

# Chapter 15

## Section 3: The Cabinet Departments

**Guiding Question:** What is the Cabinet and what does it do?

### GET STARTED

#### Lesson Goals:

- ❑ Students will understand the services the federal government provides to American citizens.
- ❑ Students will list the qualifications the President takes into consideration when nominating each Cabinet-level department head.

**Bellringer** Write on the board: **What do you think are the three most important services provided to American citizens by the federal government? Answer in your notebook.**

**Vocabulary** Randomly read the definitions from this section of the textbook and have students volunteer the correct word, either orally or by writing it on the board.

### TEACH

Tell students that there are currently 15 executive departments, and each reflects a large number of services that the government provides to citizens. Explain that each department is headed by a Cabinet secretary (except the Department of Justice, which is headed by the Attorney General) who is appointed by the President. Cabinet secretaries are not career employees; rather they are trusted advisors, experts in their field chosen to head their respective departments. Draw students' attention to Figure 15.6 as an overview of the Cabinet departments.

#### Ask:

- Why is it important to have diversity in race and gender in the Cabinet? (*The United States is a nation of diverse people, and different races need to be represented. Men and women bring different interests and outlooks to the Cabinet.*)
- How does the appointment of Cabinet secretaries reflect checks and balances in the government? (*The President appoints each Cabinet secretary, but the Senate must approve the appointment before the person can serve.*)

#### Learning Styles: ELL/ESL Strategy

**Language Objective:** *To practice identifying the main idea*

Assign students to work in pairs, read through the section, and write one sentence that expresses each paragraph's main idea. Have volunteers share their sentences and discuss how they identified the main ideas. Then guide students in a conversation about the importance of identifying the main ideas in informational text.

#### Other Strategies

Learning Styles: Interpersonal/Group Learning  
Learning Styles: Body/Kinesthetic

### ASSESS AND REMEDIATE

- Assign the Section Assessment questions; grade student responses.

#### Chapter Resources

**Essential Questions Journal**

**Chapter 15 Outline** (All-in-One, pp. 125–127)

#### Other Resources

**Reading Comprehension Worksheet**  
(All-in-One, p. 142)

**Extend Activities** (All-in-One, pp. 144, 145)

**Section Quiz B** (All-in-One, p. 147)

**Audio support is available for this section.**

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