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|  | Monday (Mar. 13) | Tuesday (Mar. 14) | Wednesday (Mar. 15) | Thursday (Mar. 16) | Friday (Mar. 17) |
| ND Standard | C.6\_12.2,3,4 | C.6\_12.2,3,4 | C.6\_12.2,3,4 | C.6\_12.2,3,4 | C.6\_12.2,3,4 |
| Topic | Public Opinion | Interest Groups | Political parties | 3rd party candidates | Election process |
| Objectives | SWBAT Define public opinion and analyze how it affects political action | SWBAT Define interest groups and evaluate their role in our political process | SWBAT Describe the role of a political party in the government and explain their organization | SWBAT Analyze third party candidate positions and create a party for two or more candidates | SWBAT Communicate their ideas effectively and professionally |
| Bellringer | How important do you think public opinion is in our government? | How does public opinion affect political action in America? | What role do interest groups play in our political process?  Are they good or bad? | What role do political parties play in US politics?  How are parties organized? | What were some of the platforms that your third party candidate ran on? |
| Lesson plan | * Remind students that Shark Tank Interviews are due in their papers by midnight * Parent-teacher outlines   Chapter 9   * Watch “Becoming a Candidate” video (History Channel 3:45) * Students will read Chapter 9 lesson 1 * Students will answer questions 1-4 in the back of the lesson * Students will create their own polls | Chapter 9   * Go over answers to 9.1 questions * Students will read Chapter 9 Lesson 2 * Students will answer questions 1-4 in the back of the lesson * Students will finish their polls * Remind students that their elevator pitch is due on Friday | Chapter 9   * Go over answers to 9.2 questions * Students will read Chapter 9 Lesson 3 * Students will answer questions 1-4 in the back of the lesson * Students will create their own political parties * Remind students elevator pitch is due Friday | * Students will be assigned a third party * They will research their candidates platforms and values * They will then try to match their candidate with an ideologically similar candidate of another student * Those two students will create a new party to encompass both party’s values * Remind students that elevator pitches are due TOMORROW | * Students will present their new third party with partner * Students will present their elevator pitch with their partner |