

Chapter 14

Section 2: The Executive Powers

Guiding Question: What are the executive powers and how were they established?

GET STARTED

Lesson Goals:

- ☐ Students will learn about the ordinance power.
- ☐ Students will identify the other executive powers of the President.

Bellringer Have students look up the words *execute* and *executive* in a dictionary. (*execute*: to carry out, perform, finish, put to death, kill; *executive*: manager, director, administrator, official) Write the definitions on the board. Tell students that these words have multiple meanings, but only some meanings for each word best apply to the President. Then write on the board: **As chief executive, the President executes the law.** Have students rewrite this sentence using synonyms for *execute* and *executive*.

Vocabulary Ask students to write a short paragraph using all three vocabulary terms correctly.

TEACH

Review students' Bellringer answers. Explain that students will learn about the executive powers of the President in this section. Have students write and answer the Checkpoint questions in their notebooks.

Ask:

- What does it mean to "faithfully execute" laws? (*The President must work hard to see that laws are followed, even if he or she does not agree with a particular law.*)
- How are the ordinance power and executive orders related? (*The ordinance power allows the President to make an executive order, based on the authority of the Constitution or Congress.*)
- Why has Congress tried to stop the President from removing officials at different times throughout history? (*Some members of Congress believe the President should get the approval of Congress before being allowed to remove an official.*)

ELL/ESL Strategy

Language Objective: *To understand words with multiple meanings*

In this section, students read about the President executing the law. In this sense, the word *execute* means to "carry out fully." Some students may become confused with another meaning they may have heard, which is "to put to death as required by a legal sentence." Remind students that many words have different meanings in different contexts. Have students work in pairs to come up with a list of other multiple meaning words. (Examples include *bank*, *compound*, *firm*, *present*, *second*, and *story*.)

Other Strategies

Learning Styles: Logical/Mathematical

Learning Styles: Auditory/Verbal

ASSESS AND REMEDIATE

- Assign the Section Assessment questions; grade student responses.

Chapter Resources

Essential Questions Journal

Chapter 14 Outline (All-in-One, pp. 70–72)

Other Resources

Reading Comprehension Worksheet
(All-in-One, p. 84)

Section Quiz B (All-in-One, p. 89)

Landmark Decisions of the Supreme Court : *United States v. Nixon* (All-in-One, pp. 108–109)

Audio support is available for this section.

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