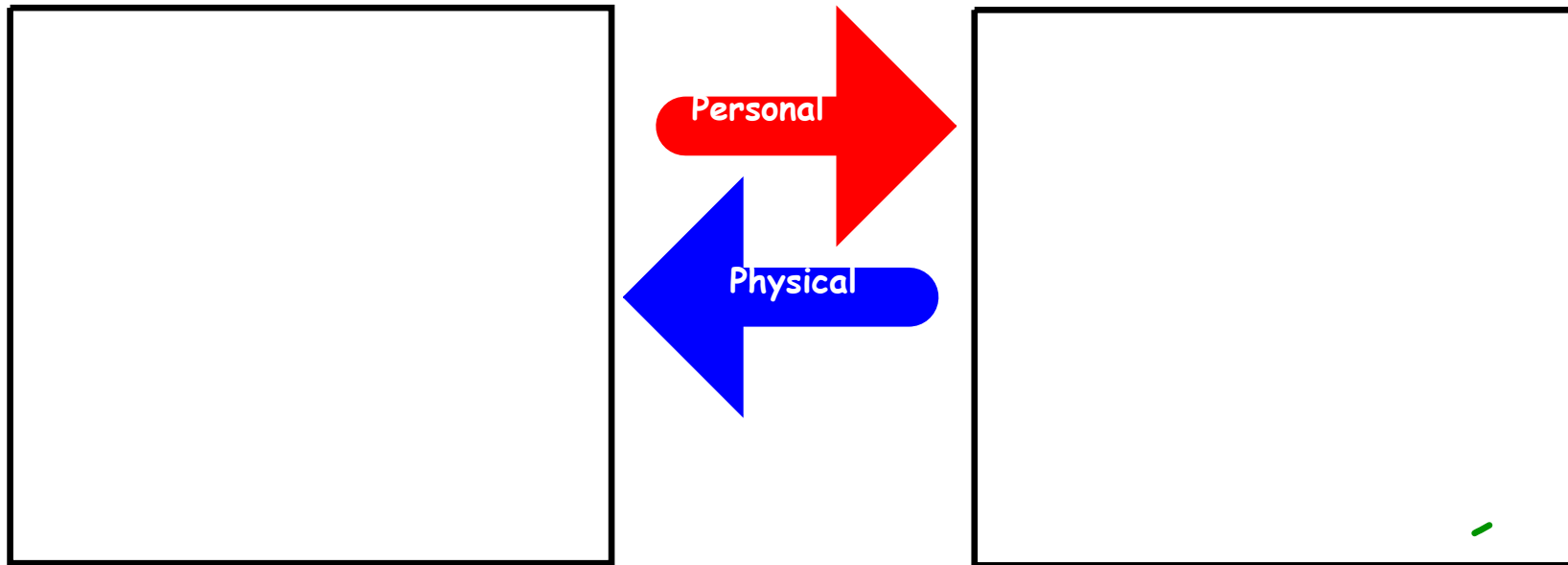


In your notebook and by yourself, LIST the personal or physical characteristics that you feel a person would need to become President of the United States.



SS1.I.1B Students interpret the ideas, values and beliefs contained in the Declaration of Independence and the New York State Constitution and United States Constitution, Bill of Rights, and other important historical documents

SS5.1 The study of civics, citizenship, and government involves learning about political systems; the purposes of government and civic life; and the differing assumptions held by people across time and place regarding power, authority, governance, and law.

Rank the Presidents

Objectives:

1. Work cooperatively in small groups.
 2. Identify key characteristics for a good president.
 3. Judge and rank the biographies.
-

Directions:

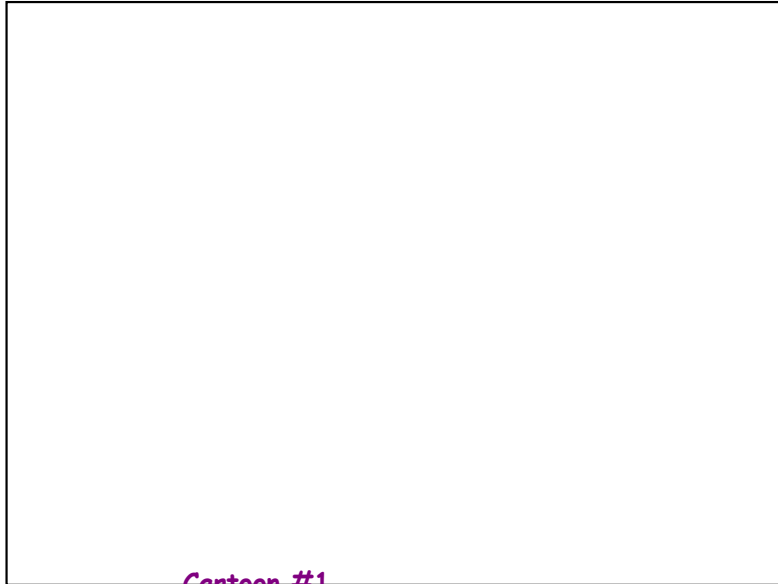
As a group, you will read each biography and decide unanimously which biography would make the best president to the worst president.

#1 being the best and #5 being the worst.

Discuss why you choose this ranking for each person. Example: What quality did you like the best or the least?

Select 1 person from the group to write your decisions on the SmartBoard.

<u>Group #</u>	1	2	3	4	5	6	Class Average
First Place				.			
Second Place							
Third Place		I					
Fourth Place							
Fifth Place	.						

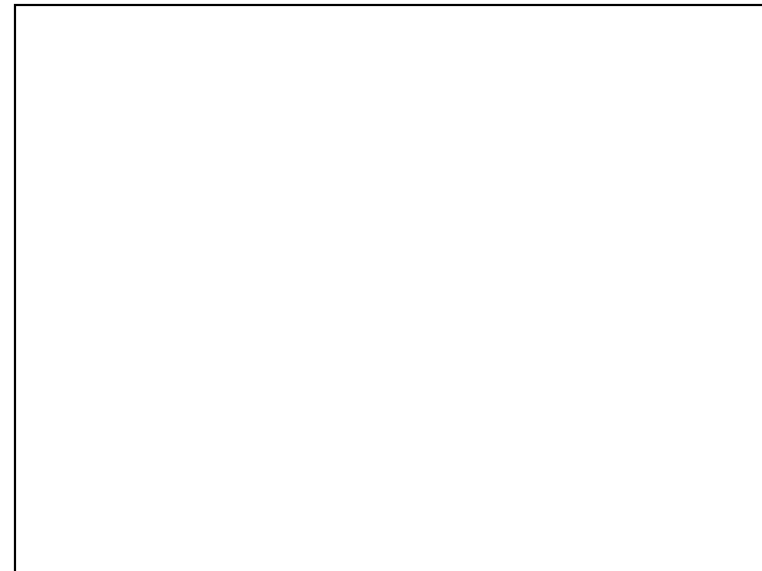


Cartoon #1

Identify the symbols in the cartoon -
what do they mean?

What is the point of view of the
cartoonist?

Do you agree or disagree?



Cartoon #2