

FLCHE-TPS Lesson 5 Grade 1

Recognizing Citizenship: Presidential Parades in History

It's Elementary, My Dear: Primary Sources in the Elementary Classroom

<u>Enduring Understandings:</u> <ol style="list-style-type: none">1. Americans show respect for their country through symbols and actions.2. Good citizenship involves following rules and authority.	
<u>Essential Questions:</u> <ol style="list-style-type: none">1. How have Americans celebrated their presidents?2. How can primary source videos show similarities and differences in demonstrating citizenship?3. How are American presidents respected?	
<u>Vocabulary/Targeted Skills:</u> government, leader, president, parade, citizenship, principal, rules, laws, respect, symbols, America/n, primary source, audio-visual, Donald Trump, Theodore Roosevelt, Barack Obama, history	
<u>Unit Assessment/Culminating Unit Activity/Success Criteria:</u> Students will record symbols and behaviors that demonstrate citizenship from audio-visual sources and determine similarities and differences between presidential parades in history.	
<u>Lesson:</u> Recognizing Citizenship: Presidential Parades in History	<u>Time:</u> 30-45 minutes
<u>Standard(s):</u> <u>Social Studies Standards:</u> <ul style="list-style-type: none">● SS.1.A.1.2 Understand how to use the media center/other sources to find answers to questions about a historical topic.● SS.1.C.1.1 Explain the purpose of rules and laws in the school and community.● SS.1.C.1.2 Give examples of people who have the power and authority to make and enforce rules and laws in the school and community.● SS.1.C.3.2 Recognize symbols and individuals that represent American constitutional democracy. <u>Language Arts Standards:</u> <ul style="list-style-type: none">● LAFS.1.RI.1.1 Ask and answer questions about key details in a text.● LAFS.1.RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.● LAFS.1.RI.2.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	

- LAFS.1.RI.3.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
- LAFS.1.W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Content Purpose:

Using primary source video footage, students will compare and contrast ways in which Americans have recognized and shown respect for their president.

Assessment/Evaluation (for this lesson):

Students will record objects (symbols), people, and behaviors that demonstrate good citizenship from two presidential parade videos in history.

Reading Materials/Primary Source links:

- Primary source: Portrait of President -elect Donald Trump
<https://www.loc.gov/item/2017645723/>
- Primary source: 2013 Presidential Inauguration Parade:
<https://www.youtube.com/watch?v=g4LFkJUT2YM>
- Primary source: President reviewing school children
<https://www.loc.gov/item/99407346/>

Suggested Procedures:

1. Share with students that they will look for evidence about important people in government and how citizens show respect for such people.
2. Show students a photograph of their school principal. Discuss ways in which their school principal shows power (authority) within their school. Then discuss ways in which students and staff show respect to the school principal.
3. *Optional, but builds context*-Then display the school rules. Recite each rule and ask students who decided upon these rules. What do they suppose is the purpose of the rules and who is responsible for enforcing and participating in the school rules?
4. Provide *context* by reminding students that just like their school, our community has leaders and so does our country. Our country's highest leader is called our president. The United States has had 45 presidents in our history, with Donald Trump being our current president. Display the primary source: <https://www.loc.gov/item/2017645723/> *Portrait of President-elect Donald Trump. 2016.*
5. Continue providing *context* by sharing: because presidents hold a lot of power, there are many ways to celebrate and recognize their importance. Many Americans enjoy meeting or attending parades to celebrate the president. Provide students a copy of the lesson worksheet, *Recognizing Citizenship: Presidential Parades in History*, to record ways in which people pay respect to America's president. Students are going to watch two different videos of presidential parades. Each video was recorded at very different times in history. As they watch each video, they are going to record objects/symbols and people/behaviors they see at the parade.

6. Play a clip (0:00-2:15) from the primary source video: <https://www.youtube.com/watch?v=g4LFkJUT2YM> of the *2013 Presidential Inauguration Parade* (President Barack Obama). As the video is playing, encourage students to record objects (uniforms, American flags, signs, cultural costumes, floats, cars) and people (military personnel, children, President, Vice President, family members, citizens, etc.) under the 2013 Barack Obama Parade portion of the worksheet.
7. Then, play the primary source video: <https://www.loc.gov/item/99407346/> *President reviewing school children, 1903* (President Theodore Roosevelt). As the video begins, students may report why they can't hear the audio as in the first video. Tell students that in 1903, technology was much different and audio-visual content was not yet available. As before, have students record objects (horses, American flags, uniforms, buildings, wagons) and people (officers, man with glasses, citizens waving flags) under the 1903 Theodore Roosevelt Parade portion of the worksheet.
8. Ask students about the differences and similarities they noted about each parade. Have them continue recording this information on their worksheet. Reinforce that America often used military officers and American flags to show respect for people in government. It is also important that people attend or often clap or cheer to show pride in their country.
9. Close the lesson by completing the last task on the worksheet, asking students which parade they would have wanted to attend and why. Have students write a sentence stating which parade (President's name and year) and two reasons why this parade would have been their preference in attending.

Extensions:

1. Provide additional context on President's Roosevelt and Obama: <https://www.whitehouse.gov/about-the-white-house/presidents/theodore-roosevelt/> and <https://www.whitehouse.gov/about-the-white-house/presidents/barack-obama/>. Show students where each of the presidents were born (Roosevelt/New York City and Obama/Hawaii) on a map and compare distances to Florida. Show students the time lapse between parades (110 years!).
2. Using the same digital resources above, have students record or share their favorite fact about each of these two presidents.
3. Engage students in a discussion about ways they show respect for America. Can they think of something they do everyday that exemplifies their pride? (Pledge of Allegiance). Have students share other symbols (bald eagle, Statue of Liberty, White House, etc.) that represent American democracy.

Name: _____ Date: _____

Recognizing Citizenship: Presidential Parades in History:

2013 Barack Obama Parade		1903 Theodore Roosevelt Parade	
<u>Objects</u>	<u>People</u>	<u>Objects</u>	<u>People</u>

What was the same about both parades? _____

What was one difference about the parades? _____

Which parade would you have liked to attend and why? (Include president's name and date of parade with two reasons why.)

