

★ *Freedom is Calling* ★

NATIONAL CONSTITUTION CENTER



CIVICS Kids

★ The Presidency



ARCADIA UNIVERSITY
— SCHOOL OF CONTINUING STUDIES —
KING OF PRUSSIA CAMPUS

Lesson 1



STUDENT INTRODUCTION

Dear Students,

First, let us introduce ourselves. We are the Civics Kids....Carla, Ira, Vicky, Isabella, Chris, and Sam. More important than the fact that our names spell out the word **civics** is our goal to promote civic engagement. We do so by helping students everywhere build their basic civic knowledge and learn about all the ways they can be active participants in their home and school environment.

This note welcomes students to Election 2012 Civics Kids' style. The ***We the Civics Kids Election 2012*** material will help you understand why we have a President and not a King or Queen, and what the role of our President is. The materials will also provide a guide to running for President, and will take you on a journey from the vote to the oath of office. And, after you find out about the election process, you can all look forward to more ***We the Civics Kids*** magazines designed to help every student become an active citizen.

The Civics Kids encourage each of you to take the opportunity to better understand the election process and how you can become a change agent in your classroom, school, home and community. Remember...someday one of you could become President of the United States.

Carla 

Ira 

Vicky 

Isabella 

Chris 

Sam 

LESSON 1

The Presidency

Grades 3-5

Objectives:

1. Students will better understand how the government of the United States is unique.
2. Students will develop an understanding of the qualities of a leader and begin to see themselves as leaders.
3. Students will learn about and understand who can become president and what his/her duties would be as president.

Materials:

We the Civics Kids student magazine for lesson one "The Presidency"

Lesson Resources

Qualities of a President Graphic Organizer

Most Important Quality for a President - Adult Survey

Weekly Reader Bar Graph of the Qualities of a President

Qualities of a President Student Blank Bar Graphing Worksheet

Presidential Candidates' Who's Who

Political Party Mascots

Lesson Procedures: The Presidency Part 1

1. Distribute the **We the Civics Kids** student magazine "The Presidency."
2. Ask students to share what they already know about the office of President of the United States.
3. Read and discuss the magazine narrative, *The Presidency*, talking about the questions throughout the narrative.
 - a. Ask why the students think the delegates decided on a president who shared the power with the other branches of government, the states, and We the People.
 - b. After a class discussion about who they know who could be president, distribute the graphic organizer *Qualities of a President*. Have students brainstorm ideas to complete the organizer either individually or in a group. When finished, list ideas on the board. (Try to organize the responses around several qualities – intelligence, honesty, experience, having ideas similar to yours, others.)
 - c. Have students vote on which quality they feel is **most important** for a president to have. Retain this count for later use.
4. Distribute or share electronically the *Weekly Readers Qualities of a President* bar graph results. Tell the students that the *Weekly Reader* surveyed 2000 students, grades 3 to 12, about what is the most important quality a president should possess. At the same time, IBOPE Zogby, a national polling organization, polled 2000 adults on the same question. Review the results of this poll and have students answer the questions below the bar graph. Have students compare the *Weekly Reader* student responses with their own.

LESSON 1

The Presidency Continued

Grades 3-5

Lesson Conclusion:

Distribute *The Most Important Quality for a President - Adult Survey*. Assign the students to take the survey home, share what they are learning with their parent/guardian, and ask one adult in their house to answer the survey.

Lesson Procedures: The Presidency Part 2

1. Review student responses for the most important quality for a president to possess which was recorded on the board in Part 1 of the lesson. Using the results of the students' adult survey, add that information to the students'.
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Lesson Procedures: The Presidency Part 2

3. Review student responses for the most important quality for a president to possess which was recorded on the board in Part 1 of the lesson. Using the results of the students' adult survey, add that information to the students'.
4. Distribute and introduce the Student Blank Bar Graphing Worksheet. Decide on the two colors which will represent the student vs. the adult data and fill in the appropriate boxes in front of each.
5. Depending on your students' skills in graphing, either guide the class or have students complete the graph independently. Compare the results – student vs. adult
 - a. You might wish to compare your class's results (adult, student) with those of the Weekly Reader/IBOPE Zogby results.
6. In preparation for reading about the candidates in the *We the Civics Kids* magazine, students might share their favorite foods, favorite T.V. programs or favorite activities.
7. Read about President Obama and Governor Romney. Discuss why students think it might be important to get to know about the people running for office - from school officers to president.

Lesson Conclusion:

Assign the *Presidential Candidates Who's Who* Worksheet to summarize information about the candidates.

Review orally when complete.

Lesson Extension:

Political Party Mascots

Literacy Links:

Grace for President by Kelly S. Di Pucchio

So You Want to Be President by Judith St. George and David Small

TIME for Kids: Presidents of the United States by Editors of *TIME for Kids*



LESSON 1

The Presidency Continued

Grades 3-5

Digital Resources:

Schoolhouse Rock – No More Kings <http://www.youtube.com/watch?v=t-9pDZMRCpQ>

Scholastic Election 2012 Videos: *The Presidency, Barack Obama: The Early Years,*

Mitt Romney: The Early Years <http://magazines.scholastic.com/election-2012>

National Constitution Center - *Constitution Hall Pass - The Presidency*

<http://www.constitutioncenter.org/hallpass>

National Standards for Civics and Government

NSS-C K-4.

I. What is Government and What Should It Do?

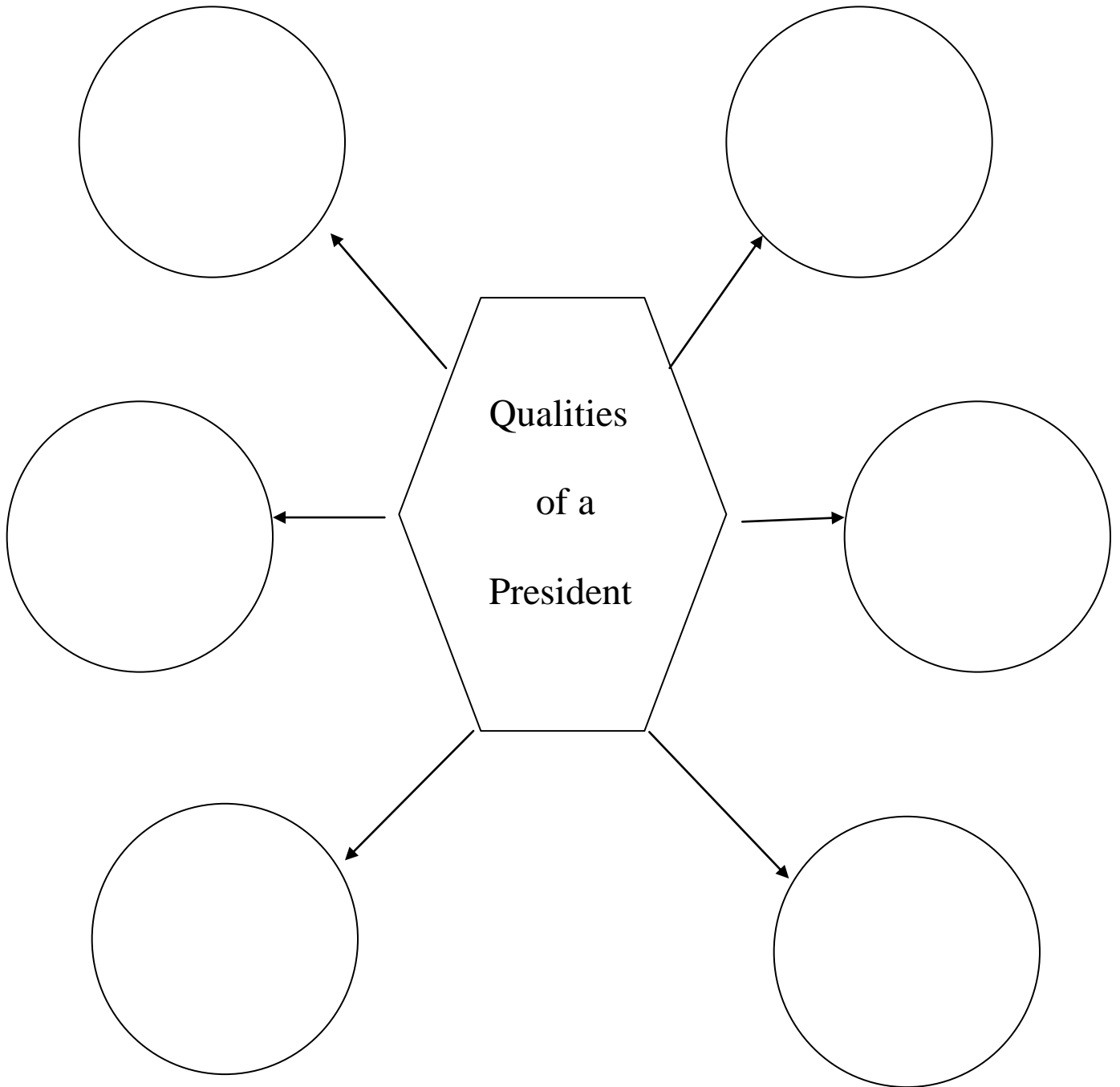
- What is government?

V. What are the Roles of the Citizen in American Democracy?

- What is the importance of political leadership and public service?
- How should Americans select leaders?

HANDOUT A

Qualities of a President Graphic Organizer





HANDOUT B

Most Important Quality for a President - Adult Survey

My Name _____

Name of the adult I polled: _____

I think the most important quality for a President is... (Circle one)

Honesty

Intelligence

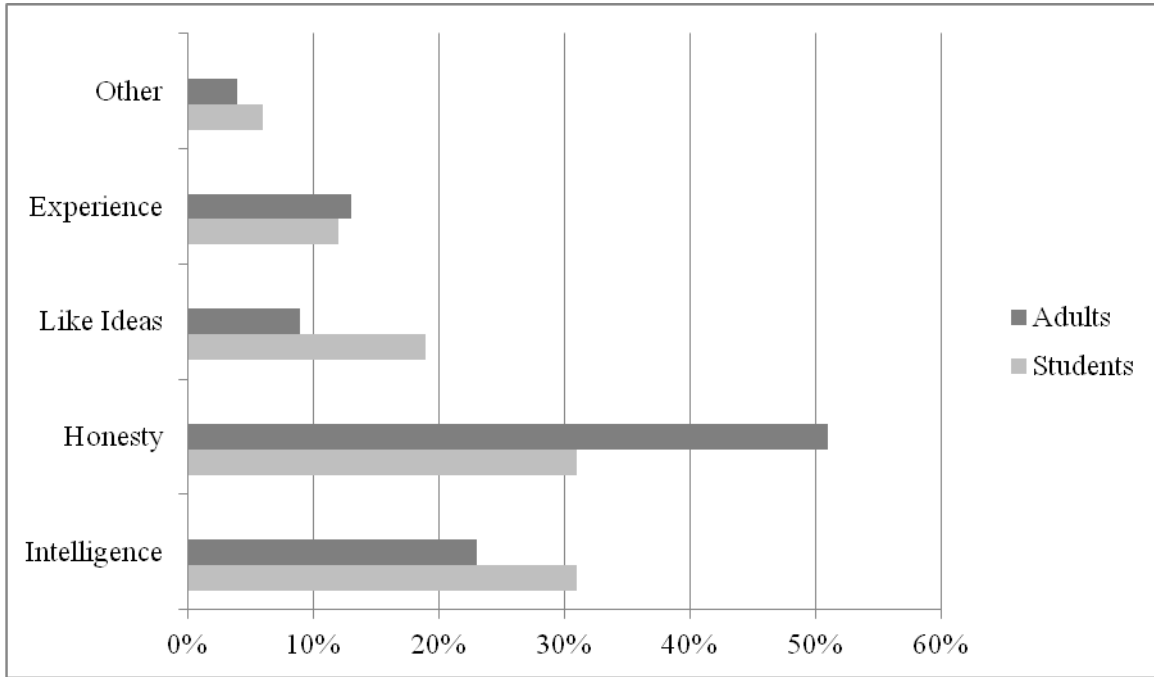
Experience

Has ideas I like

Other _____

HANDOUT C

Weekly Reader Bar Graph of the Qualities of a President



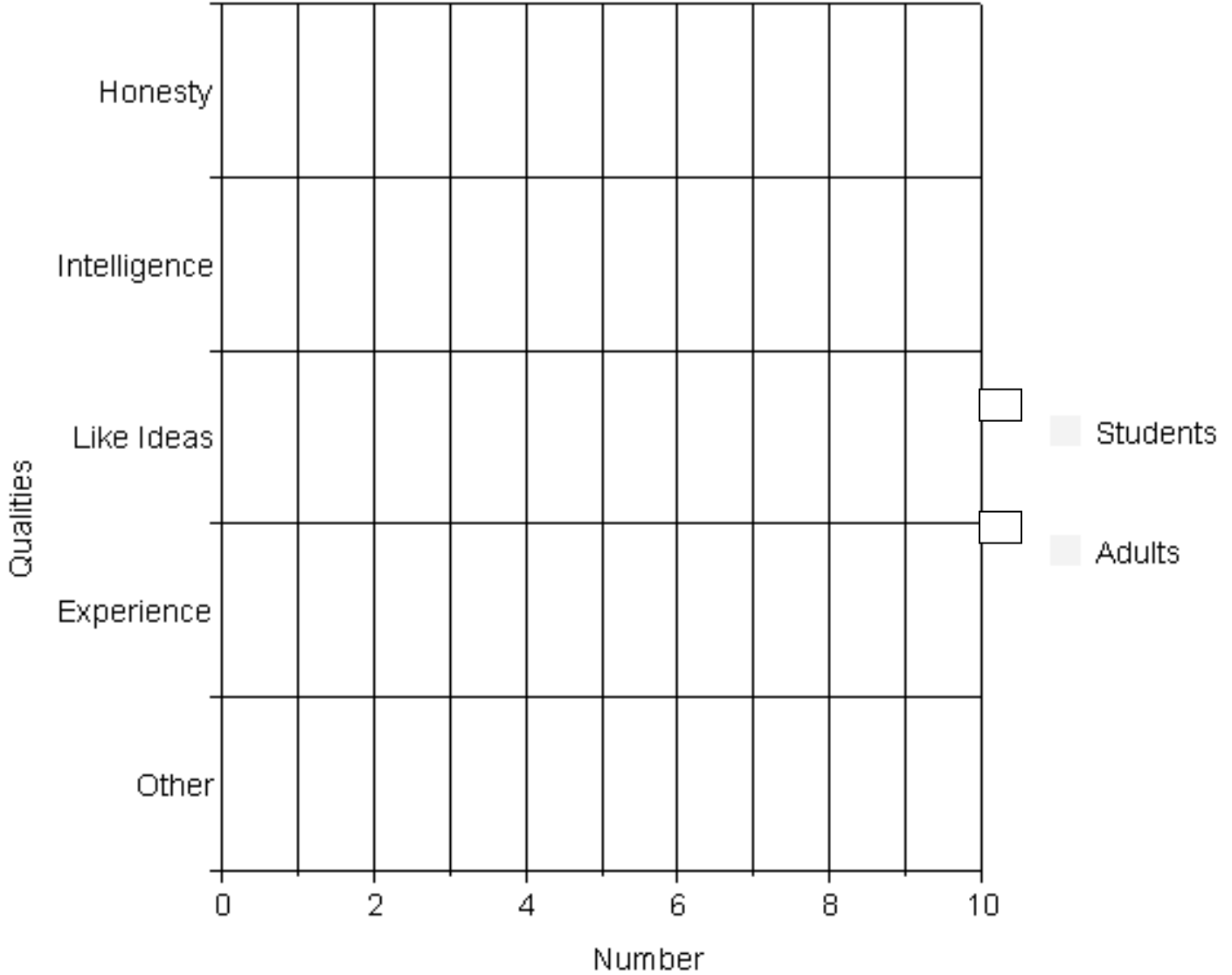
1. Which quality did adults report was most important in a President? _____
2. Which two qualities were reported by the students as most important?
 _____ and _____
3. Was intelligence more important to the students or to the adults?

4. Was it more important to the students or the adults that the President have ideas that are like theirs? _____
5. In which quality were the students and the adult responses almost the same?

HANDOUT D

Qualities of a President Student Blank Bar Graphing Worksheet

Name _____





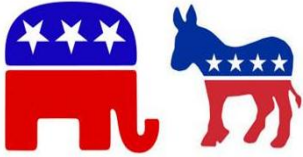
HANDOUT E

Presidential Candidates' Who's Who

Directions: Read each statement. Put an “O” in the blank if the statement tells about President **Obama**. Put an “R” in the blank if it is about Governor **Romney**.

- _____ 1. Before I was six years old, people called me Billy.
- _____ 2. I grew up in Hawaii.
- _____ 3. I am the father of two daughters.
- _____ 4. My father was the Governor of Michigan.
- _____ 5. I like to cook chili.
- _____ 6. When I was little, I had a pet crocodile.
- _____ 7. I am the father of five sons.
- _____ 8. I started a company with my friends called Bain Capital.
- _____ 9. I was the senator from the State of Illinois.
- _____ 10. My running mate is Joe Biden.
- _____ 11. I worked to help make the 2002 Olympics a success.
- _____ 12. My running mate is Paul Ryan.
- _____ 13. One of my favorite foods is Peanut M&M's.
- _____ 14. After college, I worked to help the people in my community in Chicago.
- _____ 15. My favorite sport is basketball.

HANDOUT F
Political Party Mascots



Have you ever wondered how the donkey and the elephant became the mascots of the political parties? The Democratic donkey had its start during the campaign of Andrew Jackson in 1828. One of the other candidates called Jackson a donkey because he was stubborn. Instead of arguing with the other candidate, Jackson decided to use the donkey on his campaign posters to show that he was strong-willed

in his ideas. Political cartoonists started using the Democratic donkey as a symbol in newspapers. Thomas Nast, a cartoonist, first used the Republican elephant in a cartoon about the Democratic donkey scaring away the Republican elephant.

Republicans today say their mascot stands for a strong and dignified party. The Democrats say their donkey shows they are smart and brave. If you could pick a mascot for your party, what would it be? What would you want it to say about your party?

Create your own party. What would you call it? Think about an animal or character who would represent your party. Do you want to show that your party is smart... clever... friendly... fun?



Draw your character below. Tell about your party and explain what your mascot tells about it.
