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## **Primary Sources: American Presidents and the Constitution**

**This sample includes the following:**

- Teacher's Guide Cover** (1 page)
- Table of Contents** (1 page)
- How to Use This Product** (2 pages)
- Lesson Plan** (4 pages)
- Primary Source Document** (1 page)

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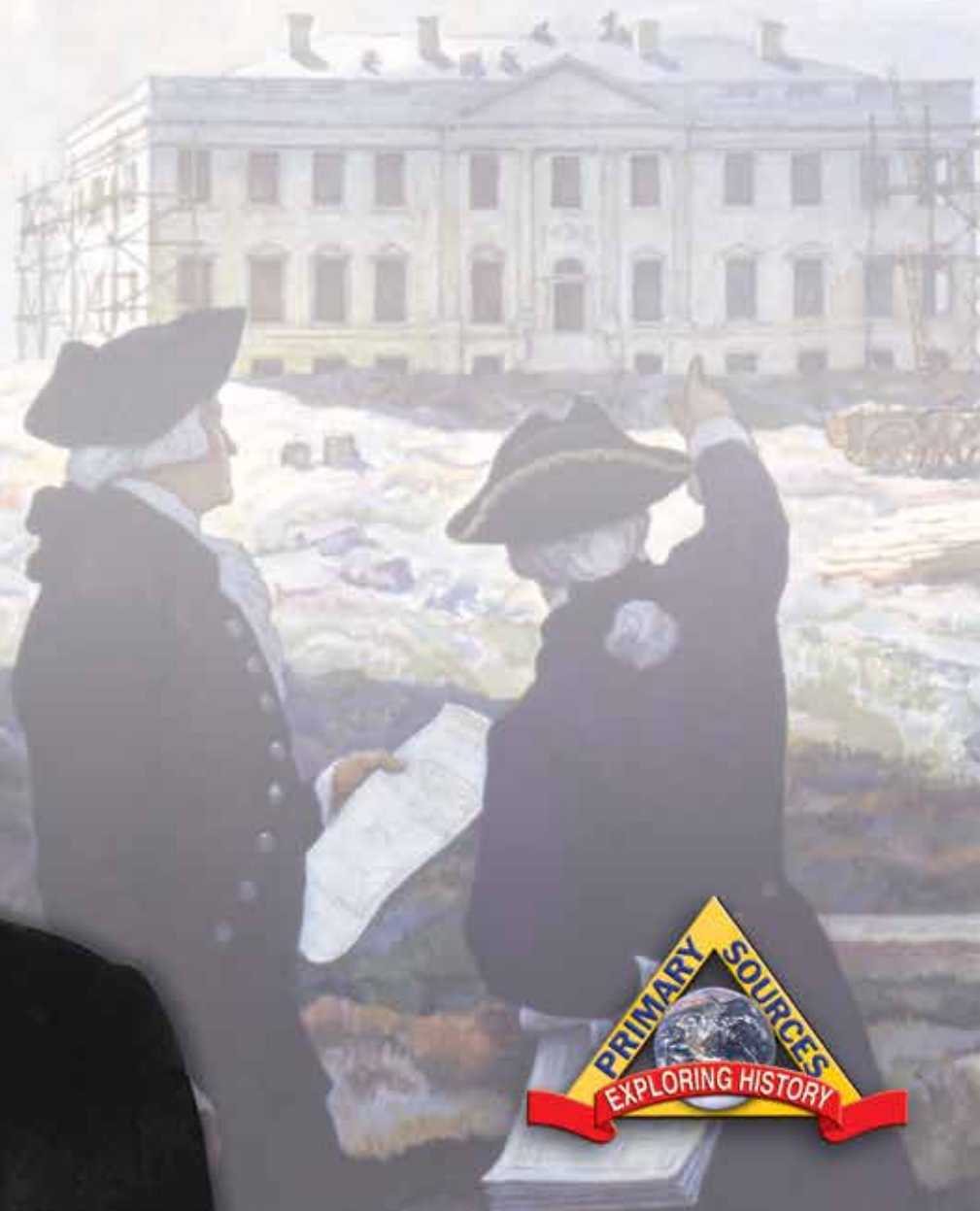
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— PRIMARY SOURCES —

# American Presidents

AND THE CONSTITUTION



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# How to Use This Product

This unit, with its primary documents, photographs, and support materials, will allow both teacher and student to expand their study of American presidents beyond the textbook and classroom. The primary sources chosen for this product guide the class in evaluating how the president's role is affected by the Constitution of the United States. Rather than just studying the men who have held this important office or the document that defines it, this unit brings those two components together to help students truly understand how the presidents have fit into the United States government through time.

The resources in this book assist the busy teacher in presenting innovative primary source lessons that meet state and national standards. Easy to follow, concise, and aligned to the curriculum standards, the teacher lesson plans and student activity pages are certain to become a great addition to any classroom.

Using primary sources offers students the opportunity to act and think as historians. Students will participate in the constructive process of history by studying primary documents and photographs. Viewing historic photographs, handling facsimiles of famous documents, and reading the comments and opinions of those in the past will bring history alive for students. Understanding the background of each primary source will help students to put historical events and attitudes into perspective, to think progressively, and to walk in the shoes of their ancestors.

The organization of the kit provides teachers with all they need to accomplish the lessons without additional research or planning. Teachers have the photographs and documents at their fingertips without scurrying to find such references. Activities are varied, interesting, challenging, and engaging.

## The Book

The **teacher pages** provide lesson plans organized with objectives, materials, discussion questions, suggestions for using the primary source, and extension ideas. **Historical background pages** are provided to give teachers and students information about each of the primary sources being studied. The coordinating **student activity pages** allow the flexibility for a class, individuals, or small groups of students to focus on a specific task and provide direction for a series of tasks to be completed during a time period.

The **standards** and **objectives** for the lessons are both process and content objectives to cover the full range of social studies skills. The standard listed for each lesson is a process standard taken from one of the ten strands of the National Council for the Social Studies (NCSS, *Expectations of Excellence: Curriculum Standards for Social Studies*, <http://www.ncss.org/>). The objective listed for each lesson is a content learning objective describing what students will learn and how they will show what they've learned. A complete chart listing each lesson in the book and the corresponding standards is available on the CD in the folder entitled *Lesson Support Files* (standard.pdf).

The **document-based assessment** section provides student preparation and practice on the document-based questions that appear on many standardized tests today. Students will be able to analyze for meanings, compare and contrast, compose short answers, and even respond to and reflect on topics with longer essay questions. The entire testing section will provide students with opportunities to prepare for a variety of testing situations.

## **The Photographs**

Each photograph has four general areas on the back for teacher and student use. The top of the card has a brief **Historical Background Information** section. Along the left side of the card is the **Analyzing the Picture** section. This includes questions and activities designed to make students analyze what they see and learn. In the **Writing Focus** section, students are given two writing assignments, one fiction and one nonfiction. Finally, the **Challenge** section offers fun extension ideas for the students. The teacher lesson plans do not necessarily refer to each of the sections on the back of the card. These activities can be used by teachers in any way that fits their classroom needs (group work, individual work, learning center, etc.).

## **The Primary Sources**

The documents, letters, maps, and other primary sources are provided in both an authentic-looking format as well as in the book for reproduction. The large copies of the primary sources should be shared with the students so that they can see and feel the facsimiles. The easy-to-read copies of the primary sources in the book can be reproduced for the students to use during student activities. If the text of a document is too long, only an excerpt of the text is included in the book. The entire text of the document is available on the CD.

## **The CD**

The CD provided with the book has copies of the 16 main primary sources and photographs, additional documents and photographs from the time period, and activities to support and enrich the lessons in the book, including 16 student pages to support the introduction. See pages 75–76 for more information about using the CD.

## **Objectives of this Unit**

By participating in the lessons provided in this book, students will:

- articulate their observations.
- analyze what they see.
- improve their vocabularies.
- be prompted by visual clues.
- compare their assumptions against others.
- expand their appreciation for other time periods.

By presenting the lessons in this book, teachers will:

- improve students' test scores and improve test-taking skills.
- meet curriculum standards.
- create a learning environment that extends beyond the classroom.
- encourage students to take an active role in learning history.
- develop critical-thinking skills in students.

# Planning the Capital City

## Standard/Objective

- Compare similarities and differences in the ways groups, societies, and cultures meet human needs and concerns. (NCSS)
- Students will enter a competition to design a new capitol building and then review some actual sketches of people who competed to design the President's House.

## Materials

Copy of the facsimile *White House Sketches*; Copies of the historical background information (page 32); Copies of the student activity sheet, *Designing the Capitol* (page 33); Copies of *Advertising for the Competition* (page 34)

## Discussion Questions

- Why do you think someone drew these pictures?
- Describe what you see in the pictures.
- Who do you think drew these pictures?

## Using the Primary Source

Display the facsimile *White House Sketches* for students to see. Ask the discussion questions above. Tell students that George Washington is looking for someone to design the new capitol. This building needs to be spectacular. It should be the type of building that commands respect from everyone. Tell students that President Washington has decided to hold a competition. Show students the advertisement for the competition (page 34) and read it together. What features does the new capitol have to include? Everyone in the class will submit his or her own sketch for the capitol. The class will then judge these sketches and announce a winner. Distribute copies of *Designing the Capitol* (page 33). Give students about 15 minutes to complete their sketches. Then place the sketches in front of the class for a vote.

Explain to students that the design of the real President's House (now known as the White House) was found through a competition like the one they just completed. Show the facsimiles *White House Sketches* again and allow students to look closely at them. Distribute copies of the historical background information (page 32). Read it aloud as a class. Challenge students to think about what it must have been like to compete for the design of the President's House.

## Extension Idea

- Have students create Venn diagrams comparing the sketches from the competition.

# Planning the Capital City *(cont.)*

## Historical Background Information

George Washington was the perfect man to be the first president of the United States. He was tall, handsome, and athletic. Wherever Washington went, everyone else wanted to go. He was the commander of the Continental Army and a national hero. The United States needed a leader that other countries would respect. Great Britain, France, and Spain saw the United States as an experiment. No one believed that people could govern themselves. No country had ever tried this before. The United States also needed someone who could unite the states. Everyone believed Washington could do this.

Washington faced the hardest task that any president ever faced. He had to make the individual states united. To make the country work together, he knew the country needed a strong national government. Many misinterpreted his actions. Some believed he was trying to be a king like in Great Britain. But, in his mind, nothing could be further from the truth. His popularity as a leader helped the United States survive.

At first, Congress and the president did not have a capital city. They made New York their first capital. Later, the capital moved to Philadelphia. But Washington had always dreamed of a city on the Potomac River. Congress told him he could choose a site for the final location of the capital city. They also let him decide on how the house of the president should look. Washington knew that Americans did not want a castle. This type of building reminded them too much of the king in England. But he knew that the building had to look important. It had to command respect from its citizens and foreign leaders. America was young. Even though they had just won freedom, most did not believe the country would last. The president's house would not just be a place for the president to live. The house needed to be a symbol of the presidency. In 1792, a competition was announced. Several architects created drawings for the President's House competition. Washington reviewed these drawings on July 16, 1792. The next day he announced that James Hoban had won the competition. His design for the president's house would be built.

The capital city that Washington dreamed of came true. It happened because Virginia and Maryland both agreed to give land. Washington chose a hill on one side of the city to be the location of the capitol building. This is where the Congress would meet. On another hill on the other side of the city would be the president's home. His careful planning created a capital that others respected. The capital city stood for the nation that trusted its people to elect its own rulers.

Name \_\_\_\_\_

# Designing the Capitol

## Background Information

George Washington never lived in the White House or ruled from the current capital city. The capital city moved to Washington, D.C., when John Adams was president. Although most people nicknamed it the White House, it was first called the President's House. Then it was named the Executive Mansion. At the beginning of the 1900s, Theodore Roosevelt officially gave it the name of the White House.

## Activity

**Directions:** President George Washington is looking for someone to design the new capitol building. This building needs to be spectacular. It should be the type of building that commands respect from everyone. President Washington has decided to hold a competition to see the best design. You are to submit a sketch for the capitol. Then, the class will judge these sketches and announce the winner. Use the space below for your sketch.



### Challenge

George Washington had to fire the first builders of the the White House. Find out what happened.



# Advertising for the Competition

{ WASHINGTON, }  
 \*==\*  
 { In the Territory of Columbia. }  
 A PREMIUM,

OF a lot in this city, to be designated by impartial judges, and 500 dollars; or a medal of that value, at the option of the party, will be given by the Commissioners of the Federal Buildings, to the person, who, before the 15th day of July, 1792, shall produce to them, the most approved plan, if adopted by them, for a Capitol to be erected in this City, and 250 dollars, or a medal, for the plan deemed next in merit to the one they shall adopt. The building to be of brick, and to contain the following apartments, to wit :

A conference room ; A room for the Representatives ; A lobby, or antichamber to the latter ; A Senate room of 1200 square feet area ; An antichamber, or lobby to the last ;	}	Sufficient to accommodate 300 persons each.	}	These rooms to be of full elevation
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12 rooms of 600 square feet area, each, for committee rooms and clerk's offices, to be of half the elevation of the former. Drawings will be expected of the ground plats, elevations of each front, and sections through the building in such directions as may be necessary to explain the internal structure; and an estimate of the cubic feet of brick-work composing the whole mass of the walls.

*The Commissioners.*

March 14, 1792.

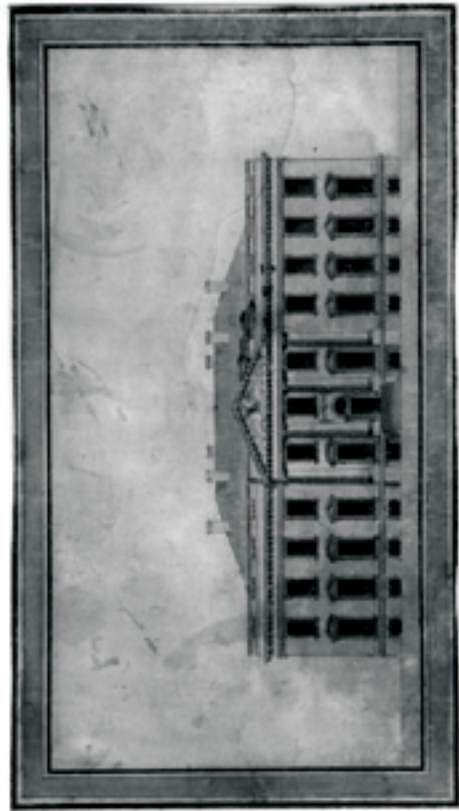


FIG. 11. — WEST FRONT OF THE PRESIDENT'S HOUSE. — DRAWING BY JOHN FURNES.

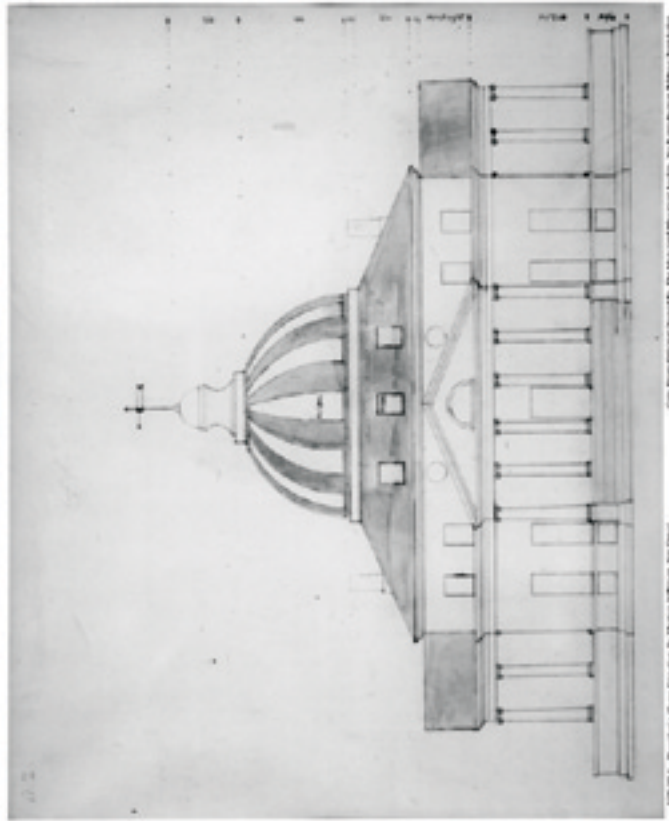


FIG. 12. — EAST FRONT OF THE PRESIDENT'S HOUSE. — DRAWING BY JOHN FURNES.

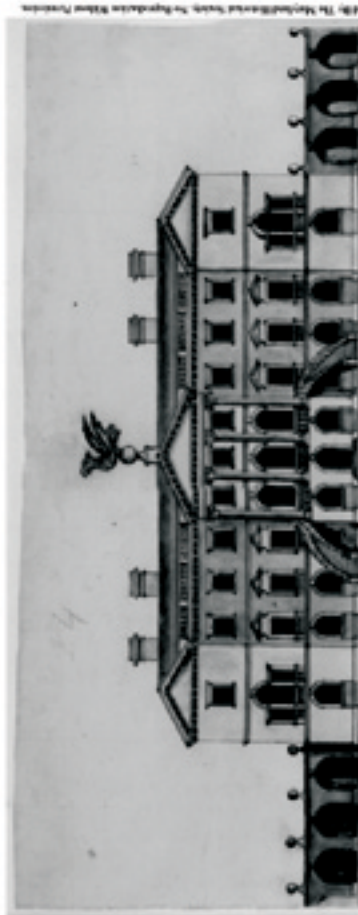
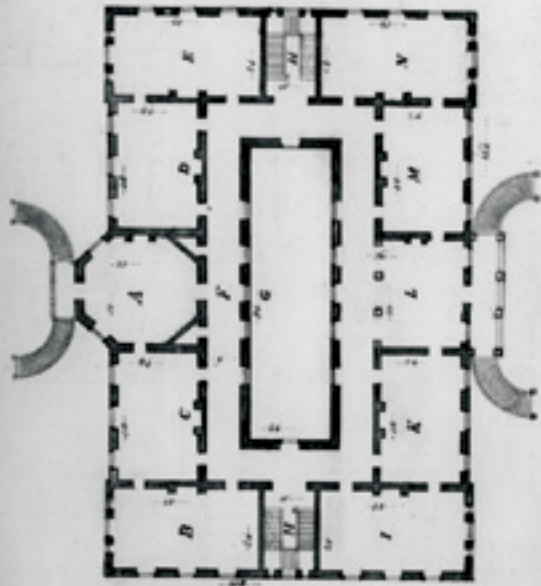


FIG. 13. — NORTH FRONT OF THE PRESIDENT'S HOUSE. — DRAWING BY JOHN FURNES.



Scale of Feet

To the West, the Corner of the Federal Building, No. 1, Plan and Elevation.

A. By James D. Van Ness, Esq., Architect. B. By James D. Van Ness, Esq., Architect. C. By James D. Van Ness, Esq., Architect. D. By James D. Van Ness, Esq., Architect. E. By James D. Van Ness, Esq., Architect. F. By James D. Van Ness, Esq., Architect. G. By James D. Van Ness, Esq., Architect. H. By James D. Van Ness, Esq., Architect. I. By James D. Van Ness, Esq., Architect. J. By James D. Van Ness, Esq., Architect. K. By James D. Van Ness, Esq., Architect. L. By James D. Van Ness, Esq., Architect. M. By James D. Van Ness, Esq., Architect. N. By James D. Van Ness, Esq., Architect. O. By James D. Van Ness, Esq., Architect. P. By James D. Van Ness, Esq., Architect. Q. By James D. Van Ness, Esq., Architect. R. By James D. Van Ness, Esq., Architect. S. By James D. Van Ness, Esq., Architect. T. By James D. Van Ness, Esq., Architect. U. By James D. Van Ness, Esq., Architect. V. By James D. Van Ness, Esq., Architect.