

Care Deeply

Citizenship

Dare Greatly



Nature
Think Boldly
Live
Passionately

Leadership
In the
Arena
Family

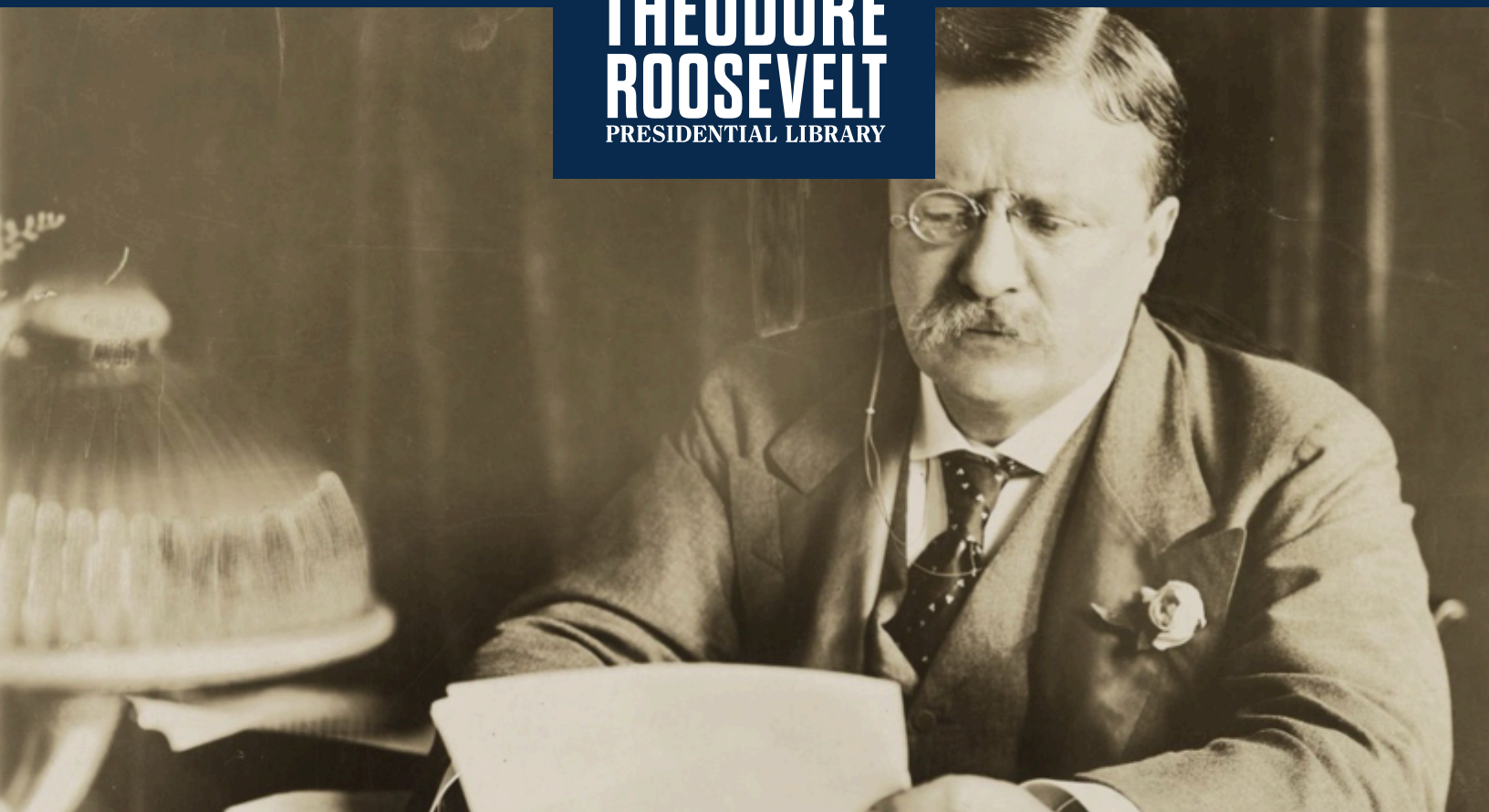
THEODORE ROOSEVELT

PRESIDENTIAL LIBRARY

Lesson Plan

EXECUTIVE POWER

Conservation



High School Social Studies (U.S. History)

DID THEODORE ROOSEVELT FUNDAMENTALLY CHANGE THE PRESIDENCY AND ITS RELATIONSHIP TO EXECUTIVE POWER?

Supporting Questions

- 1 How did Theodore Roosevelt interpret the Constitution as it pertains to executive power?
- 2 What did Theodore Roosevelt mean when he said he supported the Jackson-Lincoln theory of the presidency?
- 3 How did Theodore Roosevelt's use of executive orders compare to preceding presidents?
- 4 What is Theodore Roosevelt's legacy today regarding executive power?

DID THEODORE ROOSEVELT FUNDAMENTALLY CHANGE THE PRESIDENCY AND ITS RELATIONSHIP TO EXECUTIVE POWER?

Standards and Content	<p>US.6_12.1. Analyze primary and secondary sources with attention to reliability, impact, and purpose.</p> <p>US.6_12.4. Compare how historical elements change over time.</p> <p>US.6_12.5. Analyze the significant contributions of people, policy, and the influence on an era.</p> <p>US 6_12.1-6.E3.2. Explain the social, cultural, and economic impact of local, state, and federal government policy on American people.</p>		
Staging the Compelling Question	<p>Create a list of the 10 most significant accomplishments of Theodore Roosevelt's presidency. What percentage of them used executive power only?</p>		
Supporting Question 1	Supporting Question 2	Supporting Question 3	Supporting Question 4
<p>How did Theodore Roosevelt interpret the Constitution as it pertains to executive power?</p>	<p>What did Theodore Roosevelt mean when he said he supported the Jackson-Lincoln theory of the presidency?</p>	<p>How did Theodore Roosevelt's use of executive orders compare to preceding presidents?</p>	<p>What is Theodore Roosevelt's legacy today regarding executive power?</p>
Formative Performance Task	Formative Performance Task	Formative Performance Task	Formative Performance Task
<p>Write one paragraph explaining Theodore Roosevelt's understanding of the Constitution regarding executive power. Did his understanding differ from previous administrations?</p>	<p>Create a word wall from Theodore Roosevelt's reflections on Abraham Lincoln and Andrew Jackson to see what language he used to describe their presidencies, and write one paragraph answering the supporting question.</p>	<p>List the most important executive orders Theodore Roosevelt signed, and compare them to executive orders signed during previous administrations. Write one paragraph answering the supporting question.</p>	<p>Develop a claim supported by evidence that answers the supporting question in 1–2 paragraphs. Draw from the featured sources below, as well as from other information if desired.</p>
Featured Sources	Featured Sources	Featured Sources	Featured Sources
<p>Source A: <u>Excerpt</u> from Theodore Roosevelt's autobiography on his interpretation of executive power</p> <p>Source B: <u>Letter</u> from Theodore Roosevelt to John Carter Rose dated June 20, 1908</p> <p>Source C: <u>Letter</u> from Theodore Roosevelt to Seth Low dated March 28, 1908</p> <p>Source D: <u>Memorandum</u> on signing a proclamation to increase forest reserves in 1907</p>	<p>Source A: <u>Cartoon</u> by J. S. Pughe titled "What Would Lincoln Do?"</p> <p>Source B: <u>Article</u> by Theodore Roosevelt in <i>Outlook</i> magazine titled "The Presidency: Making an Old Party Progressive"</p> <p>Source C: <u>Letter</u> from Theodore Roosevelt to Opie Read dated August 13, 1906</p> <p>Source D: <u>Timeline</u> highlighting Theodore Roosevelt's opinion on previous presidents titled "TR Rates the Presidents"</p>	<p>Source A: <u>Cartoon</u> by Charles Green Bush titled "The issue"</p> <p>Source B: <u>Executive orders</u> establishing national bird reservations</p> <p>Source C: <u>List</u> of all executive orders signed by Theodore Roosevelt</p> <p>Source D: <u>Article</u> by Lorraine Boissoneault titled "The Debate Over Executive Orders Began With Teddy Roosevelt's Mad Passion for Conservation"</p>	<p>Source A: <u>Article</u> by Sidney Milkis titled "Theodore Roosevelt: Impact and Legacy"</p> <p>Source B: <u>Article</u> by Erin Ruth Leonard titled "Theodore Roosevelt's Broad Powers"</p> <p>Source C: <u>Report</u> by Jean M. Yarbrough titled "Theodore Roosevelt: Progressive Crusader"</p> <p>Source D: <u>Letter</u> from Theodore Roosevelt to Alice Sterne Gitterman dated March 1, 1905</p>

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Summative Performance Task	<p>ARGUMENT: <i>Did Theodore Roosevelt fundamentally change the presidency and its relation to executive power?</i> Construct an argument (e.g., detailed outline, poster, essay) that evaluates the use of executive power during Theodore Roosevelt’s presidency and its use today in presidential administrations using specific claims and relevant evidence from sources while acknowledging competing views.</p>
	<p>EXTENSION: Focus on one event during Theodore Roosevelt’s presidency that exemplifies his use of executive power. Some ideas are the 1902 coal strike, the establishment of Pelican Island in 1903, or midnight forest conservation in 1907. Analyze the chosen event in several paragraphs. How does the event compare to the use of executive power in previous administrations?</p>
Taking Informed Action	<p>UNDERSTAND: Research current use of executive power in recent presidential administrations.</p> <p>ASSESS: Compare and contrast the use of executive power today to Theodore Roosevelt’s use of executive power.</p> <p>ACT: Reach out to a local newspaper or news station (including a school newspaper) and write an op-ed or participate in an interview about executive power.</p>

**Featured sources are suggested and links are provided. It may be that these links are broken, and we apologize in advance for the inconvenience.*

OVERVIEW

Inquiry Description

This inquiry leads students through an investigation of executive power and Theodore Roosevelt's views on the presidency and the executive branch. Some consider Theodore Roosevelt the first "modern president," and this inquiry provides students with the opportunity to consider how Roosevelt changed (or did not significantly change) the role of the president.

This inquiry highlights the following additional North Dakota standards:

- **US.6_12.1.** Analyze primary and secondary sources with attention to reliability, impact, and purpose.
- **US.6_12.4.** Compare how historical elements change over time.
- **US.6_12.5.** Analyze the significant contributions of people, policy, and the influence on an era.
- **US 6_12.1-6.E3.2.** Explain the social, cultural, and economic impact of local, state, and federal government policy on American people.

It is important to note that this inquiry requires prerequisite knowledge of the three branches of government (executive, legislative, and judicial), different presidential administrations prior to Roosevelt's administration, the Gilded Age and Progressive Era, and Theodore Roosevelt's presidency, including his conservation efforts. This inquiry is expected to take three or four 50-minute class periods but could expand if students need additional instructional experiences. Teachers should adapt the inquiry to meet the needs and interests of their students.

Structure of the Inquiry

In addressing the compelling question, students will have the opportunity to dig deeper into Theodore Roosevelt's presidency and consider his understanding of the executive office. To thoughtfully answer the question "Did Theodore Roosevelt fundamentally change the presidency and its relationship to executive power?" students will consider Roosevelt's beliefs, opinions, and actions about the presidency, the Constitution, and executive orders. The goal is for students to realize the typical opinion that "Theodore Roosevelt was the first modern president" is more nuanced than this overarching statement.

STAGING THE COMPELLING QUESTION

In staging the compelling question, students are encouraged to reflect on their knowledge of Theodore Roosevelt's presidency. This activity encourages students to consider how many accomplishments of Roosevelt's presidency they listed were examples of executive power only.

SUPPORTING QUESTION I

The first supporting question is "How did Theodore Roosevelt interpret the Constitution at it pertains to executive power?"

The formative task is to write one paragraph explaining Theodore Roosevelt's understanding of the Constitution regarding executive power. Did his understanding differ from previous administrations?

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Teachers may implement this task by providing students with some short descriptions of other presidential administrations and encouraging them to compare actions from those administrations with Theodore Roosevelt's decisions and opinions. Teachers may also provide copies of the Constitution to students to give them the opportunity to read the language of the Constitution themselves and compare it to Roosevelt's understanding.

The following sources were selected to provide students different examples of Roosevelt describing his understanding of the Constitution and executive power.

- **Featured Source A** is an excerpt from Theodore Roosevelt's autobiography detailing his interpretation of executive power.
- **Featured Source B** is a letter from Theodore Roosevelt to John Carter Rose dated June 20, 1908, in which Roosevelt emphasizes the need for a strong executive for a limited term.
- **Featured Source C** is a letter from Theodore Roosevelt to Seth Low dated March 28, 1908, in which Roosevelt emphasizes the importance of a strong executive to deal with business matters, rather than the "chaos and inefficiency" of the courts.
- **Featured Source D** is a memorandum written by Theodore Roosevelt regarding signing the proclamation to increase forest reserves in 1907.

SUPPORTING QUESTION 2

The second supporting question is "What did Theodore Roosevelt mean when he said he supported the Jackson-Lincoln theory of the presidency?"

The formative task is to create a word wall from Theodore Roosevelt's reflections on Abraham Lincoln and Andrew Jackson to see what language he used to describe their presidencies and answer the supporting question.

Teachers may implement this task by providing students with quotations about Lincoln and Jackson from Roosevelt's letters and other writing. The online timeline that highlights Theodore Roosevelt's opinion on previous presidents, "TR Rates the Presidents," may be a good place to start.

The following sources were selected to provide students with Theodore Roosevelt's opinions regarding the presidency and his thoughts about previous executives.

- **Featured Source A** is a cartoon by J. S. Pughe titled "What Would Lincoln Do?" that illustrates Roosevelt's attempts to work in the same spirit as his hero, Abraham Lincoln.
- **Featured Source B** is an article by Theodore Roosevelt published in *Outlook* magazine in 1913 titled "The Presidency: Making an Old Party Progressive" that details Roosevelt's support of what he called the Jackson-Lincoln theory of the presidency.
- **Featured Source C** is a letter from Theodore Roosevelt to Opie Read dated August 13, 1906, in which Roosevelt notes his respect for both Abraham Lincoln and Andrew Jackson, though he does not put the latter on the same level as the former.
- **Featured Source D** is a timeline highlighting Theodore Roosevelt's opinion on previous presidents titled "TR Rates the Presidents."

SUPPORTING QUESTION 3

The third supporting question is “How did Theodore Roosevelt’s use of executive orders compare to preceding presidents?”

The formative task is to list the most important executive orders Theodore Roosevelt signed and compare to executive orders signed during previous administrations and write one paragraph answering the supporting question.

Teachers may implement this task by providing students with a list of well-known executive orders in different presidential administrations to give students a comparison point with Theodore Roosevelt’s administration.

The following sources were selected to provide students with a background of how executive orders have been used in presidential administrations, most predominantly during Theodore Roosevelt’s presidency.

- **Featured Source A** is a cartoon by Charles Green Bush titled “The issue” in which Theodore Roosevelt is depicted wearing a number of signs, including “Personal Orders Substituted for Acts of Congress.”
- **Featured Source B** is a collection of Roosevelt’s executive orders establishing national bird reservations.
- **Featured Source C** is a list of all executive orders signed by Theodore Roosevelt during his administration.
- **Featured Source D** is an article by Lorraine Boissoneault titled “The Debate Over Executive Orders Began with Teddy Roosevelt’s Mad Passion for Conservation.”

SUPPORTING QUESTION 4

The fourth supporting question is “What is Theodore Roosevelt’s legacy today regarding executive power?”

The formative task is to develop a claim supported by evidence that answers the supporting question in 1–2 paragraphs, drawing from the featured sources below, as well as other information if desired.

Teachers may implement this task by providing students with background information regarding more recent presidential administrations and their use of executive power as a comparison point to Theodore Roosevelt’s administration.

The following sources were selected to provide students with current reflections on Theodore Roosevelt’s presidency and use of executive power and its legacy in American politics today.

- **Featured Source A** is an article by Sidney Milkis titled “Theodore Roosevelt: Impact and Legacy.”
- **Featured Source B** is an article by Erin Ruth Leonard titled “Theodore Roosevelt’s Broad Powers.”
- **Featured Source C** is a report by Jean M. Yarborough titled “Theodore Roosevelt: Progressive Crusader.”
- **Featured Source D** is a letter from Theodore Roosevelt to Alice Sterne Gitterman dated March 1, 1905, in which Theodore Roosevelt emphasizes that the executive cannot pass legislation.

SUMMATIVE PERFORMANCE TASK

At this point in the inquiry, students have examined a variety of angles and perspectives regarding Theodore Roosevelt, the presidency, and executive power.

Students should be expected to demonstrate the breadth of their understanding and their ability to use evidence from multiple sources to support their claims. In this task, students will construct an argument that evaluates the use of executive power during Theodore Roosevelt's presidency and its use today in presidential administrations using specific claims and relevant evidence from sources while acknowledging competing views.

Students' arguments will likely vary, but could include any of the following:

- *Yes, Theodore Roosevelt expanded the reach of the executive branch, symbolized by the fact he signed more executive orders than any other president before him.*
- *No, the presidency and executive power have changed as the country changed. Theodore Roosevelt saw himself as continuing in the tradition of Abraham Lincoln and Andrew Jackson.*
- *Yes and no, Theodore Roosevelt was willing to use executive power when he could not get Congress to agree with him or if he believed there were not any constitutional limitations, but he tried to work with Congress as much as possible and understood he could not pass legislation as the executive.*

To support students in their writing, teachers could encourage students to divide different actions Theodore Roosevelt took regarding executive power based on whether or not they were examples of executive power only or if they involved other branches of government. Teachers might also encourage students to reflect on Roosevelt's actions and mark them as either actions preceding presidents would have taken or new examples of executive power.

To extend their arguments, students can focus on one event during Theodore Roosevelt's presidency that exemplifies his use of executive power. Some ideas are the 1902 coal strike, the establishment of Pelican Island in 1903, or midnight forest conservation in 1907. Analyze the chosen event in several paragraphs. How does the event compare to the use of executive power in previous administrations?

Students can take informed action by researching current use of executive power in recent presidential administrations, comparing and contrasting the use of executive power today to Theodore Roosevelt's use of executive power, and reaching out to a local newspaper or news station to write an op-ed or participate in an interview about executive power.