

# Presidential Electability

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## Objective:

Students will use biographies for each candidate to explore the constitutional and societal requirements to be elected president.

## Students will:

- explore historical documents
  - think critically about definitions and interpretations of electability
  - consider requirements to be president
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## Resources/Materials:

- [2020election.procon.org](http://2020election.procon.org)
  - “[How to Become US President](#)” ProCon.org resource
  - internet connection
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## Preparation:

- This activity may be completed individually or in small groups as an oral or written assignment.
  - Parts of the activity may be completed as a whole class discussion
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## Activity:

1. Using the “How to Become the US President” resource, have students compare the constitutional requirements to be president to each candidate.
2. Explore the idea of “electability” via preconceived notions of the students and media sources.
  - a. What does electability mean?
  - b. Does the concept change? Why and how?
  - c. Is the concept the same across parties? Across voters?
  - d. Consider the biases within the current definition(s) of electability (race, sex, sexuality, economic status, etc).

3. Based on the notions of electability, which of the candidates is electable? Why? Which are not and why?
  4. Consider whether we should challenge the constitutional and societal requirements to be president. And, if so, what requirements would be better and why.
  5. Optional (may be completed as homework): Have students select their ideal presidential candidate. The student should explain why this person is perfect and how they meet not only the constitutional and prevailing societal requirements, but also how they meet the additional requirements the student would like fulfilled.
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**Evaluation:**

1. Critical thinking
2. Explanation of opinions