

## We the People Lesson Plan (US History – 11<sup>th</sup>)

### Unit 4 - The Evolving Presidency

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Essential Question: In what ways and for what reasons has the role of the presidency changed?

Standards: USHC 1.6, 2.1, 3.2, 6.3, 6.4

Materials:

- We the People Text
- US History Text
- Online resources
- Chart paper

Duration: 2 Blocks (90 mins. Each)

Procedures:

(Day 1)

1. (Before the first block) At home students will read Lesson 23 (p. 161-169) and take notes and write down at least three questions they have for class discussion.
2. Students will complete *Map With a Purpose* at the beginning before the class discusses the reading. During the course of the discussion, students will develop a flow chart of key events/ideas that changed the presidency
3. Students will be divided into 4 groups and assigned a president to research :
  - a. Group 1 – Jefferson
  - b. Group 2 – Jackson
  - c. Group 3 – Lincoln
  - d. Group 4 – F. Roosevelt
4. Each group will research the background of the president, their philosophy of the presidency, and determine at least two actions taken by the president that changed the role or power of the president. Students will be required to locate primary sources that support their research.
5. Students will continue their research at home and use the following resources to prepare for day two.
  - a. <http://www.ushistory.org/gov/7a.asp>
  - b. <http://www.historynet.com/because-i-said-so-the-changing-role-of-the-presidency.htm> (article)
  - c. <http://historynewsnetwork.org/article/88190> (article)

(Day 2)

1. Class begins with a student reflection on “how the presidency has evolved”. Students will also craft a thesis statement as well.
2. Students will meet with their group to review their research and prepare to share with the class.
3. Students will be regrouped (jigsaw) so that each group has at least one representative for each president. Students will share their research chronologically beginning with Jefferson and ending with Roosevelt. The group will discuss the changes and prepare for a whole class discussion.
4. Once the groups are finished, the class will begin a discussion as a whole (remind students guidelines for participation). Use the following questions to guide the discussion:
  - a. What is the role of the president according to Article 2?
  - b. What events led to changes in the role of presidency?
  - c. Were the changes in the presidency inevitable and / or necessary?
5. Ticket – out – the – door: Students will revise and submit their thesis statement.

Assessment / Follow UP:

Students will write a fully developed essay using their thesis. They are required to use content from the class activity as evidence to support their thesis. Students can earn extra credit if they incorporate a more current example in their essay.