



Teacher-to-Teacher

Video Series
for Secondary Educators

TITLE: What are the Qualifications to be President of the United States?

PRIMARY SUBJECT AREAS: Civics

GRADE LEVEL: 10

OVERVIEW: The President of the United States is an important position. Students should be made aware of the constitutional qualifications to seek the office as well as the unofficial qualifications many voters view when selecting a presidential candidate.

APPROXIMATE DURATION: One 50-minute class period with ten minutes the next day to go over the homework

LOUISIANA CONTENT STANDARDS:

<http://www.doe.state.la.us/DOE/asps/home.asp?I=CONTENT>

Civics

- C-1A-H3 explaining and evaluating issues related to the distribution of powers and responsibilities within the federal system
- C-1A-H4 explaining the organization and functions of local, state, and national governments and evaluating their relationship

Civics

- GLE 6 Explain the distribution of powers, responsibilities, and the limits of the U.S. federal government (C-1A-H3)
- GLE 7 Categorize governmental powers as delegated, reserved, concurrent, or implied (C-1A-H3)
- GLE 8 Identify powers denied to federal or state governments by the U.S. Constitution (C-1A-H3)
- GLE 10 Explain the structure and functions of the three branches of the federal government, including regulatory and independent agencies and the court system (C-1A-H4)
- GLE 11 Cite the roles, duties, qualifications, and terms of office for key elected and appointed officials (C-1A-H4)
- GLE 12 Explain the structure and functions of state, parish, and local governments (C-1A-H4)

TECHNOLOGY STRATEGIES:

<http://www.doe.state.la.us/DOE/LCET/curric/cats.asp>

Technology Productivity Tools (*Resources Access and Utilization Foundation Skill*)

INTERDISCIPLINARY CONNECTIONS:

English Language Arts

Art: Creative expression

OBJECTIVES:

1. The learner will be able to list the three constitutional qualifications to be the President of the United States.
2. The learner will be able to explain several qualifications American citizens consider when voting for President of the United States.

MATERIALS:

- handout of possible presidential candidates
- copy of the United States Constitution
- paper
- markers

TECHNOLOGY CONNECTIONS:

Students may use the Internet to find a copy of the United States Constitution. Students may use computer programs to create their Want Ad for president.

BACKGROUND INFORMATION:

Students should be aware of the fact that the United States has a president. Students should be able to locate a copy of the United States Constitution in their textbook or some other reference source. Students should have had practice working in groups.

LESSON PROCEDURES:

1. Learners should be placed in mixed ability groups of four.
2. Learners should study the handout of possible presidential candidates.
3. As group, the learners should select one candidate from the list as their candidate. A selected recorder should record the group's choice and reasons for their choice.
4. Each group should select a spokesperson to present their choice and the reasons for their choice.
5. The teacher will list the reasons on the board.
6. The teacher will reveal the actual persons represented on the handout.
7. Learners will find a copy of the United States Constitution and read Article II, section 1, part 5 to themselves.

8. Learners will take notes on the 3 actual qualifications to be President of the United States (35 years of age, natural born citizen, 14 years as a resident).
9. Learners should compare their notes to the list on the board. Discussion should follow.
10. For homework, learners should create a Want Ad for President of the United States. (Learners should draw and color their project or create an ad with the use of computer graphics.)
11. Learners should reveal their ads the following day.

ACCOMMODATIONS/MODIFICATIONS:

The ad can be modified to meet a particular student's need.
Many textbooks can be obtained in a Spanish version.

REPRODUCIBLE MATERIALS:

Handout of possible presidential candidates

ASSESSMENT PROCEDURES:

The teacher will conduct formal assessment through a quiz or unit test.
The teacher should collect and grade notes taken and ads created.

EXPLORATION AND EXTENSION:

Students could be asked to research one or two other possible presidential candidates (past or current) and create a list of their qualifications to be president. Students could be asked to interview adults and ask them to explain the qualifications they look for in a presidential candidate.

RESOURCES:

I used my own personal materials to create this lesson.
A copy of the United States Constitution can be found in most civics textbooks.

REFLECTIONS:

Usually, students will become engaged in a lively discussion as to the qualifications to be President of the United States.

CONTACT INFORMATION:

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CARD #1

Name _____

Age: 60

Marital status: married 27 years

Number of children: 6

Religious affiliation: Protestant

College Education: Harvard University,
Columbia University

Career: farmer, lawyer, State Senator, Assistant
Secretary of the Navy, Governor, vice-
presidential candidate

CARD #2

Name _____

Age: 38

Marital status: 1st spouse - for 5 years until
spouse died
2nd spouse - 1 year

Number of children: 3 by first marriage

Religious affiliation: Protestant

College Education: none

Career: investor, druggist, bookseller, Brigadier
General in the United States Army

Card #3

Name _____

Age: 37

Marital status: married 15 years

Number of children: 4

Religious affiliation: Protestant

College Education: Morehouse College, Crozier Theological Seminary, University of Pennsylvania, Boston University, Harvard University, Central State College, Morgan State College

Career: Protestant minister, teacher of philosophy at Harvard, president of a civil rights organization, 1 of 10 outstanding young men for the year according to Time magazine, Nobel Prize winner, noted public speaker

CARD #4

Name _____

Age:38

Marital status: married 38 years

Number of children: none

Religious affiliation: no specific denomination

College Education: none

Career: land speculator and farmer, lawyer,
member of the United States House of
Representatives, United States Senator,
United States Judge, Commander of the
United States Armed Forces

CARD #5

Name _____

Age: 47

Marital status: married 24 years

Number of children: 8

Religious affiliation: no specific denomination

College Education: Columbia University

Career: writer, served as Lieutenant Colonel in the Army, lawyer, member of Congress, member of the Constitutional Convention, Secretary of the Treasury

CARD #6

Name _____

Age: 65

Marital status: married 27 years

Number of children: 6

Religious affiliation: Protestant

College Education: none

Career: teacher, journalist, member of a labor union, United States Delegate to the United Nations, Chairman of the United Nations Commission on Human Rights, endorsed by a President for the Nobel Peace Prize, noted public speaker

CARD #7

Name _____

Age: 55

Marital status: 1st spouse – for 26 years until
spouse died
2nd spouse — 3 years

Number of children: 4 by the first marriage

Religious affiliation: Protestant

College Education: University of Alabama

Career: lawyer, State Assistant Attorney
General, State legislator, United States
Judge, State Governor, party candidate for
President, served in the United States Air
Force, noted public speaker

CARD #8

Name _____

Age: 51

Marital status: married 19 years

Number of children: 4

Religious affiliation: no specific denomination

College Education: none

Career: Postmaster, lawyer, United States Representative, store owner, state congressman, served as a captain in the United States army, noted public speaker

**Presidential Candidate Cards
Answer Key**

**Card 1
Franklin D. Roosevelt, as of 1945**

**Card 2
Benedict Arnold, as of 1801**

**Card 3
Martin Luther King, Jr., as of 1968**

**Card 4
Andrew Jackson, as of 1829**

**Card 5
Alexander Hamilton, as of 1804**

**Card 6
Eleanor Roosevelt, as of 1949**

**Card 7
George C. Wallace, as of 1974**

**Card 8
Abraham Lincoln, as of 1865**