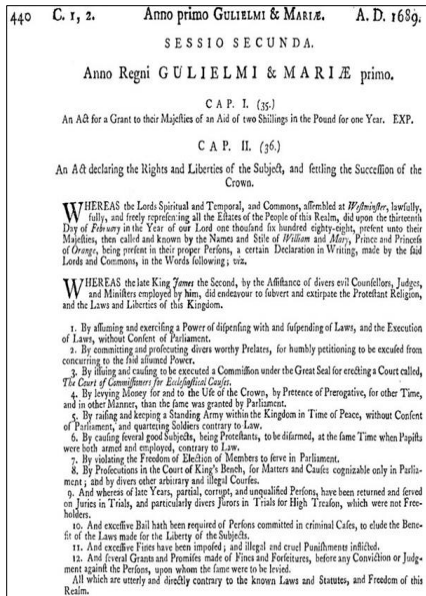


How did the Glorious Revolution, American Revolution and French Revolution impact the spread of democracy?



Teacher/Student Directions:

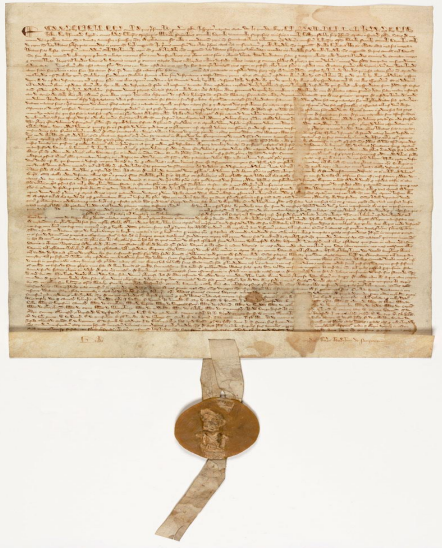
- Using your class textbook and/or notes you have completed in class, complete the Graphic Organizer to compare and contrast the Glorious Revolution, American Revolution and French Revolution.
- Examine the primary source document Excerpts (A-E) and complete the "Document Chart."
- Using evidence from the Graphic Organizer and the Document Chart, complete the Exit Card Activity.

Optional: put the students into 5 groups and assign them 1 document to examine and (complete that section of the chart) then share out as a class.

Essential Question:

- Explain how the Glorious Revolution, American Revolution and French Revolution and the documents you examined were significant to the establishment of individual liberties in these countries. What rights did individuals gain as a result?
- I would greatly appreciate positive (4-star) feedback. If you have any problems, concerns, questions OR you would like an editable version of this lesson you can contact me at learningisapassion@yahoo.com

~ Learning is a passion



The Bill of Rights
Ratified December 15, 1791

Article I
Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances.

Article II
A well regulated Militia, being necessary to the security of a free State, the right of the people to keep and bear Arms, shall not be infringed.

Article III
No Soldier shall, in time of peace be quartered in any house, without the consent of the Owner, nor in time of war, but in a manner to be prescribed by law.

Article IV
The right of the people to be secure in their houses, papers, and effects, against unreasonable searches and seizures, shall not be violated, and no Warrants shall issue, but upon probable cause, supported by Oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized.

Article V
No person shall be held to answer for a capital, or otherwise infamous crime, unless on a presentment or indictment of a Grand Jury, except in cases arising in the land or naval forces, or in the Militia, when in actual service in time of War or public danger; nor shall any person be subject for the same offence to be twice put in jeopardy of life or limb; nor shall be compelled in any Criminal Case to be a witness against himself; nor be

deprived of life, liberty, or property, without due process of law; nor shall private property be taken for public use, without just compensation.

Article VI
In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury of the State and district wherein the crime shall have been committed, which district shall have been previously ascertained by law, and to be informed of the nature and cause of the accusation; to be confronted with the witnesses against him; to have compulsory process for obtaining witnesses in his favor, and to have the Assistance of Counsel for his defence.

Article VII
No civil suit shall be brought, where the value in controversy shall exceed twenty dollars, the right of trial by jury shall be preserved, and no fact tried by a jury shall be otherwise reexamined in any Court of the United States, than according to the rules of the common law.

Article VIII
Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishment inflicted.

Article IX
The enumeration in the Constitution, of certain rights, shall not be construed to deny or disparage others retained by the people.

Article X
The powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the States respectively, or to the people.

*A reminder to be ever vigilant in the protection of these rights
Presented in loving memory of Corliss Lamont 1902 - 1995*

National Emergency Civil Liberties Committee
New York, NY 10010

Graphic Organizer: How did the Glorious Revolution, American Revolution and French Revolution impact the spread of Democracy?

Name of Revolution, Country of origin and dates:	Type of Government before the Revolution:	Why was there a Revolution? What was the outcome? How was the government transformed? Did this country become more democratic after the Revolution? Explain.	Type of Government used after the Revolution:	Documents which gave the people more rights in this country:
<p style="text-align: center;">Glorious Revolution</p> <p style="text-align: center;">Country:</p> <hr/> <p style="text-align: center;">Dates:</p> <hr/>				<ul style="list-style-type: none"> • Magna Carta 1215 AD • English Bill of Rights 1689 AD
<p style="text-align: center;">American Revolution</p> <p style="text-align: center;">Country:</p> <hr/> <p style="text-align: center;">Dates:</p> <hr/>				<ul style="list-style-type: none"> • Declaration of Independence 1776 AD • US Bill of Rights 1791 AD
<p style="text-align: center;">French Revolution</p> <p style="text-align: center;">Country:</p> <hr/> <p style="text-align: center;">Dates:</p> <hr/>				<ul style="list-style-type: none"> • French Declaration of the Rights of Man and Citizen 1789 AD

Document Chart: How did each document increase individual liberties and extend the rights of “the people”?

How does each document extend the rights of the people in each of the following areas:	Magna Carta 1215 A.D.	English Bill of Rights 1689 A.D.	Declaration of Independence 1776 A.D.	French Declaration of Rights of Man & Citizen 1789 A.D.	US Bill of Rights 1791 A.D.
Punishments for Crime					
Court Matters & Law officers					
Trade & Taxation					
Civil Rights (Freedom of speech etc.)					

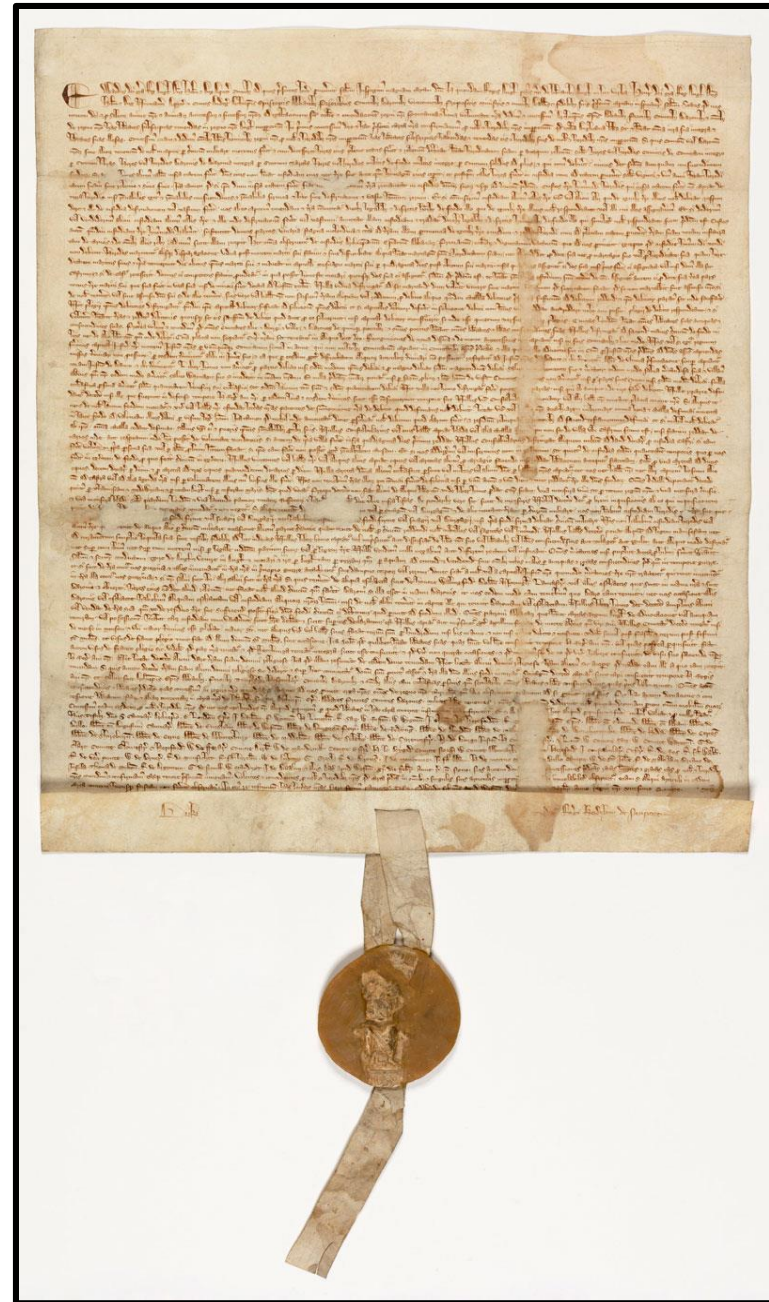
Document A: Magna Carta 1215 (Excerpts)

Background:

The Magna Carta was signed in June 1215 between the barons of Medieval England and King John. 'Magna Carta' is Latin and means "Great Charter". The Magna Carta was one of the most important documents of Medieval England and has laid the foundation for other documents.

JOHN, by the grace of God King of England, Lord of Ireland, Duke of Normandy and Aquitaine, and Count of Anjou, to his archbishops, bishops, abbots, earls, barons, justices, foresters, sheriffs, stewards, servants, and to all his officials and loyal subjects, Greetings....

- 12. No "scutage" (tax) or "aid" may be levied in our kingdom without its general consent, unless it is for the ransom of our person, to make our eldest son a knight, and (once) to marry our eldest daughter.**
- 20. For a trivial offence, a free man shall be fined only in proportion to the degree of his offence, and for a serious offence correspondingly, but not so heavily as to deprive him of his livelihood.**
- 39. No freeman shall be captured or imprisoned or ...exiled..., except by the lawful judgment of his peers or by the law of the land.**
- 40. To no one will we sell, to no one deny or delay right or justice.**



Background: In **1688-89** the English people drove King James II from the throne in the "Glorious Revolution." This peaceable Revolution brought an end to the Divine Right of kings and clearly established a limitation to the power of the English monarchy. The English parliament gained more power to govern with the king with the English Bill of Rights.

Document B: English Bill of Rights 1689 (Excerpts)

440 C. I, 2. Anno primo GULIELMI & MARIÆ. A. D. 1689.

SESSIO SECUNDA.

Anno Regni GULIELMI & MARIÆ primo.

C A P. I. (35.)

An Act for a Grant to their Majesties of an Aid of two Shillings in the Pound for one Year. EXP.

C A P. II. (36.)

An Act declaring the Rights and Liberties of the Subject, and settling the Succession of the Crown.

WHEREAS the Lords Spiritual and Temporal, and Commons, assembled at *Windsor*, lawfully, fully, and freely representing all the Estates of the People of this Realm, did upon the thirteenth Day of *February* in the Year of our Lord one thousand six hundred eighty-eight, present unto their Majesties, then called and known by the Names and Stile of *William and Mary*, Prince and Princess of *Orange*, being present in their proper Persons, a certain Declaration in Writing, made by the said Lords and Commons, in the Words following; *viz.*

WHEREAS the late King *James* the Second, by the Assistance of divers evil Counsellors, Judges, and Ministers employed by him, did endeavour to subvert and extirpate the Protestant Religion, and the Laws and Liberties of this Kingdom.

1. By assuming and exercising a Power of dispensing with and suspending of Laws, and the Execution of Laws, without Consent of Parliament.
 2. By committing and prosecuting divers worthy Prelates, for humbly petitioning to be excused from concurring to the said assumed Power.
 3. By issuing and causing to be executed a Commission under the Great Seal for erecting a Court called, *The Court of Commissioners for Ecclesiastical Causes*.
 4. By levying Money for and to the Use of the Crown, by Pretence of Prerogative, for other Time, and in other Manner, than the same was granted by Parliament.
 5. By raising and keeping a Standing Army within the Kingdom in Time of Peace, without Consent of Parliament, and quartering Soldiers contrary to Law.
 6. By causing several good Subjects, being Protestants, to be disarmed, at the same Time when Papists were both armed and employed, contrary to Law.
 7. By violating the Freedom of Election of Members to serve in Parliament.
 8. By Prosecutions in the Court of King's Bench, for Matters and Causes cognizable only in Parliament; and by divers other arbitrary and illegal Courses.
 9. And whereas of late Years, partial, corrupt, and unqualified Persons, have been returned and served on Juries in Trials, and particularly divers Jurors in Trials for High Treason, which were not Freeholders.
 10. And excessive Bail hath been required of Persons committed in criminal Cases, to elude the Benefit of the Laws made for the Liberty of the Subjects.
 11. And excessive Fines have been imposed; and illegal and cruel Punishments inflicted.
 12. And several Grants and Promises made of Fines and Forfeitures, before any Conviction or Judgment against the Persons, upon whom the same were to be levied.
- All which are utterly and directly contrary to the known Laws and Statutes, and Freedom of this Realm.

The said Lords ... declare:

1. That the pretended power of suspending the laws or the execution of laws by regal authority without consent of Parliament is illegal;
4. That levying money for or to the use of the Crown by pretence of prerogative, without grant of Parliament, for longer time, or in other manner than the same is or shall be granted, is illegal;
5. That it is the right of the subjects to petition the king, and all commitments and prosecutions for such petitioning are illegal;
6. That the raising or keeping a standing army within the kingdom in time of peace, unless it be with consent of Parliament, is against law;
7. That the subjects which are Protestant (Christians) may have arms for their defense suitable to their conditions and as allowed by law;
8. That election of members of Parliament ought to be free;
9. That the freedom of speech and debates or proceedings in Parliament ought not to be impeached or questioned in any court or place out of Parliament;
10. That excessive bail ought not to be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted;
13. And that for redress of all grievances, and for the amending, strengthening and preserving of the laws, Parliaments ought to be held frequently.

Document C: Declaration of Independence 1776 (Excerpts)

Background: The Declaration of Independence was a statement adopted by the Continental Congress, representatives of the people living in the colonies, on July 4, 1776. This document announced why the thirteen American colonies, then at war with Great Britain, regarded themselves as independent states, and no longer a part of the British Empire.

“We hold these truths to be self evident, that all men are created equal; that they are endowed with certain unalienable rights, that among these are life, liberty, and the pursuit of happiness.”

“To secure these [basic] rights, governments are instituted among men, deriving their just powers from the consent of the governed...”

“That whenever any form of government becomes destructive [in protecting rights and responding to the people], it is the right of the people to alter or abolish it, and to institute a new government...”

“The history of the present King of Great Britain is a history of repeated injuries and usurpations, all having, in direct object, the establishment of an absolute tyranny over these States.”

For Quartering large bodies of armed troops among us: For protecting them, by a mock Trial, from punishment for any Murders which they should commit on the Inhabitants of these States:

For cutting off our Trade with all parts of the world:

For imposing Taxes on us without our Consent:

For depriving us in many cases, of the benefits of Trial by Jury:

For transporting us beyond Seas to be tried for pretended offences

“In every state of these oppressions, we have petitioned for redress in the most humble terms; our repeated petitions have been answered only by repeated injury. A prince whose character is thus marked by every act which may define a tyrant is unfit to be the ruler of a free people.”



The representatives of the French people, organized as a National Assembly, believing that the ignorance, neglect, or contempt of the rights of man are the sole cause of public calamities and of the corruption of governments, have determined to set forth in a solemn declaration the natural, unalienable, and sacred rights of man, in order that this declaration, being constantly before all the members of the Social body, shall remind them continually of their rights and duties...

Articles:

1. Men are born and remain free and equal in rights...These rights are liberty, property, security, and resistance to oppression.
4. Liberty consists in the freedom to do everything which injures no one else; hence the exercise of the natural rights of each man has no limits except those which assure to the other members of the society the enjoyment of the same rights. These limits can only be determined by law.
6. Law is the expression of the general will. Every citizen has a right to participate personally, or through his representative, in its foundation. It must be the same for all, whether it protects or punishes. All citizens, being equal in the eyes of the law, are equally eligible to all dignities and to all public positions and occupations, according to their abilities, and without distinction except that of their virtues and talents.
7. No person shall be accused, arrested, or imprisoned except in the cases and according to the forms prescribed by law. Any one soliciting, transmitting, executing, or causing to be executed, any arbitrary order, shall be punished. But any citizen summoned or arrested in virtue of the law shall submit without delay, as resistance constitutes an offense.
8. The law shall provide for such punishments only as are strictly and obviously necessary, and no one shall suffer punishment except it be legally inflicted in virtue of a law passed and promulgated before the commission of the offense.
9. As all persons are held innocent until they shall have been declared guilty, if arrest shall be deemed indispensable, all harshness not essential to the securing of the prisoner's person shall be severely repressed by law.
10. No one shall be disquieted on account of his opinions, including his religious views, provided their manifestation does not disturb the public order established by law.
11. The free communication of ideas and opinions is one of the most precious of the rights of man. Every citizen may, accordingly, speak, write, and print with freedom, but shall be responsible for such abuses of this freedom as shall be defined by law.
14. All the citizens have a right to decide, either personally or by their representatives, as to the necessity of the public contribution; to grant this freely; to know to what uses it is put; and to fix the proportion, the mode of assessment and of collection and the duration of the taxes.

Document D: French Declaration of Rights of Man & Citizen 1789 (Excerpts)

Background: Using the US Declaration of Independence as a model, the National Assembly drafted the Declaration of the Rights of Man and the Citizen in 1789, even though the French Revolution was in full swing. This document's (drafted by Marquis de Lafayette) purpose was to transition France from absolute monarchical rule to a form of constitutional or representative government. Like the American Declaration, the French Declaration also appealed to Enlightenment principles such as popular sovereignty, equal rights, and equal opportunity.



Background:

After the leaders of the United States wrote the Constitution, many states didn't want to ratify it unless some specific rights for individual people were added to the document. So in 1791 the United States added ten new rights to the Constitution. These are called the Bill of Rights.

The Bill of Rights

Ratified December 15, 1791

Article I

Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances.

Article II

A well regulated Militia, being necessary to the security of a free State, the right of the people to keep and bear Arms, shall not be infringed.

Article III

No Soldier shall, in time of peace be quartered in any house, without the consent of the Owner, nor in time of war, but in a manner to be prescribed by law.

Article IV

The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated, and no Warrants shall issue, but upon probable cause, supported by Oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized.

Article V

No person shall be held to answer for a capital, or otherwise infamous crime, unless on a presentment or indictment of a Grand Jury, except in cases arising in the land or naval forces, or in the Militia, when in actual service in time of War or public danger; nor shall any person be subject for the same offence to be twice put in jeopardy of life or limb; nor shall be compelled in any Criminal Case to be a witness against himself, nor be

deprived of life, liberty, or property, without due process of law; nor shall private property be taken for public use, without just compensation.

Article VI

In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury of the State and district wherein the crime shall have been committed, which district shall have been previously ascertained by law, and to be informed of the nature and cause of the accusation; to be confronted with the witnesses against him; to have compulsory process for obtaining Witnesses in his favor, and to have the Assistance of Counsel for his defence.

Article VII

In Suits at common law, where the value in controversy shall exceed twenty dollars, the right of trial by jury shall be preserved, and no fact tried by a jury shall be otherwise reexamined in any Court of the United States, than according to the rules of the common law.

Article VIII

Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishment inflicted.

Article IX

The enumeration in the Constitution, of certain rights, shall not be construed to deny or disparage others retained by the people.

Article X

The powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the States respectively, or to the people.

A reminder to be ever vigilant in the protection of these rights.

New York, NY 10010

Document E: U.S. Bill of Rights 1791 (Excerpt)

Congress of the United States begun and held at the City of New York, on Wednesday the fourth of March, one thousand seven hundred and eighty nine.

THE Conventions of a number of the States, having at the time of their adopting the Constitution, expressed a desire, in order to prevent misconstruction or abuse of its powers, that further declaratory and restrictive clauses should be added: And as extending the ground of public confidence in the Government, will best ensure the beneficent ends of its institution.

Amendment I - Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances.

Amendment II - A well regulated Militia, being necessary to the security of a free State, the right of the people to keep and bear Arms, shall not be infringed.

Amendment III - No Soldier shall, in time of peace be quartered in any house, without the consent of the Owner, nor in time of war, but in a manner to be prescribed by law.

Amendment IV - The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated, and no Warrants shall issue, but upon probable cause, supported by Oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized.

Amendment VI - In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury of the State and district wherein the crime shall have been committed, which district shall have been previously ascertained by law, and to be informed of the nature and cause of the accusation; to be confronted with the witnesses against him; to have compulsory process for obtaining witnesses in his favor, and to have the Assistance of Counsel for his defense.

Amendment VIII - Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted.

Amendment XVI (Passed by Congress July 2, 1909. Ratified February 3, 1913.)

The Congress shall have power to lay and collect taxes on incomes, from whatever source derived, without apportionment among the several States, and without regard to any census or enumeration.

Exit Card: Diamond Poem

Directions: Use the Poem Key to write a poem about the following topic:

~Spread of Democracy~

Poem Key:

**Line 1: Topic of lesson
(2 words)**

**Line 2: When did it
happen? (4 words)**

**Line 3: Where did it
happen? (6 words)**

**Line 4: Describe
Revolutions (8 words)**

**Line 5: What was
happening before
revolutions?
(10 words)**

**Line 6: What was
happening after
revolutions?
(10 words)**

**Line 7: Why important?
(8 words)**

**Line 8: Effects of Topic:
Rights people gained
(6 words)**

**Line 9: Result of topic
(4 words)**

**Line 10: Topic of lesson
(2 words)**

A large diamond-shaped frame with decorative scrollwork at the corners. Inside the diamond, there are ten horizontal lines for writing, corresponding to the ten lines of the poem key.

KEY Graphic Organizer: How did the Glorious Revolution, American Revolution and French Revolution impact the spread of Democracy?

Name of Revolution, Country of origin and dates:	Type of Government before the Revolution:	Why was there a Revolution? What was the outcome? How was the government transformed? Did this country become more democratic after the Revolution? Explain.	Type of Government used after the Revolution:	Documents which gave the people more rights in this country:
Glorious Revolution Country: England Dates: 1688-1689	Monarchy	The Glorious Revolution started with tensions between parliament and the crown over power and came to a head when William of Orange took the English throne from James II in 1688. The event brought a permanent realignment of power within the English constitution. The new co-monarchy of King William III and Queen Mary II accepted more constraints from Parliament than previous monarchs had, and the new constitution created the expectation that future monarchs would also remain constrained by Parliament. The new balance of power between parliament and crown made the promises of the English government more credible...	Constitutional Monarchy	<ul style="list-style-type: none"> Magna Carta 1215 AD English Bill of Rights 1689 AD
American Revolution Country: USA Dates: 1776-1783	Constitutional Monarchy	The conflict arose from growing tensions between residents of Great Britain's 13 North American colonies and the colonial government, which represented the British crown. Skirmishes between British troops and colonial militiamen in Lexington and Concord in April 1775 kicked off the armed conflict, and by the following summer, the rebels were waging a full-scale war for their independence. France entered the American Revolution on the side of the colonists in 1778, turning what had essentially been a civil war into an international conflict. After French assistance helped the Continental Army force the British surrender at Yorktown, Virginia, in 1781, the Americans had effectively won their independence, though fighting would not formally end until 1783. The new Americans established a confederation then a representative democracy.	Representative Democracy	<ul style="list-style-type: none"> Declaration of Independence 1776 AD US Bill of Rights 1791 AD
French Revolution Country: France Dates: 1789-1799	Monarchy	It began on July 14, 1789 when revolutionaries, tired of the absolute power of their king, stormed a prison called the Bastille. The revolution came to an end 1799 when a general named Napoleon overthrew the revolutionary government and established the French Consulate (with Napoleon as leader). The French Revolution completely changed the social and political structure of France. It put an end to the French monarchy, feudalism, and took political power from the Catholic church. It brought new ideas to Europe including liberty and freedom for the commoner as well as the abolishment of slavery and the rights of women. Although the revolution ended with the rise of Napoleon, the ideas and reforms did not die and France adopted more of a representative democracy as time progressed	Republic, representative democracy	<ul style="list-style-type: none"> French Declaration of the Rights of Man and Citizen 1789 AD

Key Document Chart: How did each document increase individual liberties and extend the rights of “the people”?

How does each document extend the rights of the people in each of the following areas:	Magna Carta 1215 A.D.	English Bill of Rights 1689 A.D.	Declaration of Independence 1776 A.D.	French Declaration of Rights of Man & Citizen 1789 A.D.	US Bill of Rights 1791 A.D.
Punishments for Crime	See # 20, 39, 40	See # 10	See “Trial by jury, For transporting us beyond seas...”	See # 7, 8, 9	See # 4,6, 8
Court Matters & Law officers	See # 20, 39, 40	See # 4, 5, 10	See In every state of these oppressions..	See # 7, 8, 9	See # 4,6,8
Trade & Taxation	See # 12	See # 4	See cutting off our trade, imposing taxes without our consent	See # 14	See # 16
Civil Rights (Freedom of speech etc.)	Magna Carta gives the people more liberties in punishments and taxation	See # 9, 7 (arms)	See We hold these truths...(1st line)	See # 1, 4, 10 ,11	See # 1, 2

Students will learn more about:

- ~ Washington Monument
- ~ White House-Supreme Court
- ~ US Capital
- ~ Lincoln Memorial
- ~ Jefferson Memorial
- ~ Vietnam War Memorial
- ~ Korean War Memorial
- ~ Tomb of the Unknown Soldier
- ~ WWII Memorial
- ~ Library of Congress
- ~ Arlington National Cemetery
- ~ And Many More Landmarks!

Washington D.C. Landmarks

National Mall from above

Tour of Washington D.C. Student Activity

<https://www.teacherspayteachers.com/Product/Washington-DC-Tour-A-Student-Activity-2603869>

~7 Activity~ U.S. Government Bundle

Lessons Include:

- The Preamble: What are the 6 purposes of Government? Student Activity
- U.S. Government: The Origins of American Government Student Activity
- Ratification of the U.S. Constitution: Federalist V. Anti-Federalist Student Activity
- The Constitutional Convention Student Webquest

And More!

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Check out these great Government lessons!

<https://www.teacherspayteachers.com/Product/Ratification-of-the-US-Constitution-Federalist-V-Anti-Federalist-Activity-2556285>

Let Us Fix the Confederation : The Constitutional Convention ~WebQuest~

~The Invite~

Scan this QR code or go to: <http://blue.constitutioncenter.org/2012/07/has-hot-the-summer-of-1787/>

Describe the location and date of the Constitutional Convention:

What effect did the weather have on the convention?

Describe the following delegates. What were their backgrounds? What states did they represent?

How many delegates were invited from the 13 states? How many actually attended?

Listen to the 40 second podcast for each delegate at: (click on their name) Scan the QR Code or go to: <http://tiny.cc/epwmezfznews>

George Washington

Alexander Hamilton

Benjamin Franklin

<https://www.teacherspayteachers.com/Product/The-Constitutional-Convention-A-Student-Webquest-2532180>

Ratifying the Constitution: To Ratify or Not Ratify? ... That is the question!

Background:

Who were the Federalists and what did they want?

Arguments in support of ratification:

Who were the Anti-Federalists and what did they want?

Arguments against ratification:

Ratification:

Article II: The Executive Branch

What does it take to be the President?
Age, Citizenship, & Residency Requirements

How long is a President's term? Why isn't it longer?

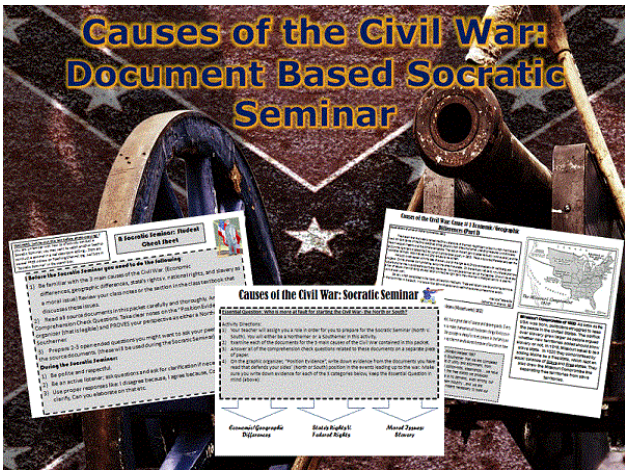
Who becomes President if the President dies in office? List the line of succession:

What are the benefits of being President? -Pay & Benefits-

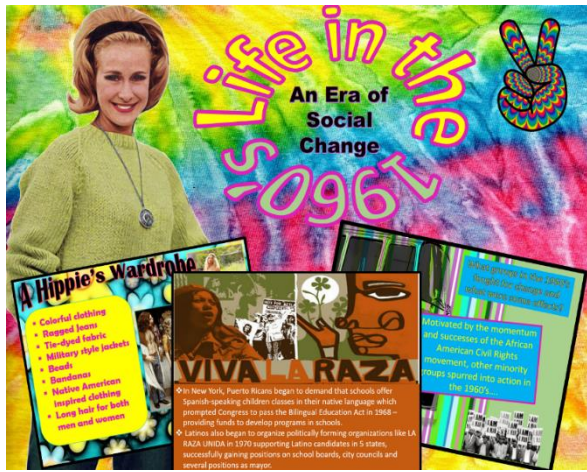
Job Description of a President: Describe the 6 different jobs that the President must perform.

- Chief of State
- Chief Executive
- Chief Administrator
- Chief Diplomat
- Commander in Chief
- Chief Legislator
- Chief of Party
- Chief Citizen

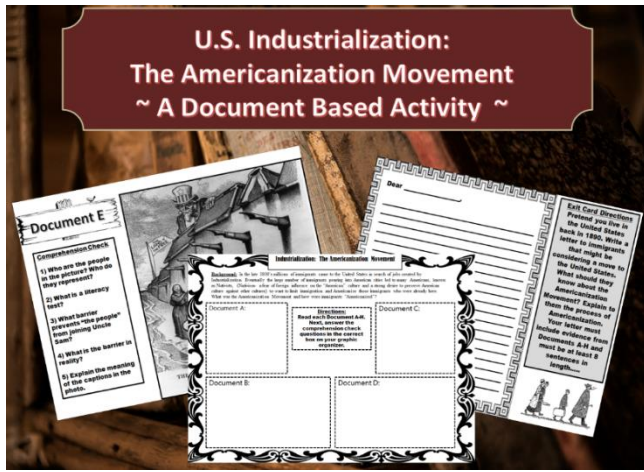
<https://www.teacherspayteachers.com/Product/US-Government-Executive-Branch-Activities-Video-2633460>



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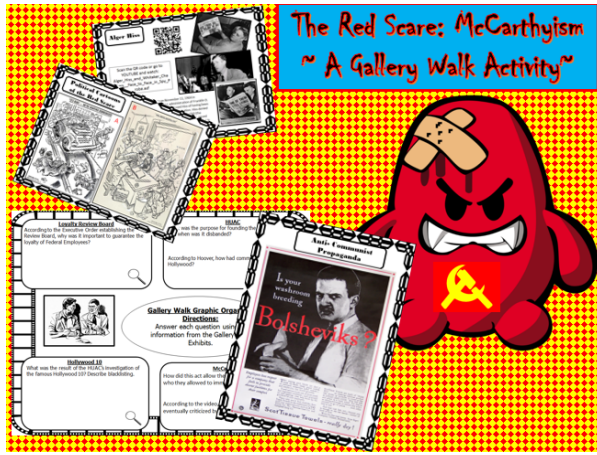
<https://www.teacherspayteachers.com/Product/1960s-America-Social-Movements-A-Powerpoint-Interactive-Student-Activity--2996550>



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<https://www.teacherspayteachers.com/Product/Communism-V-Democracy-Comparing-the-US-with-the-Soviet-Union-Cold-War-1226762>



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