

A Day as President

Kindergarten and Grade 1



OBJECTIVES

Students will identify the President as the leader of the United States government. Students will identify the jobs and responsibilities of the President of the United States.



CLASS TIME

Four 20- to 30-minute sessions



NATIONAL STANDARDS

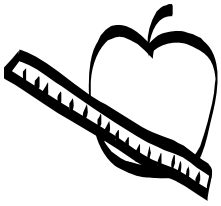
This lesson plan reflects some of the national standards of learning as defined by the National Council for the Social Studies (NCSS) and the National Council for Teachers of English (NCTE). These standards are listed below:

- Social Studies: Power, Authority and Governance
- Social Studies: Civic Ideals and Practices
- Language Arts: Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.
- Language Arts: Students use spoken, written, and visual language to accomplish their own purposes (for example, for learning, enjoyment, persuasion, and the exchange of information).



MATERIALS

- The worksheet attached to this lesson plan (see “Preparations”)
- From the Presidential \$1 Coin Lesson Plan Resource Center at [www.usmint.gov/kids/pres\\$1coin/LP/resources](http://www.usmint.gov/kids/pres$1coin/LP/resources) regarding presidents Washington, Adams, Jefferson, and/or Madison:
 - Program overview
 - Images of coins
 - Information from the links provided
- 1 overhead projector
- 1 overhead transparency of each of the coin obverses
- 1 copy of an age-appropriate text that provides basic historical information about the role of the President of the United States. For example:
 - *The U.S. Presidency (First Facts; Our Government Series)* by Muriel L. Dubois and Christine Peterson
 - *So You Want To Be President?* by Judith St. George



A Day as President

- *If I Were President* by Catherine Stier
- *President* by Michael Twinn
- *Presidents* by Carol Greene
- Chart paper
- “How-to” manuals (for example, directions for playing a board game or assembling a toy)
- Markers
- Drawing paper (8-1/2 X 11)
- Pencils
- Crayons



PREPARATIONS

- Make an overhead transparency of each of the following:
 - One or more of the presidential \$1 coin obverses
 - Golden Dollar
 - Susan B. Anthony dollar
- Locate an age-appropriate text that provides basic historical information about the role of the President of the United States (see examples under “Materials”).
- Make copies of the “Things To Do” worksheet (1 per pair of students).
- Gather examples of “how-to” manuals (see examples under “Materials”).



GROUPINGS

- Whole group
- Pairs
- Independent work



TERMS AND CONCEPTS

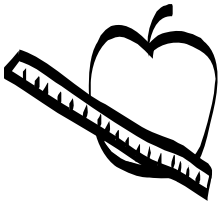
- Obverse (front)
- President of the United States



BACKGROUND KNOWLEDGE

Students should have a basic knowledge of:

- The term “leader”
- United States of America
- Jobs and responsibilities



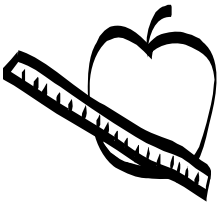
A Day as President



STEPS

Session 1

1. Engage the students in a discussion about the meaning of the term “leader.” Record the students’ ideas on a class chart.
2. On another piece of chart paper, write the following definition at the top: “A leader is a person who is the head of a group or activity.” Have the students brainstorm the names of leaders (for example, teacher, coach, fire chief) and record these on the chart.
3. Ask the students to identify an important leader in the school, guiding them to name the principal. Discuss the role of the principal in the school (for example, making decisions, making sure everyone is safe, setting an example).
4. Discuss with the students why they think it is important to have leaders and what some of their jobs and responsibilities may be. Responses may include helping to keep order, making sure everyone is safe, and making sure jobs get done.
5. Distribute drawing paper to each of the students and have them illustrate a picture of a leader doing their job and label it.
6. Share the drawings with the class.
7. Tell the students that, just as school has a leader called the principal, the United States has an important leader too. Ask the students to name this leader directing them to the term “president.” Discuss the term “President of the United States” with the students. Ask them to share what they know about the President of the United States. List the students’ responses on chart paper.
8. Display the transparency of any presidential \$1 coin obverse.
9. Explain to the students that this image is a presidential \$1 coin. Ask the students if they know any other money that is worth a dollar. Responses may include the dollar bill, Golden Dollar, and Susan B. Anthony coin.
10. Display the images of the Golden Dollar and the Susan B. Anthony coin. Tell the students that these coins, too, are marked “one dollar.”
11. Ask the students what all of the people on the coins had in common. Explain to the students that each of the people were important to our country because they were leaders and this is one way for us to honor them.
12. Tell the students that the presidential \$1 coins were not intended to replace the dollar bill but be used in addition to it.
13. Ask the students to examine the images and tell you what they know about them. The students should be able to identify them as the fronts (obverses) of coins and that they each depict a person. Tell the students that the Presidential \$1 Coin Program began in 2007 to commemorate each of our nation’s presidents. The program calls for four new dollar coin designs to be released per year in the order the presidents served the country. Point out to the students that each obverse in the series depicts a different president and



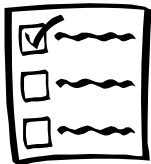
A Day as President

shows the years the president served in office and the number of that presidency.

14. As a class, identify the jobs and responsibilities of the President of the United States. Responses may include taking care of the United States, making speeches to tell the people important news, and making sure jobs get done. Create a class K-W-L chart entitled “What Does a President Do?” filling in the first two columns.
15. Tell the students they will be learning more about the jobs and responsibilities of the president.
16. Introduce the students to the selected text about the president. As a group, preview the text and illustrations to generate predictions about what will occur in different parts of the text.
17. Read the text aloud. During the reading, attend to unfamiliar vocabulary and concepts.
18. As a class, review any new material learned from the text and add it to the last column of the K-W-L chart.

Sessions 3 and 4

1. Review the text and K-W-L chart from the previous day.
2. Explain to the students that sometimes people use books or manuals to help them learn how to do things, do a job, or learn something new. Show the students some examples of “how-to” books as listed under “Materials.” Tell the students that they will be working as a class to create a book about the President based on what they have learned in class.
3. Divide the class into pairs and distribute the “Things To Do” worksheet to each pair.
4. Explain that each pair of students will write a description and draw an illustration about one of the things that the president does. Allow the pairs time to think of an idea. Review the ideas with each pair. Some ideas may be repeated depending on the size of the class.
5. Allow the students time to complete the assignment.
6. Once the pages are completed, have the students share their work with the class.
7. Assemble the pages into a class book entitled “A Day As President.”



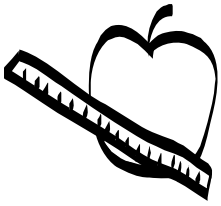
ASSESSMENT

- Use the “Things To Do” worksheet to evaluate whether the students met the lesson objectives.
- Take anecdotal notes about whether the students have met the lesson objectives.



ENRICHMENT/EXTENSIONS

- Have a leader come visit the class and discuss their job and responsibilities.
- Have students research the president’s home state and locate the state quarter from “The 50



A Day as President

State Quarters® Program” at <http://www.usmint.gov/kids/index.cfm?fileContents=campCoin/coloring.cfm>.

- Compare an appropriate presidential \$1 coin to another coin featuring the same president. Learn more about this president.



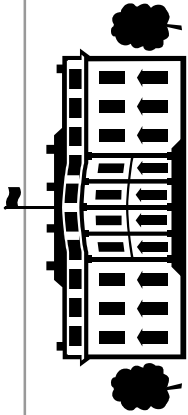
DIFFERENTIATED LEARNING OPTION

Allow students to dictate their description on the “Things To Do” worksheet.



Name _____

Things to Do



A president