

Detailed Lesson Plans for Students

Grade: 12 (pgs 1-7)

Subject: Social Science

Topic: Making a Budget

What Are You Learning:

- ❖ How to make a personal budget
- ❖ How the federal and state governments comes up with their budget
- ❖ How budgets reflect the values of those making it

Background and Context:

One of the most important documents produced each year by the president and Congress is the federal budget. Through a lengthy process, government leaders determine how much money they expect the government to receive during each of the next several years, where it will come from, and how much to spend to reach their goals in areas such as national defense, foreign affairs, social insurance for the elderly, health insurance for the elderly and poor, law enforcement, education, transportation, science and technology.

The president and Congress decide how much spending they will finance through taxes, and debate how to use the budget to help the economy grow or to redistribute income. More recently, they have been debating how long we can sustain large budget deficits that many government leaders feel have been necessary to stimulate our economy.

Questions for your Consideration:

- What goes into your weekly budget? If you had to cut your spending, what expenses would go first? What does that tell you about your priorities?
- What seems to be the most important aspects or costly aspects of running the government, according to the 2018 budget? What aspects of government spending do you see in your daily life?
- How will the emergency spending for the coronavirus outbreak likely change what else the government spends money on this year?

Online Resources for Students:

The Federal Budget: Overview and Issues for FY 2018 and Beyond-
<https://fas.org/sgp/crs/misc/R44881.pdf>

This is a June 30, 2017 report from the Congressional Research Service.

National Priorities Project- <http://nationalpriorities.org/>

This organization provides analyses of federal data “so people can prioritize and influence how their tax dollars are spent.” Their website includes a summary of the federal budget process:
<https://www.nationalpriorities.org/budget-basics/federal-budget-101/federal-budget-process/>

The Concord Coalition- <http://www.concordcoalition.org>

This organization describes itself as “dedicated to educating the public about the causes and consequences of federal budget deficits, the long-term challenges facing America’s unsustainable entitlement programs, and how to build a sound economy for future generations.”

America's Historical Struggle with Debt and Taxes-

http://www.youtube.com/watch?feature=player_embedded&v=k7ktBe3TUIk This 10-minute video from the PBS NewsHour (2012), includes Paul Solman’s interview with Simon Johnson.

'Red Ink': Understanding Why the U.S. Has So Much Debt-

<https://www.youtube.com/watch?v=5NOcrbaLd10>

This is Paul Solman’s 2012 interview with The Wall Street Journal’s David Wessel about his new book “Red Ink,” a primer to the budget. It is dated, but interesting.

Status of Appropriations Legislation for FY 2018

<https://www.congress.gov/resources/display/content/Appropriations+for+Fiscal+Year+2018>

This web page can help you keep track of what parts of the FY 2018 budget have been passed, and what is pending.

Bureau of the Public Debt- <http://www.treasurydirect.gov/govt/reports/pd/mspd/mspd.htm>

This U.S. Department of the Treasury website includes a link to the most current calculation of the U.S. debt.

Foreign Assistance- <https://www.foreignassistance.gov/>

This government website provides maps and data that show how and where our foreign assistance dollars are spent.

Part I: The Federal Budget

The federal budget is:

-a plan for how the government spends taxpayers' money.

What activities are funded? How much should we spend for defense, national parks, the FBI, Medicare, and meat and fish inspection?

-a plan for how the government pays for its activities.

How much revenue does it raise through different kinds of taxes--income taxes, excise taxes (taxes applied to various products, including alcohol, tobacco, transportation fuels and telephone services), and social insurance payroll taxes?

-a plan for government borrowing or the repayment of borrowed funds.

If revenues are greater than spending, the government runs a surplus. If expenses are greater than revenues (as is currently the case), the government runs a deficit.

-something that affects the nation's economy.



Some types of spending--such as improvements in education and support for science and technology—increase productivity and raise incomes in the future. Taxes, on the other hand, reduce incomes, leaving people with less money to spend.

-something that is affected by the nation's economy.

When the economy is doing poorly, people are earning less and unemployment is high. In this atmosphere, revenues decrease and the deficit grows.

-an historical record.

The budget reports on how the government has spent money in the past, and how that spending was financed. The 2019 budget document embodies the president's budget proposal to Congress for fiscal year 2019, which begins on October 1, 2018. It reflects the president's priorities and proposes his initiative to meet our national and international needs. The federal budget, of course, is not the only budget that affects the economy or the American people. The budgets of state and local governments have an impact as well. State and local governments are independent of the federal government, and they have their own sources of revenue (taxes and borrowing).

VIDEO Break: Watch the following episode of Infographics and note as you watch:

[What If The US Budget Was Only \\$100 - How Would It Spend It?](#)

- 1) Define different types of taxes? Which do you pay? Which do you think your family pays?
- 2) List three things that are included in ‘mandatory spending’.
- 3) How much of the budget did the Department of Education get? What about the military?
- 4) What got cut in 2018?
- 5) What are possible solutions to our debt problem?

Reflect: Think about all the things in your life that are the result of government spending, especially during this national emergency. What government spending do you think affects you the most, that you might not necessarily see evidence of every day?

Part II: Types of Revenue and Spending:

Table 1. FY 2018 Estimated Federal Receipts

Source	Amount (Billions)	Percentage
Individual Income Taxes	1,836	50%
Payroll Taxes (Social Security, Medicare, Unemployment insurance, and other retirement)	1,224	33%
Corporate Taxes	355	10%
Miscellaneous*	270	7%
Estate and Gift Taxes	24	1%
Allowance for Repeal & Replace Obamacare**	-55	-2%
Total Collected	3,654	100%

<https://www.whitehouse.gov/sites/whitehouse.gov/files/omb/budget/fy2018/budget.pdf>

Summary Tables: Table S-4. Proposed Budget by Category

* The government collects customs duties, excise taxes (taxes applied to various products, including alcohol, tobacco, transportation fuels and telephone services), and other miscellaneous revenues--e.g., Federal Reserve earnings, fines, penalties, and forfeitures.

** This item assumes tax cuts and revenue reductions from repealing and replacing the Affordable Care Act (Obamacare) taxes and mandates.

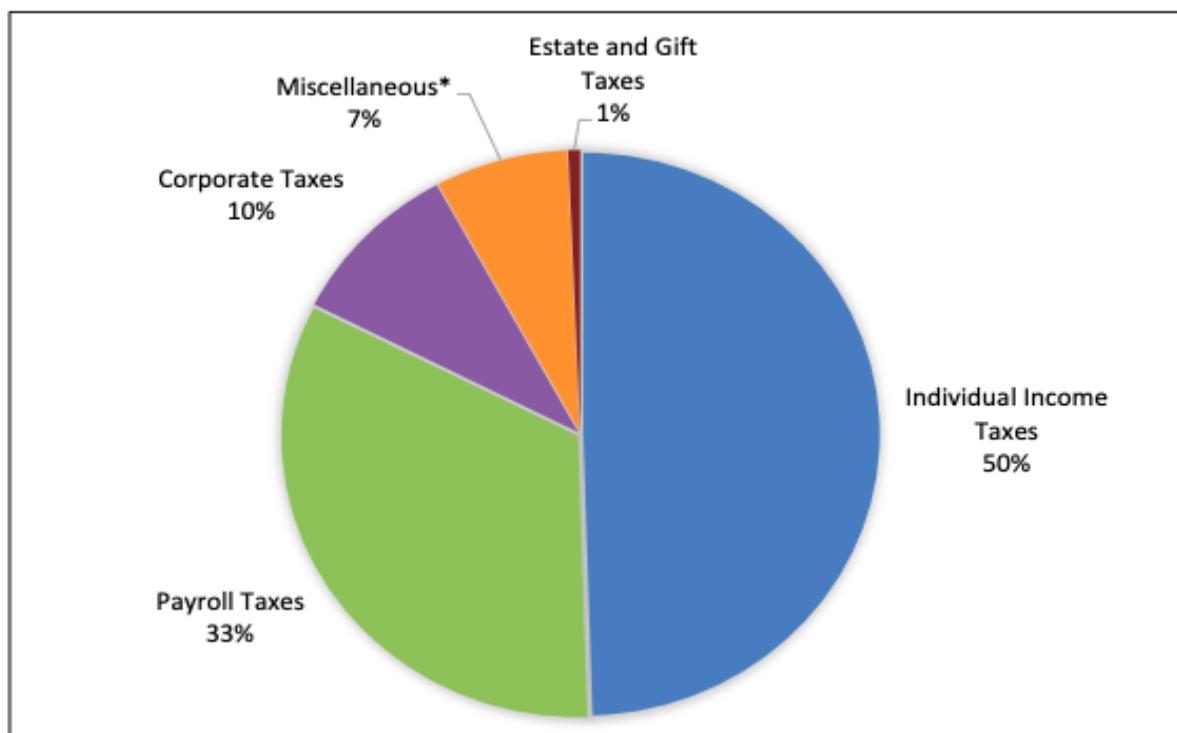
Chart 1. FY 2018 Estimated Federal Receipts


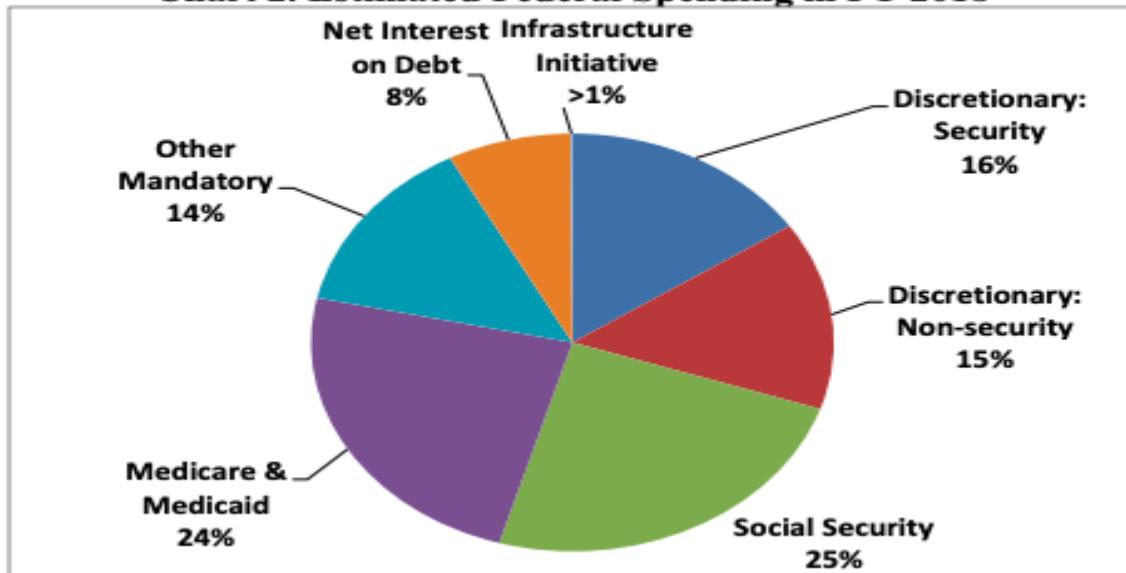
Table 2. Estimated Federal Spending in FY 2018

Budget Item	Amount (Billions)	Percentage
Discretionary:		
Defense	643	16%
Non-Defense	601	15%
Mandatory:		
Social Security	1,005	25%
Medicare & Medicaid	986	24%
Other Mandatory	570	14%
Net Interest on Debt	315	8%
Allowance for Obamacare Repeal and Replace*	-30	
Allowance for Infrastructure Initiative	5	
Total	4,095	100%

<https://www.whitehouse.gov/sites/whitehouse.gov/files/omb/budget/fy2018/budget.pdf>

Summary Tables: Table S-4. Proposed Budget by Category

Chart 2. Estimated Federal Spending in FY 2018



Let's REVIEW some TERMS:



To better understand federal spending, let's look briefly at President Trump's proposed federal budget in which the government projected it would spend approximately \$4.1 trillion.

*Federal spending is divided into **mandatory spending** which is required by law, and **discretionary spending** which is decided upon yearly by the president and Congress.*

Discretionary spending is what the president and Congress must decide to spend for the next year through annual appropriations bills. It includes money for such activities as the FBI, housing, education, space exploration, highway construction, defense, and foreign aid.

Discretionary spending for FY 2018 was estimated to account for 30% of all federal spending.

Mandatory spending, which accounts for approximately 70% of all FY 2018 spending, is authorized by permanent laws, not by the annual appropriations bills. It includes entitlements--such as Social Security, Medicare, Medicaid, and the Supplemental Nutrition Assistance Program (formerly known as the Food Stamp Program)--through which individuals receive benefits because of their age, income, or other criteria. It also includes interest on the national debt. The only way the president and Congress can change how much is spent in these accounts is to change the laws which dictate the amount of spending on these mandatory programs.

- The largest federal mandatory spending program is **Social Security**, which provides monthly benefits to nearly 62 million retired and disabled workers, their dependents, and survivors. The government projected it will spend approximately \$1 trillion on this program, which they calculated would account for approximately 25% of all federal spending.
 - **Medicare** provides health care coverage for over 55 million elderly Americans and people with disabilities.³ The government projected it will spend \$582 billion on this program, approximately 14% of all federal spending.
 - **Medicaid** provides health care services to millions of Americans, including the poor, people with disabilities, and senior citizens in nursing homes. This program accounts for \$404 billion of the budget, approximately 10% of all federal spending.
 - Other entitlements provide benefits to people and families with low incomes such as the Supplemental Nutrition Assistance Program (SNAP) and veterans' pensions.
 - The remaining mandatory spending mainly consists of federal retirement and insurance programs, unemployment insurance, and payments to farmers. All these remaining mandatory spending items account for \$570 billion, approximately 14% of all federal spending.
- Discretionary security spending** for FY 2018 (funding for the Pentagon, homeland and border security, etc.) was budgeted at approximately \$643 billion, comprising approximately 16% of all spending. Discretionary spending on programs not related to defense includes a wide array of initiatives such as education, training, science,



technology, housing, transportation, and foreign aid, was budgeted at \$601 billion, and represents approximately 15% of the budget.

- Interest payments** are payments made to pay back the interest on the federal debt. This accounts for \$315 billion or approximately 8% of the federal budget. As the government increases the size of its debt, the amount of interest that must be paid increases.

Part III: You re-work the Budget:

Go to: [Budget for Federal A Balancing Act Simulation](#)

Start clicking around and re-work the federal budget according to what YOU think the government should be taking in and spending. Take your time to balance it and consider the ramifications to each decision you make. *When you are finished, SUBMIT your budget and save your budget summary.*

Answer these reflection questions when you are done:

- a) What major changes to spending did you make? Did those reflect your values or what you thought was best for the country?
- b) What response do you predict your budget would get from the American people?
- c) What major changes did you make to revenue? Please explain your reasons fully.
- d) Was there anything the government currently doesn't either spend money on or collect money from, that you think should be on this budget? Explain fully.

Grade: 12 (pgs 8- 13)

Subject: Social Science

Topic: Deficit and Debt

What Are You Learning:

- ❖ Historic relationship American government has to debt
- ❖ Debt vs Deficit

- ❖ The politicization of the national debt

Background and Context:

The federal government has run a deficit for 45 out of the last 50 years. The size of the deficit is determined by the amount of revenues the government collects through taxes and the amount of money it spends.

When President Clinton was first elected in 1992, the federal budget was in a deficit. During the 1990s, as a result of a strong economy, the government brought in much higher revenues than expected and began, by the end of the decade, to run a budget surplus.

In 2002, as a result of September 11, increased military spending and anti-terrorism spending, tax cuts, and the downturn in the economy, the federal budget went back into deficit. For the past several years, the U.S. economy has been recovering from an economic downturn that began in 2007. Due to the downturn, the government collected fewer tax revenues and passed bills to stimulate economic and job growth which reduced taxes further and added to spending. Additionally, costs for entitlement programs such as Social Security, Medicare and Medicaid increased. As a result, the non-partisan Congressional Budget Office recorded many years of significant budget deficits.

There are different economic arguments about whether running a large deficit is a good idea or not. An increase in borrowing can be seen as a necessary response to a weak economy. Many economists have argued the necessity of increased government spending as an investment to help our economy grow. You might think of it as the way a family takes out a mortgage to buy a house. Most people think taking out a mortgage is a good idea and an investment in a family's future. Credit card debt, on the other hand, is something that most families try to avoid as they end up spending needlessly on the high interest on these accounts.

Questions for your Consideration:

- Do you plan to take out student loans? What goes into that decision?
- If the US Treasury can just print money, why don't we do that to get out of debt?
- How will the emergency spending for the coronavirus outbreak likely change this year's deficit? Would that change your opinion on if the money should be spent?

Online Resources for Students:

The Federal Budget: Overview and Issues for FY 2018 and Beyond-

<https://fas.org/sgp/crs/misc/R44881.pdf>

This is a June 30, 2017 report from the Congressional Research Service.

National Priorities Project- <http://nationalpriorities.org/>

This organization provides analyses of federal data "so people can prioritize and influence how their tax dollars are spent." Their website includes a summary of the federal budget process:
<https://www.nationalpriorities.org/budget-basics/federal-budget-101/federal-budget-process/>

The Concord Coalition- <http://www.concordcoalition.org>

This organization describes itself as "dedicated to educating the public about the causes and

consequences of federal budget deficits, the long-term challenges facing America's unsustainable entitlement programs, and how to build a sound economy for future generations."

America's Historical Struggle with Debt and Taxes-

http://www.youtube.com/watch?feature=player_embedded&v=k7ktBe3TUIk This 10-minute video from the PBS NewsHour (2012), includes Paul Solman's interview with Simon Johnson.

'Red Ink': Understanding Why the U.S. Has So Much Debt-

<https://www.youtube.com/watch?v=5NOcrbaLd10>

This is Paul Solman's 2012 interview with The Wall Street Journal's David Wessel about his new book "Red Ink," a primer to the budget. It is dated, but interesting.

Status of Appropriations Legislation for FY 2018

<https://www.congress.gov/resources/display/content/Appropriations+for+Fiscal+Year+2018>

This web page can help you keep track of what parts of the FY 2018 budget have been passed, and what is pending.

Bureau of the Public Debt- <http://www.treasurydirect.gov/govt/reports/pd/mspd/mspd.htm>

This U.S. Department of the Treasury website includes a link to the most current calculation of the U.S. debt.

Foreign Assistance- <https://www.foreignassistance.gov/>

This government website provides maps and data that show how and where our foreign assistance dollars are spent.

A Glossary

Appropriation: An appropriation is an act of Congress that enables federal agencies to spend money for specific purposes.

Balanced Budget: A balanced budget occurs when total revenues equal total outlays for a fiscal year.

Bipartisan: Relating to the agreement or cooperation of two political parties that normally oppose each other.

Budget Resolution: The budget resolution is the annual framework within which Congress makes its decisions about spending and taxes. This framework includes targets for total spending, total revenues, and the deficit, as well as allocations, within the spending target, for discretionary and mandatory spending.

Continuing Resolution: Legislation used by Congress to fund the government if appropriations have not been signed into law by the beginning of the fiscal year.

Debt: See "National Debt."

Debt Ceiling: Enacted in 1917, this law limits the amount of money the United States can borrow.

Deficit: The deficit is the difference produced when spending exceeds revenues in a fiscal year.



Deficit Spending: Deficit spending occurs when the government's revenues do not cover the cost of all its spending and it borrows money to finance its programs, using that borrowed money to pay for items in the budget.

Discretionary Spending: what the president and Congress must decide to spend for the next fiscal year through annual appropriations bills. Examples include money for such programs as the FBI, the Coast Guard, housing, education, space exploration, highway construction, defense, and foreign aid.

Entitlement: a program that legally obligates the federal government to make payments to any person who meets the legal criteria for eligibility. Examples include Social Security, Medicare, and Medicaid.

Excise Taxes: apply to various products, including alcohol, tobacco, transportation fuels, and telephone service.

Fiscal Year (FY): The fiscal year is the government's accounting period. It begins October 1 and ends on September 30. For example, fiscal year 2018 ends September 30, 2018.

Gross Domestic Product (GDP): GDP is the standard measurement of the size of the economy. It is the total production of goods and services within the United States.

Mandatory Spending (Non-discretionary Spending): authorized by permanent law. An example is Social Security. The president and Congress can change the law to change the level of spending on mandatory programs—but they don't have to do so.

National Debt: When revenues do not cover the costs of government spending, the government borrows money to finance this deficit. The total it has borrowed over the years, but not repaid, is the national debt.

OMB: Part of the Executive Office, the Office of Management and Budget assists the president in the development and implementation of the federal budget.

Revenue: include the collections that result from government activity, such as taxes. They do not include collections that result from the government's business-like activities, such as the entrance fees at national parks. Business-like collections are subtracted from total spending to calculate outlays for the year.

Sequestration: Automatic, across-the-board, spending cuts that apply to all programs and activities of government agencies.

Social Insurance Payroll Taxes: This tax category includes Social Security taxes, Medicare taxes, unemployment insurance taxes, and federal employee retirement payments.

Surplus: A surplus is the amount by which revenues exceed outlays.

Part I: Background

VIDEO Break: Watch this short clip on America's history of debt and taxes: [History of Debt And answer the following questions:](#)

- 1) How did Washington pay the country's first troops?
- 2) How did the South finance itself during the Civil War?

- 3) What did Keynes support doing to stimulate an economy?
- 4) Why did debt swell in the 1980s?
- 5) Who would you tax in the US, in order to pay down the debt? And how would you convince the American people it was necessary?

Watch this breakdown of the difference between DEBT and DEFICIT and reflect after:

[Deficits & Debts: Crash Course Economics #9](#)

Time Out for Debate:

Find a classmate online or spark a conversation asking: *SHOULD we spend more money on our population over 65 years old or more on our population under 18 years old?* *Be sure to give reasons for both sides of this debate.

Part II: Where We Are Now:

check out this website that calculates the US debt and deficit when you begin reading this, and note the increase by the time you finished <https://www.usdebtclock.org/>

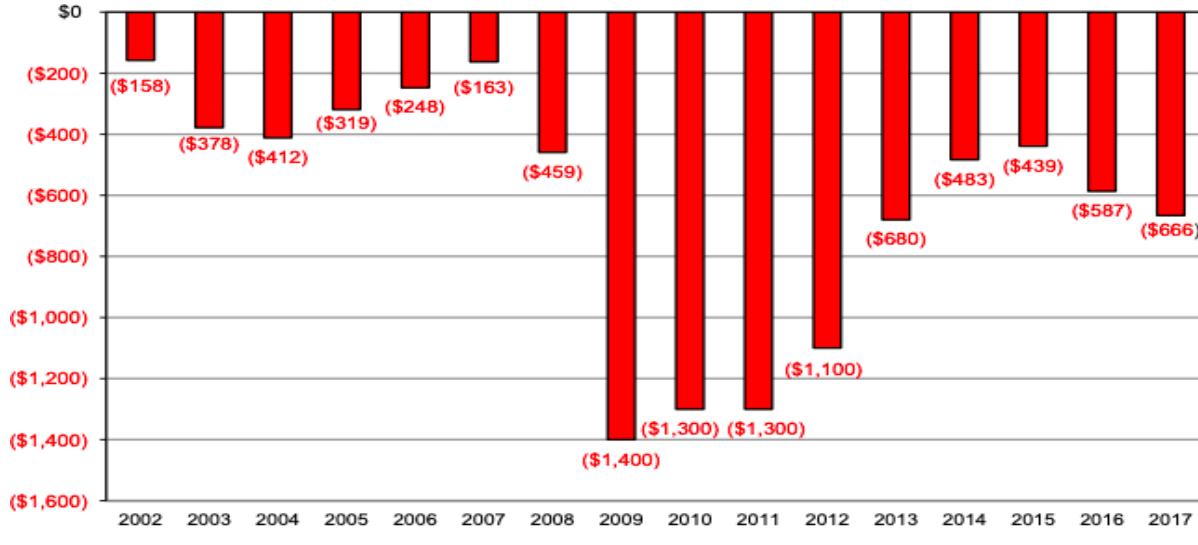
Deficits may be common, and may be necessary during difficult economic times, but many government leaders have been concerned about how long significant deficits can be sustained, and what can be done to lower them in the future. During FY 2011, members of Congress and the president were unable to agree upon solutions to the problem of our long term debt. In December 2010, a bipartisan commission (Simpson-Bowles Debt Commission) set up by President Obama to investigate this issue, recommended an increase in taxes and future cuts in Social Security and Medicare benefits, among other proposals. These recommendations are politically charged, since both raising taxes and lowering benefits to these entitlement programs can be politically unpopular. The Simpson-Bowles proposal did not gain the 14 votes required to send the plan to Congress. In August 2011, a crisis in government funding almost occurred when Congress appeared ready to prevent the raising of the debt ceiling. The deal they reached at the last moment (the Budget Control Act of 2011) placed annual caps on discretionary spending and created the Joint Select Committee on Deficit Reduction (the “Super Committee”)—6 Senators and 6 Representatives from both parties who were given the task of finding a minimum of \$1.2 trillion in spending cuts spread out over 10 years. Since the “Super Committee” failed to come to an agreement by their November 2011 deadline, significant automatic spending cuts were triggered for FY 2013 in both national security and non-security discretionary spending, cutting \$85 billion from the FY 2013 budget.

These across the board cuts (known as “sequestration”) meant drastic cuts not only for the military, but for programs in areas such as medical research, clean air, and transportation. Sequestration was never supposed to really happen—since it was distasteful to all sides of the budget debate, it was designed as a “poison pill” to force a bipartisan budget agreement. Yet, because no bipartisan agreement could be reached, these significant cuts were made in FY 2013. Since FY 2013, there have been several crises and compromises in the course of passing the

annual federal budgets, including a 16-day government shutdown in October 2013 when many government agencies and programs were not funded. There were also brief shutdowns in January and February of 2018. The most recent compromise enacted in February 2018 (the Bipartisan Budget Act of 2018) prevents a return, for FY 2018 and FY 2019, to the austere spending caps required under the Budget Control Act of 2011.

Chart 4: The Federal Deficit

Dollar Amount in Billions



Source: Congressional Budget Office

WHAT ROLE SHOULD THE GOVERNMENT PLAY IN THE ECONOMY?

*From the National Council on Economic Education, New York, NY
Civics and Government: Focus on Economics, Unit II, Lesson 4
(<http://ecedweb.unomaha.edu/lessons/fecgF.htm>)*

Although it is generally agreed that there is a role for the government in our national economy, there is considerable disagreement over what areas the government should be responsible for and how far the government should go in these areas. Some people feel that "big government" is a problem, that government is doing too much. Others believe that the government sector of the economy is being starved and that government should be allowed to do more. What the appropriate role is for government is a basic question, and one that involves a great deal more than economics.

Conservative View

Conservatives believe that the government's role should be severely limited. They feel that economic and political freedom is likely to be undermined by excessive reliance on government. Moreover, they tend to question the government's ability to solve social and economic problems.

They believe that faith in the government's power to solve these problems is unreasonable. They point to the slowness of the government bureaucracy, the difficulty in controlling huge government organizations, the problems political considerations can breed, and the difficulties in telling whether government programs are successful or not. On the basis of these considerations, they argue that the government's role should be carefully limited.

Liberal View

While conservatives question the government's ability to solve important social and economic problems, liberals, on the other hand, question the market's ability to solve these problems. They point to the important limitations of the market system, and they claim that the government can do a great deal to overcome these limitations. Government can regulate private economic activity. It can also provide goods and services that the private businesses produce too little of. Liberals tend to be less concerned than conservatives about the effects on personal freedom of greater governmental intervention in the economy.

Adapted from: Edwin Mansfield and Nariman Behravesh. Economics USA, New York: W.W. Norton, 1992, pp. 592-594.

Question to consider:

1. What is your view of the government's role in the economy? Do you think the government does more harm or more good in our society? Ask an adult or neighbor what their views are on this important question.

Grade: 12 (pgs 14-15)

Subject: Social Science

Topic: What Would YOU Do?

What Are You Learning:

- ❖ Why printing more money will not solve our debt problems
- ❖ How does funding work during a national emergency

Part I: Inflation

Have you ever wondered why we can't just print out more money to pay down our national debt? Well, the answer is INFLATION. Watch the following video and fill in the timeline below with key moments in the History of Inflation: [Why can't we just print money to pay off debt?](#)

1792

1900

1946

1971

2008

Part II: National Emergency Spending:

The federal government is voting to spend almost 10 billion dollars in emergency relief to combat the growing coronavirus pandemic.

- What will that money cover?
- Where will it come from?
- And what won't it cover?

Step 1) Read over the following articles to answer the questions above:

[Coronavirus response: Breaking down the \\$8.3 billion emergency spending bill Trump signed](#)
[Pennsylvania coronavirus cases escalate to 41; Wolf extends shutdowns to Delaware County effective Monday](#)

[Where The US Coronavirus Emergency Funding Is Headed : Shots - Health News](#)

--One more article of your choosing-- make sure it's current and reputable!

Step 2) Ask people in your home what they might need help covering, in light of the health crisis and if they think the government should pay for that. Then, contact a few of your friends and see what adults in their homes answered to this question.

Step 3) Determine what needs overlap in multiple homes.

Step 4) Draft a letter to Governor Wolf asking for relief in the areas you heard most need for during this crisis. Feel free to share your proposal on-line, and include any suggestions you may have on how to pay for the proposed relief (although this is not a requirement). Make sure to make your proposal convincing.

Step 5) Send your request to the Governor: <https://www.governor.pa.gov/resources-for-media/>

Part III: Let's play some GAMES!

People's Pie from iCivics-- Set tax brackets, spending limits, and navigate the needs of citizens and special interest groups: [People's Pie](#)

Inflation Island-- Run the economy of a bustling island, making sure to prevent inflation from sinking it: [Inflation Island game](#)

Be the Chair of the Federal Reserve-- and set rates to stimulate the economy, without leading to an uncontrolled boom: [Fed: A monetary policy game](#)





Detailed Lesson Plans for Students

Grade: 12 (pgs 1-3)

Subject: Social Science

Topic: Primary and Caucus Elections

What Are You Learning:

- ❖ The difference between a primary and a caucus election
- ❖ Why the political parties organize their primaries in the manner that they do
- ❖ What might be better alternatives to the current system
- ❖ What might happen to Pennsylvania's Primary Election in light of the current health crisis

Background and Context:

Prior to a general election, there is a selection process to determine which candidate will appear on the ballot for a given political party in the nationwide general election. Political parties generally hold national conventions at which a group of delegates collectively decide upon which candidate they will run for the presidency. The process of choosing delegates to the national convention is undertaken at the state level, which means that there are significant differences from state to state and sometimes year to year. The two methods for choosing delegates to the national convention are the caucus and the primary.

Questions for your consideration:

- Are you eligible to vote in Pennsylvania's primary on April 28th? Will you be 18 by then? If so, are you registered to vote?
- Do you know if you'd like to vote in the Republican or Democratic primary in PA? And if so, do you know who you'd be voting for?
- If none of the candidates gets a majority of the support needed to clinch the nomination, who should decide who becomes the nominee?

Online Resources for Students:

<https://votesmart.org/education/presidential-primary#.Xm0xzpNKjBJ>

[2020 Presidential Election Calendar](#)

[2020 Election: News, Polls, Presidential Candidates, Results, Primaries, & Debates](#)

[Elections 101 - Official Elections Curriculum for Iowa Students](#)

[Ben's Guide To the US Government](#)

[FEC: Home](#)

Part I: How does this work?



Do you know if Pennsylvania already voted for the Democratic nominee for President? Or is it still coming up? Look at the calendar on: [2020 Presidential Election Calendar](#) and answer:

- a) Which dates have the most states voting on them?
- b) About how many states vote in a ‘caucus’?
- c) When does Pennsylvania vote?
- d) Which states vote first?

Now look over the delegate map? [2020 Democratic Presidential Nomination](#) and answer:

- e) Which states have the most delegates?
- f) How many delegates does a nominee need to win the nomination?
- g) Does anyone have that number as of now?

VIDEO Break: watch the following video explaining the difference between a PRIMARY and a CAUCUS [Primary Elections Explained](#) and

*Reflect-- Would you rather vote in a state that has a CLOSED or OPEN primary? Why? Would you rather vote in a PRIMARY or CAUCUS? Why? **Look up to find out HOW Pennsylvania votes.***

Part II: Why is it this way?

Now that you know Pennsylvania votes towards the middle of the Primary season, would you rather it be first? Or do you like when we vote as is?

Watch the following explanation for WHY the first states vote first [America's presidential primaries, explained](#) and take notes on:

- ❖ What happened after 1968 to change the system?
- ❖ What do delegates do at conventions?
- ❖ What significance to early states have on the overall race?

You Weigh In: List pros and cons to different primary election systems:

OPTIONS	Pros	Cons	Your Preference?
Iowa and New Hampshire Vote First*			
One National Primary Day			
Illinois Votes First			
Ten States Vote in February			
Rotating Regions that Vote First			

*the current system

A Glossary:

nomination – the official endorsement of a candidate by a party



national party convention – held in the summer before the general election, where the candidate is chosen by the delegates selected during the primaries and caucuses and the party platform is adopted

primary – a preliminary election, in this case of delegates that are usually pledged to vote for particular candidates at party nominating conventions, first held in 1912, now over 40 states will hold them with about 75% of delegates being chosen this way, state laws determine when they are held, parties establish rules for how delegates are allocated;

New Hampshire Primary – traditionally the first primary, receives a great deal of media attention

open primary – open to all, regardless of party affiliation

closed primary – open only to those registered as party members

caucus – the original method by which most delegates to the nominating conventions were selected, now much less popular, formerly run by party bosses, now consists of meetings open to voters registered with each party where candidates are discussed and delegates are selected to go to larger caucuses and ultimately to the national conventions;

Iowa Caucus – traditionally the first caucus and first event in the primary season, thus much media attention is given to it

frontloading – states holding their primaries and caucuses earlier and earlier to capitalize on disproportionate attention paid to early primaries and caucuses

Super Tuesday – the Tuesday in early March when a number of Southern states have held their primaries together in order to balance the importance of earlier events in Northern states, this year there will be several “super Tuesdays”

delegate – voting representative to party nominating convention where the candidate for president is chosen, usually pledged to a particular candidate

superdelegates – party leaders, such as elected officials, who are given seats at a nominating Convention

proportional System – system used in Democratic primaries and some Republican primaries whereby candidates are allocated the same proportion of a state’s delegates as they received votes

winner-take-all System – system used in some Republican primaries whereby the candidate to receive the most votes in a state receives all of that state’s delegate

What Are You Learning:



Background and Context:

The national political conventions are made up of delegates from each state. Those delegates are selected in different ways, depending on the party and the state. The key here is that the delegates are not only party members; they are supporters of a particular candidate.

The Democrats use a proportional system, in which the percentage of party members in favor of a candidate in the primary or caucus is reflected in the percentage of delegates representing that candidate who will be sent to the convention. For example, if two candidates split the primary vote, then each gets half of the delegate positions for that state.

Republicans favor a winner-take-all system, although they do allow states the option of using a proportional system. Under a winner-take-all system, the candidate with the majority of votes in the primary or caucus gets all of the state's delegate seats.

Deciding how many delegates each state gets is a very complicated process. Essentially, the number is based on the state's population, as well as how much support that state has given to party candidates in recent elections.

Questions for your consideration:



Online Resources for Students:

<https://votesmart.org/education/presidential-primary#.Xm0xzpNKjBJ>

[2020 Presidential Election Calendar](#)

[2020 Election: News, Polls, Presidential Candidates, Results, Primaries, & Debates](#)

[Elections 101 - Official Elections Curriculum for Iowa Students](#)

[Ben's Guide To the US Government](#)

[FEC: Home](#)

Part I: Let's Party!

Get some popcorn ready and let's watch some explainers, day by day breakdowns, and possible divisiveness to look forward to at this year's conventions:

[What Happens At The Republican And Democratic Conventions, Day By Day](#)

Fill in table as you watch:

	What Happens:	Level of Significance (<i>in your opinion</i>)
Day 1		
Day 2		
Day 3		
Day 4		

[How the DNC elects a presidential candidate since 2016 Sanders, Clinton rule change | Just The FAQs](#)

Answer:

- 1) How are superdelegates' significance different in Republican and Democratic conventions?

[Brokered Convention Explained](#)

- 2) How many delegates are needed to get the majority of support needed on the first ballot?
- 3) What number is needed on the second ballot?
- 4) Who are superdelegates?
- 5) Do you have a better suggestion for how to resolve a lack of majority of support at the close of the primary elections for a single candidate?

Part II: What Am I?

There are numerous political parties in the United States of America, and no voter has to be a member of any of them. But, if you've ever wondered what your ideology tends towards, take this quiz from the Pew Research Center: [Political Typology Quiz](#),

if you'd like to see which Democratic candidate for nomination you agree with most take this quiz:[Which of these 2020 Democrats agrees with you most?](#)

Part III: Throw A Party! Contact two or three friends and pick different roles to play on a hypothetical political convention, be ready to display your materials and deliver your speeches when school resumes.

	Hosting a Political Convention	
➤ <i>Circle your assigned party:</i>	<i>Republican Party</i>	<i>Democratic Party</i>

- Decide who in your group will assume the following **roles**:
 - Party Leader** - responsible for keeping the group on track and ensuring everyone contributes to each step
 - Party Secretary** - responsible for writing down ideas discussed in group
 - Candidate** - responsible for presenting party platform via a speech to class
 - Head of Marketing** - responsible for ensuring creation of campaign materials
 - Roles only designate which student is in charge of leading the group in getting a particular aspect of the convention done. ALL students are expected to participate and contribute equally to each task below.
- 2. What will the Democratic or Republican platform focus on this year?**
- Within your group, develop a platform for your party. What are the best things about America? What are America's biggest problems? How will your party address the problems and enhance the positive? What are the major issues that bind the members of the Democratic or Republican Party together that your group thinks are most important?
 - Refer to what you learned about your party in class (or conduct further research) and select 3 issues to comprise your party's platform. These will represent the issues that your party will prioritize at the Convention. (Examples might include lowering taxes, universal healthcare, prochoice or prolife issues, etc.)
 - Remember, political parties use conventions as a way to publicize the party's platform and leaders, so you must determine what the major issues of your platform are and be prepared to get convention attendees motivated and excited about (or about improving) these issues.
- 3. Prepare an opening day convention speech based on the platform you have selected for your party.**
- The purpose of your speech is to get convention attendees excited about your party and the issues your party will be tackling if elected to office. The best convention speeches are informative, interesting, inspirational, and memorable.
 - To capture and sustain the interest of your audience, you should create and include a slogan (i.e. Candidate Obama's slogan, "Yes we can!") If the other members of your party are to chant this slogan at particular times during the speech, this should be pre-planned as well.
 - You might also want to consider using humor, inspirational words, stories that illustrate why your party's issues are important, words of hope and encouragement, etc.
 - Your speech should be approximately 3 minutes when delivered.
 - While the "Candidate" will be delivering the speech, all group members must help in the creation of the content, as well as help the Candidate practice effective delivery.





4. Develop **campaign materials** for the convention.

- Conventions are typically celebratory, including decorations and materials that feature the party name, party symbols, slogans, candidate names, etc. Sample materials might include banners, posters, pins, hats, t-shirts, mugs, etc.
- Create at least three separate items for display or use during the convention. During the candidate speeches, you will use the campaign items (i.e. wear a pin, hold a campaign sign, etc.)

Be sure to check out [The Living Room Candidate](#) to see every single campaign commercial ever before creating your campaign material. Get some pointers from some of the best, and worst commercials, slogans, and songs.