inequality and foreign policy  (1) The Vietnam War  (2) The Civil Rights Act of 1964  b) The first time American’s asked themselves, “Is big government the solution for social and economic struggles?”  F. Political Culture  1. Defined as commonly shared attitudes, beliefs, and core values about how government should operate  2. Emphasizes values of  a) Liberty  b) Equality  c) Popular Consent  d) Majority Rule  e) Individualism  f) Religious Freedom  3. As a society, although Americans fundamentally disagree about economic and social issues, all citizens believe in political equality and freedom of political expression  II. Which political parties are associated with the Liberal and Conservative political ideologies?  A. Political Parties  1. An organized effort by office holders, candidates, activists, and voters to pursue their common interests by gaining and exercising power through the electoral process  2. Have broad platforms which are focused on many issues  3. Are the formal statement of the party principles and policy objectives  4. Have these goals:  a) Win an election for public office  b) Spread the message about the party’s ideology and issues  c) Gain support from American voters  5. Run candidates in the hope that they will win seats in Legislative and Executive branches, thus allowing parties to govern in a way that would favor their own partisan agenda  6. Political scientists have described political parties as consisting of three separate but related entities:  a) The office holders who organize themselves and pursue policy objectives under the party label  b) The workers and activists who make up the party’s formal organization structure  c) The voters who considered themselves allied or associated with the party  B. The Organization of American Political Parties  1. The formal party apparatus, including committees, headquarters, conventions, party leaders, staff, and volunteer workers  a) In the U.S. party organization is the most visible at the local level  b) They operate separately from the national party, except during a presidential election year  2. Resembles a pyramid, with a broad base of support at the bottom, while power flows up to smaller groups at the state and national levels  3. The National Parties  a) Meet every four years at the national convention to determine their party’s nominee for President  b) At the national convention, the party activists adopt rules and develop a party platform which outlines positions on certain issues  c) The national party committees are responsible not only for the party’s national convention, but they are also responsible for the daily operations of the party  (1) DNC – Democratic National Committee  (2) RNC – Republican National Committee  d) Money donated to the national parties is often redirected to the state and local parties to help win elections and mobilize voters  4. The State Parties  a) Act as the intermediaries between the national and local parties  b) Receive funds from the national and local parties  c) Have become increasingly significant since the 1960s  d) Are responsible for party building activities such as voter registration and get-out-the-vote efforts (GOTV)  e) Are typically made up of a few members from each county or geographic region of the state  f) Operate according to the limits set by their own state legislature  5. County and Local Parties  a) The foot soldiers of the political parties (i.e. they help raise campaign funds and mobilize voters)  b) Play a key role in shaping community engagement and individual participation in the political process  c) Most participation at the local level is done on a volunteer basis  C. The Republican Party  1. Advocates for smaller government that performs fewer social welfare functions  2. Believes that the government should play a stronger role in regulating traditional moral values  a) Restore the traditional Christian values that the United States was founded upon  b) Support the ban of some social issues like gay marriage and abortion  3. Are more assertive when it comes to foreign affairs since the 9/11 terrorist attacks by emphasizing military action  4. Believe the federal government should a have decreased responsibility when it comes to the economy and social welfare programs. The larger role should be placed on the states  5. Includes predominately small business owners, citizens who identify themselves as very religious and the upper-middle class  6.The Republican Party Platform  a) Abortion – pro-life and the 14th Amendment should protect the life of an unborn child  b) Taxation – taxes can be paid by doubling exemptions for dependents, reducing the corporate tax rate, eliminating the federal death tax, and giving tax credit for medical expenses  c) National Security – the U.S. must be equipped to quickly respond to acts of bioterrorism and WMD’s  d) Education – a large sum of federal money is being spent on a failing education system. New innovations to education like year-around school, school vouchers, and charter schools can create a system which makes K-12 more college and workforce ready  7. Identifies closely with both the fiscal and social conservative political ideologies  D. The Democratic Party  1. The oldest political party in the United States  2. Has a platform that closely resembles the one of Franklin Delano Roosevelt’s during the New Deal Era  a) The government should provide a safety net for the nation’s economy in order to prevent economic collapses like the one that caused the Great Depression  b) The platform also advocated for the expansion of social welfare programs  3. Expanded its platform to include rights for women, gays, and the environment  4. Advocates for diplomacy over military action since 9/11  a) Without military intervention, federal funds can be used towards domestic social welfare programs which more directly impact the American citizens  5. Includes prominently women, ethnic minorities, and working-class voters  6. The Democratic Party platform  a) Abortion – strongly supports the Roe v. Wade Supreme Court decision and a woman’s right to choose  b) Taxation – eliminate corporate loopholes, provide tax cuts immediately to the middle class, and eliminate the Bush-Era tax cuts for families making more than $250,000 a year  c) National Security – bring war to an end in Iraq and shut down Al Qaeda in Afghanistan and Pakistan. America will invest more in human intelligence for deployed operatives  d) Education – a quality education should be available to all children by continuing to fund public school education. Higher education will be readily available to students by doubling Pell Grants and lowering college tuition  7. More closely aligned with both the fiscal and social liberal political ideologies  E. What makes a political party successful?  1. Parties must present distinct, comprehensive programs for governing the nation  2. Each party’s candidates must be committed to its program and have the internal cohesion and discipline to carry out its program  3. The majority party must implement its programs, and the minority party must state what it would do if it were in power  4. The majority party must accept responsibility for the performance of the government  III. How do American citizens gain a political understanding?  A. Political Socialization  1. The process through which young people acquire political orientations as they grow up, based on inputs from parents, teachers, the media, and friends  2. Increases with age: people’s political orientations grow firmer  3. Usually done informally, by either family, friends, or the media  4. Occasionally learned formally via education  5. A much more subtle process in the U.S., unlike that of authoritarian regimes  B. Agents of Political Socialization  1. Family  a) Has a central role because of two crucial resources  (1) Time  (2) Emotional commitment  b) How a majority of young people will vote can be predicted simply by knowing the political leanings of their parents  c) Political activism is passed from one generation to the next  d) Parental influence has long-lasting effects on a person’s underlying political attitudes  2. Mass Media  a) Considered to be the “new parent” of political socialization because as a child gets older, the media replaces parents as the main source of information  b) Children are spending more time watching television than they are spending at school each week  c) Television has a tremendous impact on how people view the government; it is the most used outlet of mass media  d) Studies have shown that younger generations prefer cable news channels rather than network channels (Edwards, 2011)  e) Cable news channels often provide a skewed opinion about policy because they are owned by a private company and are supposed to appeal to certain viewers  f) Network news is often considered to be unbiased and meant to serve as an information outlet for all citizens  g) Other media outlets such as online magazines and blogs are tremendously skewed because they are not regulated by a bureaucratic agency like the Federal Communications Commission (FCC)  3. School  a) The only formal institution for political socialization  b) Most American schools promote national loyalty and support for basic American values (i.e. the day begins with the Pledge of Allegiance)  c) Through the school system the government also educates students about the virtues of capitalism and democracy  d) Political socialization often changes once a student reaches college because courses are designed for students to think more critically about political consequences  e) Studies have shown that when children are old enough to leave home and attend college, they begin to question their political decisions (O’Conner, 2011)  f) Better-educated citizens are more likely to vote and exhibit more knowledge about politics and public policy  4. Religion  a) The broadest agent of political socialization because it varies greatly from person to person  b) Can be a defining element in the development of a person’s political beliefs; for others, religion is irrelevant  (1) Those who regularly attend religious services are likely to share conservative ideologies and/or support Republican candidates (Harris, 2011)  (2) White Protestants are the most likely group to vote Conservative, more than any other religious group (Harris, 2011)  c) Often the reason people make political decisions based on social issues, like abortion and gay marriage  C. Political Learning Over a Lifetime  1. Politics is a lifelong activity that does not stop when people graduate from school or move out of their parents’ house  2. Politics is a learned behavior  3. Americans learn to vote, pick a political party, and evaluate political events in the world around them  IV. How have political ideologies changed over time?  A. Party Eras in American History  1. Party Era – a long period of time that a majority of Americans affiliate with a dominant political party  2. America is a two-party system, but minority parties have played a role in shaping its political ideology  3. Party Realignment – a period when the majority party is replaced by the minority party; this usually happens as a result of a national crisis  a) The Civil War  b) The Great Depression  4. The Democratic Party is the oldest political party in the U.S.  B. 1796–1824: Federalist vs. Anti-Federalist (First Party System)  1. The Federalist Party was the first political party in the US  a) Federalist Ideology  (1) Closely centered around the basic principles of the U.S. Constitution  (2) Supported the ratification of the U.S. Constitution  (3) Supported the creation of a national bank  (4) Supported a strong central government  b) Federalist Party members  (1) George Washington, Alexander Hamilton, James Madison, and others  (2) Typically lived in the northern colonies, resided in urban areas and were more educated  2. The Anti-Federalist Party was a short-lived political party  a) Anti-Federalist ideology  (1) Did not believe in the creation of a strong central government  (2) Believed that power should remain with the states  (3) Supported the ratification of the Articles of Confederation  (4) Favored slavery  b) Anti-Federalist members  c) Typically lived in the southern colonies: rural farm owners who were uneducated and owned slaves  C. 1828–1856: Democrats vs. The Whigs  1. The Democratic Party  a) Had to broaden the political agenda from previous years because of the expansion West and the number of immigrants that came to America  b) Eliminated political elitism and mobilized the masses to become involved in the political process  c) Andrew Jackson is considered the founder of the modern day Democratic Party  2. The Whigs  a) Run by notable political figures such as Henry Clay  b) Had two distinct wings  (1) The northern industrialists  (2) The southern farmers  c) Opposed the democratic ideologies that broadened the political rights of citizens  D. 1860–1928: Two Republican Eras  1. Slavery became the political issue that dominated US society  2. The demise of the Whig Party led to the birth of the Republican Party  3. The Republican Party rose in the late 1850s as the anti-slavery party  4. The election of Abraham Lincoln was one of the reasons for the South’s secession from the union  5. Following the end of the Civil War, the north remained heavily Republican, while the south remained heavily Democratic for 60 years  6. At the turn of the 20th century, the Republicans and the Democrats fought a bitter battle over the country’s economy  7. Republicans favored  a) The gold standard  b) Industrialization  c) High tariffs  8. Democrats favored  a) Changing to the silver standard  b) Prohibition of alcohol  9. The Republicans reigned for the next three decades until the crash of the stock market in 1929  E. 1932–1964: The New Deal Coalition  1. The Great Depression led to the end of the Republican-dominated era  2. The Republican president during the 1929 stock market crash was Herbert Hoover  3. The new leader of the Democrats became Franklin Delano Roosevelt (FDR)  4. FDR enacted several social welfare programs to help stimulate the economy and to fix the economic depression  5. This era of the Democratic Party is the origin of today’s liberal ideology  6. The basic elements of the New Deal Coalition  a) Urban dwellers – many urban areas were staunchly Republican before the realignment of the New Deal Era  b) Labor unions – FDR supported the formation of labor unions  c) Catholics and Jews – became strongly Democratic during the FDR presidency  d) The poor – supported FDR’s economic assistance programs  e) African Americans – supported the coalition because of the movements towards civil rights  7. The US remained heavily Democratic until the election of Richard Nixon  F. 1968–Present: Southern Realignment  1. Richard Nixon formulated the “Southern strategy” which emphasized support for state’s rights, law and order, and a strong military posture in the US  a) This was highly effective in the south  b) The south began to realign with the Republican Party and its conservative ideologies  c) The Democrats officially lost their hold in the south during the late 1980s  2. The liberal and conservative ideologies of the New Deal Era are still present in the political thinking of the US  3. Since the New Deal Era, the office of the Presidency and control of congress has rotated evenly between Republicans and Democrats  4. In today’s society only 60 percent of Americans identify with either the Democrats or Republicans (Edwards, 2011)  5. There are many factors that now play a role in shaping a person’s ideology  a) Gender  b) Race  c) Age  d) Geographic region  6. This has resulted in several years of “divided government,” one party controls the executive branch and the other party controls one or both bodies of the legislative branch  V. How do other political ideologies affect American society?  A. Other Ideologies in American Society  1. Although Liberals and Conservatives dominate the political landscape, other ideologies are present in American society  2. These ideologies can fall even farther to the left or the right on the political spectrum  B. Socialism  1. An ideology that stresses economic equality  2. Wants the government to play a larger role in the means of production  3. Lies farther left on the political spectrum than liberalism  4. Often uncommon in American society because of the economic principle of “laissez-faire,” or governmental hands-off  5. The Socialist Party in America was at its peak in 1912 when Eugene Debs ran for President of the US  C. Libertarianism  1. An ideology advocating that government should take a “hands-off” approach in most matters  2. Believes that social issues should not be decided by government and there should be total social freedom  3. Believes in absolute economic freedom and supports the rights of property owners and the capitalist economy  4. Believes that government is not the outlet for upholding traditional values in America  5. Lies farther right on the political spectrum than conservatives  6. Identifies with the third-party movement known as the Tea Party Movement  D. Neoconservatism  1. An ideology that advocates military over diplomatic solutions in foreign policy  2. Differs from traditional conservativism in several ways  a) Traditional conservatives tend to advocate for “isolationist foreign policy” while neoconservatives (neo-cons) advocate for military action  b) Neo-cons believe in a unilateral approach to military action rather than a collective coalition like conservatives  c) Neo-cons are less concerned with social policy and more concerned with foreign policy  d) Neo-cons deeply oppose communism and the threat of terrorism  3. Emerged in the early 1970s during the Cold War  4. Was also a powerful force during the George W. Bush administration |
| **Guided Practice \*** | None |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | * Students will create an organizational chart of how citizens are politically socialized in American society. The chart will begin with the first agent of socialization and progress through all of the other agents of political socialization. The chart should include methods used to socialize citizens and the role they play in shaping political opinion. Use the Individual Work Rubric for assessment. * The Right to Bear Arms. Divide the students into groups. Have the groups consist of elected politicians, gun lobbyists (the NRA), Gun Control Lobbyists (Coalition Against Gun Violence), gun-owning citizens, and people who have been affected by gun violence. Have the students assume their assigned role. Each side will hold a mock rally in which they present their reasons for or against gun control in America. Use the Role Play Rubric and/or the Debate Rubric for assessment. * Political Interview. Have the students interview a male and a female of their parent’s generation and a male and a female of their grandparent’s generation. The interview should focus on the adults’ political ideologies and include questions that ask, “Why do you feel that way?” and, “Has your opinion changed over time?” Then have the students use this information to determine which factors create a person’s opinion and how that opinion can change. Have the students use their own political spectrum results from the class discussion to predict whether their political opinions will change as they get older. Use the Research Rubric for assessment. * Political Spectrum Survey. As a group, have the students conduct a school-wide political spectrum survey in which students are asked what political ideology they identify with. The results will be calculated and posted in the classroom. Then have the students conduct a similar school-wide survey, in which they ask the same group to take a short political spectrum quiz to identify their political ideologies. Have the students calculate the results from the quizzes and post them with the political spectrum survey results. Then have the students compare and contrast the results of both surveys to see if ideology does match party affiliation. Use the Peer Evaluation Rubric and the Discussion Rubric for assessment. |
| **Lesson Closure** | None |
| **Summative/End of Lesson Assessment \*** | * Political Ideologies Quiz and Key * Debate Rubric * Discussion Rubric * Individual Work Rubric * Peer Evaluation Rubric * Research Rubric * Role Play Rubric   **Accommodations for Learning Differences:** For reinforcement, students will create an organizational chart of how citizens are politically socialized in American society. The chart will begin with the first agent of socialization and progress through all the other agents of political socialization. The chart should include methods used to socialize citizens and the role they play in shaping political opinion. Use the Individual Work Rubric for assessment. |
| **References/Resources/**  **Teacher Preparation** | * Edwards, George, Martin Wattenberg, and Robert Lineberry. Government in America: People. Politics and Policy. 14th. New York City: Pearson Education, Inc, 2009. Ch. 1, 15, 20 & 21. Print. * Harris, Jean, Brigid Harrison. American Democracy Now. 2nd. New York City: McGraw Hill , 2011. Ch. 2, 16, 17 & 18. Print. * O'Conner, Karen, and Larry Sabato. American Government: Roots and Reform. 10th. New York City: Pearson Education, 2009. Ch. 2, 4, 17 & 19. Print. * Patterson, Thomas. The American Democracy. 9th. New York City: McGraw Hill Higher Education, 2009. Ch. 2, 17 &18. Print. * <http://www.people-press.org/typology/quiz/> |
| **Additional Required Components** | |
| **English Language Proficiency Standards (ELPS) Strategies** |  |
| **College and Career Readiness Connection[[1]](#footnote-1)** | Social Studies Standards  I. Interrelated Disciplines and Skills  C. Change and continuity of political ideologies, constitutions, and political behavior  1. Evaluate different governmental systems and functions.  2. Evaluate changes in the functions and structures of government across time. |
| **Recommended Strategies** | |
| **Reading Strategies** |  |
| **Quotes** |  |
| **Multimedia/Visual Strategy**  **Presentation Slides + One Additional Technology Connection** |  |
| **Graphic Organizers/Handout** |  |
| **Writing Strategies**  **Journal Entries + 1 Additional Writing Strategy** |  |
| **Communication**  **90 Second Speech Topics** |  |
| **Other Essential Lesson Components** | |
| **Enrichment Activity**  (e.g., homework assignment) | Students will write a 3–5 page research paper on a third-party in American society. The paper should identify the major ideologies of that political party, both economically and socially. The paper should also include the party’s organization and any leaders within the organized party. Use the Research Rubric for assessment. |
| **Family/Community Connection** |  |
| **CTSO connection(s)** | SkillsUSA |
| **Service Learning Projects** |  |
| **Lesson Notes** |  |

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