

Suggested Lesson Plan Guidelines for Student Teaching

Lesson Topic: Primaries in the United States **Grade level:** US Government **Length of lesson:** 45 minutes

Desired Results	
State Content Standard(s): USG.5.7 Explain how citizens in the United States participate in public elections as voters and supporters of candidates for public office. USG 3.15 Examine the progression of political parties and their ideologies and the broad political spectrum in the American governmental system and analyze their functions in elections and government at national, state, and local levels of the federal system. USG.3.13 Explain the electoral process in terms of election laws and election systems on the national, state, and local level	
Central Focus: Students will understand: The ways in which primaries influence our election system ranging from the process of establishing candidacy to the nomination of said candidate by a party.	Essential Question(s): Why do we have a primary system in the United States? How do different states allocate delegates in the United States? How does the scheduling of primaries influence candidate activities?
Student objectives (outcomes): Students will be able to: Explain the purpose of a primary and how they function by apply real-world examples in the United States Interpret how a schedule of primaries influence candidate activities	
Assessment Evidence	
Performance Task(s): Students will fill out a KWL that will set them up for understanding the process of primaries and any other related processes.	Other Evidence: Formative Assessment in the form of asking application DBQs and checks for understandings.

Learning Plan
Learning Activities: Opener 5-10 minutes: - Have students fill out a KWL asking “Fill out what you know and want to know about primaries on a 3x5 index card.” Lesson 30 minutes: - Lecture over the process of primaries - Examination of documents and web pages as a class - Think-Pair-Shares about unclear terms or complicated concepts and questions such as “How do you think this schedule of primaries influence candidates?” Closer 5 minutes: - Have students fill out the L part of the KWL.
Resources and Materials: https://docs.google.com/presentation/d/1Bsf2i1oq7hhMx48eVSybeZZP9U_7kkoxpMiYdEdzB3E/edit?usp=sharing https://www.youtube.com/watch?v=ojEpVcfE_D0 https://www.youtube.com/watch?v=wmE7pnMTLZk&t=46s https://www.youtube.com/watch?v=2apJ95D8vX4 https://ballotpedia.org/Republican presidential nomination, 2016 https://ballotpedia.org/Democratic presidential nomination, 2016 https://www.nytimes.com/elections/2016/results/2016-03-01
Required Accommodations/Modifications: This is a small class and as a result there are no students with required accommodations. Any video materials have closed captioning. At request paper copies of the slides are handed out.
Additional Modifications for Individual Students: NA
Extending the Lesson Students will be encouraged to participate in the Indiana Primary with more information on when and where

Adapted from *Understanding by Design*, Expanded 2nd Edition (2005) by Grant Wiggins and Jay McTighe, Association for Supervision and Curriculum Development.