

Chapter 13

Section 2: Presidential Succession and the Vice Presidency

Guiding Question: What occurs when the President is unable to perform the duties of the office?

GET STARTED

Lesson Goals:

- ☐ Students will examine the process of presidential succession.
- ☐ Students will understand the duties and importance of the position of Vice President.

Bellringer Write on the board: **Describe the duties of the Vice President. In your opinion, how important is the position? Support your answer with evidence from the chapter. Answer in your notebook.**

Vocabulary Have students write and share an original sentence using each vocabulary word.

TEACH

Have students think about a time when they competed in a relay race. Ask: **Why is it important for each runner to do his or her personal best?** (*Each runner is needed to finish the race.*) Explain that, like a runner in a relay race, a Vice President must be fully prepared to carry on the job if the President cannot do so. Tell students that in this section, they will learn about the job of the Vice President and the way our government has ensured a seamless transition should the President die, resign, become disabled, or be removed from office. Stress that the nation will never be without a leader.

Ask:

- How has Congress allowed for the possibility of both the President and the Vice President becoming unable to serve? (*The Presidential Succession Act of 1947 set the order of succession following the Vice President.*)
- Who has authority over the President, should he decide to return to his duties too soon? (*The Vice President and a majority of the members of the Cabinet can challenge the decision and Congress must then decide the matter within 21 days.*)

ELL/ESL Strategy

Language Objective: *To practice oral interaction skills when discussing a content area*

Organize students into pairs or trios. Explain that they should have a conversation comparing the importance of the vice presidency in the past with its importance today. Tell them that each person should speak as much as the other. They may ask one another questions to keep the discussion going. Remind students that their goals are 1) to discover whether the Vice Presidents' importance has changed in recent years, and if so, in what ways, and 2) to participate aloud.

ASSESS AND REMEDIATE

- Assign the Section Assessment questions; grade student responses.

Chapter Resources

Essential Questions Journal

Chapter 13 Outline (All-in-One, pp. 12–14)

Other Resources

Reading Comprehension Worksheet

(All-in-One, p. 22)

Section Quiz B (All-in-One, p. 26)

Audio support is available for this section.

Additional features for Differentiated Instruction can be found throughout the Teacher's Edition.