

SAMPLER



INQUIRY JOURNAL

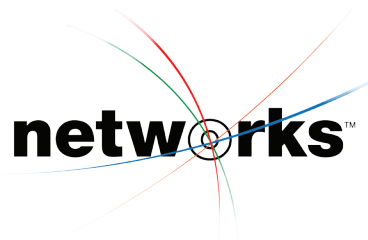
BUILDING CITIZENSHIP

CIVICS & ECONOMICS

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BUILDING CITIZENSHIP
**CIVICS &
ECONOMICS**



Dear Student,

Many of us are curious, and we have questions about many things. We have the more personal questions, such as, “What type of job or career might I be suited for?” or “How do I learn the best way to save money to buy the things I want or need?” to questions of a larger nature about the world around us. These might include questions such as the following: “What does being treated like an adult mean? Why does conflict develop? How can I understand what I see or read about our nation’s government online or in the news? Why do political parties clash with one another so frequently?”

Asking questions helps us take charge of our own learning. Learning to ask thoughtful questions is a process, as “yes” or “no” types of questions do not get us very far in discovering why events happened or why people feel as they do. Once we master this process, however, we become better thinkers and researchers and can find out more about subjects that interest us. Asking questions is important if we want to understand and affect the world around us.

In this book, as in other parts of the program, there will be “Essential Questions” that you will research. These are universal questions. Examples of such questions include: “What is a citizen?” and “Why do people create, structure, and change governments?” and “What is required of leaders?” and “How do laws protect individual rights?” You will choose some of your own supporting questions to help you answer the Essential Question.

As you move through the study of civics and economics, you will be reading primary and secondary sources about specific topics and issues. **Primary sources**—whether they are diaries, letters, or documents—were created by people who wrote about or experienced the event they are describing. **Secondary sources**—whether they are biographies, or history books, or your student text, are created after an event, by people who were not part of the original event.

Once you have completed the readings and answered the accompanying questions, there is a “Report Your Findings” project in which you answer the Essential Question. You will work on some parts of the project by yourself, and you will work on other parts of the project with your classmates. You will be given many opportunities to take informed action. This means that you will use what you have learned and apply it to a current issue in a way that interests you. You will share this information with other students or with people in your community.

CHAPTER
6

The Executive Branch

ESSENTIAL QUESTION

What is required of leaders?

Think about the skills, qualities, and knowledge that contribute to a U.S. president being an effective leader.

TALK ABOUT IT

With a partner, discuss what information you would need to answer the Essential Question. For example, you might ask: *What qualities of leadership enable the U.S. president to carry out his or her job? How do these qualities affect the role of the president as a world leader?*

DIRECTIONS: Now write three additional questions that will help you explain the role that leadership plays in the job of president as the chief executive of the U.S. government.

MY RESEARCH QUESTIONS

Supporting Question 1:

Supporting Question 2:

Supporting Question 3:

3A **COMPARING AND CONTRASTING** Use the graphic organizer below to compare the Twenty-second and Twenty-fifth Amendments.

	Twenty-second Amendment	Twenty-fifth Amendment
Date Enacted		
Reason Enacted		
Details of Amendment		
Results		

3B **INFERRING** Why were changes to presidential term limits and succession enacted with constitutional amendments rather than through legislation?

4 **EVALUATING TEXT EVIDENCE** Why might Congress have thought there was a need to set up a system of succession for the executive branch of government?

ESSENTIAL QUESTION

What is required of leaders?

Remarks Nominating a New Vice President

DIRECTIONS: Study the excerpt below and answer the accompanying questions.

EXPLORE THE CONTEXT: In 1973, Vice President Spiro Agnew was under investigation for a number of serious federal crimes. One crime involved accepting payments in exchange for awarding government contracts, a practice he had engaged in before and during his vice presidency. Agnew finally resigned from office on October 10, 1973, leaving the position of vice president vacant. President Richard M. Nixon addressed the nation from the White House.



VOCABULARY

confirmation: the acting of officially approving or upholding

expeditiously: the condition of doing something promptly and efficiently

nominee: person put forward as candidate

criteria: standards for decision-making

PRIMARY SOURCE: SPEECH

“Members of the Cabinet, Members of the Congress, members of the diplomatic corps, all of our distinguished guests here in the East Room, and my fellow Americans:

I have invited you here tonight so that I could share with all of you, not only in this room but the millions listening on television and radio, my announcement of the man whose name I shall submit to the Congress tomorrow for confirmation as Vice President of the United States.

I shall ask the Congress tonight, and also when I submit the name tomorrow, to act as expeditiously as possible on this nomination because of the great challenges we face at home and abroad today.

... These were the considerations that I had in mind as I considered what man or other individual to select as the nominee for Vice President of the United States. Let me tell you what the criteria were that I had in mind. First, and above all, the individual who serves as Vice President must be qualified to be President. Second, the individual who serves as Vice President of the United States must be one who shares the views of the President on the critical issues of foreign policy and national defense, which are so important if we

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are to play our great role, our destined role to keep peace in the world. Third, at this particular time when we have the Executive in the hands of one party and the Congress controlled by another party, it is vital that the Vice President of the United States be an individual who can work with members of both parties in the Congress in getting approval for those programs of the Administration which we consider are vital for the national interest. ”

—President Richard Nixon, Remarks Announcing Intention to Nominate Gerald R. Ford to Be Vice President, October 12, 1973

1 DESCRIBING Whom is the president speaking to?

2 CIVICS What constitutional process is illustrated in the speech?

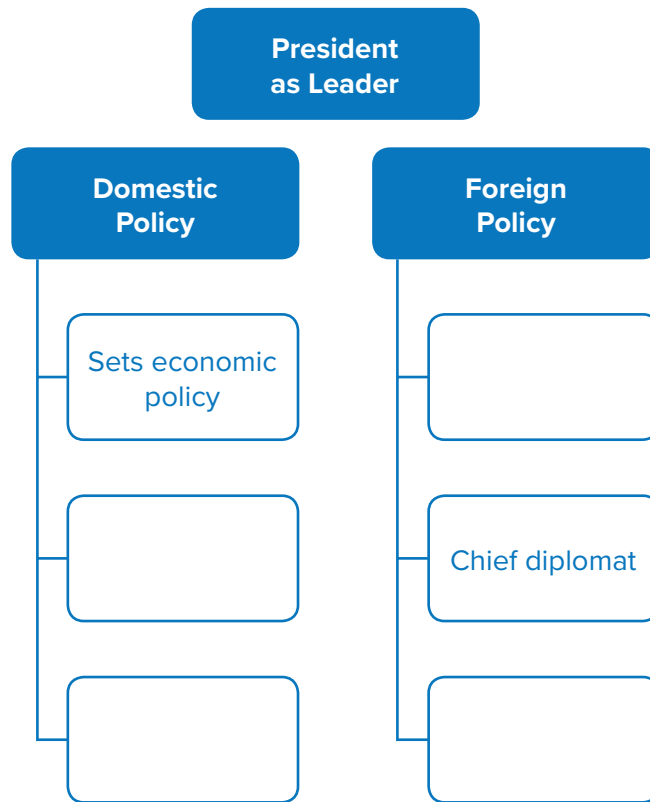
3 ANALYZING INFORMATION How did the president decide on his nominee for vice president?

4 ANALYZING SOURCES What does Nixon’s description of the qualities he wanted in the vice president indicate about how he viewed the role of vice president?

5 INFERRING How did this speech put pressure on Congress?

5 **CIVICS** How do Congress and the president share responsibility for the armed forces and for conducting war?

6A **IDENTIFYING CONNECTIONS** Use the graphic organizer below to identify/explain the roles of the president as the leader for both domestic and foreign policy.



6B **INTEGRATING INFORMATION** How do the responsibilities and the authority of the president illustrate the power of the presidency?

ESSENTIAL QUESTION

What is required of leaders?

The President's Role on International Visits

DIRECTIONS: Study the photograph below and answer the accompanying questions.

EXPLORE THE CONTEXT: Presidents often visit other countries in an official capacity. They may go to a country to discuss military affairs or economic and trade deals or, at times, to attend a social event, such as a wedding or funeral. On these trips, a president serves as a representative for, and a symbol of, the United States. While a trip might be filled with long meetings with foreign leaders, a president might be invited to other, less official, functions, where he or she can interact with the country's people. In this photograph, taken in Mumbai, India, in 2010, President Obama and Mrs. Obama take part in a festival with Indian students.

PRIMARY SOURCE: PHOTOGRAPH

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1 ANALYZING VISUALS What is occurring in the photo? Why do you think a president might participate in a cultural festival in another country?

2 CIVICS What part of a president's responsibilities could require travel to other countries?

3 MAKING CONNECTIONS What presidential roles do you think are on display in this photograph? Explain your answer.

4 EXPLAINING ISSUES When this photo was taken, President Obama was on a tour of several Asian countries, hoping to expand U.S. trade with the area. Do you think the president's attendance at a cultural event, such as the one shown here, helps with that goal? Explain.

5 DRAWING CONCLUSIONS What can you learn or understand about President Obama from this photo? What conclusions can you draw from the photo?

4A CIVICS Use the chart below to identify the roles of the president and of Congress in maintaining the balance of powers between the executive and legislative branches of the federal government.

Powers the president uses to conduct foreign policy		Powers Congress uses to check president's powers
Commands the armed forces	↔	Declares war; funds war
	↔	
	↔	

4B INFERRING How does the system of checks and balances help the United States maintain democratic principles?

5 ANALYZING INFORMATION How do foreign aid and international trade contribute to U.S. security?

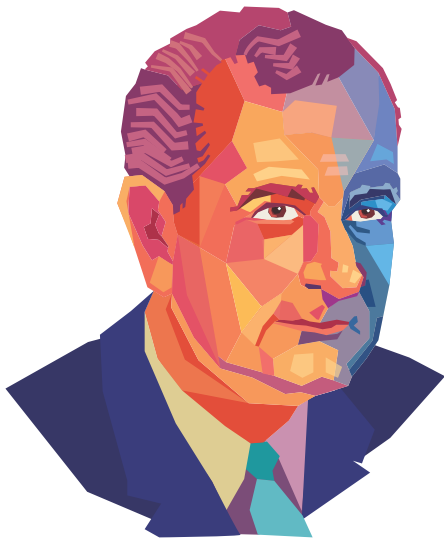
ESSENTIAL QUESTION

What is required of leaders?

President Lyndon Johnson on U.S. Policy in Southeast Asia

DIRECTIONS: Study the excerpt below and answer the accompanying questions.

EXPLORE THE CONTEXT: This speech by President Lyndon Johnson came at a time when American foreign policy was focused on fighting Communism. For many years, North Vietnam, which had a communist government, had been trying to take over South Vietnam. South Vietnam was trying to fight back, and President Johnson wanted to send more American troops to help them.



VOCABULARY

dominate: have control or influence over

multilateral: involving more than two countries

fiscal: related to finance or money

contingency: set aside for another time in case needed

PRIMARY SOURCE: SPEECH

“I. We live in a turbulent world. But amid the conflict and confusion, the United States holds firm to its primary goal—a world of stability, freedom and peace where independent nations can enjoy the benefits of modern knowledge. Here is our difference with the Communists—and our strength. They would use their skills to forge new chains of tyranny. We would use ours to free men from the bonds of the past.

The Communists are hard at work to dominate the less-developed nations of Africa, Asia, and Latin America. Their allies are the ancient enemies of mankind: Tyranny, poverty, ignorance and disease. If freedom is to prevail, we must do more than meet the immediate threat to Free World security, whether in Southeast Asia or elsewhere. We must look beyond—to the long-range needs of the developing nations.

Foreign assistance programs reach beyond today’s crises, to offer:

Strength to those who would be free;

Hope for those who would otherwise despair;

Progress for those who would help themselves.

Through these programs we help build stable nations in a stable world.

II. Acting on the experience of the past four years, I am presenting a program which:

–Is selective and concentrated;

–Emphasizes self-help and the fastest possible termination of dependence on aid;

–Provides an increasing role for private enterprise;

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- Improves multilateral coordination of development aid;
 - Reflects continuing improvement in management.
- Specifically, for Fiscal Year 1966 I recommend:
- No additional authorizations for development lending or the Alliance for Progress; existing authorizations for those purposes are adequate;
 - Authorizations of \$1,170 million for military assistance;
 - \$369 million for supporting assistance;
 - \$210 million for technical cooperation;
 - \$155 million for contributions to international organizations;
 - \$50 million for the President's contingency fund; and
 - \$62 million for administrative and miscellaneous expenses.”

—President Lyndon B. Johnson, Special Message to the Congress on Foreign Aid, January 14, 1965

1 DESCRIBING How does President Johnson describe the communists?

2 ANALYZING ISSUES How is the president's policy tied to foreign aid?

3 CIVICS Why might this speech have been a “special message” to Congress?

4 DETERMINING POINT OF VIEW Why do you think President Johnson used the words *strength*, *hope*, and *progress* in Part I of the speech?

5 UNDERSTANDING ARGUMENTS What ideas about foreign aid does Johnson use in Part II to help persuade Congress?



How the Executive Branch Works

DIRECTIONS: Search for evidence in this lesson to help you answer the following questions.

ESSENTIAL QUESTION

What is required of leaders?

As you gather evidence to answer the Essential Question, think about:

- why presidents need aides.
- the importance of the cabinet to the president.
- the role of federal workers in making government policy.

1 INTEGRATING INFORMATION Why do you think the executive branch has grown so much since the early days of the republic?

2 DETERMINING MEANING What makes the job of chief of staff powerful?

3 CITING TEXT EVIDENCE What are the main differences between the executive offices and cabinet offices?

My Notes

- 4 EXPLAINING ISSUES** How does the federal bureaucracy assist the president in his or her role in carrying out the laws of the land?

- 5 COMPARING** Fill out the chart below to compare executive appointments with civil service jobs.

Serving the Government	
Appointed Positions	Civil Service Positions
Based on experience in type of job	Based on results of a test to qualify

ESSENTIAL QUESTION

What is required of leaders?

VOCABULARY

G.O.P.: Grand Old Party, the nickname given to the Republican Party

Mugwump: name given to Republicans who left the party in 1884 because they would not support the party's presidential candidate that year, James G. Blaine

Controversy Over the Spoils System

DIRECTIONS: Study the cartoon below and answer the accompanying questions.

EXPLORE THE CONTEXT: This political cartoon from 1894 illustrates the divisions between Democrats, Republicans, and Mugwumps over the spoils system. The Mugwumps were former Republicans who rejected the party because they thought it was corrupt. The Mugwumps are shown in the “Mugwump Home” farther down the street. The three men on the street are Benjamin Harrison, who had been president and lost reelection in 1892; Whitelaw Reid, who ran as Harrison’s vice president in 1892; and Thomas B. Reed, a member of Congress in the House of Representatives at the time—all leading Republicans of the day.

PRIMARY SOURCE: POLITICAL CARTOON



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1 **CIVICS** Why was the spoils system controversial, but favored by many politicians, while the civil service system was unpopular, as depicted in the cartoon?

2 **INTERPRETING** Why are the men making fun of the younger woman representing the civil service?

3 **DRAWING CONCLUSIONS** Why might the cartoonist have drawn the men so much smaller than the women in the cartoon?

4 **DRAWING CONCLUSIONS** Why does the cartoonist depict two of the women as young and the other two as older?

5 **DETERMINING MEANING** What does the lock on the gate of the Republican Home represent?

6 **UNDERSTANDING CONTEXT** Based on the title, why is the woman in front of the Mugwump house holding out her arms?

ESSENTIAL QUESTION

What is required of leaders?

1 Think About It

Review the supporting questions you developed at the beginning of the chapter and the evidence you gathered. Are there questions that you could not answer completely? What other information do you still need to gather to answer these questions?

2 Organize Your Evidence

Think about what you have learned about the executive branch of the federal government. Then complete the chart below to show where the president gets his or her power of leadership and how the president exerts that leadership.

Source of leadership	How president exerts leadership

3 Talk About It

Work with a partner or a small group to discuss the role of the president and leadership. Address such questions as: How do the president's aides help make him or her a better leader? What constitutional powers of the president contribute to leadership? Discuss what qualities leaders share and identify people who are leaders in your school and community. What qualities make these people leaders? Take notes on your discussion below.

4 Write About It

Think about how the various workers and aides in the executive branch contribute to the power and leadership of the president. Consider how civil service workers can act as a check on this power. Make a bullet-point list of the advantages and disadvantages of the civil service system. Use evidence you gathered in the step above and your student text to support each side with facts.

5 Connect to the Essential Question

Work in groups and select someone in your community whom you consider a leader. Make a list of the characteristics that make this person a leader. Arrange to interview the person. Prepare questions that could reveal the person's ideas and attitudes about leadership and decision-making. Prior to the interview, find out as much as you can about the person and determine what additional information you need to help answer your questions. After the interview, compare your list of qualifications related to leadership with the interviewee's responses. Were you surprised by any of the answers? Each group will then prepare a brief class presentation that identifies the person interviewed and describes what the group learned from the interview about what makes this person a leader.

CITIZENSHIP TAKE ACTION

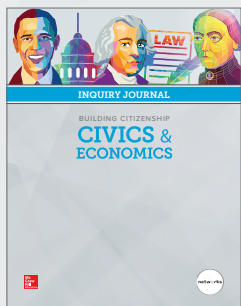


MAKE CONNECTIONS The Electoral College has long been a source of debate among Americans, especially since the 2000 and 2016 presidential elections. In the 2000 election, the Electoral College gave George W. Bush the presidency even though Al Gore won the popular vote. In 2016, it gave the election to Donald Trump despite Hillary Clinton’s greater popular vote. Some Americans argued that the election process was flawed; others argued that it worked just as it was supposed to. What do you think? Should Americans do away with the Electoral College, or does the system work the way it is?

DIRECTIONS: Work in a small group to write an editorial. Your group will either support an amendment to eliminate the Electoral College or will be in favor of preserving it as it is. Work together to draft an editorial explaining and supporting your position. Begin by doing research to learn about the Electoral College and how it has affected the American election process. Use your research to educate and persuade your readers to vote for an amendment to repeal the Electoral College, or to keep and protect the system. Reach out to your school paper, local newspapers, media outlets, or blogs to ask them to consider publishing your editorial. If you are able to get your editorial published, read and respond to any comments that readers post. Be respectful and thoughtful in your responses. Report back to your class to describe and discuss any conversation that took place in the comment section.

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BUILDING CITIZENSHIP: CIVICS AND ECONOMICS

CHAPTER 6 The Executive Branch