

## Chapter 13

### Section 4: Presidential Nominations

**Guiding Question:** Does the nominating system allow Americans to choose the best candidates for President?

#### GET STARTED

##### Lesson Goals:

- ❑ Students will discuss how primaries and caucuses allow voters to participate in choosing presidential candidates.
- ❑ Students will explain the events that take place at a national convention.
- ❑ Students will detail the typical characteristics of presidential candidates.

**Bellringer** Display Transparency 13D, The United States of America, Revised. This cartoon comments on the disproportionate influence of the early Iowa caucuses and New Hampshire primary. Explain to students that this cartoon appeared while the nation was in the process of nominating candidates for the presidency. Have students answer the first question on the transparency in their notebooks, then discuss the second question as a class.

**Vocabulary** Have students write the terms and their definitions on flash cards and test each other with the cards.

#### TEACH

Discuss the Bellringer activity, and the decision of many states to move up their primary or caucus dates. Have students look at the photograph on the first page of the section. Tell them that, like cheering a team on at a game, people love to cheer for candidates during a convention. Remind students that the skill they are practicing in this chapter is visualizing, so as they read this section, ask them to visualize themselves participating in the exciting process of presidential nomination.

##### Ask:

- Why did congressional caucuses end? *(The arrangement represented the views of too few people.)*
- Who gets bonus delegates? *(states that supported a party's candidate in the past)*
- How did Wisconsin's law change the corrupted convention system? *(It provided for the popular election of delegates to the national convention.)*

##### Learning Styles: Visual/Spatial

Have students help you create two T-charts, listing the advantages and disadvantages of primaries and caucuses. Make sure students know which method is used in your state. Write the following for students to answer in their notebooks: **Do you believe the method used in this state is effective? Why or why not?** *(Answers will vary.)*

##### Other Strategies

ELL/ESL Strategy

Learning Styles: Interpersonal/Group

Learning Styles: Auditory/Verbal

Learning Styles: Logical/Mathematical

#### ASSESS AND REMEDIATE

- Assign the Section Assessment questions; grade student responses.

##### Chapter Resources

**Essential Questions Journal**

**Chapter 13 Outline** (All-in-One, pp. 12–14)

##### Other Resources

**Reading Comprehension Worksheet**

(All-in-One, pp. 34–35)

**Section Quiz B** (All-in-One, p. 43)

**Audio support is available for this section.**

**Additional features for Differentiated Instruction can be found throughout the Teacher's Edition.**