



## Political Parties - Advanced

### Overview

Students gain a deeper understanding of political parties and the role they play in U.S. elections, evaluate how partisan priorities have changed over time, and then create political parties that speak to issues affecting young people as well as people of other generations.

### Teacher Background

- [Creating the United States: Formation of Political Parties Library](#) of Congress online exhibition
- [Republicans, Democrats grow further apart on top priorities for the country](#) Pew Research Center

### Digital Resources

- [Digital primary source analysis tool](#) (select format Political Cartoons)
- [Primary source record 1](#)
- [Primary source record 2](#)
- [What are political parties?](#) Reading Through History
- [Political Parties](#) Encyclopædia Britannica
- [Partisan Priorities](#) 1999-2019 Pew Research Center

### Materials

- Computer with Internet access & digital display
- Digital document, white/chalkboard or chart paper
- [Primary source 1](#), 1 for half the student pairs
- [Primary source 2](#), 1 for half the student pairs
- [Primary source analysis tool](#) 1 for each student



## Implementation

### Spark Inquiry (15 minutes)

1. Divide students into pairs and give half the pairs primary source 1 and half primary source 2 and each student a primary source analysis tool.
2. Instruct pairs/groups to work together to analyze the primary source and to complete the primary source analysis tool individually.
3. Display the primary sources ([source 1](#) | [source 2](#)) and review student analyses, noting their observations, reflections and questions in a digital document, on the board, or on chart paper.
4. Display the source records ([source record 1](#) | [source record 2](#)) to see if they help answer any questions students raised.

### Deepen Inquiry (20 minutes)

5. Write the questions below in a digital document, on the board, or on chart paper, directing students to copy them into their notebooks as you do so.
  - What did you learn about Democrats and Republicans?
  - What role do political parties play in elections?
  - How are the two major parties similar and how are they different?
  - How have the different party platforms shaped America?
  - How did the parties' priorities change from 1999 to 2019?
6. Instruct students to look for answers to the questions as they watch a video and read an article. Show the [What are political parties?](#) video, directing students to take notes so that they can respond to the questions from step 5. Then direct pairs to read the first 4 paragraphs of the [Political Parties](#) article.
7. Display or pass out copies of the [Partisan Priorities from 1999, 2009, and 2019](#) without showing the headline, [Partisans' priorities for the nation diverge more now than in the past decades](#). Direct pairs to analyze them to determine how party priorities have changed over time.
8. Review student findings, noting them in a digital document, the board, or on chart paper. Point out and record any changes that did not surface from student analyses (see Teacher Background). Ask students:
  - Were you surprised by anything?
  - What did you find most interesting?
9. Review student responses to the questions from step 5.

### Connect & Act (25 minutes)



10. Assign groups (or allow students to form their own groups) and direct them to collaborate to come up with a new political party for the United States that speaks to issues affecting young people as well as people of other generations. Each group should create the following for their party:
11. Allow groups to present their parties to their peers. After, instruct students to respond to the following prompts to serve as exit tickets:
  - Describe three functions of political parties
  - Briefly summarize the differences between the two main U.S. political parties.

### **Extending Learning**

- [Political Parties](#) Library of Congress