

PRESIDENTIAL ADVISERS AND EXECUTIVE AGENCIES

Objectives/Goals for Students: Students will understand and appreciate how the president's cabinet is organized and how members of his cabinet are chosen. The notes will provide the students with how members of the cabinet are picked and the different jobs of these cabinet members. The discussions will provide an opportunity for the students to voice their own opinions about the choices for the members of the cabinet, based on the information about their political parties. The memo will then assess student knowledge of the material presented in the lesson.

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

NCSCOS Standard(s) Covered:

CE.C&G.2.8 Analyze America's two-party system in terms of the political and economic views that led to its emergence and the role that political parties play in American politics.

NCSS Standard(s) Covered: Power and Civic Ideals

Teacher Name: Thomas Bogucki

Duration of Course: 90 minutes

Resources

PowerPoint notes on the presidents cabinet <https://drive.google.com/file/d/0B0pRljbi23-ZUDNUUWQtRkxveFE/view?usp=sharing>

Information about the President's cabinet <https://www.whitehouse.gov/administration/cabinet>
Index cards

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INSTRUCTIONS

Anticipatory Set: When the students enter the classroom, I will give them an index card that has a red or a blue dot on it. This will be used later in the lesson.

- ★ The students will have to answer questions written on the board.
- ★ How many people do you think work for the president?, and what sort of offices do you think the president has to help him with his job?
- ★ The students will answer the questions on a separate sheet of paper, I will take these papers after they have complete the questions. (5 minutes)

After five minutes I will ask the students to share what they know about the powers of the president's cabinet. They can share freely or I will call on them individually.

We will discuss their responses and I will address any questions or misconceptions the students have about the president's cabinet. Once we have finished I will take up their sheets and I will review them, by doing this I may be alerted to some misconceptions that students who were unwilling to share may have. (10 minutes)

Procedures:

1. After the students have completed the bell ringer, I will begin my lecture on the president's cabinet, how these officials get picked and the different types of jobs and offices that are in the president's cabinet.
 - ★ 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.
 - ★ The students will write down the definitions of the key words in the PowerPoint as well as important facts that I provide for them.
 - ★ We will stop periodically to answer any questions the students have and to make sure they are following the lecture. (25 minutes)
2. After the lecture I will ask the students what the words checks and balances mean. I will allow each students a few minutes to brainstorm quietly about the word.
 - ★ We will then create a class definition of the words.
 - ★ I will call upon students to create a definition and I will write the students responses on the board. We will then choose the best phrase for our definition of the words. (5 minutes)
3. Next, I will review the process of how the president chooses members of his/her cabinet and the different agencies from the lecture notes.
 - ★ Then I will tell the students who is currently serving in the President's cabinet. I will show pictures of these people.

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- ★ I will then talk about why political parties can make a difference in a nomination such as this, particularly I will talk about how the democrats controlled the house and senate and how the republicans took power in the senate and house of representatives in recent elections.
 - ★ We will have a discussion about these outcomes and I will allow the students to voice their own opinions about the situation. (20 minutes)
4. After the students have finished their discussion I will then break the class into two groups, these groups will correspond to the notecard with the colored dots.
- ★ Those who are blue dots will be on one side of the room the red dots will be on the other side.
 - ★ The red dots will be republicans and the blue dots will be the democrats.
 - ★ I will act as the president and select a few people to represent certain jobs that members of the president's cabinet hold.
 - ★ I will remind both sides that they do not want opposites to take control of these positions.
 - ★ The class will then vote on whether they want these people to take these jobs.
 - ★ Both groups will debate why each person should or should not hold a specific office, and they will vote on the back of their notecards.
 - ★ The students must use their information on these parties to support their arguments. We will tally the votes as we go along. (20 minutes)

Closure

At the end of the lesson, the students will write a memo addressing to me, the president, why or why not the choices for these offices met the needs of these two parties.

- ★ The students will write a plan of action they think will work best to meet their party's needs.
- ★ I will explain what a memo is to the students who do not know.
- ★ The students will have to write at least a half page to complete this assignment. I will then take this assignment when the students leave the classroom. (10 minutes)

Assessment: The students will be assessed on their participation in the discussions held during class. The closing activity will be collected for me to assess if the students had a grasp on the content of the lesson. The discussions will allow me to gauge whether the students understood the material I have presented to them.

Adaptations for Exceptional Students: 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 discussions will allow those students who are ELL, slow learners, and those who work faster than other students an opportunity to participate in class on an equal level. They will provide their own opinion during the discussion, which will allow them to present their knowledge freely.



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epa.gov

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Ambassador Michael Froman

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United States Mission to the United Nations

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Council of Economic Advisers

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[whitehouse.gov/administration/eop/cea](https://www.whitehouse.gov/administration/eop/cea)

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