

Performance Task
The Presidential Veto

Introduction

Table 1
Presidential Vetoes: 1789–1996

Time Period	President	Regular Vetoes	Pocket Vetoes	Total Vetoes	Vetoes Overridden
1789–1797	George Washington	2	0	2	0
1797–1801	John Adams	0	0	0	0
1801–1809	Thomas Jefferson	0	0	0	0
1809–1817	James Madison	5	2	7	0
1817–1826	James Monroe	1	0	1	0
1825–1829	John Q. Adams	0	0	0	0
1829–1837	Andrew Jackson	5	7	12	0
1837–1841	Martin Van Buren	0	1	1	0
1841–1841	W. H. Harrison	0	0	0	0
1841–1845	John Tyler	8	4	10	1
1845–1849	James K. Polk	2	1	3	0
1849–1850	Zachary Taylor	0	0	0	0
1850–1853	Millard Fillmore	0	0	0	0
1853–1857	Franklin Pierce	9	0	9	5
1857–1861	James Buchanan	4	3	7	0
1861–1865	Abraham Lincoln	2	5	7	0
1865–1869	Andrew Johnson	21	8	29	15
1869–1877	Ulysses S. Grant	45	48	93	4
1877–1881	Rutherford B. Hayes	12	1	13	1
1881–1881	James A. Garfield	0	0	0	0
1881–1885	Chester A. Arthur	4	8	12	1
1885–1889	Grover Cleveland	304	110	414	2
1889–1893	Benjamin Harrison	19	25	44	1
1893–1897	Grover Cleveland	42	126	170	5
1897–1901	William McKinley	6	36	42	0
1901–1909	Theodore Roosevelt	42	40	82	1
1909–1913	William H. Taft	30	9	39	1
1913–1921	Woodrow Wilson	33	11	44	9
1921–1923	Warren G. Harding	5	1	6	0
1923–1929	Calvin Coolidge	20	30	50	4
1929–1933	Herbert Hoover	21	16	37	3
1933–1945	Franklin D. Roosevelt	372	293	636	9
1945–1953	Harry S. Truman	180	70	250	12
1953–1961	Dwight D. Eisenhower	73	108	181	2
1961–1963	John F. Kennedy	12	9	21	0
1963–1969	Lyndon B. Johnson	16	14	30	0
1969–1974	Richard M. Nixon	26	17	43	7
1974–1977	Gerald R. Ford	48	18	66	12
1977–1981	Jimmy Carter	13	18	31	2
1981–1989	Ronald Reagan	39	39	78	9
1990–1993	George Bush	29	17	46	1
1993–1996	Bill Clinton	17	0	17	1

From Presidential Vetoes, 1789–1996. Congressional Research Service, Library of Congress, 1997.

	Reasoned Persuasion Skills & Processes	Content Evidence & Support	Communication & Presentation	Conceptual Understanding
1	<p><i>A pattern of deductive or inductive reasoning supporting the persuasive effort is not evident.</i></p> <ul style="list-style-type: none"> The position is not evident, or is unreasonable or unsubstantiated. Most points are not logically supported. 	<p><i>Minimal information is provided to support the topic.</i></p> <ul style="list-style-type: none"> Information may be irrelevant to the topic. Most information is inaccurate, non-credible, or unverifiable. The content and scope of information are inadequate for the topic. Sources of information are not communicated. 	<p><i>The presentation is not effective.</i></p> <ul style="list-style-type: none"> The presentation is not appropriate for the purpose or topic. Ideas are poorly developed and disorganized. Errors in sentence structure, grammar, mechanics, word choice, and usage seriously interfere with the clarity and effectiveness of the communication. 	<p><i>Minimal conceptual understanding of the topic is demonstrated.</i></p> <ul style="list-style-type: none"> Concepts and important ideas pertinent to the topic are seldom or never used. Little or no logic or language appropriate to the topic is evident. Few, if any, examples are used to illustrate the concepts presented. Conclusions, if offered, are largely illogical or inaccurate.
2	<p><i>A pattern of deductive or inductive reasoning supporting the persuasive effort is somewhat evident.</i></p> <ul style="list-style-type: none"> The position may not be clear, or is somewhat unreasonable or unsubstantiated. Some points are logically supported. 	<p><i>Some information is provided to support the topic, but it is inadequate.</i></p> <ul style="list-style-type: none"> Some information relevant to the task is employed. Some information is inaccurate, non-credible, and unverifiable. The content and scope of information are somewhat inadequate for the purpose. Sources of information may be inadequately communicated. 	<p><i>The presentation is somewhat effective.</i></p> <ul style="list-style-type: none"> The presentation is somewhat appropriate for the purpose and topic. Ideas are partially developed but somewhat disorganized. Errors in sentence structure, grammar, mechanics, word choice, and usage may sometimes interfere with the clarity and effectiveness of the communication. 	<p><i>Some conceptual understanding of the topic is demonstrated.</i></p> <ul style="list-style-type: none"> Some concepts and important ideas pertinent to the topic are used. Some use of logic and language appropriate to the topic is evident. Some examples are used to illustrate the concepts presented. Conclusions may be somewhat illogical or inaccurate.
3	<p><i>A pattern of deductive or inductive reasoning supporting the persuasive effort is evident.</i></p> <ul style="list-style-type: none"> The position is clear and substantiated. Most points are logically supported. 	<p><i>Adequate information is provided to support the topic.</i></p> <ul style="list-style-type: none"> Information relevant to the topic is provided. Although minor inaccuracies may be present, most information is accurate, credible and verifiable. The content and scope of information are adequate for the topic. Most sources of information are adequately communicated. 	<p><i>The presentation is effective.</i></p> <ul style="list-style-type: none"> The presentation is appropriate for the purpose and topic. Ideas are adequately developed and generally well organized. Errors in sentence structure, grammar, mechanics, word choice, and usage seldom interfere with the clarity and effectiveness of the communication. 	<p><i>Adequate conceptual understanding of the topic is demonstrated.</i></p> <ul style="list-style-type: none"> Concepts and important ideas pertinent to the topic are accurately used. Logic and language appropriate to the topic are evident. Examples are used to adequately illustrate the concepts presented. Conclusions are generally logical and accurate.
4	<p><i>A clear pattern of deductive or inductive reasoning enhancing the persuasive effort is evident.</i></p> <ul style="list-style-type: none"> The position is clear and well substantiated. All points are logically supported. 	<p><i>Information to support the topic is carefully selected and skillfully utilized.</i></p> <ul style="list-style-type: none"> Information highly relevant to the topic is provided. Information is detailed, accurate, credible, and verifiable. The content and scope of information fully support the topic. Sources of information are fully and clearly communicated. 	<p><i>The presentation is highly effective.</i></p> <ul style="list-style-type: none"> The presentation is highly appropriate for the purpose and topic. Ideas are thoroughly developed and well organized. Sentence structure, grammar, mechanics, word choice, and usage enhance the clarity and effectiveness of the communication. 	<p><i>Superior conceptual understanding of the topic is demonstrated.</i></p> <ul style="list-style-type: none"> Concepts and important ideas pertinent to the topic are skillfully applied. Logic and language appropriate to the topic are present throughout. Examples used enhance understanding of the concepts presented. Conclusions are logical and accurate, and may be insightful.

Since the presidency of George Washington in the late 1700s, chief executives have vetoed more than 2,500 measures passed by Congress. Although most vetoes stand, some presidents are noted for the large number of vetoes with relatively few overrides during their administrations. Other presidents experienced greater number of overrides. What conclusions can you draw regarding vetoes and veto overrides? What predictions can you make about the current presidential administration? What predictions can you make about the use of veto power?

Instructions to Students

Over the next three weeks, you and your group will be responsible for researching the presidential administrations to determine the common political, social, and/or economic factors that contributed to their veto override problems.

You will need to do the following steps to complete this task:

1. Using Table 1, select three presidents:
 - One who used the veto power sparingly and had relatively few overrides
 - One who made relatively extensive use of veto power with relatively few overrides
 - One who made relatively extensive use of the veto with a large proportion of overrides
2. After you have selected three presidents to investigate, meet in your group to discuss the social, political and economic circumstances that might account for the experiences of the various administrations. Consider the following:
 - The circumstances surrounding their becoming President
 - The situation surrounding the Presidential vetoes
 - The situation surrounding veto overrides
3. Based upon your findings, what conclusions can you draw about the use of Presidential vetoes?
4. Based upon your conclusions, what predictions can you make about the current President and his/her use of veto power?
5. Each person will present his/her findings in a written report. Consider the use of graphic organizers to present your comparisons.

Evaluation

The reports will be scored using the following criteria:

1. The report has all of the required features.

2. The report is well organized and thoroughly developed.
3. The report identifies relationships, make comparisons, and draws logical comparisons from the data and information concerning presidential vetoes.
4. The report draws conclusions that are logical and consistent with the analyses of presidential vetoes.

The report may be scored using the scoring guide found on the following page.