

Lesson Plan: Trump's First 100 Days

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Featured resource

[KQED's The Lowdown: Trump's First 100 Days](#)

[New York Times: How Hard \(or Easy\) It Will Be for Trump to Fulfill His 100 Day Plan](#)



Michael Vadon/Flickr

Opening quick write prompt:

What is a political or economic issue you care about? Why is this issue important to you? Now that we have a new president, what do you hope changes or stays the same about this issue?

A quick write allows students to write down their thoughts before discussing the opening question in order to increase participation and make the discussion more accessible to English Language Learners.

Objective

- Students will analyze the major issues the President Trump and Congress plan to address in the first 100 days of the Trump administration
- Students will reflect on the issue(s) they care about most and evaluate upcoming policy actions related to this issue.

Essential Question and Lesson Context

What political or economic issues do you care about most? How will you keep track of those issue during the first 100 days of the Trump administration and beyond?

Since FDR, the first 100 days of a new presidential administration have been seen as a time to set a clear policy agenda and lay the groundwork for the four years to come. Traditionally, presidents have entered office on a wave of public goodwill, which makes it easier to start fulfilling campaign promises still on the minds of voters. While the President Trump entered office with the lowest approval rating in recent history, he and his administration have already begun to work through the list he outlined in his [Contract With the American Voter](#). This lesson asks students to identify or further explore a political issue that matters to them and identify how to follow the issue through the first 100 days and beyond.

Key vocabulary

Pre-teach key vocabulary before students do the activity, especially if you have English Language Learners. After going over the simple definition, consider providing a visual aid or having students draw one. More ideas for how to pre-teach vocabulary can be found [here](#).

Word	Simple definition
Dismantle (adj.)	To take apart
Extraction (n.)	The action of taking something out of the ground
Presidential administration (n.)	The part of the government that is identified with the president, including the people who work in the executive branch of government
Reiterate (v.)	To say again
Scale back (v.)	To cut back, to reduce in size

Direct instruction and guided practice

- Discuss the quick-write prompt to discover which issues are at the top of students' minds. If there are diverse political views, remind students of expectations around class discussions. (*To learn more about discussing controversial topics in the classroom, check out [this post](#) from the New York Times Learning Network.*)
- As a class or in small groups, students read [The Lowdown post](#) introduction (everything above the interactive graphic)
 - Optional: Students can also read the two-page [Contract with the American Voter](#) to find out more about what the Trump Administration hopes to get done in the first 100 days.
- Check for understanding: What has President Trump done so far to enact policies during his first weeks in office?
- **Transition to independent practice:** Individually or in small groups, students choose one or more issues they care about and read those sections of [The Lowdown post](#). While they read, they should prepare responses to the following: 1) How does the Trump administration plan to address the issue you chose? 2) Can this change be decided by executive order, or will it have to go through Congress? 3) Explain why you agree or disagree with Trump's plan for this issue.
 - Model this process using a less popular topic if needed.

Independent practice

- Students read about their chosen issue(s) in [The Lowdown post](#) and prepare the responses listed above either in note form or as a written response.
 - [This interactive](#) from the New York Times will also help students answer the question about whether an executive order or congressional action can decide the issue.

Assessment/reflection

- Students share their issue and what may happen with that issue during the first 100 days.
- If you could advise President Trump or Congress on this issue, what action would you want them to take on your issue in the next 100 days? Why?
- Since some of these issues won't be decided right away, how can you follow what is happening with your issue? (Brainstorm ideas or refer to the extension below.)

[Circle chats](#), small-group discussions and [think-pair-share](#) provide a safer space for students to practice speaking and listening, and also boost participation during whole-class discussions.

Extension/Homework

Follow your issue through the first 100 days. [Using these resources and others](#), ask students to make a plan for how they can follow their issue through the first 100 days (the end of April).

First 100 Days: Art in the Age of Trump: KQED Arts is accepting submission from artists of all ages for this series. Art of all types (visual, music, dance, poetry) are welcome, and ideally submissions should focus on a specific issue, rather than the appearance or personality of a politician. Find the online submission form [here](#).

Common Core standards

CCSS.ELA-Literacy.CCRA.R.1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
CCSS.ELA-Literacy.CCRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
CCSS.ELA-Literacy.W.1	Write arguments to support claims with clear reasons and relevant evidence.