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Social Studies-Presidents' Day

Date: February 16, 2007
Grade Level: 1

Academic Standards: Civics and Government Standards – Principles and Documents of Government – 5.1.3 – K. Identify symbols and political holidays. *United States (e.g., Presidents' Day, Statue of Liberty, White House)

Objectives:

- Students will be able to explain why Presidents' Day is celebrated.
- Students will be able to identify who George Washington, Abraham Lincoln, and George Bush are and discuss some of the important things they have done.

Cross-Curricular Integration: Reading, language arts, art

Materials: Pictures of George Washington, Abraham Lincoln, and George Bush; key words; cherry tree game (tree, cherries, baskets); Washington craft papers; crayons; scissors; glue

Vocabulary: Presidents' Day, President

Instructional Procedures:

- Anticipatory Set: Introduce the lesson by asking the students if they know what holiday we celebrate on Monday (Presidents' Day). Explain that Presidents' Day is an important holiday and a time to honor two of our greatest leaders: George Washington and Abraham Lincoln. It is always on the third Monday in February. Have the students look at the calendar to check to make sure that Presidents' Day is on the correct date this year. Ask the students what they think Washington and Lincoln might have done when they were President.
- Developmental Activities: Show the picture of George Washington (place on board) and describe his life to the students. State that he was born on February 22, 1732. Explain that if he was still alive today, he would be celebrating his 275 birthday and that he is so old that he was born before America was a nation (explain that it belonged to England). Tell the students that George was a general and later became the first President of the United States of America. As all information is said, place each corresponding key word underneath Washington's picture.
- Tell the class the story of Washington and the cherry tree. Stress the importance of being honest.
- Show the picture of Abraham Lincoln (place on board) and tell about his life. He lived in a log cabin that his dad built. Ask the students where a log comes from (students should answer: tree). Explain that he didn't have electricity like we do so he had to read books by firelight and he drew with charcoal on a shovel. Tell the students that he was very poor growing up and that he didn't have shoes. Stress to the students that through hard work, Abe became a lawyer and later became the 16th President. As all information is said, place each corresponding key word underneath Lincoln's picture.

- Show the students the picture of George Bush (place on board). Ask the students who they think he is. Explain that he is the 43rd President and his dad was president too. As all information is said, place each corresponding key word underneath Bush's picture.
- Tell the students that they will be able to ask President Bush questions in a class letter. Place the chart paper on the board with the introduction already written: "Dear Mr. President, We are Mrs. Pastorek's first graders from North Star Central Elementary School. We have been learning about the presidents. We had a few questions to ask you:..." Have the students ask their question and write it on the paper. (If time permits, allow the students to write their questions themselves on their own piece of paper and read all of the questions to the class.) Explain that the class might not receive an answer for every question but that we will still try to have them answered.
- In order to assess if the students understand the facts about the presidents that were taught, the students will play a cherry tree matching game. Split the class into two teams (Washington and Lincoln). Have the first person from the first team pick a word from the key word bank (the same key words that were placed underneath each picture) and place it under the correct President. If the student gets this correct, they get to pick a cherry off the game tree and place it in their bucket. Allow the first person from the other team to do the same and continue alternating back and forth until all of the words are placed under the correct presidents. The team with the most cherries in their basket wins.
- Have the students get out their crayons and glue sticks while the Washington craft papers are handed out. Tell the students to color all of George Washington but don't color the strips on the sides. Once they are done coloring, have them cut out the outside of the whole picture. Then have the students fold the strip that says "fold" and then glue the strips together. Show the students how all of this should be done and show the finished product.
- Closure: Have each student show their George Washington to the class and explain why they colored him the way they did. Explain to the students that George can now be placed on the corner of their desk to remind them that they should be honest. Remind the class to think about why being the president would be fun, so they are prepared to write their page of the class book.

Assessment:

- Confirm that the students understand what a president is through observing the questions that they ask in the letter to the President.
- Assess students' accuracy of facts through their answers to the cherry tree game questions.

Extension/Enrichment:

- Students can construct their own log cabin using the directions provided by:
<http://www.enchantedlearning.com/crafts/lincolnlogcabin/>

Special Needs Adaptations:

- Students with attention deficit disorders and learning disabilities can be involved during the lesson by holding the pictures of the presidents as they are being discussed.

Technology Integration:

1. You have **no computer** in your classroom (but you may have an overhead, TV/VCR/DVD).
 - I will print off pictures of the three Presidents and coloring pages found from www.whitehouse.gov/kids for the students to see and color.
2. You have **one computer** in your classroom--a **teacher station** online to the Web with large screen projection capability.
 - I will use the computer and projector to give the students a virtual tour of rooms in the white house from the website <http://www.whitehouse.gov/history/life/video/kidsvideo.html>.
3. You have a **teacher station** in your classroom online to the Web with large screen projection capability. You also have a **cluster of 6 computers** in your classroom, each computer online to the Web, with a computer-to-student ratio of 1:4.
 - The students could write their own letters to the President. The cluster of computers could be used for an extension activity. Students that finish their work early could visit <http://www.whitehouse.gov/kids/games/concentration/> in order to play games about President's Day.
4. You have a **computer lab** reserved for your class once a week with one computer per student, each computer online to the Web.
 - The students will use the time in the lab in order to type their own letters to the President using *Word*.
5. You have a **teacher station** in your classroom online to the Web with large screen projection capability. **Every student also has a laptop computer** for one-to-one computing.
 - Each student will complete the Presidents' Day WebQuest from <http://yorkcountyschools.org/mes/Holiday%20Webquest/index.htm>.