

Daily Lesson Plan Outline for Social Studies Education - UW

Resident Teacher: Amanda Heller

Date of Instruction: Spring 2017

Lesson Title: Growth of Presidential Power

Course Subject: U.S. and WY Government: Executive Branch

Grade Levels: Eleventh Grade

Amount of Time (e.g. 45 minutes): 45 minutes

1. SOCIAL STUDIES STANDARDS

A. 1-3 Wyoming State Social Studies Standards	Citizenship, Government, and Democracy: SS12.1.1, SS12.1.5 Time, Continuity, and Change: SS12.4.1, SS12.4.4, SS12.4.5
B. 1-3 National Council for the Social Studies Thematic Standards	Time, Continuity, and Change Individuals, Groups, and Institutions Power, Authority, and Governance Global Connections
C. 1-3 District/Department/School Standards <i>if applicable</i>	

2. LEARNING TARGETS/OBJECTIVES (Must be measurable. **Bold** the learning verbs.)

A. Students will be able to...	Define the term imperial presidency.
B. Students will be able to...	Analyze how the media has affected growth in Presidential power.
C. Students will be able to...	Evaluate how the growth of a Presidents power affects the U.S. today.

3. CONTENT CONSIDERATIONS

A. Central Focus of the Lesson (1)	Students will look at different Presidents throughout history who expanded their power, look at how it affected future Presidents, and the U.S. today.
B. Essential Question (1)	How much power should the President have?
C. Supporting Question (2-4)	In what ways do the media have an effect on the Presidency? What two factors have led to the growth of Presidential power?
D. Academic Language: [List vocabulary words and any prefixes/suffixes, academic terms]	Imperial Presidency, Pocket Veto, Bully Pulpit
E. Disciplinary Connections	While this is a civics unit, this lesson ties in with both civics and mostly historical content. For this lesson the students will be looking at different times in history that a President expanded his power, how it then affected Presidents to come, and how it affects us today.
F. Real World Connections	When Presidents make major decisions it can affect the nation as a whole, for example President Lincoln expanded his power to help preserve the Union at the onset of the Civil War, his actions called troops' together and barred trade in the South. Soon after the Civil War was in full swing affecting the entire nation. While not all decisions are to that magnitude it is seen the effects that one act of expanding the Presidents power can have.

4. OPENER (How will you catch or "hook" students to engage them in the beginning of your lesson?)

Hook:	Does the Presidency represent a representative democracy or more of a monarchy?
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5. INSTRUCTION (Not all parts of the lesson's body may be utilized)

A. Beginning of lesson	Class will start with a short verbal review over the powers the Presidents holds, with the students responding verbally.
B. Middle of lesson	The students will be given a short introductory via PowerPoint on

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	the growth of Presidential power. The PowerPoint will also talk about how media can affect how the President is viewed and how he can use the media to project his power. The students will then be completing the "Growth of Presidential Power Case Study" handout. For this activity students will read through a series of Case Studies of different Presidents and instances when they had expanded upon the powers given to them from the Constitution. The students will read through the Case Studies and will fill out the "Growth of Presidential Power" graphic organizer as they read.
C. End of lesson	To end the class we will review over a few of the Presidents on the Case Study handout to check for students understanding of the Case Studies. If the students have not finished the Case Studies they will complete them for homework.

6. STUDENT ENGAGEMENT WITH CONTENT (Multiple pieces of evidence of student learning)

A. Low Level Questions – <i>(Knowledge/Remembering and/or Comprehension/Understanding)</i>	What can you say about the role the media plays with the powers of the President?
B. Middle Level Questions – <i>(Application/Applying and/or Analysis/Analyzing)</i>	Why do you think that the Presidency is compared to that of an Imperial Presidency?
C. High Level Questions – <i>(Synthesis/Evaluating and/or Evaluation/Creating)</i>	What alternative can you propose for the Presidents when they have expanded their power?
D. Explain how the data informs future instruction:	By asking different questions from different levels it checks for understanding of the students. If the students struggle to answer high or middle level questions, then I need to go back to asking low level questions to make sure they remember the learned material. By asking these questions it will also tell me what material they do not understand and needs to be reviewed and what material they have an understanding of so that we can move on. This will impact future instruction of how long I need to stay on a topic and how it may need to be presented differently so that the students understand what the topic is. The higher level question will get the students to use critical thinking skills on what the President could of done instead of the choices they made.

7. ENRICHMENT/ELABORATION (Include one enrichment activity for students who might finish early)

What enrichment activities are offered for students in this lesson?	For the students who finish the Case Studies early, they will turn to page 176-177 in their textbook and examine the political cartoons on Presidential Power. The political cartoons will help reinforce the ideas around the Case Studies.
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8. LEARNING SUPPORTS (Think about accommodations inside/outside of your classroom)

What supports are used to support struggling learners?	By asking questions throughout the PowerPoint I can check to see if students understand the material, if they cannot answer the questions being asked then it shows me that I need to take a step back and re-explain something. That is why it is important to make sure that the same student is not answering the questions every time, each student needs an opportunity to respond. The short review at the end of the lesson provides another chance to check for understanding from the students, and see what is not making sense, and who is struggling with the material.
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9. BEHAVIORAL SUPPORTS (Think about accommodations inside/outside of your classroom)

What supports are used to support behavioral issues?	Students will be in assigned seating and the classroom will be set up with all seats in columns facing forward to limit talking amongst students. Throughout the presentation of the PowerPoint I will walk the room periodically to insure students are taking notes and not causing distractions. When the students are working on the Case Studies I will also check in on students to make sure they are on task.
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10. MATERIALS & RESOURCES NEEDED (Describe any handouts, readings, materials, and resources)

What materials are needed to have ready to use for this lesson?	For the beginning of the lesson there will be a short PowerPoint on growth of Presidential power to introduce the activity. The handouts for this lesson are the "Growth of Presidential Power Case Study" readings and the "Growth of Presidential Power" graphic organizer.
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