

ROLES OF THE PRESIDENT

Course and Grade Level: Civics and Economics (this lesson can also be modified and used for 8th and 5th grade social studies and other courses)

NCSCOS Standard(s) Covered:

CE.C&G.2.1 Analyze the structures of national, state and local governments in terms of ways they are organized to maintain order, security, welfare of the public and the protection of citizens

8.C&G.1.1 Summarize democratic ideals expressed in local, state, and national government (e.g. limited government, popular sovereignty, separation of powers, republicanism, federalism and individual rights). 8.C&G.1.3 Analyze differing viewpoints on the scope and power of state and national governments (e.g. Federalists and anti- Federalists, education, immigration and healthcare).

5.C&G.1.2 Summarize the organizational structures and powers of the United States government (legislative, judicial and executive branches of government).

NCSS Standard(s) Covered: Groups, Power, Civic Ideals

Teacher Name: Thomas Bogucki

Duration of Course: 90 minutes

Objectives/Goals for Students: After completion of this lesson the students should know the roles of the president as well as how the Electoral College works. The students will also know what the president cannot do and how he is chosen to become president. The notes will provide the basic knowledge of the role of the president and what that job entails. The graphic organizer will allow the students to better understand the roles and keep them separated. The activity with the different pictures of the president will allow the students to visually decipher the roles of the president in order to create a better understanding of these roles. The presidential roles activity will allow the students to create those roles of the president through a poster. The closure activity will give the students a chance to express what they think is the most important role of the president.

Resources Used:

PowerPoint notes on the roles of the President <https://drive.google.com/file/d/0B0pRljbI23-ZQ0E0bG8ycThkLWs/view?usp=sharing>

The roles of the President graphic organizer

Pictures of different roles of the president

<http://www.whitehouse.gov/administration/eop/ope>

GenerationNation resources <http://www.generationnation.org/index.php/learn/tag/president> and <http://generationnation.org/index.php/learn/entry/resource-toolkit>

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Procedures

1. As a warm up the students will look at the handout of a political cartoon regarding the president. The students will then be asked to respond to the political cartoon by answering the following questions:
 - ★ What do you see here?
 - ★ What message is the cartoon implying about the powers of the president?
 - ★ In what ways do the structure of our government help prevent the president from abusing his powers?
 - ★ Do you agree with what the artist is trying to convey? Why or why not?

After they have answered the questions we will go over what the students have written down, I will call upon the students to tell me what they think the roles of the president entail. (5 min.)

2. Students will take notes about the roles/powers of the president. I will give them a graphic organizer that will allow them to fill in the bubbles about the roles of the president. I will provide the students with handouts of the PowerPoint that will include blanks for them to fill in. This will allow them to take notes and still be able to focus on what I am saying. We will stop periodically to answer any questions the students have and to make sure they are following the lecture. (25 min.)
3. When students are finished taking the notes, I will play two truths and a lie. I will give the students 3 statements and they will have to decide which true and which are the lies. (5 min.)
 - ★ The president gets paid to throw large parties. (True, the president has to hold ceremonies and dinners for foreign visitors)
 - ★ The president can declare war if America's national security is threatened. (False, only congress can declare war)
 - ★ The president has the power to appoint ambassadors. (True, part of the duties as chief diplomat)
 - ★ No president has ever been elected for more than two terms. (False, FDR four terms)
 - ★ The president has the right to withhold certain information from congress if he thinks it would endanger America. (True, due to executive privilege)
 - ★ The president is one of the highest paid members of American society. (False, only makes \$400,000)
4. The students will then complete the activity Images of the Roles of the President. The students will be given pictures of presidents doing specific roles, the students will have to write down what role they think that president is doing in the picture. They will then explain why that is important and then tell me which one they think is the most important role of the president. The students can work with a partner. After they have written down the roles, we will go over their answers as a whole class. (20 min.)

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5. After completion of the activity images of the roles of the President the students will then be put into groups and they must create a poster of one of the roles, which I will assign to the groups. There will be seven groups and each group will be assigned one of the roles. They must create a poster that will show this role. Posters should include the name of the role, its description, and several examples of powers the President has in the role. Graphics should be included to make the ideas easy to understand and colorful. I will provide the materials to the students to create their posters. I will explain what the students need to do and answer any questions they may have. (40 min.)

6. The students will then watch a clip about Obama and the importance of engaging the public in decisions and taking action for the common good. I will then facilitate a discussion about the video and ask the students the following questions: "Of all the things the President has to do, why did he sponsor and speak about service?" and "How was he acting as Chief of State?". The students will evaluate the importance of the president in influencing the actions of American citizens. (10 min.)

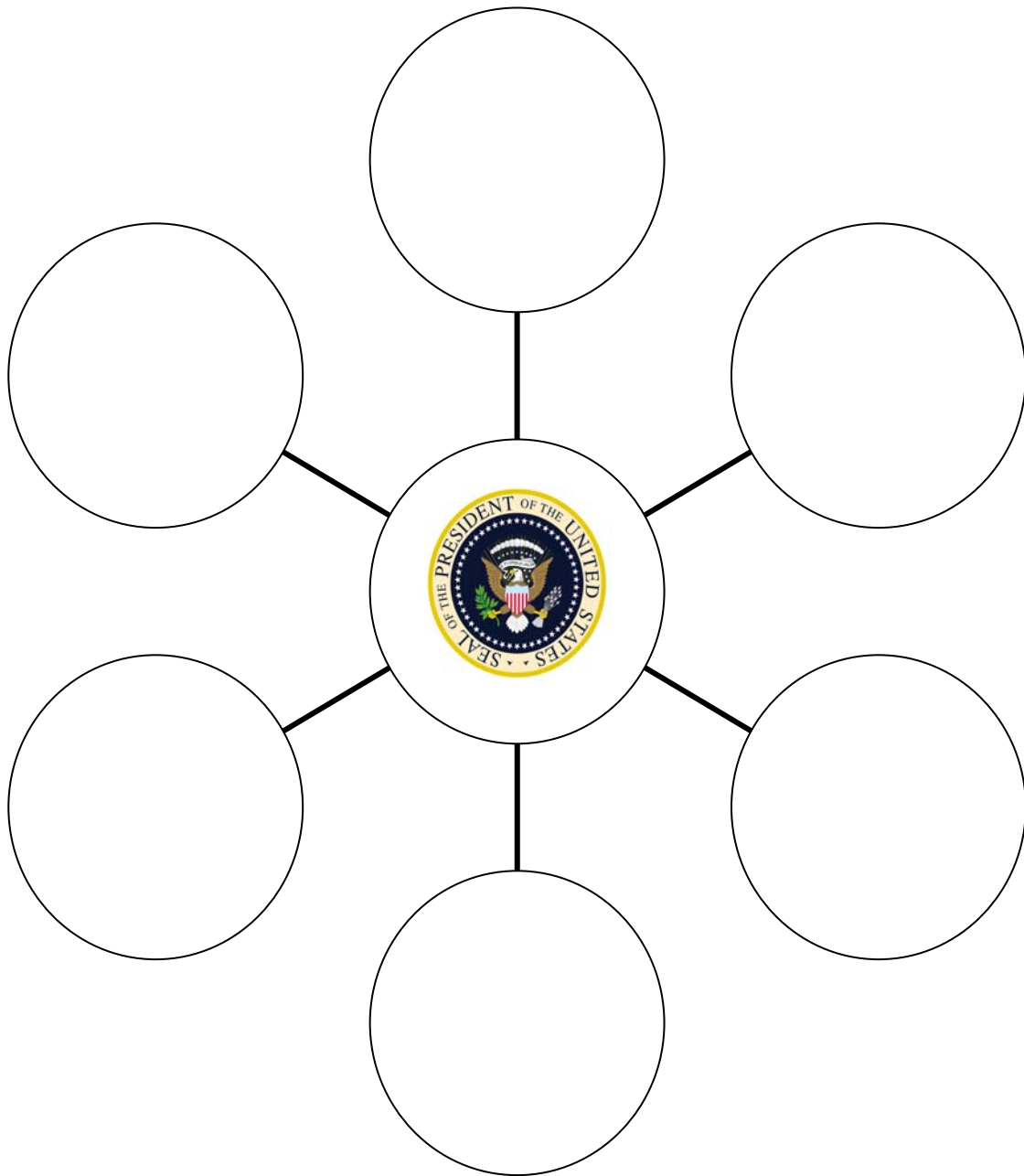
Closure: To wrap up the lesson, I will ask the students to write a letter to the president explaining what they think is the most important role the president should take and what issues they think are the most important for the president to look into. I will take these sheets up and review them to assess the knowledge the students obtained from the lesson. (10 min.)

Assessment: By writing down which power or role of the president is the most important, the students will show me that they have learned about the roles of the president. This is a way they can tell me their opinion and use what they have learned to support their opinion. The letters will assess what the students have learned from the lesson. The posters will assess the students' knowledge of the roles of the President.

Adaptations for Exceptional Students:

For those who are poor readers or have other LD's, I will make simple notes for them to follow. A graphic organizer will make it easier to write down information and have it organized. The handouts that I provide of the notes will give students who are ELL, slower readers, and slower learners a tool to help them focus on what I am saying as opposed to them just taking full notes. The activities will have pictures, so those people who work well with using pictures and not with lecturing will excel. Those who work slower or faster will help each other, that is why in the activity with the pictures the students can work with a partner. The groups the students will be in are composed of slower workers and faster workers, this will be done so that every student can help each other out to finish their work. Those who are ELL will be grouped with students who can help translate the material.

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