

Part I: Thematic Primary Source Set



Goal: Demonstrate how primary sources can support at least one teaching strategy.

Topic/Big Idea: Who is the President?

Grade Level and Subject Area: Kindergarten Civics

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Thumbnail Image of Source	Bibliographic Information (Title, Author/Creator, Date, URL)
	<p>Title: Inauguration of President Hoover, Washington, D.C., March 4, 1929 Creator(s): <u>DeSouza Bros.</u> , photographer <u>Harris & Ewing</u> , photographer Date Created/Published: 1929 March 4. http://www.loc.gov/pictures/item/2007663485/</p>
	<p>Title: President Abraham Lincoln delivering second inaugural address in front of the United States Capitol, March 4, 1865 Creator(s): <u>Gardner, Alexander, 1821-1882</u>, photographer Date Created/Published: 1865 March 4; printed later between 1885 and 1911 http://www.loc.gov/pictures/item/2013648771/</p>
	<p>Title: President Kennedy three-quarter length portrait, seated at desk, facing front, signing a presidential proclamation titled "Interdiction of the delivery of offensive weapons to Cuba" Creator: Date Created/Published: 1962 Oct 24. http://www.loc.gov/pictures/item/99402089/</p>



Part II: Classroom Activity Plan

Goal: Create primary source-based activities that help students engage in learning, develop critical thinking skills and construct knowledge.

Essential/Investigative Question: Who is the President of the United States? Why is this individual important?

Objective(s):

The students will be able to determine what the title of President of the United States is and what he does through evaluating three different pictures of different presidents in office.

The students will be able to describe the role of the President of the United States by analyzing three primary source photographs from the Library of Congress.

Standard(s) Addressed:

K.9 The students will recognize the American Flag and the Pledge of Allegiance and know that the President is the leader of the United States.

Procedure(s):

1. On the SmartBoard that is in my classroom, I would display one of the first two photographs on the board. However, the students will only be able to see a fraction of the original photograph. I will go around and ask different students what they see and what they think the bigger picture will be once it is displayed. Once ideas begin to slow, I will provide the students more of the picture and I will then repeat the entire process before asking what they see in the photograph and what they think it will be. I will continue this process until the entire photograph is revealed.
2. Once the entire first photograph is revealed, I will have the students guess what they think is going on in the photograph. After a few guesses, I will reveal to the students (if it hasn't already come up) that the reason why all these people are gathered together is because the President of the United States is being sworn into office. I will try to get the students to discuss why so many people would show up for that event. I will display on the board a digital copy of the Library of Congress Analysis Tool Worksheet. The students in the classroom will work together to analyze the primary source photograph by asking questions, drawing conclusions, making observations, and will even make reflections on the primary source. I will act as a facilitator during the activity.
3. After presenting the first picture in this fashion, I will repeat the process for the second photograph, which is very similar but is at a different angle. Again, I will have the students discuss what they think the photograph is and (at the end) why they think all the people gathered for the President of the United States in Washington D.C.



4. Then, I will display the two photographs next to each other on the screen and I will have the students compare and contrast the two photographs. I will encourage the students to think about how even though these are both presidents that they are from different times and are different people. On the board, I will provide a copy of a Venn Diagram that the students will use for the compare and contrast discussion. It will serve as the assessment for the lesson.
5. The third picture of President Kennedy will be used for later discussions on what different tasks that the President of the United States does in a given day. I added it to this section because it would be a part of a multiple day discussion on what the President of the United States does and why he is important.

