# Chapter 6 Planning Guide

## The Executive Branch

### Chapter Overview

**CHAPTER 6**
pp. 156–175

**Overview:** Students will learn about the executive branch of the United States government.

### Instructional Resources

- Civic Participation Activities Guide
- Community Service and Participation Handbook: Chapter 6
- Constitution Study Guide
- Creative Teaching Strategies: Chapter 6
- Holt Online Researcher
- Teaching Transparencies: Chapter 6
- Active Citizenship Video Program
- Media Investigations: Chapter 6
- Students Take Action Activities*
- Law 101: Chapter 6*

### Review, Assessment, Intervention

- Alternative Assessment Handbook*
- Chapter and Unit Tests: Chapter 6: Tests A and B*
- Chapter and Unit Tests for Differentiated Instruction: Chapter 6: Test C*
- Spanish Audio Summaries
- Interactive Skills Tutor
- Quiz Game
- OSP Teacher's One-Stop Planner
- Online Chapter Summaries in Spanish
- Standardized Test Practice Handbook: Activity 6*
- Vocabulary Activities: Chapter 6*

### Section 1

**The Presidency**

**The Big Idea:** The president and the vice president are required to have certain qualifications.

- Internet Activity: Presidential Succession
- From the Source: Readings in Economics and Government: Reading 17: U.S. Presidential Oath of Office; Reading 31: John F. Kennedy's Inaugural Address
- Simulations and Case Studies: Lesson 5: Publishing Presidential Prose*

### Section 2

**Powers and Roles of the President**

**The Big Idea:** The president of the United States has certain powers and roles that affect the citizens of the United States and people throughout the world.

- Graphic Organizer Activities: Chapter 6*
- From the Source: Readings in Economics and Government: Reading 28: Woodrow Wilson's Fourteen Points
- Political Cartoons for Government, Civics, and Economics: Cartoon 6: The Test of Watergate*
- U.S. Supreme Court Case Studies: Case 20: United States v. Nixon*

### Section 3

**Executive Departments and the Cabinet**

**The Big Idea:** The executive branch of the U.S. government is divided into several departments.

- Internet Activity: Executive Departments Online Challenge and Enrichment Activities: Chapter 6*

### Section 4

**Independent Agencies and Regulatory Commissions**

**The Big Idea:** The independent agencies and regulatory commissions of the U.S. government perform specialized duties.

- Daily Quizzes: Section 4*
- Online Quiz: Section 4
- Guided Reading Strategies: Section 4*
- Main Idea Activities for Differentiated Instruction: Section 4*
### Differentiated Instruction

- **Chapter and Unit Tests for Differentiated Instruction:** Chapter 6: Test C*
- **Differentiated Instruction:** Teaching ESOL Students
- **Student Edition on Audio CD Program**
- **Spanish Audio Summaries**
- **Differentiated Instruction Modified Worksheets and Tests CD-ROM**

### Guided Reading Strategies:

- **Section 1**
- **Main Idea Activities for Differentiated Instruction:** Section 1*

### Graphic Organizer Activities:

- **Chapter 6**

### Main Idea Activities for Differentiated Instruction:

- **Section 2**
- **Section 3**
- **Section 4**

### Challenge and Enrichment Activities:

- **Chapter 6**

### Holt Interactive Online Student Edition

Complete online support for interactivity, assessment, and reporting:

- Interactive Art and Notebook
- Standardized Test Prep
- Homework Practice and Research Activities Online

### Holt Interactive Online Learning

- Document-Based Questions
- Interactive Multimedia Activities
- Current Events
- Chapter-based Internet Activities
- and more!

### Quiz Game CD-ROM

Quiz Game CD-ROM is an interactive multimedia game that assesses student understanding, makes learning fun, and tracks student performance.

### Holt Teacher's One-Stop Planner*

With the Teacher’s One-Stop Planner, you can easily organize and print lesson plans, planning guides, and instructional materials for all learners.

**go.hrw.com**

- **Teacher Resources**
  - KEYWORD: SZ7 TEACHER
- **Student Resources**
  - KEYWORD: SZ7 CH6

**Quiz Game CD-ROM**

Quiz Game CD-ROM is an interactive multimedia game that assesses student understanding, makes learning fun, and tracks student performance.

**Holt Interactive Online Learning**

- Document-Based Questions
- Interactive Multimedia Activities
- Current Events
- Chapter-based Internet Activities
- and more!
Why It Matters

When most citizens think of the federal government, they think of the executive branch. The president is certainly the best known, and most important, single individual in American government. Behind the president stand the dozens of federal departments, agencies, and commissions—and millions of federal employees, with whom citizens are most likely to have direct contact. This chapter outlines for students the structure of the vast executive branch.

Hail to the Chief

The Constitution provides only a general framework for the office of the president. Section 1 discusses the few constitutional qualifications for office, as well as the relatively recent enactment of the two-term limit. To complete the nuts-and-bolts overview, this section also discusses the vice presidency, and the rules for filling the offices of president and vice president if they become vacant.

Presidential Power

The Constitution very briefly describes the president’s powers and duties, but they are enormous, as Section 2 shows. Though not a member of the legislature (unlike the prime ministers in parliamentary governments), the president is required to inform Congress of “the State of the Union,” to recommend legislation, and to “take Care that the Laws be faithfully executed.” The Constitution also puts the president in charge of the military, including the state militias when pressed into national service, and foreign affairs, including appointing and receiving ambassadors.

Advising the President

Clearly, the president and vice president alone cannot carry out all of the functions of the executive branch. Yet the Constitution has very little to say about the make-up of that branch. Except for the Army and the Navy, no specific departments are mentioned; however, the president is given the power to “require the Opinion, in writing, of the Principal Officer of each of the executive Departments.” Section 3 outlines the structure that has developed through custom and tradition, and in response to the needs of the country, to carry out the most important executive functions under the president’s authority and direction.

The Bureaucracy

Still under the umbrella of the executive branch, but with less direct presidential control, are the many independent agencies and commissions. As Section 4 explains, the independent agencies perform functions that are, or ought to be, free from political influence. The regulatory commissions, on the other hand, make policies and resolve disputes that, because they are necessarily political in nature, need some degree of insulation from the political process.

Recent Scholarship

In his 1996 book, *The Strategic Presidency*, author James Pfiffner explains the process of transitioning from one president to the next. He points out that it is very important for the new president to take control, select cabinet members, and establish a legislative plan as quickly as possible. This is no easy task considering thousands of appointments have to be made and all the president’s actions at this time are being scrutinized by the press and the people of the country. Pfiffner believes that the best time for the president to accomplish policy goals is at the very beginning of the presidency, which makes a quick transition even more important. He argues that Congress is often more receptive to the president’s initiatives at the beginning of a presidency and the president’s approval rating will most likely drop later in the presidency.

Refresh Your Knowledge

The president has many important roles including legislative leader, commander in chief, and foreign policy leader. He has help fulfilling these roles and others from the vice president and members of the executive department. Along with independent agencies, such as the Federal Election Commission, the president, vice president, and executive departments make up the executive branch of government.

Have students read about the executive branch in Article II of the Constitution. How has the executive branch changed?
Students Take Action:
Promoting Recycling

What They Did
In this chapter, your class will read about a group of students in the Quabbin region of western Massachusetts who proposed a bill to solve some of the problems with their state’s recycling system. Students interested in the environment had found that many bottle and can redemption centers in the state could not afford to remain open. Those that did remain open had to ask consumers to sort their own cans and bottles, which discouraged some people from recycling. To address these problems, the students’ bill proposed increasing the fee paid to container redemption centers.

What Your Class Can Do
As interested citizens, students should properly dispose of their own recyclable items. As *active* citizens, students then follow the democratic process one step further: They work to make the entire recycling system run more smoothly for the larger community.

As you discuss this chapter’s Students Take Action project with your class, work with students to brainstorm ways they can help increase their community’s participation in recycling efforts. In order to begin thinking of ways they can help, consider the following questions with your class:

• What do most people in your community do with their empty cans and bottles?
• Are recycling facilities easily available to individuals and businesses in your community?
• What might make people in your community more likely to recycle their cans and bottles?

Students may suggest the following ways to encourage recycling in their community, among others:

• Inform people about what they can recycle and how.
• Make recycling easier and more convenient.
• Establish an incentive to recycle, such as getting money back.

Service-Learning Teaching Tip
Contacting State Officials
Tell students that there are several ways to contact state officials. For example, students can quickly connect to their state government’s Web site through the U.S. government’s official Web portal at http://www.firstgov.gov. These sites often show officials’ work addresses or telephone numbers.

Whether students contact an official by email, letter, or telephone, students should prepare their statements ahead of time. They should write a clear and concise statement explaining the reason for contacting the official: “Hi, my name is __________ and I am contacting you because __________.”

Remind students that they should always speak or write to officials in a respectful, polite manner.

Students Take Action Activities
“Contacting and Working with Government Officials,” page 22 of the *Students Take Action Activities* booklet, provides tips for students on how to contact government officials by mail and telephone. The booklet’s planning guides, rubrics, forms, and additional tip sheets can also be used to organize, assist, and evaluate student performance at each phase of the project.
THE EXECUTIVE BRANCH

SECTION 1
The Presidency

SECTION 2
Powers and Roles of the President

SECTION 3
Executive Departments and the Cabinet

SECTION 4
Independent Agencies and Regulatory Commissions

INTRODUCE THE CHAPTER

Components of the Executive Branch

1. On the board, create a concept web with the term Executive Branch in the center. Explain to students that the executive branch of the government is responsible for carrying out the country’s laws.

2. Add these terms to the web: president, vice president, executive departments, independent agencies. Ask students what they know about the president and the vice president. Add their ideas to the web. Then ask students to share what they know about our country’s executive departments and independent agencies. You may need to give students one or two examples to get them started. Add students’ responses to the web.

3. Explain that in this chapter, students will learn about our government’s executive branch. As you read the chapter, check off students’ ideas on the web as you come across them or eliminate them as necessary. You may also wish to add ideas to the web.

Verbal/Linguistic

Below Level
Basic-level activities designed for all students encountering new material

At Level
Intermediate-level activities designed for average students

Above Level
Challenging activities designed for honors and gifted-and-talented students

Standard English Mastery
Activities designed to improve standard English usage

STANDARDS FOCUS

Standards by Section
Section 1: III.B
Section 2: III.A
Section 3: III.B
Section 4: III.B

Preview Standards
III.A Students should be able to evaluate, take, and defend positions on issues regarding the distribution of powers and responsibilities within the federal system.

III.B Describe the purposes, organization, and functions of the three branches of the national government, including the executive branch and its most prominent departments (State, Defense, Health and Human Services, Justice, Education) and independent regulatory agencies (Federal Reserve Board, Food and Drug Administration, Federal Communications Commission).

How does the government established by the Constitution embody the purposes, values, and principles of American democracy?

A. How are power and responsibility distributed, shared, and limited in the government established by the U.S. Constitution?

B. How is the national government organized, and what does it do?
On January 20, 2009, Barack Obama became the 44th president of the United States and the first African American to hold that office. More than 1 million people gathered in Washington, D.C., to attend his inauguration. En route to the inauguration, Obama conducted a whistle stop train tour, emulating the one taken by Abraham Lincoln in 1861.

PROMOTING RECYCLING

Many recycling centers in Massachusetts had closed because they were not making enough money. A group of students figured out ways to make recycling profitable again, and proposed changes that will put these recycling centers back in business. What can you do in your community to promote or expand recycling efforts?

A CHARACTER SKETCH

What qualifications and characteristics must a man or woman have to hold the highest office in our country? As you read this chapter, take notes on the duties and responsibilities of the president. Think about the types of skills and knowledge a person must have to do the job well.

Analyzing Photos

In this photo, President-elect Barack Obama addresses a crowd before his inauguration.

• What responsibilities and duties does the president have? Students’ answers may include acting as the head of the armed forces, establishing foreign policy, and suggesting new laws.

• What questions would you ask the president about his job if you were to meet with him? Answers will vary, but should focus on the president’s duties.
In this chapter you will read about the executive branch of the federal government, which is responsible for carrying out the country's laws. You will learn about the qualifications and election of the president, who is the head of the executive branch. You will learn about the powers and roles of the president and the 15 executive departments. Finally, you will read about the independent agencies and other departments that assist the executive branch.

**Supporting Facts and Details**

Main ideas and big ideas are just that, ideas. How do we know what those ideas really mean?

**Understanding Ideas and Their Support**

A main idea or big idea may be a kind of summary statement, or it may be a statement of the author’s opinion. Either way, a good reader looks to see what support—facts and various kinds of details—the writer provides. If the writer does not provide good support, the ideas may not be trustworthy. Notice how the passage below uses facts and details to support the main idea.

When George Washington became the nation’s first president, no one knew what to call him. Vice President John Adams wanted to call him His Highness, the President of the United States and Protector of the Rights of the Same. The Senate supported the title, but the House of Representatives did not. Washington also wanted a simpler title. Leaders of the new government agreed to simply call their new president Mr. President. All U.S. presidents since then have gone by this title.

The main idea is stated first.

These sentences provide facts and anecdotes about the process of deciding a formal title for the president.

The writer concludes with a fact that sums up the history of the president’s title.

---

**Helpful Hints for Identifying Supporting Facts and Details**

1. Look for facts and statistics. Facts are statements that can be proved. Statistics are facts in number form.
2. Watch for examples, specific instances that illustrate the facts.
3. Recognize anecdotes, brief stories that help explain the facts.
4. Watch for definitions, explanations of unusual terms or words.
5. Look for comments from experts or eyewitnesses, statements that help support the reasons.
You Try It!

The following passage is from the chapter you are about to read. Read it and then answer the questions below.

Department of State

Foreign policy is the special responsibility of the Department of State. The secretary of state heads a large staff of officials who represent the United States around the world. Ambassadors are the highest-ranking U.S. representatives in foreign countries. The official residence and offices of an ambassador in a foreign country are called an embassy. A consul represents U.S. commercial interests in foreign countries.

After you have read the passage, answer the following questions.

1. Which sentence best states the writer’s main idea?
   a. A consul represents U.S. commercial interests in foreign countries.
   b. Ambassadors are the highest-ranking U.S. representatives in foreign countries.
   c. Foreign policy is the special responsibility of the Department of State.

2. Which method of support is not used to support the main idea?
   a. facts
   b. definitions
   c. anecdotes

3. Which sentence in this passage provides an example?
   a. the third sentence

As you read Chapter 6, notice what kinds of supporting facts and details help you understand the big ideas.

Teaching Tip

To find facts and details tell students to ask questions that begin with what, when, why, how, and where. While many paragraphs will not include answers to all of these questions, students will learn to better identify a paragraph’s main idea and details.

KEY TERMS

Chapter 6

Section 1
presidential succession (p. 162)

Section 2
State of the Union Address (p. 164)
foreign policy (p. 165)
diplomacy (p. 166)
treaties (p. 166)
reprieve (p. 166)
pardon (p. 166)
commutation (p. 166)

Section 3
secretary (p. 168)
attorney general (p. 169)
ambassadors (p. 169)
embassy (p. 169)
consul (p. 168)
consulate (p. 169)
passports (p. 169)
visas (p. 169)
Joint Chiefs of Staff (p. 169)
Department of Homeland Security (p. 170)

Section 4
independent agencies (p. 171)
regulatory commission (p. 172)
bureaucracy (p. 173)

Academic Vocabulary

Success in school is related to knowing academic vocabulary—the words that are frequently used in school assignments and discussions. In this chapter, you will learn the following academic words:

role (p. 162)
neutral (p. 166)
distinct (p. 168)
established (p. 172)

Answers

1. c 2. c 3. the third sentence

Focus on Reading

See the Reading Skill and Focus on Reading activities, annotations, and questions in this chapter for more practice with this reading skill.

Using Key Terms

Activity

Review the key terms with the class. Have each student choose five vocabulary terms and create a comic strip using the terms. Tell them to look at the supporting details for each term that are found in the section to help them think of ways to use the terms in their comics. Have students exchange comics with a partner. Then each student should write a brief paragraph explaining how each term is used in the comic strip.

Interpersonal, Verbal/Linguistic, Visual/Spatial


Why It Matters
Explain to students that the president and vice president must meet certain qualifications to run for office. Ask students to think about how our country’s president is different from other kinds of leaders, such as a king or dictator. Help students to realize that the presidency does not allow one person to stay in power for very long, which limits the influence of that leader.

Academic Vocabulary
Review with students the high-use academic term in this section.
role a part or function (p. 162)

Key Terms
Preteach the following term:

presidential succession order in which the office of president is to be filled (p. 162)

Taking Notes

<table>
<thead>
<tr>
<th>President’s Qualifications</th>
<th>Vice President’s Duties</th>
<th>Presidential Succession</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be a native-born citizen; be at least 35 years of age; be a U.S. resident for at least 14 years</td>
<td>Serve as president if president dies, leaves office, or is unable to fulfill his or her duties; preside over Senate</td>
<td>President, vice president, Speaker of the House, president pro tempore of Senate, cabinet members in order in which departments were created</td>
</tr>
</tbody>
</table>

Barack Obama celebrated his victory in the 2008 presidential election with his supporters in Chicago’s Grant Park. He is pictured here with his wife, Michelle, and their daughters, Sasha and Malia (left to right).

The Presidency
Who can become president? The Constitution sets forth only three qualifications that the president of the United States must meet. The president must

1. be a native-born U.S. citizen;
2. be at least 35 years of age; and
3. have been a resident of the United States for at least 14 years.

As stated by the U.S. Constitution, the president is elected to a four-year term. However, the Constitution did not originally specify how many terms the president could serve. In fact, many people urged George Washington to run for a third term. He refused to do so and thereby set the precedent of a two-term limit. No one broke this two-term tradition until Franklin D. Roosevelt was elected to a third term as president in 1940. In 1944 he won a fourth and final term. In 1951 the passage of the Twenty-second Amendment set a two-term limit to the presidency.

Why It Matters
Explain to students that the president and vice president must meet certain qualifications to run for office. Ask students to think about how our country’s president is different from other kinds of leaders, such as a king or dictator. Help students to realize that the presidency does not allow one person to stay in power for very long, which limits the influence of that leader.

Academic Vocabulary
Review with students the high-use academic term in this section.
role a part or function (p. 162)

Key Terms
Preteach the following term:

presidential succession order in which the office of president is to be filled (p. 162)

Taking Notes

<table>
<thead>
<tr>
<th>President’s Qualifications</th>
<th>Vice President’s Duties</th>
<th>Presidential Succession</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be a native-born citizen; be at least 35 years of age; be a U.S. resident for at least 14 years</td>
<td>Serve as president if president dies, leaves office, or is unable to fulfill his or her duties; preside over Senate</td>
<td>President, vice president, Speaker of the House, president pro tempore of Senate, cabinet members in order in which departments were created</td>
</tr>
</tbody>
</table>

Barack Obama celebrated his victory in the 2008 presidential election with his supporters in Chicago’s Grant Park. He is pictured here with his wife, Michelle, and their daughters, Sasha and Malia (left to right).

The Presidency
Who can become president? The Constitution sets forth only three qualifications that the president of the United States must meet. The president must

1. be a native-born U.S. citizen;
2. be at least 35 years of age; and
3. have been a resident of the United States for at least 14 years.

As stated by the U.S. Constitution, the president is elected to a four-year term. However, the Constitution did not originally specify how many terms the president could serve. In fact, many people urged George Washington to run for a third term. He refused to do so and thereby set the precedent of a two-term limit. No one broke this two-term tradition until Franklin D. Roosevelt was elected to a third term as president in 1940. In 1944 he won a fourth and final term. In 1951 the passage of the Twenty-second Amendment set a two-term limit to the presidency.
The president is paid a salary of $400,000 a year, plus a $50,000 nontaxable allowance, plus an annual allowance for travel costs. What kind of person has taken the job of president? So far, all the people who have been elected president have shared similar traits. Until 2008, all had been white men. Most have been Christian. Most presidents have attended college. Many have been lawyers, and most have held other state or national political offices before becoming president.

Recently, though, more women and members of minority groups have run for president. In 2004 African Americans Carol Moseley Braun and the Reverend Alfred C. “Al” Sharpton sought the Democratic Party’s nomination. In 2008 Senator Barack Obama of Illinois made history when he became the first African American to be elected president of the United States, as the Democratic nominee. Also in 2008 Sarah Palin, a Republican, became the second woman to run for vice presidency of the United States. The vice president has only one other job defined in the Constitution—to preside over the Senate. However, the vice president is not a member of the Senate. He or she cannot take part in Senate debates and may vote only in the case of a tie.

In recent years, presidents have given their vice presidents more responsibilities than those described by the Constitution. The vice president has very little to do. What are the responsibilities of the modern vice president? One very important responsibility is to serve as president if the president dies, leaves office, or is unable to fulfill his or her duties. Eight presidents have died while in office, and one president resigned. In each case, the vice president was sworn in as president. The vice president also serves a four-year term and must meet the same constitutional qualifications as the president. The vice president receives a salary of $208,100 a year, plus a $10,000 taxable expense allowance.

Modern Vice Presidents

In the first three U.S. presidential elections, vice presidents had little responsibility, outside of breaking tie votes in the Senate. As Thomas Jefferson once described the position, “a more tranquil and unoffending station could not have been found.”

In the last 100 years, as the job of president has become more complex, the relationship between the president and the vice president has changed. Vice presidents now attend cabinet meetings regularly, serve on the National Security Council, and take a visible role in domestic and foreign policy.

The Vice Presidency

For much of the country’s history, a vice president had very little to do. What are the responsibilities of the modern vice president? One very important responsibility is to serve as president if the president dies, leaves office, or is unable to fulfill his or her duties. Eight presidents have died while in office, and one president resigned. In each case, the vice president was sworn in as president. The vice president also serves a four-year term and must meet the same constitutional qualifications as the president. The vice president receives a salary of $208,100 a year, plus a $10,000 taxable expense allowance.

The vice president has only one other job defined in the Constitution—to preside over the Senate. However, the vice president is not a member of the Senate. He or she cannot take part in Senate debates and may vote only in the case of a tie.

In recent years, presidents have given their vice presidents more responsibilities than those described by the Constitution.

The Vice Presidency

For much of the country’s history, a vice president had very little to do. What are the responsibilities of the modern vice president? One very important responsibility is to serve as president if the president dies, leaves office, or is unable to fulfill his or her duties. Eight presidents have died while in office, and one president resigned. In each case, the vice president was sworn in as president. The vice president also serves a four-year term and must meet the same constitutional qualifications as the president. The vice president receives a salary of $208,100 a year, plus a $10,000 taxable expense allowance.

The vice president has only one other job defined in the Constitution—to preside over the Senate. However, the vice president is not a member of the Senate. He or she cannot take part in Senate debates and may vote only in the case of a tie.

In recent years, presidents have given their vice presidents more responsibilities than those described by the Constitution.
Direct Teach

Reading Focus

1. What are the rules of succession for the presidency?

2. How is a new vice president chosen if the current vice president is forced to take on the presidency? New president nominates vice president; nomination must be approved by majority vote in Congress.

3. Do you agree with the provisions of the Twenty-fifth Amendment or do you think citizens should elect a new vice president? Explain. Some may agree because it is a faster way, while others may disagree because if the new vice president becomes president, then he will not have been elected by the people.

FOCUS ON Abraham Lincoln (1809–1865)

Abraham Lincoln is one of the great symbols of American democracy. Lincoln did not have a formal education, but he taught himself at home. He became a lawyer and settled in Springfield, Illinois, where he began his political career. Lincoln was elected president in 1860. Lincoln once said, “A house divided against itself cannot stand.” Lincoln led the nation through the Civil War, and in 1863, he issued the Emancipation Proclamation, which freed slaves in the rebelling states of the South. Following the war he supported the Thirteenth Amendment, which abolished slavery. At age 56, Lincoln’s life was cut short by an assassin.

Make Inferences: Why might Lincoln be considered one of the great symbols of American democracy?

The Rules of Succession

If the president dies or resigns and is succeeded by the vice president, the Twenty-fifth Amendment to the Constitution provides that the new president nominates a new vice president. That nomination must be approved by a majority vote of both houses of Congress.

If both the president and the vice president die or leave office, the Twentieth Amendment gives Congress the power to set the order of presidential succession. The Speaker of the House of Representatives is first in line for the office followed by the president pro tempore of the Senate and then the members of the president’s cabinet in the order in which their departments were created.

SECTION 1 ASSESSMENT

Reviewing Ideas and Terms

1. a. Recall What are the three qualifications a person must meet to become president of the United States? b. Summarize What characteristics have many presidents shared?

2. a. Summarize What are the roles of the vice president as defined by the Constitution? b. Draw Inferences and Conclusions Why do you think presidents, in recent years, have given vice presidents more responsibilities?

3. a. Define Write a brief definition for the term presidential succession. b. Summarize If the president dies or resigns, who succeeds to the job?

Critical Thinking

4. Sequencing Use a graphic organizer like this one to show the qualifications to be president, the duties of the vice president, and the order of presidential succession.

Focus on Writing

5. Making Generalizations and Predictions

Write a two-paragraph essay describing the advantages and disadvantages of the Twenty-second Amendment.

Answers

Focus On He encouraged democracy by supporting the abolition of slavery, which was the first step toward giving African Americans the right to vote.

Reading Check (top) Today presidents give vice presidents more responsibilities, such as representing the United States overseas. (bottom) Vice president, Speaker of the House, president pro tempore of the Senate, cabinet heads in the order that departments were created.

Section 1 Assessment Answers

1. a. a native-born U.S. citizen, at least 35 years of age, U.S. resident for at least 14 years b. white Christian men, most college educated, many lawyers, many held political offices

2. a. succeed president, preside over the Senate b. Possible answer: to make good use of their expertise

3. a. presidential succession, p. 162 b. the vice president

4. Students should use their Taking Notes organizers to help them complete their answers.

5. Students’ advantages could include the following: The president does not become too powerful. Possible disadvantage: A popular leader cannot run even if people want him or her to.
Promoting Recycling

"I like helping out with problems," said Caroline Doan, a student from Quabbin Regional Middle School in western Massachusetts. She and fellow Project Citizen students, supported by teachers Erin Stevens and Todd D. Stewart, have indeed worked hard to solve problems affecting recycling in their state. The class even received input on their ideas from a key representative of the state executive branch.

Community Connection While researching recycling efforts, the teens found that hundreds of bottle and can redemption centers had closed because they did not make enough money. The students determined that raising the handling fee would make centers more profitable. This move would also allow the centers to hire more employees to sort recyclable items, rather than asking consumers to do so.

Taking Action The students contacted public officials to answer questions and give them advice on their proposal. Lieutenant Governor Kerry Healey came to visit the students to answer questions about the issue. Following the lieutenant governor’s advice, the students prepared a bill to increase the handling fee that drink distributors pay to redemption centers from 2.25 cents per bottle or can to 3 cents. After obtaining a sponsor in the state Senate, the class members went to the capital to present their bill. When the state House of Representatives filed its own similar bill, the students had support from the governor’s office and both houses of the legislature.

SERVICE LEARNING

1. What specific environmental problem did the students identify in their community?
2. How did the students go about convincing the legislature to support their idea? How did support from the state executive branch help their cause?

Info to Know Recycling According to the Environmental Protection Agency (EPA), the United States now recycles about 28 percent of its waste, more than twice as much as 15 years ago. Americans now recycle 42 percent of their used paper, 40 percent of plastic soda bottles, 55 percent of aluminum cans, 57 percent of steel packaging, and 52 percent of major appliances. The EPA urges citizens to participate in local curbside or drop-off recycling programs. It also recommends buying products that come in recyclable containers and are made from recycled materials.

Create Posters Encouraging Recycling

1. Invite a colleague who teaches science to speak to the class on the impact of garbage on the environment.
2. As a class, brainstorm ways individuals can help the environment by reducing waste. Such methods might include buying products with less bulky packaging, recycling, reusing products, and composting.
3. Divide the class into small groups. Ask each group to create a poster encouraging community members to follow one of these suggestions to reduce waste. Posters should explain the benefits of reducing waste and give guidance on how to achieve this goal.
4. Display the posters in the school for all students to see. Verbal/Linguistic, Visual/Spatial

Answers

1. the need to encourage recycling of bottles and cans 2. They contacted public officials, consulted with the lieutenant governor, found sponsors for their bill, and presented their bill to the legislature. The lieutenant governor answered questions and offered advice that helped students write their bill.
Powers and Roles of the President

The Main Idea
The powers and roles of the U.S. president affect not only the citizens of the United States but also people throughout the world.

Reading Focus
1. What are some of the leadership roles of the president?
2. What powers does the president have?

Key Terms
State of the Union Address, p. 164
foreign policy, p. 165
diplomacy, p. 166
reprieve, p. 166
pardon, p. 166
commutation, p. 166

Powers of the President

Ancient kings had absolute, or total, power. What they wished became law. The framers of the Constitution wanted a strong president but not one with unlimited power. As commander in chief, for example, the president can send troops to trouble spots outside the country, but Congress must approve the action. The president can nominate a justice to the Supreme Court, but Congress must approve the appointment. In this manner, executive power is balanced by legislative power.

Legislative Leader
The Constitution states that “the executive power shall be vested in [given to] a President of the United States of America.” This power applies to several areas of the government, including the military and foreign policy.

Commander in chief
The president is our country’s leader in law-making, commander in chief, and foreign policy leader. Ask students to consider how the president’s decisions as chief executive might affect the nation. Write students’ suggestions on the board. Then ask students how the president’s decisions might affect their lives.

Why It Matters
Preview the headings in this section with students. Point out that the president is our country’s leader in law-making, commander in chief, and foreign policy leader. Ask students to consider how the president’s decisions as chief executive might affect the nation. Write students’ suggestions on the board. Then ask students how the president’s decisions might affect their lives.

Academic Vocabulary
Review with students the high-use academic term in this section.
neutral unbiased, not favoring either side in a conflict (p. 166)

Key Terms
Preteach the following terms:
State of the Union Address televised speech the president delivers to Congress, usually presented late in January, that sets forth the programs and policies the president wants Congress to put into effect as laws (p. 164)
foreign policy government’s plan for interacting with the other countries of the world (p. 165)
diplomacy art of interacting with foreign governments (p. 166)
treaties written agreements with other countries (p. 166)
reprieve postponement of the carrying out of a person’s sentence (p. 166)
pardon forgiving a person of his or her crime and eliminating the punishment (p. 166)
commutation reduction of a person’s sentence (p. 166)

Taking Notes

CIVICS IN PRACTICE

Taking Notes As you read, take notes on the powers of the president. Use a chart like this one to record your notes.

TAKING NOTES

TAKING NOTES

CIVICS IN PRACTICE

CIVICS IN PRACTICE

CIVICS IN PRACTICE

CIVICS IN PRACTICE

CIVICS IN PRACTICE

Preteach

Why It Matters
Preview the headings in this section with students. Point out that the president is our country’s leader in law-making, commander in chief, and foreign policy leader. Ask students to consider how the president’s decisions as chief executive might affect the nation. Write students’ suggestions on the board. Then ask students how the president’s decisions might affect their lives.

Academic Vocabulary
Review with students the high-use academic term in this section.
neutral unbiased, not favoring either side in a conflict (p. 166)

Key Terms
Preteach the following terms:
State of the Union Address televised speech the president delivers to Congress, usually presented late in January, that sets forth the programs and policies the president wants Congress to put into effect as laws (p. 164)
foreign policy government’s plan for interacting with the other countries of the world (p. 165)
diplomacy art of interacting with foreign governments (p. 166)
treaties written agreements with other countries (p. 166)
reprieve postponement of the carrying out of a person’s sentence (p. 166)
pardon forgiving a person of his or her crime and eliminating the punishment (p. 166)
commutation reduction of a person’s sentence (p. 166)

Taking Notes

Teach the Main Idea

Powers and Roles of the President

1. **Teach** Ask students the Reading Focus questions to teach this section.
2. **Apply** Ask students to draw a wagon wheel on a piece of paper with the president at the center of the spokes. At the end of each spoke, have students draw a symbol for different presidential roles. (For example, two hands shaking might represent chief diplomat.) As students read the section, have them fill in their wagon wheels with details about each role.
3. **Review** Display students’ charts in the classroom. Then discuss the president’s leadership roles and powers as detailed on students’ charts.
4. **Practice/Homework** Have students write a short story about a day in the life of the president. Encourage them to reference current events and government officials.
The Constitution and the Presidency

What do you want to be when you get older? Have you thought about becoming a teacher, a movie star, or the chief of police? Maybe you’d like to become president!

In the United States, you do not have to be born into a wealthy, famous, or powerful family to become president. Article 2, Section 1 of the Constitution lists only three requirements. The candidate must be at least 35 years old, must have been born in the United States, and must have lived in this country for at least 14 years.

Past presidents have had very varied backgrounds. Abraham Lincoln split fence posts and worked in a store before he became a lawyer and held elected office. Harry Truman was a farmer and a store owner. Woodrow Wilson was a college professor, and Ronald Reagan was an actor.

Commander in Chief

The president is the head, or commander in chief, of the U.S. armed forces. This means that all military officers, during war or in peacetime, ultimately answer to the president. The president is also in constant contact with U.S. military leaders and has the final say in planning how a war is to be fought.

Under the Constitution, only Congress can declare war. However, the president may send forces to any part of the world where U.S. interests are threatened. Presidents have sent troops into action in foreign lands many times in U.S. history, but this power is limited. Congress passed the War Powers Resolution in 1973. This act requires that the president recall troops sent abroad within 60 days, unless Congress approves the action. The 60 days may be extended to 90 days if necessary to ensure the safe removal of U.S. troops.

Foreign Policy Leader

The president must give constant attention to U.S. foreign policy. Foreign policy is the government’s plan for interacting with the other countries of the world. The actions of the United States affect nations everywhere, and the actions of many other countries may also strongly impact the United States. Because of this, the president tries to secure friendly relations with foreign countries while preserving national security.

The president appoints diplomats to represent the U.S. government in foreign countries.

What powers does the president have?

Recall What types of judges can the president appoint? Supreme Court justices and other federal judges

Sequence What is the sequence of events in appointing Supreme Court and other federal judges? The president appoints the justice or judge, then the appointment must be approved by a majority vote in the Senate.

Advanced Learners/GATE

Present a Congressional Speech

1. Tell students to imagine that they are members of Congress in 1973 and the War Powers Resolution is being debated.

2. Have each student write a brief speech arguing for or against the necessity of an act to limit the president’s power as commander in chief. Instruct students to research historical events to back up their arguments.

3. Have students read their speeches in class as if they were a legislator addressing Congress.

Answers

Evaluating the Law Possible answers: Yes, a foreigner with ulterior motives might become president. No, in today’s global society, many people are exposed to American culture and understand our society.
Close
Discuss with students the roles and powers of the president. Ask students to rank the powers in order of importance, and to defend their choices if necessary.

Review
- Online Quiz: Section 2
- Quiz Game

Assess
- SE Section 2 Assessment
- Daily Quizzes: Section 2

Reteach
- Main Idea Activities for Differentiated Instruction: Section 2

**SECTION 2 ASSESSMENT**

**Reviewing Ideas and Terms**
1. a. **Define** Write a brief definition for the following terms: State of the Union Address, foreign policy, diplomacy, and treaties.
   b. **Summarize** What different military powers do the president and Congress have?
2. a. **Define** Write a brief definition for the terms reprieve, pardon, and commutation.
   b. **Summarize** What are some of the judicial powers held by the president?

**Critical Thinking**
3. **Categorizing** Copy the graphic organizer to the right. Use it to explain the duties that accompany each presidential role.

**Focus on Writing**
4. **Problem Solving** Using the president’s State of the Union Address as a model, write a State of the School Address. In your speech, identify some of the challenges facing your school, suggest possible solutions, and provide a plan to resolve them.

**Answers**

**Reading Check (left)** proposes laws and budget, uses veto; has final say in planning how a war is to be fought, can send forces to any part of the world where U.S. interests are threatened; appoints diplomats, meets with leaders and representatives of foreign countries, makes sure treaties are carried out.

**Reading Check (right)** A pardon forgives a person for his or her crime and eliminates the punishment, whereas a commutation only reduces a sentence.

**More Presidential Powers**
The Constitution also gives the president the power to appoint Supreme Court justices and other federal judges. Some presidents, such as President Bush in 2005, have the rare opportunity to name two justices in the same year. Under our system of checks and balances, these judicial appointments must be confirmed by a majority vote of the members of the Senate.

In addition, the president has the power to grant reprieves and pardons to those who have committed certain federal crimes. A reprieve postpones the carrying out of a person’s sentence. If the president believes that a person has been wrongly convicted of a crime, received punishment that was too harsh, or has reformed, the president can issue a pardon. A pardon forgives a person for his or her crime and eliminates the punishment. The president also has the power of commutation, reducing a person’s sentence.

**Section 2 Assessment Answers**
1. a. State of the Union Address, p. 164; foreign policy, p. 165; diplomacy, p. 166; treaties, p. 166 b. president: commander in chief of U.S. armed forces, has final say in planning war, may send troops wherever danger threatens; Congress can declare war.
2. a. reprieve, p. 166; pardon, p. 166; commutation, p. 166 b. nominate Supreme Court justices and federal judges; grant reprieves, pardons, and commutations
3. See roles on pp. 164–166.
4. Students’ speeches should identify at least one school problem and suggest a solution with a plan of action.

**Academic Vocabulary**
neutral: unbiased, not favoring either side in a conflict
Evaluating Internet Resources

Learn

The Internet provides a wealth of information. With the help of a search engine, you can learn about anything from the fall of the Roman Empire to the powers granted to the American president.

The Internet is a useful reference source that you can use anywhere there is a computer and online access. However, you need to be aware that not all Internet references are sources you can trust. Almost anyone can create a Web page and fill it with information. When using the Internet, you need to practice identifying reliable and unreliable sources of information.

Practice

1. Determine the source. Trusted Internet sources include online reference books, such as encyclopedias, and government Web pages. A good source always identifies a knowledgeable author or a known producer. While someone’s personal Web site might provide interesting information, it might not be reliable.

2. Pay attention to content. A good Internet source will present the facts and not try to influence a reader toward a particular point of view. It also will present references for its information and links to relevant sites.

3. Check the date. Most Internet pages indicate at the bottom of the page when they have been updated. Use this date to make sure the Web site contains timely information.

4. Think about quality. If a page is messy or includes mistakes in grammar or spelling, the author may not be reliable. It is likely a personal Web site, which is a limited source of information.

Apply

Answer the following questions by looking at the Internet page.

1. Would you consider this page a good source of general information about the Department of Justice? What makes it a good source?

2. Of what use is the http://www.usdoj.gov link? What kind of information did you find there?

3. Look at the Web page below. What makes it reliable or unreliable? What are the questions you would raise about this site?

Answers

Apply 1. Yes, the information is provided by the publisher of the student textbook.

2. You could find additional information about the Department of Justice, including who works there and what their responsibilities include.

3. Reliable, because it was produced by a reputable source; When was the site last updated?
Why It Matters
Have students preview the chart on page 169. Explain that the chart shows some cabinet departments that assist the president. Ask students how department heads might influence the president. Ask students to think of issues in their community that the president might need to know about. Help students to recognize that they might have a better chance of reaching the president by contacting a department head who specializes in an issue, and asking him or her to speak to the president.

Academic Vocabulary
Review with students the high-use academic term in this section.
distinct separate (p. 168)

Key Terms
Preteach the following terms:
secretary title for most cabinet members (p. 168)
attorney general head of the Department of Justice (p. 169)
ambassadors highest-ranking U.S. representatives sent to foreign countries (p. 169)
embassy official residence and offices of an ambassador in a foreign country (p. 169)
consul person who represents U.S. commercial interests in foreign countries (p. 169)
consulate consul's office (p. 169)
passports formal documents that allow citizens to travel abroad (p. 169)
visas documents that allow foreigners to come to the United States (p. 169)
Joint Chiefs of Staff group that includes the highest-ranking military officers of the armed forces that advises the president on military affairs (p. 169)
Department of Homeland Security cabinet department that protects the nation against terrorist attacks (p. 170)

Taking Notes
Defense: oversee armed forces
State: execute foreign policy
Executive Departments
Homeland Security: protect country from terrorist attacks
Treasury: promote conditions for economic prosperity
Justice: enforce laws

Key Terms
secretary, p. 168
attorney general, p. 168
ambassadors, p. 169
embassy, p. 169
consul, p. 169
consulate, p. 169
passports, p. 169
visas, p. 169
Joint Chiefs of Staff, p. 169
Department of Homeland Security, p. 170

Executive Departments and the Cabinet

The Executive Office and the Cabinet
The president has a group of close advisers and aides known as the Executive Office of the President. Because of the complexity and scope of current issues, the president needs many advisers who are specialists in certain areas. For example, the president's top-ranking group of advisers on matters concerning defense and security is called the National Security Council (NSC). The White House Office, which falls under the Executive Office of the President, includes the president's closest personal and political advisers, and a press secretary who represents the president to the news media and to the public. This office also includes researchers, clerical staff, secretaries, and other assistants. They schedule appointments and write speeches, and help maintain good relationships with Congress and with other departments of the executive branch.

The executive branch under George Washington had five departments. The heads of these departments formed the president's cabinet. In 2005 there were 15 departments in the executive branch, each with a distinct area of responsibility. The chart on the next page shows the names of each executive department. The president appoints the members of the cabinet. However, the Senate must approve these appointments by a majority vote.

The title of most cabinet members is secretary. For example, the head of the
The Cabinet and the President

Cabinet members, plus the vice president, act as the president’s official advisory group. The president appoints members of the cabinet and the Senate must confirm them.

Department of State is called the secretary of state. The head of the Department of the Treasury is called the secretary of the treasury. The head of the Department of Justice, however, is known as the attorney general.

**Reading Focus**

1. What is the Executive Office of the President, and what is the cabinet?

**The Executive Office and the Cabinet**

**Recall** What makes up the Executive Office of the President? agencies and offices that advise the president

**Identify Cause and Effect** What causes the president to need special advisers? the complexity and scope of issues the country faces today

**Departments of State and Defense**

Two very important departments are those of State and Defense. Both help maintain U.S. relations with the rest of the world.

**Department of State**

Foreign policy is the special responsibility of the Department of State. The secretary of state heads a large staff of officials who represent the United States around the world. Ambassadors are the highest-ranking U.S. representatives in foreign countries. The official residence and offices of an ambassador in a foreign country are called an embassy. A consul represents U.S. commercial interests in foreign countries. A U.S. consul’s office, or consulate, can be found in most large foreign cities.

At home the Department of State’s duties include keeping track of people traveling to and from the United States. One way it does this is by issuing documents known as passports and visas. Passports are formal documents that allow U.S. citizens to travel abroad. Visas allow foreigners to come to the United States.

**Department of Defense**

The Department of Defense is in charge of the nation’s armed forces and operates hundreds of military bases in the United States and in other nations. Aside from military action, U.S. armed forces are used in relief efforts when other countries suffer from a natural disaster, such as the tsunami that devastated several southern Asian countries in 2004.

The secretary of defense is always a civilian. This ensures nonmilitary control over the armed forces. However, the secretary has military officers as assistants. The highest-ranking military officers of each of the armed forces form the Joint Chiefs of Staff. This group advises the president on military affairs.

**Reading Check**

**Summarizing** What are the responsibilities of the Department of State and the Department of Defense?

**Differentiating Instruction**

**Learners Having Difficulty**

**Create an Executive Office**

1. Organize students into small groups.
2. Tell groups to create their own Executive Office, using some of the agencies mentioned in the text. Allow groups to include additional offices that they think might be needed to run the country. Direct groups to organize the offices according to their importance.

3. Have groups explain the purpose of their Executive Office to the rest of the class and describe why they ordered the offices the way that they did.

**Verbal/Linguistic, Interpersonal**

Alternative Assessment Handbook: Rubric 14: Group Activity; Rubric 24: Oral Presentations

**Answers**

Reading Check (top) the heads of the executive departments (bottom) Department of State: to execute foreign policy and keep track of people traveling to and from the United States; Department of Defense: be in charge of the nation’s armed forces
**Other Executive Departments**

Congress has the power to reorganize and combine different executive departments as needed. Congress can also create new departments if necessary. For example, the **Department of Homeland Security** was established after the terrorist attacks of September 11, 2001. Its primary mission is to protect the nation against further terrorist attacks. The department also provides federal assistance when natural disasters occur in the United States, such as when hurricanes Katrina and Rita struck New Orleans and the Gulf Coast in 2005.

Departments other than State and Defense play important roles in U.S. government. For example, the Treasury Department promotes conditions for economic prosperity and stability in the United States and in the rest of the world. Some of the major duties of the Treasury Department include managing federal finances; collecting taxes, duties and monies paid to and due to the government; producing postage stamps, currency and coinage; and investigating and prosecuting tax evaders, counterfeiters, and forgers.

**Reading Check** Finding the Main Idea Why was the Department of Homeland Security formed?

**SECTION 3 ASSESSMENT**

**Reviewing Ideas and Terms**

1. **a. Define** Write a brief definition for the terms secretary and attorney general.
   
   b. **Draw Conclusions** Why must the Senate approve the president’s cabinet appointments?

2. **a. Define** Write a brief definition for the terms ambassadors, embassy, consul, consulate, passports, visas, and Joint Chiefs of Staff.
   
   b. **Make Inferences** Why do you think the Departments of War and the Navy were combined to form the Department of Defense?

   
   b. **Defend a Point of View** What do you think is the most important executive department? Why?

4. **Categorizing** Copy the graphic organizer. Use it to describe the responsibilities of each of the five departments listed.

5. **Focus on Writing** Imagine that you are a newly appointed secretary to an executive department (of your choice). Your first duty is to write a memo to the president. In two paragraphs, describe the most pressing national issue facing your department and explain a plan to address it. Be sure to explain how your plan will affect citizens.

**Section 3 Assessment Answers**

1. **a.** secretary, p. 168; attorney general, p. 169
   
   **b.** so that the President alone does not have the power to choose cabinet leaders

2. **a.** ambassadors, p. 169; embassy, p. 169; consul, p. 169; consulate, p. 169; passports, p. 169; visas, p. 169; Joint Chiefs of Staff, p. 169
   
   **b.** possible answer: to improve efficiency and communication

3. **a.** Department of Homeland Security, p. 170
   
   **b.** Students should choose one of the departments listed in the section and provide a valid explanation for their choice.

4. **Most students should point out that today’s presidents need more than five cabinet members to deal with the scope of issues facing the nation, but students might think 15 is too few or too many.

4. **Students should list the responsibilities found on pp. 169–170.**

5. **Memos will vary but should address an important national issue related to an executive department.**
Independent Agencies and Regulatory Commissions

The Main Idea
The independent agencies and regulatory commissions of the U.S. government perform specialized duties.

Reading Focus
1. What are some examples of independent agencies, and what duties do they perform?
2. What are regulatory commissions, and who runs them?
3. What makes up the federal bureaucracy?

Key Terms
- independent agencies, p. 171
- regulatory commission, p. 172
- bureaucracy, p. 173

As you read, take notes on the duties of federal independent agencies and regulatory commissions. Use a chart like this one to record your notes.

Agency or Commission | Duties
--- | ---
Office of Personnel Management | Gives tests to people who want to apply for jobs with the federal government
General Services Administration | Buys supplies for the federal government
Consumer Product Safety Commission | Sets and enforces safety standards for consumer products and conducts safety research
National Labor Relations Board | Enforces federal labor laws and works to prevent unfair practices in businesses

The executive branch has many duties that do not fit any of the 15 executive departments. Independent agencies and regulatory commissions have been created to cover such areas.

Independent Agencies
Each of the more than 65 independent agencies in the government was created by Congress to perform a specialized job. For example, the U.S. Commission on Civil Rights collects information about discrimination against minorities. The National Aeronautics and Space Administration (NASA) runs the U.S. space program.

Several agencies assist the work of the entire government. For example, the Office of Personnel Management gives tests to people who want to apply for jobs with the federal government. The General Services Administration buys supplies for the federal government.

**Teach the Main Idea**

**Teach** Ask students the Reading Focus questions to teach this section.

**Apply** Have students draw the graphic organizer shown below. As students read the section, have them fill in the circles with the names of the appropriate agencies.

**Review** To review the section’s main ideas, have students help you complete a master copy of the organizer on the board.

**Practice/Homework** Have students choose one of the agencies and make a list of that agency’s responsibilities.

**Preteach**

**Why It Matters**
Write the term **bureaucracy** on the board. Invite students to add the names of government agencies that are part of the federal bureaucracy. (Students might list the Internal Revenue Service, the Food and Drug Administration, and so on.) Ask students how these agencies affect their daily lives. As an example, tell students that the Food and Drug Administration regulates what foods and drugs people can consume, and requires labels that help consumers who purchase items. As students read the section, revise the list on the board.

**Academic Vocabulary**
Review with students the high-use academic term in this section.

**Established** set up or created (p. 172)

**Key Terms**
Preteach the following terms:

- **Independent agencies** departments of the federal government that perform specialized duties (p. 171)
- **Regulatory commission** type of independent agency that has the power to make rules and bring violators to court (p. 172)
- **Bureaucracy** the departments and agencies in the executive branch of the government (p. 173)

**Vocabulary Activities: Chapter 6**

**Taking Notes**

**Reading Check** Summarizing Why are independent government agencies important?

The space shuttle Discovery takes off on a mission to the International Space Station.

**Civics in Practice**

NASA, an independent agency, runs the U.S. space program.

**Answers**

**Reading Check** They perform specialized duties that often do not fit into any regular department.
Differentiating Instruction

English-Language Learners

Write about Independent Agencies and Regulatory Commissions

1. Lead a class discussion about the effectiveness and ineffectiveness of independent agencies and regulatory commissions.

2. Ask students to write a sentence about whether these agencies and commissions are the best way for the government to do business.

3. Divide the class, partnering English-language learners with students who have a good command of the English language.

4. Ask pairs to discuss their sentences with each other. Then ask volunteers to share their viewpoints with the class. [Interpersonal, Verbal/Linguistic]

Answers

Analyzing Political Cartoons

Possible answer: It is often delayed because of red tape.

Reading Focus

What are some examples of independent agencies, and what duties do they perform?

Independent Agencies

Draw Conclusions Why do you think the U.S. Commission on Civil Rights collects information about discrimination? Possible answer: to monitor discrimination so that appropriate measures can be taken to combat it.

Regulatory Commissions

Explain Why are regulatory commissions formed? because of a perceived need

Make Judgments Do you think that the president should be allowed to appoint the heads of regulatory commissions? Why or why not? Possible answers: Yes, the president needs to select people that the president thinks he or she can work with. No, people appointed by the president might follow the president’s agenda rather than the public’s interests.

Regulatory Commissions

A **regulatory commission** is a type of independent agency that has the power to make rules and bring violators to court. The decisions of regulatory commissions often have the force of law.

Regulatory commissions are usually established because of a perceived need. For example, in 1971 the federal government determined that the financing and running of federal elections should be closely monitored. In response to this need, Congress passed the Federal Election Campaign Act. A regulatory commission called the Federal Election Commission (FEC) was created in 1974 to enforce this act. The FEC enforces election laws, provides financial information for campaigns, and controls public funding of presidential elections.

The Consumer Product Safety Commission is another example of a regulatory commission. It sets and enforces safety standards for consumer products and conducts safety research. The Securities and Exchange Commission helps enforce laws regulating the buying and selling of stocks and bonds. The National Labor Relations Board enforces federal labor laws. This board also works to prevent unfair labor practices among businesses.

The heads of the regulatory commissions are appointed by the president. These commissions are independent so that they have the freedom they need to do their jobs. As a result, they have a lot of power in their particular areas.

Because of this power, Congress wanted to help prevent the commissions from being too influenced by a single president and his or her political party. The heads of these commissions, therefore, serve long terms. As a result, a single president cannot appoint more than a few commission leaders. In addition, the Senate must approve all of these appointments.

Some people claim that the independence of the regulatory commissions makes
SECTION 4 ASSESSMENT

Reviewing Ideas and Terms
1. a. Define Write a brief definition for the term independent agencies.
   b. Recall What independent agency collects information about discrimination?
2. a. Define Write a brief definition for the following term: regulatory commission.
   b. Summarize How has Congress tried to limit the influence of the president on regulatory commissions?
3. a. Define Write a brief definition for the term bureaucracy.
   b. Explain What are some criticisms of the federal bureaucracy?

Critical Thinking
4. Making Comparisons Copy the graphic organizer. Use it to show the similarities and differences between independent agencies and regulatory commissions.

Focus on Writing
5. Supporting a Point of View Imagine that you are seeking federal loans to start a small business. Write a three-paragraph speech that either supports or criticizes the role of the federal bureaucracy.

Section 4 Assessment Answers

1. a. independent agencies, p. 171 b. U.S. Commission on Civil Rights
2. a. regulatory commission, p. 172 b. Commission leaders serve long terms so that a president cannot appoint more than a few commission heads at a time; Senate must approve all appointments.
3. a. bureaucracy, p. 173 b. The many rules and regulations required to carry out activities often cause confusion and delay.
4. Similarities— independent of the executive departments, carry out specialized functions, gather information, help the president carry out the duties of office; Difference— regulatory commissions have the power to make rules and bring violators to court
5. Speeches will vary, but students should support a specific point of view with references to the activities performed by the bureaucracy.

Answers
(graph) 1970
Reading Check (top) It has the power to make rules and bring violators to court.
Reading Check (bottom) rules and regulations; bureaucratic delay

The Federal Bureaucracy

The many rules and regulations required to carry out activities often cause confusion and delay. Some people complain that the complexity of modern life requires many layers of oversight and management. Congress has tried to limit the influence of the president on regulatory commissions by requiring Senate approval for all appointments. Congress has also created regulatory commissions to make rules and bring violators to court. It is quite large and is involved in many areas of daily life. It makes many rules and regulations; bureaucratic delay

What makes up the federal bureaucracy?
Recall Where do employees of the federal bureaucracy work? Washington, D.C., in cities throughout the country, and in foreign countries.
Predict How might you deal with the problem of red tape if you needed something from a government agency?
Possible answer: follow instructions and ask as many relevant questions as possible so that you don’t have to do something again.

Close
Write independent agencies and regulatory commissions on the board. Review their functions, then list examples of each on the board under the correct headings.

Review
Quiz Game Vocabulary Activities: Chapter 6

Assess
Daily Quizzes: Section 4

Reteach
Main Idea Activities for Differentiated Instruction: Section 4

them too powerful. Many critics feel that these commissions over-regulate and interfere too much in our lives. Other people defend these commissions. They say that the commissions’ regulations are needed to protect the public.
Reviewing Key Terms

1. The order of presidential succession determines who will head the executive branch if the president dies or leaves office.
2. The State of the Union Address sets forth the programs and policies the president wants Congress to put into effect as laws.
3. The executive branch carries out U.S. foreign policy.
4. The president and other members of the executive branch practice diplomacy.
5. The president assumes the final responsibility for treaties.
6. The president has the power to grant reprieves to postpone the carrying out of someone’s sentence.
7. The president has the power to grant pardons, which forgive someone of a crime and eliminate the punishment for it.
8. The president has the power of commutation, reducing a person’s sentence.
9. The title of most cabinet members is secretary.
10. The head of the Department of Justice is known as the attorney general.
11. Ambassadors in the Department of State are the highest-ranking U.S. representatives in foreign countries.
12. An embassy is the official residence and office of an ambassador in a foreign country.
13. Consuls are Department of State workers who represent U.S. commercial interests in foreign countries.
14. Consulates can be found in most large foreign cities.
15. The Department of State issues passports that allow U.S. citizens to travel abroad.
16. The Department of State issues visas that allow foreigners to come to the United States.
17. The Joint Chiefs of Staff are high-ranking military officers who advise the president.
18. The Department of Homeland Security is a department of the executive branch that works to prevent terrorist attacks.
19. Independent agencies of the executive branch are created to perform specialized jobs.
20. Regulatory commissions can make rules and bring violators to court.
21. All of the employees of independent agencies and the executive departments make up the federal bureaucracy.

Comprehension and Critical Thinking

SECTION 1 (Pages 160–162)

22. a. Describe What is the vice president’s role in government?
   b. Explain What limitation did the Twenty-second Amendment place on the terms of the presidency?

SECTION 2 (Pages 164–166)

23. a. Recall What is the purpose of the State of the Union Address?
25. a. Identify What is the main idea of the selection?

b. Summarize Why are the independent agencies separate from the executive departments?

c. Contrast What distinguishes a regulatory commission from other independent agencies?

26. A Classified Ad Access the Internet through the HRW Go site to research the qualifications, daily job requirements, and personal qualities needed in a successful president. Then write a newspaper classified advertisement for the president of the United States. Be sure to include qualifications, a brief job description, salary, and benefits. Make it as realistic as possible by looking in a local newspaper for examples of what the ad might look like.

Civics Skills

Reading Skills

Supporting Facts and Details Use the Reading Skills taught in this chapter to answer the question about the reading selection below.

Regulatory commissions are usually established because of a perceived need. For example, in 1971 the federal government determined that the financing and running of federal elections should be closely monitored. In response to this need, Congress passed the Federal Election Campaign Act. A regulatory commission called the Federal Election Commission (FEC) was created in 1974 to enforce this act. (p. 172)

27. Which of the following information can be found at this Web site?

a. The name of the current attorney general
b. The duties of the U.S. Marshals Service
c. The name of the president who created the Department of Justice
d. The general functions of the Department of Justice

28. Write two questions about the Department of Justice that you can answer reliably from this Web site.

29. What is the main idea of the selection?

a. The federal government is worried about elections.
b. Regulatory agencies are rarely established.
c. Regulatory agencies are usually established to meet a need.
d. Elections need to be supervised.

FOCUS ON WRITING

30. Writing a Character Sketch Write a paragraph describing a character that you think would be an ideal president. Be sure to describe the skills and traits a person must have to be a good president and how your character fulfills these roles.

THE EXECUTIVE BRANCH

Intervention Resources

Reproducible

Guided Reading Strategies

Technology

Student Edition on Audio CD Program

Spanish Audio Summaries

Interactive Skills Tutor

Quiz Game

Tips for Test Taking

SAT Essay Help Students wishing to attend college are probably well-aware of the importance of the SAT. For those intimidated by the essay section, offer some helpful tips for writing under pressure. The College Board recommends that students concern themselves more with fully explaining and exploring any examples they offer in their essays than trying to squeeze in as many examples as possible and skimping on substance.