



## LOC TPS Gov/AP Gov Party Machines of the late 1800s

9-12 Grade

This activity is sponsored in part by the Library of Congress Teaching with Primary Sources Eastern Region Program, coordinated by Waynesburg University.

To be taught within a unit on political parties.

One class period of 45 – 60 minutes

Description of activity: Students examine the power wielded by political machines and events that diminished that power.

### Activity Goals

- A. Focus Question: What were political machines and what were the sources of their power? What events proved to minimize the influence of party machines in the late 1800s?
- B. Context: This will be used within a unit on political parties.
- C. Objectives: Explain the role of political machines, the sources of their power, and reasons for their decline. Evaluate the relative power of political parties during the era of political machines.
- D. Assessment: Formative and summative assessments below

### Virginia SOLS

#### STANDARD GOVT.1 a, c, d, g

The student will demonstrate mastery of the social studies skills responsible citizenship requires, including the ability to

- a) analyze primary and secondary source documents;
- c) analyze political cartoons, political advertisements, pictures, and other graphic media;
- d) distinguish between relevant and irrelevant information;
- g) select and defend positions in writing, discussion, and debate.

#### STANDARD GOVT.6a

The student will demonstrate knowledge of local, state, and national elections by

- a) describing the organization, role, and constituencies of political parties.

### Common Core

#### CCSS.ELA-LITERACY.RH.11-12.1

Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

#### CCSS.ELA-LITERACY.RH.11-12.2



Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

CCSS.ELA-LITERACY.RH.11-12.4

Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).

CCSS.ELA-LITERACY.RH.11-12.5

Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

CCSS.ELA-LITERACY.RH.11-12.7

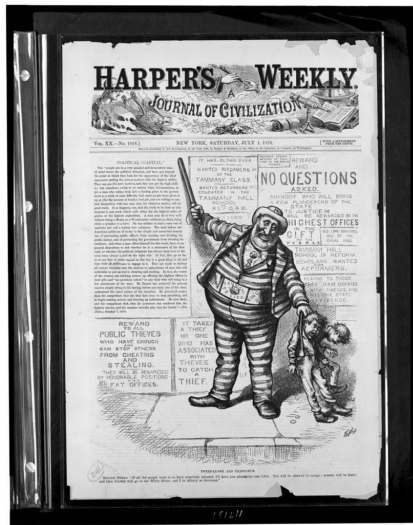
Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

CCSS.ELA-LITERACY.RH.11-12.9

Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.



❖ Examine



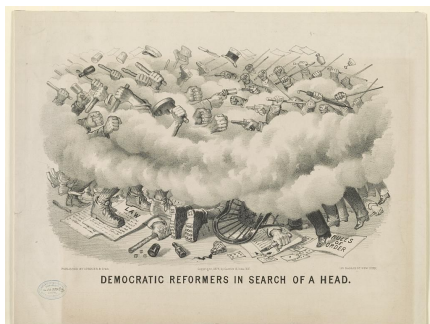
Tweed-le-dee and Tilden-dum

Thomas Nast, printed in Harper's Weekly

1876 July 1

<http://www.loc.gov/pictures/item/96519163/>

➤ Who is the key figure? How was he portrayed?

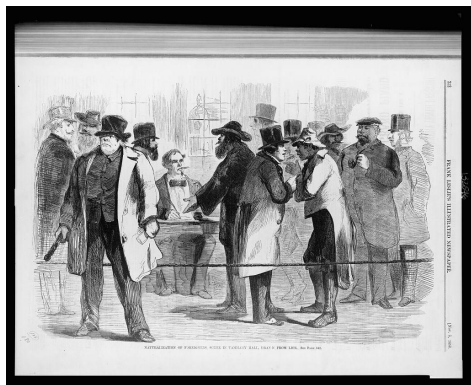


Democratic reformers in search of a head

Published by Currier & Ives, c1876

<http://www.loc.gov/pictures/item/91795207/>

➤ What is the message conveyed by this political cartoon? Include specific details to back up your claim.



Naturalization of foreigners, scene in Tammany Hall / drawn from life.

1856

<https://www.loc.gov/item/2002735870/>

- Explain the significance of immigrants to the power of political machines like Tammany Hall.

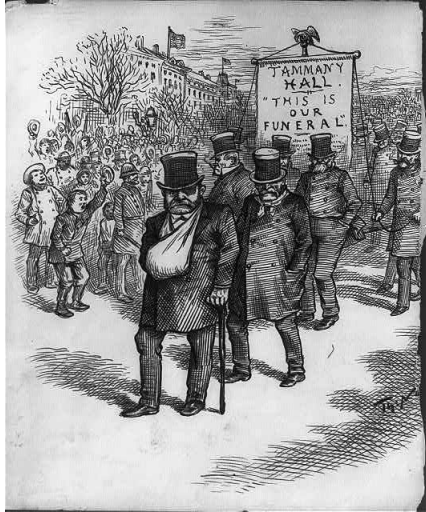
Formative Task: Characterize party machines of the late 1800s. How did they dominate local politics?

Read <http://millercenter.org/president/biography/garfield-death-of-the-president>

- What brought an end to the dominance of party machines?

Go to <https://www.ourdocuments.gov/doc.php?doc=48>

- Summarize the impact of the Pendleton Act.



"Tammany Hall is going to the inauguration." News. They can't help themselves

Thomas Nast in Harper's Weekly

1885 Feb. 21

<http://www.loc.gov/pictures/item/2009617080/>

- How were Honest John Kelly and the Tammany Hall machine depicted here? Explain the historical context of the artist's assertion. (You should refer to <http://millercenter.org/president/biography/cleveland-campaigns-and-elections> for important background information.)



"Evacuation day" March 4th, 1885 - a Democratic dream

Gillam, Bernhard

1883 November 21

<https://www.loc.gov/item/2012645558/>

- Explain the imagery in this political cartoon. How is political power involved?



The true meaning of Republican harmony

Gillam, Bernhard

1883 April 11

<https://www.loc.gov/item/2012645464/>

➤ What is the message of this political cartoon?

Summative Task:

How did the Pendleton Act and the election of Grover Cleveland impact the influence of political machines? To what extent did people believe corruption had been stopped? Provide evidence from the images above to substantiate your claim.