

Teaching American History Grant: Learning Experience 2008-2009

Heidi Coffey – Ulster BOCES – Alternative School

Topic Title: Presidential “Hats”

Date: April 17, 2009

Grade Level: 7/8

Overview of the Learning Experience:

Can be taught as part of a Constitution unit or in conjunction with Constitution Day on September 17th.

Goals and Objectives:

Lesson goals:

1. Understand the different roles that the Constitution provides for the Presidents
2. Connect current Presidential actions to the different roles.

Lesson objectives:

1. List the perceived jobs of the President
2. Read the Constitution and list the jobs provided by the Constitution
3. Create a “hat” for each Presidential role.

Standard #1

1. The study of New York State and United States history requires an analysis of the development of American culture, its diversity and multicultural context, and the ways people are unified by many values, practices, and traditions. Describe the evolution of American democratic values and beliefs as expressed in the Declaration of Independence, the New York State Constitution, the United States Constitution, the Bill of Rights, and other important historical documents.

Standard #5

2. The state and federal governments established by the Constitutions of the United States and the State of New York embody basic civic values (such as justice, honesty, self-discipline, due process, equality, majority rule with respect for minority rights, and respect for self, others, and property), principles, and practices and establish a system of shared and limited government. Define federalism and describe the powers granted the national and state governments by the United States Constitution. Value the principles, ideals, and core values of the American democratic system based upon the premises of human dignity, liberty, justice, and equality.

Essential Question(s):

What Presidential role is most important?

Time Allotment (classroom time): 2/3 class periods

Vocabulary (key terms): civilian, administrate, the Cabinet, diplomat, executive, reprieves, pardons, impeachment, consent, vest, commissions, legislator

Materials/Resources: (Please include all documents containing directions for students)

- copy of Article II of US Constitution
- 6 column chart for brainstorming (attached)
- Hat assignment and rubric (attached)
- Hats, materials to make hats, pictures of hats
- Computers, magazines, markers, craft scraps, paints, crayons, colored paper, glue, scissors

Procedure:

- Ask students to list all the different tasks that the President is responsible for then compose a class list onto the board
- Handout the 6 column chart and have the class place the list into the chart, grouping like jobs together. Ask “Can you think of a title for each column?” (attached)
- Explain that these job descriptions are actually listed in the US Constitution
- Handout Article II of the US Constitution, ask students which section describes the Presidential jobs, read as a class, list the job titles on the board (attached)
- Ask students, “Why there aren’t as many jobs in the Constitution as they described?” Explain that the Constitution was written over 200 years ago and the writers had to keep things general and much of the Constitution is there for open to interpretation
- Explain that the 6 job titles for our purposes will be: Party Leader, Commander in Chief, Chief Executive, Chief of State, Chief Diplomat, Chief Legislator – hand out job descriptions for each (attached)
- Ask students to give real world examples for each job
- Explain that often these jobs are referred to as “hats”
- Hand out the hat assignment and explain, answer any student questions or concerns (attached)
- Handout summary questions and web quest (attached)

Assessment:

- Rubric (attached)

US CONSTITUTION - excerpt

Article. II.

Section. 1.

The executive Power shall be vested in a President of the United States of America. He shall hold his Office during the Term of four Years, and, together with the Vice President, chosen for the same Term, be elected, as follows:

Each State shall appoint, in such Manner as the Legislature thereof may direct, a Number of Electors, equal to the whole Number of Senators and Representatives to which the State may be entitled in the Congress: but no Senator or Representative, or Person holding an Office of Trust or Profit under the United States, shall be appointed an Elector.

The Electors shall meet in their respective States, and vote by Ballot for two Persons, of whom one at least shall not be an Inhabitant of the same State with themselves. And they shall make a List of all the Persons voted for, and of the Number of Votes for each; which List they shall sign and certify, and transmit sealed to the Seat of the Government of the United States, directed to the President of the Senate. The President of the Senate shall, in the Presence of the Senate and House of Representatives, open all the Certificates, and the Votes shall then be counted. The Person having the greatest Number of Votes shall be the President, if such Number be a Majority of the whole Number of Electors appointed; and if there be more than one who have such Majority, and have an equal Number of Votes, then the House of Representatives shall immediately chuse by Ballot one of them for President; and if no Person have a Majority, then from the five highest on the List the said House shall in like Manner chuse the President. But in chusing the President, the Votes shall be taken by States, the Representation from each State having one Vote; A quorum for this purpose shall consist of a Member or Members from two thirds of the States, and a Majority of all the States shall be necessary to a Choice. In every Case, after the Choice of the President, the Person having the greatest Number of Votes of the Electors shall be the Vice President. But if there should remain two or more who have equal Votes, the Senate shall chuse from them by Ballot the Vice President.

The Congress may determine the Time of chusing the Electors, and the Day on which they shall give their Votes; which Day shall be the same throughout the United States.

No Person except a natural born Citizen, or a Citizen of the United States, at the time of the Adoption of this Constitution, shall be eligible to the Office of President; neither shall any Person be eligible to that Office who shall not have attained to the Age of thirty five Years, and been fourteen Years a Resident within the United States.

</amendments11-27.html#25>In Case of the Removal of the President from Office, or of his Death, Resignation, or Inability to discharge the Powers and Duties of the said Office, the Same shall devolve on the Vice President, and the Congress may by Law provide for the Case of

Removal, Death, Resignation or Inability, both of the President and Vice President, declaring what Officer shall then act as President, and such Officer shall act accordingly, until the Disability be removed, or a President shall be elected.

The President shall, at stated Times, receive for his Services, a Compensation, which shall neither be increased nor diminished during the Period for which he shall have been elected, and he shall not receive within that Period any other Emolument from the United States, or any of them.

Before he enter on the Execution of his Office, he shall take the following Oath or Affirmation:--
"I do solemnly swear (or affirm) that I will faithfully execute the Office of President of the United States, and will to the best of my Ability, preserve, protect and defend the Constitution of the United States."

Section. 2.

The President shall be Commander in Chief of the Army and Navy of the United States, and of the Militia of the several States, when called into the actual Service of the United States; he may require the Opinion, in writing, of the principal Officer in each of the executive Departments, upon any Subject relating to the Duties of their respective Offices, and he shall have Power to grant Reprieves and Pardons for Offences against the United States, except in Cases of Impeachment.

He shall have Power, by and with the Advice and Consent of the Senate, to make Treaties, provided two thirds of the Senators present concur; and he shall nominate, and by and with the Advice and Consent of the Senate, shall appoint Ambassadors, other public Ministers and Consuls, Judges of the supreme Court, and all other Officers of the United States, whose Appointments are not herein otherwise provided for, and which shall be established by Law: but the Congress may by Law vest the Appointment of such inferior Officers, as they think proper, in the President alone, in the Courts of Law, or in the Heads of Departments.

The President shall have Power to fill up all Vacancies that may happen during the Recess of the Senate, by granting Commissions which shall expire at the End of their next Session.

Section. 3.

He shall from time to time give to the Congress Information of the State of the Union, and recommend to their Consideration such Measures as he shall judge necessary and expedient; he may, on extraordinary Occasions, convene both Houses, or either of them, and in Case of Disagreement between them, with Respect to the Time of Adjournment, he may adjourn them to such Time as he shall think proper; he shall receive Ambassadors and other public Ministers; he shall take Care that the Laws be faithfully executed, and shall Commission all the Officers of the United States.

Section. 4.

The President, Vice President and all civil Officers of the United States, shall be removed from Office on Impeachment for, and Conviction of, Treason, Bribery, or other high Crimes and Misdemeanors.

Last

Name _____

Presidential Hat

Task:

- ✓ Choose a Presidential Role and create a hat that he would wear while performing that job.




Criteria:

- ✓ Hat needs to contain job label
- ✓ Shows 3 things done while wearing the hat
- ✓ Hat design should be related to the job
- ✓ Hat should be neat and include correct spelling and grammar

Design

- ✓ You can make your own hat (origami) or you can use a store bought hat or you can combine the two
- ✓ You can use any materials provided in the classroom including construction paper, magazines, computer graphics and random crafts supplies
- ✓ Be creative and use materials that are symbolic
- ✓ Hat should be neat and attractive

Presidential Hat Rubric

	CONTENT	PRESENTATION	GRAMMAR
<p>1</p> 	<ul style="list-style-type: none"> • SIGNIFICANT FACTUAL ERRORS • LITTLE OR NO CONNECTION TO PROJECT GUIDELINES 	<ul style="list-style-type: none"> • SLOPPY • UNFINISHED 	<ul style="list-style-type: none"> • POOR WORD CHOICE • MORE THAN 5 ERRORS IN GRAMMAR AND SPELLING
<p>2</p> 	<ul style="list-style-type: none"> • FEW FACTUAL ERRORS • SATISFACTORY CONNECTION TO PROJECT GUIDELINES 	<ul style="list-style-type: none"> • NEAT • REFLECTS SOME ORGANIZATION • SOME GUIDELINES ILLUSTRATED IN PROJECT 	<ul style="list-style-type: none"> • GOOD USE OF VOCABULARY • 3-5 ERRORS IN GRAMMAR AND SPELLING
<p>3</p> 	<ul style="list-style-type: none"> • ACCURATE • REFLECTS APPLICATION OF PROJECT GUIDELINES 	<ul style="list-style-type: none"> • NEAT, WELL ORGANIZED • GUIDELINES ARE CLEARLY ILLUSTRATED IN PROJECT 	<ul style="list-style-type: none"> • HIGH LEVEL USE OF VOCABULARY • LESS THAN 3 ERRORS IN GRAMMAR AND SPELLING

Presidential Job Descriptions

Party Leader	Helps members of his political party get elected or appointed to office, campaigns for those who have supported his policies.
Commander in Chief	All of the military leaders report to and take orders from the President. The President performs this duty as a civilian, someone not in military service.
Chief Executive	Administrates the laws and affairs of the nation. He does not make the laws but his staff is responsible for carrying out the laws.
Chief of State (Head of State)	Represents the United States at public events. This is mainly a ceremonial role that allows the President to promote/convey/represent American values.
Chief Diplomat	Interacts with leaders of other nations. Along with Congress, develops a foreign policy with other nations.
Chief Legislator	Can voice ideas and opinions to Congress while they draft legislation through speeches and meetings with Congress.

Examples of each role

Party Leader	Choosing party members to serve in the Cabinet, speaking at a rally for party nominee running for Governor
Commander in Chief	Inspecting Navy yard, deciding to bomb foreign cities, calling out the National Guard
Chief Executive	Holding a Cabinet meeting, reading FBI reports on National Security
Chief of State	Congratulating astronauts on return from space, delivering State of the Union address, welcoming foreign diplomats
Chief Diplomat	Meeting with England's Prime Minister, working with leaders in the Middle East to create a peace plan
Chief Legislator	Signing or vetoing a Congressional bill

Name _____

Presidential Roles Web Research

Use the internet to help you answer the following questions.

1. What political party does the current President belong to?
2. Who do you think would make a better commander in chief, a civilian or a military person? Why?
3. Research and locate a recent executive order and describe it's importance?
4. Which countries have been allies of the US in the past? Are these relationships friendly today?

5. What was the first piece of legislation vetoed by George W.? Do you agree or disagree with his decision?

6. What countries has George W. visited during his Presidency?

Answer each question in essay form (2 or 3 paragraphs) on separate paper.

1. Can a President wear just one hat independently or does he wear multiple hats at one time? Why? Explain using proof from the Presidential roles discussion.

Which Presidential hat do you think is most important for a President to wear? Support your opinion with facts.