



SECTION 1

## THE PRESIDENT'S JOB DESCRIPTION

- × **ESSENTIAL QUESTIONS:**
- × What are the President's many roles?
- × What are the formal qualifications necessary to become President?
- × What issues have arisen involving the length of the President's term?
- × How is the President compensated?

# THE PRESIDENT'S ROLES

How many "hats" does the president wear?

## 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.

## Chief Executive

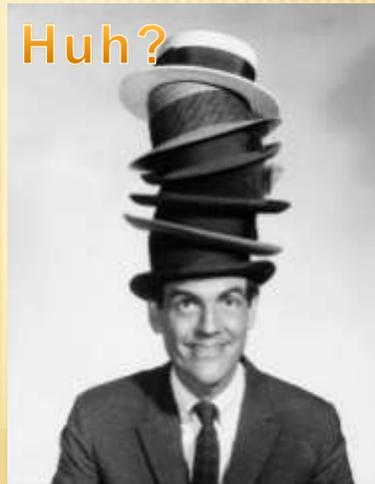
- + The Constitution vests the President with the executive power of the United States, making him or her the nation's **chief executive**.

## Chief Administrator

- + 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.



# MORE ROLES OF THE PRESIDENT

## Commander in Chief

- + The Constitution makes the President the **commander in chief**, giving him or her complete control of the nation's armed forces.

## 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."

# QUALIFICATIONS FOR PRESIDENT

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

<p><b>1. Be “a natural born citizen.”</b> A person must be born a citizen of the United States to be able to become President.</p>	<p><b>2. Be at least 35 years of age.</b> John F. Kennedy at age 43 was the youngest person to be elected President.</p>
<p><b>3. Have lived in the United States for at least 14 years.</b></p>	<p>Informal qualifications, such as intelligence and character, are also important considerations.</p>



# THE PRESIDENT'S TERM

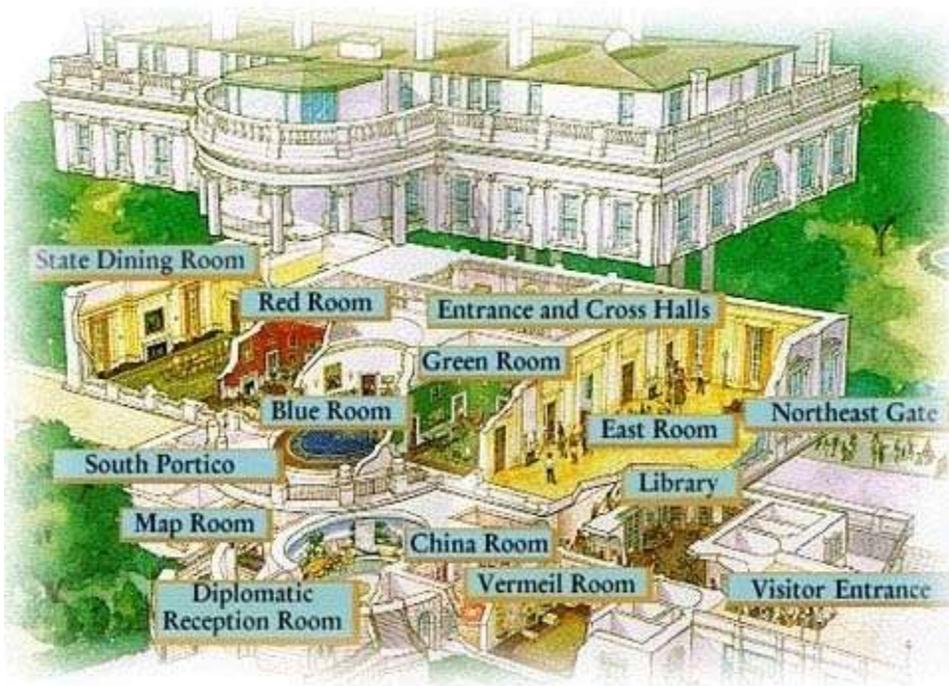
- ✘ Until 1951, the Constitution placed no limit on the number of terms a President might serve.
- ✘ Traditionally, Presidents limited the number of terms served to two. This tradition was broken by Franklin D. Roosevelt in 1940 when he ran for and won a third term in office. He then went on to be elected to a fourth term in 1944.
- ✘ The **22nd Amendment** placed limits on presidential terms. A President now may not be elected more than twice or only once if they became President due to succession.



## PAY AND BENEFITS

Congress determines the President's salary, and this salary cannot be changed during a presidential term.

- ✗ The President's pay was first set at \$25,000 a year. Currently, the President is paid **\$400,000** a year.
- ✗ Congress has also approved an expense allowance for the President, which is currently \$50,000 a year.
- ✗ Besides monetary benefits, the President gets to live in the 132-room mansion, the White House.
- ✗ The President is also granted other benefits, including a large suite of offices, a staff, the use of *Air Force One*, and many other fringe benefits.



## COMPARATIVE GOVERNMENTS: OTHER HEADS

Heads of State in Selected Countries				
Country	Title	Name	Date Acquired Office	Previous Profession/Title
 Poland	President	Aleksander Kwasniewski	December 23, 1995	Former communist official
 China	State President	Jiang Zemin	March 27, 1993	General Secretary, Communist Party
 Panama	President	Mireya Moscoso	September 1, 1999	Businesswoman, civil servant
 South Africa	President	Thabo Mbeki	June 16, 1999	Deputy President
 Canada	Governor-General	Adrienne Clarkson	October 7, 1999	Writer and producer
 Spain	King	Juan Carlos I	November 22, 1975	Crown Prince
 Mexico	President	Vicente Fox	December 1, 2000	Governor, businessman
 Jordan	King	Abdullah II	August 20, 1998	Crown Prince
 Japan	Emperor	Akihito	January 7, 1989	Crown Prince
 Philippines	President	Gloria Macapagal-Arroyo	January 20, 2001	Vice President
 United States	President	George W. Bush	January 20, 2001	Governor

SOURCE: CIA Publications

## REVIEW

### 1. As commander in chief, the President

- (a) is the leader of all the nation's armed forces.
- (b) initiates legislation.
- (c) is the director of the government.
- (d) represents the citizens of the United States abroad.

### 2. In order to become President, a citizen needs to be at least

- (a) 25 years old.
- (b) 35 years old.
- (c) 45 years old.
- (d) 30 years old.

## ACTIVITY: “DEAR PRESIDENTIAL DIARY...”

- ✘ Ever imagine what one day is like in the life of a president? Here’s your chance! You will play a simulation online at <http://pbskids.org/democracy/presforaday/index.html>. Then, you will write 5 diary entries, as if you were the president! Research is required to make your diaries more authentic. Follow the detailed instructions (Downloadable from [www.historyscholars.weebly.com](http://www.historyscholars.weebly.com).)
- ✘ 1) Download the assignment directions from my website. If you cannot view the document, download the conversion pack. There is a link to it on my website.
- ✘ 2) Complete the simulation and required activities. Due tomorrow! Don’t forget, besides the diary entries, you are also required to do this...



## The last part of the “Dear Presidential Diary” Assignment...Due tomorrow as well! Be prepared to present in front of class!

- ✘ Students must choose and complete **five items** from the following list of possible presidential activities and attach the written evidence of their participation in that activity to their calendar page.
  - + **Suggest a Law:** According to the Constitution, Congress makes the country’s laws. However, most Presidents often suggest laws to Congress. Think of a topic for a law that you would suggest. It might have to do with pollution, animal welfare, education, health, poverty or another issue.
  - + **Hire Personnel:** The U.S. government is the nation’s largest employer. Presidents manage these workers with the help of department heads. They form a group of advisors called the “Cabinet.” Use an almanac and research to learn about current Cabinet members and their posts. Hire classmates for Cabinet posts such as foreign relations, military, parks, business, travel, education, money, agriculture, labor, energy and veterans’ affairs. Write a paragraph to identify the classmate chosen for a specific post, and explain why he/she would make a good Cabinet member. The [White House Cabinet](http://www.whitehouse.gov/government/cabinet.html) site will be helpful at <http://www.whitehouse.gov/government/cabinet.html>.
  - + **Work on the Budget:** Practice creating a budget by making a pie graph. The pie graph will be divided four sections: national defense, social security, environmental protection and education. Decide which of the four should receive the highest percentage or slice of the pie. Divide your pie graph according to the priority you assign to each item, and explain your reasoning.
  - + **Suggest a New Idea for the Future:** One of the president’s jobs is to help create a vision for the country’s future—like a big wish. History books often remember presidents by their contributions to society. Kennedy’s was space travel, Johnson’s was the “Great Society” without poverty, etc. What is your one “big wish” for the country in 50 years? It might be to explore the ocean depths, establish communication with other planets, travel in time machines, or build robots to help people. Write a paragraph and describe your big idea.
  - + **Handle Crisis:** If a crisis develops, the president has to help solve it. A president must be a problem solver and a quick thinker. Imagine a crisis (it can be a war, a stock market crash, a natural disaster such as an earthquake or a computer virus that crashes all computers). Write a speech that the president would make explaining the crisis to the American people and motivating them to continue cooperating in a spirit of togetherness.
  - + **Entertain Guests:** The White House is not only home to the president, but a museum visited by Americans and others from around the world. The president’s job may include showing visitors the White House, famous monuments, or famous museums. If you were president, what would you show out-of-town visitors? Create a tour for guests to visit the White House, a famous monument or a famous museum. Some suggestions: the White House, the Lincoln Memorial, the Jefferson Memorial, the Library of Congress, the United States Capitol, the Smithsonian Institution or the Washington Monument. Who would be your favorite guest either from the United States or from a foreign country? What foreign country would you like to visit as president?

## Today's Goals:

# Presentation Day!

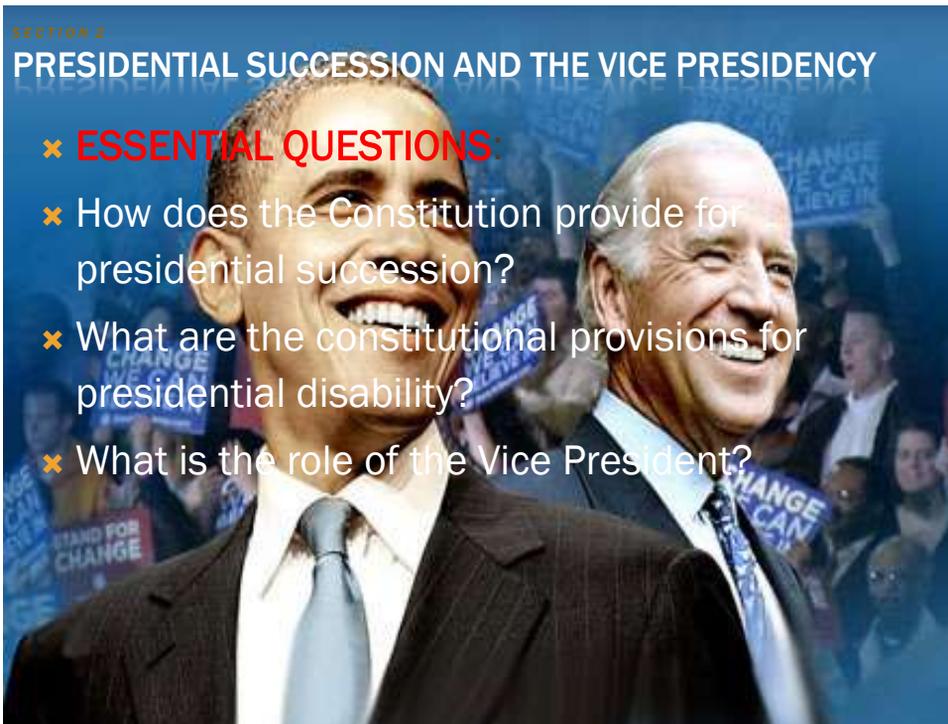
- ✘ 1) So, what is it like to be President of the U.S.? Present your Presidential Diary Project today!
- ✘ 2) Next Activity: If the President dies while in office, do Vice Presidents make good successors?

### SECTION 2

## PRESIDENTIAL SUCCESSION AND THE VICE PRESIDENCY

### ✘ ESSENTIAL QUESTIONS:

- ✘ How does the Constitution provide for presidential succession?
- ✘ What are the constitutional provisions for presidential disability?
- ✘ What is the role of the Vice President?



# THE CONSTITUTION AND SUCCESSION

- ✘ **Presidential succession** is the plan by which a presidential vacancy is filled.
- ✘ The **25th Amendment**, ratified in 1967, made it clear that the Vice President will become President if the President is removed from office.
- ✘ The **Presidential Succession Act of 1947** set the order of succession following the Vice President.

Presidential Succession	
1	Vice President
2	Speaker of the House
3	President pro tempore of the Senate
4	Secretary of State
5	Secretary of the Treasury
6	Secretary of Defense
7	Attorney General
8	Secretary of the Interior
9	Secretary of Agriculture
10	Secretary of Commerce
11	Secretary of Labor
12	Secretary of Health and Human Services
13	Secretary of Housing and Urban Development
14	Secretary of Transportation
15	Secretary of Energy
16	Secretary of Education
17	Secretary of Veterans Affairs

# PRESIDENTIAL DISABILITY

- ✘ Sections 3 and 4 of the 25th Amendment provide procedures to follow when the President is disabled.
- ✘ The Vice President is to become acting President if
  - (1) the President informs Congress, in writing, “that he is unable to discharge the powers and duties of his office,” or
  - (2) the Vice President and a majority of the members of the Cabinet inform Congress, in writing, that the President is thus incapacitated.

## THE VICE PRESIDENCY

- ✘ The Constitution only gives the Vice President two duties besides becoming President if the President is removed from office:
  - 1) to preside over the Senate, and
  - 2) to help decide the question of presidential disability.
- ✘ If the office of Vice President becomes vacant, the President nominates a new Vice President subject to the approval of Congress.
- ✘ Today, the Vice President often performs diplomatic and political chores for the President.

## INTO THE OVAL OFFICE

Vice Presidents Who Succeeded to the Presidency	
Successor	Reason for Succession
John Tyler	Death (pneumonia) of William Henry Harrison, April 4, 1841
Millard Fillmore	Death (gastroenteritis) of Zachary Taylor, July 9, 1850
Andrew Johnson	Death (assassination) of Abraham Lincoln, April 15, 1865
Chester A. Arthur	Death (assassination) of James A. Garfield, September 19, 1881
Theodore Roosevelt	Death (assassination) of William McKinley, September 14, 1901
Calvin Coolidge	Death (undisclosed illness) of Warren G. Harding, August 2, 1923
Harry S Truman	Death (cerebral hemorrhage) of Franklin D. Roosevelt, April 12, 1945
Lyndon B. Johnson	Death (assassination) of John F. Kennedy, November 22, 1963
Gerald R. Ford	Resignation of Richard M. Nixon, August 9, 1974

## REVIEW

1. Who is in line for presidential succession following the Vice President?

- (a) the First Lady
- (b) the Speaker of the House
- (c) the president of the Senate
- (d) the Secretary of State

2. Which constitutional amendment provides for presidential succession?

- (a) the 25th Amendment
- (b) the 26th Amendment
- (c) the 22nd Amendment
- (d) the 21st Amendment

Video: **“American History: Portraits of Power: American Presidents”** (55:24)



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(Title 17, United States code, Section 510,506.)

**Discovery**  
EDUCATION

Answer the questions as you watch!

## Video Questions:

- ✘ 1) In your opinion, what was Washington's most important contribution?
- ✘ 2) What would the U.S. be like today if the Louisiana Purchase hadn't happened?
- ✘ 3) How did Jefferson limit the power of the federal government?
- ✘ 4) What would the country be like today if Lincoln hadn't ended slavery?
- ✘ 5) Explain why Lincoln's assassination occurred.
- ✘ 6) Why didn't Alexander Graham Bell's invention save Garfield? Why did Guiteau kill the President?
- ✘ 7) Do you think Taylor's death was accident or murder? Explain.
- ✘ 8) Why did Sam Byck want Nixon dead?

## ACTIVITY: DO VICE PRESIDENTS MAKE GOOD PRESIDENTS?

- ✘ **Directions:** Working in pairs, you will create a PowerPoint presentation of at least 8 slides, about one of the following vice presidents who became president through succession:
  - ✘ Chester A. Arthur  
Calvin Coolidge  
Millard Fillmore  
Gerald R. Ford \*  
Andrew Johnson  
Lyndon B. Johnson  
Theodore Roosevelt  
Harry S. Truman  
John Tyler
- \* Mr. Ford assumed the office upon the resignation of Richard M. Nixon. All others were due to the death of their predecessor.
- Requirements:** Your 8-slide presentation with bibliography must contain plenty of historical photos and factual information in response to the following questions: 1) What circumstances allowed the VP to become president by succession? 2) Analysis: In your fact-based opinion, did the VP make a better president than his predecessor? (You will need to prove your point by listing the president's successes and/or failures.)

## PRESIDENTIAL SELECTION: THE FRAMERS' PLAN

### ✘ ESSENTIAL QUESTIONS:

- ✘ What were the Framers' original provisions for choosing the President?
- ✘ How did the rise of political parties change the original provisions set out in the Constitution?

## ORIGINAL PROVISIONS

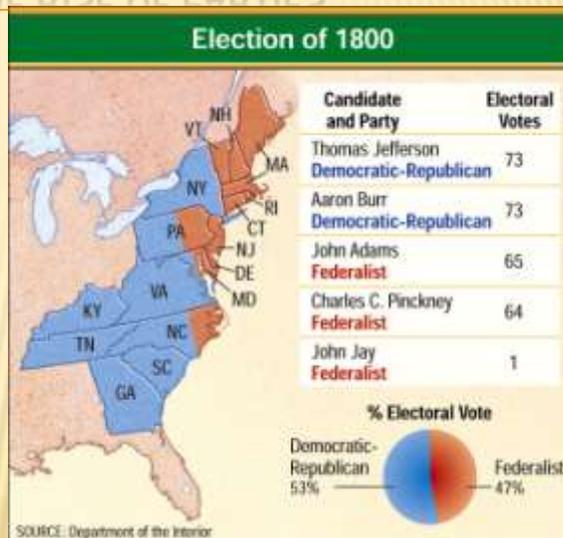
- ✘ According to the Constitution, the President and Vice President are chosen by a special body of **presidential electors**.
- ✘ Originally, these electors each cast two **electoral votes**, each for a different candidate. The candidate with the most votes would become President, and the candidate with the second highest total would become Vice President.

### The Framers' Plan for the Electoral College

- 1 Each State would have as many presidential electors as it has senators and representatives in Congress.
- 2 These electors would be chosen in each State in a manner the State legislature directed.
- 3 The electors, meeting in their own States, would each cast two votes—each for a different person for President.
- 4 These electoral votes from the States would be opened and counted before a joint session of Congress.
- 5 The person receiving the largest number of electoral votes, provided that total was a majority of all the electors, would become President.
- 6 The person with the second highest number of electoral votes would become Vice President.
- 7 If a tie occurred, or if no one received the votes of a majority of the electors, the President would be chosen by the House of Representatives, voting by States.
- 8 If a tie occurred for the second spot, the Vice President would be chosen by the Senate.

## THE RISE OF PARTIES

- The **electoral college** is the group of people (electors) chosen from each State and the District of Columbia that formally selects the President and Vice President. With the rise of political parties in 1796, flaws began to be seen in the system.



## THE 12TH AMENDMENT

- ✘ The **12th Amendment** was added to the Constitution in 1804 following the election of 1800.
- ✘ The major change in the electoral college made by the amendment was that each elector would distinctly cast one electoral vote for President and one for Vice President.



## REVIEW

1. Which year's election paved the way for changes in the electoral college?
  - (a) 1800
  - (b) 1792
  - (c) 1804
  - (d) 1812
2. Which amendment to the Constitution modified the electoral college to avoid electoral ties for the office of President?
  - (a) the 11th Amendment
  - (b) the 5th Amendment
  - (c) the 9th Amendment
  - (d) the 12th Amendment

### SECTION 4

## PRESIDENTIAL NOMINATIONS

- × **ESSENTIAL QUESTIONS:**
- × What role do conventions play in the presidential nominating process?
- × How important are presidential primaries?
- × What differences exist between the caucus-convention process and the primary process?
- × What events take place during a national convention?
- × What characteristics determine who is nominated as a presidential candidate?

# THE ROLE OF CONVENTIONS

## Convention Arrangements

- × The convention system has been mainly built by the two major parties in American politics.
- × Party national committees arrange the time and place for their party's nominating convention.



## The Apportionment and Selection of Delegates

- × Parties apportion the number of delegates each State will receive based on electoral votes and other factors.
- × Delegates are selected through both presidential primaries and the caucus-convention process.

# PRESIDENTIAL PRIMARIES

- × Depending on the State, a **presidential primary** is an election in which a party's voters
  - (1) choose some or all of a State's party organization's delegates to their party's national convention, and/or
  - (2) express a preference among various contenders for their party's presidential nomination.
- × Many States use a **proportional representation** rule to select delegates. In this system, a proportion of a State's delegates are chosen to match voter preferences in the primary.
- × More than half of the States hold preference primaries where voters choose their preference for a candidate. Delegates are selected later to match voter preferences.

## THE CAUCUS-CONVENTION PROCESS

- ✘ In those States that do not hold presidential primaries, delegates to the national conventions are chosen in a system of caucuses and conventions.
- ✘ The party's voters meet in local caucuses where they choose delegates to a local or district convention, where delegates to the State convention are picked.
- ✘ At the State level, and sometimes in the district conventions, delegates to the national convention are chosen.

## THE NATIONAL CONVENTION

A party's **national convention** is the meeting at which delegates vote to pick their presidential and vice-presidential candidates. Party conventions accomplish three main goals:

(1) to officially name the party's presidential and vice-presidential candidates,

(2) to bring the various factions and the leading personalities in the party together in one place for a common purpose, and

(3) to adopt the party's **platform**—its formal statement of basic principles, stands on major policy matters, and objectives for the campaign and beyond.

## WHO IS NOMINATED?

- ✘ If an incumbent President wants to seek reelection, his or her nomination is almost guaranteed.
- ✘ Political experience factors into the nomination process. State governors, the executive officers on the State level, have historically been favored for nomination. U.S. senators also have fared well.
- ✘ Many candidates come from key larger states. Candidates from larger states, such as California, New York, and Ohio, have usually been seen as more electable than candidates from smaller states.

## REVIEW

### 1. More than half of the presidential primary States hold only a

- (a) caucus.
- (b) winner-take-all primary.
- (c) preference primary.
- (d) nominating convention.

### 2. A party's formal statement of its basic principles and views is called the party's

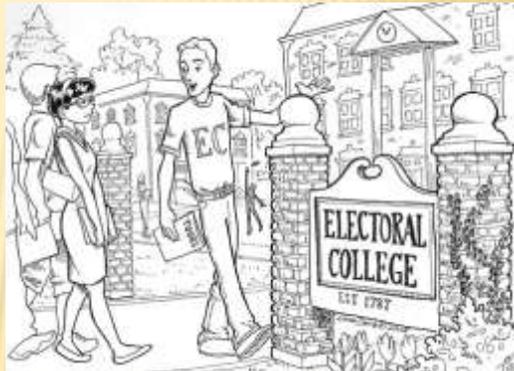
- (a) plank.
- (b) primary.
- (c) constitution.
- (d) platform.

SECTION 5

# THE ELECTION

✘ **ESSENTIAL QUESTIONS:**

- ✘ What is the function of the electoral college today?
- ✘ What are the flaws in the electoral college?
- ✘ What are the advantages and disadvantages of proposed reforms in the electoral college?



### UNDERSTANDING THE ELECTORAL COLLEGE

**Electoral equation: population is power**

Each state is allocated a number of electors equal to the number of senators (always two) plus the number of its representatives. However, the congressional leaders are not electors. The presidential candidate that gains the majority of electoral votes (270) wins the election.

**Population, not land determines number of electoral votes**  
A state's representatives are determined by its general population. States with higher population rates have more representatives.

State	Population	Square miles	Senators	Representatives	Electoral votes
Ohio	11.4 million	44,626	2	18	20
Idaho	1.3 million	83,574	2	2	4

**State-by-state number of electors and vote requirements**  
In effect, whichever presidential ticket gets the most popular votes wins all the state's electors.

Requirement	States	Electors
Majority winner takes all, but electors are not legally bound to vote for a specific candidate	Wash. 11, Ore. 7, Idaho 4, Utah 3, Nev. 5, Calif. 56, Alaska 3, Hawaii 4	31
Two votes go to overall winner of state and remaining votes go to winner of the district	N.D. 3, S.D. 3, Neb. 5, Kan. 6, Okla. 7, Tex. 34	11
Majority winner takes all and electors are legally bound or pledged to vote for a specific candidate	Mont. 3, Wyo. 3, Colo. 9, N.M. 5, Minn. 10, Iowa 7, Wis. 10, Mich. 16, Ill. 21, Ind. 11, Ky. 6, Tenn. 11, Miss. 6, Ark. 6, La. 9, Ala. 9, Ga. 16, Fla. 27	207
Ballot measure this year could distribute votes to district winner	N.H. 4, Vt. 3, N.Y. 21, Pa. 21, W.Va. 5, N.C. 16, Md. 10, Del. 3, D.C. given 3 in 1961	54

**Founders started electoral**  
The Electoral College was established by the founders as a compromise between election for the president by Congress and election by popular vote. Alexander Hamilton was among the first to write about the concept of electors in the Federalist Papers in 1785.

**HAMILTON**

SOURCES: Federal Election Commission; Library of Congress; National Archives and Records Administration; Census Bureau; World Almanac AP

## THE ELECTORAL COLLEGE TODAY

Voters do not vote directly for the President. Instead, they vote for electors in the electoral college.

- All States, except two (Maine and Nebraska), select electors based on the winner of the popular vote in that State.
- Electors then meet in the State capitals on the Monday after the second Wednesday in December and cast their votes for President and Vice President.
- ✘ On January 6, the electoral votes cast are counted by the president of the Senate, and the President and Vice President are formally elected.
- ✘ If no candidate wins a majority of electoral votes (270), the election is thrown into the House of Representatives.

## FLAWS IN THE ELECTORAL COLLEGE

There are three major defects in the electoral college:

- (1) It is possible to win the popular vote in the presidential election, but lose the electoral college vote. This has happened four times in U.S. history (1824, 1876, 1888, and 2000).
- (2) Nothing in the Constitution, nor in any federal statute, requires the electors to vote for the candidate favored by the popular vote in their State.
- (3) If no candidate gains a majority in the electoral college, the election is thrown into the House, a situation that has happened twice (1800 and 1824). In this process, each State is given one vote, meaning that States with smaller populations wield the same power as those with larger populations.

## PROPOSED REFORMS

- ✘ In the **district plan**, electors would be chosen the same way members of Congress are selected: each congressional district would select one elector (just as they select representatives), and two electors would be selected based on the overall popular vote in a State (just as senators are selected).
- ✘ A commonly heard reform suggests that the electoral college be done away with altogether in favor of **direct popular election**. At the polls, voters would vote directly for the President and Vice President instead of electors.
- The **proportional plan** suggests that each candidate would receive the same share of a State's electoral vote as he or she received in the State's popular vote.
- The **national bonus plan** would automatically offer the winner of the popular vote 102 electoral votes in addition to the other electoral votes he or she might gain.

## ELECTORAL COLLEGE SUPPORTERS

There are two major strengths of the electoral college that its supporters espouse:

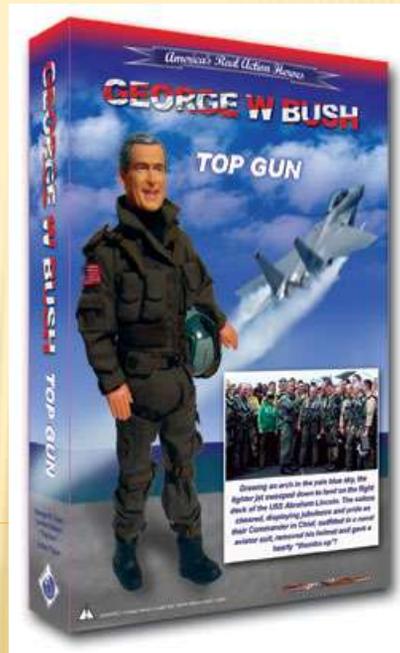
- ✘ It is a known process. Each of the proposed, but untried, reforms may very well have defects that could not be known until they appeared in practice.
- ✘ In most election years, the electoral college defines the winner of the presidential election quickly and certainly.

# REVIEW

1. Which of the following is a possible flaw of the electoral college system?
  - (a) Electors are not bound to cast their electoral vote for the party they represent.
  - (b) A candidate can fail to win a majority of electoral votes
  - (c) A candidate can win the popular vote but lose the electoral vote.
  - (d) All of the above.
2. The proportional plan for electoral college reform suggests that
  - (a) electors are chosen by State legislatures.
  - (b) candidates receive a share of a State's electoral votes correlating to his or her share of the State's popular vote.
  - (c) electors are chosen based on congressional districts.
  - (d) the candidate that wins the popular vote automatically receives 102 electoral votes.



## THE PRESIDENCY IN ACTION



SECTION 1

## THE GROWTH OF PRESIDENTIAL POWER

- ✘ **ESSENTIAL QUESTIONS:**
- ✘ Why is Article II of the Constitution controversial?
- ✘ How has presidential power grown over time?
- ✘ How have Presidents' own views affected the power of the office?

### ARTICLE II

Article II, the Constitution's **Executive Article**, begins this way:

*“The executive power shall be vested in a President of the United States of America.”*

With these few words, the Framers established the presidency.



## WHY PRESIDENTIAL POWER HAS GROWN

- ✗ Over the course of American history, the champions of a stronger presidency have almost always prevailed.
- ✗ The nation's increasingly complex social and economic life has also influenced the growth of presidential power.
- ✗ By passing laws and expanding the role of the Federal Government, Congress has increased presidential power as well.
- ✗ The ability to use the **mass media**, as every President since Franklin D. Roosevelt has, aids in gathering and holding public attention.



## THE PRESIDENTIAL VIEW

The nature of the presidency depends on how each President views the office and exercises its powers.

### *Two Views:*

- Some Presidents, such as Teddy Roosevelt, have taken a broad view of the powers they inherited.
- Other Presidents, like William Howard Taft, have felt that they cannot exercise any power not specifically granted to them.



## WARM UP: DOES THE PRESIDENT HAVE TOO MUCH POWER? WRITE 100 WORDS ON WHAT THE FRAMERS WOULD SAY....

- × **Introduction:** The rules that the Framers wrote in the Constitution say little about a modern president's real power. George Washington would be shocked to know the following facts:
  - + The president today has the power to command the instant destruction of entire cities. The U.S. has thousands of missiles with nuclear warheads. Only the president can give the signal to launch them. How much military power did president Washington command in 1789? A few cannons and 718 soldiers.
  - + The president's power is felt all over the world. The president travels by jet from one nation to another. Foreign leaders often come to the White House. If Washington had tried to visit Europe or Asia, he would have been on a ship at sea for months at a time.
  - + The American people expect the president to deal with a huge number of problems. If there is economic trouble, they expect the president to cure it. Modern presidents don't just try to administer the laws passed by Congress. Nor do they merely "recommend measures" to Congress as required by the Constitution (Article II, Section 3). Through staff members, they often bring pressure on Congress to pass favored bills, including some actually written in the Executive Department. In Washington's day, many people thought the president's powers were only those directly mentioned in Article II of the Constitution.

## DEBATE: HOW MUCH POWER SHOULD THE PRESIDENT HAVE?

- × **ACTIVITY:** GET READY FOR A DEBATE! CAN YOU GUESS WHICH SIDE YOU WILL BE ON? READ THE ARTICLES "CAN A PRESIDENT BE TOO STRONG?" and "OBAMA ON THE **WORLD STAGE: WHAT POWER MEANS.**"
- × **THEN, CREATE A TWO-COLUMN CHART AND WRITE DOWN SEVERAL BULLETED ARGUMENTS, DEFENDING BOTH SIDES IN RESPONSE TO THE FOLLOWING QUESTION: SHOULD THE UNITED STATES GOVERNMENT CURRENTLY HAVE A STRONGER PRESIDENT WITH LESS LIMITATIONS ON HIS POWER OR A WEAKER PRESIDENT WITH MORE LIMITATIONS ON HIS POWER?**

**DEBATE STARTS IN 5 MINUTES!**

# COMMANDER IN CHIEF: BILL CLINTON VIDEO



- × **Directions:** You need to complete two assignments with this video: 1) A short viewing quiz (downloadable from my website) and 2) Writing Prompt—250 Words: Use evidence from the video as well as the Internet to attack or support this statement: President Bill Clinton was a strong commander-in-chief, as exemplified by his domestic and foreign policies.

## Commander in Chief: Bill Clinton

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

- 1. Why did relations between the Somalis and U.N. peacekeeping forces worsen in 1993?**  
(Check only one answer)

A The Somalis began to view the occupying forces as interfering in their internal affairs.  
B The U.S. failed to send the humanitarian aid that it promised to Somalia.  
C The democratically elected government of Somalia felt that they no longer needed aid.  
D The U.N. insisted upon economic reforms unpopular in Somalia because of its warlike mentality.
- 2. Why did President Bill Clinton resist sending ground troops to Kosovo in 1999?**  
(Check only one answer)

A He did not think that Kosovo had any strategic significance to the U.S.  
B He was afraid that sending troops to Kosovo could prompt an escalation of the conflict into a full scale global war.  
C He was afraid that the U.S. would get stuck with an extended commitment of troops in an area where they already had troops.  
D He thought that if the U.S. waited, the two sides in the Kosovo war would exhaust themselves and negotiate peace independently.
- 3. After President Clinton's election, the world was different in what way?**  
(Check only one answer)

A The U.S. foreign policy was, for the first time, centered on defeating one enemy.  
B The United States had a number of allies that were compelled to fight to defend the U.S. if it were attacked.  
C Violence throughout the world was greater than it ever had been, with countries everywhere fighting civil wars.  
D With the end of the Cold War, the U.S. had become the lone superpower in the world, without any one enemy to fight.
- 4. Why did President Clinton authorize a missile attack of Baghdad in 1998?**  
(Check only one answer)

A to stop Iraqi forces threatening to invade Tehran  
B to stop the ethnic cleansing of ethnic Albanians in Iraq  
C to retaliate for the attempted assassination of former President George H. W. Bush  
D to draw attention away from the impeachment proceedings in Congress
- 5. Why did President Clinton hesitate sending troops to Haiti?**  
(Check only one answer)

A The deaths of American soldiers in Somalia made him unwilling to send troops to Haiti.  
B The U.S. did not have enough of a naval presence in the Caribbean to adequately support U.S. ground forces.  
C President Clinton did not like the politics of the elected Haitian president, Jean-Bertrand Aristide, and did not want to work with him.  
D The new Haitian dictator, General Raul Cedras, was holding Americans hostage, creating a political crisis for President Clinton in Washington.

6. **What happened when U.S. forces invaded Haiti in 1994?**  
(Check only one answer)
- A U.S. forces were forced to retreat after an intense firefight.
  - B U.S. forces were able to land in Haiti without any fighting.
  - C U.S. forces captured the Haitian capital of Port-au-Prince within a week.
  - D U.S. forces were unable to penetrate Haiti's interior until a combined international force arrived with reinforcements.
7. **Serbs in Bosnia and Herzegovina campaigned against which group during the war in the Balkans?**  
(Check only one answer)
- A the Yugoslav army
  - B the Croatian paramilitary
  - C the soldiers from Belgrade
  - D the majority Muslim population
8. **What happened in Srebrenica in July 1995?**  
(Check only one answer)
- A Serb forces massacred Bosnians.
  - B Bosnia and Herzegovina declared independence.
  - C Serbia, Bosnia, and Herzegovina signed a truce.
  - D NATO launched an air attack against a Serbian stronghold.
9. **What method did President Clinton hope would help keep the peace between ethnic groups in the Balkans?**  
(Check only one answer)
- A economic sanctions
  - B democratic elections
  - C property redistribution
  - D economic redevelopment
10. **The bombing campaign against Serbians in Kosovo failed to achieve its objectives.**  
(Check only one answer)
- true
  - false

## REVIEW

### 1. The Executive Article of the Constitution is

- + (a) Article I.
- + (b) Article II.
- + (c) Article IV.
- + (d) Article V.

### 2. The two views of presidential power are mostly centered on

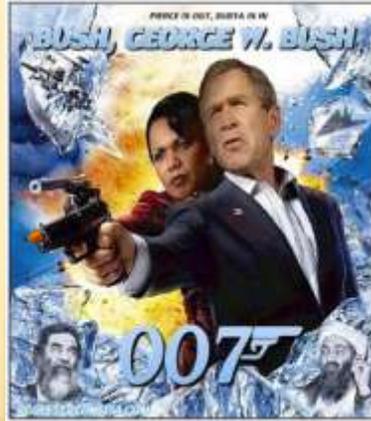
- + (a) the extent of powers the President may act with.
- + (b) the President's relationship to the electorate.
- + (c) constitutional amendments curtailing presidential power.
- + (d) none of the above.

SECTION 2

## THE PRESIDENT'S EXECUTIVE POWERS

### × ESSENTIAL QUESTIONS:

- × Where does the President get the power to execute federal laws?
- × What is *ordinance power*, and where does it come from?
- × How does the appointing power work?
- × How has the debate over the removal power evolved?



## EXECUTING THE LAW

- × As chief executive, the President executes (enforces, administers, carries out) the provisions of federal law.
- × The **oath of office** instructs the President to carry out the laws of the land.
- × The other provision is the Constitution's command that "he shall take care that the laws be faithfully executed."



## THE ORDINANCE POWER

- ✘ The President has the power to issue executive orders. An **executive order** is a directive, rule, or regulation that has the effect of law.
- ✘ The power to issue these orders, the **ordinance power**, arises from two sources: the Constitution and acts of Congress.
- Although not specifically mentioned in the Constitution, the ordinance power is clearly intended.
- The size of government has caused Congress to delegate more and more discretion to the President and presidential subordinates.

## THE APPOINTMENT POWER

- ✘ With Senate consent, the President names most of the top-ranking officers of the Federal Government, including:
  - (1) ambassadors and other diplomats;
  - (2) Cabinet members and their top aides;
  - (3) the heads of such independent agencies as the EPA and NASA;
  - (4) all federal judges, attorneys, and U.S. marshals;
  - (5) all officers in the armed forces.



- President Obama chose formal rival Hillary Clinton as Secretary of State

# THE REMOVAL POWER

## The Historical Debate

- ✘ Debate ensued in the First Congress as to whether the President could remove appointees without the consent of the Senate.
- ✘ The view that the President may remove the officials he appoints without Senate consent has prevailed over time.
- ✘ In general, the President may remove any appointees except federal judges.



# SECTION 2 REVIEW

## 1. The President is commanded to execute the provisions of federal law by

- + (a) acts of Congress.
- + (b) the oath of office and another constitutional provision.
- + (c) the Supreme Court.
- + (d) the electoral college.

## 2. Which of the following government officials is not appointed by the President?

- + (a) Supreme Court justices
- + (b) Cabinet members and their top aides
- + (c) Speaker of the House
- + (d) ambassadors and other diplomats

## ASSIGNMENT: DID PRESIDENT OBAMA MAKE THE RIGHT CHOICE IN SELECTING HILARY CLINTON AS SECRETARY OF STATE?

- × **Directions:** Imagine that you are a member of the Senate. It is your job to review the qualifications of Senator Hilary Clinton in order to decide whether to approve her appointment to U.S. Secretary of State. Research her biography, especially over the past twenty years, highlighting strengths and weaknesses in her background. Also, research the responsibilities of a Secretary of State. Using this information, in 250-words, either recommend or deny her appointment. **When finished, we will convene as a mock senate to determine whether we could get 2/3 approval of her appointment.**

## 5-MINUTE WARM UP: DID PRESIDENT OBAMA MAKE THE RIGHT CHOICE IN SELECTING HILARY CLINTON AS SECRETARY OF STATE?

- × **Instructions:** Based on your research and essay about Hilary Clinton, you will be called upon to act like a U.S. Senator, stand up, and present your strongest argument, either for or against her appointment as Secretary of State. Then, the whole class will vote, as a mock Congress, to determine if we have the 2/3rds vote needed to approve her appointment!



SECTION 3

## DIPLOMATIC AND MILITARY POWERS

- ✘ **ESSENTIAL QUESTIONS:**
- ✘ How are treaties made and approved?
- ✘ Why and how are executive agreements made?
- ✘ What purpose does the power of recognition have?
- ✘ What powers does the President have in the role of commander in chief?



## THE POWER TO MAKE TREATIES

- ✘ A **treaty** is a formal agreement between two or more sovereign states.
- ✘ The President, usually through the secretary of state, negotiates these international agreements.
- ✘ All treaties must pass approval by a two thirds of the members present vote in the Senate.



## EXECUTIVE AGREEMENTS

- ✘ An executive agreement is a pact between the President and the head of a foreign state, or a subordinate.
- Unlike treaties, executive agreements do not require Senate consent.

## THE POWER OF RECOGNITION

The power of **recognition** is exercised when the President, acting for the United States, acknowledges the legal existence of another sovereign state.

- The President may show American displeasure with the conduct of another country by asking for the recall of that nation's ambassador or other diplomatic representatives in this country.
- The official is declared to be **persona non grata**, or an unwelcome person.

# COMMANDER IN CHIEF

The Constitution makes the President the commander in chief of the nation's armed forces.

## ***Making Undeclared War***

- ✘ Many Presidents have used the armed forces abroad without a declaration of war.

## ***Wartime Powers***

- ✘ The President's powers as commander in chief are far greater during a war than they are in normal times.

## ***The War Powers Resolution***

- ✘ The War Powers Resolution of 1973 limits the President's war-making powers.



# REVIEW

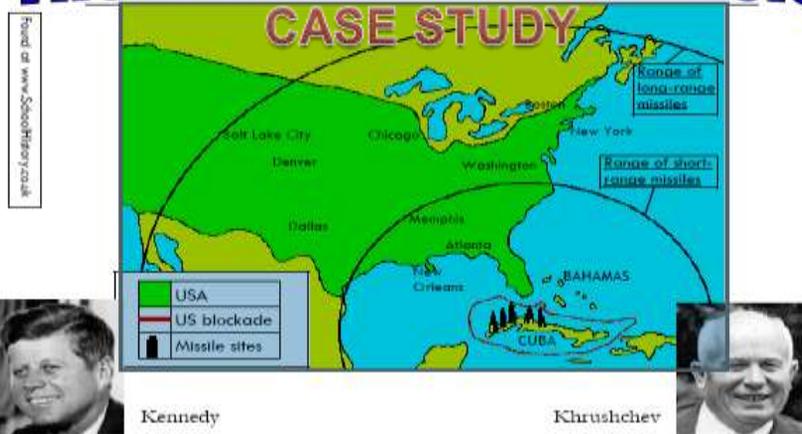
## 1. A treaty is

- + (a) the power to build a navy and other armed forces.
- + (b) a formal agreement between two or more sovereign states.
- + (c) recognition of a foreign government by the President.
- + (d) a condemnation of a foreign government by the American people.

## 2. When acting as head of the nation's armed forces, the President is filling the role of

- + (a) commander in chief.
- + (b) chief legislator.
- + (c) head elector.
- + (d) president *pro tempore*.

# The Cuban Missile Crisis



In September 1962 the United States discovered that the Soviet Union had begun building nuclear missile sites on Cuba. In early October American spy planes (U2s) produced photographic evidence of the existence of the sites. On hearing of this, President Kennedy called a meeting of the Executive Committee of the National Security Council to advise him on what action to take...

**Complete the following tasks using your textbook and research**

Background

1. Write a paragraph explaining why Fidel Castro's Cuba annoyed the US.
2. What did the Americans think their invasion of 1961 would achieve?
3. What were the real consequences of the failed 'Bay of Pigs' invasion?

**THIS IS WHAT THE CRISIS WAS REALLY ABOUT!!!  
WATCH THIS ATOMIC BOMB TEST. SCARY STUFF!!!**



**OLD CUBAN MISSILE CRISIS NEWS CLIP: USE THIS AS A MODEL OR INSPIRATION FOR YOUR NEWSCAST!**



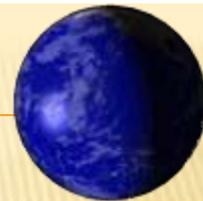
**COMPLETE THE ASSIGNMENTS BELOW BY 11:00 AM TODAY! THEN, START WORKING ON YOUR NEWSCAST PROJECT ON THE CRISIS, DUE THURS.**

**Complete: “The Cuban Missile Crisis—1962” timeline activity, “The Cuban Missile Crisis—Sourcework Exercise” and “The Cuban Missile Crisis: A Lesson in Decision-Making”**

## FOR DISCUSSION/DEBATE:

<b>OPTION 1</b> Do nothing – allow missiles to be based in Cuba	<b>OPTION 2</b> Attack Cuba and the USSR with nuclear weapons
ADVANTAGES ? DISADVANTAGES ?	ADVANTAGES ? DISADVANTAGES ?
<b>OPTION 3</b> Air strike against Cuban missile bases	<b>OPTION 4</b> Blockade Cuba with US Navy – no Russian ships allowed through
ADVANTAGES ? DISADVANTAGES ?	ADVANTAGES ? DISADVANTAGES ?
<b>OPTION 5</b> Air attack against all military sites in Cuba	<b>OPTION 6</b> Invasion of Cuba by US Armed Forces
ADVANTAGES ? DISADVANTAGES ?	ADVANTAGES ? DISADVANTAGES ?

## VIDEO PROJECT: FILM A NEWS CAST/CONFERENCE ON THE CUBAN MISSILE CRISIS!



- × **Project Description:** You will reenact the intense moments of the Cuban Missile Crisis in newscast format! Requirements:
  - + 1) The major players of your newscast must include: 1-2 newsreporters/anchors, JFK, Fidel Castro and Nikita Krushchev!
  - + 2) Newscast must be about 5 minutes in length.
  - + 3) The skit should be well-rehearsed and feature good background information on the crisis and interviews with the major players. Each character should respond to the questions, as they would have during the crisis. Find some good research and primary sources on this! You can use actual quotes as well.
  - + 4) Dress appropriately for the newscast.
  - + 5) Utilize PowerPoint backgrounds, videos, or animations to make it look like a real newscast!

+ **Project Point Total: 50 points!**

**Due Today  
For showing!**



## HOW WILL OBAMA'S FOREIGN POLICY DIFFERENT FROM BUSH'S?

✘ **Activity:** Read the article “A Handpicked Team for a Sweeping Shift in Foreign Policy” and answer the accompanying questions. Then, we will completed the suggested groupwork and jigsaw activity.

### NEXT...

Brainstorm a list of countries they know to be "trouble spots" for the U.S. and/or the world. This list may include Afghanistan, Iraq, Iran, Israel, China, India, Pakistan, North Korea and Russia. Then project or distribute copies of the Map of the World handout ([http://nytimes.com/learning/teachers/studentactivity/Map\\_of\\_the\\_World.pdf](http://nytimes.com/learning/teachers/studentactivity/Map_of_the_World.pdf)), and locate and label the countries named.

NAME \_\_\_\_\_ DATE \_\_\_\_\_

**WORLD MAP**

Directions: Use the map below as a place to jot information, collect data, compile questions or brainstorm about topics or issues covered in The New York Times.





## WARM UP/DO NOW—BUSH VS. OBAMA ON FOREIGN POLICY:

### × WARM UP/DO NOW QUESTIONS:

- + 1) What is foreign policy? What challenges and activities constitute foreign policy? Why is it important? What has been President Bush's foreign policy approach? (The Bush doctrine is explained well on the Times Caucus Blog at <http://thecaucus.blogs.nytimes.com/2008/09/12/analysis-palin-and-foreign-policy/>.)
- + 2) Who have been President Bush's diplomatic envoys? What are some of their accomplishments? Based on the article "A Handpicked Team for a Sweeping Shift in Foreign Policy", what underlying philosophies seem to be guiding President-elect Obama's foreign policy vision when it comes to countries like Afghanistan and Iraq?

**NEXT...**

- ✦ Divide into as many groups as you have countries. Each group that they will be using Times resources to answer three questions:
  - 1) What is the relationship between this country and the United States?
  - 2) How has the Bush administration conducted affairs with this country?
  - 3) What course do you think the Obama administration will chart for relations with this country?

**NEXT...**

Use NYTimes.com to research the country they've been assigned in order to determine the difference between Bush and Obama on foreign policy. Complete the group's section of the "New Directions for Diplomacy" Comparison chart. Recommended resources include the following:

- Times Topics  
(<http://topics.nytimes.com/top/reference/timestopics/index.html>) pages on each country
- Special section: Iraq, Afghanistan and the Reach of War  
(<http://www.nytimes.com/pages/world/worldspecial/index.html>)
- Backstory podcasts  
([http://www.nytimes.com/ref/multimedia/backstory\\_index.html](http://www.nytimes.com/ref/multimedia/backstory_index.html))
- World View podcasts  
(<http://www.nytimes.com/2007/02/07/weekinreview/worldviewarchive.html>)
- Multimedia (<http://www.nytimes.com/pages/multimedia/index.html>), including narrated videos and photo slideshows with explanatory text

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

**New Directions for Diplomacy:  
Comparing President-Elect Obama's Foreign Policy Vision  
With the Bush Doctrine**

**Directions:** In your group, record the information about each country shared by each country's "expert(s)". Then use the information to answer the thinking question at the bottom of the page.

Country Name	Bush's Approach	Obama's Vision



**How does the President-elect's emerging foreign policy vision differ from the Bush doctrine?**

## CLOSING ACTIVITY:

### × JIGSAW ACTIVITY:

- × Once groups finish their work, begin a "jigsaw" activity. Assign each student in each group a number and then direct students to form new groups according to their numbers (all of the "1s" work together, all of the "2s" together, and so forth). Each group now has an expert on each country. Using the "New Directions for Diplomacy" comparison chart (<http://www.nytimes.com/learning/teachers/studentactivity/20081205.pdf>), each expert shares information about his or her country with the group, the other students take notes so that they are able to answer the question "How does the President-elect's emerging foreign policy vision differ from the Bush doctrine?", provided at the bottom of the comparison chart.
- × Once students have heard from all experts, reconvene as a whole class for a closing discussion. Open the conversation by asking the question they have answered as a group: "How does the President-elect's emerging foreign policy vision differ from the Bush doctrine?" Then ask, How might the Obama philosophy change the way the United States is viewed by the larger world?

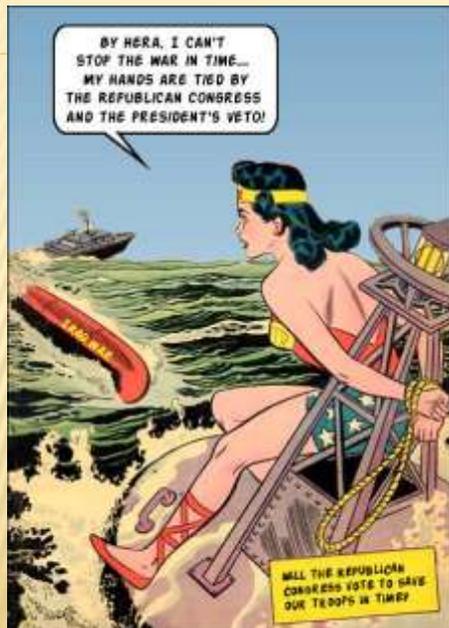
### SECTION 4

## LEGISLATIVE AND JUDICIAL POWERS

### × ESSENTIAL QUESTIONS:

- × How are the President's legislative powers an important part of the system of checks and balances?
- × What are the President's major judicial powers?





## Warm Up:

- ✗ What's the message if this cartoon?

# LEGISLATIVE POWERS

## Recommending Legislation

- ✗ The Constitution provides that the President shall report to Congress on the state of the Union and recommend necessary legislation.
- ✗ This power is often called the *message power*.

## The Veto Power

- All legislation passed by Congress is sent to the President for approval.
- If the President disapproves of a bill, he can veto it. That veto can only be overturned by a two-thirds vote of both houses of Congress.

## THE LINE-ITEM VETO AND OTHER LEGISLATIVE POWERS

### The Line Item Veto

- ✘ A **line-item veto** measure would allow the President to reject specific dollar amounts in spending bills enacted by Congress.
- ✘ In 1996, Congress passed the Line Item Veto Act; however, it was struck down by the Supreme Court in 1998.

### Other Legislative Powers

- ✘ According to Article II, Section 3 of the Constitution, only the President can call a Congress into special session.

## JUDICIAL POWERS

- ✘ The Constitution gives the President the power to “...grant reprieves and pardons for offenses against the United States, except in cases of impeachment.”  
—Article II, Section 2, Clause 1
- ✘ A **reprieve** is the postponement of the execution of a sentence.
- ✘ A **pardon** is legal forgiveness for a crime.
- ✘ These powers of **clemency** (mercy or leniency) may be used only in cases of federal crimes.

# REVIEW

## 1. A presidential veto of legislation can only be overturned by a

- + (a) two-thirds vote in both houses of Congress.
- + (b) two-thirds vote in the Senate.
- + (c) two-thirds vote in the House.
- + (d) three-fifths vote in both houses of Congress.

## 2. Reprieves and pardons are both examples of the President's

- + (a) appointment power.
- + (b) wartime powers.
- + (c) ordinance power.
- + (d) clemency power.

# WHAT IS A PRESIDENT ABUSES HIS/HER POWER?

× Answer: **Impeachment!**

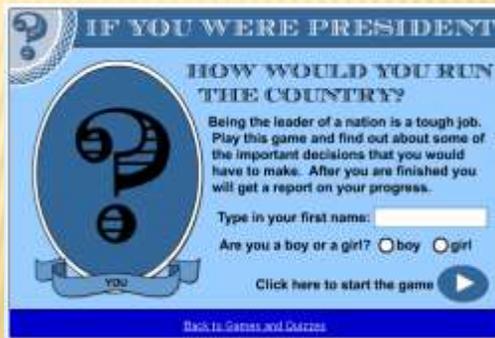
× **Impeachable offenses:**

- + In the [United States](#), impeachment can occur both at the federal and state level. The Constitution defines impeachment at the federal level and limits impeachment to "The President, Vice President, and all civil officers of the United States" who may only be impeached and removed for "treason, bribery, or other high crimes and misdemeanors." [Article II, Section 4.](#)
- + In 1970, then-[House Minority Leader Gerald R. Ford](#) defined the criteria as he saw it: "An impeachable offense is whatever a majority of the House of Representatives considers it to be at a given moment in history." Four years later, Ford would become president when President [Richard Nixon](#) resigned under the threat of impeachment



## PLAY “WHAT IF YOU WERE PRESIDENT!”

- × **Directions:** Go to [http://teacher.scholastic.com/scholasticnews/games\\_quizzes/electiongame/game.asp](http://teacher.scholastic.com/scholasticnews/games_quizzes/electiongame/game.asp). Play the simulation at least 2 or 3 times, making different choices each time. Compare/contrast your results. Afterwards, write a 200-word response essay to this question: What are the special challenges which a U.S. president faces? How important is the skill of decision-making when confronting these challenges.

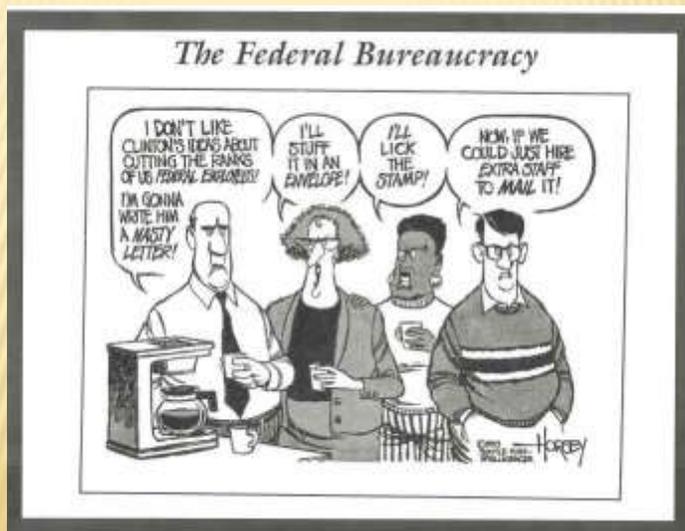


SECTION 1

## THE FEDERAL BUREAUCRACY

- ✗ **ESSENTIAL QUESTIONS:**
- ✗ What is a bureaucracy?
- ✗ What are the major elements of the federal bureaucracy?
- ✗ How are groups within the federal bureaucracy named?
- ✗ What is the difference between a staff agency and a line agency?

## WARM UP: WHAT IS BUREAUCRACY AND HOW IS THIS A CRITICISM OF IT?



## WHAT IS A BUREAUCRACY?

Three features distinguish bureaucracies:

- × *Hierarchical authority.* Bureaucracies are based on a pyramid structure with a chain of command running from top to bottom.
- × *Job specialization.* Each **bureaucrat**, or person who works for the organization, has certain defined duties and responsibilities.
- × *Formalized rules.* The bureaucracy does its work according to a set of established regulations and procedures.



## MAJOR ELEMENTS OF THE FEDERAL BUREAUCRACY

The federal bureaucracy is all of the agencies, people, and procedures through which the Federal Government operates.

- The President is the chief administrator of the Federal Government.
- In order to enact and enforce policy, Congress and the President have created an **administration**—the government's many administrators and agencies.
- The chief organizational feature of the federal bureaucracy is its division into areas of specialization.

## THE NAME GAME

- The name *department* is reserved for agencies of the Cabinet rank.
- Outside of *department*, there is little standardization of names throughout the agencies.
- Common titles include *agency, administration, commission, corporation, and authority*.



## STAFF AND LINE AGENCIES

### Staff Agencies

- ✘ Staff agencies serve in a support capacity.
- ✘ They aid the chief executive and other administrators by offering advice and other assistance in the management of the organization.

### Line Agencies

- ✘ Line agencies perform tasks for which the organization exists.
- ✘ Congress and the President give the line agencies goals to accomplish, and staff agencies help the line agencies accomplish them.

## SECTION 1 REVIEW

### 1. All of the following are characteristics of bureaucracies EXCEPT

- + (a) hierarchical authority.
- + (b) formalized rules.
- + (c) lack of formal organization.
- + (d) job specialization.

### 2. Staff agencies are created to

- + (a) act as congressional watchdogs on executive agencies.
- + (b) aid other agencies in completing their goals.
- + (c) serve as a check on the Supreme Court.
- + (d) fulfill a specific task or function.

#### SECTION 2

## THE EXECUTIVE OFFICE OF THE PRESIDENT

### ✘ ESSENTIAL QUESTIONS:

- ✘ What is the Executive Office of the President?
- ✘ What are the duties of the White House Office and the National Security Council?
- ✘ What are the additional agencies in the Executive Office of the President that assist the President?



## THE EXECUTIVE OFFICE OF THE PRESIDENT

- The **Executive Office of the President** (the EOP) is an umbrella agency of separate agencies.
- The EOP serves as the President's right arm, staffed by most of the President's closest advisors and assistants.
- The EOP was established by Congress in 1939.

## THE WHITE HOUSE OFFICE AND NATIONAL SECURITY COUNCIL

### The White House Office

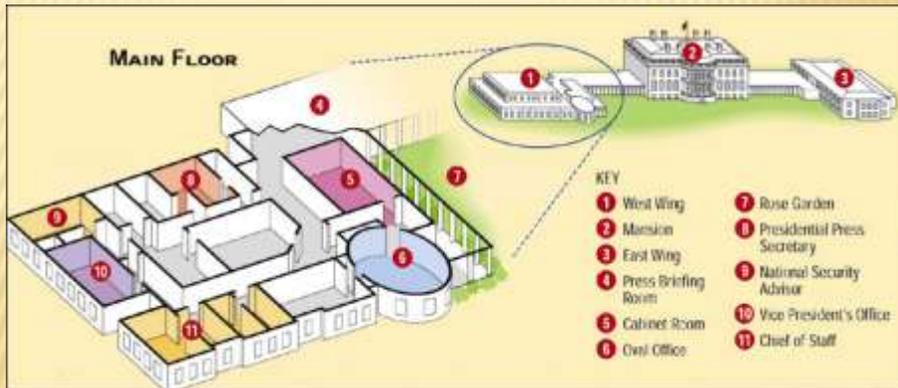
- ✦ The White House Office is comprised of the President's key personal and political staff.
- ✦ Staff positions in the White House Office include chief of staff, assistants to the President, press secretary, the counsel to the President, and the President's physician.

### The National Security Council

- ✦ The National Security Council (NSC) acts to advise the President on all domestic, foreign, and military matters that relate to the nation's security.
- ✦ Members include the Vice President and the secretaries of state and defense.

## THE WEST WING OF THE WHITE HOUSE

The President's closest advisors work in the West Wing of the White House, near the oval office.



## ADDITIONAL AGENCIES

### Office of Management and Budget (OMB)

- The OMB's major task is the preparation of the federal budget, which the President must submit to Congress.

### Office of National Drug Control Policy

- Established in 1989, this agency's existence dramatizes the nation's concern over drugs.

### Council of Economic Advisers

- The Council of Economic Advisers consists of three of the country's leading economists, and acts as the President's major source of information and advice on the nation's economy.

## REVIEW

### 1. All of the following are correct about the Executive Office of the President (the EOP) EXCEPT that the EOP

- + (a) is an umbrella agency consisting of several agencies.
- + (b) serves as the right arm to the President.
- + (c) acts as a body of equal power to the President.
- + (d) aids the President in his execution of federal power.

### 2. The National Security Council serves as

- + (a) the President's advisory board on all matters of national security.
- + (b) a watchdog commission for the Central Intelligence Agency.
- + (c) the civilian command component of the military.
- + (d) none of the above.

#### SECTION 3

## THE EXECUTIVE DEPARTMENTS

### ✘ ESSENTIAL QUESTIONS:

- ✘ What are the origins of the executive departments, and how did they develop?
- ✘ How are members of the Cabinet chosen?
- ✘ What role does the Cabinet play in the President's decisions?



## EXECUTIVE DEPARTMENTS

The **executive departments**, often called the Cabinet departments, are the traditional units of federal administration.

- Each department is headed by a **secretary**, except for the Department of Justice, whose work is directed by the **attorney general**.
- Each department is made up of a number of subunits, both staff and line.
- Today, the executive departments vary a great deal in terms of visibility, size, and importance.

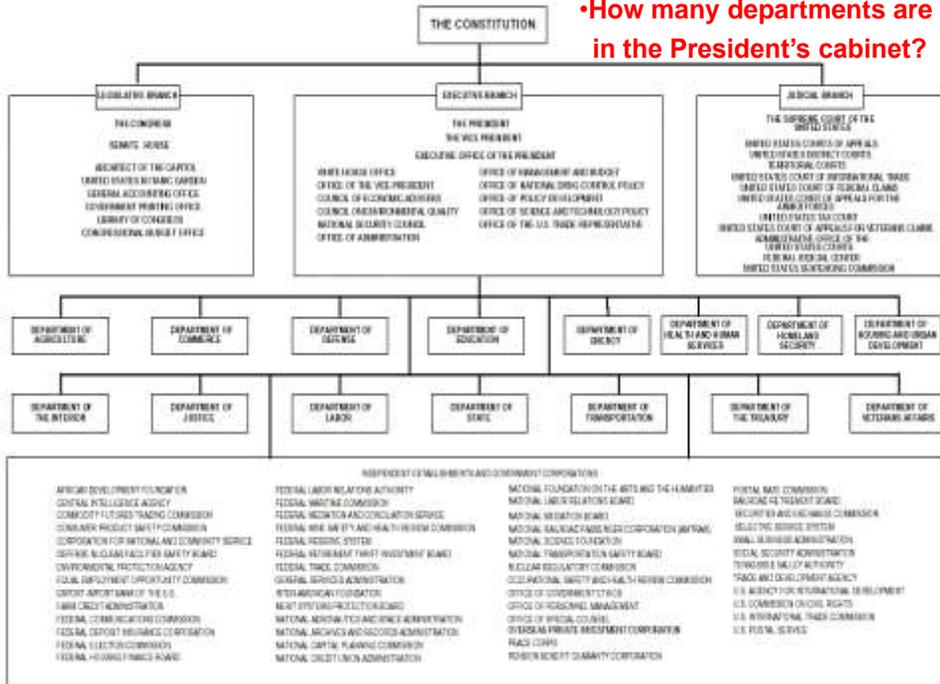
## THE CABINET

- ✘ The **Cabinet** is an informal advisory body brought together by the President to serve his needs.
- ✘ By tradition, the heads of the executive departments form the Cabinet.
- ✘ The President appoints the head of each of the executive departments, which are then subject to Senate approval.
- ✘ Cabinet members serve as both head of their respective departments and as advisors to the President.



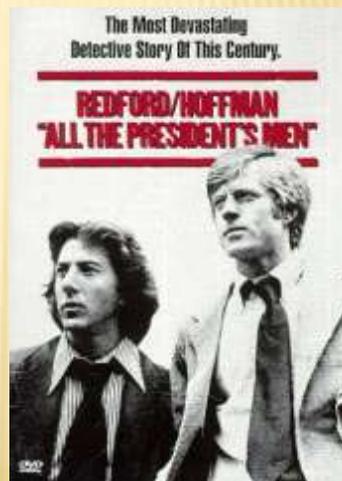
# THE GOVERNMENT OF THE UNITED STATES

•How many departments are in the President's cabinet?



## ACTIVITY:

✘ Complete “All of the President’s Men and Women” matching worksheet, plus design a seal for 5 different departments!

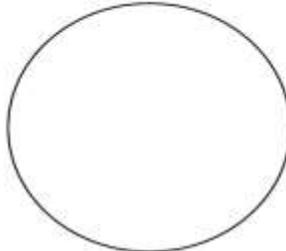


Seal of the President of the United States



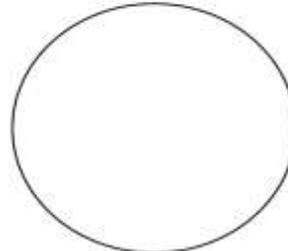
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The Seal for the \_\_\_\_\_



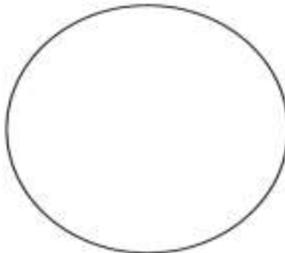
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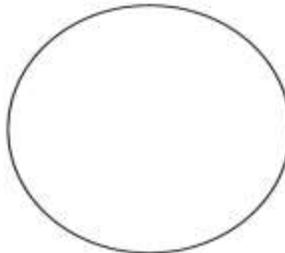
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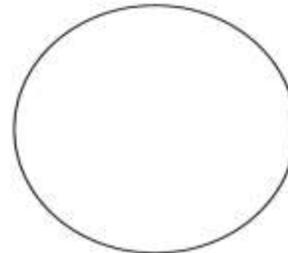
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DESIGN A SEAL

The Seal for the \_\_\_\_\_



*Office of the President of the United States*



*1600 Pennsylvania Avenue*

*Washington, D.C. 20500*

**202-456-1414**

**GET READY FOR A  
SIMULATED CABINET MEETING!**

Dear Cabinet Members:

Please be informed that at the next cabinet meeting you will be asked to prepare a report on your highest priority program. The purpose of this meeting is to inform me of the program that ranks the highest priority for the coming fiscal year. As you are well aware in this time of fiscal constraint, we in government must set our priorities on all programs under our administration. Please be prepared to give me details on why your highest ranking program needs to maintain or increase its current budget. Prepare all necessary documentation for your presentation with any supporting graphics and testimonials that you believe necessary to make your case for continued support for this program. You will have five minutes at this cabinet meeting to present your case. Be prepared to defend your position with any questions that I may have for you.

I look forward to seeing you and I await your recommendations on how the federal government can continue its most critical programs in these times of economic restraint. If we all work for the best interest of this country to achieve the goals set for use in the Constitution.

Sincerely yours,

The President of the United States

## REVIEW

1. All heads of the executive departments are known as secretaries except for the

- + (a) head of the Department of Justice—the attorney general.
- + (b) head of the Department of Defense—the supreme general.
- + (c) head of the Department of the Treasury—the treasurer.
- + (d) chief of the Department of the Interior—the forest ranger.

2. Members of the Cabinet act as heads of their departments as well as

- + (a) advisors to the President.
- + (b) congressional liaisons.
- + (c) heads of the branches of the armed forces.
- + (d) none of the above.

### SECTION 4

## INDEPENDENT AGENCIES

### ✘ ESSENTIAL QUESTIONS:

- ✘ Why does the government create independent agencies?
- ✘ What are the characteristics of independent executive agencies and independent regulatory commissions?
- ✘ How are government corporations structured?



Ex. Is NASA an independent agency?

## WHY INDEPENDENT AGENCIES?

The **independent agencies** are created by Congress and located outside the executive departments.

Independent agencies have been formed for numerous reasons, including:

- being assigned a task or function that does not fit well within the existing departmental structure;
- protecting the agency's purposes from the influence of both partisan and pressure politics;
- being created outside the departmental structure by accident.

## THE INDEPENDENT EXECUTIVE AGENCIES

- ✘ The **independent executive agencies** include most of the independent agencies.
- ✘ The most important difference between the independent executive agencies and the 14 executive departments is that they simply do not have Cabinet status.
- ✘ Examples of independent executive agencies include NASA, the General Services Administration, and the EPA.
- ✘ Some independent executive agencies are far from well-known, such as the Citizens' Stamp Advisory Committee.

## INDEPENDENT REGULATORY COMMISSIONS

- ✘ The **independent regulatory commissions** stand out among the independent agencies because they are largely beyond the reach of presidential direction and control.
- ✘ Term length of members and staggering of member appointments keep these commissions from falling under control of one party.
- ✘ The regulatory commissions are **quasi-legislative** and **quasi-judicial**, meaning that Congress has given them certain legislative-like and judicial-like powers.

## THE GOVERNMENT CORPORATIONS

- ✘ **Government corporations** are also within the executive branch and subject to the President's direction and control.
- ✘ Government corporations were established by Congress to carry out certain business-like activities.
- ✘ There are now over 50 government corporations, including the U.S. Postal Service, Amtrak, and the Tennessee Valley Authority.

## SECTION 4 REVIEW

### 1. Independent agencies are formed for all of the following reasons EXCEPT

- + (a) to create an agency immune from the system of checks and balances.
- + (b) their function pertains to a peculiar or sensitive task.
- + (c) their function does not fit within the structure of the executive departments.
- + (d) keeping their function out of the influence of partisan or pressure politics.

### 2. The U.S. Postal Service is an example of

- + (a) an independent regulatory commission.
- + (b) a Cabinet department.
- + (c) an independent executive agency.
- + (d) a government corporation.

## SECTION 5

## THE CIVIL SERVICE

### ✘ ESSENTIAL QUESTIONS:

- ✘ How did the civil service develop?
- ✘ What are the characteristics of the current civil service?
- ✘ What restrictions are placed on the political activity of members of the civil service?

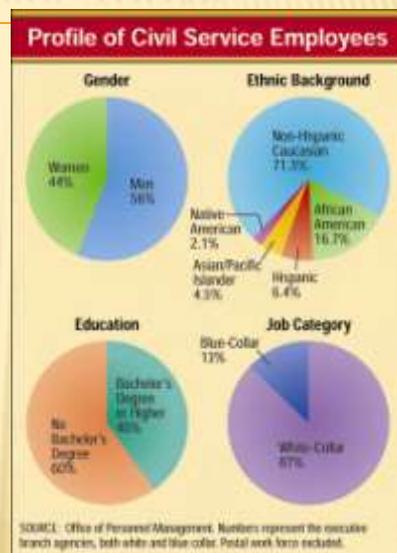
## DEVELOPMENT OF THE CIVIL SERVICE

The **civil service** is that group of public employees who perform the administrative work of government, excluding the armed forces.

- ✘ The use of **patronage**—the practice of giving government jobs to supporters and friends—was in use throughout most of the nineteenth century.
- ✘ The **Pendleton Act**, also known as the **Civil Service Act of 1883**, laid the foundation of the present federal civil service system, and set merit as the basis for hiring in most civil service positions.

## THE CIVIL SERVICE TODAY

- ✘ The Office of Personnel Management is the central clearinghouse in the federal recruiting, examining, and hiring process.
- ✘ The Merit Systems Protection Board enforces the merit principle in the federal bureaucracy.
- ✘ Congress sets the pay and other job conditions for everyone who works for the Federal Government, except for postal employees.



# POLITICAL ACTIVITIES

## Several laws and a number of OPM regulations place restrictions on the political activities of federal civil servants:

- **The Hatch Act** of 1939 allows federal workers to vote in elections, but forbids them from taking part in partisan political activities.
- **The Federal Employees Political Activities Act** of 1993 relaxes many of the restrictions of the Hatch Act. It still forbids federal workers from:
  - + (1) running in partisan elections;
  - + (2) engaging in party work on government property or while on the job;
  - + (3) collecting political contributions from subordinates or the general public; or
  - + (4) using a government position to influence an election.

# REVIEW

## 1. The Pendleton Act established

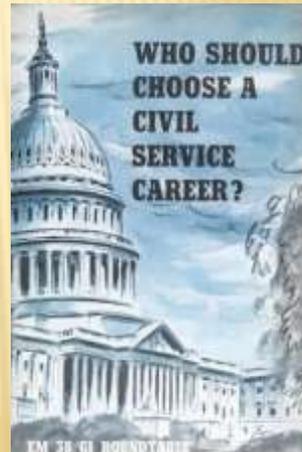
- + (a) that the Supreme Court would regulate personnel decisions.
- + (b) that any U.S. citizen was guaranteed a civil service job.
- + (c) merit as the basis for hiring and other personnel actions in the civil service.
- + (d) the basis of the spoils system.

## 2. The function of the Office of Personnel Management is to

- + (a) aid in the staffing of civil service positions through civil service tests and other means.
- + (b) establish workplace safety standards.
- + (c) regulate the hiring practices of private American companies.
- + (d) ensure that political patronage continues to be the standard for employment in the civil service.

## **ACTIVITY: WHAT IF YOU COULD GET HIRED AT AN INDEPENDENT AGENCY?**

- × **Directions:** Go to the site <http://www.nationmaster.com/encyclopedia/Independent-Agencies-of-the-United-States-Government>.
- × Read the article about independent agencies. Under “Examples of Independent Agencies,” click on several of the links and research more about them. Then, choose an independent agency and job position that interests you, and write a 250-word “Letter of Interest” explaining why you would want to work for that agency and what you think your job responsibilities would be.



- × extras

### CABINET MATCH CARDS

<b>Secretary of State</b>	Works with other countries by representing the U. S. in foreign affairs
<b>Secretary of the Treasury</b>	Oversees the collection of taxes & the printing of money
<b>Secretary of Defense</b>	Oversees the armed forces (Army, Navy, Marine Corp, & Air Force) needed to prevent war & protect our country
<b>Attorney General</b>	Enforces the U.S. Government's laws
<b>Secretary of the Interior</b>	Protects natural resources & wildlife
<b>Secretary of Agriculture</b>	Ensures a healthy food supply & provides support for farmers
<b>Secretary of Commerce</b>	Promotes business & job opportunities; responsible for all copyrights, patents, & trademarks; oversees matters related to oceans, weather & technology
<b>Secretary of Labor</b>	Oversees the interests of U.S. workers
<b>Secretary of Health &amp; Human Services</b>	Looks after people's health & provides services including conducting medical research, preventing diseases, assuring the safety of food & drugs
<b>Secretary of Housing &amp; Development</b>	Oversees housing needs & focuses on improving & developing communities

**Secretary of  
Transportation**

Oversees the nation's  
transportation system  
including highways, railroads,  
ports & air travel

**Secretary of  
Energy**

Researches & develops  
energy systems that are  
friendly to the environment,  
but are not too expensive

**Secretary of  
Education**

Sets guidelines & provides  
leadership for education; helps  
local communities meet the needs  
of their students

**Secretary of  
Veterans Affairs**

Operates programs for  
veterans and their  
families

**Secretary of  
Homeland Security**

Works to prevent terrorist  
attacks in the United  
States