



Becoming President Lesson

Day 1: Presidential Qualifications

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Content Area: Social Studies; Presidential Qualifications per the Constitution
Grade: 4th and up

Note: This unit (3 lessons) will take three 40-50 minutes classes

Standards:

C3: College, Career, & Civic Life

D2.Civ.1.3-5. Distinguish the responsibilities and powers of government officials at various levels and branches of government and in different times and places.

D2.Civ.2.3-5. Explain how a democracy relies on people's responsible participation, and draw implications for how individuals should participate.

D2.Civ.3.3-5. Examine the origins and purposes of rules, laws, and key U.S. constitutional provisions.

D2.Civ.5.3-5. Explain the origins, functions, and structure of different systems of government, including those created by the U.S. and state constitutions

C3 STANDARDS	Check
(Please indicate where standards are being utilized in this learning experience.)	
Civic & Political Institutions	X
Participation & Deliberation	
Process, Rules, and Laws	X

6 Essential Civic Learning Practices:

(Please indicate which of these are being utilized in this learning experience.)

Provide instruction in government, history, law, and democracy.	X	Offer extracurricular activities that provide opportunities for young people to get involved in their schools or communities.	
Incorporate discussion of current local, national, and international issues and events in the classroom,	X	Encourage student participation in school governance.	



particularly those that young people view as important to their lives.			
Design and implement programs that provide students with opportunities to apply what they learn through performing community service that is linked to the formal curriculum and classroom instruction.		Encourage students' participation in simulations of democratic processes and procedures.	

Objective: (what will students be able to do or understand after the lesson)

- Students will be able to list the three main Constitutional qualifications for becoming president of the United States as evidenced by accurately completing the comic strip assignment.

Assessments: (Please include diagnostic, formative, and summative assessments to assess student understanding before, during, and after lesson):

- Students will be formatively assessed throughout the informal class and group discussions
- Students will be creating a comic that explains the qualifications for becoming president.
- Students will also include any traits of characteristics that they feel are important to have if someone wants to be president

Materials:

(Please also include rubrics and other essential materials.)

- [student drawing "How to Become President"](#)
- [Steps to Becoming President of the United States](#)
- Computers with internet access
- Projector and screen
- White board/dry erase markers or flip chart paper
- Writing utensils
- markers/colored pencils
- Access to the [US Constitution](#) (Article 2, section 1)
- Supporting documents from [kids.gov](#)
- [comic template](#)
- [Supporting documents from kids.gov](#)
- [USA.gov resources](#)



Differentiation: (Describe how you plan to adjust the curriculum, instruction, or learning environment to meet the diverse needs of your student population, including gifted and talented.)

Students with graphomotor challenges can orally complete the formative assessment by telling the teacher the three minimum qualifications.

Students might benefit from printing out US Constitution Article to see up close - also be able to translate it into lower lexile scale.

INSTRUCTIONAL PLAN	Est. Time
<p>Introduction/Hook: “Who has ever thought about being a president? Maybe of a company? Or an organization? Or a club? Or the class? Or maybe even the United States! Today we are going to be exploring what that process and what qualifications a person has to have. What does the word ‘qualification’ mean?”</p>	3-5 mins
<p>Core Lesson: Day 1: Presidential Qualifications:</p> <ul style="list-style-type: none"> ● Think-Pair-Share: Ask students to brainstorm what they think are the qualifications if someone wants to become president. ● Have students write down their ideas. After a few minutes have them share their ideas with an “elbow partner”. ● The once the partners have had a chance to compare ideas, share as a whole class. Record answers on the board to refer back to. ● Hand out copies of the United State Constitution, or project document on the board. Read the qualifications together. Ask how many qualifications there are to becoming president? ● Discuss what students think they are based on the reading. ● Have students record, in their own words, what the qualifications to becoming president are according to the constitution. ● As students to share their thoughts and record an agreed upon version of the qualifications on the board. 	30 mins



<ul style="list-style-type: none"> ● Compare/Contrast the actual qualifications for becoming president to what the class brainstormed in the beginning of class. ● Possible discussion questions: What is the same? What is different? Should there be more qualifications? What do you think are the most important traits someone who wants to be president should have? ● Hand out and explain the comic project - students will fill in each section with the three main qualifications for becoming president. (formative assessment) Students can decorate comic strip. Students turn in comic strip for assessment. Students should have included requirements as: <ul style="list-style-type: none"> ○ 35 years of age ○ Born in the US ○ Lived in US for at least 14 years 	
<p>Closure: “We’re going to wrap up soon, what is something you learned today about becoming president that was interesting to you? What is something that is confusing for you that you’re looking forward to exploring more?” Discuss these two things with your “knee partner”.</p> <p>OPTIONAL SUMMATIVE ASSESSMENT JOKE: <i>Why couldn’t the Koala become President of the United States?</i></p> <p>She didn’t meet any of the KOALA-FICATIONS!!! Ok students, what three things did this need to have but did not? How old was she? (under 35 yrs) Where was she born? (outside of US) How many years has she live in the US, if she did? (less than 14 yrs)</p>	<p>3-5 mins</p>



Educator Reflections:

(Please reflect on and answer the following)

How did this lesson go?	
What were some of the challenges?	
What issues came up that you were not anticipating?	
How did your lesson meet your original learning goals?	
If you could change one thing about your lesson, what would it be?	