

THE PRESIDENCY: 15 QUESTIONS WHAT DO YOU KNOW?

_____ 1. Current president of the United States

Fact:

Fact:

_____ 2. Current Vice President of the United States

Fact:

Fact:

_____ 3. Name of the airplane that the president rides on

Fact:

Fact:

_____ 4. Where does the president live?

Fact:

Fact:

_____ 5. A person running to be president has to be at least _____ years old

Fact:

Fact:

_____ 6. Group of advisors to the president

Fact:

Fact:

_____ 7. Number of years in each presidential term

Fact:

Fact:

_____ 8. The president _____ (enforces/interprets/writes) the laws

Fact:

Fact:

**THE PRESIDENCY: 15 QUESTIONS
WHAT DO YOU KNOW?**

_____ 9. Group of people that choose the president and vice president

Fact:

Fact:

_____ 10. Who takes over for the president if he/she leaves office or dies in office?

Fact:

Fact:

_____ 11. When do we vote for president?

Fact:

Fact:

_____ 12. The president has the power to _____, or cancel, a law

Fact:

Fact:

_____ 13. What happened on September 11th, 2001

Fact:

Fact:

_____ 14. Can the president declare war?

Fact:


Fact:

_____ 15. This document serves as the framework for our government

Fact:

Fact:

Guided Reading Activity 7-1



The President and Vice President



Reading Tip

Pay attention when you read. Reading is not like watching television.
Reading takes effort.

DIRECTIONS: Write an answer to each question below in the space provided.

1. **Describing** Explain how the Electoral College works.

2. **Defining** What is a presidential elector?

3. **Identifying** How many years is a presidential term?

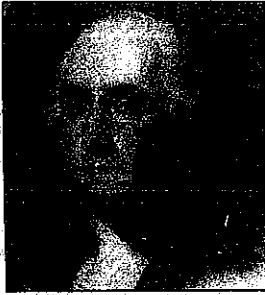
4. **Identifying** What is the maximum number of years that a U.S. president can serve in office?

5. **Summarizing** What happens if a president dies or leaves office?

6. **Explaining** What did the Presidential Succession Act do?

7. **Defining** What was the purpose of the Twenty-fifth Amendment?

Washington's Farewell Address, 1796



As the first President of the United States, George Washington oversaw the establishment of the new government. He also helped ensure that constitutional government would continue in the new nation. In his Farewell Address, Washington warned of the dangers of political parties and permanent alliances with other nations. Washington's warning against "entangling alliances" became a principle of United States foreign policy.

President George Washington

Observe good faith and justice towards all Nations; cultivate peace and harmony with all....It will be worthy of a free, enlightened, and, at no distant period, a great Nation, to give to mankind the magnanimous and too novel example of a people always guided by an exalted justice and benevolence....

The Nation, which indulges towards another an habitual hatred, or an habitual fondness, is in some degree a slave. It is a slave to its animosity or to its affection, either of which is sufficient to lead it astray from its duty and its interest....

[A] passionate attachment of one Nation for another produces a variety of evils. Sympathy for the favorite Nation, facilitating the illusion of an imaginary common interest, in cases where no real common interest exists, and infusing into one the enmities of the other, betrays the former into a participation in the quarrels and wars of the latter, without adequate inducement or justification....

Against the insidious wiles of foreign influence...the jealousy of a free people ought to be *constantly* awake; since history and experience prove, that foreign influence is one of the most baneful foes of Republican Government....

The great rule of conduct for us, in regard to

foreign nations, is, in extending our commercial relations, to have with them as little *political* connexion as possible....

Our detached and distant situation invites and enables us to pursue a different course. If we remain one people, under an efficient government, the period is not far off...when we may choose peace or war, as our interest, guided by justice, shall counsel.

Why forego the advantages of so peculiar a situation? Why quit our own to stand upon foreign ground? Why, by interweaving our destiny with that of any part of Europe, entangle our peace and prosperity in the toils of European ambition, rivalry, interest, humor, or caprice?

It is our true policy to steer clear of permanent alliances with any portion of the foreign world; so far, I mean, as we are now at liberty to do it....

Harmony, liberal intercourse with all nations, are recommended by policy, humanity, and interest. But even our commercial policy should hold an equal and impartial hand; neither seeking nor granting exclusive favors or preferences...constantly keeping in view, that it is folly in one nation to look for disinterested favors from another; that it must pay with a portion of its independence for whatever it may accept under that character....

Questions for Discussion

1. According to Washington, what are the benefits of avoiding alliances?
2. What did he believe were the advantages of isolation?



Chapter Skills Activity 7

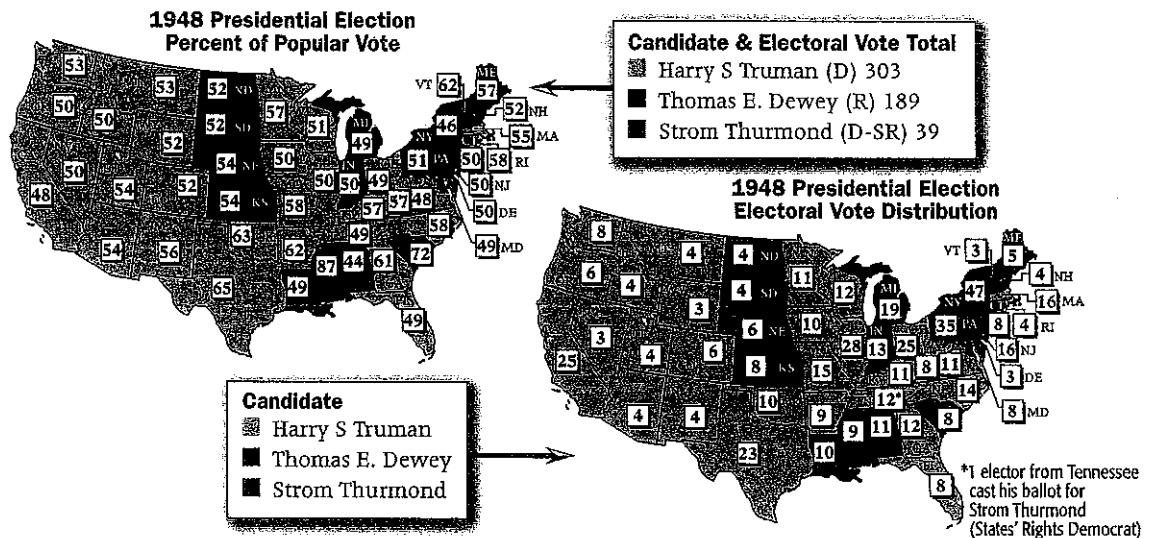
Reading an Election Map

LEARNING THE SKILL

Election maps can help you understand national voting results and patterns. To read an election map, study the title and map key. Then read the actual state-by-state election results, making note of popular votes as well as electoral votes (if shown). Determine the winner of the election, and look for trends or patterns in the voting results.

PRACTICING THE SKILL

DIRECTIONS: Study the election maps below. Then answer the questions that follow.



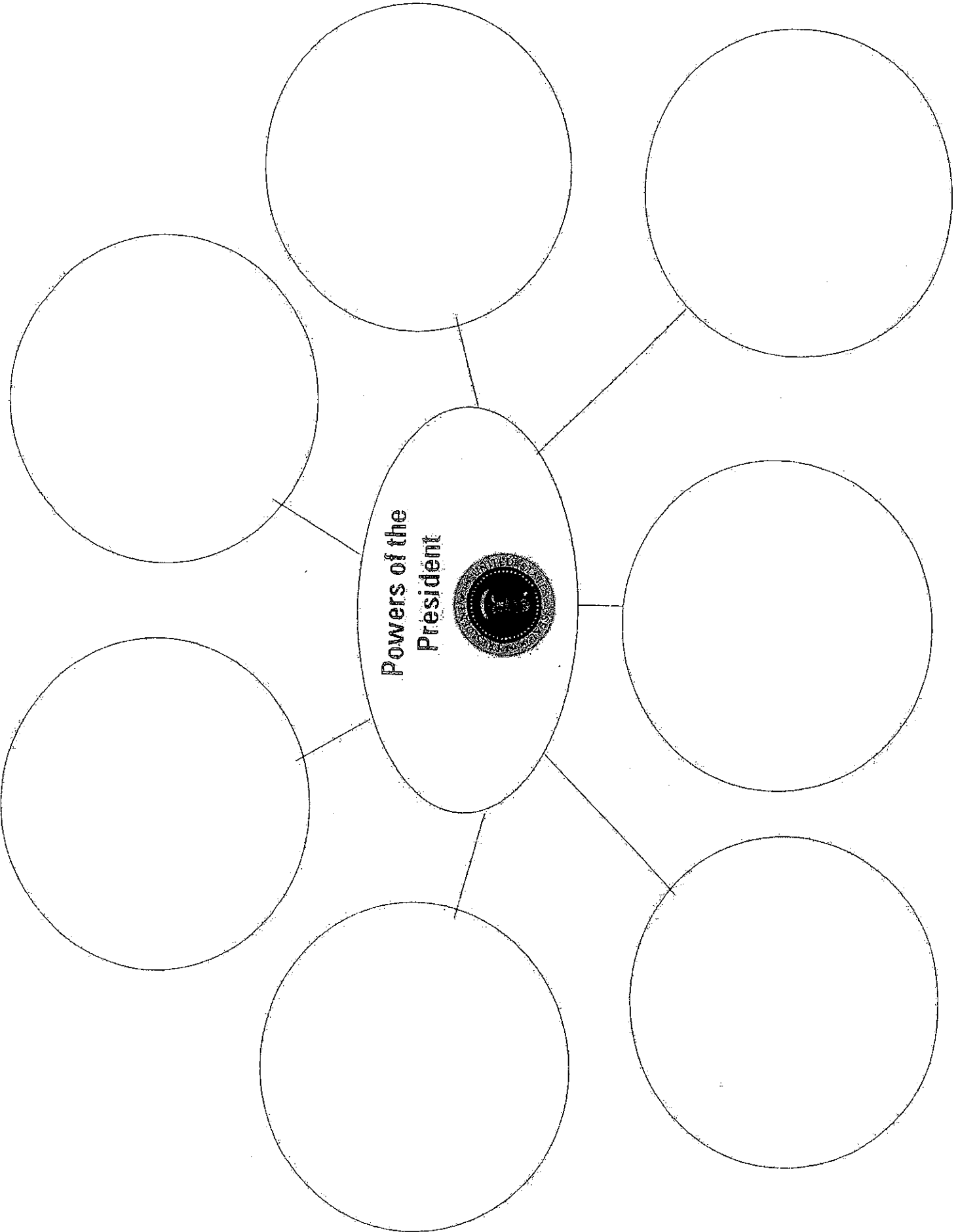
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1. What do these maps illustrate?
2. Which candidates ran in this election?
3. Which candidate won the election?
4. How many states did each candidate win in the popular vote?
5. How many electoral votes did each candidate win?
6. Which parts of the country tended to vote for the losing candidates?

APPLYING THE SKILL

DIRECTIONS: In a book or on the Internet, find election maps for the elections of 1976 and 1980. Analyze the results of both elections. What do these elections have in common? What differences do you see in the results? Write a brief paragraph that summarizes the results.

Powers of the President



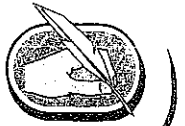
Hail to You, Chief!

Congratulations! You have just been elected the President of the United States of America. Given what you have learned regarding the powers granted to the president, you must deal with the following situations in an appropriate manner, making good use of your power and justifying your right to handle these situations by noting what role gives you the power to make such a choice. Remember, the roles of the President include: **Chief Executive, Chief Diplomat, Commander in Chief, Legislative Leader, Head of State, Economic Leader, and Party Leader.**

1. Egypt and Israel continue to fight and bring even more instability to the Middle East. You are very concerned about this situation and would like to rejuvenate the peace process in the Middle East. What power do you have in this situation, and what role grants you this power?
2. You have been following the career of a woman by the name of Ruth Bader Ginsberg. Ginsberg was a professor at Rutgers University School of Law, Newark School of Law and Columbia Law School, a litigator for the ACLU, and a federal judge on the US of Appeals for the District of Columbia Circuit. You feel that she is very fair and even tempered, and you would like to give her a job. Where might she fit? In what way might you be able to get her a federal job and what specific power allows you to do this?
3. A bill has been sent to you by Congress that involves making flag burning illegal. You disagree with this bill and absolutely do not want such a law passed. What can you do to act on your displeasure, and what role enables you to do it?
4. You are a Republican president, and a fellow Republican is running for Governor of North Carolina. You would really like to help her win the office. What can you do to assist, and what gives you this power?
5. It is nearing the end of the year, and you have some concerns about the nation's economy. Constituents are looking to you to get our country back on track economically. You feel you need to spend some time examining and reevaluating the finances of the federal government. After you have a sense of the current financial state of America, what do you need to do to ensure there is a financial guideline to follow for next year? What role does this type of responsibility fall under?
6. The Marquis de Lafayette, a foreign visitor from France, is scheduled to arrive at the White House today. What should you plan for his visit? What specific power does this fall under?
7. You have been given reconnaissance imagery revealing Soviet nuclear missile installations in Cuba. You feel these nuclear weapons pose an incredible danger. What can you do, and what gives you this power?
8. It is about that time when you need to address Congress and outline your agenda for the year. You also need this information broadcast to the people. What annual tradition will you follow to deliver this information, and what role gives you this power?
9. It is December, and Washington, DC is buzzing with holiday spirit. You want to make sure the White House sticks with tradition and embraces this season. What should you make sure to mark on your calendar this December?
10. You are passionate about a new health care program that you have developed, which contains several laws that you want Congress to pass. Since only members of Congress have the power to introduce bills for consideration, what can you do to advocate for your health care legislation? What role gives you the ability to do this?

Chapter 13: Close Up on Primary Sources

The Office of Vice President



For the Framers of the Constitution, the vice presidency served two important purposes: to provide a clear successor to the President if he should die, resign, or be impeached, and to provide a leader, or “presiding officer,” of the Senate. The Vice President’s role in the Senate is largely ceremonial and he or she can only vote to break a tie.

“...a resting place for mediocrities”

Electing the Vice President

Under the original rules of the Constitution, the Vice President was simply the person who received the second-largest number of votes for President in the electoral college. However, as political parties developed in the 1790s, the role of the vice presidency became problematic. This electoral system meant that the President and Vice President could be members of opposing parties, causing potential disagreement and conflict in the executive branch. In response, Congress passed the Twelfth Amendment, which was ratified in 1804 and required separate electoral college votes for the President and Vice President. As a result, the President and Vice President were likely to be of the same party, but, as historian Arthur Schlesinger noted, “the Vice Presidency [went] into prompt decline. . . [and] became a resting-place for mediocrities.”

The Vice Presidency in the 20th Century

In the 20th century, the selection process for vice presidential candidates again shifted, with most being chosen by the presidential candidate himself. In 1940 Franklin Roosevelt personally chose Henry Wallace as his running mate, and

since 1960 every presidential candidate has followed suit. Also, during the 20th century the responsibilities and power of the Vice President have grown to include attendance at Cabinet meetings, traveling abroad on the President’s

behalf, and weekly private meetings with the President. As such, the vice presidency became more of a “training ground,” with four of the nine people who served as vice president between 1953 and 1992 going on to become President in their own right. Hubert Humphrey, Vice President under Lyndon B. Johnson, said about his tenure:

....I liked being Vice President. There is a special kind of excitement, tension, and drama in being so close to executive power. You cannot escape the recurring thought that you could be President someday and, as elections draw near, possibly soon. But even when that is far from your mind, even when you realize a Vice President’s “power” is for the most part derivative, you do have some authority, some political and governmental clout if used carefully. Further, the vice presidency can be used as a “bully pulpit” for persuasion.

Questions for Discussion

1. How did the Twelfth Amendment change the way vice presidential candidates are selected?
2. What did Humphrey mean when he stated that the Vice President’s power is mainly “derivative”?

Duties of the President

Directions Here are some duties a president might perform.
Write each duty on the lines after the correct role.

Presidential Duties:

- Meets with troubled foreign nations
- Appoints a new ambassador to Ireland
- Helps to keep peace
- Meets the prime minister in London
- Sends troops to end a riot
- Names an adviser from his political party
- Puts one of his party's ideas into action
- Greets Chinese diplomats at the White House
- Suggests a new law to Congress
- Meets with military leaders
- Signs a bill from the Congress
- Delivers the State of the Union message

Presidential Roles:

1. Commander in chief _____

2. Chief diplomat _____

3. Chief legislator _____

4. Political party leader _____

5. World leader _____

Supreme Court Case Study 59



The President and Executive Privilege

United States v. Nixon, 1974

***** Background of the Case *****

During President Nixon's 1972 re-election campaign, several men were caught breaking into the Democratic National Committee's headquarters in the Watergate apartment and office complex in Washington, D. C. It turned out that the burglars were associated with the president's campaign. A nationwide political and public outcry mushroomed into what became known as the Watergate scandal.

The United States Department of Justice appointed a special prosecutor to carry out an independent investigation of the scandal. From the investigation, trials of various White House staff members, investigative newspaper reports, and televised Senate Select committee investigative hearings, a shocked nation learned that the White House was involved in planning and covering up the burglary.

When it was revealed that the president had taped many conversations in the White House Oval Office, both the Senate investigating committee and the special prosecutor attempted to secure the tapes. The president refused to release them, claiming separation of powers and executive privilege, the right of the president to keep his conversations confidential. The special prosecutor subpoenaed the tapes, and a federal judge ordered President Nixon to release them. Nixon refused and instead turned to the Supreme Court for a judgment on executive privilege.

Constitutional Issue *****

The question for the Court to decide was whether the president could refuse to surrender the tapes and other information to a federal court for possible use against those charged in connection with the Watergate break-in.

***** The Supreme Court's Decision *****

The Court agreed unanimously that the president had to turn over the tapes. Chief Justice Warren E. Burger wrote for the Court. President Nixon had argued that the courts had no jurisdiction over what he claimed was a dispute between the president and his subordinate, the special prosecutor. The Court responded that it was competent to decide the case, just as it had decided similar controversies between officers and branches of the government in the past. In addition, because the material was wanted for a normal federal criminal trial, the matter fell directly under the Court's jurisdiction through the judicial powers spelled out in Article III of the Constitution.

The president had also claimed that executive privilege shielded him from a subpoena for two reasons. First, it was necessary to protect the confidentiality of high-level presidential communications. Second, the principle of separation of powers protects the president through the independence of the executive branch.

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(continued)

Supreme Court Case Study 59 (continued)



The Court found this argument insufficient, depending merely on a broad and undifferentiated claim of public interest that such conversations remain confidential. It might have been different, the chief justice wrote, if this had been a claim to protect “military, diplomatic or sensitive national security secrets. . . .”

Chief Justice Burger further reasoned that the claim based on the separation of powers would work to impair the balance of those powers. He wrote: “To read the Article II powers of the President as providing an absolute privilege as against a subpoena essential to enforcement of criminal statutes on no more than a generalized claim of the public interest in the confidentiality of nonmilitary and nondiplomatic discussions would upset the constitutional balance of a ‘workable government’ and gravely impair the role of the courts under Article III.”

Against the president’s claim of executive privilege stood the Sixth Amendment rights of the accused to subpoena evidence and the Fifth Amendment guarantees against being deprived of liberty without due process of law. The Court weighed these claims and concluded, “without access to specific facts a criminal prosecution may be totally frustrated. The President’s broad interest in confidentiality . . . will not be vitiated by disclosure of a limited number of preliminary conversations shown to have some bearing on the pending criminal cases.” In short, the Court concluded, the president’s claim “cannot prevail over the fundamental demands of due process of law in the fair administration of criminal justice.”

Finally, the Court ordered certain safeguards on the handling of the tapes while in the possession of the district court. These safeguards included that they be examined by the judge in private; that only relevant material would be used; and that confidentiality would be preserved as far as possible and that the material would be safely returned.

When Nixon still hesitated to turn the tapes over to the Senate committee, the House recommended that the president be impeached. Nixon then released the tapes, which revealed his role in the cover-up, and four days later he resigned the presidency, the first president in the history of the U.S. to do so.



Questions ★★★

DIRECTIONS: Answer the following questions on a separate sheet of paper.

1. What reasons did the president give for justifying his claim of executive privilege?
2. Did the Court hold that there are no circumstances under which executive privilege might be asserted? Explain.
3. Do you agree or disagree with the Court’s decision that a president must reveal material that he has recorded for his own use if it is needed as evidence in a criminal trial? Explain.
4. In what way did the Court’s decision lead President Nixon to resign?
5. A constitutional scholar has written that the most important contribution of the *Nixon* case is “in its reaffirmation that even the highest officer of government is not beyond the reach of the law and the courts.” Explain in your own words what this means and how this conclusion relates to the idea of a democratic government.

Guided Reading Activity 7-3

Making Foreign Policy



Reading Tip

Read at different speeds. If you find the material easy to understand, you should read a little faster. If the text is difficult, slow down to understand what you read.

DIRECTIONS: Write an answer to each question in the space provided.

1. **Defining** What is foreign policy?

2. **Identifying** What is the basic goal of American foreign policy?

3. **Explaining** Why is international trade important to the United States?

4. **Defining** What are treaties?

5. **Evaluating** Why would the president refuse to recognize another country's government?

6. **Identifying** What are some punishing tools sometimes placed on international trade?

7. **Concluding** What foreign policy tools does the president have to deal with international terrorism?

★★
Guided Reading Activity 7-4



Presidential Advisers and Executive Agencies



Reading Tip

After reading a part of the text, write down everything you can remember about it without looking back at the text. If you can't remember at least 80 percent of it, you've read too much before reviewing. Reread and stop to review sooner, repeating this process.

DIRECTIONS: Write an answer to each question in the space provided.

1. **Identifying** What are some of the duties of the employees of the EOP?

2. **Summarizing** What are the most important parts of the EOP?

3. **Explaining** Why did President George W. Bush create the Office of Homeland Security?

4. **Identifying** What are the duties of a president's chief of staff?

5. **Summarizing** What is the role of the cabinet?

6. **Recalling** When does the cabinet meet?

7. **Identifying** Give an example of each of the three types of independent agencies: executive agencies, government corporations, and regulatory commissions.

8. **Describing** What is the purpose of regulatory commissions?

Enrichment Activity 7

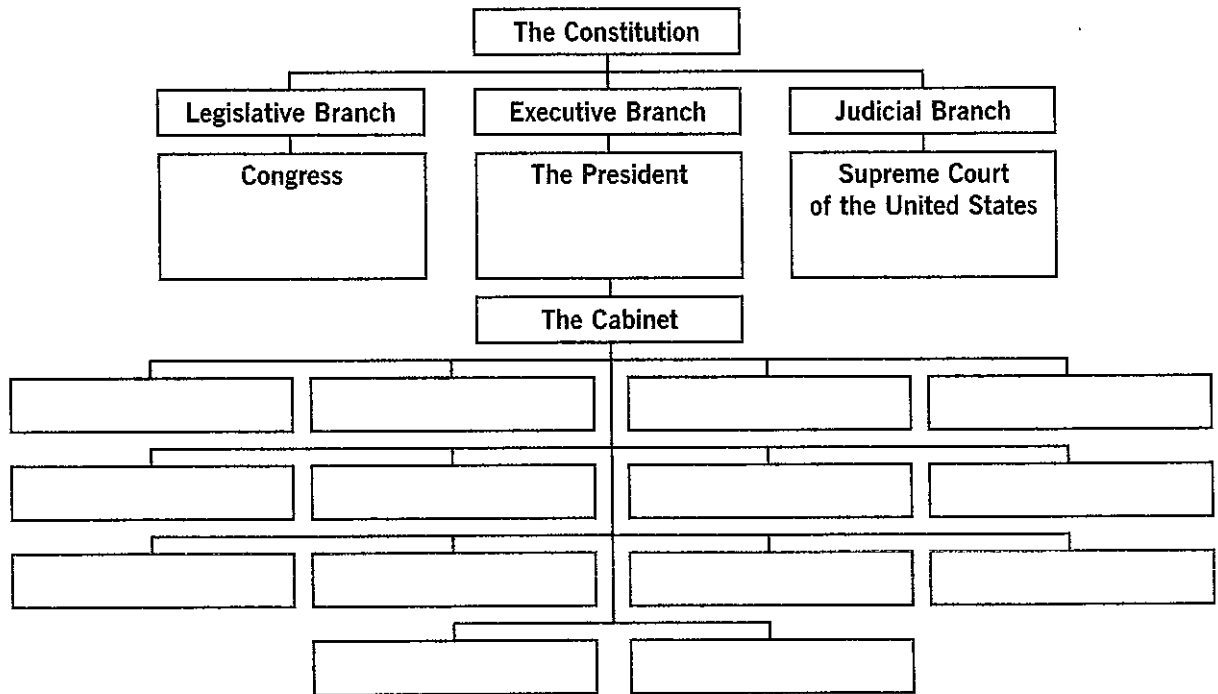


Presidential Succession

DIRECTIONS: Study the order of succession to the presidency according to the Presidential Succession Act of 1947 below. The cabinet members are ordered in the line of succession according to the date their offices were established. Complete the chart below by filling in the blanks with the appropriate successor to the presidency. Then answer the questions that follow on a separate sheet of paper.

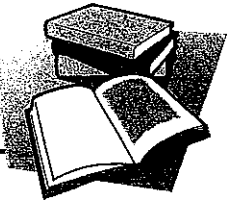
The Sequence of Presidential Succession*

- | | |
|--|--|
| 1. Vice President | 11. Secretary of Labor |
| 2. Speaker of the House | 12. Secretary of Health and Human Services |
| 3. President Pro Tempore of the Senate | 13. Secretary of Housing and Urban Development |
| 4. Secretary of State | 14. Secretary of Transportation |
| 5. Secretary of the Treasury | 15. Secretary of Energy |
| 6. Secretary of the Defense | 16. Secretary of Education |
| 7. Attorney General | 17. Secretary of Veteran's Affairs |
| 8. Secretary of the Interior | |
| 9. Secretary of Agriculture | |
| 10. Secretary of Commerce | |
- *Any successor to the presidency must meet the requirements for the office as established in the Constitution.



- Which branch of government has no successors to the presidency?
- What determined the order in which the cabinet members would succeed to the office of president?
- CRITICAL THINKING** What do the first three successors to the presidency have in common that is different than all of the other successors?
- CRITICAL THINKING** What is the role of the group of advisers who make up the presidential cabinet?

Reteaching Activity 7 ★ ★ ★ ★ ★



The President and the Executive Branch

The president of the United States is widely considered to hold the most important job in the world. The Constitution gives the president and the executive branch the important job of carrying out the laws passed by Congress. The president must fill various roles including the following: Chief Executive, foreign policy leader, commander in chief, chief legislator, head of state, and economic leader.

The Executive Office of the President (EOP) consists of highly trained specialists that work and advise the president on various issues. The federal bureaucracy consists of about 3 million civilians who work in agencies and departments that support the executive branch.

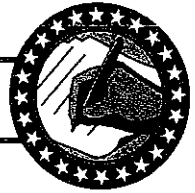
DIRECTIONS: Making a Chart Use the chart below to classify the different departments and agencies into the EOP or federal bureaucracy. Write each name under the appropriate heading.

President's Administration	Regulatory Boards and Commissions
Office of Management and Budget	NASA
Civil Service Workers	Office of Homeland Security
Council of Economic Advisers	Government Corporations
White House Staff	National Security Council
FCC	United States Postal Service

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The Executive Branch	
Executive Office of the President (EOP)	Federal Bureaucracy

Vocabulary Activity 7



The President and the Executive Branch

DIRECTIONS: Write *true* or *false* on the line before each definition below. If the statement is false, write the word that matches the definition in the blank at the end of the statement.

ambassador	electors	relieve
amnesty	executive agreement	spoils system
cabinet	executive order	trade sanction
Electoral College	national security	treaty

1. _____ Americans vote for their president and vice president indirectly through the **Electoral College**. _____
2. _____ Individual voters in the Electoral College are called **collegians**. _____
3. _____ A president's **executive order** has the force of law. _____
4. _____ A president can bypass the need for the Senate to approve a treaty through an **executive agreement**. _____
5. _____ A **pardon** is an order to delay a person's punishment until a higher court can review the case. _____
6. _____ A pardon toward a group of people is called **amnesty**. _____
7. _____ A formal agreement between two or more countries is called a **trade sanction**. _____
8. _____ An **ambassador** is a political appointee who represents the United States in a foreign country. _____
9. _____ **National security** is a basic goal of American foreign policy. _____
10. _____ The United States Postal Service is an example of a **government corporation**. _____
11. _____ The Civil Service Reform Act of 1883 was an attempt to end the corrupt **spoils system**. _____