

I'm Number One!!

Grade Level: 4th Grade

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Length of Unit: Seven lessons (each class period should last approximately 45 minutes-number of class periods needed will be specified in each lesson-this is an interdisciplinary unit and may be completed in both Writing and the American History classes, depending upon the schedule of the teacher)

I. ABSTRACT

This is an interdisciplinary unit combining writing, research, and American history in a study of the first seven presidents of the United States. Students will write a four-paragraph essay using colored notecards and step-by-step instructions. During this writing and research, students will receive background information from the teacher in the form of two column notes and read alouds of interesting and sometimes unknown facts about the presidents' lives. The unit will culminate with a campaign convention where students will promote their researched president as the best of the seven through posters and speeches.

II. OVERVIEW

A. Concept Objectives

1. Students understand the chronological organization of events and people in history. (Colorado Standards History #1)
2. Students understand how to use the processes and resources of historical inquiry. (Colorado Standards History #2)
3. Students understand how to write and speak for a variety of purposes and audiences. (Colorado Standards Reading and Writing #2)

B. Content from the *Core Knowledge Sequence* (4th Grade-page 96)

1. Define: cabinet and administration
2. George Washington as first President, Vice-President John Adams
3. John Adams, second president, Abigail Adams
4. National capitol established at Washington, D.C.
5. Growth of political parties
 - a. Arguments between Thomas Jefferson and Alexander Hamilton: two opposed visions of America, as an agricultural or industrial society
 - b. Modern-day system: two main parties (Democrats and Republicans), and independents
6. Thomas Jefferson, third president
 - a. Correspondence between Jefferson and Benjamin Banneker
 - b. Jefferson as multifaceted leader (architect, inventor, musician, etc.)
 - c. The Louisiana Purchase (review from Grade 1) doubles the nation's size and gains control of Mississippi River
7. James Madison, fourth president
 - a. War of 1812 (briefly review from Grade 2)
8. James Monroe, fifth president
 - a. Monroe Doctrine
9. John Quincy Adams, sixth president
10. Andrew Jackson, seventh president
 - a. Popular military hero, Battle of New Orleans in War of 1812
 - b. Presidency of "the common man"
 - c. Indian removal policies

- C. Skill Objectives
1. Students will categorize important events during the beginning of America.
 2. Students will create a timeline that shows people and events in sequence. (Colorado Standards History # 1.2)
 3. Students will gather historical data from multiple sources. (Colorado Standards History # 5)
 4. Students will identify the main idea in a source of historical information. (Colorado Standards History # 2.2)
 5. Students will take notes, outline, and identify main ideas in resource materials. (Colorado Standards History # 5)
 6. Students will organize their writing. (Colorado Standards Reading and Writing # 2)
 7. Students will sort information as it relates to a specific topic or purpose.
 8. Students will chronologically organize significant events, groups and people in the history of America. (Colorado Standards History # 1.1)
 9. Students will create readable documents with legible handwriting or word processing at the appropriate time. (Colorado Standards Reading and Writing # 2)
 10. Students will give credit for borrowed information by telling or listing sources. (Colorado Standards Reading and Writing # 5)
 11. Students will sort information to arrive at three main areas they want to research about presidents. Brainstorming, webbing, and sorting into major categories will accomplish this.

III. BACKGROUND KNOWLEDGE

- A. For Teachers
1. Hirsch, Jr. E.D., *What Your 4th Grader Needs to Know*
 2. Rubel, David. *Encyclopedia of the Presidents and Their Times*
 3. Krull, Kathleen. *Lives of the Presidents: Fame, Shame and What the Neighbors Thought*
- B. For Students
1. Introduction to Louisiana Purchase (first grade)
 2. Introduction to the War of 1812 (second grade)

IV. RESOURCES

- A. Auman, M.E. *Step Up To Writing*. Longmont, Colorado: Sopris West, 1999. 1-57035-208-9 (Lesson Six)
- B. Barber, J. *Presidents*. New York: Dorling Kindersley, 2000. 0-7894-5243-X (HC) (Lessons Three, Four, and Five)
- C. Bausum, A. *Our Country's Presidents*. Washington, D.C.: National Geographic Society, 2001. 0-7922-7226-9 (Lessons Three, Four, and Five)
- D. Hakim, J. *History of Us, The New Nation 1789-1850*. New York: Oxford University Press, 1999. 0-19-512758-7 (Lesson One)
- E. Hirsch, Jr., E.D. *What Your 4th Grader needs to Know*. New York: Dell Publishing, 1992. 0-385-31260-1 (Lessons Three, Four, and Five)
- F. Krull, K. *Lives of the Presidents Fame, Shame and What the Neighbor's Thought*. New York: Scholastic, 2000. 0-439-16830-9 (Lesson One)
- G. Rubel, D. *Encyclopedia of the Presidents and Their Times*. New York: Scholastic, 1994. 0-590-49366-3 (Lessons Three, Four, and Five)
- H. Steffoff, R. *The War of 1812*. New York: Benchmark Books, 2001. 0-7614-1060-0 (Lessons Three, Four, and Five)

- I. Sullivan, G. *Mr. President A Book of U.S. Presidents*. New York: Scholastic, 2001. 0-439-23566-9 (Lessons Three, Four, and Five)
- J. Weber, M. *The Complete History or Our Presidents, Vol. 1, 2, 3*. Florida: Rourke Corporation, Inc., 1997. 0-86593-405-3 (set) (Lessons Three, Four, and Five)

V. LESSONS

Lesson One: The Campaign Begins (three class periods of 45 minutes each)

A. Daily Objectives

1. Concept Objective(s)
 - a. Students understand the chronological organization of events and people in history.
2. Lesson Content
 - a. Define: cabinet and administration
 - b. George Washington as first President, Vice-President John Adams
 - c. John Adams, second president, Abigail Adams
 - d. National capitol established at Washington, D.C.
 - e. Growth of political parties
 - i. Arguments between Thomas Jefferson and Alexander Hamilton: two opposed visions of America, as an agricultural or industrial society
 - ii. Modern-day system: two main parties (Democrats and Republicans), and independents
 - f. Thomas Jefferson, third president
 - i. Correspondence between Jefferson and Benjamin Banneker
 - ii. Jefferson as multifaceted leader (architect, inventor, musician, etc.)
 - iii. The Louisiana Purchase (review from grade one) doubles the nation's size and gains control of Mississippi River
 - g. James Madison, fourth president
 - i. War of 1812 (briefly review from grade 2)
 - h. James Monroe, fifth president, The Monroe Doctrine
 - i. Andrew Jackson, seventh president
 - i. Popular military hero, Battle of New Orleans in War of 1812
 - ii. Presidency of "the common man"
 - iii. Indian removal policies
3. Skill Objective(s)
 - a. Students will chronologically organize significant events, groups and people in the history of America.
 - b. Students will create a timeline that shows people and events in sequence.
 - c. Student will take notes, outline, and identify main ideas in resource materials.

B. Materials

1. Two column notes prepared by the teacher (Appendix A-1, seven pages), one set for each student
2. Overhead transparency and markers for the teacher to fill in two column notes-teacher will create the overhead by copying the two column notes from Appendix A-1
3. Copy of Appendix A-2 for teacher
4. Copy of blank timeline, one for each student (Appendix A-3)
5. Copy of *Lives of the Presidents*, by Krull (see Resources)
6. Copy of *History of US*, by Hakim (see Resources)

C. *Key Vocabulary*

1. Political party-groups who believed in “taking sides” in politics because of some special interest or concern
2. Louisiana Purchase-land bought from France by the United States in 1803 for \$15,000,000; it extended from the Gulf of Mexico to Canada and from the Mississippi River to Rocky Mountains
3. The War of 1812-a war fought against England in which the White House was attacked and burned by the British; this war began between England and France and caught the U.S. in the middle when their ships were attacked at sea
4. The Monroe Doctrine-a message written by President James Monroe to countries in Europe which told them to leave former colonies in Central and South America alone and in return America would not become involved in European wars or politics
5. Indian Removal Act-forced Native Americans to leave their land west of the Mississippi River
6. Trail of Tears-the Cherokee nation did not want to leave their land, but they were forced to travel from their homes in Georgia and South Carolina to Oklahoma; they were forced to walk over 800 miles in one year’s time and one out of four died; this route was called “The place where they cried”
7. Cabinet-official advisors to the President of the United States
8. Administration-the term or time served as the President of the United States

D. *Procedures/Activities*

1. The teacher will discuss the events of the birth of our nation (the first seven administrations) by filling out two column notes with the students. The notes (Appendix A-1) should be given to each student and filled out on an overhead transparency by the teacher as the students fill them in at their desks. A copy with the correct answers is included in Appendix A-2. The teacher will go through each area on the transparency and talk to the class about each president. As he/she talks, he/she will read from the transparency and ask students what word goes in each blank. He/she then fills in the blank as the students do the same at their desks. (Additional information about each president is included in the resources listed in this unit. You may want to expand the two-column notes included in Appendix A-1 with more information from these sources, or you may wish to use them as written.)
2. As the teacher discusses each president chronologically, he/she should intersperse the notes with readings from the two books suggested, *History of US*, and *Lives of the Presidents*. These books give interesting facts about the presidents and details that students will remember because of their unusual or unknown quality. The following page numbers are listed for each book and each president: *Lives of the Presidents*-Washington-pages 11-13, Adams-pages 15-17, Jefferson-pages 19-21, Madison-pages 23-24, Monroe-page 25, Adams, J.Q.-page 25, Jackson-pages 27-29 and *History of Us*-Washington-pages 13-23, Adams-pages 37-38, Jefferson-pages 52-56, Madison-pages 78-79, Monroe-pages 90-92, Adams, J.Q.-pages 93-94, and Jackson- pages 99-102.
3. At the end of this lesson, which will take approximately two class periods, the teacher should review the information by asking oral questions from the notes calling out student’s names in a random fashion.
4. The teacher should end by asking which president the students feel was the most important or who contributed the most during their term of office.
5. Students should then be told that they will try to prove that the president they drew during Writing class (Lessons Two through Five) is the greatest president

of the first seven presidents and that it will be their job to convince the class of this. They will be drawing a name from the hat and after researching they will prepare a campaign, along with others who have chosen the same president, to try to convince the rest of the class that their president was indeed the greatest one of the seven. Remind students that at the end of their research, they will prepare a poster and a campaign speech with information they have learned about their president. The poster and speech will be used to convince other students in the class and the teacher that their president was the best one.

E. *Assessment/Evaluation*

1. Given a blank timeline of this historical era, (Appendix A-3), students will write in the names of the seven presidents reviewed as well as the events listed on the timeline (from the completed Appendices A-1 and A-2)
2. After completion, these should be reviewed in class orally, making certain that students can name the seven presidents in chronological order along with the events for which they are known

Lesson Two: Investigating the Candidate (one class period of 45 minutes, completed during Writing class)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students understand the chronological organization of events and people in history.
 - b. Students understand how to write and speak for a variety of purposes and audiences.
2. Lesson Content
 - a. All the content from Lesson One will be covered. Students will work with the content from the president they chose to research.
3. Skill Objective(s)
 - a. Students will sort information to arrive at three main areas they want to research about presidents. Brainstorming, webbing, and sorting into major categories will accomplish this.
 - b. Students will identify the main idea in a source of historical information.

B. *Materials*

1. Three green index cards per student
2. Overhead transparency and markers

C. *Key Vocabulary*

1. Topic sentence-a sentence that describes the main idea of the paragraph in which it is located; it “drives” the action of the paragraph
2. Webbing-a circle with lines extending from it; the circle contains the topic of discussion, in this case presidents, and the lines will have one or two word phrases describing items that might be important to know about a president of the United States

D. *Procedures/Activities*

1. The teacher will draw a circle on the chalkboard and write the word “President” inside it. He/she will then draw lines extending from the circle and the students will make suggestions of words that should be written on the lines, which tell something it would be important to know about the lives of a president of the United States.
2. After brainstorming for approximately 5-10 minutes, the teacher, with the help of the class, should divide the information on the web into three major categories.

3. An alternate brainstorming activity might be to use George Washington's name in the web center since he has been studied previously in the American Revolution unit of study. Suggested categories that the class might discover would be early life, later life, accomplishments as president, events that happened during his administration, how he is remembered by history, etc. Each class will discover their own unique categories of what they feel is most important to know.
 4. After the three categories are chosen, the class as a whole with guidance by the teacher will write a topic sentence for each. (Examples are given in Appendix B.) Previous practice in class should guide this work.
 5. The students will then copy the three topic sentences on the three green index cards they are given. Make certain they copy the sentences neatly and entirely with capitals and ending punctuation.
 6. Decide as a class what order the sentences will be written in and number the first topic sentence with the number 1 at the top of the card.
 7. The teacher will copy on an overhead each of the three categories with the items from the web that go underneath each category heading. This will be unique to each class web.
- E. *Assessment/Evaluation*
1. The teacher will check each student's three cards to make certain they are properly copied.

Lesson Three: Writing the Candidate Platform-Part One (one class period of 45 minutes, written during Writing class)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students understand how to use the processes and resources of historical inquiry.
 - b. Students understand how to write and speak for a variety of purposes and audiences.
 2. Lesson Content
 - a. Students will use the content information from Lesson One that goes with the President they draw randomly.
 3. Skill Objective(s)
 - a. Students will take notes, outline and identify main ideas in resource materials.
 - b. Students will gather historical data from multiple sources.
 - c. Student will identify the main idea in a source of historical information.
 - d. Student will sort information as it relates to a specific topic or purpose.
- B. *Materials*
1. Two or three yellow index cards per student (if colored cards are not available, use white cards and mark them with a colored highlighter)
 2. Six pink index cards per student (if colored cards are not available, use white cards and mark them with a colored highlighter; not all the pink cards may be used)
 3. The green topic sentence card written on the day before in Lesson Two
 4. Names of all seven presidents written on strips for students to draw; also mark each strip with the number 1, 2, 3, or 4
 5. Computers with the Internet available for each student assigned to him or her; a suggested site is typing in the word, "Yahooligans" and selecting "School Bell History;" there are several sources at that sight for this simple research project;

this will prevent students from wandering on the web and will help them to be more independent during their research

6. The transparency the teacher copied from the brainstorming project the lesson before; the three categories of research should be the headings and the ideas from the web that the students generated should be listed under each column heading
7. Set of book encyclopedias in your classroom or the school library
8. Access to computer encyclopedias (*Grolier*, *World Book*, or *Encarta* are suggestions; *The World Book* is preferable as it is written on a 3rd-5th grade level and is much easier for students to read)
9. Nonfiction books, which you pull ahead of, time from the school library; use the suggested resources plus any other nonfiction books from the card catalog listed under topics such as “Presidents”, “Early American History”, individual president’s names, etc.
10. Presidential biographies, which also should be pulled to be used in the classroom, ahead of time

C. *Key Vocabulary*

1. Bookmarking-choosing a site on the website that students may access easily by choosing it from the “Favorites” on the toolbar at the top of the computer screen; choosing this site causes the computer to go straight to the chosen website without having to browse
2. Biography-story of person’s life

D. *Procedures/Activities*

1. Students will draw a President’s name on a card from a box that has both the name and the source they will use for research. The students who draw a “one” will do research using the book encyclopedias either in your room or the library. The “twos” will research on the computer encyclopedias, and the “threes” will research on nonfiction books including biographies that have been previously pulled by the librarian or the teacher. The “fours” will research on the Internet. Internet sites should be bookmarked ahead of time by the teacher. (This is only a suggestion for schools with limited research resources. If you use the numbering system, make sure that students receive a different research medium for the next project so they learn to use a variety of resources.) As you write the strips for choosing, make sure that strips that contain the same name (for example, you may have three strips with the name “James Madison” on them depending on your class size) have different sources on them. In this way, all three people who will be campaigning for James Madison will have used a different research source and should have some variety of information.
2. Using the transparency on the overhead from the previous lesson from the brainstorming activity, the students will use their yellow index cards to write possible reasons, details or facts about the first topic sentence that was written on the previous day. These can be taken from the transparency or other ideas in which the students are interested may be selected, as long as the chosen ideas support the topic sentence written by the class the previous day. (Examples are given in Appendix B.)
3. Next, the students will write a word or phrase at the top of each of their yellow card with the ideas they have chosen above. The word or phrase should be put in parentheses so it reminds the student what they are searching for as they research. Remind students at this time that what is written on the yellow cards during research has to be written in complete sentences, not in phrase form like the labels chosen at the top of the card. Students will not be able to write their complete sentences on the yellow cards until the research has been completed.

For example, the words, “Early Life” might be recorded in parentheses at the top of the yellow card. After research, the student might write a sentence on the yellow card like this: “John Adam’s early life prepared him to be a farmer, but more and more his training led him into politics instead.”

4. Choose one yellow card that will be the first card researched. It will directly follow the green topic sentence card that they have chosen as number one.
5. Instruct students that they will write only one sentence on each of the yellow cards.
6. Distribute pink cards that will explain or give examples of the sentence written on the yellow card. Each card will have a number on the top. **The numbering on the card should be done at the end of each day’s lesson to avoid confusion.**
7. Students may complete two or three yellow cards with corresponding pink cards following for the first topic sentence card.
8. Students now should begin researching their first topic sentence in the resource they were assigned from the number they drew with their president’s name (see #1 under Procedures in this lesson). Remind them to write using their own words and to use proper capitalization, punctuation and spelling. They will write one sentence on the first yellow card and then write additional facts in sentence form on the pink cards that follow. They should write only one sentence on the yellow card with one fact, but the pink cards may have several sentences, which explain or give examples of the fact recorded on the yellow card. All the yellow cards and pink cards must relate to the first green topic sentence card.
9. When they are finished with their first topic sentence plus their facts and explanations, they should locate another student in the class who is also finished and read the cards aloud. Read **only the sentences**, not the words or phrases that are in parentheses on the yellow cards. Those words are only there to remind them what information they are seeking.
10. When complete, have the students number each card in the order that they need to be read. The pattern should be 1) green topic sentence card, 2) first yellow fact card, 3) any pink cards that give examples or explanations of the yellow fact card. Of course students may have more than one pink card, which will be numbered.
11. If they finish early, they may use other resources that are not being used by other students in the class (encyclopedias, Internet, computers, books etc.) to add additional facts on their pink cards. Remind them to write which resources they used, however, so they can be recorded in their bibliographies later.

E. *Assessment/Evaluation*

1. The teacher should collect the cards at the end of the class period and check the work of the students. Each student should have a green topic sentence card, at least two yellow fact cards and several pink explanation cards for each of the yellow fact cards. They should have a minimum of six different colored cards.
2. Students should have written complete sentences on the cards with proper mechanics. The teacher will edit the cards and students will correct any deficiencies the next day in class

Lesson Four: Writing the Candidate Platform-Part Two (one class period of 45 minutes, written during Writing class)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students understand how to use the processes and resources of historical inquiry.

- b. Students understand how to write and speak for a variety of purposes and audiences.
 - 2. Lesson Content
 - a. Students will use the content information from Lesson One that goes with the President they draw randomly.
 - 3. Skill Objective(s)
 - a. Students will take notes, outline and identify main ideas in resource materials.
 - b. Students will gather historical data from multiple sources.
 - c. Student will identify the main idea in a source of historical information.
 - d. Student will sort information as it relates to a specific topic or purpose.
 - e. Students will organize their writing.
- B. *Materials*
 - 1. Two or three yellow index cards per student (if colored cards are not available, use white cards and mark them with a colored highlighter)
 - 2. Six pink index cards per student (if colored cards are not available, use white cards and mark them with a colored highlighter)
 - 3. All the cards that were prepared the day before plus the second green topic sentence card from Lesson Two
 - 4. Computers with the Internet bookmarked to teacher selected sites
 - 5. The transparency the teacher copied from the brainstorming project the day before; the three categories of research should be the headings and the ideas from the web that the students generated should be listed under each column heading
- C. *Key Vocabulary*
None
- D. *Procedures/Activities*
 - 1. Using the transparency on the overhead that the teacher created during Lesson Two from the brainstorming activity, the students will use their yellow index cards to write possible reasons, details or facts about the second topic sentence they wrote. These can be taken from the transparency or other ideas in which the students are interested in may be selected, as long as the chosen ideas support the topic sentence written by the class the previous day.
 - 2. Next, the students will write a word or phrase at the top of each of their yellow card describing what item they will be researching about the first topic sentence. The word or phrase should be put in parentheses so it reminds the student what they are searching for as they research. Remind students at this time that what is written on the yellow cards during research has to be written in complete sentences, not in phrase form like the labels chosen at the top of the card.
 - 3. Choose one yellow card that will be the first card researched. It will directly follow the second green topic sentence card that they have chosen as number two.
 - 4. Instruct students that they will write only one sentence on the yellow cards.
 - 5. Distribute pink cards that will explain or give examples of the sentence written on the yellow card. Each card will have a number on the top. **The numbering on the card should be done at the end of each day's lesson to avoid confusion.**
 - 6. Students may complete two or three yellow cards with corresponding pink cards following for the second topic sentence card.
 - 7. Students now should begin researching their second topic sentence in the resource they were assigned. Remind them to write using their own words and to use proper capitalization, punctuation and spelling. The process from Lesson Three that was completed the day before should be repeated.

8. When they are finished with their second topic sentence plus their facts and explanations, they should locate another student in the class who is also finished and read the cards aloud. Read **only the sentences**, not the words or phrases that are in parentheses on the yellow cards. Those words are only there to remind them what information they are seeking.
 9. When complete, have the students number each card in the order that they need to be read. The pattern should be 1) green topic sentence card, 2) first yellow fact card, 3) any pink cards that give examples or explanations of the yellow fact card. Of course students may have more than one pink card which will be numbered.
 10. If they finish early, they again may add more information on their pink cards about the yellow cards that they researched today. The same resources may be used or different resources if other students are not using them. If additional resources are used, make sure that students list them, page numbers used, etc. for a later bibliography.
- E. *Assessment/Evaluation*
1. The teacher should collect the cards at the end of the class period and check the work of the students. Each student should have two green topic sentence cards, at least four yellow fact cards and several pink explanation cards for each of the yellow fact cards. They should have a minimum of twelve different colored cards.
 2. Students should have written complete sentences on the cards with proper mechanics. The teacher will edit the cards and students will correct any deficiencies the next day in class.

Lesson Five: Writing the Candidate Platform-Part Three (one class period of 45 minutes, written during Writing class)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students understand how to use the processes and resources of historical inquiry.
 - b. Students understand how to write and speak for a variety of purposes and audiences.
 2. Lesson Content
 - a. Students will use the content information from Lesson One that goes with the President they draw randomly.
 3. Skill Objective(s)
 - a. Students will take notes, outline and identify main ideas in resource materials.
 - b. Students will gather historical data from multiple sources.
 - c. Student will identify the main idea in s source of historical information.
 - d. Students will organize their writing.
 - e. Student will sort information as it relates to a specific topic or purpose.
- B. *Materials*
1. Two or three yellow index cards per student (if colored cards are not available, use white cards and mark them with a colored highlighter)
 2. Six pink index cards per student (if colored cards are not available, use white cards and mark them with a colored highlighter; all the pink cards may not be used)
 3. Computers with bookmarked sites previously chosen by the teacher

4. The transparency the teacher copied from the brainstorming project the day before; the three categories of research should be the headings and the ideas from the web that the students generated should be listed under each column heading
- C. *Key Vocabulary*
None
- D. *Procedures/Activities*
1. Using the transparency on the overhead that the teacher created the previous day from the brainstorming activity, the students will use their yellow index cards to write possible reasons, details or facts about the first topic sentence that was written on the previous day. These can be taken from the transparency or other ideas in which the students are interested in may be selected, as long as the chosen ideas support the topic sentence written by the class the previous day.
 2. Next, the students will write a word or phrase at the top of each of their yellow card describing what item they will be researching about the first topic sentence. The word or phrase should be put in parentheses so it reminds the student what they are searching for as they research. Remind students at this time that what is written on the yellow cards during research has to be written in complete sentences, not in phrase form like the labels chosen at the top of the card.
 3. Choose one yellow card that will be the first card researched. It will directly follow the third green topic sentence card.
 4. Instruct students that they will write only one sentence on the yellow cards.
 5. Distribute pink cards that will explain or give examples of the sentence written on the yellow card. Each card will have a number on the top. **The numbering on the card should be done at the end of each day's lesson to avoid confusion.**
 6. Students may complete two or three yellow cards with corresponding pink cards following for the third topic sentence card.
 7. Students now should begin researching their third topic sentence in the resource they were assigned. Remind them to write using their own words and to use proper capitalization, punctuation and spelling. The process from Lesson Four that was completed the day before should be repeated.
 8. When they are finished with their third topic sentence plus their facts and explanations, they should locate another student in the class who is also finished and read the cards aloud. Read **only the sentences**, not the words or phrases that are in parentheses on the yellow cards. Those words are only there to remind them what information they are seeking.
 9. When complete, have the students number each card in the order that they need to be read. The pattern should be 1) green topic sentence card, 2) first yellow fact card, 3) any pink cards that give examples or explanations of the yellow fact card. Of course students may have more than one pink card which will be numbered.
- E. *Assessment/Evaluation*
1. The teacher should collect the cards at the end of the class period and check the work of the students. Each student should have three green topic sentence cards, at least six yellow fact cards and several pink explanation cards for each of the yellow fact cards. They should have a minimum of eighteen different colored cards.
 2. Students should have written complete sentences on the cards with proper mechanics. The teacher will edit the cards and students will correct any deficiencies the next day in class.

Lesson Six: The Party Caucus (two class periods of 45 minutes each, written in Core Knowledge class)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students understand how to write and speak for a variety of purposes and audiences.
2. Lesson Content
 - a. Content is the same as that used in Lessons One-Five. Students work with the specific content that pertains to the President they have chosen to research
3. Skill Objective(s)
 - a. Students will organize their writing.
 - b. Students will identify the main idea in a source of historical information.
 - c. Students will take notes, outline, and identify main ideas in resource materials.
 - d. Students will create readable documents with legible handwriting or word processing at the appropriate time.
 - e. Students will give credit for borrowed information by telling or listing sources.

B. *Materials*

1. A green index card for each student
2. An orange (or any other color other than green, yellow or pink) index card for each student
3. A computer or *Alpha Smart* keyboard for each student who chooses to type their essay
4. The chart “Bibliography” from *Step Up to Writing* or a comparable bibliography format for students to use
5. Green and pink highlighters for each student

C. *Key Vocabulary*

1. Editing-rereading and marking incorrect writing mechanics, spelling or usage
2. C.U.P.S.-an acronym for editing; the C stands for capitalization, the U for usage, the P for punctuation, and the S for spelling
3. Bibliography-a list of sources of information on a given subject, giving credit to the authors or creators of each source

D. *Procedures/Activities*

1. The students will use a fourth green card to write their conclusion to their essay (Example in Appendix B). They should reread the cards they have created in order and decide how to end their essay. They should do this by rereading the three topic sentences, combining them and adding a final thought. Previous work on writing conclusions should have been completed in writing class.
2. The bibliography chart should be posted or the teacher can write proper bibliographic form for the Internet, a book encyclopedia, a computer encyclopedia, and non-fiction books. The student will then choose the source they used and put in the correct information on their bibliography card.
3. Students will then check once again to make sure their cards are in order and numbered correctly. They will then begin writing their essays from the cards.
4. Students may write with pencil and paper or they may type their papers. Typing is good because it allows the teacher to edit and then have students correct on the computer rather than recopying everything, but that is up to the discretion of the teacher.

5. Students will type and spell check. The teacher will have to teach this skill if not already known. The procedure varies with different computers.
6. When their paper is complete, students will print the initials C.U.P.S. on the bottom of each page of their essay. They will then self-edit by checking each area of the C.U.P.S. initials.
7. Capitalization-students will take a green highlighter and mark every capital. Those that are missing should be corrected. They should also check all proper nouns to see if they are capitalized.
8. Usage-students will reread every sentence to see if the verbs match the subjects. They will correct any usage mistakes before marking an X over the U, which stands for usage.
9. Punctuation-students will highlight every end punctuation mark with a red (or pink) highlighter. If punctuation is wrong or missing it should be corrected.
10. Spelling-students should reread carefully to pick up any misspelled words missed during spell check procedures.
11. The student will place an X over each letter in the C.U.P.S. initials indicating which items have been corrected.
12. The paper should then be submitted to the teacher for grading.
13. The teacher will edit the paper once again putting his/her X in red ink. If all four letters are marked as correct, editing is complete. If not, the paper will be returned to the student for further correction.
14. The teacher will then grade the final copy of the essay using the rubric in Appendix C.

E. *Assessment/Evaluation*

1. The rubric will be used to grade each essay. The areas of Content, Organization, Spelling and Conventions will be assessed. Maureen Auman suggests these areas for evaluation in *Step Up to Writing*. Twenty-five points are possible for each area. The final score will be used as a writing grade for this unit. Teachers may calculate their own grades based on percentages earned and their particular grading scale.

Lesson Seven: The Campaign (two class periods of 45 minutes each, written in Core Knowledge History class)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students understand how to use the processes and resources of historical inquiry.
2. Lesson Content
 - a. Students will use the Content for Early Presidents and Politics that concerns the President whom they drew to research.
3. Skill Objective(s)
 - a. Students will identify the main idea in a source of historical information.

B. *Materials*

1. Poster board approximately 24" x 34" for each group (you may substitute butcher paper or chart paper and it can be of any reasonable size with which to make a poster; there will be seven groups, one for each president)
2. One note card (any color) for each group to write notes on for their campaign speech
3. A copy of each student's completed essay
4. Any additional visuals or props a group wishes to provide
5. One copy per group of the rubric (Appendix D) for grading the speech and poster

6. Ballots for each student to vote for the President of his or her choice
 7. Balloons or other decorations to simulate a political convention of the teacher's choice
 8. Colored markers, pencils and/or crayons for decorating posters
 9. Glitter, letter stencils, stickers for poster decoration (optional)
- C. *Key Vocabulary*
1. Campaign-a series of planned, organized activities for the purpose of electing a candidate
 2. Candidate-the President each group has researched who is seeking an office; in this case, the candidates are trying to be chosen as the best of the seven early Presidents
- D. *Procedures/Activities*
1. Group the students according to the president they each researched.
 2. Students should share what they have learned about their president. They may read each of their essays aloud, they may make a chart and check off which things have been mentioned by everyone in the group, or they may simply make a list of the items they want to stress in the campaign.
 3. The students will create a poster emphasizing what they think is important for people to know about their candidate.
 4. All students in the group may work at creating the poster or the group may decide to designate jobs. Remind students that the majority of the work must be completed in this class period and they still have a campaign speech to prepare.
 5. Students should also prepare a campaign speech. The group may decide to have one of the group members present the speech while others use props in the background or chant sayings from the poster.
 6. **All** students in the group must participate in the speech, whether by speaking or doing background support. One of the rubric items is that all students in the group are participating.
 7. When the groups have finished preparing their speech, they should practice giving it, using the notecard provided to write down key ideas. The teacher should visit each group to monitor progress and to make suggestions such as showing more enthusiasm, etc.
 8. After one complete class period and approximately half of another, the teacher should distribute ballots for the voting. They should vote for their top three choices, so that their number one choice gets three points, number two gets two points, and number three gets one. This will make the vote counting more fair.
- E. *Assessment/Evaluation*
1. Teacher should monitor the group work. He or she will circulate among the groups with rubrics and record which groups had everyone participating not only in preparing the speech and poster, but also in contributing ideas about their president.
 2. About twenty minutes into the second class period, most groups should be finished with their preparation. Record which groups are not ready to present. Points should be deducted from their rubric if a group is lagging behind because of poor work habits such as visiting, playing, etc.

VI. CULMINATING ACTIVITY

The Convention and Election (two class periods of 45 minutes)

- A. The students will present their campaign by giving their speech and showing their poster at the front of the room. Creativity of presentation is encouraged.

- B. After all campaign speeches are made, the class will vote their choice. They will vote for their top three presidents.
- C. The teacher will also vote and will count the votes with two students they choose.
- D. The votes will be announced and a victory celebration held for the winner.
- E. The teacher should then discuss with the class why the chosen president won the election. Items to be discussed should include if they were truly great as history viewed them, or were voters more influenced by the campaign speeches and posters. A list of items can be written on the chalkboard describing which factors caused students to vote as they did. This discussion should revolve around what makes a president great and what achievements during their administrations historians view as favorable. Ask also how people who lived at that time may have viewed the Presidents differently than historians. Refer back to information from the books *History of Us* by Hakim and *Lives of the Presidents* by Krull to show how people who lived in that time may have viewed these presidents.

VII. HANDOUTS/WORKSHEETS

- A. Appendix A-1: Two Column Notes (seven pages)
- B. Appendix A-2: Answers for Two Column Notes
- C. Appendix A-3: Timeline for Presidents
- D. Appendix B: Note card Model
- E. Appendix C: Grade Sheet for Presidential Essay
- F. Appendix D: Rubric for Campaign Poster and Speech

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Appendix A-1, page 1-I'm Number One!!

Topic=First Seven Presidents	
*George Washington-1 st President	- " _____ of our country" - _____ of the Revolutionary War -Home . _____ in Virginia -Occupations . _____ .President -Wife . _____ Washington -Unusual fact: _____ _____

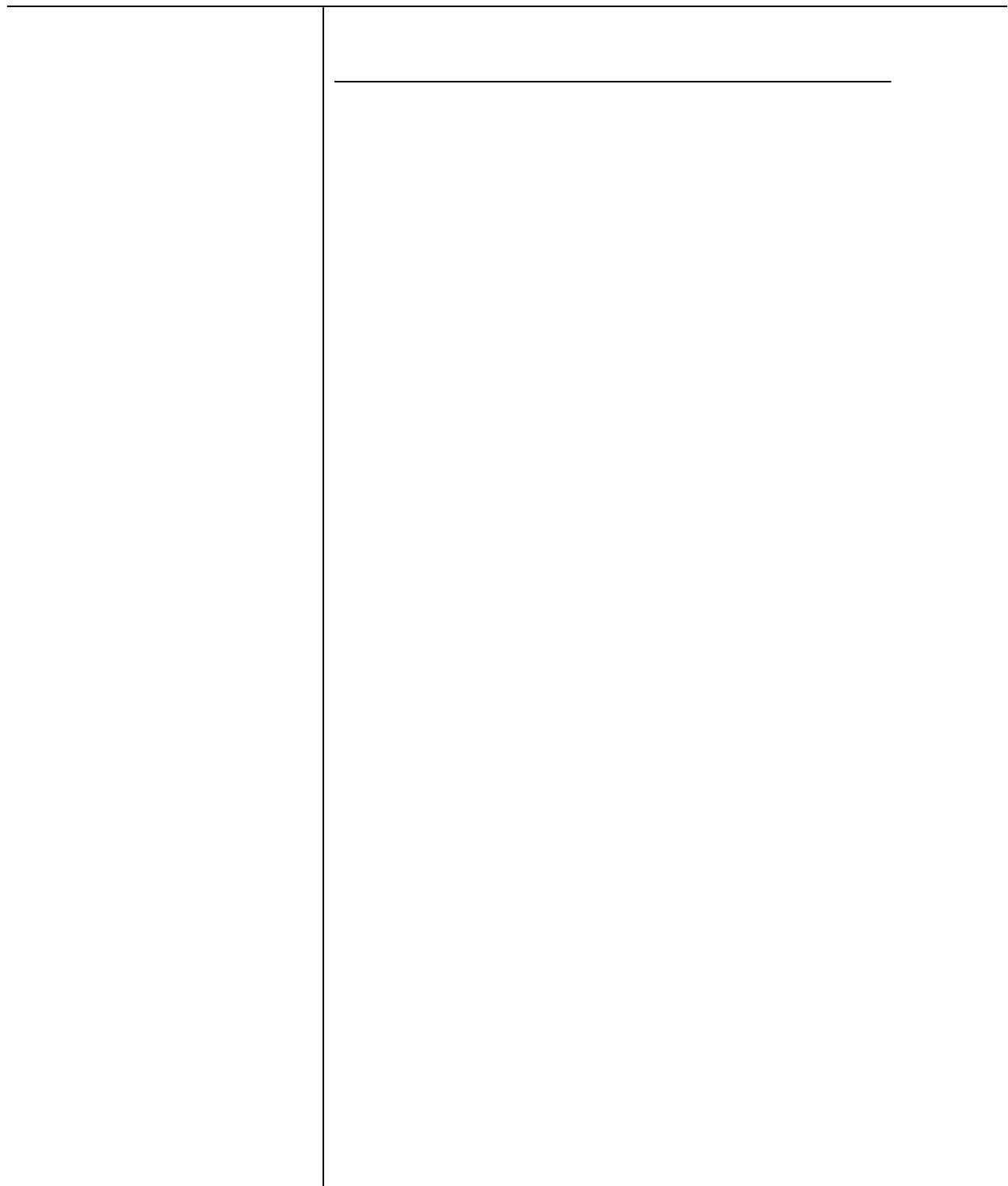
Appendix A-1, page 2-I'm Number One!!

Topic=First Seven Presidents	
*John Adams-2 nd President	<p>-First _____ President</p> <p>-First president to live in the _____</p> <p>-Home _____</p> <p>-Occupations _____</p> <p>.President _____</p> <p>-Wife _____ Adams</p> <p>-Rise of political parties</p> <p>.Republicans (_____) vs. Federalists (_____)</p> <p>.Farmers vs. Industrial leaders</p> <p>.Became present day parties</p> <p>- _____</p> <p>- _____</p>

-Unusual fact: _____

Appendix A-1, page 3-I'm Number One!!

<p>Topic=First Seven Presidents</p>	
<p>*Thomas Jefferson-3rd President</p>	<p>-Author of the _____ _____</p> <p>-Known for the _____ _____which doubled the nation's size</p> <p>-Home _____, Virginia</p> <p>-Occupations</p> <p>. _____</p> <p>.Farmer</p> <p>.President</p> <p>. _____</p> <p>. _____</p> <p>-Wife</p> <p>. _____ Jefferson</p> <p>-Correspondence with Benjamin Banneker</p> <p>-Unusual fact: _____</p>



Appendix A-1, page 4-I'm Number One!!

<p>Topic=First Seven Presidents</p>	
<p>*James Madison, 4th President</p>	<p>- "Father of the _____"</p> <p>.Believed in a strong, central government</p> <p>-War of _____</p> <p>.England and France were attacking U.S. ships</p> <p>.U.S. finally declared war on _____</p> <p>.England burned down the _____</p> <p>_____</p> <p>-Home</p> <p>. _____</p> <p>-Wife</p> <p>. _____ Madison</p> <p>Rescued a picture of _____</p> <p>_____ from the White House when it burned</p> <p>-Occupations</p> <p>. _____</p> <p>.President</p> <p>-Unusual fact:</p> <p>_____</p> <p>_____</p>

Appendix A-1, page 5-I'm Number One!!

<p>Topic=First Seven Presidents</p>	
<p>James Monroe, 5th President</p>	<p>-Wrote the _____ .Told Europe to leave former colonies from Central and South America alone .In exchange, America agreed to stay out of politics _____.</p> <p>-Home _____</p> <p>-Wife .Eliza Monroe</p> <p>-Occupations _____ .Secretary of State .President</p> <p>-Unusual fact: _____</p> <p>_____</p>

Appendix A-1, page 6-I'm Number One!!

<p>Topic=First Seven Presidents</p>	
<p>John Quincy Adams-6th President</p>	<p>-Famous father .Son of _____</p> <p>-“Old Man Eloquent” .Opposed to _____ .Fought against going to war with _____</p> <p>-Home ._____</p> <p>-Occupations ._____</p> <p>.Senator</p> <p>.Secretary of State</p> <p>.President</p> <p>-Unusual fact: _____</p> <hr/>

Appendix A-1, page 7-I'm Number One!!

Topic=First Seven Presidents	
Andrew Jackson-7 th President	<p>-Known as the "President of the _____ man"</p> <p>.Very popular with the people</p> <p>-Indian Removal Act .Moved Native Americans from Georgia and South Carolina on a year's journey to Oklahoma .One out of every four died -Called "The _____"</p> <p>-Home .</p> <p>-Wife ._____ Jackson</p> <p>-Occupation .</p> <p>.President</p> <p>-Unusual fact: _____ _____</p>

Appendix A-2-I'm Number One!!
Answers for Two Column Notes (Appendix A-1)

1. George Washington-Father, General, Mt. Vernon, farmer, Martha, will vary (Example: He could stay awake for days in the saddle during wartime.)
2. John Adams-Vice, White House, Massachusetts, Lawyer, Abigail, Thomas Jefferson, Alexander Hamilton, Democrat, Republican, will vary (Example: He died the same day as Thomas Jefferson, 50 years to the day after the Declaration of Independence was signed.)
3. Thomas Jefferson-Declaration of Independence, Louisiana Purchase, Monticello, lawyer, inventor, musician, Martha, will vary (Example: He washed his feet in icy water every day for health purposes.)
4. James Madison-Constitution, 1812, England, White House, Virginia, Dolly, George Washington, lawyer, will vary, (Example: He was the first president to wear long pants.)
5. James Monroe-Monroe Doctrine, England, Virginia, diplomat, will vary, (Example: He was the first president to display his own hair in public.)
6. John Quincy Adams-John Adams, slavery, Mexico, Massachusetts, diplomat, will vary (Example: He kept a pet alligator in the White House.)

7. Andrew Jackson-common, Trail of Tears, Tennessee, Rachel, soldier, will vary (Example: He had a riot at his inaugural party and had to spend the night in a hotel because the crowds tore the White House to shreds.)

Appendix A-3-I'm Number One!!

Timeline for Presidents



Appendix B-I'm Number One!!
Note card Model

Topic=George Washington is known as the Father of our cc because he led us on the battlefield as well as in our capitol. (green card)

He was appointed commander-in-chief of America's troops during the Revolutionary War. (yellow card)

One of his most bitter winters was spent at Valley Forge. (pink card)

Another major war included a surprise attack at Trenton. (pink card)

George Washington was one of our greatest presidents because he inspired Americans everywhere with his bravery and courage. (conclusion-green card)

Topic=George Washington was known as "the Father of our country" because he led us on the battlefield and in the nation's capitol. (green card)

Appendix C-I'm Number One!!

Grade Sheet for Presidential Essay

Content (25 points possible) _____

Organization (25 points possible) _____

Spelling (25 points possible) _____

Conventions (25 points possible) _____

(Includes capitalization, punctuation, and usage)

Total points earned (100 points possible) _____

Grade _____

Grade Scale

100-93 pts. = A (advanced)

92-80 pts. = P (proficient)

79-70 pts. = PP (partially proficient)
69-below pts. = U (unsatisfactory)

Appendix D-I'm Number One!!

Rubric for Campaign Poster and Speech

I. Poster-20 points

- Poster is correctly labeled
- Poster has correct spelling
- Poster has color
- Poster shows creativity

II. Speech-20 points

- Speech is clear and easily heard
- Speech lists specific reasons why candidate should be chosen
- Speech is organized in presentation
- Speech is persuasive

III. Group participation-10 points

All members of the group participated in creating the speech and the poster

Group members were on task, finished on time and showed cooperation

Total Grade (50 pts. possible) _____