

SUGGESTED LEARNING ACTIVITIES

Chapter 4: The Governor Leads the Executive Branch

1. Tell the class to watch for stories involving the governor for a period of two weeks. Have them group their stories under the major headings for the governor's duties, e.g. 1. Administrator, 2. Legislator at-large, etc.
2. As an in-class brainstorming session, have the students identify all of the "checks" or deterrents that would discourage a governor from abusing greater administrative authority. List them on the blackboard or overhead.
3. Ask each student to review the duties of the elected officials and pick out two functions (or one if your class is large) performed by one or more of the elected officials. The class should be prepared to write their answers as each student gets up to state: "In my office, I (perform this function)." The student with the most correct answers can be designated (choice of office) for the day, e.g. Secretary of State for the day.
4. The worksheets on "the ideal governor" and "job prioritization" lend themselves to class discussion. The "job prioritization" worksheet has a question that could lead to a discussion on the kind of offices that should be elected and the kind that should be appointed.