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## *Unit 4 Qualifications for Office*

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### **Unit Overview:**

This unit will concentrate on the roles and responsibilities of those in elected office, with emphasis on the federal government. Students will also research the formal and informal qualifications for public office, including state and locally elected officials. This unit and all future units will also include class time for students to organize their campaigns and/or report on their progress with the election simulation.

### **NATIONAL STANDARDS:**

I-A: What purposes should government serve?

III-A: How are power and responsibility distributed, shared, and limited in the government established by the United States Constitution?

III-B: How is the national government organized and what does it do?

III-C: How are state and local governments organized and what do they do?

IV-B: How do the domestic politics and constitutional principles of the United States affect its relations with the world?

### **Lesson 1: Day 1: Campaign Preparation**

This lesson is designed to give the newly formed campaign staffs and their “standard bearers” time to organize themselves and plan campaign strategy.

### **Objectives:**

1. Students will receive the results of the class primary election.
2. Students will organize their campaign staffs and divide the responsibilities for a successful election.
3. Students will define vocabulary terms in preparations for upcoming lessons.

### **Materials:**

- Unit 3 Assessment ( Student Deadlines and Progress Sheets)
- Activity Sheet 4:1 (Unit 4 Vocabulary Definitions)

**\*\*\*Collect Issues Research Papers which are due today.**

## Unit 4 Qualifications for Office Daily Lesson Plans

### **Warm-Up Activity:** Copy Homework in Assignment Books

Review the following with the students to make sure that they understand the assignments.

1. Complete Activity Sheet 4:1 (Unit 4 Vocabulary Definitions) for the next lesson.
2. Bring in newspapers and/or news magazines which deal with national and/or state news for the next lesson. (I would recommend that you bring in newspapers as well in order to supplement the students' material. Explain to the students that they will engage in a competition, using the newspapers for class bonus points. This may give them incentive to bring them in.)

### **Activity 1 / Procedure:** Election Results

Announce the results of the primary election. Take time to discuss alternative roles with those students who did not win the election, both with them and their respective campaign staffs.

### **Activity 2:** Campaign Staff Work

Students should be given the remaining class time to work with their fellow campaign staff members.

### **Procedures:**

1. Direct the students to take out their Unit 3 Assessments (Deadlines and Progress Sheets). They should be working with their fellow staff members and discuss the following:
  - Division of work which is germane to each of the assigned tasks and deadlines.
  - Brainstorming some ideas relative to campaign ads, posters, literature, etc.
  - How to address the ten campaign issues in the candidates' speeches. **(If the class is simulating the Presidential election, I would recommend having the Presidential candidates address the same five issues and the Vice-Presidential candidates address the remaining five.)**
  - Any problems that they may foresee which should be addressed ahead of time
2. Circulate between the two groups to make sure that they are on task and to troubleshoot for them.
3. Leave the last fifteen minutes of class to have each group report out and share decisions that they have made. (Obviously, they may not want to share all of their campaign strategies with their opponents but they should clear them with you before proceeding)

## Unit 4 Qualifications for Office Daily Lesson Plans

### **Lesson 2: Days 2 & 3: Roles of The President and Elected Officials**

Even if the class is simulating an election other than that of the President, this lesson is an important one in that it sets the stage for discussing the qualifications that are necessary for an elected official, no matter what level of government is being studied.

#### **Objectives:**

1. Students will understand the roles played by the President as he undertakes the responsibilities of his office.
2. Student will be able to translate the roles of the President into those roles played by other elected officials.
3. Students will be able to relate the roles of the President to actual activities / events that are found in recent news stories.

#### **Materials:**

- Activity Sheet 4:5 (News Seminar Assignment Sheet)
- Class Notes 4:1 a-f (Roles of The American President) or PowerPoint 4:1a-f
- Recent newspapers and / or news magazines
- Poster Board / Glue / Markers

**Collect the homework Activity Sheet 4:1, which is due today. Collect the newspapers and magazines which the students were asked to bring in and put them aside.**

#### **Warm-Up Activity / Procedures:**

1. Instruct students to copy the following homework assignment from the board:  
*Complete Activity Sheet 4:5 (News Seminar Sheet) in preparation for a class news seminar on Day 6.*
2. Review the procedure for the news seminar (same as from Unit 1) with the students.

#### **Activity 1/Procedures:** Roles of the President (Lecture)

1. Using Class Notes 4:1a-f or PowerPoint 4:1a-f, conduct a lecture on the various roles played by the President as he fulfills the responsibilities of his office.
2. As you cover the seven roles, ask the students to offer some recent examples that could be applied to each.
3. Have students take class notes on the lecture.

## Unit 4 Qualifications for Office Daily Lesson Plans

### **Activity 2:** Discussion / Notetaking

1. Which of the roles of the President do you view as being most important?  
(Answers will vary according to student opinion.)
2. In what ways are the roles of Congressmen, Senators and Governors similar to those of the President? (Write on the board and instruct students to copy in their notes.)  
(Answers might include):
  - ✓ All three deal with legislation.
  - ✓ All three deal with economic issues.
  - ✓ All three deal with political party issues.
  - ✓ All three have constituents who they must serve.
  - ✓ Governors are also the Commanders-In-Chief of the state militias
  - ✓ Governors are the Chief Executives of the states.
  - ✓ Governors serve as Chief of State within their own states.
  - ✓ Governors must oversee the state budgets.
  - ✓ Congressmen and Senators deal with foreign policy issues.
3. How important is the mandate which voters often give to their elected officials? Should the officials abide by those mandates or follow their own conscience? ((Answers will vary.)

### **Activity 3:** Newspaper Exercise

For this activity, you will be dividing the class into teams and applying the previous notes and discussion to a competition.

#### **Procedures:**

1. Divide the class randomly into 2 or 3 equal teams. Distribute the newspapers and magazines equally among the teams. Give each team a few pieces of poster board, glue sticks and markers.
  2. Direct the students to try to find news headlines and related articles that match the roles of the President, Congressmen and/or Governors, as discussed in Activities 1 and 2. They should cut out the headlines and glue them to the poster board. They should further write the particular role under each headline. Explain that they will have a limited amount of time to complete this part of the contest (15-20 minutes.)
  3. When the time limit has expired. Each group will report out on their findings and they must explain each headline as it relates to #3 above. For every example that they successfully explain, the team receives one point. The team which has accrued the highest number of points, receives 5 bonus points toward their class average.
- Suggestion: Leave plenty of time for “clean-up” at the end of the lesson and make the class responsible for doing so!**