



## Grade 02 Social Studies Unit 09 Exemplar Lesson 01: Government Leaders

This lesson is one approach to teaching the State Standards associated with this unit. Districts are encouraged to customize this lesson by supplementing with district-approved resources, materials, and activities to best meet the needs of learners. The duration for this lesson is only a recommendation, and districts may modify the time frame to meet students' needs. To better understand how your district may be implementing CSCOPE lessons, please contact your child's teacher. (For your convenience, please find linked the TEA Commissioner's List of [State Board of Education Approved Instructional Resources](#) and [Midcycle State Adopted Instructional Materials](#).)

### Lesson Synopsis

In this lesson, students learn about how public officials are selected, including election and appointment. Students also learn about and compare the roles of mayor, governor, and president along with learning who our current government leaders are.

### TEKS

The Texas Essential Knowledge and Skills (TEKS) listed below are the standards adopted by the State Board of Education, which are required by Texas law. Any standard that has a strike-through (e.g. ~~sample phrase~~) indicates that portion of the standard is taught in a previous or subsequent unit. The TEKS are available on the Texas Education Agency website at <http://www.tea.state.tx.us/index2.aspx?id=6148>.

**2.4 History. The student understands how historical figures, patriots, and good citizens helped shape the community, state, and nation. The student is expected to:**

**2.4A** Identify contributions of historical figures, including ~~Thurgood Marshall, Irma Rangel, John Hancock, and Theodore Roosevelt~~, who have influenced the community, state, and nation.

**2.12 Government. The student understands the role of public officials. The student is expected to:**

**2.12A** Name current public officials, including mayor, governor, and president.

**2.12B** Compare the roles of public officials, including mayor, governor, and president.

**2.12C** Identify ways that public officials are selected, including election and appointment to office.

**2.13 Citizenship. The student understands characteristics of good citizenship as exemplified by historical figures and other individuals. The student is expected to:**

**2.13A** Identify characteristics of good citizenship, including ~~truthfulness, justice, equality, respect for oneself and others, responsibility in daily life~~, and participation in government by educating oneself about the issues, respectfully holding public officials to their word, and voting.

### Social Studies Skills TEKS

**2.19 Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:**

**2.19A** Express ideas orally based on knowledge and experiences.

**2.19B** Create written and visual material such as stories, poems, maps, and graphic organizers to express ideas.

### GETTING READY FOR INSTRUCTION

#### Performance Indicators

##### Grade 02 Social Studies Unit 09 PI 01

Create a poster picturing the current mayor (or local government leader), governor, and president; include the name and title of each. Orally explain the poster to an adult, including explaining what these public officials do and how they were chosen to have that job (elected or appointed).

Standard(s): 2.12A , 2.12B , 2.12C , 2.19A , 2.19B

**ELPS** ELPS.c.3D

#### Key Understandings

- Government officials at the local, state, and national levels are elected or appointed to their positions.
  - How are public officials selected?
  - Why do we need government leaders including a mayor, governor, and president?
  - How are the roles of mayor, governor, and president similar and different?

#### Vocabulary of Instruction

- mayor
- governor
- president
- election
- appointment
- vote
- leader
- public official

## Materials

- books, pictures, brochures, websites, or video clips related to the roles of mayor, governor, and president as designated by the teacher
- chart paper or butcher paper (1 piece per group)
- glue stick (1 per student)
- index card (1 per student)
- large construction paper (1 per student)
- markers
- notebook paper
- picture of the current city Mayor
- picture of the current Texas Governor
- picture of the current U.S. President
- poster board or large piece of construction paper (1 per student)
- scissors (1 per student)
- sticky note (1 per student, optional)
- websites, newspaper articles, books about the current mayor, governor and the president including pictures

## Attachments

All attachments associated with this lesson are referenced in the body of the lesson. Due to considerations for grading or student assessment, attachments that are connected with Performance Indicators or serve as answer keys are available in the district site and are not accessible on the public website.

-  [Handout: Who Am I? Game Board \(1 per student\)](#)
-  [Teacher Resource: Who Am I? Game Board KEY](#)
-  [Handout: President of the United States \(4 copies per station\)](#)
-  [Handout: Governor of Texas \(4 copies per station\)](#)
-  [Handout: Mayor of the City \(4 copies per station\)](#)

## Resources

None identified

## Advance Preparation

1. Become familiar with content and procedures for the lesson.
2. Refer to the Instructional Focus Document for specific content to include in the lesson.
3. Select appropriate sections of the textbook and other classroom materials that support the learning for this lesson.
4. Preview available resources and websites according to district guidelines.
5. Gather materials for government leader stations (books, pictures, brochures, websites, or video clips) on the roles of a mayor, a governor, and the president or prepare to read literature related to the roles of mayor, governor, and president. Prepare to use these materials in Days 1 and 2.
6. Collect biographical information on the current president, governor, and mayor including pictures of each for Day 3.
7. Prepare materials and handouts as needed.

## Background Information

A public official is a person holding a post to which he or she has been legally elected or appointed and who performs governmental functions. A mayor, justice of the peace, and chief of police are types of public officials.

A mayor is the elected leader of a community. Roles of the mayor include, but are not limited to, the following: the city's chief executive, directs city departments, positive role model, and community leader

A governor is the elected leader of a state. Roles of the governor include, but are not limited to, the following: the state's chief executive, responsible for the well-being of the state, leader of the state militia, recommends legislation, appoints, and/or removes certain state officials.

The president is the elected leader of our nation. Roles of the president include, but are not limited to, the following: the country's chief executive, commander in chief of the armed forces, appoints and/or removes important government officials, can veto laws, and/or recommends legislation.

Election is the process by which a leader is selected by a vote of the people to be represented. Appointment is the process in which someone is selected by another public official to fill an office or position.

Definitions courtesy of the Social Studies Center [defunct]. (2000). *Glossary*. Austin: Texas Education Agency.

---

## GETTING READY FOR INSTRUCTION

---

Teachers are encouraged to supplement and substitute resources, materials, and activities to meet the needs of learners. These lessons are one

Suggested Duration: 5 days

approach to teaching the TEKS/Specificity as well as addressing the Performance Indicators associated with each unit. District personnel may create original lessons using the Content Creator in the Tools Tab. All originally authored lessons can be saved in the "My CSCOPE" Tab within the "My Content" area.

## INSTRUCTIONAL PROCEDURES

<b>Instructional Procedures</b> <b>ENGAGE – Leaders - Elected vs. Appointed</b>	<b>Notes for Teacher</b> <b>NOTE: 1 Day = 50 minutes</b> <b>Suggested Day 1 - 15 minutes</b>
<p>1. Name That Leader - Pop Up Game:</p> <ul style="list-style-type: none"> <li>• Prepare students to view a picture of a leader.</li> <li>• Instruct students to "pop up" out of their seat if they know the NAME of the leader and the TITLE the leader holds, but students should not speak or volunteer the answer verbally.</li> <li>• The teacher then assigns a student who has "popped up" to go whisper in the ear of a student who did not pop up who the leader is so that all students eventually have popped up.</li> <li>• The teacher asks students to identify the leader and his or her job title. The teacher clarifies and verifies responses.</li> <li>• Some students may get the answer incorrect, and may even whisper the incorrect answer to a peer, but the purpose of the activity is to engage students in the idea of leaders. Any misconceptions or misinformation can be corrected during the activity.</li> <li>• Teachers should present three rounds of Name That Leader – Pop Up Game with the following pictures: <ul style="list-style-type: none"> <li>◦ President of the United States</li> <li>◦ Governor of the state of Texas</li> <li>◦ Mayor of the city in which they live</li> </ul> </li> </ul> <p>2. Ask:</p> <ul style="list-style-type: none"> <li>• <b>Who is the leader of your family? Who is the leader of your school? Why is it important to have leaders?</b> Facilitate a discussion about leadership and the reasons why it is necessary to have leaders. Explain that we have public officials (leaders) in our community, state, and nation that make decisions that affect citizens. Refer to the pictures presented in Name that Leader – Pop Up Game. Further explain that some public officials are elected and some are appointed.</li> </ul> <p>3. Ask:</p> <ul style="list-style-type: none"> <li>• <b>What does it mean to be elected?</b> (<i>Possible answers may include that elected means people voted.</i>)</li> </ul> <p>4. Ask:</p> <ul style="list-style-type: none"> <li>• <b>What does it mean to be appointed?</b> (<i>Possible answers may include that appointed means someone picks the person.</i>)</li> </ul> <p>5. Display a possible classroom job (e.g., line leader, paper passer, chair stacker, attendance clerk, etc.). Randomly, select 2–3 students to "run" for the job. Tell students that they will vote for (or elect) the person to fulfill the classroom job. Conduct an informal election by students either raising their hands or writing their choice on a sticky note.</p> <p>6. Display another possible classroom job. Instruct the student that was just elected to appoint someone to this classroom job.</p> <p>7. Ask: <b>How are public officials selected?</b> (<i>Elected or appointed</i>)</p>	<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• picture of the current U.S. President</li> <li>• picture of the current Texas Governor</li> <li>• picture of the current city Mayor</li> <li>• sticky note (1 per student, optional)</li> </ul> <p><b>Purpose:</b></p> <ul style="list-style-type: none"> <li>• The purpose of this section of the lesson is for students to understand the importance of having leaders and that some public officials are elected and some are appointed.</li> </ul> <p><b>TEKS:</b> 2.12C, 2.13A, 2.19A</p>
<b>EXPLORE – Mayor, Governor, President</b>	<b>Suggested Day 1 (continued) - 35 minutes and Suggested Day 2 - 35 minutes</b>
<p>1. Explain to students that there are many important public officials. Review that some</p>	<p><b>Materials:</b></p>

Suggested Duration: 5 days

are elected and some are appointed. Explain that three important elected public officials are the mayor, governor, and president. (Refer to the "Name That Leader - Pop up Game" in the Engage.)

2. Tell students that they are going to explore the roles of the mayor, governor, and president. Explain that these public officials are elected, which means adults get to vote for who fills these positions.
3. Distribute the Handout: **Who Am I? Game Board** (1 per student).
4. **Who Am I? – Round 1:**
  - Organize students into pairs.
  - The teacher reads the first role out loud to the class from the Handout: **Who Am I? Game Board**.
  - Student individually predict if that role is for the mayor, governor, or president by placing an "M", "G", or "P" in the section that says "prediction".
  - Students "whisper-share" their predictions with their partner and may change their answer if they choose.
  - Explain that students will not be given the correct answer at this time; however, they will discover which answers are correct after the entire game has been played by visiting three different Learning Stations.
  - Repeat the instructions above for each role on the Game Board.
5. **Who Am I?– Round 2:**
  - Explain to students that they will be confirming their predictions by visiting three different Learning Stations.
  - Set up three Learning Stations around the classroom:
    - Learning Station #1: Handout: **President of the United States** (4 copies per station)
    - Learning Station #2: Handout: **Governor of Texas** (4 copies per station)
    - Learning Station #3: Handout: **Mayor of the City** (4 copies per station)
  - Instructions:
    1. Students stay with their original partner.
    2. The teacher assigns pairs to various Learning Stations so that there are 3–4 pairs at each station. (*See Instructional Note for options.*)
    3. Student pairs "buddy read" the handout at each station.
    4. Student pairs check their Handout: **Who Am I? Game Board** and complete the "actual" sections for each role based on the information at each Learning Station.
    5. Students rotate through all three Learning Stations at the teacher's signal until they have completed their Game Board "actual" responses.
6. Distribute a piece of large construction paper to each student. Instruct the students to fold the paper into three equal columns, labeling the first column "Mayor", the second column "Governor", and the third column "President".
7. Students use scissors to cut out the different roles on the Handout: **Who Am I? Game Board**. Students glue each role into the correct column on their construction paper.
8. Use the Teacher Resource: **Who Am I? Game Board KEY** as appropriate.

- books, pictures, brochures, websites, or video clips related to the roles of mayor, governor, and president as designated by the teacher
- large construction paper (1 per student)
- scissors (1 per student)
- glue stick (1 per student)

**Attachments:**

- Handout: **Who Am I? Game Board** (1 per student)
- Teacher Resource: **Who Am I? Game Board KEY**
- Handout: **President of the United States** (4 copies per station)
- Handout: **Governor of Texas** (4 copies per station)
- Handout: **Mayor of the City** (4 copies per station)

**Purpose:**

- The purpose of this section of the lesson is for students to compare the roles of mayor, governor, and president.

**TEKS:** 2.12B, 2.19A

**Instructional Note:**

- Decide prior to the lesson whether to create learning stations with resources for students to learn about the roles of mayor, governor, or president or select literature to read aloud that emphasizes the roles of mayor, governor, and president.
- To avoid having up to eight students at each Learning Station, the teacher may choose to set up the three Learning Stations on one side of the room, and three additional, identical Learning Stations on the other side of the room. This way, there would be only two pairs (four students) at each Learning Station rather than eight.

**Instructional Note:**

- To "buddy read" means that student pairs take turns whisper-reading the information on the handouts to each other.

**EXPLAIN – Comparing the roles of Mayor, Governor, and President**

**Suggested Day 2 (continued) - 15 minutes**

1. Divide students into groups of three. Instruct them to assign the role of mayor, governor, or president to each person in the group. Students explain the role of their leader to the small group.
2. Instruct students to compare the three roles in their small groups. Display the following questions to guide their discussions: **How are the roles of mayor, governor, and president similar and different?**
3. Ask students to brainstorm what common characteristics good leaders should have, leading them to the idea of good citizenship.
4. Brainstorm ideas of what it means for regular citizens, as well as public officials, to demonstrate good citizenship. (*Answers should include ideas such as educating oneself about the issues, respectfully holding public officials to their word, and voting.*)

**Purpose:**

- The purpose of this section of the lesson is for students to compare the roles of mayor, governor, and president.

**TEKS:** 2.12B, 2.13A, 2.19A

Suggested Duration: 5 days

<p><b>EXPLORE – Who is our Mayor, Governor, and President?</b></p> <ol style="list-style-type: none"> <li>1. Divide students into three groups. Assign “mayor” to one group, “governor” to the second group, and “president” to the third group.</li> <li>2. The teacher collects and distributes information about the current mayor, governor, and president to the three groups. This information should elaborate on the roles explored in the Explain section of the lesson above.</li> <li>3. Students read the information as an “expert group.”</li> <li>4. Expert group members collaborate to find five new ideas about their leader.</li> <li>5. Each expert group member lists those five new ideas individually on a sheet of notebook paper.</li> <li>6. Monitor and assist students as needed.</li> <li>7. Ask: <ul style="list-style-type: none"> <li>• <b>Why do we need government leaders including a mayor, governor, and president?</b> (Possible answers could include that they help keep order, they protect us, manage government services that we need, etc.)</li> </ul> </li> </ol>	<p><b>Suggested Day 3 - 25 minutes</b></p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• websites, newspaper articles, books about the current mayor, governor and the president including pictures</li> <li>• notebook paper</li> </ul> <p><b>Purpose:</b></p> <ul style="list-style-type: none"> <li>• The purpose of this section of the lesson is for students to identify and learn about the current mayor, governor, and president.</li> </ul> <p><b>TEKS:</b> 2.12A</p> <p><b>Instructional Note:</b></p> <ul style="list-style-type: none"> <li>• Preview all websites and follow district guidelines about student use of the Internet. City hall and the newspaper might be good resources to collect text about the mayor.</li> </ul>
<p><b>EXPLAIN – Jigsaw: Sharing Information about Our Leaders</b></p> <ol style="list-style-type: none"> <li>1. Reorganize the students into different groups of three, so that there is one student who learned about the current mayor, one who learned about the current governor, and one who learned about the current president.</li> <li>2. Distribute a piece of chart paper or butcher paper and markers to each group.</li> <li>3. Instruct students to make three columns on their chart. Label the first column “Mayor”, the second column “Governor”, and the third column “President”.</li> <li>4. Students teach their group the information they learned about their leader in the expert groups and record facts into the correct column on the chart paper.</li> </ol>	<p><b>Suggested Day 3 (continued) - 25 minutes</b></p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• chart paper or butcher paper (1 piece per group)</li> <li>• markers</li> </ul> <p><b>Purpose:</b></p> <ul style="list-style-type: none"> <li>• The purpose of this section of the lesson is for students to identify and learn about the current mayor, governor, and president.</li> </ul> <p><b>TEKS:</b> 2.12A, 2.19A, 2.19B</p>
<p><b>ELABORATE – Leaders of Our Past</b></p> <ol style="list-style-type: none"> <li>1. Review what has been learned about public officials and the roles of mayor, governor, and president.</li> <li>2. Distribute index cards to students (1 per student).</li> <li>3. Ask students to think of a historical figure who has been a public official that has influenced the community, state, or nation and record their name on their index card.</li> <li>4. Ask students to share who they chose, why they chose that person, and how they influenced the community, state, or nation.</li> <li>5. Review other influential public officials that have been discussed in previous units (e.g., Thurgood Marshall, Theodore Roosevelt, John Hancock) and their contributions to the communities, state, and nation in which we live. Remind students that they were all leaders in their community. Include discussions of leaders who were both elected and appointed. <ul style="list-style-type: none"> <li>• Example: Irma Rangel was the first female Hispanic elected to the Texas House of Representatives. How did she influence the state? She was a champion of minority rights, student issues, and funding for the education of low-income students. She was a member of the Texas House of Representatives (1976–2003) who exhibited characteristics of good citizenship by staying informed of what public officials are doing, providing input to them, and volunteering to participate in government functions.</li> </ul> </li> </ol>	<p><b>Suggested Day 4 - 50 minutes</b></p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• index card (1 per student)</li> </ul> <p><b>Purpose:</b></p> <ul style="list-style-type: none"> <li>• The purpose of this part of the lesson is for students to make connections to historical figures and their roles as public officials.</li> </ul> <p><b>TEKS:</b> 2.4A, 2.13A, 2.19A</p>
<p><b>EVALUATE – Poster of Current Government Leaders</b></p> <p><b>Grade 02 Social Studies Unit 09 PI 01</b></p> <p>Create a poster picturing the current mayor (or local government leader), governor, and president; include the name and title of each. Orally explain the poster to an adult, including explaining what these public officials do and how they were chosen to have that job (elected or appointed).</p> <p><b>Standard(s):</b> 2.12A , 2.12B , 2.12C , 2.19A , 2.19B</p> <p><b>ELPS:</b> ELPS.c.3D</p>	<p><b>Suggested Day 5 - 50 minutes</b></p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• poster board or large piece of construction paper (1 per student)</li> </ul> <p><b>TEKS:</b> 2.12A, 2.12B, 2.12C, 2.19A, 2.19B</p> <p><b>Instructional Note:</b></p> <ul style="list-style-type: none"> <li>• It may be difficult to listen to every student during</li> </ul>

Suggested Duration: 5 days

one class period. Plan on extra time for oral presentations, or invite other adults to the classroom to listen to the students explain their posters. Include school administration, parents, grandparents, maintenance workers, cafeteria workers, etc. Student may even take an "in-school field trip" to visit these campus adults to explain their posters.

## Who Am I? Game Board

Directions: Read the various roles of our community, state, and national leaders. On each role, predict which government leader is responsible for the role by writing an “M” for Mayor, “G” for Governor, or “P” for President. Conduct research to find the actual answer.

<p><b>Can veto national/federal laws</b></p> <p>Prediction: _____ Actual: _____</p>	<p><b>Directs city’s departments</b></p> <p>Prediction: _____ Actual: _____</p>	<p><b>City’s chief executive</b></p> <p>Prediction: _____ Actual: _____</p>
<p><b>State’s chief executive</b></p> <p>Prediction: _____ Actual: _____</p>	<p><b>Recommends national/federal legislation</b></p> <p>Prediction: _____ Actual: _____</p>	<p><b>Positive role model and local community leader</b></p> <p>Prediction: _____ Actual: _____</p>
<p><b>Appoints and/or removes state officials</b></p> <p>Prediction: _____ Actual: _____</p>	<p><b>Leader of the state militia</b></p> <p>Prediction: _____ Actual: _____</p>	<p><b>Commander in chief of the armed forces</b></p> <p>Prediction: _____ Actual: _____</p>
<p><b>Responsible for the well-being of the state</b></p> <p>Prediction: _____ Actual: _____</p>	<p><b>Works with the city council</b></p> <p>Prediction: _____ Actual: _____</p>	<p><b>Can veto state laws</b></p> <p>Prediction: _____ Actual: _____</p>
<p><b>Appoints and/or removes important national/federal officials</b></p> <p>Prediction: _____ Actual: _____</p>	<p><b>Country’s chief executive</b></p> <p>Prediction: _____ Actual: _____</p>	<p><b>Recommends state legislation</b></p> <p>Prediction: _____ Actual: _____</p>
<p><b>Works with the U.S. Congress</b></p> <p>Prediction: _____ Actual: _____</p>	<p><b>Works with the state legislature</b></p> <p>Prediction: _____ Actual: _____</p>	<p><b>Oversees city departments like police and parks</b></p> <p>Prediction: _____ Actual: _____</p>

## Who Am I? Game Board **KEY**

Directions: Read the various roles of our community, state, and national leaders. On each role, predict which government leader is responsible for the role by writing an “M” for Mayor, “G” for Governor, or “P” for President. Conduct research to find the actual answer.

<b>Can veto national/federal laws</b> Prediction: _____ Actual: ___ <b>P</b> ___	<b>Directs city’s departments</b> Prediction: _____ Actual: ___ <b>M</b> ___	<b>City’s chief executive</b> Prediction: _____ Actual: ___ <b>M</b> ___
<b>State’s chief executive</b> Prediction: _____ Actual: ___ <b>G</b> ___	<b>Recommends national/federal legislation</b> Prediction: _____ Actual: ___ <b>P</b> ___	<b>Positive role model and local community leader</b> Prediction: _____ Actual: ___ <b>M</b> ___
<b>Appoints and/or removes state officials</b> Prediction: _____ Actual: ___ <b>G</b> ___	<b>Leader of the state militia</b> Prediction: _____ Actual: ___ <b>G</b> ___	<b>Commander in chief of the armed forces</b> Prediction: _____ Actual: ___ <b>P</b> ___
<b>Responsible for the well-being of the state</b> Prediction: _____ Actual: ___ <b>G</b> ___	<b>Works with the city council</b> Prediction: _____ Actual: ___ <b>M</b> ___	<b>Can veto state laws</b> Prediction: _____ Actual: ___ <b>G</b> ___
<b>Appoints and/or removes important national/federal officials</b> Prediction: _____ Actual: ___ <b>P</b> ___	<b>Country’s chief executive</b> Prediction: _____ Actual: ___ <b>P</b> ___	<b>Recommends state legislation</b> Prediction: _____ Actual: ___ <b>G</b> ___
<b>Works with the U.S. Congress</b> Prediction: _____ Actual: ___ <b>P</b> ___	<b>Works with the state legislature</b> Prediction: _____ Actual: ___ <b>G</b> ___	<b>Oversees city departments like police and parks</b> Prediction: _____ Actual: ___ <b>M</b> ___



# President of the United States

1. "Buddy read" the following roles for the president of the United States.
2. Find these roles on your Handout: **Who am I? Game Board**.
3. Add a "P" to the "actual" section for each of the president's roles.
4. How many did you get correct?

**Can veto national/federal laws**

**Recommends national/federal legislation**

**Commander in chief of the armed forces**

**Appoints and/or removes important national/federal officials**

**Country's chief executive**

**Works with the U.S. Congress**

# Governor of Texas

1. “Buddy read” the following roles for the governor of Texas.
2. Find these roles on your Handout: **Who am I? Game Board**.
3. Add a “G” to the “actual” area for each of the governor’s roles.
4. How many did you get correct?

**State’s chief executive**

**Appoints and/or removes state officials**

**Responsible for the well-being of the state**

**Leader of the state militia**

**Works with the state legislature**

**Can veto state laws**

**Recommends state legislation**

# Mayor of the City

1. “Buddy read” the following roles for the mayor of the city.
2. Find these roles on your Handout: **Who am I? Game Board**.
3. Add an “M” to the “actual” area for each of the mayor’s roles.
4. How many did you get correct?

**Directs city’s departments**

**Works with the city council**

**City’s chief executive**

**Positive role model and local community leader**

**Oversees city departments like police and parks**