Political Perspectives and Party Politics

Author

Marcie Hutchinson, School of Historical, Philosophical, and Religious Studies
Dr. Lauren Harris, Mary Lou Fulton Teachers College, and School of Historical, Philosophical, and Religious Studies
Bret Lineburg, Mary Lou Fulton Teachers College
Andrew Macias, College of Liberal Arts and Sciences
Paul Grimes, College of Liberal Arts and Sciences
Lauren Barrett, Mary Lou Fulton Teachers College
J. Milo Besich, Mary Lou Fulton Teachers College
Alyssa Pitner, Mary Lou Fulton Teachers College
Title of the Lesson: Political Perspectives and Party Politics
Grade Level: High School American Government
Subject: The Political Spectrum
Lesson Length: One 90 minute lesson or two 45 minute lessons

Arizona’s College and Career Ready Standards for Literacy in History/Social Studies:
CCSS.ELA-Literacy.RH.11-12.7: Integrate and evaluate multiple sources of information presented in diverse formats of media (e.g. visually, quantitatively, as well as in words) in order to address a question or solve a problem

Arizona Social Studies Standard(s):
Strand 3: Civics/Government; Concept 4: Rights, Responsibilities, and Roles of Citizenship; PO 5. Describe the role and influence of political parties, interest groups, and mass media

Historical Background:
Political perspectives formed early in U.S. Republic. The failure of the Articles of Confederation led to questions on whether to amend or replace the Articles. Two differing opinions formed; the Federalists (those for a new Constitution) and the Anti-Federalists (those for reforming the Articles; responsible for the Bill of Rights). This disagreement between the two factions would provide the blueprint for the American two party system.

A common confusion among students is the difference between political parties and political perspectives. They are highly correlated, but political parties are designed to organize political beliefs related to specific issues to acquiesce political power. Perspectives are much more fundamental and usually are what parties consist of. Because of this, political parties would be ever changing, and would evolve through time.

Political perspectives are used to organize the possible voting habits of political parties. Party politics, arriving around the same time as American political perspectives, are one such way that perspectives are organized. The primary goal of a political party is to achieve status and power within the government, thus implementing legislation and to achieve the desired measures. Today the two largest parties are Republicans (who are generally more conservative) and Democrats (leaning more liberal).

Overview:
Spectrum and draw the connections between perspective and party politics. On the first day, students will engage in a brief lecture defining and analyzing political perspectives, paying particular attention to where they fall on the political spectrum. The students will then engage in an activity designed to identify different political figures based on their political perspectives. For homework, the students will choose a political figure and describe their perspective based on how they voted on certain issues.

On the second day, the students will continue the lecture, focusing on political parties and issues. The students will then view two separate videos, the first an interview with Ed Pastor and the second an interview with John McCain to see two examples of liberalism and conservatism in Arizona. Students will then use Poll Everywhere to identify what types of beliefs Liberals and Conservatives have regarding domestic and foreign affairs. For homework, the students will choose a piece of Arizona legislation and answer questions on its content and voting.
Essential Questions:
How have political perspectives affected modern U.S. politics?

Key Vocabulary with Definitions:
Political Spectrum: A continuum that measures different political beliefs based around general positions on political change.
Radicalism: Favors extreme and immediate change; willing to use violence; change comes in the form of a new society or system
Liberalism: Favors progress and reform; works for reform within existing systems or is nonviolent; looks to the future for improved society
Moderate: Favors a practical approach to solving society’s problems; slow and gradual change; may be “liberal” or “conservative” depending on the issue
Conservatism: Favors society as it is or a return to what society was; opposed to abrupt change; values tradition
Reactionary: Favors extreme and immediate change; willing to use violence; change comes in the form of a restoration of society as it once was
Partisanship: Strong support of a party


Lesson Objectives:
Students will be able to identify various political perspectives and determine the political figures that represent them.
Students will be able to analyze political positions and classify them as a political perspective of a current political party.
Students will be able to determine their own political perspective on the spectrum.

Procedure to Teach the Lesson:
Day 1
Beginning (anticipatory set) 5 min.
1. The instructor will ask the students a series of questions to get them prepared for the lecture
   • What are the two main political parties in the U.S.?
   • Who is a major leader for each party?
   • How do you think each party might vote on the topic of abortion?
2. Inform the students that political parties organize their supporters the way they do because of political perspectives
3. Inform the students that today they will be identifying various political perspectives and determining the political figures that represent them
   • This will be done with a PowerPoint lecture, followed by an analyzing political figures activity
4. Let the students know that understanding political perspectives allows them to understand why both contemporary and historical groups vote certain ways on different issues, as well as where the students’ own future decisions may come from

Delivering more than power™
Middle 20 min.

The instructor will use PowerPoint to engage students in lecture on political perspectives. Every 5-10 minutes, the instructor will use Teach, Ok to assess the students, using proximity to ensure engagement.

- Teach, Ok moments are derived from Whole Brain Teaching strategies. In a short period of time (between 30 seconds and 1 minute) the instructor will have students teach a previously covered concept to their partners. After the first student is done, they will switch roles, and the second student will teach the first. This should be done within a short period of time (usually 1-2 minutes at most) and is mainly used as an informal assessment tool to solidify information and measure student understanding.

**Lecture notes by slide number:**

1. **Slide 2: Where on the Spectrum?**
   - What is a Political Perspective?
     - A set of political beliefs related to the type and speed of political change desired
   - Political spectrum
     - A continuum that measures different political beliefs based around general positions on political change.
   - Measures both the type of change and the time it takes to achieve it
     - Closer towards the center, the slower the change
     - Ends of the spectrum want immediate change

2. **Slide 3: Conservatism**
   - Traditional views
     - Conservatives, in general, want the government, economy, and society to stay the same (preserve the status quo) or return to how it once was
     - Conservatives are often opposed to abrupt change. There is often a heavy focus on tradition, in political, economic and social issues
     - What is considered to be tradition?
       - Any set of customs or beliefs that is passed on from generation to generation
   - Calvin Coolidge
     - Dedicated to traditional moral values
     - Isolationist- rejected Wilsonian internationalism
     - Laissez- faire economic policy, rejected Progressive economic policies
       - Refused to use federal power to address agricultural and industrial crises
       - Vetoed farm relief bills, “‘Farmers have never made money. I don’t believe we can do much about it.”
       - Supported corporate tax cuts
       - The Business of America is Business”
3. Slide 4: Liberalism

- Progress and reform
  - Opposite of Conservative beliefs, Liberalism looks to the future for reform and societal well-being
  - Liberals view various forms of progress as grounds and means for reform
  - Often hold traditional values to a lesser degree, but not completely abolishing them
  - Because of the focus on progress, liberals are often called “Progressives”
- Change…but how quickly?
  - Though liberals do desire change, they prefer to go through legislative and judicial processes
  - This means that change may take more time
- There are also some instances of liberals achieving fast paced change
  - Civil disobedience, or the purposeful breaking of a perceived tyrannical law or policy, is a strategy for achieving this change
  - Though it is illegal, it is nonviolent, and therefore not considered to be a radical measure
- What are some examples of liberals fighting for rights?
  - Civil Rights Movement- Martin Luther King
  - Women’s suffrage- Susan B. Anthony
  - Gay marriage- Equality Arizona
    - King wanted to gain rights and equality for African-Americans, end segregation and discrimination through non-violent direct action, against the traditional belief of segregation, Montgomery Bus Boycott, March on Washington
    - Susan B. Anthony was an outspoken social activist, organized Seneca Falls Convention, arrested for trying to vote in 1872 election, leader of NAWSA, tireless leader in the international suffrage movement in the 19th Century
    - Equality Arizona is a statewide LGBT organization that defends the rights of LGBT citizens and fights to gain further progress in gay marriage
- Teach, Ok Moment #1
  - Students will teach to a partner the definition of both Conservatism and Liberalism and determine a political figure that represents each position. Students must justify their selection of the political figure.
• Slide 5: A Little of This and That
  • Liberals vs. Conservatives
    ▪ There is a perceived tension between liberal and conservative political values
    ▪ People consider this tension to be a negative aspect of U.S. political practice today; however, these perspectives can allow for compromise and checking political power through political parties
  • Moderate view
    ▪ Most Americans are somewhere in between liberal and conservative on the political spectrum; these Americans are known as Moderates
    ▪ Moderates believe in slow, gradual change; they see this as being a practical approach to solving issues
    ▪ Moderates will vote “conservative” or “liberal” based on the issue, not the party
  • What are the positives and negatives about moderate perspective?
    ▪ Pros:
      ▪ Less partisanship
      ▪ Promotes differing perspectives
      ▪ Gradual change is easier to implement and maintain
    ▪ Cons:
      ▪ Some change is necessary to be achieved quickly
      ▪ Difficult to find political representation
  • Henry Clay
    ▪ Negotiated the Missouri Compromise, which included instances of compromise between the Northern and Southern interests
      ▪ Missouri admitted as a free state
      ▪ Maine admitted as a free state
      ▪ Louisiana Territory split at 36° 30’ north latitude
        ▪ North of line no slavery allowed
        ▪ South of line slavery was legal
• Slide 6: When Do We Want It?!
  • Ends of the spectrum
    ▪ The last two perspectives, Radicalism and Reactionary, are considered to be the most extreme, as they are willing to utilize whatever means necessary to achieve their policies
• These perspectives both tend to favor drastic change achieved in a short period of time
• In many cases, violence is an acceptable practice to reach extremist policies

• Radicals
  • On the left-most side of the spectrum, Radicals desire progressive social reform
  • Social reform is not limited to peaceful processions. Will utilize violence to achieve their political agenda
    • This can also mean introducing a new society or system
  • Black Nationalism/Power (Black Panthers)
    • Considered the U.S. political and judicial system to be corrupt and oppressive against African Americans
    • Engaged in armed confrontations with the police
  • Class warfare (Symbionese Liberation Army)
    • Sought to restructure the socioeconomic order of the U.S.; blamed the ills of society on corporate, capitalist greed
    • Engaged in bank robberies, riots, and kidnapping
  • Abolition (Nat Turner)
    • Led a slave rebellion in the name of abolition, killing 55 white southerners
  • Government usurpation (Bolsheviks)
    • Believed in Lenin’s communist ideals; led to the attack on the winter palace and the death of the Royal Family, including Czar Nicholas II and his children

• Should the Founding Fathers be considered radicals?
  • Extreme perspective on government (take control of colonies away from England)
  • Use of violence (Revolutionary War)
  • Immediate change in a revolutionary way

• Reactionary
  • On the right side of the spectrum, Reactionaries favor extreme and immediate change, want society to be reverted back to a previous state and are willing to use violence to achieve this change. Reactionary perspective is also known as ultraconservative
• In the U.S., instances of reactionary politics exist through groups such as the Ku Klux Klan
  ▪ Against civil rights for African Americans
  ▪ Use of intimidation and violence to maintain white supremacy
  ▪ Return to pre-Civil War America
  ▪ Reestablishment of master race (Neo-Nazi)
• Why do you think it is called “reactionary?”
  ▪ The perspective is a negative reaction to the changes and progression in society, and want to revert back to a previous state immediately, use of violence
• Teach, Ok moment #3
  ▪ Students will teach to a partner the definition of moderate, radical and reactionary perspectives and determine a political figure that represents each position. Students must justify their selection of the political figure.
• Slide 7:
  ▪ In the final portion of the lecture, the instructor will show the students several figures from history corresponding to the different political perspectives covered. The following historical figures are good options, but can be substituted as the instructor sees fit:
    ▪ Liberal: Franklin D. Roosevelt
    ▪ Conservative: Ronald Reagan
    ▪ Radical: John Brown
    ▪ Moderate: Abraham Lincoln
    ▪ Reactionary: Adolf Hitler
  ▪ Time for each transition to a new figure will be the responsibility of the instructor, who will use a timer or a verbal cue to alert students to switch partners
• What the students are doing
  ▪ During the lecture, the students will take Cornell style
  ▪ At the end of the lecture, the students will be provided with a handout where they will fill out their defenses (with evidence) for the political perspectives of the figures. The students will first meet with a shoulder partner to guess the first figure; after one minute, the students will switch to a different partner and deliberate on the second figure, and so on. Each student must complete the handout for evaluation
End (closure) 5 min.

The students will write a brief reflection asking which perspective they find most effective

- What is your preferred perspective?
- Why is this more effective than the other perspectives?
- What is a possible downside to your perspective’s belief?

The reflection should be a paragraph long and contain reference to the lecture and/or activity

Procedure to Teach Lesson:

Day 2
Beginning (anticipatory set)

1. The instructor will ask the students to respond to a John Adam’s quote on party politics, “There is nothing which I dread so much as a division of the republic into two great parties, each arranged under its leader, and concerting measures in opposition to each other. This, in my humble apprehension, is to be dreaded as the greatest political evil under our Constitution

- Critical questions to ask the students as they react
  - What is Adam’s interpretation of a two party system?
  - What sort of political evil may he be referencing?
  - Do you think the U.S. has benefited or suffered from the party system?

- The instructor will inform the students that they will be analyzing political positions and classifying them as a political perspective of a current political party
  - The students will also be able to determine their own political perspectives on the spectrum

- Understanding political parties is important to understand the reason behind how political parties organize around particular issues. It also an important tool in checking power and ensuring that compromise is the most common outcome.

Middle

The instructor will continue the lecture from the day before, this time covering political parties and the types of issues each votes on

- While lecturing, the instructor will ask the students guided questions leading up to the interviews

Slide 10: Party Domination

- U.S. Two-Party System

- The Federalists were considered the first conservatives, while the Anti-Federalists (Republicans) were considered the first liberals

- Federalists
  - Mistrusted the masses; the rich, educated and wellborn should rule
  - Strong national government, loose interpretation of the Constitution
Policies encouraged finance, manufacturing and commerce,

Foreign policy supported Britain.

Alexander Hamilton

Positions are considered conservative because they reflected British traditions in political and economic policies.

- Anti-Federalists (Republicans)
  - Faith in the common people, distrusted elites
  - Fear of strong centralized governmental power, supported state sovereignty,
  - Constitutional protection of rights, trusted the power of “the people” (advocated for an educated populist),
  - Feared taxes and treaties would favor money interests
  - Economic policies favored small independent farmers
  - Foreign policy favors France
  - Work within system to achieve progress
  - Thomas Jefferson
  - Considered liberals because they advocated a more populist limited form of government which would have been a new form

What is it that defines Republicans and Democrats?

- Republicans: Conservatives
  - Isolationist/Nationalist
  - Pro-Business
  - Market-driven economy
  - Rugged Individualism
  - WASPS
  - Traditional/Status Quo

- Policies today reflect impact of Industrial Revolution and pro-business policies
  - The focus on self-reliance comes into play with these different ideals
  - Isolationists believe in avoiding European nation’s affairs; looking out for U.S. people first
  - Businesses are one of the main contributors to a market driven economy, which argues against government intervention
• Self-made success is the main goal, fostering a sense of rugged individualism, instead of relying on the government

• Traditional values are evident with the adherence to social norms and the status quo, as well as the White, Anglo-Saxon Protestant supporters

• Modern republicanism came from opposition to the policies of Franklin D. Roosevelt
  • Legislators worried about his expansion of the government to pass progressive policies and legislation
  • Became more business-backed and was characterized by WASPS

Democrats: Liberals
  • Internationalist (United Nations)
  • Pro-Labor
  • Regulated Economy
  • Government Relief
  • Minority Voters
  • Strong Federal Government
  • Progressive
  • Democratic Party today reflects the Progressive Era and FDR’s New Deal
    • Progressive Era
    • The desire of progress and an improved society makes the ideals of liberalism evident
    • Support the average worker against big business
    • Believe it is the government’s responsibility to better the welfare of its citizens; government must be an agent of the people, needs to be strong
    • Examples of this found in wanting more economic regulation
    • Favor internationalist foreign policy of Woodrow Wilson after WWI
  • New Deal of Franklin D. Roosevelt’s administration the backbone of today’s Democratic party
    • Relief, Recovery, Reform
    • Issuing of the government aid programs and his expansion of governmental powers to do so
    • Federal government must help to stimulate the economy
    • Regulation to prevent drastic ups and downs of business cycle
    • Internationalist- United Nations
    • Encompassed many of the ideals of the modern Democratic Party
Slide 11: Where on the Issues?

- The political spectrum is generally how Republicans and Democrats vote. A Republican who is conservative on some issues and liberal on others (or a moderate) is known as being a centrist. The same applies to a Democrat who votes conservatively on some issues.
- Gaining support for a political party is important to ensure that the party ideals are implemented when in office.
  - Showing a strong support for a certain party is known as partisanship. In certain cases, some partisans will vote based on the party perspective, instead of their own personal perspective.
- Do you consider this to be an effective method of voting?

After the lecture, the instructor will pose a series of current views on society using Poll Everywhere, containing scenarios that require classification of political parties and perspectives. The answers limited to two answers: “Republican” and “Democrat.” The instructor will lead students through a discussion on the answers. The following are some examples of current beliefs that can be used:

- **People should depend on themselves instead of the government for welfare**
  - Republican because it identifies with rugged individualism
- **All drugs should be legalized for medicinal and recreational purposes**
  - Democrat because it identifies with liberal belief in progression, in this case new studies on different recreational drugs
- **Public schools should allow prayer as part of a daily routine**
  - Republican because it is often tied to the traditional values of conservatism, which wants certain aspects of society to become what it once was
- **Taxes on the wealthy should be implemented**
  - Democrat because they tend to be pro-labor and lean to more egalitarian views
- **The U.S. military should be involved in foreign affairs to protect the well-being of other countries’ people**
  - Republican because they support government involvement in foreign affairs

What the students are doing

- The students will use their phones to answer the Poll Everywhere questions. While answering the questions, the students will discuss their answers to the questions in a teacher-guided discussion. Then, during the film, the students will take notes using an interactive video guide containing questions designed to measure political perspectives. This video guide will be kept in their notebook for assessment on a later date.

The instructor will play two separate videos for the students to analyze and assess. The first is an interview with Ed Pastor discussing his beliefs on certain key issues in Arizona (7:45-9:35, 10:25-11:45, 18:15-22:47). The second is another interview with John McCain (4:34-7:00, 7:30-9:30, 18:55-20:00, 20:20-22:15). After each video, the instructor will lead a short discussion on what makes each legislator a liberal and conservative, respectively.
What example do we see of Pastor working for the needs of the community?

- Public transportation (Light rail)
- Educational programs

According to Pastor, how have politics changed in reference to partisanship?

- Used to be that Republicans and Democrats would not engage in independent expenditures and going up against other groups personally

What are some reforms to immigration that Pastor hopes to see?

- Program for more workers to come
- More order; employer is able to identify and bring more workers
- Fair to them, and then securing the border

What does McCain say about Arizona politics that Pastor mentioned in his interview?

- That Arizona politics has always been very civil. Most politicians are friends or acquaintances

Is McCain’s door-to-door politics an example of community-building?

- Yes, as the people who he visits get a personal interaction with him that will strengthen their support for his policies

**End (closure) 5 minutes**

- The students will fill out a short exit ticket before the end of class answering the following questions. They will turn this in at the end of class.
  - What is an issue that you would like to learn more about?
  - Is there anything about political perspectives that is still confusing to you?

**Homework/Reflection**

- Students will find an Arizona bill or legislation that has been recently been voted and answer the following questions on a separate sheet of paper
  - What does the bill discuss?
  - What are the concerns of Republicans? What about Democrats?
  - What do their decisions say about their political perspective? How might they vote on a different issue? Give an example.
Assessment:

- During lecture: Teach, Ok to assess understanding through use of proximity (informal)
- Video guide: Students will be evaluated based on completion and content of the completed guide (formal)
- Political Figure Identification: The handout will be collected and assessed based on completion and use of analysis to get their answers (formal)
- Discussion: After the Poll Everywhere quiz, students will be assessed through the proceeding class discussion on why they chose their answers (informal)
- Day 1 Homework: Students will be evaluated on completion, background of their political figure, and effectiveness of their analysis on political perspectives (formal)
- Day 2 Homework: Students will be evaluated on completion and reference to the information from the previous lectures and/or activities

Annotated Bibliography (primary and secondary sources):

- This website provides Ed Pastor’s biographical information related wholly to his political career. In addition to providing names of the bills that Pastor has supported, a report card comparing him to other legislatures is included, illuminating much of Pastor’s partisan leanings and number of bills passed.

- This interview done by Arizona PBS covers Pastor’s view on gun control, immigration reform, and several other issues. This interview is particularly useful because he directly discusses the impact the issue have on Latino Americans and minority groups.

- This website provides a concise list of different bills and measures that Ed Pastor has either supported or contested. The information provided is extremely thorough, covering topics of foreign policy, economics, and domestic affairs, while also including voting measures.

- This political spectrum contains an illustration of the political spectrum, definitions, and key beliefs of both political perspectives and parties.
https://www.govtrack.us/congress/members/john_mccain/300071

• This website provides a political background of John McCain and includes a report card comparing him to other legislatures which can be used to identify partisan leanings.

http://www.ontheissues.org/john_mccain.htm

• This website includes the various voting habits and views on both foreign and domestic policies. The list is extensive and simple to reference.

**Materials Needed:**
- PowerPoint/Prezi
- Interactive Notebook (notebook paper if interactive notebook left at home)
- Pen and pencil
- Cell Phone (Poll Everywhere)
- Identifying Figures handout
- Liberalism vs. Conservatism quiz
- The Political Spectrum
Interactive Video Guide: Ed Pastor and John McCain

Directions: As we watch the SRP interviews, we will answer the questions listed below. Periodically, we will pause the video and discuss the answers to the questions that have just been answered. This will be checked at the end of the period for completion.

Interview Questions:

Are Pastor’s discussions on the different “needs in the community” and his perspective on illegal immigration a sign of a liberal perspective? How?

In the McCain interview, McCain talks about Arizona tradition overcoming partisanship in the legislature. Is this Arizona tradition an example of the conservative focus on traditional values?

What similarities do you see between Ed Pastor and John McCain?

How do both politicians explain partisanship within the interview? Is it considered to be a positive or negative practice?
Use your knowledge of history to match the correct perspectives to their historical figures. You will have one minute to deliberate with a partner and write down both the political perspective and your reason for your choice in the space. Once the timer goes off, you must switch to a new partner in the class.

**Keywords: Conservative, Liberal, Moderate, Radical, Reactionary**

**Adolf Hitler:** Reactionary; Wanted to rebuild the Aryan race and was willing to commit genocide to achieve his goal.

**Franklin D. Roosevelt:** Liberal; Established government programs that were designed to provide relief to U.S. citizens during the Great Depression, legislation promoted labor unions, Social Security Act, conservation, regulated the stock market and banking industry, deficit spending.

**Ronald Reagan:** Conservative; Reestablished several free market based policies to stabilize the economy. Terminated the jobs of federal air traffic controllers that went on strike, bank regulations eased, reduced government spending.

**John Brown:** Radical; Willing to use violence in the raid on Harpers Ferry to gain abolition for slaves.

**Abraham Lincoln:** Moderate; Free-soiler. Sought to preserve the Union through compromise and appealing to different political factions.
Answer Key

Interactive Video Guide: Ed Pastor and John McCain

Directions: As we watch the SRP interviews, we will answer the questions listed below. Periodically, we will pause the video and discuss the answers to the questions that have just been answered. This will be checked at the end of the period for completion.

Interview Questions:

Are Pastor’s discussions on the different “needs in the community” and his perspective on illegal immigration a sign of a liberal perspective? How?

Yes, they are considered to be an example of a liberal perspective because liberals tend to believe in government involvement for solving problems and providing protection for its citizens.

In the McCain interview, McCain talks about Arizona tradition overcoming partisanship in the legislature. Is this Arizona tradition an example of the conservative focus on traditional values?

This is not an example of traditional values, but instead an example of civil politics. McCain states that tradition overcoming partisanship is the result of positive relationships between senators of different political perspectives.

What similarities do you see between Ed Pastor and John McCain?

Both seem to demonstrate that they care about the people they represent based on their contributions to the community, with Pastor’s belief of reform for illegal immigrants and McCain’s door-to-door visits. I think their political beliefs on how to improve society are drastically different, but the goal of improving the well-being of the public is the same for both.

How do both politicians explain partisanship within the interview? Is it considered to be a positive or negative practice?

Pastor explains partisanship as not being a change to politics, as he said he worked with Republican and did not get into each other’s political battles. McCain states that partisanship has largely left Arizona alone, as he feels that the Arizona tradition of ignoring partisanship and working in a civil environment has been extremely effective. Both of them considers partisanship to be a negative aspect, as they either believe that we have succumbed to it in politics or we have been able to avoid it.
<table>
<thead>
<tr>
<th>RADICAL (Revolutionary)</th>
<th>LIBERAL (Progressive)</th>
<th>MODERATE (Middle of the road, Centrist)</th>
<th>CONSERVATIVE (Traditional)</th>
<th>CONSERVATIVE (Ultraconservative)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Definition</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Favors extreme and immediate change; willing to use violence; change come in the form of a new society or system</td>
<td>Favors progress and reform; Works for reform within existing systems; or is nonviolent looks to the future for an improved society</td>
<td>Favors a practical approach to solving society’s problems slow and gradual change; may be “liberal” or conservative” depending upon a given issue</td>
<td>Favors society as it is or a return to what society was; opposed to abrupt change; values tradition</td>
<td>Favors extreme and immediate change; willing to use violence; change comes in the form a restoration of society as it once was</td>
</tr>
<tr>
<td>Examples:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Antebellum Positions on Slavery</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>John Brown</td>
<td>William Lloyd Garrison</td>
<td>Lincoln</td>
<td>Chief Justice Roger Taney</td>
<td>Kansan Pro-slavery Forces</td>
</tr>
<tr>
<td>Civil Rights Movement</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Black Panther Party</td>
<td>SNCC, SCLC CORE, MFDP</td>
<td>NAACP Urban League</td>
<td>Southern Manifesto Strom Thurmond</td>
<td>KKK</td>
</tr>
<tr>
<td>World Politics</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lenin, Trotsky, Mao</td>
<td>Gandhi</td>
<td>Angela Merkel</td>
<td>Margaret Thatcher</td>
<td>Hitler, Milošević</td>
</tr>
<tr>
<td>Impact of 1920s and New Deal (Modern Politics)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Democrat</td>
<td>Internationalist</td>
<td>Republican</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pro-Labor</td>
<td>Pro-Labor Government Relief</td>
<td>Isolationist Pro-Business</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Minority Voters</td>
<td>Strong Federal</td>
<td>Rugged Individualism</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Government</td>
<td>Government</td>
<td>WASPs States Rights</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Urban</td>
<td></td>
<td>Rural</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LEFT WING New Immediate</td>
<td></td>
<td>&lt; CHANGE &gt; &lt; TIME &gt;</td>
<td>Chief Justice Roger Taney</td>
<td>RIGHT WING Old Immediate</td>
</tr>
</tbody>
</table>

Developed for SRP’s Centennial Conversation Series by Marcie Hutchinson, Arizona State University, 2014