

EARLY PRESIDENTS

Grade Level: 4

Presented by: Lorraine Griffith, West Buncombe Elementary School, Asheville, NC
Emily Ottaway, Minnesota Humanities Commission, St. Paul, MN

Length of Unit: 2 weeks

I. ABSTRACT

This is a unit written for fourth grade on the first seven presidents of the United States. It covers the entire section of the “Early Presidents and Politics” in the *Core Knowledge Sequence*. This period of history is unique because of the presidents’ roles in the application of a new Constitution to untested issues. During the first few lessons of the unit, students work cooperatively to understand the role of a president in the United States and then divide into small groups to research one of the early presidents. After researching the assigned president, each group will present their project at the beginning of a class featuring the politics during that particular president’s term. The issue of equality will be dealt with concerning women, African Americans, and Native Americans throughout the study.

II. OVERVIEW

A. Concept Objectives:

1. Understand how historical events are shaped by the contributions of key people.
2. Understand the issue of equality as a characteristic of American society.
3. Understand the organization and function of the government of the United States.
4. Gain an appreciation for the changing roles of the President and the First Lady.

B. Content from the *Core Knowledge Sequence*

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
7. Correspondence between Jefferson and Benjamin Banneker
8. Jefferson as multifaceted leader (architect, inventor, musician, etc.)
9. The Louisiana Purchase doubles the nation’s size and gains control of Mississippi River.
10. James Madison, fourth president, War of 1812
11. James Monroe, fifth president, the Monroe Doctrine
12. John Quincy Adams, sixth president
13. 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. Evaluate multiple perspectives of historical events
2. Sequence chronological events of the first seven presidents
3. Respond critically to guiding questions
4. Scan resources (internet sites and informational books) for specific data
5. Work cooperatively in a group to accomplish several tasks

6. Evaluate written text for author's point of view
7. Compare and contrast

III. BACKGROUND KNOWLEDGE

- A. For Teachers:
1. *Hail to the Chief, The American Presidency* ISBN 0-8249-4299-3
 2. *The Look It Up Book of Presidents* ISBN 0-679-80358-0
 3. *Our Presidents, Their Lives and Stories* ISBN 0-8249-4199-3
 4. *A History of US, Books 3 & 4* ISBN 0-19-512756-0
- B. For Students:
1. Kindergarten Core Knowledge
 - a. George Washington (Presidents, Past and Present)
 - b. Thomas Jefferson (Presidents, Past and Present)
 2. First Grade Core Knowledge
 - a. Thomas Jefferson (From Colonies to Independence)
 - b. George Washington (From Colonies to Independence)
 3. Second Grade Core Knowledge
 - a. American Government
 - b. The War of 1812
 - c. Westward Expansion (Native Americans)
 4. Fourth Grade Core Knowledge
 - a. The American Revolution
 - b. Making a Constitutional Government

IV. RESOURCES

The following resources are a critical part of the lessons written for this unit. Complete bibliographic information is provided in the bibliography section at the end of the unit.

- A. Robb, Don. *Hail to the Chief* by Don Robb ISBN # 0-88106-393-2
- B. *Andrew Jackson: His story is history* video (available through The Home of Andrew Jackson, 4580 Rachel's Lane, Hermitage, TN 37076-1331, phone- 615-889-2941)
- C. Resources for presidential information such as: <http://www.americanpresident.org> or *The Look-It-Up Book of Presidents*
- D. Map of the Louisiana Purchase (one can be found at <http://www.earlyamerica.com/earlyamerica/milestones/louisiana/louismap.html>)
- E. *Listen My Children, Vol. 4* (available through the Core Knowledge Foundation)

V. LESSONS

Lesson One: The Presidency: His Administration and Cabinet

- A. *Daily Objectives*
1. Concept Objectives
 - a. Understand the organization and function of the government of the United States, particularly the president, vice-president, and cabinet.
 2. Lesson Content
 - a. Define: cabinet and administration
 - b. President and vice-president
 - c. Modern-day system: two main parties (Democrats and Republicans) and independents
 3. Skill Objectives
 - a. Scan a newspaper using key words to locate information.
 - b. Define words using context clues and background knowledge.
 - c. Respond critically to guiding questions as they read current newspaper articles.

- B. *Materials*
1. A wide variety of front page sections of newspapers, saved over a number of weeks.
 2. Chart paper
 3. Scissors, glue and highlighters
 4. *Hail to the Chief*
 5. Sticky notes – one per child
- C. *Key Vocabulary*
1. cabinet: an official chosen group of advisors to the president
 2. administration: the group of officials that make up the executive branch, including the President
- D. *Procedures/ Activities*
1. (Brainstorm previous knowledge) Hand out a sticky note to each student. Ask them to write a short description of something they think a president does. Collect sticky notes on a large sheet of paper labeled “A President’s Job”. Sort the notes into similar categories as you read their ideas aloud.
 2. Challenge students to scan the front sections of the newspapers looking for articles that contain the following words: president, cabinet, administration, Democrat, Republican, independent. When an article is found, students should highlight the key words and cut the article out of the newspaper.
 3. After about 15 minutes of search time, sort the articles into groups by the highlighted words. Divide students into small groups, one small group for each category of articles. Assign the groups the following guiding questions to answer, if they can, from their assigned articles:
 4. What kinds of work assignments belong to the President?
 5. What do you think it means to be a Democrat, Republican, or Independent?
 6. Define the words “cabinet” and “administration” from the context you are reading.
 7. Pull the groups back together to orally report their findings. Record their findings on chart paper.
 8. Read orally the book *Hail to the Chief*. Add any additional information to the charts. Be sure to note the information on page three of the book pertaining to the work of the president.
 - a. “Executive power” – leads our federal (national) government and enforces our laws
 - b. Commander in chief of all our armed forces
 - c. Recommends laws for Congress to consider
 - d. Gives the “State of the Union” speech
 - e. Appoints members to the Supreme Court and ambassadors to other countries
 - f. Asks heads of government departments (his cabinet) for their advice
 - g. Makes and signs treaties
 9. Be sure to note references to the political parties and the definitions of cabinet and administration.
 10. Close the class time by adding any new information gained from the picture book to the charts created earlier.
- E. *Assessment / Evaluation*
1. Monitor students as they work to scan the newspaper using key words, create definitions based on context clues, and answer questions using critical thinking. Note students who are having trouble with any of these skills and work individually with them.

Lesson Two: Presidential Assignments

- A. *Daily Objectives*
1. Concept Objectives
 - a. Understand how historical events are shaped by the contributions of key people

2. Lesson Content
 - a. George Washington, first president
 - b. John Adams, second president
 - c. Thomas Jefferson, third president
 - d. James Madison, fourth president
 - e. John Quincy Adams, sixth president
 - f. Andrew Jackson, seventh president
 3. Skill Objectives
 - a. Scan an internet site or informational book for specific data about each of the first seven presidents.
 - b. Work cooperatively in a group to gather information.
- B. *Materials*
1. Data collection sheet: Appendix A
 2. Resources for presidential information such as: <http://www.americanpresident.org> or *The Look-It-Up Book of Presidents*
- C. *Key Vocabulary*: none
- D. *Procedures/ Activities*
1. Review the charts from the previous lesson, particularly highlighting the range of presidential responsibility.
 2. Divide your class into 7 groups, one for each of the first 7 presidents. Have each group draw the name of one of the presidents.
 3. Hand out the data sheet from Appendix A. Students need to continue their skill development in scanning by looking for information on each president.
 4. Within small groups, students should divide up the information they are assigned and then report back by the end of the session.
- E. *Assessment/ Evaluation*.
1. Gather individual copies of the Appendix A and check to be sure each student has done their own assignment and copied all of the information gathered by others in their group. Students who have not completed the project will need to pair up with someone else in their group to catch up before the following lesson.

Lesson Three: Presidential Cereal Boxes

- A. *Daily Objectives*
1. Concept Objectives
 - a. Understand how historical events are shaped by the contributions of key people.
 2. Lesson Content
 - a. George Washington, first president
 - b. John Adams, second president
 - c. Thomas Jefferson, third president
 - d. James Madison, fourth president
 - e. James Monroe, fifth president
 - f. John Quincy Adams, sixth president
 - g. Andrew Jackson, seventh president
 3. Skill Objectives
 - a. Select important information from previously researched data sheets.
 - b. Work cooperatively in a group to create a bio-poem and create a presidential cereal box project.
- B. *Materials*
1. Completed Lesson 2 / Student Data Sheet
 2. Appendix B: Presidential Bio-poem
 3. Student handout: Presidential Bio-poem

4. 7 Cereal Boxes: Large size, any kind
 5. Butcher paper to cover cereal box, any color
 6. Computer word processing and printer
 7. A picture enlarged for each of the first seven presidents
 8. Scrap box of construction paper (optional decorations)
- C. *Key Vocabulary*: none
- D. *Procedures/ Activities*
1. Keeping the same groups in tact from the previous lesson, have students check that all of their information is complete on the Lesson Two / Student Data Sheet. If the students have finished, they are ready to move on to today’s activity. If not, they will need to complete the data first.
 2. Student groups will create a “Presidential Cereal Box” which gives important information about each of the first seven presidents.
 - a. Cover the box with butcher paper.
 - b. Create a name and logo for your cereal such as Presidential Cocoa Puffs: Breakfast for Presidents
 - c. Glue the logo and picture of your president on the front of your box.
 - d. On the back of your box, create a bio-poem using the student handout “Presidential Bio-Poem”. Use your data sheet from the previous lesson for information. Type the poem according to the directions at the bottom of the page and glue onto the back of the box.
 - e. Complete the box by adding the following: top: “Most significant contribution” / bottom: students’ names / one side panel: a famous quote and descriptive character phrases / one side panel: other interesting facts
 - f. Students can decorate their boxes with small cut-outs that symbolize their president’s life and contributions. *For example, a tri-corn, tobacco leaves, a slate with math facts, the cherry tree, etc. for George Washington.*
- E. *Assessment/ Evaluation.*
- Use the following rubric to grade the finished product:
- _____ 10 points for completion by assigned date
- _____ 60 points for accuracy and completion of required information
(10 points for each side of the box)
- _____ 20 points for group participation (particularly the individual you are grading)
- _____ 10 points for overall appearance – neatness, spelling, format, word processing

Lesson Four: George Washington, the first president- “The Father of Our Country”

- A. *Daily Objectives*
1. Concept Objective
 - a. Understand how historical events are shaped by the contributions of key people.
 - b. Understand the organization and function of the government of the United States.
 2. Lesson Content
 - a. George Washington as first President, Vice-President John Adams
 - b. Growth of political parties: Arguments between Thomas Jefferson and
 - c. Alexander Hamilton: Two opposed visions of America, as an agricultural or industrial society
 3. Skill Objectives
 - a. Evaluate multiple perspectives of historical events
 - b. Sequence chronological events of the first seven presidents
- B. *Materials*
1. George Washington cereal box project

2. Create an overhead of the poem “George Washington” by Rosemary and Stephen Vincent Benet
 3. “Early President’s Journal” for each child – approximately 7 pages folded with a cover for note-taking during the presentations and class time writing.
 4. Cards made for the sequence of “Early Presidents”. (George Washington, John Adams (V.P), Federalist vs. Industrialist.
 5. Pocket Chart
- C. *Key Vocabulary*
1. Agricultural: related to farming, products of farming both animals and vegetation
 2. Industrial : related to industry, factory products
 3. Federal: describing a political organization in which power is shared between a central authority and a number of areas or states.
- D. *Procedures /Activities*
1. Students from the George Washington cereal box project will present interesting things they learned about him during their study. The students listening should take notes in an “Early Presidents’ Journal”. Be sure to note John Adams was his vice-president.
 2. Read together an overhead of the poem “George Washington”. Discuss how George Washington didn’t have high aspirations for leadership, but because of his unique leadership abilities actually became “Father of our Country”. Note his quotation after he was appointed as Commander of the Continental Army in 1775.. “I do not think myself equal to the command I am honored with.”
 3. Open a political issue discussion by asking children to divide into two groups: farmers and city-dwellers. Ask the children to imagine they are viewing the idea of a new freeway built across open land from their own assigned perspective. (From their assigned viewpoint, would they want to a freeway built which would help with traffic? Or would they be against the government taking over land which could be used in other ways?) Make a list of reasons for their decision.
 4. Continue instruction on multiple perspectives by telling about two individuals on George Washington’s cabinet. Thomas Jefferson was Secretary of State and Alexander Hamilton was Secretary of Treasury, both arguing here at the beginning of our new government how to interpret the Constitution. Create a list of the different views included in the following notes:

Thomas Jefferson: Secretary of State
 Southern Democratic-Republican
 Believed ordinary people should have a voice in government
 Believed America should base its well-being on farming
 Believed states should have more control over their individual futures (states’ rights)
 Believed in limited federal power
 Forerunner of the Democratic Party

Alexander Hamilton: Secretary of Treasury
 Northern Federalist
 Believed in a strong central government
 Believed America should base its well-being on manufacturing and banking
 Believed ordinary people should have no voice in government
 Believed in expansive federal power
 Forerunner of the Republican Party

5. Begin an annotated time line on a pocket chart with the cards referred to in the materials list. This should continue for the rest of the unit. (This is an effective review technique. Simply hand the cards to a few children and ask them to place the cards under the proper president, orally describing the issue or event. As the week continues, this will become more challenging.)
- E. *Assessment/Evaluation*
1. Ask students to do a 10 minute write on this question: “If you had been on George Washington’s cabinet, do you think you would have been a Federalist or Industrialist? Give 3 reasons for your choice.

Lesson Five: John Adams, 2nd President

A. *Daily Objectives*

1. Concept Objective
 - a. Understand how historical events are shaped by the contributions of key people.
 - b. Understand the issue of equality as a characteristic of American society.
2. Lesson Content
 - a. John Adams, second president, Abigail Adams
 - b. National capitol established at Washington, D.C.
 - c. White House
 - d. The proposition that “All men are created equal” (from *Main Ideas behind the Declaration of Independence*)
3. Skill Objectives
 - a. Evaluate multiple perspectives of historical events
 - b. Sequence chronological events of the first seven presidents

B. *Materials*

1. A copy of a letter from Abigail Adams, *Letter to John Adams (1776)*. See Appendix F.
2. Pocket chart cards: John Adams, White House, Abigail Adams

C. *Key Vocabulary (necessary to understand Abigail’s letter)*

1. foment: start
2. impunity: freedom from punishment
3. providence: divine direction

D. *Procedures /Activities*

1. The John Adams cereal box group should present the highlights of their study of his life and presidential accomplishments.
2. Introduce John Adams administration, teaching a short lesson on the “White House”. John and Abigail Adams were the first to move into the White House in 1800. (Construction began in 1792) Encourage children to explore the White House web site: www.whitehousehistory.org or www.whitehouse.gov.
3. Begin discussion of the issue of equality (from the Declaration of Independence) in this new government by asking the question, “Do you think men and women are treated equally?” Ask children to write on this topic for 5 – 10 minutes in their journals. Discuss their opinions.
4. Depending on the reading ability of your children, read orally as a class or in small groups the letter in Appendix B. Students should gather as much information as they can about John Adams’ wife Abigail from the letter. Create a list on the board of all they can gather simply from reading the letter.
5. Briefly describe for the children, the role of colonial and Early American women in households. Describe the impact of the American Revolution on these women. They knew now they could run households, make decisions, and work for the war effort. This made women begin to think they should have more of a voice in the early government.

- Although women were not able to vote until the early 1900's, they began asking for equality with the pen of Abigail Adams in 1776.
6. Close class with the placement of the cards on the pocket chart which relate to John Adams and his presidency.
- E. *Assessment/Evaluation*
1. Using the NARA document on evaluating primary and secondary source material available at <http://www.nara.gov/education/teaching/analysis/analysis.html>, evaluate the children's ability to pull information from an original document. There is a timeline of women's rights including the letter from Abigail Adams <http://memory.loc.gov/ammem/naw/nawstime.html>. There is a wonderful readers theater that begins with Abigail Adams' letter on the following web site: <http://www.nara.gov/education/teaching/woman/script.html>.

Lesson Six: Thomas Jefferson, 3rd President- "The Author of the Declaration of Independence"

- A. *Daily Objectives*
1. Concept Objectives
 - a. Understand how historical events are shaped by the contributions of key people.
 - b. Understand the issue of equality as a characteristic of American society.
 2. Lesson Content
 - a. Thomas Jefferson, third president
 - b. Correspondence between Jefferson and Benjamin Banneker
 - c. Jefferson as multifaceted leader (architect, inventor, musician, etc.)
 3. Skill Objectives
 - a. Evaluate the correspondence between Jefferson and Banneker, making judgments about each person's view of equality.
 - b. Compare and contrast the personal contributions of Jefferson and Banneker.
- B. *Materials*
1. A picture of Monticello
 2. Overhead or printed copies of the correspondence between Banneker and Jefferson. See Appendix G.
- C. *Key Vocabulary*
1. equality: having the same privileges and rights as others
 2. Architect: one who designs buildings
 3. Monticello: Jefferson's home
 4. almanac: a yearly calendar with weather predictions, projections of tides, information on the moon and stars, and daily comments
- D. *Procedures /Activities*
1. Students from the Thomas Jefferson cereal box project will present interesting things they learned about him during their study. The students listening should take notes in an "Early Presidents' Journal".
 2. After the students finish presenting their boxes, review some of the accomplishments of Thomas Jefferson that did not involve directly his presidency. List such things as the following:
 - a. Architect of Monticello – "little mountain"
 - i. Inspired by architecture of ancient Greece and Rome
 - ii. T. Jefferson played there as a child, 5000 acres of Virginia Land just east of the Blue Ridge Mountains.
 - iii. Worked on the plans and building of it from 1768 – 1796
"I am as happy nowhere else and in no other society, and all my wishes end, where I hope my days will end, at Monticello."

- b. Inventor- swivel chair, adjustable drafting table, American system of money, instrument to make copies of letters and documents, dumb waiter
 - c. Musician - violinist
 - d. Writer – Declaration of Independence
3. Compare Thomas Jefferson accomplishments to Benjamin Banneker’s accomplishments. List such things as the following:
 - a. Mathematician
 - Self-taught through calculus and trigonometry
 - Made a wooden watch that kept accurate time for 40 years
 - b. Astronomer
 - Predicted a solar eclipse in 1789
 - From 1791 – 1802 published an almanac
 - c. Surveyor
 - i. Appointed by President Washington to the District of Columbia Commission,
 - ii. responsible for surveying and establishing the city’s original boundaries.
 - iii. When the chairman suddenly resigned and took the plans with him, Banneker reproduced the plans from memory.
 4. Create with the children a Venn Diagram or Double Bubble which shows how Jefferson and Banneker were alike and different.
 5. Introduce the correspondence between Banneker and Jefferson. Banneker had sent one of his almanacs to Jefferson and included a letter that discussed the issue of equality as touted by the Declaration of Independence. Read the letters with the children and have them discuss Jefferson’s response to Banneker.
 - a. What was Banneker asking Jefferson?
 - b. Did Jefferson really believe in equality for all? What is the evidence in the letter?
- E. *Assessment/Evaluation*
1. Children should record in their journals a paragraph about equality. The teacher should look for evidence of listening comprehension when reading the children’s entries.

Lesson Seven: Thomas Jefferson and the Louisiana Purchase

A. *Daily Objectives*

1. Concept Objective
 - a. Understand how historical events are shaped by the contributions of key people.
 - b. Understand the issue of equality as a characteristic of American society.
2. Lesson Content
 - a. Thomas Jefferson, third president
 - b. The Louisiana Purchase doubles the nation’s size and gains control of the Mississippi River
3. Skill Objectives
 - c. Use math manipulatives to show the geographical gains for the United States through the Louisiana Purchase.
 - d. Match maps from the time of the Louisiana Purchase to a present day map, comparing the states which were actually made from the original mass of land.

B. *Materials*

1. Map of the Louisiana Purchase
<http://www.earlyamerica.com/earlyamerica/milestones/louisiana/louismap.html>
2. Cusinare blocks or rainbow cubes

C. *Key Vocabulary*

1. Louisiana Purchase: a large area of land that the United States bought from France for a very good price.

2. doubling: multiplying by two
- D. *Procedures /Activities*
1. To open the discussion on the Louisiana Purchase, ask children to describe the land which was included in the United States after the American Revolution. Pull out a map of colonial times, remind students of the settled east coast.
 2. Teach the children some of the basic information about the Louisiana Purchase
 - a. 1803
 - b. Thomas Jefferson had been a brilliant negotiator with strong ties to France
 - c. \$15 million purchase from France, bought a massive piece of land from the Mississippi River to the Rocky Mountains
 - d. The deal troubled Jefferson because the Constitution didn't mention acquiring more land. (Ironically Jefferson had been serving his country in France at the time of the writing of the Constitution and didn't participate in the process.)
 3. Hand out the maps of the Louisiana Purchase. Ask children to make observations about the land which was actually the United States prior to Jefferson's purchase.
<http://www.earlyamerica.com/earlyamerica/milestones/louisiana/louismap.html>
 4. Using the smallest Cusinare blocks or rainbow cubes, have students cover the original United States and count the area it covers. Then have them cover the new area of the map and count. They will find that the Louisiana Purchase basically doubled the land size of the United States.
 5. Finally ask children to compare the land mass of the Louisiana Purchase to the states which it now covers. Children should conclude the following states were acquired through this land purchase: Arkansas, Iowa, Louisiana, Missouri, Montana, Nebraska, North Dakota, South Dakota, Oklahoma, parts of Wyoming and Colorado, Kansas and Minnesota.
- E. *Assessment/Evaluation*
1. Assess children's map skills by giving them one point for each state they can name from the map matching exercise. These should be listed in their journal after their page for Louisiana Purchase.
 3. An interesting extension of this lesson would be to figure the actual present day value of \$15 million dollars and compare it to the actual value of those states today. It could be a lesson in wise investments.

Lesson Eight: James Madison, 4th President- "Father of the Constitution"

- A. *Daily Objectives*
1. Concept Objective
 - a. Understand how historical events are shaped by the contributions of key people.
 - b. Gain an appreciation for the changing role of the President of the United States and the First Lady.
 2. Lesson Content
 - a. James Madison, fourth president
 - b. War of 1812- Dolley and the White House,
 - c. Andrew Jackson and the Battle of New Orleans
 3. Skill Objectives
 - a. Sequence chronological events of Madison's presidency and the War of 1812.
 - b. Compare and contrast the various roles of the first lady, past and present.
- B. *Materials*
1. *What Your Second Grader Needs to Know*, section on the War of 1812.
 2. Dolley Madison brand white powdered donuts
- C. *Key Vocabulary*
1. ramparts: comes from the French word remparer, meaning "to fortify."

D. *Procedures /Activities*

1. Students from the James Madison cereal box project will present interesting things they learned about him during their study. The students listening should take notes in an "Early Presidents' Journal".
2. In order to illustrate Dolley Madison's role as First Lady in the White House and her love for entertaining, begin the class by eating the "Dolley Madison" brand of powdered white ("White House") donuts. Discuss the changing role of First Lady as women's roles have changed. Contrast Dolley's role with a more modern First Lady

Dolley Madison as First Lady

- 1st inaugural ball
 - 1st to serve ice cream in the Presidents House
 - 1st to be referred to as the "First Lady"
 - 1st to receive money from Congress to decorate the White House
3. Review from second grade, the story of the War of 1812. Be sure to cover the following main points:
 - 2nd war of independence
 - solidified Madison's popularity
 - centered on bloody battles against N. American tribes aided by British (such as the Creek tribe – Tecumseh)
 - 1814, British torched the White House in D.C.
 - British finally defeated by General Andrew Jackson in the Battle of New Orleans with a ragtag army of free blacks, slaves and 1000 French Pirates. Review the story of our national anthem, "The Star Spangled Banner," by Francis Scott Key
 4. Highlight Dolley Madison's rescue of the George Washington portrait during the fire and Andrew Jackson's victory at New Orleans

E. *Assessment/Evaluation*

1. Children should record in their journals a paragraph on the roles of the first lady. Teacher should look for evidence of listening comprehension when reading the entries.
2. Students will add to the class time line names and events from the Jackson presidency.

Lesson Nine: Monroe (The Era of Good feeling) & Adams (First son of a President to become President, 5th & 6th Presidents

A. *Daily Objectives*

1. Concept Objective
 - a. Understand how historical events are shaped by the contributions of key people.
2. Lesson Content
 - a. James Monroe, fifth president, the Monroe Doctrine
 - b. John Quincy Adams, sixth president
3. Skill Objectives
 - a. Compare and contrast the contributions of Monroe and Adams.
 - b. Sequence chronological events of the first seven presidents.

B. *Materials*

1. Class time line, name and event cards
2. student journals

C. *Key Vocabulary*

1. doctrine- a statement of official government policy, esp. in foreign relations
2. abroad- out of one's own country

D. *Procedures /Activities*

1. Students from the James Monroe and John Quincy Adams cereal box projects will present interesting things they learned about them during their study. The students listening should take notes in an “Early Presidents’ Journal”.
 2. Remind students that in addition to dealing with issues “at home” one of the main responsibilities of the president of the United States is to also work with “foreign relations.”
 3. Teach students about the Monroe’s works with foreign relations and specifically the Monroe Doctrine. Be sure to cover the following main points:
 - Declared that the U.S. was opposed to the establishment of New European Colonies
 - Proclaimed by James Monroe in 1823 at a time when the U.S. was concerned about Russian and European activity in America
 - Promised the U.S. would not interfere with European affairs but regarded the Western Hemisphere closed to future European Colonization.
 - Monroe was a popular president. He was elected and then re-elected almost unanimously in 1820.
 - His presidency was known as the “Era of Good Feeling.”
 4. Contrast Monroe’s abroad work with Adams focus on issues at home. Be sure to cover the following main points:
 - Build roads and canals
 - Asked congress for a naval academy
 - main interest in the arts and sciences- helped to establish the Smithsonian Institute
 - opposed slavery
 - Because Adams did not get along very well with congress many of these items did not pass during his presidency, but did happen later.
 - Served in congress for seventeen years, after leaving the office of the President
- E. *Assessment/Evaluation*
1. Children should respond in their journals to the prompt , If you were the President of the Unites States, what would be your main concerns?
 2. Students will add to the class time line names and events from the Monroe and Adams presidency.

Lesson Ten: Andrew Jackson, “Old Hickory- The Peoples’ President”, 7th Presidents

- A. *Daily Objectives*
1. Concept Objectives
 - a. Understand how historical events are shaped by the contributions of key people.
 - b. Understand the issue of equality as a characteristic of American society.
 2. Lesson Content
 - a. Andrew Jackson 7th president
 - b. Popular military hero, Battle of New Orleans in War of 1812
 - c. Presidency of “the common man”
 - d. Indian Removal Act
 3. Skill Objectives
 - a. Sequence chronological events of the first seven presidents.
 - b. Evaluate multiple perspectives of historical events.
- B. *Materials*
1. Video of Andrew Jackson’s, Hermitage
 2. student journals
 3. Class time line
- C. *Key Vocabulary*

1. hermitage- a place where one can live in seclusion; retreat.
 2. act- an enactment, edict, or decree, as of a judicial or legislative body
- D. *Procedures /Activities*
1. Students from the Andrew Jackson cereal box project will present interesting things they learned about him during their study. The students listening should take notes in an “Early Presidents’ Journal”.
 2. Watch the video of Andrew Jackson’s Hermitage, “Andrew Jackson: His story is history”
 3. In order to set up this issue of equality and the Native Americans, an indigenous people... ask the children “How many of your grandfathers were born in this area?” Make a list on the board of the children who have had three generations living in the immediate area (at least state).
 4. Let the children know there is a new law which has passed requiring them to be relocated to another state so that the newcomers have more room for farming and creating businesses. They will not be paid for their land but will simply have to pack up in one day, carry what they can on their backs and walk to Oklahoma. Fourth graders will immediately see the disparity of this requirement based on “who was here first.” Make a list of all the reasons this is unfair / fair according to the groups you have formed in your room.
 5. Indian Removal Act:
 - a. An attempt to deal with the issue of removing Native Americans from their ancestral lands in the southeastern United States
 - b. Proposed moving them to distant lands in present day Oklahoma west of the Mississippi
 - c. A disastrous policy
 - d. Trail of Tears forced a march of over 800 miles – thousands of Cherokee nation died.
 - e. 1830’s virtually all of the North Americans indigenous to the East had been resettled in the West.
- E. *Assessment/Evaluation*
1. Children will respond in their journals to one of the following journal prompts. “If you were elected to write to President Jackson, what would you say to him about the Indian Removal Act?” (You can choose to write this letter as a white settler, a member of the Cherokee Nation, or a farmer in Oklahoma.)
 2. Students will add to the class time line names and events from the Jackson presidency.

VI. CULMINATING ACTIVITY

- A. As the final activity for this short unit, the students create a “prize” for their Presidential Cereal Boxes. The prize should reflect new information about the president. The information should not already be displayed on the box. Encourage students to be creative when thinking about the type of prize that would fit with their president. To bring this unit to an end, ask students to briefly share what their “prize” is and why they created it the way they did.

VII. HANDOUTS/ STUDENT WORKSHEETS

- A. Appendix A: Student Handout/ Lesson 2- Data Sheet for President Research
- B. Appendix B: Student Handout/ Lesson 3- Presidential Cereal Box Project Directions /Rubric
- C. Appendix C: Lesson 3- Presidential Biopoem Information and Example
- D. Appendix D: Student Handout/ Lesson 3- Presidential Biopoem
- E. Appendix E: Lesson 3- Famous Quotes
- F. Appendix F: Student Handout/ Lesson 4- Journal Topics
- G. Appendix G: Student Handout/ Lesson 5- Letter from Abigail Adams to John Adams

H. Appendix H: Student Handout/ Lesson 6- Jefferson and Banneker's Correspondence

VIII. BIBLIOGRAPHY

- A. Adler, David. *A Picture Book of George Washington*. New York: Holiday House, 1989. ISBN# 0-8234-800-0.
- B. Blassingame, Wyatt. *The Look-It-Up Book of Presidents*. New York: Random House, 2001. ISBN# 0-679-80358-0
- C. Fisher, Leonard Everett. *Monticello*. New York: Holiday House, 1988. ISBN# 0-8234-1406.
- D. Fritz, Jean. *The Great Little Madison*. New York: Paperstar, 1989. ISBN# 0-698-11621-6
- E. Hakim, Joy. *From Colonies to Country, 1710 - 1791(Book 3)*. New York: Oxford University Press, 1999. ISBN# 0-19-512756-0.
- F. Hakim, Joy. *Sourcebook and Index, Documents that Shaped the American Nation (Book 11)*. New York: Oxford University Press, 1999. ISBN# 0-19-512772-2.
- G. Hakim, Joy. *The New Nation (Book 4)*. New York: Oxford University Press, 1999. ISBN# 0-19-512772-2.
- H. Harness, Cheryl. *Young John Quincy*, New York: Bradbury Press, 1994. ISBN# 0-02-742644-0
- I. Hitchcock, Susan Tyler, ed. *Listen My Children: Poems for Fourth Graders*. Core Knowledge Foundation, Charlottesville, VA, 2001. ISBN # 1-890517-32-1
- J. Robb, Don. *Hail to the Chief*. Charlesbridge Publishing: Watertown, MA. 2000. ISBN # 0-88106-393-2
- K. Skarmeas, Nancy. *Our Presidents Their Lives and Stories*. Nashville, TN: Ideals Publications, 2000. ISBN# 0-8249-4199-3 (www.idealpublications.com)

Appendix A: Student Handout/ Lesson 2 - Data Sheet for President Research

Data Sheet on the First Seven Presidents

Name & Number of President: _____

Years in Office: _____

Most important contribution: _____

Most famous quote: _____

Two outstanding personal characteristics:

Interesting Facts:

Born (Date and Place): _____

Died (Date): _____

Education: _____

Interests & Hobbies: _____

Family: _____

Nickname: _____

Home (Place): _____

Political Party: _____

Other Jobs: _____

2 other interesting facts:



Presidential Cereal Box Project

Directions

- 1.) Cover the box with butcher paper.
- 2.) Create a name and logo for your cereal such as Presidential Cocoa Puffs:
Breakfast for Presidents
- 3.) Glue the logo and picture of your president on the front of your box.
- 4.) On the back of your box, create a bio-poem using the student handout “Presidential Bio-Poem”. Use your data sheet from the previous lesson for information. Type the poem according to the directions at the bottom of the page and glue onto the back of the box.
- 5.) Complete the box by adding the following:
 - A. Top of box: “Most significant contribution”
 - B. Bottom of box: students’ names
 - C. One side panel: a famous quote and descriptive character phrases
 - D. One side panel: other interesting facts
- 6.) You can decorate your box with small cut-outs that symbolize their president’s life and contributions. *For example, a tri-corn, tobacco leaves, a slate with math facts, the cherry tree, etc. for George Washington.*

Presidential Cereal Box Project Rubric

Student Name _____ Name of Cereal _____

The following rubric will be used to grade your finished product:

- _____ 10 points for completion by assigned date
_____ 60 points for accuracy and completion of required information
(10 points for each side of the box)
_____ 20 points for group participation
_____ 10 points for overall appearance – neatness, spelling, format, word processing

_____ Total points (100 possible)

Appendix C: Lesson 3- Presidential Biopoem Information

Presidential Biopoem

- Line 1 First, Middle and Last Name
- Line 2 Four jobs held by the man during his life (other than presidency)
- Line 3 Birthplace, Son of
- Line 4 Lover of
- Line 5 Educated
- Line 6 Resident of
- Line 7 Three contributions
- Line 8 Number order of president (ordinal number)
- Line 9 Nickname

Example

George Washington
Surveyor, Planter, Soldier, Commander
Born in Virginia, son of Mary
Lover of Martha, math, and farming
Educated in elementary school
Resident of Mount Vernon
Revolutionary commander, government creator, humble leader
First president
Father of our Country

Presidential Bio - poem

Line 1 _____
(Name)

Line 2 _____, _____, _____, _____
(Four Jobs other than president)

Line 3 Born in _____, son of _____
(State in which born and parent's name)

Line 4 Lover of _____, _____, _____
(Three things he loved)

Line 5 Educated _____
(Place of highest education)

Line 6 Resident of _____
(Name of home place)

Line 7 _____, _____, _____
(Three major contributions during lifetime or presidency)

Line 8 _____ president
(Ordinal number of president – First, second..)

Line 9 _____
(Nickname)

When this worksheet is completed, type on the computer in a font large enough to fill an 8 1/2 x 11 sheet of paper. Do not type anything above which is italicized. Be sure to center your text.

Famous Quotes by the First Seven Presidents

George Washington

“I do not think myself equal to the command I am honored with.”

John Adams

“The Revolution was effected before the was commenced. The Revolution was in the minds and hearts of the people.” 1818

Abigail Adams

“If particular care and attention is not paid to the Ladies we are determined to foment a Rebellion and will not hold ourselves bound by any Laws in Which we have no voice, or Representation.”1775-1776

Thomas Jefferson

“I cannot live without books.” Letter to John Adams June 10, 1815

“This is the Fourth?” Last words July 4th, 1826

“We are not to expect to be translated from despotism to liberty on a featherbed.” Letter to Lafayette April 2, 1790

James Madison

“I believe there are more instances of the abridgment of the freedom of the people by gradual and silent encroachments of those in power than by violent and sudden usurpations.” Speech in the Virginia Convention June 16, 1788

James Monroe

“The American continents... are henceforth not to be considered as subjects for future colonization by any European powers.” Annual Message to Congress – Monroe Doctrine December 2, 1823

“National honor is national property of the highest value.” First Inaugural Address March 4, 1817

John Quincy Adams

“This is the last of earth! I am content.” Last words, February 21, 1848

“To furnish the means of acquiring knowledge is... the greatest benefit that can be conferred upon mankind. It prolongs life itself and enlarges the sphere of existence. Report on the establishment of the Smithsonian Institution 1846

Andrew Jackson

“One man with courage makes a majority.”

Appendix F: Student Handout/ Lesson 4- Journal Topics

Directions- Students will cut these topics out and glue one topic to a page in their Early Presidents journal.

George Washington

John Adams

Thomas Jefferson

James Madison

James Monroe

John Quincy Adams

Andrew Jackson

Foreign Relations

Equality

Louisiana Purchase

If you had been on George Washington's cabinet, do you think you would have been a Federalist or Industrialist? Why?

Do you think men and women are treated equally?

What role do you see for the First Lady?

If you were elected to write to President Jackson, what would you say to him about the Indian Removal Act?" (You can choose to write this letter as a white settler, a member of the Cherokee Nation, or a farmer in Oklahoma.)

If you were the President of the United States, what would be your main concerns?

Braintree, March 31, 1776

I wish you would ever write me a Letter half as long as I write you; and tell me if you may where your Fleet are gone? What sort of defence Virginia can make against our common Enemy? Whether it is so situated as to make an able Defence? Are not the Gentry Lords and the common people vassals, are they not like the uncivilized Natives Brittain represents us to be? I hope their Rifel Men who have shewen themselves very savage and even Blood thirsty; are not a specimen of the Generality of the people....

I have sometimes been ready to think that the passion for Liberty cannot be Eaquelly Strong in the Breasts of those who have been accustomed to deprive their fellow Creatures of theirs. Of this I am certain that it is not founded upon that generous and christian principal of doing to others as we would that others should do unto us...

I long to hear that you have declared an independancy – and by the way in the new Code of Laws which I suppose it will be necessary for you to make I desire you would Remember the Ladies, and be more generous and favourable to them than your ancestors. Do not put such unlimited power into the hands of the Husbands. Remember all Men would be tyrants if they could. If perticular care and attention is not paid to the Laidies we are determined to foment a Rebellion, and will not hold ourselves bound by any Laws in which we have no voice, or Representation.

That your Sex are Naturally Tyrannical is a Truth so thoroughly established as to admit of no dispute, but such of you as wish to be happy willingly give up the harsh title of Master for the more tender and endearing one of Friend. Why then, not put it out of the power of the vicious and the Lawless to use us with cruelty and indignity with impunity. Men of Sense in all Ages abhor those customs which treat us only as the vassals of your Sex. Regard us then as Beings placed by providence under your protection and in immitation of the Supreem Being make use of that power only for our happiness.

Appendix H: Student Handout/ Lesson 6- Jefferson and Banneker's Correspondence

Banneker's letter

Now, sir, if this is founded in truth, I apprehend you will readily embrace every opportunity to eradicate that train of absurd and false ideas and opinions, which so generally prevails with respect to us (blacks), and that your sentiments are concurrent with mine, which are that one universal Father hath given Being to us all, and that he hath not only made us all of one flesh, but that he hath also without partiality afforded us all the same sensations, and endued us all with the same faculties, and that however variable we may be in society or religion, however diversified in situation or color, we are all of the same family, and stand in the same relation to him.

Jefferson's reply

Sir, -- I thank you sincerely for your letter of the 19th instant, and of the Almanac it contained. Nobody wishes more than I do to see such proofs as you exhibit, that nature has given our black brethren talents equal to those of other colours of men, and that the appearance of a want of them is owing only to the degraded condition of their existence, both in Africa and America. I can add with truth that no one wishes more ardently to see a good system commenced for raising the condition both of their body and mind to what it ought to be.

I am, with great esteem, Sir, your most obedient humble servant,

Thomas Jefferson