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## *Unit VI - The Executive*

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### **Overview**

In this unit you will apply knowledge of the Executive Branch through a study of current events from both the President and the state governor. This two-week unit focuses on current events and reading strategies. The student should watch the news daily and select articles from news, both print and video or audio in which the students can apply the knowledge of the Executive Branch with current examples.

The unit will apply the constitutional principles of:

Limited Government - The President is not all-powerful but limited by checks and balances, separation of powers and the people.

Separation of Powers - The President must share power with the legislative and judicial branches.

Checks and Balances - The Congress controls spending of the President's budget and can impeach the President. The courts have the power of judicial review over action of the President.

### **Unit Essential Question**

Why did the Framers choose a single "energetic executive" over a plural executive?"

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## *Unit 6:2 Historical Documents Show that a One Person Energetic Presidency Works*

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Points earned \_\_\_\_\_/40

**Directions:**

1. Form groups of two or three.
2. Two documents are assigned – 6.2a to 6.2e
3. Read the document passage and answer the questions.
4. Students give a short presentation to the class based in the presentation rubric for the assignment:

Presentation Rubric for Historical Documents:

In the presentation the student...

- Restates the EQ 10 points possible
- Gives an example from the document that backs up the EQ 10 points possible
- Both people participate 10 points possible
- Document name and main ideas(s) are presented 10 points possible

**40 possible**

**Essential Question for all documents**

What are the good things about having one person in charge of making the laws passed by the legislative a reality and what are the bad things?

(Good is that one person can be more effective in the administration of the law, bad is that one person can get too powerful and become a tyrant)

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## *Unit 6:2a John Locke*

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1. John Locke, Second Treatise, §§ 144--48, 155--68  
1689

144. But because the Laws, that are at once, and in a short time made, have a constant and lasting force, and need a *perpetual Execution*, or an attendance thereunto: Therefore 'tis necessary there should be a *Power always in being*, which should see to the *Execution* of the *Laws* that are made, and remain in force. And thus the *Legislative* and *Executive Power* come often to be separated.

### **Questions:**

1. Does the word "execution" mean too kill or to carry out?

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2. What does the president carry out?

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3. One makes the law, one executes it- What does Locke say must be done?

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## *Unit 6:2b George Mason*

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### **2. George Mason**

Virginia Declaration of Rights, sec. 5

**12 June 1776**

4. That the legislative and executive powers of the state should be separate and distinct from the judicative; and that the members of the two first may be restrained from oppression, by feeling and participating the burthens of the people, they should, at fixed periods, be reduced to a private station, return into that body from which they were originally taken, and the vacancies be supplied by frequent, certain, and regular elections, in which all, or any part of the former members, to be again eligible, or ineligible, as the laws shall direct.

### **Question**

When Mason says, "The legislative and executive powers of the state should be separate and distinct from the judicative", which principle of government is he referring to and what should the people do when they are done in office, how are they replaced?

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## *Unit 6:2c James Madison to Thomas Jefferson*

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### **3. James Madison to Thomas Jefferson**

24 Oct. 1787 Papers 10:207--15

...The first of these objects as it respects the Executive, was peculiarly embarrassing. On the question whether it should consist of a single person, or a plurality of coordinate members, on the mode of appointment, on the duration in office, on the degree of power, on the re-eligibility, tedious and reiterated discussions took place.

The plurality of co-ordinate members had finally but few advocates. Governour Randolph was at the head of them. The modes of appointment proposed were various, as by the people at large--by electors chosen by the people--by the Executives of the States--by the Congress, some preferring a joint ballot of the two Houses--some a separate concurrent ballot allowing to each a negative on the other house--some a nomination of several candidates by one House, out of whom a choice should be made by the other. Several other modifications were started.

The expedient at length adopted seemed to give pretty general satisfaction to the members. As to the duration in office, a few would have preferred a tenure during good behaviour -- a considerable number would have done so, in case an easy & effectual removal by impeachment could be settled. It was much agitated whether a long term, seven years for example, with a subsequent & perpetual ineligibility, or a short term with a capacity to be re-elected, should be fixed.

### **Questions**

Was the plurality of the executive supported by many advocates?

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What were the various means of appointment proposed?

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## *Unit 6:2d Joseph Story*

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### **4. Joseph Story, Commentaries on the Constitution**

3:§§ 1407--10, 1413, 1429--36, 1444--46

1833

§ 1407. Under the confederation there was no national executive. The whole powers of the national government were vested in a congress, consisting of a single body; and that body was authorized to appoint a committee of the states, composed of one delegate from every state, to sit in the recess, and to delegate to them such of their own powers, not requiring the consent of nine states, as nine states should consent to. This want of a national executive was deemed a fatal defect in the confederation.

§ 1408. In the convention, there does not seem to have been any objection to the establishment of a national executive. But upon the question, whether it should consist of a single person, the affirmative was carried by a vote of seven states against three. The term of service was at first fixed at seven years, by a vote of five states against four, one being divided. The term was afterwards altered to four years, upon the report of a committee, and adopted by the vote of ten states against one.

§ 1409. In considering this clause, three practical questions are naturally suggested: First, whether there should be a distinct executive department; secondly, whether it should be composed of more than one person; and, thirdly, what should be the duration of office.

### **Questions**

1. In which branch were the whole powers of government under the Articles? What principle does that violate?

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2. What were two questions asked at the Convention?

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## *Unit 6:2e The Federalist No. 69*

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### **5. The Federalist No. 69 - The Real Character of the Executive Historical document #5**

New York Packet  
Friday, March 14, 1788  
[Alexander Hamilton]

To the People of the State of New York:

I PROCEED now to trace the real characters of the proposed Executive, as they are marked out in the plan of the convention. This will serve to place in a strong light the unfairness of the representations which have been made in regard to it.

The first thing which strikes our attention is that the executive authority, with few exceptions, is to be vested in a single magistrate. This will scarcely, however, be considered as a point upon which any comparison can be grounded; for if, in this particular, there be a resemblance to the king of Great Britain, there is not less a resemblance to the Grand Seignior, to the khan of Tartary, to the Man of the Seven Mountains, or to the governor of New York.

That magistrate is to be elected for *four* years; and is to be re-eligible as often as the people of the United States shall think him worthy of their confidence. In these circumstances there is a total dissimilitude between *him* and a king of Great Britain, who is a *hereditary* monarch, possessing the crown as a patrimony descendible to his heirs forever; but there is a close analogy between *him* and a governor of New York, who is elected for *three* years, and is re-eligible without limitation or intermission. If we consider how much less time would be requisite for establishing a dangerous influence in a single State, than for establishing a like influence throughout the United States, we must conclude that a duration of *four* years for the Chief Magistrate of the Union is a degree of permanency far less to be dreaded in that office, than a duration of *three* years for a corresponding office in a single State.

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### *Unit 6:2e The Federalist No. 69*

The President of the United States would be liable to be impeached, tried, and, upon conviction of treason, bribery, or other high crimes or misdemeanors, removed from office; and would afterwards be liable to prosecution and punishment in the ordinary course of law. The person of the king of Great Britain is sacred and inviolable; there is no constitutional tribunal to which he is amenable; no punishment to which he can be subjected without involving the crisis of a national revolution. In this delicate and important circumstance of personal responsibility, the President of Confederated America would stand upon no better ground than a governor of New York, and upon worse ground than the governors of Maryland and Delaware.

The President of the United States is to have power to return a bill, which shall have passed the two branches of the legislature, for reconsideration; and the bill so returned is to become a law, if, upon that reconsideration, it be approved by two thirds of both houses. The king of Great Britain, on his part, has an absolute negative upon the acts of the two houses of Parliament. ...

The President is to be the "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 is to have power to grant reprieves and pardons for offenses against the United States, *except in cases of impeachment*; to recommend to the consideration of Congress such measures as he shall judge necessary and expedient; to convene, on extraordinary occasions, both houses of the legislature, or either of them, and, in case of disagreement between them *with respect to the time of adjournment*, to adjourn them to such time as he shall think proper; to take care that the laws be faithfully executed; and to commission all officers of the United States."...

The President is to have power, with the advice and consent of the Senate, to make treaties, provided two thirds of the senators present concur. The king of Great Britain is the sole and absolute representative of the nation in all foreign transactions. He can of his own accord make treaties of peace, commerce, alliance, and of every other description.

#### **Question**

In the second paragraph how does Hamilton compare the single executive with other monarchs of the time?

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## *Unit 6:2f The Federalist No. 72*

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### **6. The Federalist No. 72**

The Same Subject Continued, and Re-Eligibility of the Executive Considered

Independent Journal

Wednesday, March 19, 1788

[Alexander Hamilton]

To the People of the State of New York:

THE administration of government, in its largest sense, comprehends all the operations of the body politic, whether legislative, executive, or judiciary; but in its most usual, and perhaps its most precise signification. It is limited to executive details, and falls peculiarly within the province of the executive department. The actual conduct of foreign negotiations, the preparatory plans of finance, the application and disbursement of the public moneys in conformity to the general appropriations of the legislature, the arrangement of the army and navy, the directions of the operations of war -- these, and other matters of a like nature, constitute what seems to be most properly understood by the administration of government. The persons, therefore, to whose immediate management these different matters are committed, ought to be considered as the assistants or deputies of the chief magistrate, and on this account, they ought to derive their offices from his appointment, at least from his nomination, and ought to be subject to his superintendence.

One ill effect of the exclusion would be a diminution of the inducements to good behavior. There are few men who would not feel much less zeal in the discharge of a duty when they were conscious that the advantages of the station with which it was connected must be relinquished at a determinate period, than when they were permitted to entertain a hope of obtaining, by meriting, a continuance of them.

**A third ill effect of the exclusion would be, the depriving the community** of the advantage of the experience gained by the chief magistrate in the exercise of his office. That experience is the parent of wisdom, is an adage the truth of which is recognized by the wisest as well as the simplest of mankind. What more desirable or more essential than this quality in the governors of nations? Where more desirable or more essential than in the first magistrate of a nation? A fifth ill effect of the exclusion would be that it would operate as a constitutional interdiction of stability in the administration. By necessitating a change of men, in the first office of the nation, it would necessitate a mutability of measures.

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### *Unit 6:2f The Federalist No. 72*

What are the advantages promised to counterbalance these disadvantages? They are represented to be: 1st, greater independence in the magistrate; 2d, greater security to the people. Unless the exclusion be perpetual, there will be no pretense to infer the first advantage. ...

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#### **6. Federalist Paper 72--Alexander Hamilton**

The original intent of the Constitution was to place no limit on the number of times an individual could be elected president. However, after Franklin D. Roosevelt won four presidential elections in a row, a constitutional amendment (the 22nd) was passed limiting a person to two terms as president. In the following selection, Hamilton argues against limiting the number of presidential terms.

[An] ill effect of the exclusion would be depriving the community of the advantage of the experience gained by the chief magistrate in the exercise of his office. That experience is the parent of wisdom is an adage, the truth of which is recognized by the wisest as well as the simplest of mankind. What more desirable or more essential than this quality in the government of nations?

#### **For Discussion**

What argument does Hamilton give against limiting the number of times a person may be elected president?

What could have been one of the arguments used by those who proposed the 22nd Amendment?

#### **Individual Assignment**

President Reagan remarked that there should not be a limit on the number of times a person may serve as president. Do you agree we should go back to the original intent of the Constitution and allow individuals to be elected for any number?

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## *Unit 6:2g United States Constitution*

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### **7. United States Constitution - Article 2, Section 2, Clauses 2 and 3**

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 that shall expire at the End of their next Session.



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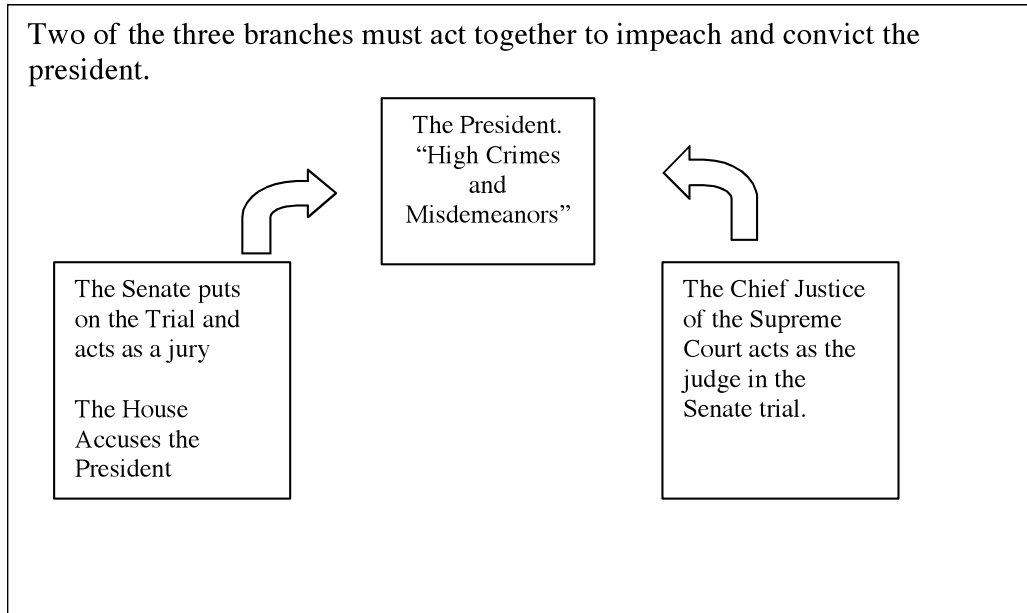
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## *Unit 6:3a Impeachment Graphic Organizer*

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Copy this graphic organizer into your notes or below, in the box, even though it is presented here.



Redraw the above graphic.

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## *Unit 6:3b Reasons for Impeachment*

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### **Should There Be Additional Reasons for Impeaching a President?**

Article II, Section 4, of the Constitution states: "The President . . . shall be removed from Office on Impeachment for, and Conviction of, Treason, Bribery, or other high crimes and Misdemeanors." Should there be additional reasons for impeaching and removing a president?

#### **Meet in small groups. Each group should:**

- 1 Make a list of possible additional reasons for impeaching and removing a president.
- 2 Decide which additional reasons (if any) you think should be added to Article II Section 4?
- 3 Prepare to report to the class, telling the additional reasons you considered, whether these reasons should be added to the Constitution, and why you decided as you did.

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## *Unit 6:3c Watergate*

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### **The Watergate Interview**

- 1 Your assignment is to interview someone who was an adult at the time of the Watergate scandal (1972-1974).
- 2 Get a personal look at how the events of Watergate changed the way the public viewed the U.S. government.
- 3 Interviews may be brief (about 30 minutes).  
Questions must allow an interviewee to give opinions and share memories and feelings.
- 4 Avoid questions that elicit a one-word answer.
- 5 Find out about your interviewee by asking the following questions:
  - How old were you at the time of the Watergate scandal?
  - Where did you live?
  - What were you doing? (examples: college student, owned a business, took care of children)
  - Had you voted for Nixon? Did your opinion of Nixon change when the scandal broke?
  - Describe your feelings toward the government and politics before and after the Watergate scandal.
- 6 Work individually to write your own lists of questions for the interview.
  - If you would like additional information, go to the following Web sites:  
Washingtonpost.com: <http://www.washingtonpost.com/wp-srv/national/longterm/watergate/front.htm>
  - Encyclopedia Americana: Watergate  
<http://gi.grolier.com/presidents/ea/side/watergte.html>
  - Watergate Info <http://watergate.info/>
- 7 Interview your partners, who will critique the questions.
  - Are the questions clear? Are they asked in a logical order?
  - Do they provoke thoughtful answers?
  - Did the interview take longer than 30 minutes?

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## *Unit 6:3d The Watergate Interview-Organizational Form*

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- 1 Identify an appropriate person to interview.
  - Ask your relatives, neighbors, or other members of your community.
  - Introduce yourself, if necessary, and explain the purpose of your interview.
  - Schedule the interview at a convenient time for the interviewee. Explain that it will take about 30 minutes.
  - Get permission to use an audio or video recorder during the interview.
  - Arrive on time for the interview.
  - Be familiar with your questions, but it is OK to read from your list.
  - Take notes during the interview, even if you are using an audio or video recorder.
  - Be patient and polite. Do not argue.
  - Refer to your question list, but be prepared to ask follow-up questions in response to the subject's answers.
  - Review your notes right after the interview. Then write a short summary. Contact your subject quickly if you have additional questions.
  - Very soon after the interview, thank your subject by phone or mail for taking time to talk with you. Offer a copy of your interview.



Name: \_\_\_\_\_ Period: \_\_\_\_\_ Date: \_\_\_\_\_

*Unit 6:3d The Watergate Interview – Organizational Form*

Date: \_\_\_\_\_

Time: \_\_\_\_\_

Place: \_\_\_\_\_

Name of Person Interviewed: \_\_\_\_\_

**General Questions:**

How old were you at the time of the Watergate scandal?

\_\_\_\_\_  
\_\_\_\_\_

Where did you live?

\_\_\_\_\_  
\_\_\_\_\_

What were you doing? (Examples: college student, owned a business, took care of children)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Had you voted for Nixon? Did your opinion of Nixon change when the scandal broke?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

How did the Watergate Scandal change your opinions about government?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What do you think is meant when people say, “The Watergate scandal shows the Constitution works?”

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Name: \_\_\_\_\_ Period: \_\_\_\_\_ Date: \_\_\_\_\_

*Unit 6:3d The Watergate Interview – Organizational Form*

**Two of your own questions and the answers**

**1. Q:** \_\_\_\_\_

\_\_\_\_\_

**A:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**2. Q:** \_\_\_\_\_

\_\_\_\_\_

**A:** \_\_\_\_\_

\_\_\_\_\_

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## *Unit 6:3e The Watergate Interview Presentation*

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- 1 The next day after you have completed the interviews, review your notes to find the highlights to create a brief presentation.
- 2 Follow the presentation grade rubric at 6.5.
- 3 Summarize the interview and include at least two direct quotes from the interview.
- 4 You may either present to the class or write the answers out on a separate sheet (due at the end of class). Include 6.5d
- 5 Answer these questions for the class.
  - What surprised you most?
  - What are similarities and differences among the interviewees of other students?
  - What do you see as the most significant outcome of Watergate?
  - What did you learn that they might not have learned from a book, news article web site or movie?
- 6 Tell the class about your own questions and the answers.
- 7 If possible, use digital video to record the interview to make a class web site (on CD, or posted to the Internet) about reaction to Watergate and what it means 30 years later.

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## *Unit 6:3f Watergate Interview Class Presentation Grade Rubric*

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35 points possible

Points earned \_\_\_\_\_/35

### **Directions**

Answer any **two** of the General Questions from the interview and **two** of your own questions. You may address the class or write the answers on a separate sheet and attach this page. Use **one** minute only of audio, video or some other graphic representation.

### **1. Questions and answers (20 possible)**

<b>Two General Questions (10)</b>		
<b>Descriptor</b>	<b>General Question 1/Comments</b>	<b>General Question 2/Comments</b>
Question restated in the answer (1 or 2 pts)		
A quote from the interview is offered as evidence (1 to 4)		
The Constitution is connected, referenced or mentioned. (1 to 4)		

Total Question One \_\_\_\_\_

<b>Two of Your Own Questions (10)</b>		
<b>Descriptor</b>	<b>General Question 1/Comments</b>	<b>General Question 2/Comments</b>
Question restated in the answer (1 or 2 pts)		
A quote from the interview is offered as evidence (1 to 4)		
The Constitution is connected, referenced or mentioned. (1 to 4)		

Total Question Two \_\_\_\_\_

Name: \_\_\_\_\_ Period: \_\_\_\_\_ Date: \_\_\_\_\_

*Unit 6:3f Watergate Interview Class Presentation Grade Rubric*

**2. Presentation style/Writing style (10)**

Descriptor	Points
Looks good, neat person or paper	
Uses two habits of mind (+1 for 3 HofM)	
Serious attitude in speaking or writing	
Completed by the teacher's deadline (end of class)	

**Total \_\_\_\_\_ 3. Video or Audio**

Includes **no more than one minute** of video or audio or some other graphic representation (5)

-5 if more than one minute in length

Total \_\_\_\_\_

**Total of 1, 2 and 3 \_\_\_\_\_ / 35**

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## *Unit 6:3g Watergate Essay – The Impeachment and Resignation of Richard Nixon*

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### **Essential Question**

How is a free press essential to the maintenance of an open and honest government?

### **Watergate Anniversary**

On the 30th anniversary of the Watergate break-in, NPR Senior News Analyst Daniel Schorr says that it is common for presidents to use their powers for the purpose of self-preservation. But he says President Nixon used his authority for the purpose of punishing his enemies. (3:30) <http://www.npr.org/ramfiles/atc/20020617.atc.03.ram>

### **Watergate Revisited**

Encyclopedia Americana: Watergate - ... WATERGATE. Watergate Affair, the worst political scandal in US history.

<http://gi.grolier.com/presidents/ea/side/watergte.html> search within this site

### **Constitutional Issues**

Watergate and the Constitution – provides a chronology of events and the text of a memorandum from Leon Jaworski for use in framing a classroom debate. From the National Archives and Records Administration.

[http://www.archives.gov/digital\\_classroom/lessons/watergate\\_and\\_constitution/watergate\\_and\\_constitution.html](http://www.archives.gov/digital_classroom/lessons/watergate_and_constitution/watergate_and_constitution.html) search within this site

### **Watergate: The 25th Anniversary**

The Houston Chronicle recalls one of the most famous scandals in U.S. political history.

<http://www.chron.com/content/interactive/special/watergate/> search within this site

Richard M. Nixon The Watergate Tapes - Richard M. Nixon The Watergate Tapes. The following recordings require

<http://www.lib.berkeley.edu/MRC/watergate.html>

Time & Again - Watergate Timeline

<http://www.msnbc.com/onair/msnbc/timeandagain/archive/watergate/timeline.asp>



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*Unit 6:3g Watergate Essay – The Impeachment and Resignation of Richard Nixon*

**Outline**

I. Intro

- a. write a short background on Watergate
- b. answer the EQ
- c. take a position

II. Describe what happened in more detail in Watergate scandal

III. Connect the principles of government to the scandal

- a. rule of law
- b. rule of law

I. Conclusion

- a. restate the EQ and position
- b. “call to action

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## *Unit 6:4 The President's Job Duties*

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### **Essential Question**

What are examples of the President's roles in the news?

### **Directions**

Find any news article about the President in current events. Articles will be provided by your teacher or search the day's news. After you review the articles on this page, you will review the articles following the outline in #4.

### **Answer the questions that follow.**

1. Cite the article correctly as you would in a works cited page of a research document.

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2. Identify which of the following roles of the President is applied in the article.

3.

#### **Chief of State**

The President is **Chief of State**. This means he is the ceremonial head of the government of the United States, the symbol of all the people of the Nation.

#### **Executive Responsibilities**

The Constitution vests the President with the executive power of the United States, making him or her the Nation's **Chief Executive**.

#### **Administrative Responsibilities**

The President is the **Chief Administrator**, or director, of the United States government.

#### **Chief Diplomat**

As the nation's **Chief Diplomat**, the President is the main architect of American foreign policy and chief spokesperson to the rest of the world.

#### **Commander in Chief**

The Constitution makes the President the **Commander in Chief**, giving him or her complete control of the Nation's armed forces.

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### *Unit 6:4 The President's Job Duties*

#### **Chief Legislator**

The President is the **Chief Legislator**, the main architect of the nation's public policies.

#### **Chief of Party**

The President acts as the **Chief of Party**, the acknowledged leader of the political party that controls the Executive Branch.

#### **Chief Citizen**

The President is expected to be "the Representative of All the People."

Name the role listed above and quote the article to support the role identified.

### **Article Review on the Executive**

**Assignment Essential Question:** What are examples of the President's roles in the news?  
40 Points (up to 20 per article, 5 points per paragraph) -- Due \_\_\_\_\_

#### **Directions:**

- 1 Choose two articles from the page any news source.
- 2 Read the articles. Look for answer to the Assignment essential question.
- 3 Title the page according to the article title and cite the article.
- 4 Write two essays, one per article, following this outline. Use correct citations for the articles
  - I. Intro
    - ...a. background
    - ...b. answer EQ in thesis
  - II. Connection or Example.
    - A. Answer the EQ with a connection, quote or example from the article
  - III. Repeat II with another example
  - IV. State the significance of the article or the issue..

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## *Unit 6:5a Qualifications to be President, Term and Term Limit*

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Article II, Section 1, Clause 5, of the Constitution says that the President must:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

### **Who might run? How are they qualified?**

5. As a class, list the names of current or possible candidates for President.

Candidate's Name	Formally Qualified?	Your Opinion - Informally Qualified?

### **President's Term**

6. What is the President's term?

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7. How is the President's term limited?

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8. What was the tradition of number of years served and by whom was the tradition set?

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Name: \_\_\_\_\_ Period: \_\_\_\_\_ Date: \_\_\_\_\_

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## *Unit 6:5b Pay and Benefits, the Vice-President, Succession, Roles*

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### **Presidential Succession and the Vice Presidency**

#### **The Order of Succession to the Presidency**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

#### **Answer the following questions in the blanks provided.**

6. How does the Constitution provide for situations in which the President is disabled?

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7. What duties are given to the Vice President by the Constitution?

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8. How are Vice Presidents usually selected?

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9. How can a vacancy in the Vice Presidency be filled?

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Name: \_\_\_\_\_ Period: \_\_\_\_\_ Date: \_\_\_\_\_

*Unit 6:5b Pay and Benefits, the Vice-President, Succession, Roles*

**Reviewing Key Terms**

Write the definition of each term in the blank provided.

10. Presidential succession

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11. Balance the ticket

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**B. Reviewing Key Terms**

Fill in a brief description for each of the qualifications of the President given below.

**Formal Qualifications for President**

1. Age	
2. Citizenship	
3. U. S. residence	

**Term and Compensation**

4. Maximum term length	
5. Annual salary	
6. Annual expenses	

Name: \_\_\_\_\_ Period: \_\_\_\_\_ Date: \_\_\_\_\_

*Unit 6:5b Pay and Benefits, the Vice-President, Succession, Roles*

Match the descriptions in Column 1 with the terms in Column II. Write the correct letter in each blank.



Name: \_\_\_\_\_ Period: \_\_\_\_\_ Date: \_\_\_\_\_

Column I

- \_\_\_ Chief of State
- \_\_\_ Chief Executive
- \_\_\_ Chief Administrator
- \_\_\_ Chief Diplomat
- \_\_\_ Commander in Chief
- \_\_\_ Chief Legislator
- \_\_\_ Chief of Party
- \_\_\_ Chief Citizen

Formal Qualifications for President

Column II

- a. Proposes laws to Congress
- b. Ceremonial head of government
- c. Represents the American people
- d. Heads the federal bureaucracy
- e. Determines foreign policy
- f. Leads his or her political party
- g. Commands the armed forces
- h. Sees that the nation's laws are carried out

Name: \_\_\_\_\_ Period: \_\_\_\_\_ Date: \_\_\_\_\_

**Presidential Succession**

Fill in the missing positions of succession

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

- \_\_\_\_\_
- Secretary of the Treasury
- Secretary of Defense
- Attorney General
- Secretary of Interior
- Secretary of Agriculture
- Secretary of Commerce
- Secretary of Labor
- Secretary of Health and Human Services
- Secretary of Housing and Urban Development
- Secretary of Transportation
- Secretary of Energy
- Secretary of Education

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Name: \_\_\_\_\_ Period: \_\_\_\_\_ Date: \_\_\_\_\_

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## *Unit 6:5c Presidential Succession in Constitution*

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The 25th Amendment to the Constitution sets out rules for the President to transfer his power to the Vice President in case the President is unable to fulfill the duties of the office.

The Amendment, approved in 1967, four years after President Kennedy was assassinated, provides for the temporary or permanent transfer of presidential power. It also allows the Vice President and Congress to strip the President of power if he is unable to do the job.

Until it was added, the Constitution did not provide for what to do if a President was alive but unable to serve.

The Amendment permits the Vice President, when backed by a majority of the Cabinet, to assume presidential powers when he declares to the Speaker of the House and the President Pro Tem of the Senate that the Chief Executive "is unable to discharge the duties and the powers of his office."

The Amendment permits the President to resume those powers with a similar declaration, subject to a challenge by the Vice President supported by a majority of the Cabinet.

The Amendment sets out a 21-day period in which Congress, by two-thirds votes, would decide disputes.

President Clinton and Vice President Al Gore had a plan that would set in motion invocation of the 25th Amendment, but it was kept secret.

The first such plan was made in the 1980s by the first President Bush and Vice President Dan Quayle. Bush, who as Ronald Reagan's Vice President saw the complications of a medical emergency first hand, wanted strict succession rules laid out.

Medical and history experts contended that essentially no one was in charge of the country while a bullet was removed from the lung of a gravely injured Reagan after a 1981 assassination attempt.

Also, Reagan only nominally transferred power to Bush for several hours while he underwent colon cancer surgery in 1985.

### **Question**

What could happen if the President got gravely ill or went crazy while in office?

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Name: \_\_\_\_\_ Period: \_\_\_\_\_ Date: \_\_\_\_\_

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## *Unit 6:6 The Electoral College and the Presidential Elections*

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### **Directions**

Write a position paper on the Essential Question (EQ) that follows the position paper assignment Yes Test and outline.

### **Essential Question**

Should the United switch from the Electoral College to a direct election of the President?

### **Articles to use in your paper:**

- [TRUTH IN MEDIA Editorials Election 2000 Research Notes](http://www.truthinmedia.org/Columns/Electoral-College.html) --Excellent cite of history and pros and cons. <http://www.truthinmedia.org/Columns/Electoral-College.html>  
National Issues.com  
This is an excellent website that gives both sides of the issue including the pros used by the federalist papers.
- [http://www.nationalissues.com/electoral\\_college/](http://www.nationalissues.com/electoral_college/)
- [Election 2000: A Recount Bush Still Had Votes to Win in a Recount, Study Finds](#) --If the U.S. Supreme Court had allowed Florida's courts to finish their abortive recount of last year's deadlocked presidential election, President Bush probably still would have won by several hundred votes, a comprehensive study of the uncounted ballots has found.
- What is your Electoral College I.Q.?
- Test Your Knowledge of the History of the Electoral College System  
<http://www.infortainment.com/elct-tst.htm>
- 35 days that kept America on hold / A time line of Election 2000
- In their own words Excerpts from the U.S. Supreme Court's decision Here are excerpts from the U.S. Supreme Court decision in Bush v Gore 2000
- Scholars disagree on merits of U.S. Supreme Court ruling, but agree on its impact
- [Thomas Backs Electoral College](#)
- Rehnquist says courts severely tested in election dispute
- Tight race renews calls to end Electoral College
- Electoral College - 'Great civics lesson' is about to begin
- Election 2000 debacle fuels fervor for reform throughout the nation
- Questions and Answers on the Election meant to Confuse
- Arizonans favor abolishing Electoral College, early tallies
- [Panel advocates changes to Election Day procedure](#)
- U.S. Supreme Court shuts down Florida recount; Gore considers next move

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Name: \_\_\_\_\_ Period: \_\_\_\_\_ Date: \_\_\_\_\_

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## *Unit 6:7 The Presidency – Unenumerated Executive Powers – Executive Privilege*

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As you probably know, the "Founding Fathers" of the United States wanted to make sure that no one person had too much power over the people. This is why they created the three branches that are the main components of our federal government. Even though the Constitution spells out specific powers and duties for the president, however, Presidents frequently take on powers and responsibilities that are not stated in the Constitution. In this activity, you need to consider the role of the President and think carefully about how much power and privilege you think the President should have. You will use the Internet to gather information that will help you answer the following questions in an essay:

- How much power and privilege should a President have within the federal government?
- How literally should the President take his roles in the Constitution? Should he be allowed to perform more duties than the Constitution spells out? Why or why not?
- Should the President have more privileges than an average citizen? Why or why not?

### Part I. Review

A. Review your knowledge of the federal government's system of checks and balances. You can refer to this Library of Congress page [http://lcWeb2.loc.gov/const/abt\\_const.html](http://lcWeb2.loc.gov/const/abt_const.html) for information on the structure of the federal government. Draw a graphic of the separation of powers and checks and balances. Explain in a short paragraph (three or four sentences) how the system of checks and balances works and why the Founders thought it was an essential system.



Name: \_\_\_\_\_ Period: \_\_\_\_\_ Date: \_\_\_\_\_

*Unit 6:7 The Presidency - Unenumerated Executive Powers – Executive Privilege*

- 1 Write a paragraph and draw a graphic of separation of powers, and checks and balances:
- 2 Read Article II, which spells out the roles of the President. It's online in several locations; including <http://www.house.gov/Constitution/Constitution.html>
- 3 You'll be referring to it in a few minutes.
- 4 What does Article II say about executive privilege?

Name: \_\_\_\_\_ Period: \_\_\_\_\_ Date: \_\_\_\_\_

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## *Unit 6:8 The Presidency - Unenumerated Executive Powers- Executive Privilege Part II*

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### **Research**

A. Obviously, not everyone will agree with everything a President does while in office. All Presidents make decisions and take actions that create controversy. Some Presidents have made particularly controversial, and in some cases clearly unethical, decisions during their Presidencies. A President will sometimes invoke his "Executive Privilege" to keep information from Congress. The President generally has the right to do this, but it has gotten several Presidents into trouble. You'll learn more about Executive Privilege from some of the Web sites listed below.

Four issues that have created controversy in certain Presidencies are listed below, along with the some of the Presidents who were involved in these issues. In each of these four cases, the President has claimed to have a certain privilege that others in government and the public don't necessarily think he should have. Go to the Web sites to learn more about each issue. Then, in section B, go back to your copy of the Constitution and state whether each of these four privileges is specifically given to the President in the Constitution.

- 1) "Court-packing" (Franklin Roosevelt)  
Did FDR have the power to change the number of justices on the Court?

FDR's Fireside Chat explaining his "court-packing" decision:

<http://www.hpol.org/fdr/chat/> or

<http://www.enterstageright.com/archive/articles/0799fdr-court.htm>

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*Unit 6:8 The Presidency - Unenumerated Executive Powers–Executive Privilege*

2) War Powers (the War Powers Resolution of 1973 limits the President's ability to commit troops to action)

A speech about the War Powers Resolution:

<http://www.ford.utexas.edu/library/speeches/770411.htm>

Text of The War Powers Resolution:

<http://www.luminet.net/~tgort/wpa.htm>

Did President Nixon have the power to ignore the War Powers Resolution?

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3) Retaining tapes of private White House conversations (Nixon)

Watergate home page:

<http://watergate.info/>

“Nixon and the legacy of Watergate lessons largely unlearned “

<http://www.nusd.k12.az.us/nhs/gthomson.class/articles/limitedgov/nixon.watergate.legacy.htm>

Did President Nixon have the power to ignore the War Powers Resolution?

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Name: \_\_\_\_\_ Period: \_\_\_\_\_ Date: \_\_\_\_\_

*Unit 6:8 The Presidency - Unenumerated Executive Powers–Executive Privilege*

**Watergate Anniversary**

On the 30th anniversary of the Watergate break-in, NPR Senior News Analyst Daniel Schorr says that it is common for presidents to use their powers for the purpose of self-preservation. But he says President Nixon used his authority for the purpose of punishing his enemies. (3:30)

<http://www.npr.org/ramfiles/atc/20020617.atc.03.ram>

**Watergate lessons largely unlearned**

**Teens don't know Watergate**

4) Keeping information from Congress, the public, and investigators on the grounds of Executive Privilege (Clinton, Nixon, and others) Encyclopedia Definition of Executive Privilege:

<http://www.grolier.com/presidents/aae/side/execpriv.html>

"The Concept of Executive Privilege":

<http://www.nando.net/nt/special/0205rights.html>

PBS Online NewsHour: Executive Privilege:

[http://www.pbs.org/newshour/bb/law/jan-june98/privilege\\_2-19.html](http://www.pbs.org/newshour/bb/law/jan-june98/privilege_2-19.html)

Should the President be able to keep information from Congress? Under what circumstances?

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Name: \_\_\_\_\_ Period: \_\_\_\_\_ Date: \_\_\_\_\_

*Unit 6:8 The Presidency - Unenumerated Executive Powers–Executive Privilege*

B. Look at the Constitution and answer the two questions in this table for each of the four issues.

***Executive Privilege and the Constitution***

<b>The Issue</b>	<b>Is this privilege given to the president in the Constitution? What does the Constitution say?</b>	<b>Do you think the president should have this privilege? State your reasoning.</b>
1) Expanding the Judiciary		
2) War Powers Act		
3) White House Privacy		
4) Executive Privilege		

Name: \_\_\_\_\_ Period: \_\_\_\_\_ Date: \_\_\_\_\_

*Unit 6:8 The Presidency - Unenumerated Executive Powers–Executive Privilege*

**Part III. Writing - Power and the Presidency**

**A.** How much power and privilege should a President have within the federal government?

How literally should the President take his roles in the Constitution? Should he be allowed to perform more duties than the Constitution spells out? Why or why not?

Should the President have more privileges than an average citizen? Why or why not?

The last question asks you to think about whether the President should be treated as a regular citizen or should be allowed privileges not granted to "everyday people." For example, should it be possible to sue a President while he's in office?

**B. Executive Privilege and the Constitution**

**The Issue**

Is this privilege given to the President in the Constitution? What does the Constitution say?

Do you think the President should have this privilege? State your reasoning?

**B. Executive Privilege and the Constitution**

**The Issue**

Is this privilege given to the president in the Constitution? What does the Constitution say?

Do you think the president should have this privilege? State your reasoning.

1) Expanding the Judiciary

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2) War Powers Act

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Name: \_\_\_\_\_ Period: \_\_\_\_\_ Date: \_\_\_\_\_

*Unit 6:8 The Presidency - Unenumerated Executive Powers–Executive Privilege*

3) White House Privacy

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4) Executive Privilege

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Name: \_\_\_\_\_ Period: \_\_\_\_\_ Date: \_\_\_\_\_

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## *Unit 6:9 Executive Branch Practice Quiz*

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### **Multiple Choice**

Identify the letter of the choice that best completes the statement or answers the question.

#### Main Ideas

- \_\_\_ 1. In case the President is disabled, the way the Vice President becomes President is determined by the
- a. original Constitution.
  - b. Presidential Succession Act.
  - c. Twenty-Fifth Amendment.
  - d. Congress.
- \_\_\_ 2. According to the Constitution, the President must
- a. be a man who owns property.
  - b. be at least 35 years of age.
  - c. have held one major public office.
  - d. have lived in the U. S. for at least 20 years.

### **Matching**

#### **Identifying Key Terms**

Match each item with the correct statement below. You will not use all the terms.

- a. Chief Executive
- b. presidential succession
- c. Platform
- d. Commander in Chief

- \_\_\_ 3. The President's role as the head of the armed forces
- \_\_\_ 4. The formal statement of a political party's basic principles
- \_\_\_ 5. The plan by which a presidential vacancy is filled



Name: \_\_\_\_\_ Period: \_\_\_\_\_ Date: \_\_\_\_\_

### *Unit 6:9 Executive Branch Practice Quiz*

#### **Identifying Key Terms**

Match each item with the correct statement below. You will not use all the terms.

- a. Electoral College
- b. Chief Citizen
- c. Chief of State
- d. Chief Executive
- e. Chief Administrator
- f. Chief Legislator
- g. presidential primary
- h. balance the ticket
- i. winner-take-all
- j. keynote address

\_\_\_ 6. The President is the nation's \_\_\_\_, heading a large government organization.

\_\_\_ 7. Presidential candidates often choose a running mate who can \_\_\_ by virtue of certain characteristics.

\_\_\_ 8. The \_\_\_ is the group of people chosen from each State and the District of Columbia to formally select the President and Vice President.

\_\_\_ 9. As \_\_\_\_, the President holds broad power in domestic and foreign affairs.

#### **Identifying Key Terms**

Match each item with the correct statement below. You will not use all the terms.

- a. Chief Diplomat
- b. Presidential Electors
- c. Chief of State
- d. Chief Legislator
- e. proportional representation
- f. platform
- g. Commander in Chief

\_\_\_ 10. \_\_\_ must cast their State's formal votes for President.

\_\_\_ 11. The basic statement of the party's policies and principles is known as its \_\_\_.

Name: \_\_\_\_\_ Period: \_\_\_\_\_ Date: \_\_\_\_\_