

Social Studies Learning Plan

Big Idea/ Topic

Becoming a Leader: Presidents Day

Connecting Theme/Enduring Understanding:

Culture: Culture is how people think, act, celebrate, and make rules, and that is what makes a group of people special.

Time, Change, Continuity: Some things will change over time, while other things will stay the same.

Essential Question:

Why do we celebrate Presidents Day?

Standard Alignment

SSKH1 Identify the national holidays and describe the people and/or events celebrated.

- h. Presidents Day (George Washington, Abraham Lincoln, and the current president)

SSKH2 Identify the following American symbols.

- f. Lincoln Memorial (identify image and associate with Abraham Lincoln and Presidents Day)
- g. Washington Monument (identify image and associate with George Washington and Presidents Day)
- h. White House (identify image and associate with Presidents Day and the current president)

Connection to Literacy Standards for Social Studies and Social Studies Matrices

ELAGSEKRL1 With prompting and support, ask and answer questions about key details in a text.
ELAGSEKRF2

- b. Count, pronounce, blend and segment syllables in spoken words.

ELAGSEKSL2 Confirm understanding of written texts read aloud or information presented orally or through media by asking and answering questions about key details and requesting clarification if something is not understood.

ELAGSEKRL2 Actively engage in group reading activities with purpose and understanding.

Information Processing Skills –

- 1. Compare similarities and differences.

Instructional Design

***This lesson has a flexible timeline and will cross over several days.**

This lesson is intended to reach students in a virtual setting, whether plugged or unplugged. See bottom of lesson for list of unplugged supplies.

Part 1: Before starting the lesson, share slide 2 of the [attached PowerPoint](#) representing Presidents Day. Use the strategy chart next to the picture to help students generate questions about the image. If necessary, prompt students to generate questions and answers tied to Presidents and birthday celebrations. Use student responses to determine what students know about Presidents Day and how deeply you need to cover simple concepts.

Look at slide 3. Talk about leaders. Allow students to share the qualities of good leaders. Chart their responses.

Graphic Organizer: Use an online whiteboard such as <https://whiteboard.fi/> Split the board into three columns to create a KWL chart. Show students the cover of the book *President's Day* by Anne Rockwell. Have the class brainstorm what they know about Presidents Day and what they want to know. Record their responses on the whiteboard chart.

Read the book *President's Day* by Anne Rockwell. You can do your own reading or use the YouTube video below.

- Awesome Family: ([A Special Reading of Presidents' Day by Anne & Lizzy Rockwell](#))

While you are reading, pause or stop the video to model asking questions about the story. Continue to pause or stop the video periodically throughout the story. Allow students to ask questions. Add the questions to the whiteboard chart.

When you finish reading, discuss what was learned from the text. Record the information on the whiteboard chart. Have students draw or write three things they learned in their interactive notebook or journal and complete their KWL chart.

***Unplugged variation** – Print the PowerPoint slide for students. Have students touch each part of the attached Presidents' Day image on slide 2 to ask questions and talk to a helper about their observations. Students can use a copy of slide 3 to discuss what they know about leaders. Provide students with the attached KWL to study with a helper. If possible, provide a copy of *President's Day* by Anne Rockwell for students to use. If students have access to the internet, watch the video [A Special Reading of Presidents' Day by Anne & Lizzy Rockwell. Have a helper read or watch President's Day.](#) If you cannot provide students with a copy of the book, consider compiling information from the book to share important information with students. Students can also use the information on slide 4. Have students talk to a helper and draw or write three things they learned from the book in their interactive notebook or journal. Students can use what they've learned to complete their KWL. See the attached activity: February Holidays (modified from: [live worksheets](#)) which can capture what students know about Presidents Day. This could also be useful as an extra activity (formative assessment) for some plugged students as a review.

Part 2: Teacher's directions to students: Visit <https://www.georgewashington.si.edu/portrait/> to view and interact with a portrait of George Washington or use slide 3 of the PowerPoint. Give students 2-3 minutes to explore the picture. Discuss the portrait as a class- What do you see? What do you think? What do you wonder? Who is in the portrait? Why do you think the portrait is important?



When students are ready, introduce the students to George Washington. We are going to learn about George Washington and why we remember him on Presidents' Day. As we read the book, think about a favorite fact that you can share with the class.

Read the book *George Washington* by: Caroline Crosson Gilpin. You can do your own reading or use the YouTube video below.

- Ms. Lindsey's Book Nook: ([George Washington ~ President's Day Read Aloud ~ President's Day Story time ~ President Washington](#))

When you finish reading, ask students to share their favorite fact about George Washington. Have students draw or write their favorite facts in their interactive notebook or journal.

Play the online, interactive game [Here Comes George](#), as a class to review additional facts about George Washington.

***Unplugged variation** – Have students work with a helper to study slide 5 of the attached PowerPoint. Talk to the helper about the following questions: What do you see? What do you think? What do you wonder? Who is in the photograph? Why do you think the photograph is important? If possible, provide a copy of *George Washington* by Caroline Crosson Gilpin for students to use. If students have access to the internet, watch the video [George Washington ~ President's Day Read Aloud ~ President's Day Story time ~ President Washington](#) for students to study. Have a helper read *George Washington* or watch the video using the link above. Students can also use slide 6 to learn about George Washington. Have students share their favorite facts from the book with their helper. Have students draw or write their favorite facts in their interactive notebook or journal. Print this [worksheet](#) from Scholastic. The worksheet has students describe George Washington during his presidency and make a personal connection to their own leadership. This could also be useful as an extra activity (formative assessment) for some plugged students as a review/extension.

Part 3: Syllable Clap-Teacher's directions to students: Let's clap to count the syllables in the following words: birthday, president, Washington. Review the amount of syllables and the meanings of each word. Introduce the new word monument to students. Have students count the syllables in monument. Ask students what they think the word means. Review the definition of the word monument.

When students are ready, introduce them to the Washington Monument. Have students analyze an image or variety of images of the Washington Monument (see slide 7 of the PowerPoint). Lead a class discussion having students answer the following questions: What do you see? What do you think? What do you wonder? Chart their responses in a live doc or on an interactive whiteboard.

Watch the YouTube video below.

- [Creative Cricket: The Washington Monument for Kids: Short History Lesson](#)

When the video is finished, view the slide show with students ([Carol Highsmith Washington Monument Photos](#)) After viewing the slide show, ask students the following questions: Why was the monument built? What did George Washington do that was important? Why is it important to honor George Washington?

Have students draw and write about the Washington Monument in their interactive notebooks or journals.

Design your own monument for George Washington. Explain your plan and include what you've learned about George Washington that helped create your design.



***Unplugged variation** – Have students analyze an image or variety of images of the Washington Monument (see slide 7 of the PowerPoint). Have students answer the following questions with a helper: What do you see? What do you think? What do you wonder? If students have access to the internet, have students view the YouTube video [The Washington Monument for Kids- Short History Lesson](#). If students do not have access to the internet, print the transcript from the YouTube link and photographs from the National Park Service [Carol Highsmith Washington Monument Photos](#). Students can also use the information on slide 8. Have students talk to a helper about what they learned and answer the following questions: Why was the monument built? What did George Washington do that was important? Why is it important to honor George Washington? Have students draw and write about the Washington Monument in their interactive notebooks or journals.

Part 4: Look at slide 9 of the PowerPoint together. Use the strategy chart next to the picture to help students generate questions about the picture. If necessary, probe students to generate questions and answers about Presidents and Abraham Lincoln. Use student responses to determine what students know about Abraham Lincoln and how deeply you need to cover simple concepts.

When students are ready, have them watch a video about Abraham Lincoln's hat.

- Mrs. Clark's Reading Corner ([Abe Lincoln's Hat - President's Day Read Aloud](#))

When the video is finished, have students complete slide 11 of the PowerPoint. Students will choose three images to click and drag the that describe Abraham Lincoln and justify their thinking.

Have students draw and write about Abraham Lincoln in their interactive notebooks or journals.

***Unplugged variation** – Have students touch each part of the attached image of Lincoln's hat on slide 9 to ask questions and talk to a helper about their observations. If possible, provide students with a copy of *Abe Lincoln's Hat* by Martha Brenner. If students have access to the internet students can watch the video read aloud [Abe Lincoln's Hat - President's Day Read Aloud](#). If you cannot provide students with a copy of the book, consider compiling information from the book to share important information with students. Students can use slide 10 to learn more. Have students complete slide 11 of the PowerPoint by cutting and pasting three pictures that describe Abraham Lincoln. Have students draw and write about Abraham Lincoln in their interactive notebooks or journals.

Part 5: Review what the word monument means with students. Place a penny under a computer projector, show a close up image of a penny such as the one on slide 12, or have students find a penny to observe. Observe the penny's features with students. Ask students what see, think and wonder about the penny. Tell students that the penny shows the Lincoln Memorial. Point out the memorial on the coin.

When students are ready, have them watch this video about Lincoln Memorial.

- [Homeschool Pop: The Lincoln Memorial for Kids](#)

View pictures on [Lincoln Memorial by the National Park Services](#) or slide 13 of the PowerPoint as a class. While viewing the pictures, ask the following questions: Why was the memorial built? What did President Lincoln do that was so important? Why is it important to honor President Lincoln?

Have students draw and write about the Lincoln Memorial in their interactive notebooks or journals.

Design your own monument for Abraham Lincoln. Explain your plan and include what you've learned about Abraham Lincoln that helped create your design.



***Unplugged variation-** Have students study a penny or study slide 12 of the PowerPoint and make observations with a helper. Have students analyze slide 13 of the PowerPoint and answer the questions with a helper. If students have access to the internet, they can watch this video [Homeschool Pop: The Lincoln Memorial for Kids](#). You can also provide students with a printed copy of the transcript from the video link. Students can read slide 14 with a helper for more information. Have students talk with a helper about what they learned and then draw and write about the Lincoln Memorial in their interactive notebooks or journals.

Part 6: Study the image of the White House on slide 15 of the PowerPoint. Have students talk about what they see, think, and wonder about the image. Give students 5-10 minutes to explore the Whitehouse with this [360 virtual tour](#). (This website could be explored as a class too.) Have the students share what they noticed. Ask students who lives in the White House?

When students are ready, have them watch a video about the White House. Have students draw or write what they learned in their notebook or journal.

- Homeschool Pop ([White House Facts for Kids: Social Studies Video Lesson](#))

Study slide 17 of the PowerPoint and have students talk about what they see, think, and wonder about the image. When students are ready, have them watch a video about President Biden.

- Nicole Ramos: *Joey, the Story of Joe Biden* by Jill Biden

When the video is finished, have students discuss how they are similar to young Joe Biden and how they are different.

Have students draw and write about President Biden in their interactive notebooks or journals.

***Unplugged variation-** Have students study slide 15 with a partner. Talk about the image and answer the questions with a helper. If students have access to the internet, they can watch this video [White House Facts for Kids: Social Studies Video Lesson](#). You can also provide students with a printed copy of the transcript from the video link. Students can read slide 16 with a helper for more information. Have students talk with a helper about what they learned and then draw and write about the White House in their interactive notebooks or journals.

Have students study slide 17. Talk about the image and answer the questions with a helper. If possible, provide students with a copy of *Joey: The Story of Joe Biden* by Jill Biden. If students have access to the internet, students can watch the video read aloud [Joey, the Story of Joe Biden](#). If you cannot provide students with a copy of the book, consider compiling information from the book to share important information with students. Students can read slide 18 with a helper for more information. Have students draw and write about President Biden in their interactive notebooks or journals.

Part 7: Let's take a field trip: Use slide 19 or choose one image from each part of the lesson. Post the images for students to do a virtual gallery walk or tour. You could use a virtual platform such as Jamboard, Padlet, or Google slides. If possible, have students share in break out rooms or through responding virtually to what they have learned about each image.

Wrap up the lesson talking about the qualities of good leaders. Use slide 20 to lead a class discussion.

***Unplugged variation-** Have students use slide 19 to write or talk with a helper about what they have learned using the images as a prompt. Have students answer the questions on slide 20 with a helper.



Student Learning Supports

Opportunities for Extension:

- Create a birthday party hat or decoration to celebrate President's Day out of any materials you can find at home. (STEM extension)
- Create a monument in honor of somebody special in your life out of any materials you can find at home. (STEM extension)
- Create a stamp in honor of George Washington, Abraham Lincoln or President Biden.
- Write a letter thanking President Biden for serving our country.
- [Presidents Day Puzzle](#) (Click and Drag- This could serve as a formative or summative assessment as well.) Credit to Lisa Dobbs- Instructional Technology Specialist for Fayette County Schools.

Ideas for Differentiation:

Our goal is for all students to be actively engaged using speaking, writing, illustrating, reading, and listening. Below are changes to the lesson to help achieve that goal for students who need additional support. Note: Be careful using these lessons for all students. If students are able to complete the activities on their own, it would be best to let them do this independently.

- Consider allowing students to record their thoughts in a variety of ways: using the talk to text dictate feature, making an audio recording of what they learned, and drawing pictures.

Evidence of Student Success

Information for diagnostic, formative, and summative assessments are described within the Instructional Design.

Engaging Families

Materials included to support unplugged learners: [Attached printable worksheets.](#)

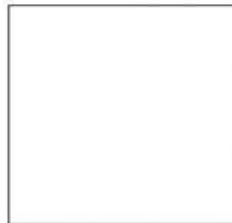
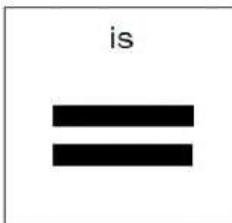
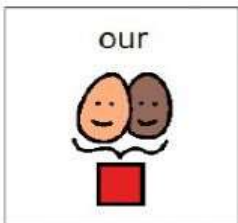
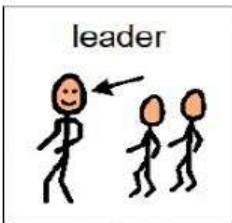
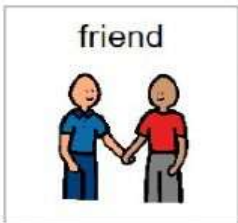
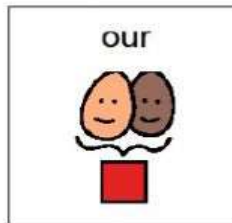
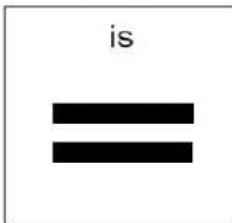
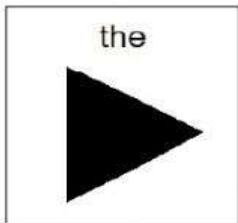
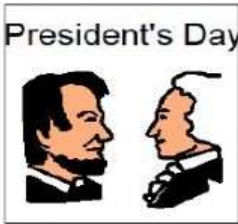
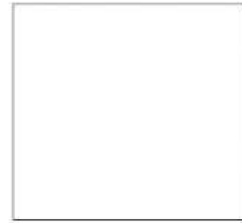
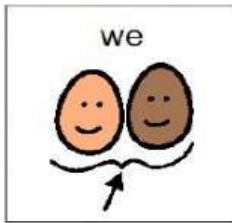
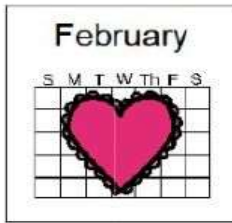
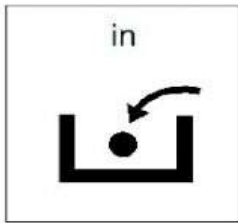
Optional materials to support learning not included: blank paper, glue, construction paper, crayons, markers, stickers, Popsicle sticks, pipe cleaners, straws

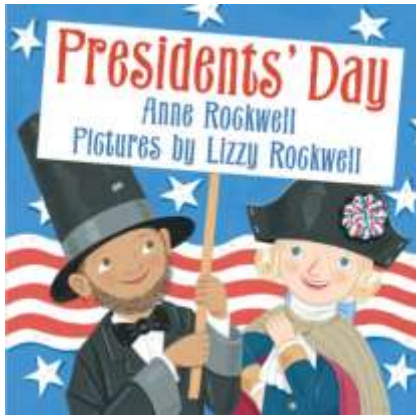


Directions: Cut and paste the correct picture into the blank box, or circle the picture that goes in each blank box.

Name _____

Describe the February holidays.





Look at the Cover. *What do you know about Presidents' Day? What do you want to know?* Talk to a helper. Have them help write down your ideas. As you learn new information, have a helper help you add it to what you learned.

Lesson Checklist: Becoming a Leader: Presidents Day

What do you know?	What do you want to know?	What did you learn?



Becoming a Leader Checklist

SSKH1 Identify the national holidays and describe the people and/or events celebrated.

h. Presidents Day (George Washington, Abraham Lincoln, and the current president)

SSKH2 Identify the following American symbols.

f. Lincoln Memorial (identify image and associate with Abraham Lincoln and Presidents Day)

g. Washington Monument (identify image and associate with George Washington and Presidents Day)

h. White House (identify image and associate with Presidents Day and the current president)

Part 1:

- Look at slide 2. Touch each part of the image. Answer the questions with a helper.
- Look at slide 3. Make a list of all the leaders you know. Answer the questions with a helper.
- Look at the KWL sheet. Talk with a helper. Have a helper help you write what you know and what you wonder about Presidents' Day.
- Read slide 4 with a helper. What did you learn about Presidents' Day? Talk to a helper. Draw or write three things you learned in your notebook or journal. Add what you learned to your KWL sheet.
- Read the February holidays paper with a helper. Talk about what you learned.

Part 2:

- Look at slide 5. Touch each part of the image. Answer the questions with a helper.
- Read about George Washington on slide 6. What did you learn? Talk to a helper. Draw or write three things you learned in your notebook or journal.
- Finish the writing activity. What would you do if you were President?

Part 3:

- Look at slide 7. Touch each part of the image. Answer the questions with a helper.
- Read slide 8 with a helper and answer these questions: Why was the monument built? What did George Washington do that was important? Why is it important to honor George Washington? Have students draw and write about the Washington Monument in their interactive notebooks or journals.
- Draw or write what you learned about the Washington Monument in your notebook or journal.
- Design your own monument for George Washington. Explain your plan to a helper and talk about what how it connects to what you have learned.

Part 4:

- Look at slide 9. Touch each part of the image. Answer the questions with a helper.
- Read slide 10 with a helper to learn more about Abraham Lincoln.
- Look at the Abraham Lincoln page (slide 11). Cut three pictures that match Abraham Lincoln. Talk to a helper about your choices. Why did you choose them?
- Draw and write about Abraham Lincoln in your notebook or journal.

Part 5:

- Study the front and back of a penny. Look at slide 12. Answer the questions with a helper.
- Look at slide 13. Touch each part of the image. Answer the questions with a helper.
- Read slide 14 with a helper. Draw or write about what you learned in your notebook or journal.
- Design your own monument for Abraham Lincoln. Explain your plan to a helper and talk about what how it connects to what you have learned.

Part 6:

- Look at slide 4. Touch each part of the image. Answer the questions with a helper.
- Draw or write what you learned about the White House in your notebook or journal.

Part 7:

- Look at slide 19. Talk with a helper about what you have learned using the images as a prompt.
- Look at slide 20. Answer the questions with a helper.

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