Overview: From Five-Star General to Mr. President
In this lesson, students will apply their knowledge of his Dwight D. Eisenhower’s leadership style to his presidency. They will also reflect on their own leadership qualities.

Social Studies TEKS
19) Citizenship. The student understands the importance of effective leadership in a constitutional republic. The student is expected to:
   (B) identify past and present leaders in the national government, including the president and various members of Congress, and their political parties; and
   (C) identify and compare leadership qualities of national leaders, past and present.

(24) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:
   (A) differentiate between, locate, and use valid primary and secondary sources such as computer software; interviews; biographies; oral, print, and visual material; documents; and artifacts to acquire information about the United States;
   (B) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;
   (C) organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps.

Materials
- Historical images for display/distribution
- Activity resources
- “I Like Ike” 1952 campaign video [https://youtu.be/9fCboQKkwQA](https://youtu.be/9fCboQKkwQA)

Vocabulary
- **compromise:** the act of settling a dispute by each party giving up some of its demands
- **cooperate:** to work with others to get something done
**Activity: Eisenhower Birthplace Visit**

*5 minutes*

Ask students to reflect on their visit to the Eisenhower Birthplace by completing all columns of their **KWL chart**. Have students share their experiences including any new questions raised by the visit.

**Activity: Eisenhower Then and Now**

*20 minutes*

**Context:** After the end of World War II, Eisenhower served as the President of Columbia University and the first leader of the North Atlantic Treaty Organization (NATO). He was urged as early as 1948 to run for president. In 1952, Eisenhower declared himself a Republican candidate for presidency. “I Like Ike” was his campaign slogan. He was elected as the 34th President of the U.S. by a landslide, carrying 41 of 48 states, including Texas. Eisenhower was the first Texas-born president to be elected in U.S. history. His leadership abilities to cooperate and compromise allowed him to secure victories in a Democrat-dominated Congress for six of the eight years of his presidency.

Important achievements of his presidency include the:

- establishment and construction of the nation’s interstate highway system
- desegregation of the Army
- upholding of the Supreme Court’s ruling to desegregate schools
- creation of NASA (National Aeronautics and Space Administration)

View the “I Like Ike” campaign video. Tell students that this was the first campaign advertisement to appear on television. Ask these questions for whole-class discussion. Answers will vary.

- How was this campaign video like political ads you see today? How was it different?

- How might the ability to cooperate and compromise help a politician do his/her job? Could those abilities also be considered weaknesses? How and why?

- What do you think Dwight D. Eisenhower’s major contributions to U.S. and world history are? Why?
Activity: A New Leader: Me!
20 minutes

Ask students to recall Eisenhower’s leadership qualities. Tell them that they will be thinking about what qualities they have that make them leaders. Distribute the leadership activity resource. Preview the leadership qualities list of words for any students may not know. Share responses when complete.

ELA Extension Activity: I’m Running!

ELA TEKS
(19) Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write persuasive essays for appropriate audiences that establish a position and include sound reasoning, detailed and relevant evidence, and consideration of alternatives.

(27) Listening and Speaking/Listening. Students use comprehension skills to listen attentively to others in formal and informal settings. Students continue to apply earlier standards with greater complexity.

(28) Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students continue to apply earlier standards with greater complexity. Students are expected to give organized presentations employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively.

Have students craft their own campaign speeches, highlighting their own leadership qualities and providing evidence for their qualifications to be a good class leader and president. Host a race for class president. Each student must present his/her campaign speech to their classmates.

For an additional challenge, students may create their own campaign slogans, like the very successful “I Like Ike!” Host a competition for the best campaign button or bumper sticker designs.
Resource Image: President Eisenhower 1957

Resource Image: President Eisenhower’s Oath of Office 1957

Resource Image: Ike Waves to Parade Crowds 1957
Resource Image: Eisenhower and Johnson 1955


A New Leader: Me!

You have the potential to be a national and world leader, just like Dwight D. Eisenhower was!

Think about your leadership qualities. **Circle** those qualities from the list below. You may circle as many qualities as you think you have.

- organized
- dependable
- creative
- caring
- persuasive
- positive
- hard working
- smart
- curious
- motivated
- confident
- ambitious
- friendly
- cooperative
- determined
- responsible
- energetic
- honest
- respectful
- tolerant
- realistic

Now and add a ★ by the **four best qualities** you circled that you think would make you an excellent leader.

**How would you use those four qualities as a leader? Write your answers.**

Because I’m ____________________, I could use this leadership quality to ____________________________

_________________________________________________________________________________________

Because I’m ____________________, I could use this leadership quality to ____________________________

_________________________________________________________________________________________

Because I’m ____________________, I could use this leadership quality to ____________________________

_________________________________________________________________________________________

Because I’m ____________________, I could use this leadership quality to ____________________________

_________________________________________________________________________________________.