

Primarily Teaching Grant Lesson Plan Template

Name: Jessica Dowell

Title: Presidential Power

Grade-level: Secondary / High School

Subject Area: US History / AP US History and/or American Government

Topic: Expansion of Presidential Power over the course of American History

Standards:

Iowa Social Studies Standards:

- SS.9-12.H.2 - Understand how and why people create, maintain, or change systems of power, authority, and governance.
- SS.9-12.H.4 - Understand the role of individuals and groups within a society as promoters of change or the status quo.
- SS.9-12.PSCL.2 - Understand how the government established by the Constitution embodies the enduring values and principles of democracy and republicanism.
- SS.9-12.PSCL.3 - Understand the purpose and function of each of the three branches of government established by the Constitution.

Iowa Social Studies Literacy Standards:

- RH.11-12.1 - Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
- 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.
- RH.11-12.6 - Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
- RH.11-12.7 - Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

Iowa Social Studies Writing Standards:

- WHST.11-12.1 - Write arguments focused on *discipline-specific content*.
- WHST.11-12.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- WHST.11-12.9 - Draw evidence from informational texts to support analysis, reflection, and research.

Compelling Question:

How has presidential power expanded over the course of American history?

Learning Objectives:

- Students will understand the role of the office of the president (both past and present), and will be able to identify specific ways/examples the role has expanded over time
- Students will practice citing evidence from primary sources in support of an argument through written class assignments

Materials:

- Digital or print copies of the sources listed (if digital copies are used, a computer lab will be needed)
- Projector / document cam
- Highlighter or white board marker

Resource Table of Library of Congress and other materials:

Image	Description	Citation	URL
 A political cartoon from 1833 depicting Andrew Jackson as a king. He is seated on a throne, wearing a crown and holding a scepter. The title above him is "BORN TO COMMAND". The caption below reads "KING ANDREW THE FIRST".	"King Andrew the First" caricature	"King Andrew the First," New York, 1833.	http://www.loc.gov/pictures/item/2008661753/
 A black and white reproduction of Executive Order 9066. The text is dense and formal, detailing the order to remove Japanese citizens from the West Coast.	Executive Order 9066 – Japanese Internment	Executive Order 9066, February 19, 1942; General Records of the United States Government; Record Group 11; National Archives.	http://www.archives.gov/historical-docs/todays-doc/?dod-date=219
 A high-resolution image of the original Constitution of the United States, showing the handwritten text and signatures.	Article II: Presidential Powers	Constitution of the United States of America, Article II: Presidential Powers, 1787.	http://constitutioncenter.org/constitution/the-articles/article-ii-the-executive-branch
 A photograph of the Gulf of Tonkin Resolution document, which was a joint resolution of the United States Congress authorizing President Lyndon B. Johnson to take military action against North Vietnam.	Gulf of Tonkin Resolution	HJ RES 1145, August 7, 1964	http://www.ourdocuments.gov/doc.php?flash=true&doc=98#

	Abraham Lincoln's General Order 141, suspending habeas corpus in Maryland.	Abraham Lincoln, General Orders No. 141, September 25, 1862	http://www.gilderlehrman.org/history-by-era/american-civil-war/resources/proclamation-suspension-habeas-corpus-1862
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Procedure:

1. Have students pair up with one other student (groups of 2 – reading ability could be taken into account here).
2. As a class, read through Article II of the US Constitution (document #2 from above) and identify what the original framers thought executive powers should include – highlight or underline with white board markers so that students can see the presidential powers
3. Distribute remaining documents (or links) to students.
4. Ask them to discuss with their partner how each of the documents represents an expansion of presidential powers, as they were originally stated in the US Constitution.
5. Working with their partner, students should try to come up with 1-2 more examples of expansion of presidential powers within the last 30 years.
6. Students will be working individually to answer the compelling question (stated above), using evidence from the documents, after they are done discussing with their partner.

Assessment:

Students will work individually to answer the following question in an in-class essay. They will be able to reference the documents in order to aid in the writing process, and to pull specific evidence into their writing, when necessary.

Compelling Question:

How has presidential power expanded over the course of American history? Cite specific examples from the sources provided, and provide at least one additional example of your own where presidential power expanded within the last 30 years of American history.