



ELECTING A PRESIDENT

Learning Objectives: The students will...

1. Identify some of the roles of the President of the United States.
2. Decide on the qualities that a president should possess.

TEKS: 1.11B, 1.12A, 2.9C

Materials Needed: *If I Were President* by Catherine Stier, copies of the Wanted for President poster for each student.

Vocabulary: candidate, duties, election, president, privilege, vote

Teaching Strategy:

1. NOTE—This lesson is broken up into several activities so that they can be presented over a period of several days, if the teacher desires. In addition, any activity may be taught individually without utilizing the other activities.
2. Day 1
 - a. Begin the lesson by asking students if they know what is important about the date of the presidential elections. If students do not know, tell them that it is a special day for citizens of our country who are 18 years of age or older, and it only happens once every four years (Presidential Election Day). Discuss the following questions:
 - i. Why do you think our country has a president?
 - ii. Why do you think we only elect a president once every four years?
 - iii. Why do you think that a person may not serve as president for longer than ten years?
 - iv. What do you think are some of the president's duties/responsibilities or special privileges? (The teacher should list responses on the board)
3. Day 2
 - a. Read the book *If I Were President* by Catherine Stier to the class.
 - b. Direct attention to the list of duties/responsibilities or special privileges students thought the president might have.
 - c. Discuss which assumptions were correct and those that were incorrect. The teacher should have students share the additional presidential duties/responsibilities and special privileges that they learned from the book that was read to them.
4. Day 3
 - a. Ask students to brainstorm a list of qualities they think the President of the United States should possess. The teacher should record student responses and ask students to defend their suggestions.
 - b. Give each student a Wanted for President poster.
 - c. Instruct students to complete the poster by composing three sentences that include the three qualities that they think are the most important when choosing a president.
 - d. Students should refer the brainstormed list of qualities and defend each choice.
 - i. Example—I think a president should be honest because ...
 - e. After the posters are completed, students should share them with the class. Posters may be displayed on the classroom bulletin board.

WANTED: FOR PRESIDENT

I think a president should be _____ because _____
_____.

I think a president should also be _____ because _____
_____.

And I think a president should be _____ because _____
_____.