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Table	1.	Nature	of	Tasks	Impleme	entec

Criteria (Cortazzi & Jin, 1999, p. 203)	Tasks (carried out in the classroom)				
 Social Identity and Social Groups: social class, regional identity, ethnic minorities. 	Students read an article called "Underground in New York". It is about a group of people who live in the undergrounds.				
 Social Interaction: different levels of formality; as outsider, as insider. 	Pupils watched a video called A Day in London. They saw different types of interaction (different settings).				
 Belief and Behaviour: moral, religious beliefs, daily routines. 	Students watched a TV program that deals with a family which has a problem.				
 Social and Political Institutions: state institutions, health care, law and order, social security, local government. 	Students read some paragraphs about Buckingham Palace: The Palace, the Queen's Day, and an invitation to the Palace.				
 Socialization and the Life Cycle: fami- lies, schools, employment, rites of passage. 	Students saw two video clips: one of a classroom and a class in a North American school, and the other of a party at a school in Virginia.				
 National History: historical and con- temporary events seen as makers of national identity. 	Students read some texts related to the founding of the states of the USA, and Britain as a multiracial nation. Students were given some dollar bills with some historical facts about the person who appears on each one.				
 National Geography: geographical factors seen as being significant by members. 	Students read about the USA and the UK, they could study 50 states and the three countries in the island of Great Britain.				
8. Stereotypes and National Identity: what is "typical", symbols of national stereotypes?	Students read about sports in the USA: baseball, American football, ice hockey, and basketball. They explored a text with information about the UK: its national dish, tourist places, etc. and saw a video about tea. Pupils gave an oral presentation about holidays in Britain and the USA.				



Roles & Powers of the President

Overview Students learn about the various roles and powers assigned to the President and exercise these roles and powers by assuming the role of the President of the United States of America.

Grade

North Carolina Essential Standards for Civics & Economics

- CE.C&G2.1 Analyze the structures of national, state and local governments in terms of ways they are organized to maintain order, security, welfare of the public and the protection of citizens (e.g.,
- federalism, the three branches, court system, jurisdictions, judicial process, agencies, etc.) CE.C&G2.6 - Evaluate the authority federal, state and local governments have over individuals' rights and privileges (e.g., Bill of Rights, Delegated Powers, Reserved Powers, Concurrent Powers, Pardons, Writ of habeas corpus, Judicial Process, states' rights, Patriot Act, etc.)

- What are the basic requirements one must meet to become President of the United States of America?
- . What qualifications should a person have to be President?
- What powers are granted to the President by the United States Constitution?
- . What are the various roles the President must serve in and what duties do these roles entail?
- What are the term limits for the US President?
- . What is the order of secession should something prevent the President from fulfilling his or her duties?

Materials

- · Powers of the President Political Cartoon, attached
- Textbook
- Powers of the President graphic organizer; attached
- · Hail to YOU, Chief; worksheet attached · Optional: Recording of Hail to the Chief
- Optional: For related content, the Consortium's lesson "Separation of Powers and Checks and Balanoss in the US Government," available in the Database of K-12 Resources or by e-mailing a

request to <u>cromis@unc.edu</u>.

Duration 45 minutes

Procedure:

Could I Be President? 1. As a warm-up, tell students that there are five people interested in being President of the United States and that their job is to determine whether or not they meet the basic requirements. Project the

following descriptions and have students discuss whether they think each person is eligible: NC Civic Education Consortium

Visit our Database of K-12 Resources at http://database.civics.unc.edu/

Study.com

Quiz & Worksheet - Roles of President & Congress in

- 1. The president enters into a trade agreement with a foreign government but doesn't seek the advice or consent of the Senate. Is this action legal?
- € No, the action is unconstitutional C Yes, pursuant to the treaty clause
- r: Yes, it's an executive order
- @ None of the answers are correct.
- The Senate Select Committee on Intelligence has commenced an investigation into certain activities of the Central Intelligence Agency. What authority grants the Senate this power?

n None of the answers are correct

None of the answers are correct

- 3. Which of the following requires Senate approval?
- c A commitment of military forces





Roles and powers of the president worksheet

"VOCABULARY MATCH" A. Boss over employees of the United States Government. Party Leader Chief of State B. In charge of the Armed Forces. C. Helps fight inflation. ____ Economic Leader ____ Commander in Chief D. United States living symbol. ____ Chief Executive E. Decides how the United States should act ____ Chief Diplomat F. Campaigns for other people in his party. G. Proposes laws to the Legislative Branch. H. Sees that the Armed Forces are ready for I. Prepares the Nation's budget. Inspiring example for the people of the U.S. K. Helps establish foreign policy. L. Raises money for his party. M. Enforces the laws of the United States. N. Tries to keep the U.S. economy O. Leader of his political party. P. Picks ambassadors. 4 900 p 469 A GARDON YEAR AND MEROGRAPH AND

What are the 4 roles of the president. Roles of the president worksheet. Powers and roles of the president worksheet answers. What are 5 important powers or duties of the president.

The members of the president's team, such as Vice President, his team boss and other connections with Capitol Hill also will go lobby. Once a year, the president of U.S. This is what "inspires your mind", the campaign expects to change. I would love to see a world where girls (and boys!) Have models to follow any dreams. The initiative explains that the reasons for this disparity can be stereotypes of gain and cil. The world have girls (and boys!) Have models to follow any dreams. The initiative explains that the reasons for this disparity can be stereotypes of gain and cil. The world have girls (and boys!) Have models to follow any dreams. The initiative explains that the reasons for this disparity can be stereotypes of gain and cil. The world in the control of the president of the president

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