GOVERNMENT

Day 1
Objectives

Students will play the roles of White House Staff in order to make a complex decision as they assume different roles and personalities in the activity.

This activity is based on a fictional tsunami that crashed into the Indonesian coast one month ago. Students will play the roles of White House Staff in order to make a decision.

Overview


Materials Needed for Lesson

Two to three 50-minute class periods: one to introduce the lesson and organize students into small role groups; two for small groups to jigsaw and discuss the sources and student handouts; and three for class discussion and culminating activity.

Materials:

- Student Handouts 1–5
- Copies of Student Handouts 1–6 and Rubric for each student

Experience It!

- Magruder’s American Government
- Foundations Series: American Government
- American Government: Experience It!

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The Growth of Presidential Power

Political Dictionary

1. Explain why Article II of the Constitution is known as the Executive Article.

3. Use a concept web like the one above: the Growth of the Presidency in Action.

Executive Article, the only a few words established the presidency. It begins this way:

The executive Power shall be vested in a President of the United States of America. This provision in the Constitution was designed to create a strong presidency.

With this one sentence, the Framers laid the basis for the vast power and influence the presidency has today. In fact, it is regularly called "the most powerful office in the world,"

The Constitution also sets out other, somewhat more specific powers of the president. Three AMERICAN GOVERNMENT

1. The Power of the Veto

The veto power is used when the President opposes a piece of legislation. It does not have to be used in every case. For example, if a bill is passed without a presidential veto, it becomes law.

Statements used to point out that the President will not sign a bill are called a "veto.

An indirect veto of a bill by the President is called a "pocket veto." If Congress adjourns before the 10-day period, the bill does not become law.

If the President does not sign or veto a bill, the bill will become law without the President’s signature. This is called a "veto.

With the power of the purse, the President can control the passage of legislation. The President can veto legislation passed by Congress, but the President is not allowed to veto an appropriation bill.

Presidential vetoes at the 94th Congress—Democratic Majority—Students explore the Essential Questions of American Government:

OVERRIDES

Republican President—Democrats opposed the defense spending bills in the 94th Congress. The President vetoed each bill, and the Democrats successfully overridden each veto.

2005–2007

Democratic Majority

39

Republican President

7

39 vetoes

109th Congress

0

New, for an accessible curriculum!

Embedded reading support—Explicit reading strategies, such as point-of-use vocabulary support and a considerate text, are designed for students reading at about a 6th grade level.

Technology to assist learning—The rich digital assets such as audio, video, and animations on the American Government Online Student Center provide multiple ways for learners to access the content.

Differented teaching resources—Teachers can quickly choose from multiple levels of worksheets and assessments found on the Online Teacher Center and on the Resource Library CD-ROM.

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NEW, for a hands-on curriculum!

Active learning—Students explore the Essential Questions of American Government through real-world simulations and hands-on activities.

Unique online resources—The American Government: Experience It! Online Student Center offers the same digital assets as the Magruder’s and Foundations programs plus additional "interactivities" unique to American Government: Experience It!

Detailed Teacher’s Guide—The accompanying Teacher’s Guide provides complete classroom management support for teaching with the simulations and the American Government: Experience It! Online Student Center.
The shared American government print and digital resources allow for true differentiation!

HANSD-ON LEARNING

Energize and engage your students using the hands-on components in American Government: Experience It! The Essential Questions are explored through a variety of classroom and online simulations.

American Government: Experience It! Activity Pack

This activity pack contains a wide range of documents, maps, role cards, and data to be used in the classroom for simulations. The accompanying Experience It! Teacher’s Guide and Lesson Plans include everything teachers need to plan for instruction.

ONLINE LEARNING

American Government Teacher and Student Center

For schools wanting an online learning experience, the American Government Online Student and Teacher Centers offer all the resources needed for a digital classroom:

- In the Online Student Center, students can access two levels of Online Student Editions, the Essential Questions Journal, the rich media assets on Government on the Go Audio and Video, and online self-tests.
- The Online Teacher Center has everything teachers need to plan, teach, assess, and manage their classrooms.

DIFFERENTIATE INSTRUCTION WITH INTERACTIVE LEARNING

DIFFERENTIATE INSTRUCTION WITH SHARED LEVELLED COMPONENTS

All three Pearson American Government programs share robust print and digital resources. This means that no matter which program being used, teachers and students can select from a wide range of leveled resources to differentiate learning, instruction, and assessment!

SHARED COMPONENTS

Access these resources no matter what programs you use!

Student Resources

- Essential Questions Journal
- American Government Online Student Center including:
  - Magruder’s Online Student Edition
  - Foundations Online Student Edition
  - Essential Questions Journal Online
  - Web Quests
  - Self-tests
  - Government on the Go Audio and Video

Teacher Resources

- American Government Online Teacher Center including:
  - Magruder’s Online Teacher’s Edition
  - Foundations Online Teacher’s Edition
  - Success Tracker
  - Teacher’s Resource Library with Editable Worksheets
  - AYP Monitoring Assessment
  - Color Transparencies
  - Essential Questions Journal Answer Key
  - All resources included on the Online Student Center

- American Government Online Teacher Center including:
  - Foundations Series Student Edition
  - Foundations Series Online Student Edition
  - Foundations Series Teacher’s Edition
  - Foundations Series Teacher’s Edition
  - Experience It! Activity Pack
  - Experience It! Teacher’s Guide and Lesson Plans
  - Experience It! Online Student Center
  - Experience It! Online Teacher Center

For product updates, downloadable resources, and samples visit www.PearsonSchool.com/AmGovt
What makes a “good” President?

There are as many answers to the question of what makes a good President as there are Presidents. The following examples each demonstrate students’ understanding.

ON THE QUALITIES OF A GREAT PRESIDENT:

- were low on straightforwardness, vulnerability and order.
- and disagreeable, are more extraverted, open to experience, assertive,

ON HISTORY’S JUDGMENT OF THE PRESIDENT:

- demonstrates students’ understanding.
- unit culminates in a performance-based assessment task that

In a pun on the names of cars and Presidents, Gerald Ford was known during his presidency as “a Ford, not a Lincoln.” Today, many people are reevaluating whether Ford’s qualities were actually what the nation needed at a different time.

To continue to build a learning experience.

The print and online simulations explore the Essential Questions through an interactive learning experience.
When President Franklin Roosevelt took office in 1933, the nation was in the middle of the Great Depression, the worst economic crisis of its history. That year, one fourth of all American workers were out of work. In his inaugural address, Roosevelt assured the American people that he would do everything possible to end the depression. Roosevelt described his plan this way: "Killing two birds with one stone. We are clearly enhancing the value of our natural resources and second, we are relieving an appreciable amount of actual distress . . . ."

". . .[W]e are giving opportunity of employment to one quarter of a million of the unemployed . . . to go into the forestry and flood prevention work. This is a big task . . . but it will also be a big service. . . ."

". . .[W]e are giving opportunity of employment to one quarter of a million of the unemployed . . . ."

Civilian Conservation Corps (CCC). Roosevelt described the program as follows:

One of the first steps Roosevelt took to tackle unemployment was the creation of the Civilian Conservation Corps (CCC). Roosevelt described the program as follows:

(a) What were the potential benefits and drawbacks of the CCC program?

(b) How would Roosevelt be able to determine if the program was working?

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Choose the option that you think would be the most effective in reducing unemployment.

Access and remediate online

The Success Tracker™ online assessment tool helps teachers track student learning. Success Tracker™ assigns tests, tracks student progress, assesses students’ learning, and generates reports for administrators, students and parents.

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Imagine that you are an advisor to President Roosevelt. Conduct research to learn about the Civilian Conservation Corps (CCC) and analyze President Roosevelt’s decision to create it. Choose the option that you think would be the most effective in reducing presidential powers and explain your reasoning.

Option Advantages Disadvantages

Section 1

a. It can rule that actions by the President are unconstitutional.

b. It can change the Constitution to reduce presidential powers.

Which choice do you think would be the best in putting people to work?

One of the first things Roosevelt did was to create the Civilian Conservation Corps in 1933. The CCC was designed to provide employment for unemployed young men and to protect the nation’s natural resources. Roosevelt claimed, "We are giving opportunity of employment to one quarter of a million young people... ."

Analyze Roosevelt’s decision by answering these questions on a separate sheet of paper.

1. What were the primary goals of the CCC?
2. How did the CCC help to create jobs during the Great Depression?
3. What were the positive and negative effects of the CCC?

Additional on-level and accessible resources include:

- On-level and Foundations Lesson Plans
- On-level and Foundations Reading Comprehension Worksheets
- On-level and Foundations Core Worksheets
- On-level and Foundations Extend Worksheets

Skills Worksheets

Skills worksheets extend the skills lessons in the Student Edition Skills Handbook by providing additional guided practice and application for critical thinking and 21st century skills.
Pearson American Government

Three solutions to explore the Essential Questions of American Government

Essential Questions

1. What should be the goals of government?
2. In what ways should people participate in public affairs?
3. What makes a successful Congress?
4. What makes a good President?
5. What should be the role of the judicial branch?
6. How should a government meet the needs of its people?
7. What is the right balance of local, State, and federal government?

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Download samples of program resources.
Sign up to receive the Student Edition when available.
Join our online community to receive product updates.

In-Service On Demand and Professional Development

In addition to our onsite consultant support, Pearson offers online tutorials available 24/7, as well as scheduled instructor-led webinars for selected products. Visit MyPearsonTraining.com for more information.

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