

So You Want to be President?

by Margaret Hellum

Standards

- IL.14.D.EC > Develop an awareness of roles of leaders in their environment.
- IL.14.D.2 > Explain ways that individuals and groups influence and shape public policy.
- IL.14.F STANDARD: Understand the development of United States political ideas and traditions.
- IL-PTS.1.D K: TCT understands the relationship of knowledge within the discipline to other content areas and to life and career applications.
- IL-PTS.4.E K: TCT understands how to integrate technology into classroom instruction.
- IRA.12.4 ...select and evaluate instructional materials for literacy, including those that are technology-based
- IRA.14.2 ...conduct research with a range of methodologies (e.g., ethnographic, descriptive, experimental, or historical)

Resources/Materials

[Library of Congress](#)

So You Want to be President?

Art Supplies

Posterboard, markers, yarn, construction paper, scissors, glue, colored pencils, tape

Technology

Access to computer lab, which has word processing capabilities as well as software to aid students in creating their poster.

Details

Rationale

The purpose of this lesson is to have students think of the President as a person rather than just a political figure and to show that anyone can become The President of the United

States. Presidents have come from many diverse backgrounds, and have overcome obstacles on their way to becoming President. This is important for students to understand because everyone overcomes obstacles, and has the potential to become something great.

Objectives

Students will be able to compare and contrast the diverse backgrounds of the past Presidents of the United States of America.

Students will be able to use technology to research various Presidents.

Students will be able to communicate their findings from the research to the class in an oral presentation.

Students will be able to create a visual aid that describes Presidents and stimulates interest to learn more about the Presidents.

Procedures

1. We will read [So you want to be President?](#) by Judith St.George and David Small as a class.
2. Students will then pair up and choose a President that they will research in depth. Students will have access to the school library, as well as the Library of Congress website to complete their research.
3. Students will create a visual aid for their presentation in class. Once research is complete, the groups will share their findings with the rest of the class.
4. After the oral presentations, students will then choose three other Presidents that they will compare/contrast to the President they researched and an essay.
5. Rough drafts will be peer edited using a checklist.
6. Students will correct drafts to create a final draft that will be handed in and assessed.

Assessments

Assess students based on a rubric for the oral presentation.

Students will turn in a paper comparing and contrasting three Presidents based on the oral presentations. Points will be awarded based on the quality, and factuality of their work.

Connection

<http://www.americaslibrary.gov/cgi-bin/page.cgi/aa/presidents>

This link gives background information on Presidents.

<http://memory.loc.gov/learn/features/election/candid.html>

This link provides the requirements to become President, as well as why candidates may choose to run.

http://www.archives.gov/national_archives_experience/charters/constitution.html

This link provides access to the photographs of the original Constitution.