

TPS TEACHING WITH PRIMARY SOURCES LIBRARY OF CONGRESS

Title of Learning Unit: All about the United States

Subjects: (History, ELA, Art)

Grade Level/Range: 3rd Grade

Overarching Goal or Concept for the Learning Unit: Students will gain an understanding on how certain aspects of the United States express what America is. Overarching social studies themes include Civic Ideas and Practices and Individuals, Groups, and Institutions.

Overview: The United States of America is an amazing country to live in with a very rich history. In this unit several iconic events and symbols of America, developed throughout history, that helped make America great will be explored. First, our National Anthem will be investigated. What does the anthem mean to students nowadays? The lesson relates to a lesson about the American flag, which was the “Star Spangled Banner”. Finally, the lives of two of our nation’s greatest presidents, who did much to contribute to the way things are today, will be examined. Through this unit, students will gain an understanding on how events in history tie together to create something; in this case, the awesome nation in which we live.

Written By: Michaela Callander, Shana Helsley, and Caroline Frye

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Pre-instructional Assessment/Introduction:

The teacher would introduce the learning unit to students by asking them what they thought were some things that represent America. What do the students think about when they are asked to describe America? Students might say things anywhere from “the American flag” to “it means a free country where we can do a lot of things that other countries cannot.”

There are four pre-chosen lessons on three topics: George Washington and Abraham Lincoln, the Star Spangled Banner, and the flag of the United States. Without telling students what they will be learning about these three topics, the teacher will ask them how they feel that each of them expresses what America is. (Paper attached). The teacher will then know what she must do to ensure that students are coming from an understanding of how they think each of those represents America, to the knowledge of how they actually represent America.

The United States of America, Our Great Nation

Instructions: In your own words, write, in at least three sentences, how *you* feel that each of the following topics expresses what America represents.

The Star Spangled Banner, Our National Anthem

Our Nation's Flag

George Washington and Abraham Lincoln, Two of Our Nation's Greatest Presidents

Title of Lesson/Activity #1: The Star Spangled Banner

Created By: Caroline Frye

Overview of Lesson:

Students will be presented with images of two primary sources of the lyrics of the National Anthem. One is printed on linen and the other is a handwritten copy of the lyrics. Students will analyze the lyrics and identify the significance of them. Why were those words so important that they were made into our nation's song? What did Francis Scott Key see and how did he feel when he wrote those lyrics? How do students feel reading them so many years later? 45 minutes will be allotted for this lesson.

PA Standards:

8.4.3. B. Examine the effects of selected artifacts, historical documents, and related sites on the world.

8.3.3. C. Demonstrate an understanding of how people in different times and places view the world.

CC.1.3.3.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools

CC.1.4.3.R Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

Investigative Question for this activity:

What is so significant about the lyrics of "The Star Spangled Banner" that it became our country's National Anthem?

Objective(s):

Students will identify words in the lyrics of the Star Spangled Banner that they do not know, then use a thesaurus to determine what those words mean.

Students will work with the teacher to rewrite the lyrics on a third grade level, without changing the meaning of the phrase.

Students will analyze the re-written lyrics and identify the significance of what Francis Scott Key was seeing when he was on the ship by writing a five sentence paragraph with no errors in grammar, punctuation, or spelling. Then, they will write an additional five sentence paragraph on what those lyrics mean to them.

Materials:

- Computers from the school's mobile lab
- Lined paper
- Pencils
- Highlighters
- Poster papers
- Markers
- Tape
- Primary source of a printing of the "Star Spangled Banner"
- Primary source of the manuscript of the "Star Spangled Banner" written by F. Scott Key
- Handout on what F. Scott Key saw
- Printout of the "Star Spangled Banner" created by the teacher

Print Sources:

1. Key, F. S. *The star spangled banner / written by Francis S. Key, Esq. of Georgetown, D.C.* [Between 1814 and 1864] [Photograph] Retrieved from the Library of Congress, <https://www.loc.gov/item/2012649666/>.
2. (Image 3 of the star spangled banner)
Key, F. S. (1840) *The Star Spangled Banner*. [Pdf] Retrieved from the Library of Congress, <https://www.loc.gov/item/ihas.100000019/>.
3. Star Spangled Banner Facts for Kids. (2017, October 25). Retrieved from <https://www.americanhistoryforkids.com/star-spangled-banner/>
4. Printout of the Star Spangled Banner lyrics
Key, F.S. (1814) *The star spangled banner*.

Online Collections/Exhibits/Websites: Thesaurus.com

Student Learning Process:

1. When the bell rings for social studies class, ask **"Do you know what the title of the National Anthem is?"** Look for the answer, "The Star Spangled Banner."
2. Sing the National Anthem as a class.
3. Ask: **"Can anyone tell me what they think that song is about? Look at the title."** Look for an answer about the flag.
4. To analyze the lyrics, pass out the primary source of the Star Spangled Banner. Point out that in the picture, it was printed on linen. Ask: **"Why do you think these lyrics were so important that they were printed on materials such as linen, which is a type of cloth? Do you think maybe this was hanging in someone's house? Do you understand what the lyrics mean, or do we need to change them so that we can understand?"**

5. Pass out typed up hand-out of the lyrics to the first stanza. Pass out highlighters. Tell the students to highlight any words that they do not know. There will be space at the bottom of that paper to write down those words. The students will need to write the words in list form, leaving space between each word.
6. The teacher will pass out a laptop to each student.
7. Students will log onto the laptops, open the browser, and then type in thesaurus.com
8. Students will work independently to research words that will make more sense to them than the ones they highlighted. For example, if they highlighted the word “hailed”, they would look for a word that fits that they understand better, such as cheered. They would have to make sure that it is the correct context, because words such as pelted would not fit, even though that is a synonym of hailed in another context.
9. Allow students to work independently until everyone is about finished.
10. Hang two pieces of poster paper on the board.
11. Go over the first line. Ask: **“Were there any words in the first line that we can rewrite?”** The teacher will take all of the examples and write the good ones on one of the poster papers in one color marker. Tell the meaning of the actual word. Ask: **“Which one of these fits best in our phrase?”** Have the students vote on a word and rewrite line one with the new word. Repeat this line after line until the whole first verse is rewritten in language that is easier for students to understand.
12. Read the rewritten stanza of the national anthem. Ask the students what they see in their mind when they read the new lyrics.
13. Pass out the printed copies of “The Star Spangled Banner” from americanhistoryforkids.com. Have the students read those aloud.
14. Pass around the primary source of the manuscript of The Star Spangled Banner written by Key.
15. Ask: **“Remember what you saw in your heads when you read the lyrics? Was it similar to what Key saw when he wrote it?”**
16. Read the rest of the verses aloud to the students based off of the manuscript. Since it is written in cursive it will be hard for them to read.

Closure:

Students will have a few days to complete a two paragraph essay on what Key saw when he was on the boat, why that was important, and what the lyrics mean to them now. As they are writing, the teacher will remind students of the importance of the song as it became our Nation’s Anthem. The teacher can relate the song to the 4th of July and why we celebrate with the flag. The focus is that we are a free country...”land of the free and the home of the brave.”

Modifications/Accommodation Techniques for Students with Special Needs:

1. Students may need extra assistance with using the computer and making sure that they are finding synonyms in the right context. In this case, the students would work with a teacher or classroom aide.
2. Students who struggle with such things as dyslexia, fine motor skills, or reading disabilities, may limit their paragraphs to three sentences each.

Formal Assessment:

The two paragraphs being written during the closure will be collected when they are finished and checked for accuracy in sentence structure, grammar, and punctuation.

Informal Assessment:

The teacher will use observation as an informal assessment, mostly when the students are using thesaurus.com. The teacher will also gauge the students' understanding through discussion.

The Star Spangled Banner

By Francis Scott Key

O! say can you see by the dawn's early light,
What so proudly we hailed at the twilight's last gleaming,
Whose broad stripes and bright stars through the perilous fight,
O'er the ramparts we watched, were so gallantly streaming?
And the rockets' red glare the bombs bursting in air,
Gave proof through the night that our flag was still there;
O! say does that star-spangled banner yet wave
O'er the land of the free and the home of the brave?

The Star-Spangled Banner (this is the handout from americanhistoryforkids.com)

The War of 1812 between the Americans and British lasted for three years. Only a few weeks after the British burned Washington D.C., destroying the Capitol, the President's House, and the Treasury, they headed toward Baltimore. The only thing that stood in their way was Fort McHenry, which lay on an island in the Chesapeake Bay.

On September 13, 1814, the fort was attacked by sixteen British ships. It seemed likely that the British would be victorious. Major George Armistead, commander of the fort, wasn't going to give up without a fight, which went on throughout the night. The British lobbed 200-pound bombshells at the fort. The bombshells often went off in the air and the sky was red and smoky. Would the British win?

Fun Facts

- Major Armistead knew that Fort McHenry would probably be a target for the British navy. He requested a flag be made to fly over the fort. He wanted the flag to be huge – big enough for the British to see from miles away.

- Mary Young Pickersgill, a widowed flag maker, was hired to sew the flag. With the help of several family members, she completed the flag in six weeks. The flag measured 42 feet long by 30 feet high – the size of a very, very large room. Each stripe was two feet wide and the stars measured two feet from point to point. Mary used 300 yards of English wool bunting cloth to make the flag. She was paid \$405.90 for her work.
- A few days before the attack, a young American lawyer, Francis Scott Key, boarded a British ship to negotiate the release of an elderly doctor. The British agreed, but kept Francis and the doctor under guard so they couldn't warn the Americans of the impending attack.
- All through the night of the attack, Francis stood aboard a ship, watching the attack on the fort. At times, it was hard to see clearly through the smoke, but it was very noisy. He knew that as long as he heard noise, the fighting continued and the fort hadn't surrendered.
- At dawn, the fighting stopped. Francis was afraid that the British had won. As the sun came up and the smoke cleared, he saw the American flag – the huge American flag – still waving proudly. He was overcome with happiness.
- That night in his hotel room, Francis wrote a poem to express how he felt. A few days later, the poem was published in a Baltimore newspaper, along with instructions to sing it to the tune of "Anacreon in Heaven," a well-known song at the time. People loved the song!
- In 1916, President Woodrow Wilson decreed that the song, now known as, "The Star Spangled Banner" be played at all state occasions. In 1931, it became our national anthem.

Title of Lesson/Activity #2: The Flag

Created By: Shana Helsley

Overview of Lesson:

Students will be involved in a teacher-guided discussion about our nation's flag. They will analyze two primary sources related to the flag. They will then design their own arrangement of the stars on the new flag containing 48 stars. 40 minutes will be allotted for this lesson. **(NOTE: The source is prior to Alaska and Hawaii becoming states. It is important to point out to students that there are currently 50 states and explain the time frame for the flag with 48 stars.)**

PA Standards:

- 5.1.3. F. Identify state symbols, national symbols, and national holidays.
- 9.3.2. D. Analyze a work of art from its historical and cultural perspective.

Investigative Question for this activity:

Why is the flag such an important symbol for the United States of America?

Objective(s):

After viewing the primary source, students will identify the flag pictured as the flag of the United States of America.

After looking at the primary source of the American flag, students will have a greater understanding of the relevance between the flag and our nation.

Materials:

- Pencils
- Plain white paper
- Glue
- Crayons

Print Sources:

1. The birth of Old Glory / from painting by Moran. Creator(s): Murphy, Thos. D. (Thomas Dowler), 1866-1928, copyright claimant Related Names: Moran, Percy, 1862-1935, artist Date Created/Published: [Red Oak, Iowa] : [Thos. D. Murphy Co.], [1917] <https://blogs.loc.gov/teachers/2012/05/flag-day-exploring-the-history-and-meaning-of-a-national-symbol/>
2. *The day book*. (Chicago, Ill.), 14 June 1916. *Chronicling America: Historic American Newspapers*. Lib. of Congress. <https://chroniclingamerica.loc.gov/lccn/sn83045487/1916-06-14/ed-1/seq-9/>

Student Learning Process:

1. The teacher will pass out *The birth of Old Glory* primary source to students
2. The teacher will say, “**Students, please look at the primary source for 30 seconds and then flip it over and write three things to explain what they saw in the picture.**”
3. The teacher will then ask “**What did you see in this picture?**” “**What is it about?**”
4. She will write a shortened version of answers on the board and look for the students’ answers to contain things such as a flag, OUR flag, or the colors red, white, and blue.
5. The teacher will then have the students turn the picture back over to face up.
6. She will then ask the student, “**Looking at this primary source for a second time what do you notice now that we did not already write down on the board?**” She will give students five minutes to share what they see and she will add these observations to the list on the board.
7. Next, the teacher will explain to the students that in this photograph, Betsy Ross along with two young girls on the left, is showing what turned out to be the first/original version of the American flag to George Washington, who is center in the picture, and three other men standing on the right- George Ross and Robert Morris, and an unknown military officer.
8. Lastly, looking at this picture the teacher will educate the students by telling them that this flag is the original symbol that represents the 13 original colonies, but the union was about to expand. This is where the teacher will present the students with another primary source of a newspaper article.
9. The teacher will hand out the second primary source, *The Day Book*.
10. The teacher will have the students read through the article silently and independently
11. The teacher will then choose different students to read each paragraph of the source.
12. She will stop students after the paragraph ending in “...voting on by Congress.”
13. Next, the teacher will ask the students, “**At the beginning of the article, it talks about the number of states that will be represented on the flag. How many states are represented on this particular flag mentioned in the article? How many stars will there be?**” The teacher will look for answers of 48 states and 48 stars.
14. The teacher will discuss the article with the students by first asking, “**What is the main idea of the article?**” The teacher should look for answers related to: “It says if there was one more star added, there would be no room for it. Because there is a chance of three more states to be added, they are considering the options for how a new star will be placed on the flag.”

15. The teacher will read the rest of the article talking about the arrangement of the new star on the flag.
16. The teacher will pass out a piece of plain white paper to each student. The teacher will ask students to please get out their blue crayon.
17. The teacher will explain to students to that they will be designing their own arrangement of the 48 stars on their white paper to display how they would arrange the stars for the congress approval. Then, they will be showing it to their classmates for a winning vote. **Note: Again, it is important to help students understand that there are currently 50 states and 50 stars on the flag.**
18. The teacher will give the students 10-15 minutes to create their own design.

Closure:

To complete the lesson, each student will share their star portion of the flag design with their classmates by standing up, showing their picture, and explaining their reason for design. Students will then complete a class vote for the flag they like the most. The winner's flag picture will be framed and hung among the rest of the flags in the hallway for show.

Modifications/Accommodation Techniques for Students with Special Needs:

Students who require a modification will be able to read with a partner or the teacher, rather than independently and can be given guidance throughout reading.

Informal Assessment: The teacher will ask questions throughout lesson pertaining to the two primary sources. Observations will be made of answers given by students to check for understanding and comprehension of discussion. Student participation will be monitored also.

Title of Lesson/Activity #3: Let's Learn About George Washington and Abraham Lincoln

Created By: Michaela Callander

Overview of Lesson:

In this lesson, the students will analyze the two images of George Washington and Abraham Lincoln. Students will complete an analysis worksheet to get a deeper understanding of primary sources. It will help them learn more about these individuals as well. Approximately 45 minutes will be allotted for this lesson. It will be a stepping stone for their learning center.

PA Standards:

8.1.3. C. Conduct teacher guided inquiry on assigned topics using specified historical sources. (Reference RWSL Standard 1.8.3 Research)

CC.1.4.3.C Develop the topic with facts, definitions, details, and illustrations, as appropriate. (E03C.1.2.2)

Investigative Question for this activity:

Who are George Washington and Abraham Lincoln?

Objective(s):

The students will be guided through a whole class activity by analyzing two primary sources containing George Washington and Abraham Lincoln.

After analyzing two primary sources of George Washington and Abraham Lincoln, the students will be able to choose another primary source pertaining to George Washington and Abraham Lincoln and complete an analysis on it independently with 100% completion

Materials:

- Pencil
- Interactive whiteboard
 - Computers in computer lab with printer

Print Sources:

1. George Washington / painted by G. Stuart ; engraved by H.S. Sadd, N.Y.; Stuart, Gilbert, 1755-1828, artist; Neale, John, printer; [New York City] : Published at the Albion Office, 1844 (printed by J. Neale)
 - a. <https://www.loc.gov/item/96522247>

2. [Abraham Lincoln] Gardner, Alexander, 1821-1882, photographer [Washington, D.C.], [9 August 1863]
 - a. <https://www.loc.gov/item/2015645458>
3. Tips for Reading Photographs Worksheet
 - a. <https://historyexplorer.si.edu/sites/default/files/PrimarySources.pdf>

Online Collections/Exhibits/Websites:

1. <http://www.loc.gov/teachers/classroommaterials/primarysourcesets/lincoln/>
2. <https://www.mountvernon.org/preservation/collections-holdings/browse-the-museum-collections>

Student Learning Process:

1. To begin, the teacher will say, “**Does anyone know what a primary source is?**” She will give a few seconds of wait time and if nobody answers, she will explain. “**Primary sources are artifacts, documents, diary, manuscripts, an autobiography, recording, or any other information that is original from the time being studied.**”
2. Then, the teacher will explain that today the students are going to analyze two primary sources from our current unit of study which is The United States.
3. She will say, “**When I say the word president, who do you automatically think of?**” She will call on four students to answer. Students might name our current president or various common ones like Washington, Lincoln, or Kennedy.
4. Students will each be given a primary source of George Washington and Abraham Lincoln.
5. Students will then be handed a worksheet titled *Tips for Reading Photographs*.
6. Students will first look at the image of George Washington; the teacher will ask the students to write down what their first impressions are. She will ask two students to share what they first thought of when they saw this image.
7. The teacher will then instruct the students to “take a closer look” and answer the following five questions on the worksheet independently. She will walk around the room and guide students if they are off task or need assistance.
8. Once the students have answered these questions, she will ask say, “**Please answer the next five questions under “looking more closely.”**” They will be given five minutes to complete these questions.
9. Then they will answer the “thinking further” questions from the worksheet. They will be given ten minutes to complete this.
10. After the students have completed the entire worksheet, the teacher will ask, “**What objects did you see in this photograph?**” She will call on two students to answer.

11. Next, the teacher will ask, **“What kind of clothing is being worn?”** They will discuss his clothing in the primary source and why he might be wearing that. She will also ask, **“Where do you think this photograph was taken?”**
12. Lastly, the teacher will ask, **“What do you think happened just before this picture was taken? What is the one thing you would remember most about this picture and why?”** As a class, students will verbally answer these questions and we will talk about them.
13. She will then say, **“Do you understand how to analyze primary sources and would you feel comfortable doing one on your own?”** If majority of the students answered with yes, then the teacher would have the students complete and analyze independently on Abraham Lincoln. If some students still needed guidance, she would pull them back for large instruction and talk through the questions together (modification).
14. Next, the students will go through the same steps to analyze an image of Abraham Lincoln. The teacher will hand out the same worksheet titled *Tips for Reading Photographs*.
15. Students will look at the image of Abraham Lincoln to answer the questions on the worksheet.
16. After the students have completed the entire worksheet, the teacher will ask, **“What were you first impressions of the photograph?”** Three students will share what they thought.
17. Next, she will ask the students **“What is happening in this photograph?”** She will call on two students to answer. They will discuss Lincoln’s poster and what is under his arm that he is resting on the table.
18. Next, the teacher will ask, **“What kind of clothing is being worn?”** They will discuss his clothing in the primary source and why he might be wearing that. She will also ask, **“What time of year was this photo taken?” “How long ago do you think this photo was taken?” “How do you know?”**
19. Lastly, the teacher will ask, **“What questions do you have about the photograph that you cannot answer through analyzing it? Where could you go next to answer these questions?”** She will then ask the students if they have any additional questions about Washington or Lincoln. She will explain to the students that they will learn more facts about these two significant historical figures in their learning center later this week.

Closure:

To wrap up the lesson, the teacher will assign the students homework to analyze another primary source pertaining to Washington or Lincoln. The students will be given 20 minutes of class time to go to the computer room in the school and pull up one of the following links that contains primary sources of George Washington or Abraham Lincoln

(<http://www.loc.gov/teachers/classroommaterials/primarysourcesets/lincoln/>, <https://www.mountvernon.org/preservation/collections-holdings/browse-the-museum-collections>). (NOTE: Understand that the website containing resources of George Washington's life are not true primary sources because someone has photographed them, so the teacher will explain to students that these are secondary sources, but if you were to visit this museum and see them you would be looking at primary sources of clothing, artifacts, documents, and photographs.)

The students will choose an image to analyze and print it out. The teacher will hand each student a *Tips for Reading Photographs* worksheet again and they will staple it to their image and bring it back the following day for a grade.

Modifications/Accommodation Techniques for Students with Special Needs:

1. The students will work in a small group with the teacher to analyze the second picture of Abraham Lincoln. They will read the questions and discuss the answers together.
2. The teacher will pre-determine what questions she wants the students to answer from the worksheet. They will not be required to answer all of the questions.

Formal Assessment:

The teacher will grade the students' homework from the third photo of their choice they chose to analyze. She will give the students a grade for completion, since this topic is still new to them and they are just practicing. The teacher will reflect on the accuracy of the students' responses and decide if she needs to revisit analyzing primary sources in another lesson in the future.

Informal Assessment:

She will take note of students' responses they share with the class when she reviews over the questions with the class at the end. The teacher will also walk around the room to observe how accurate students are in their answers and assist them if they need guidance.

Title: President Facts/ If I Were President

Created By: Shana Helsley, Caroline Frye, Michaela Callander

Overview of Lesson:

Students will work individually and will create a Venn diagram and compare/contrast Abraham Lincoln and George Washington by putting the cards in the correct area of the Venn diagram. Five facts and a picture of the president will go under each name and three facts will go in the middle. After completing the matching activity, teacher will check student work. Students will then complete a writing activity on the “If I were president” paper and will use a checklist to guide their writing. Students will color their president self-portrait and attach it to the writing to be collected, checked, and hung up. 45 minutes will be allotted for this lesson.

PA Standards:

CC.1.4.3.R: Demonstrate a grade appropriate command of the conventions of standard English grammar usage, capitalization, punctuation, and spelling.

8.3.2. A: Identify groups and organizations and their contribution to the United States.

II. Time, Continuity, and Change

c. compare and contrast different stories or accounts about past events, people, places, or situations, identifying how they contribute to our understanding of the past;

Investigative Question for this activity:

What are the similarities and differences between Abraham Lincoln and George Washington?

Objective(s):

After analyzing primary sources of both Washington and Lincoln, students will be able to correctly match facts on a Venn diagram to show the similarities and differences between the two men.

After talking about the two different presidents, students will write at least one paragraph on what they would do if they would have been the president during a chosen time, following the checklist with no errors in grammar, punctuation, capitalization, or spelling.

Materials:

- Pencil
- 2 hula hoops per student
- 13 fact cards
- Picture of each student's face

Print Sources:

1. [Abraham Lincoln] primary source by Alexander Gardner, 1863
<https://www.loc.gov/item/2015645458/>
2. George Washington / painted by G. Stuart ; engraved by H.S. Sadd, N.Y primary source by John Neale at the Albion office in 1844
<https://www.loc.gov/item/96522247/>
3. *If I Were President* worksheet template
4. *President of the United States* self-portrait template
5. Printed answer sheet of Venn diagram

Student Learning Process:

1. In a previous lesson (lesson activity #1), the teacher read the students *Don't Know Much About the Presidents* book. She specifically read the pages on George Washington and Abraham Lincoln. After reading the book, the teacher displayed two primary sources. One was of Abraham Lincoln and another of George Washington. They analyzed these images and discussed characteristics of these Presidents.
2. The teacher will begin this center by saying, **“Do you know what a Venn diagram is?”** She will then explain that it is a tool used to compare and contrast two things.
3. In this center activity, the teacher will explain to the students that they are going to recall facts from the previous lesson on these two individuals from the read aloud book she read to the students.
4. The students in the group will then be given 15 cards with facts and a primary source of each president. These primary sources are the ones they analyzed in a previous lesson.
5. They will each get two hula hoops and set them on the floor to make a Venn diagram, labeling one hoop as Abraham Lincoln facts, another as George Washington facts, and similarities as the middle. They will look at their cards and determine where to place the cards in the correct hula hoop under the president to which it relates.
6. The students will have to think about each fact and answer questions such as, **“Which president did we read about that built a log cabin at the age of**

seven? Which president only had one real tooth at the time of his presidency?”

7. Once the students have worked together and placed all the cards in the hula hoops, they will look at the answer sheet which is the completed image of the bulletin board to make sure they are all in the correct hula hoop. This answer sheet will be at the teacher's desk and will only be given to them once the teacher checks to see if they placed all the cards in the hula hoops.
8. After students are done with this activity, they will each get a writing template worksheet titled "If I Were President" in the folder at this center already.
9. Students will look at the attached checklist and write five to seven sentences about what they would do if they were the president of the United States. They will demonstrate a grade appropriate command of the conventions of standard English grammar usage, capitalization, punctuation, and spelling. They will do this by rereading their essay, and giving it to a peer to reread as well.
10. They will look at the checklist and think, "Did I answer each of these requirements on this checklist?" after they are done writing.
11. They will then color the picture with the heading "President of the United States" and the human body picture attached to it upon completing the writing activity at this center. This worksheet is in the center folder as well.
12. Once these pictures are colored, the teacher will take a headshot image of each student individually and print them out. The next day, the students will cut out their head image and attach it to the human body picture they colored the previous day.
13. They will then attach the colored picture to the essay they wrote about if they were president.
14. The teacher will collect the finished product for a grade and hang it up on display once they are all graded.

Modifications/Accommodation Techniques for Students with Special Needs:

1. Enlarged fact cards and papers for the visually impaired student
2. If there are any students who have fine motor skill problems, the teacher will cut the needed materials out for them
3. Students may have facts read to them if needed
4. Students may have help with writing their paper on "If I Were President" if needed

Formal Assessment:

The teacher will collect the students' writing about "If I Were a President". Teacher will use the same checklist that the students used to check their writing and be sure that all pieces are covered in their writing. Teacher will grade writing as well as grammar, punctuation, capitalization, and spelling before hanging it.

Informal Assessment:

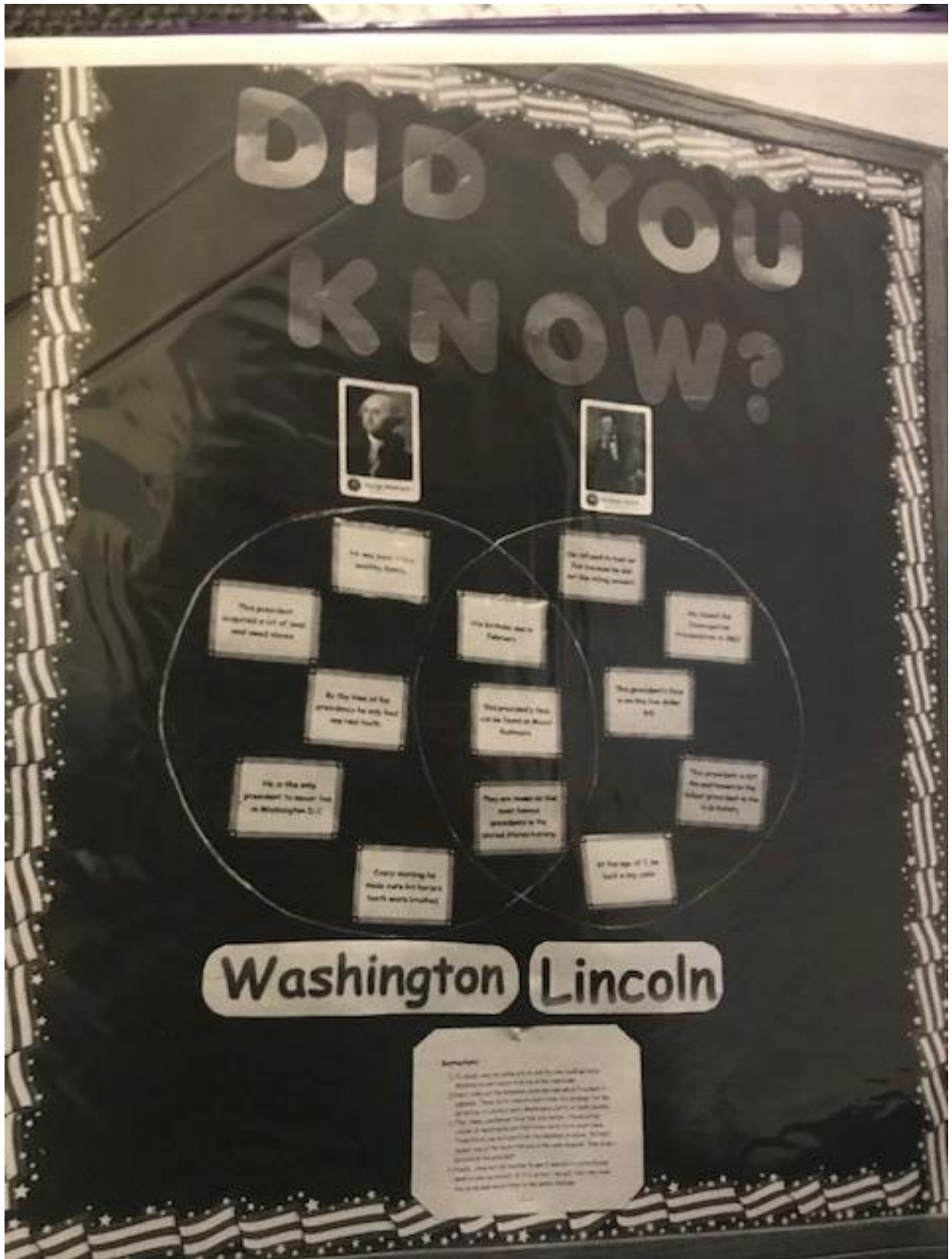
Teacher will observe the Venn diagram activity and check the completed Venn diagram for comprehension and correctness.

Name _____

My Writing Checklist

Directions: write a paragraph of 5-7 sentences about if you were president. You must be able to check off all parts on this checklist when reviewing your writing. Be sure to write complete sentences and use proper vocabulary, grammar and spelling!
In my writing, I discussed:

- ___ what my name is**
- ___ what my nickname is**
- ___ year(s) of presidency**
- ___ my presidential slogan**
- ___ one law I'd create**
- ___ something I'd cancel**
- ___ why I am a good president**



Washington Lincoln

Summary:

1. To read, you need to be able to read the words on the page. You need to know the meaning of the words on the page. You need to know the meaning of the words on the page. You need to know the meaning of the words on the page.

2. The first sentence of the paragraph is the topic sentence. It tells you what the paragraph is about. The rest of the sentences in the paragraph give you more information about the topic.

3. The main idea of the paragraph is the most important part of the paragraph. It is the point that the author wants you to know. The main idea is usually found in the topic sentence.

4. Details are the facts that support the main idea. They are the parts of the paragraph that give you more information about the topic.

Post-instruction Assessment:

For the post assessment, students would be divided into three groups. Each group would create a presentation on the three lessons taught throughout this unit. Each group will be given a trifold board and a checklist with the presentation expectations. Since the board is divided into three parts, the students will be assigned one lesson from the unit they have to put in the center and explain in depth and they will use the side flaps to briefly explain the other two lessons.

Group one will be assigned George Washington and Abraham Lincoln primary source analysis & President Facts/ If I Were President learning center.

Group two will be assigned The Star Spangled Banner lesson.

Group three will be given the lesson on the flag of the United States.

The students will be given a week to complete this project in 45 minute class periods. They will then present this project to their classmates. The teacher will assess the students using a rubric she created. As the students are presenting, the teacher will ask the students questions for clarification if necessary.

After assessing the students' knowledge they gained from this unit, the teacher will identify if there are any common areas of weakness that need readdressed to achieve the intended objective and standard. Overall, the students will gain a greater understanding about the major aspects of the United States.

Names: _____

Trifold Presentation Rubric

	4	3	2	1
Content	5-7 sentences summarizing the assigned main lesson	3-4 sentences summarizing the assigned main lesson	1-2 sentences summarizing the assigned main lesson	One or fewer sentence paragraph summarizing the assigned main lesson
Eye Contact	Makes eye contact with all classmates and teacher	Makes eye contact with almost everyone	Makes eye contact with only one person in the room	Makes little to no eye contact
Volume/ Clarity	All students can hear the group presenting	Students mumble, but almost everyone can hear him/her	Students mumble and classmates in the back of the room cannot hear them	Students were very quiet and hard to understand
Visual Aid (Trifold)	Very colorful, creative, unique	The visual aid is neat and well put together, but lacks color and creativeness	Only a few colors were used and papers are only half glued on	No color and messy

Names: _____ Group #: _____

Presentation Checklist

Directions:

You will work with your group to make a trifold that you will present to the class about the United States of America unit we just completed. Your group will be given one lesson as your “main lesson.” You will use the slides of the trifold to talk about what you learned on the other two lessons as well. Follow this checklist to see what you need to include on your trifold.

On my trifold, I will include...

For the main topic:

_____ 5-7 sentence summarization of the lesson

_____ What we learned from this lesson

_____ What we liked about this lesson

_____ One thing we did not like about this lesson

For the other two lessons:

_____ What we learned from this lesson

_____ Why we liked this lesson