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## The Three Branches of Government || The Executive Branch

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### *Goals & Objectives*

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Students will explore Article II of the Constitution and understand the roles and responsibilities of the Executive Branch. They will complete a graphic organizer to demonstrate a thorough understanding of the US presidency and the provisions the Constitution provides for it.

### *California State Content Standards*

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12.4.4 Discuss Article II of the Constitution as it relates to the executive branch, including eligibility for office and length of term, election to and removal from office, the oath of office, and the enumerated executive powers.

### *Common Core Literacy Standards*

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#### **CCSS.ELA-Literacy.RH.11-12.2**

Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

#### **CCSS.ELA-Literacy.RH.11-12.4**

Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).

#### **CCSS.ELA-Literacy.WHST.11-12.1a**

Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.

### *Driving Historical Question*

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Who leads the Executive Branch of the United States government and what roles, responsibilities and powers do they have?

### *Lesson Introduction (Anticipatory Set/Hook/Accessing Prior Knowledge) || Time: 10 min*

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Journal Entry: "If you had the chance, would you want to be the President of the United States? Why or why not? Explain your reasoning." Based on their answers, the instructor will be able to gain insight on what prior knowledge students have on the Executive Branch.

### Vocabulary (Content Language Development) || Time: Vocab Aid

Students will be given a vocabulary sheet containing the listed terms with their definitions and an accompanying picture. This tool is meant to aid the students in understanding and analyzing Article II of the US Constitution:

- Elector
- Ballot
- Quorum
- Emolument
- Reprieve
- Impeachment
- Commission
- Consul

### Content Delivery (Method of Instruction) || Time: 30 min

Each student will be given a copy of Article II of the Constitution. As a pre-reading exercise, the instructor will preview Article II with the class and then answer any initial questions they have about the text or difficult terms.

Students will then break off into small groups of two or three and read Article II over together. They will be given a vocabulary sheet containing some of the difficult terms from text that will aid them in better understanding the reading. During the reading, they will also fill out a graphic organizer that has them identify and analyze the main points of each section and explain their significance.

After the reading, the students will come together as a class and discuss the various provisions that Article II provides for the Executive Branch and share any interesting things they noticed about the text.

### Student Engagement (Critical Thinking & Student Activities) || Time: Graphic Organizer

Students will be given a Graphic Organizer that they will fill out while they read Article II of the Constitution. The Graphic Organizer is broken up into three main parts. The first part provides them with the main points of each Section of Article II, so that they have some general items to look out for as they read. The second part has students quote the exact text directly from the document that is applicable to each corresponding main point. Finally, the third section has students analyze the text and explain its importance and the provisions it provides for the Executive Branch.

Once students are finished reading Article II of the Constitution and filling out their Graphic Organizer, they will regroup as a class and have a class discussion about their findings and any interesting things they noticed about the text.

### Lesson Closure || Time: 10 min

Students will revisit the question from the lesson introduction, "If you had the chance, would you want to be the President of the United States? Why or why not? Explain your

reasoning,” in a Think-Pair-Share. Having learned more about the Presidency, they will revise their answer and share with a partner.

### Assessments (Formative & Summative)

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Formative:

Journal Entry: Students will answer a journal question at the beginning of the unit in order to access their prior knowledge and introduce them to the lesson topic.

Graphic Organizer: This graphic organizer will aid students in organizing and analyzing the material.

Summative:

Think-Pair-Share: this assessment will conclude the lesson and give students a chance to revisit the material, revise their answers to the journal entry and then share with a partner.

### Accommodations for English Learners, Striving Readers and Students with Special Needs

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Students will be provided with a vocabulary sheet that will contain difficult key terms, along with their definition and an accompanying picture. This will help English learners and striving readers understand the material with a little more ease. Students who have certain special needs will also benefit from the vocabulary sheet because it will provide them with extra support.

Students will also be placed into small groups, which will give every student a sense of extra support in case they come to a difficult section of the text.

### Resources (Books, Websites, Handouts, Materials)

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- Student Copies of Article II of the Constitution
- Journal notebook
- Vocabulary sheet
- Graphic organizer