

Waynesburg University TPS Unit



TEACHING *with* PRIMARY SOURCES

Title of Learning Unit: U.S. Presidents

Subjects: History–United States History

Grade Level/Range: 1st Grade

Goal: The goal of this unit will be for the students to become more aware of the role(s) of the President of the United States and how to an individual is elected. Additionally it is important for the students to recognize that they can be elected by working hard enough and living a life that works to benefit others' needs.

Overview:

The overall goal of this unit is to have students become more familiar with the Presidents of the United States. This unit will have students develop an understanding of presidential roles, the process of how to be elected president, the sequential order of the presidents, and recognizing Presidents in everyday activities and interactions. Within the unit, the students will participate in a variety of activities such as responding to writing prompts, playing matching games, participating in mock elections, and resolving issues that would arise as if the students were playing the role of a cabinet member when role playing a scenario in the class.

Written By: Meghan Balogh, Nicole Skinner, and Tina Knaus

Date: November 13, 2015

Pre-Instructional Assessment/Introduction:

The unit will be introduced by showing students pictures of the Presidents on the interactive whiteboard. The teacher will also ask the students if they know who any of the men were at first glance. After answering these questions, the class will discuss exactly who the President of the United States is and what he does during his day. The prior knowledge will be checked by seeing if the students were able to identify any of the past presidents and what information they knew before coming into class.



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Title of Lesson/Activity #1: How to Become President

Overview of Lesson

This lesson is designed to give students an understanding of what it takes to become president. This lesson will go over the requirements needed to run for president, the campaign trail, and the overall election process in the United States. The students will be introduced to primary sources from the Library of Congress showing campaign signs, election polls, and reasons to vote. To check for understanding of the lesson, the students will be asked to make campaign speeches to their peers as to why he or she should be elected as class president. In this speech, the students will list the qualifications they possess that make them the best candidate for the job. The students will also be asked to come up with their own campaign poster with a slogan to correspond with him or her. After the students finish their "campaign trails" they will participate in a mock election for class president. Since all presidents are elected for four year terms, the students will have the opportunity to be class president for four days. This process should be continued until all students have the opportunity to become class president. During this time, they will help the teacher take on the responsibilities of decision making and help run the classroom. Though this is a fun way to get students engaged in learning, they have to take it seriously or else the classroom will fall apart just like a country does.

PA Standards

1.5 Speaking and Listening

Presentation of Knowledge and Ideas-Context

Grade 1

CC.1.5.1.E--Produce complete sentences when appropriate to task and situation.

Integration of Knowledge and Ideas Multimedia

Grade 1

CC.1.5.1.F--Add drawings or other visual displays when sharing aloud to clarify ideas, thoughts, and feelings.

Conventions of Standard English

CC.1.5.1.G--Demonstrate command of the conventions of standard English when speaking, based on Grade 1 level and content.

Civics and Government

1st Grade

Standard Area-5.3: How Government Works

Grade Level-5.3.1: GRADE 1

Standard-5.3.1.D Identify positions of authority in the classroom community.

Investigative Question

How does an individual become the President of the United States?

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Objectives

1. After reviewing U.S. presidential slogans and campaign posters, the students will be able to create a campaign sign to convince their peers to vote for them for class president using grade appropriate images and words.
2. After reviewing the requirements and processes of becoming a U.S. President, the students will be able to participate in a mock election for class president presenting a two minute campaign speech in which they explain why they are the best candidate for the job using proper grammar.

Materials:

- Election Booth (iPad) / Testing Divider
- Podium
- Art supplies
 - Paper(s)
 - Crayons
 - Markers
 - Scissors
 - Glue
- Interactive White Board

Print Sources:

1. Title: Your right to vote is your opportunity to protect, over here the freedoms for which Americans fight over there
<http://www.loc.gov/item/2008680174/>
2. Title: Somebody paid the price for your right register/vote.
<http://www.loc.gov/item/yan1996000738/PP/>
3. Title: Beautify America -- register and vote
<http://www.loc.gov/item/yan1996000547/PP/>
4. Title: Vote
<http://www.loc.gov/item/yan1996001372/PP/>
5. Title: This is a Hoover home stability, vision, integrity, experience.
<http://www.loc.gov/item/2012646830/>
6. Title: United for Change
<http://www.loc.gov/item/2012646808/>
7. Title: Clinton for president, Yes The Unions of the AFL-CIO support Gov. Bill Clinton.
<http://www.loc.gov/item/2012646833/>
8. Title: LBJ for the USA
<http://www.loc.gov/item/2012646840/>
9. Title: Olney, Maryland. The polls on election day
<http://www.loc.gov/item/owi2001012887/PP/>

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Student Learning Process:

Introduction

1. Identify the person who is in charge of the United States.
 - a. What is his name?
 - b. How did he become the president?
 - c. Today, we are going to explore the steps one needs in order to become the president of the United States.
 - i. In the future, perhaps one of you will become president.

Process

1. The class will begin with the requirements needed to run for president.
 - a. Does anyone know of any requirements?
 - b. Go over the requirements needed to run for president.
 - ii. Natural born citizen
 - iii. At least 35 years old
 - iv. Must have lived in the United States for fourteen years
2. What is a presidential campaign?
 - a. The teacher will show students election posters.
 - b. The teacher will then show students campaign posters.
 - c. In both cases, the students in the class are required to analyze the primary sources from the Library of Congress using the Library of Congress Analysis Tool Worksheet. The students will work in small groups of three to four to conduct this analysis. The students will be instructed to reflect on their own learning and discuss the analysis as a whole class at the end of the activity.
3. What does it mean to vote?
 - a. Requirements needed in order register to vote in elections.
 - i. U.S. citizen
 - ii. Legal resident of the state that you reside
 - iii. At least 18 years old
 - b. Who do Americans vote for?
 - c. Where do Americans vote?
 - i. Voting polling places
 - d. Who has the final say in electing the President of the United States?
 - i. Introduce the Electoral College System
 - e. When do we vote?
 - i. Election Day
4. How long does a President serve in office?
 - a. Term → four years
 - b. Maximum of 2 terms → eight years
 - c. Impeachment
5. Introduce class president
 - a. Requirements of candidate
 - i. In first grade
 - ii. At least six years old
 - b. Role of Class President
 - i. Help teacher with responsibilities

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- ii. Help make classroom decisions
 - iii. Listen to other students' concerns
 - c. Term in office
 - i. One term (four days)
 - ii. Possible impeachment if expectations are not met
 - d. How to become class president
 - i. Give campaign speech (formative assessment)
 - ii. Create campaign signs (formative assessment)
 - iii. In both cases, the students will be instructed to analyze the examples that were presented on the interactive whiteboard from the Library of Congress. These sources should guide their project creation.
- 6. Participate in classroom election
 - a. Register to vote
 - b. Participate in the election process (iPad election booth)
 - c. Class president headshot
 - d. Take oath of office

Closure:

Once the class president has been elected, the chosen student will participate in an inauguration day in which he or she is sworn in and takes the oath of office. The student will immediately take on the responsibilities of the class president. He or she will have to help the teacher with classroom responsibilities and decision making processes. The student will be in "office" for four days until the next president is sworn in.

Modifications/Accommodation Techniques for Students with Special Needs:

1. The students who find the campaign speech easy will be required to give a longer speech. They will also be asked to mentor other students with their speeches.
2. The students who find this activity difficult will have the opportunity to work with another classmate in establishing a campaign poster and speech.

Informal Assessment:

1. The teacher will grade appropriate campaign sign depicting reasons why he or she should be elected class president.
2. The teacher will grade the two minute campaign speech that explains a student should be elected as class president using grade appropriate language and conventions.

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Title of Lesson/Activity #2: Presidential Roles

Overview of Lesson

This lesson is designed to give the students an understanding of the role(s) that the President of the United States takes on when he is elected. The students will begin the lesson by listening to the book, *If I Were President*, by Catherine Stier. This picture book provides an introduction to the presidency to children in the primary grades. This book describes the president's jobs and diverse responsibilities. It serves a very specific purpose of explaining to young children exactly what our president does each day. It includes the multicultural aspect of the illustrations of the president. Each depiction of the president in the illustrations changes from male to female. In addition, they have different ethnicities as well. In the book, the author explains that the President of the United States of America meets with his cabinet to make decisions for the American people. A meeting with the cabinet is one of the most important roles of the president. The students will review the role of the president's cabinet and issues that they face.

The students will be introduced to primary sources from the Library of Congress, including the cabinet when Abraham Lincoln was president and the cabinet meeting with our current president, Barack Obama. The students will be provided with a Library of Congress Primary Source Analysis Worksheet to complete the analysis of the primary sources. The students will be grouped into groups of three to four students.

They will be asked to discuss their analysis and their observations. Since our classroom elected a class president, the class will serve as his or her cabinet. In order to check for understanding of this lesson, the students will be asked to present and solve an issue to members of the United States Congress (the teacher). The classroom president will pick one school issue to present to the class cabinet. The students will work as a whole group to convince Congress to pass their solution to the issue. The group needs to come up with a solution along with three reasons to support their plan to solve the issue. The students are not only engaged in discussion with their fellow classmates but they are learning one of the most important roles of the president and his cabinet.

PA Standards

1.5 Speaking and Listening

Comprehension and Collaboration--Collaborative Discussion -- Investigative Question for this activity

Grade 1

CC.1.5.1.A--Participate in collaborative conversations with peers and adults in small and larger groups

1.4 Writing

Opinion/Argumentative Organization

Grade 1

CC.1.4.1.J--Create an organizational structure that includes reasons and provides some sense of closure.

Conventions of Standard English

CC.1.5.1.G--Demonstrate command of the conventions of standard

English when speaking, based on Grade 1 level and content.

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Civics and Government

1st Grade

Standard Area-5.3: How Government Works

Grade Level-5.3.1: GRADE 1

Standard-5.3.1.D--Identify positions of authority in the classroom community.

Investigative Question for this Activity

What are the roles of the President of the United States?

Objectives

1. After reviewing United States' Presidential roles and the President's cabinet, the students will be able to design and create a solution to a school problem in the classroom.
2. After reviewing the assigned school issue and coming up with a solution to the problem as a class cabinet, the students will be able to present their solution to Congress by providing at least (3) reasons to support their solution.

Materials:

1. *"If I were President"* by Catherine Stier.
2. Podium for class president or speakers from the cabinet.
3. Poster board for three reasons.
4. Primary Source of Abraham Lincoln and his cabinet.
5. Primary Source of Barack Obama and his cabinet.
6. Makers
7. Pencils
8. Library of Congress Primary Source Analysis Tool Worksheet

Print Sources:

1. Title: *If I were President*.
By: Catherine Stier
2. Title: President Lincoln Discusses the Emancipation Proclamation with His Cabinet.
<http://www.enotes.com/topics/abraham-lincoln-emancipation-proclamation>
3. Title: The first reading of the Emancipation Proclamation before the cabinet
<http://www.loc.gov/pictures/item/96521764/>
4. Title: Obama's second term cabinet.
<http://www.politico.com/story/2012/11/obamas-second-term-cabinet-083519>

Online Collections/Exhibits/Websites:

Title: Why does the President need a Cabinet?

http://www.trumanlibrary.org/whistlestop/teacher_lessons/3branches/18.htm

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Student Learning Process:

Introduction

1. What do you know about the president's job? The class is going to make a concept map with "President's Job" written in the middle and the web will consist of what the students think that the President does during his presidency.
 - a. Who do you think helps the president with big decisions? Does he do it himself?
 - b. Where do you think he spends most of his time?
 - c. What do you think is the most important job our president has?
2. The class is going to learn some presidential roles by reading a story entitled, *If I Were President*.
3. Please think about what you would do if you were president of the United States. What would your responsibilities include?

Process

1. We are going to start off with our book: *If I Were President* by Catherine Stier.
2. By looking at just the cover, make a prediction on what you think this book is going to be about.
3. The students will complete a picture walk through and make some predictions.
 - a. What do you think the group the president meets with is called?
 - b. Can you see any presidential roles throughout this story just based on looking at the pictures?
4. The class is going to find out if our predictions about the president's jobs are correct.
5. The students will add new roles they found onto our concept map.
 - a. What does the cabinet do?
 - b. Why do you think the president has people to help him with his responsibilities?
6. The students will then analyze a photograph of President Abraham Lincoln and his cabinet in 1862. This was when President Lincoln informed his cabinet that he was going to issue a proclamation to free all slaves in the Confederate states.
 - a. What do you notice about the picture? Please make your observations. The students will use the Library of Congress Primary Source Analysis Tool Worksheet to complete their analysis, their observations, and their reflection. The students will work in groups of three to four students to complete the analysis.
7. The students will then analyze a photograph of Barack Obama and his cabinet.
 - a. What do you notice about this picture? Please make your observations. The students will use the Library of Congress Primary Source Analysis Tool Worksheet to complete their analysis, their observations, and their reflection. The students will work in groups of three to four students to complete the analysis.
8. The students will then compare and contrast the two primary sources and engage in discussion about the differences we see. The students and the teacher will complete and create a Venn Diagram for this discussion on the whiteboard at the front of the classroom.

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9. The students will then discuss the cabinet's role and how the president interacts with his cabinet.
 - a. The Constitution states that the Cabinet's role is to advise the President on any subject he may require relating to the duties of each member's respective office.
 - b. The cabinet helps the president on the country's issues and they try to come up with a solution to the issue.
 - c. They present their solution and the United States' Congress has to approve the solution.
10. There is already a class president. The rest of the class will serve as the president's cabinet.
11. The President of the Classroom is going to choose a school issue from a teacher-created list.
 - a. Here are some examples.
 - i. Should we make school lunches healthy?
 - ii. What should be done to improve our school's recycling program?
 - iii. Should teachers continue giving homework to students?
 - b. The president will then take the issue to their cabinet.
 - i. The cabinet's job is to come up with a solution to help the president on the school issue.
 1. The students will have time to discuss as a group. Each student should write their solution to the problem on the teacher provided sheet of paper. Each student will share the solution with the president and decide which one is best. Each group will come up with and write down three reasons on a poster board as to why Congress should approve the solution.
 2. The students will have time to discuss with their class president. Each will voice their opinion in the discussion.
 - a. The teacher will stand back and supervise while students discuss.
 - b. The students will choose three people, along with the class president, to present their solution to the school issue, along with three reasons to support their solution.
 - c. The goal is to persuade Congress to approve the solution.

Closure:

Once the cabinet has presented their solution with three reasons, they will now help the president with all other classroom decisions. The president can also choose who will have major roles in the class cabinet. There will be a vice president and the leaders of the executive departments. The classroom executive departments will include classroom secretaries and a classroom treasurer.

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Modifications/Accommodation Techniques for Students with Special Needs:

1. The students who find giving the speech to Congress too easy, will be asked to both assist and encourage other students to present the solution or the reasons to me.
2. The students who find this activity difficult will have the opportunity to work with another classmate in establishing a reason to give to the president in order to come up with a solution to the school issue instead of writing down a solution individually.

Informal Assessment:

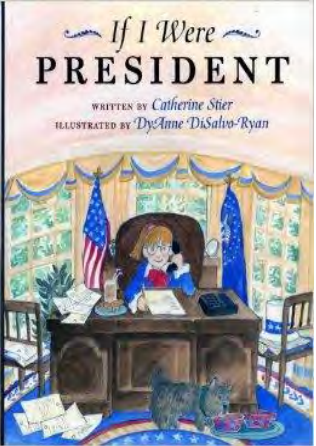

1. The students will provide a grade appropriate solution along with three reasons to support on a poster board that will be presented to the teacher.
2. The teacher and the students will create a concept map discussing the role of the presidents before we read the book "If I Were President" and again after we the book in class.

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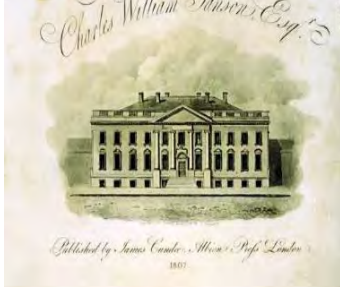
Created by: Nicole Skinner

Date: October 17, 2015

Book Description: *If I Were President*. This picture book provides an introduction to the presidency for primary-grade children. This book describes the president's jobs diverse responsibilities. It serves a very specific purpose of explaining to young children just what our president does. It includes the multicultural aspect of the illustrations of the President. Each depiction of the President in the different illustrations changes from male to female and each have different ethnicities as well. This was a very good multicultural, multi-gender example for our students.

<p>Cover Image of Book</p> 	<p>Title of Book: <i>If I Were President</i></p> <p>Author: Catherine Stier</p> <p>Book Type/Genre: Picture book and Multicultural literature.</p> <p>Setting and Time Period: 1999-2015</p> <p>Synopsis of Book: <i>If I Were President</i> is a non-fiction book that walks children through the presidency and all of its responsibilities.</p>	<p>Recommended Grade Level(s): K-3</p> <p>Major Topic/Theme(s): American History Presidents Multicultural</p> <p>Curricular Connections/Subject(s): Social Studies American History U.S. Presidents</p>
<p>Primary Source Thumbnail</p>	<ol style="list-style-type: none"> 1. Title or Caption 2. Publication Information 3. Book Notes 	<p>URL</p>
	<p>Title: Constructing the Capitol: Latrobe's Rendering.</p> <p>Creators: Benjamin Latrobe</p> <p>Date Created/ Published: 1810</p> <p>Source Notes: Before leaving Washington D.C. in 1817, Latrobe restored the wings of the Capitol damaged during the War of 1812, and produced drawings for the central rotunda section, which were partially</p>	<p>http://www.whitehousehistory.org/photos/constructing-the-capitol-latrobes-rendering</p>

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	<p>followed by his successor Charles Bulfinch. This image shows how the capitol was built. To explore more about the capitol, the students would visit the website http://kids.clerk.house.gov/. This website gives the students a tour of the capitol without actually being there. It actually has a live capitol cam. The house floor tour shows rooms in the capitol and explains what each part of the rooms are. It also provides us with house chamber symbols.</p> <p>References: http://kids.clerk.house.gov/</p>	
	<p>Title: Early White House Creator: Charles William Jansen Date Created/Published: 1807 Source Notes: This was the earliest known published view of the White House. It is shown at time of the Lewis and Clark Expedition. It shows the White house before it was burned down seven years later in 1814. It was not called the White House until after the British burned it down in 1814. The students will talk about the construction of the White House. The students should ask questions that include: Why do you think it took so long to build? The students will discuss why the president lives in the White House. If they could build the White House, how would they design it?</p> <p>References: http://www.loc.gov/exhibits/jefferson/jeffed.html</p>	<p>http://www.whitehousehistory.org/photos/early-white-house-illustration</p>

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Title: President Lincoln Discusses the Emancipation Proclamation with His Cabinet

Creator: Gale Cengage

Date Created/Published: 1863

Source Notes: In 1862, President Abraham Lincoln informed his chief advisors and cabinet that he will issue a proclamation to free all slaves in the Confederate states. This photograph is one of the first taken by with a President and his cabinet members. A cabinet advises the president on any subject he requires.

References:

<https://www.whitehouse.gov/administration/cabinet>

<http://www.enotes.com/to-pics/abraham-lincoln-emancipation-proclamation>

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Title of Lesson/Activity #3: Guess Who?

Overview of Lesson

The goal of this activity is to get students acquainted with the forty-four Presidents of the United States. This activity is a matching game to see if the students can identify the presidents and match them with their name and number in which they held office. After matching the cards correctly, the students will be asked to place pairs in a pocket chart in the order in which they held office. The students will then be asked to give a brief description of three presidents based on information gathered from the presidential portraits.

PA Standards

1.3 Reading Literature

Integration of Knowledge and Ideas -- Sources of Information

Grade 1

CC.1.3.1.G--Use illustrations and details in a story to describe characters, setting, or events

1.4 Writing

Informative/Explanatory

Grade 1

CC.1.4.1--Write informative/explanatory texts to examine a topic and convey ideas and information.

1.5 Speaking and Listening

Presentation of Knowledge and Ideas -- Purpose, Audience, and Task

Grade 1

CC.1.5.1.D--Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly

Subject Area-8: History

Standard Area-8.3: United States History

Grade Level-8.3.1: GRADE 1

Standard--8.3.1.A: Identify Americans who played a significant role in American History.

Investigative Question for this activity

How can you both describe and identify each of the men who served as President of the United States?

Objectives

1. After reviewing the Presidents of the United States, the students will be able to identify the forty-four presidential headshots with the name associated to them using clues presented on each photo card.
2. After correctly matching the presidential headshots with their names, the students will be able to select three presidents and write a two sentence

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description for each about what they know or observed from each president seen in the primary source.

Materials

1. Presidential Headshot Game Cards/Library of Congress
2. Presidential Names and Numbers Game Cards
3. Assessment Sheet → Describe 3 presidents off of characteristics presented in primary sources.

Print Sources

1. Title: John Adams, second president of the United States of America
<http://www.loc.gov/item/2005695787/>
2. Title: John Adams, second president of the United States of America
<http://www.loc.gov/item/97519595/>
3. Title: Thomas Jefferson, Pres., U.S., head and shoulders, facing left, in oval
<http://www.loc.gov/item/2005693179/>
4. Title: James Madison, fourth President of the United States
<http://www.loc.gov/item/96522271/>
5. Title: James Monroe, half-length portrait, seated at desk, facing slightly left
<http://www.loc.gov/item/96523417/>
6. Title: John Quincy Adams, 6th president of the United States
<http://www.loc.gov/item/92508010/>
7. Title: Andrew Jackson, President of the United States
<http://www.loc.gov/item/2003653039/>
8. Title: Martin Van Buren president of the U. States
<http://www.loc.gov/item/2013645253/>
9. Title: William Henry Harrison of Ohio
<http://www.loc.gov/item/2003664856/>
10. Title: John Tyler, President of the United States, 1841
<http://www.loc.gov/item/2012648809/>
11. Title: James K. Polk, President of the United States
<http://www.loc.gov/item/00650919/>
12. Title: Zachary Taylor
<http://www.loc.gov/item/2002717065/>
13. Title: Millard Fillmore
<http://www.loc.gov/item/00650922/>
14. Title: Genl. Franklin Pierce
<http://www.loc.gov/item/2001700080/>
15. Title: James Buchanan
<http://www.loc.gov/item/2012645367/>
16. Title: Abraham Lincoln, U.S. President. Seated portrait, facing front, January 8, 1864
<http://www.loc.gov/item/2004678590/>
17. Title: Andrew Johnson, half-length portrait, facing left
<http://www.loc.gov/item/2004678590/>

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18. Title: Ulysses S. Grant, head-and-shoulders portrait, facing right
<http://www.loc.gov/item/94503914/>
19. Title: Rutherford B. Hayes
<http://www.loc.gov/item/2003671854/>
20. Title: James A. Garfield
<http://www.loc.gov/item/2003671853/>
21. Title: Chester A. Arthur, President of the United States
<http://www.loc.gov/item/96524270/>
22. Title: Grover Cleveland, Pres. U.S.
<http://www.loc.gov/item/96522562/>
23. Title: Benjamin Harrison, Pres. U.S., 1883-1901
<http://www.loc.gov/item/2003670934/>
24. Title: Hon. Grover Cleveland, head-and-shoulders portrait, facing right
<http://www.loc.gov/item/96522562/>
25. Title: William McKinley, Pres. U.S., 1843-1901
<http://www.loc.gov/item/2002711774/>
26. Title: Theodore Roosevelt
<http://www.loc.gov/item/2009631356/>
27. Title: President William H. Taft, half-length portrait, facing right
<http://www.loc.gov/item/91732242/>
28. Title: Woodrow Wilson, head-and-shoulders portrait, facing front
<http://www.loc.gov/item/93503474/>
29. Title: Warren G. Harding, official picture
<http://www.loc.gov/item/npc2008009721/>
30. Title: Calvin Coolidge, half-length portrait, facing left
<http://www.loc.gov/item/89709523/>
31. Title: Herbert Hoover, 1874-1964
<http://www.loc.gov/item/2002715864/>
32. Title: Franklin D. Roosevelt, half length, facing right
<http://www.loc.gov/item/2007678815/>
33. Title: Harry S. Truman, head-and-shoulders portrait, facing front
<http://www.loc.gov/item/89714974/>
34. Title: Dwight D. Eisenhower, head-and-shoulders portrait, facing slightly left
<http://www.loc.gov/item/96523445/>
35. Title: President John F. Kennedy, head-and-shoulders portrait, facing front
<http://www.loc.gov/item/96523447/>
36. Title: Lyndon B. Johnson, head-and-shoulders portrait, facing left
<http://www.loc.gov/item/96522661/>
37. Title: Richard M. Nixon, head-and-shoulders portrait, facing front
<http://www.loc.gov/item/96522669/>
38. Title: Gerald R. Ford, half-length portrait, facing front, with arms crossed
<http://www.loc.gov/item/96522670/>
39. Title: Jimmy Carter, head-and-shoulders portrait, facing front, next to an American flag
<http://www.loc.gov/item/96522672/>
40. Title: Ronald Reagan, head-and-shoulders portrait, facing front

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- <http://www.loc.gov/item/96522678/>
41. Title: George Bush, half-length portrait, facing front
<http://www.loc.gov/item/89715763/>
42. Title: Bill Clinton, head-and-shoulders portrait, facing front
<http://www.loc.gov/item/93505822/>
43. Title: President Bush poses for his official portrait in the Roosevelt Room (blue tie) / Official portrait of President George W. Bush.
<http://www.loc.gov/item/2011645073/>
44. Title: Official portrait of President-elect Barack Obama
<http://www.loc.gov/item/2010647151/>

Student Learning Process

1. The students will have all of the game cards shown face down.
2. The students will each pick up one blue card and try to match it with the correct red card.
 - Example → (Blue) George Washington picture with (Red) George Washington name and number.
3. The students will place the match in the correct slot in the pocket chart.
4. The students will continue playing until all of the cards are placed on the pocket chart or as many as possible are matched until it is clean up time.
5. Once the students are finished with the game, each student will select three presidents that they want to describe. Each of the students will then write about their characteristics from the photo used in the matching game. The students will use a teacher-provided copy of the Library of Congress Analysis Tool Worksheet to complete the analysis. They will document their observations, analysis, and their reflections. The students will share their responses with their peers in the class.

Closure

The teacher will have the students answer, “If you had to learn more about one president, who would it be and why?” The students will provide their responses on a teacher-provided half sheet of notebook paper.




Modifications/Accommodation Techniques for Students with Special Needs

1. Cutting the deck of cards in half
2. Work with a partner (team) to find matches instead of individually.

Informal Assessment

1. The students will place the cards in a correct sequential order.
2. The students descriptions of three presidents based off of pictures will also be assessed.

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<p>George Washington</p> <p>1</p>	<p>1</p>  <p>1</p>
<p>John Adams</p> <p>2</p>	<p>2</p>  <p>2</p>
<p>Thomas Jefferson</p> <p>3</p>	<p>3</p>  <p>3</p>

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James Madison

4

4



4

James Monroe

5

5



5

John Quincy Adams




6

6



6

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<p>Andrew Jackson</p> <p>7</p>	<p>7</p>  <p>7</p>
<p>Martin Van Buren</p> <p>8</p>	<p>8</p>  <p>8</p>
<p>William Henry Harrison</p> <p>9</p>	 <p>9</p>

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John Tyler

10

10



10

James K. Polk

11

11



11

Zachary Taylor




12

12






12




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<p>Millard Fillmore</p> <p>13</p>	<p>13</p>  <p>13</p>
<p>Franklin Pierce</p> <p>14</p>	<p>14</p>  <p>14</p>
<p>James Buchanan</p> <p>15</p>	<p>15</p>  <p>15</p>




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<p>Abraham Lincoln</p> <p>16</p>	<p>16</p>  <p>16</p>
<p>Andrew Johnson</p> <p>17</p>	<p>17</p>  <p>17</p>
<p>Ulysses S. Grant</p> <p>18</p>	<p>18</p>  <p>18</p>




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<p>Rutherford B. Hayes</p> <p>19</p>	<p>19</p>  <p>19</p>
<p>James A. Garfield</p> <p>20</p>	<p>20</p>  <p>20</p>
<p>Chester Arthur</p> <p>21</p>	<p>21</p>  <p>21</p>




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<p>Grover Cleveland</p> <p>22</p>	<p>22</p>  <p>22</p>
<p>Benjamin Harrison</p> <p>23</p>	<p>23</p>  <p>23</p>
<p>Grover Cleveland</p> <p>24</p>	<p>24</p>  <p>24</p>




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<p>William McKinley</p> <p>25</p>	<p>25</p>  <p>25</p>
<p>Theodore Roosevelt</p> <p>26</p>	<p>26</p>  <p>26</p>
<p>William Howard Taft</p> <p>27</p>	<p>27</p>  <p>27</p>




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<p>Woodrow Wilson</p> <p>28</p>	<p>28</p>  <p>28</p>
<p>Warren G. Harding</p> <p>29</p>	<p>29</p>  <p>29</p>
<p>Calvin Coolidge</p> <p>30</p>	<p>30</p>  <p>30</p>




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<p>Herbert Hoover</p> <p>31</p>	<p>31</p>  <p>31</p>
<p>Franklin D. Roosevelt</p> <p>32</p>	<p>32</p>  <p>32</p>
<p>Harry S Truman</p> <p>33</p>	<p>33</p>  <p>33</p>




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<p>Dwight D. Eisenhower</p> <p>34</p>	<p>34</p>  <p>34</p>
<p>John F. Kennedy</p> <p>35</p>	<p>35</p>  <p>35</p>
<p>Lyndon B. Johnson</p> <p>36</p>	<p>36</p>  <p>36</p>



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<p>Richard Nixon</p> <p>37</p>	<p>37</p>  <p>37</p>
<p>Gerald Ford</p> <p>38</p>	<p>38</p>  <p>38</p>
<p>Jimmy Carter</p> <p>39</p>	<p>39</p>  <p>39</p>

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<p>Ronald Reagan</p> <p>40</p>	<p>40</p>  <p>40</p>
<p>George Bush</p> <p>41</p>	<p>41</p>  <p>41</p>
<p>Bill Clinton</p> <p>42</p>	<p>42</p>  <p>42</p>

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<p>George W. Bush</p> <p>43</p>	<p>43</p>  <p>43</p>
<p>Barack Obama</p> <p>44</p>	<p>44</p>  <p>44</p>



Name: _____

WHAT DO YOU NOTICE?

Directions: Choose three of the presidents from the matching game and describe them.

President's Name	Description



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Title of Lesson/Activity #4

Where can we see the United States' Presidents?

Overview of Lesson

The students will participate in a discussion about places in which they can see images of the presidents in their everyday lives. The students will see images that illustrate the Presidents of the United States throughout their environment. Then, the students can explore the reasons why the Presidents of the United States are important symbols on currency and represented using statues and buildings throughout our communities. They will also explore how they would feel if they were recognized and honored like the presidents are in modern society.

PA Standards

1.4 Writing

Production and Distribution of Writing--Writing Process

Grade 1

CC.1.4.1.T--With guidance and support from adults and peers, focus on a topic, respond to questions and suggestions from peers and add details to strengthen writing as needed.

1.5 Speaking and Listening

Comprehension and Collaboration--Collaborative Discussion -- Investigative Question for this activity

Grade 1

CC.1.5.1.A--Participate in collaborative conversations with peers and adults in small and larger groups.

Integration of Knowledge and Ideas Multimedia

Grade 1

CC.1.5.1.F--Add drawings or other visual displays when sharing aloud to clarify ideas, thoughts, and feelings.

Civics and Government

1st Grade

Standard Area-5.1: Principles and Documents of Government

Grade Level-5.1.1: GRADE 1

Standard-5.1.1.F -- Identify national symbols

Investigative Questions for this Activity

1. Where do you see images of the Presidents of the United States represented in your own communities?
2. How would you feel if you were represented throughout the environment like Presidents of the United States?

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Objectives

1. After reviewing the concept of environmental print, the students will be able to verbally identify three examples of Presidential environmental print using personal experiences and knowledge learned throughout the lesson.
2. After reviewing the concept of environmental print, the students will be able to write three sentences on how they would want to be represented in their own communities, homes, and schools.
3. After reviewing the concept of environmental print, the students will be able to describe how they would feel if they were represented like a past president using details and explanations that are grade appropriate.

Materials

1. Play/Real money
2. Presidential Chart with pictures

Print Sources

Title: Work closes on Mt. Rushmore Memorial
<http://www.loc.gov/item/90716537/>

Online Collection/Website

Title: Washington, Jefferson and Lincoln: Three Great Presidents
http://www.loc.gov/teachers/classroommaterials/primarysourcesets/presidents/pdf/teacher_guide.pdf

Student Learning Process

Introduction

1. The teacher will begin by introducing environmental print and symbols.
2. The teacher will post common symbols up on the interactive whiteboard. (McDonalds, Subway, Street Signs)
 - a. Can anyone explain the meaning?
 - b. Did you have to read the words to know what they were?
3. This is what we call environmental print. It is the signs, pictures, and symbols we see in our everyday life. We both memorize and recognize the meaning of the symbols.
 - a. These symbols show a meaning and may communicate a message to us.
 - b. When we are riding in the car, what are some signs and symbols we see?
4. Environmental print isn't just the street signs and restaurants. They can also be related to historians such as our presidents.
 - c. Does anyone want to share what they already know about some of the Presidents of the United States?
 - d. Who can explain places that they have seen some of our Presidents in the community?

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- i. There is something that you use every day that is a great example.
 - a. The teacher will show students money.
 - b. Today, we are going to look at some other things we see in our daily lives that contain the Presidents.

Process

1. The teacher will hang the President Chart at the front of the classroom.
2. The teacher will then pass out money to the students.
 - a. Can anyone tell me who the people on the money are?
 - i. Let's begin with the coins.
 1. The teacher will hold up the penny.
 - a. Who is on the coin?
 - b. Which number President was Abraham Lincoln?
 2. The teacher will hold up the nickel.
 - a. Who is on the coin?
 - b. Which number President was Thomas Jefferson?
 3. The teacher will hold up the dime.
 - a. Who is on this coin?
 - b. Which number President was Franklin D. Roosevelt?
 4. The teacher will hold up the quarter.
 - a. Who is on this coin?
 - b. Which number President was George Washington?
 - ii. Now, let's move onto the paper money.
 1. The teacher will hold up the \$1 bill.
 - a. Who is on this bill?
 - i. I will give you a hint. It is the same person that is on the quarter.
 - b. Which number President was George Washington?
 2. The teacher will hold up the \$5 bill.
 - a. Who is on this bill?
 - i. I will give you a hint. It is the same person as the one on the penny.
 - b. Which number President was Abraham Lincoln?
 3. The teacher will hold up the \$20 bill.
 - a. Who is on this bill?
 - b. Which number President was Andrew Jackson?
 - b. Why do you think that Presidents are featured on money?
 - i. Some people on our money were not elected president, but they played an important role in history as well.
3. Can anyone think of anywhere else we can see our Presidents?
 - a. The class will go around the room and list three places that you can see the Presidents of the United States.
 - b. The teacher will give the students an example.
 - i. The teacher will then show them a picture of Mt. Rushmore. The teacher will also provide the students a copy of the Library of Congress Primary Source Analysis Worksheet entitled "Images

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and Photographs.” The students will use the worksheet to answer questions, make observations, and draw conclusions and reflections on their learning. The students and the teacher will use this activity as a whole group activity in the lesson.

1. How many presidents do you see?
 - a. Can you name any of them?
 - b. What is this monument made of? Where is it located?
 - c. You may look up to the President’s Chart if you need help.
- ii. How do you think that these presidents would feel knowing that they are on a national monument?
- c. The teacher will pass out the assessment sheets.
 - i. Your goal is to write how you would feel if you were featured on a national moment.
 - ii. You will also be drawing a picture of something you would want your picture on where everyone could see it like the Presidents are depicted on Mt. Rushmore.

Closure:

After students are done completing their assessment sheets, the teacher will have them partner up and share their responses with that peer. Once everyone has shared with a partner, the teacher will call the students up one by one and have them share their ideas with the entire group. The teacher will hang up all of the pages around the room so that the students can check out the work of their peers.

Modifications/Accommodation Techniques for Students with Special Needs:

1. For students who are fast workers, the teacher will encourage them to write with more detail and help a neighbor if they are struggling.
2. For students who are having difficulties, the teacher will have them talk to their peers to get ideas, and if they struggle with writing, have them focus more on drawing and let them explain to the teacher how they would feel.

Formal Assessment:

Drawing and Writing Sheet

Informal Assessment:

Questioning throughout the lesson

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1. If you were president how would you want to be honored?

Handwriting practice lines consisting of five sets of three horizontal lines each. Each set includes a solid top line, a dashed middle line, and a solid bottom line.

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2. How would you feel being honored this way?

Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line. There are ten sets of these lines provided for writing.






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Post-Instruction Assessment:






The students will be given formative assessments at the end of each lesson so there will not be a summative assessment given at the end of the unit. The unit plan was designed to build off of each lesson so the students will need knowledge from the previous lesson to understand the next. By the end of the unit, the students should have been exposed to what it takes to be elected President of the United States and the men who have done it so far. With this unit, the students will take what they learned and use it as they grow older. They will have the knowledge needed in order to be an active citizen in the United States.

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Bibliographic Organizer of Digital Sources

Title of Learning Unit: U.S. Presidents		
Thumbnail Image	Document Title, Author/Creator, Date	Library of Congress URL
Lesson #1: How to Become President		
	<p>Title: Your right to vote is your opportunity to protect, over here the freedoms for which Americans fight over there</p> <p>Creator: R. Miller Date: 1943</p>	http://www.loc.gov/item/2008680174/
	<p>Title: Somebody paid the price for your right register/vote.</p> <p>Creator: A. Philip Randolph Educational Fund Date: 1968</p>	http://www.loc.gov/item/yan1996000738/PP/
	<p>Title: Beautify America -- register and vote</p> <p>Creator: Frontlash Foundation United Federation of Teachers Date: 1971</p>	http://www.loc.gov/item/yan1996000547/PP/
	<p>Title: Vote</p> <p>Creator: Culkin, Joyce Gemini Enterprises Date: 1971</p>	http://www.loc.gov/item/yan1996001372/PP/
	<p>Title: This is a Hoover home stability, vision, integrity, experience.</p> <p>Creator: N/A Date: 1928</p>	http://www.loc.gov/item/2012646830/







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	<p>Title: United for Change</p> <p>Creator: N/A</p> <p>Date: 2008</p>	<p>http://www.loc.gov/item/2012646808/</p>
	<p>Title: Clinton for president, Yes The Unions of the AFL-CIO support Gov. Bill Clinton.</p> <p>Creator: N/A</p> <p>Date: 1992</p>	<p>http://www.loc.gov/item/2012646833/</p>
	<p>Title: LBJ for the USA</p> <p>Creator: The Art Press, Inc</p> <p>Date: 1964</p>	<p>http://www.loc.gov/item/2012646840/</p>
	<p>Title: Olney, Maryland. The polls on election day</p> <p>Creator: Collins, Marjory</p> <p>Date: 1942</p>	<p>http://www.loc.gov/item/owi2001012887/PP/</p>
<p>Lesson #2: Presidential Roles</p>		
	<p>Title: President Lincoln Discusses the Emancipation Proclamation with His Cabinet.</p> <p>Creator: Gale Cengage</p> <p>Date: 1863</p>	<p>http://www.enotes.com/topics/abraham-lincoln-emancipation-proclamation</p>
	<p>Title: The first reading of the Emancipation Proclamation before the cabinet</p> <p>Creator: Ritchie, Alexander Hay</p> <p>Date: 1866</p>	<p>http://www.loc.gov/pictures/item/96521764/</p>
	<p>Title: Obama's second term cabinet.</p> <p>Creator: N/A</p> <p>Date: N/A</p>	<p>http://www.politico.com/story/2012/11/obamas-second-term-cabinet-083519</p>








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Lesson #3: Guess Who?		
	<p>Title: George Washington Esq., President of the United States of America</p> <p>Creator: Savage, Edward</p> <p>Date: 1793</p>	<p>http://www.loc.gov/item/2005695787/</p>
	<p>Title: John Adams, second president of the United States of America</p> <p>Creator: N/A</p> <p>Date: 1814</p>	<p>http://www.loc.gov/item/97519595/</p>
	<p>Title: Thomas Jefferson, Pres., U.S., head and shoulders, facing left, in oval</p> <p>Creator: N/A</p> <p>Date: 1801</p>	<p>http://www.loc.gov/item/2005693179/</p>
	<p>Title: James Madison, fourth President of the United States</p> <p>Creator: Pendleton's Lithography Stuart, Gilbert</p> <p>Date: 1828</p>	<p>http://www.loc.gov/item/96522271/</p>
	<p>Title: James Monroe, half-length portrait, seated at desk, facing slightly left</p> <p>Creator: Pendleton's Lithography Stuart, Gilbert</p> <p>Date: 1828</p>	<p>http://www.loc.gov/item/96523417/</p>
	<p>Title: John Quincy Adams, 6th president of the United States</p> <p>Creator: N/A</p> <p>Date: 183</p>	<p>http://www.loc.gov/item/92508010/</p>








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	<p>Title: Andrew Jackson, President of the United States</p> <p>Creator: Endicott, George</p> <p>Date: 1834</p>	<p>http://www.loc.gov/item/2003653039/</p>
	<p>Title: Martin Van Buren president of the U. States</p> <p>Creator: Haas, Philip Haas, Philip, Active Inman, Henry</p> <p>Date: 1837</p>	<p>http://www.loc.gov/item/2013645253/</p>
	<p>Title: William Henry Harrison of Ohio</p> <p>Creator: N/A</p> <p>Date: 1840</p>	<p>http://www.loc.gov/item/2003664856/</p>
	<p>Title: John Tyler, President of the United States, 1841</p> <p>Creator: Duval, Peter S.,805 Fenderich, Charles</p> <p>Date: 1841</p>	<p>http://www.loc.gov/item/2012648809/</p>
	<p>Title: James K. Polk, President of the United States</p> <p>Creator: Fenderich, Charles</p> <p>Date: 1845</p>	<p>http://www.loc.gov/item/00650919/</p>
	<p>Title: Zachary Taylor</p> <p>Creator: N/A</p> <p>Date: 1850</p>	<p>http://www.loc.gov/item/2002717065/</p>






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	<p>Title: Millard Fillmore</p> <p>Creator: Brady, Mathew , Approximately D'Avignon, Francis</p> <p>Date: 1850</p>	<p>http://www.loc.gov/item/00650922/</p>
	<p>Title: Genl. Franklin Pierce</p> <p>Creator: N. Currier (Firm)</p> <p>Date: 1852</p>	<p>http://www.loc.gov/item/2001700080/</p>
	<p>Title: James Buchanan</p> <p>Creator: Eichholtz, Jacob Sartain, John</p> <p>Date: 1840</p>	<p>http://www.loc.gov/item/2012645367/</p>
	<p>Title: Abraham Lincoln, U.S. President. Seated portrait, facing front, January 8, 1864</p> <p>Creator: Brady, Mathew Brady, Mathew, Approximately</p> <p>Date: 1864</p>	<p>http://www.loc.gov/item/2008680391/</p>
	<p>Title: Andrew Johnson, half-length portrait, facing left</p> <p>Creator: Bogardus, A. Bogardus, A. (Abraham)</p> <p>Date: 1865</p>	<p>http://www.loc.gov/item/2004678590/</p>
	<p>Title: Ulysses S. Grant, head-and-shoulders portrait, facing right</p> <p>Creator: N/A</p> <p>Date: 1870</p>	<p>http://www.loc.gov/item/94503914/</p>
	<p>Title: Rutherford B. Hayes</p> <p>Creator: N/A</p> <p>Date: 1879</p>	<p>http://www.loc.gov/item/2003671854/</p>








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	<p>Title: James A. Garfield</p> <p>Creator: N/A</p> <p>Date: 1880</p>	<p>http://www.loc.gov/item/2003671853/</p>
	<p>Title: Chester A. Arthur, President of the United States</p> <p>Creator: Bell, C. M. Bell, C. M. (Charles Milton), Approximately</p> <p>Date: 1882</p>	<p>http://www.loc.gov/item/96524270/</p>
	<p>Title: Grover Cleveland, Pres. U.S.</p> <p>Creator: N/A</p> <p>Date: 1888</p>	<p>http://www.loc.gov/item/2003688983/</p>
	<p>Title: Benjamin Harrison, Pres. U.S., 1883-1901</p> <p>Creator: N.A</p> <p>Date: 1897</p>	<p>http://www.loc.gov/item/2003670934/</p>
	<p>Title: Hon. Grover Cleveland, head-and-shoulders portrait, facing right</p> <p>Creator: N.A</p> <p>Date: 1892</p>	<p>http://www.loc.gov/item/96522562/</p>
	<p>Title: William McKinley, Pres. U.S., 1843-1901</p> <p>Creator: N/A</p> <p>Date: 1901</p>	<p>http://www.loc.gov/item/2002711774/</p>
	<p>Title: Theodore Roosevelt</p> <p>Creator: Perry, Eugene A. (Eugene Ashton)</p> <p>Date: 1901</p>	<p>http://www.loc.gov/item/2009631356/</p>






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	<p>Title: President William H. Taft, half-length portrait, facing right</p> <p>Creator: N/A</p> <p>Date: 1911</p>	<p>http://www.loc.gov/item/91732242/</p>
	<p>Title: Woodrow Wilson, head-and-shoulders portrait, facing front</p> <p>Creator: N/A</p> <p>Date: 1916</p>	<p>http://www.loc.gov/item/93503474/</p>
	<p>Title: Warren G. Harding, official picture</p> <p>Creator: N/A</p> <p>Date: 1920</p>	<p>http://www.loc.gov/item/npc2008009721/</p>
	<p>Title: Calvin Coolidge, half-length portrait, facing left</p> <p>Creator: N/A</p> <p>Date: 1924</p>	<p>http://www.loc.gov/item/89709523/</p>
	<p>Title: Herbert Hoover, 1874-1964</p> <p>Creator: N/A</p> <p>Date: 1930</p>	<p>http://www.loc.gov/item/2002715864/</p>
	<p>Title: Franklin D. Roosevelt, half length, facing right</p> <p>Creator: N/A</p> <p>Date: 1933</p>	<p>http://www.loc.gov/item/2007678815/</p>
	<p>Title: Harry S. Truman, head-and-shoulders portrait, facing front</p> <p>Creator: N/A</p> <p>Date: 1945</p>	<p>http://www.loc.gov/item/89714974/</p>

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	<p>Title: Dwight D. Eisenhower, head-and-shoulders portrait, facing slightly left</p> <p>Creator: Bachrach, Fabian Date: 1952</p>	<p>http://www.loc.gov/item/96523445/</p>
	<p>Title: President John F. Kennedy, head-and-shoulders portrait, facing front</p> <p>Creator: N/A Date: 1961</p>	<p>http://www.loc.gov/item/96523447/</p>
	<p>Title: Lyndon B. Johnson, head-and-shoulders portrait, facing left</p> <p>Creator: N/A Date: 1964</p>	<p>http://www.loc.gov/item/96522661/</p>
	<p>Title: Richard M. Nixon, head-and-shoulders portrait, facing front</p> <p>Creator: N/A Date: 1969</p>	<p>http://www.loc.gov/item/96522669/</p>
	<p>Title: Gerald R. Ford, half-length portrait, facing front, with arms crossed</p> <p>Creator: N/A Date: 1974</p>	<p>http://www.loc.gov/item/96522670/</p>
	<p>Title: Jimmy Carter, head-and-shoulders portrait, facing front, next to an American flag</p> <p>Creator: Schumacher, Karl Date: 1977</p>	<p>http://www.loc.gov/item/96522672/</p>
	<p>Title: Ronald Reagan, head-and-shoulders portrait, facing front</p> <p>Creator: N/A Date: 1981</p>	<p>http://www.loc.gov/item/96522678/</p>

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	<p>Title: George Bush, half-length portrait, facing front</p> <p>Creator: Valdez, David</p> <p>Date: 1989</p>	<p>http://www.loc.gov/item/89715763/</p>
	<p>Title: Bill Clinton, head-and-shoulders portrait, facing front</p> <p>Creator: N/A</p> <p>Date: 1992</p>	<p>http://www.loc.gov/item/93505822/</p>
	<p>Title: President Bush poses for his official portrait in the Roosevelt Room (blue tie) / Official portrait of President George W. Bush.</p> <p>Creator: Draper, Eric</p> <p>Date: 2003</p>	<p>http://www.loc.gov/item/2011645073/</p>
	<p>Title: Official portrait of President-elect Barack Obama</p> <p>Creator: Souza, Pete</p> <p>Date: 2009</p>	<p>http://www.loc.gov/item/2010647151/</p>
Lesson #4: Where Can We See Presidents?		
	<p>Title: Work closes on Mt. Rushmore memorial</p> <p>Creator: N/A</p> <p>Date: 1941</p>	<p>http://www.loc.gov/item/90716537/</p>