

THE AMERICAN VILLAGE

Living America's Story: Presidents

Presidents is part of the series of popular and exciting early childhood programs, **Living America's Story**, best suited for grades K through 3, giving younger students the chance to participate in meaningful seasonal adventures.

VIGNETTES:



"Choose Your George!": When America became independent, the Founding Fathers wanted to exchange the King for a President. By meeting King George III and George Washington, students discover the many similarities in these men's interests, but the many differences in the styles of government between a monarchy and a republic.



"The Hats of the President": The job of President requires many different skills. Seeing the various hats that the President wears, children learn the different jobs the President has to do: Economic Leader, Commander-in-Chief, Chief Diplomat, Party Leader, Chief of State, Chief Executive, and Chief Citizen. They will also get to trace Presidential signatures in the Village's exact replica of the Oval Office.

"Thank You, Mr. Lincoln": One person can make a huge difference in the world. By learning a song and placing puzzle pieces into a large frame, the students understand the many contributions President Abraham Lincoln gave the American people. They learn how various scenes from one's life make up the entire person.

"Presidential Games": Trace presidential signatures, see a puppet show about Teddy Roosevelt's pets, and participate in an Easter Egg Roll!



WHAT TO DO TO PREPARE FOR YOUR EXPERIENCE AT THE AMERICAN VILLAGE

- ☆ Talk to the students about the differences between a monarchy (or a King) and a republic (or a President). Show them pictures of King George III and George Washington, as well as today's President. Explain how a king is a king for life, but a President in the United States of America is elected for four (or at the most eight) years. Discover some facts about King George III and George Washington.
- ☆ Get the class to start thinking about the different roles everyone plays in life. Each of the students may be a daughter or son, sister or brother, soccer team member, dancer, singer, actor, or artist. Have everyone draw a picture showing all of their different roles in life.
- ☆ If you have not already done so, introduce the class to Abraham Lincoln. If possible, divide the class into groups and have each group put on a 2-minute "play" or tableau about a simple scene in Lincoln's life, such as his boyhood in a log cabin or reading his school books by firelight. You might bring some Lincoln Logs and have the students create his house in miniature.
- ☆ Has anyone visited the White House? This is where the President and his family (and pets) live. Find photographs and books about the White House showing the East Room, Green Room, Red Room, Blue Room, State Room, Oval Office, etc. Let all the children share something very special about their own homes.

- ◆ For this LAS Program, we highly recommend that you take your class through the Pettus Randall Miniature Museum of American History at the Village. It contains scenes from the lives of several Presidents and its "Hail to the Chief" display showing many of the Presidents and First Ladies. We suggest that if you are in Block A, you visit right after the program and before lunch/departure; if you are in Block B, arrive early to visit before the program starts.



The American Village: Teaching Youth America's Legacy of Liberty

Lesson Title: Many Hats of the United States President

This lesson introduces the idea that the President has many different roles that must be filled as part of his/her job. Students will identify the different roles or “hats” that the President of the United States must wear.

Objectives:

In this lesson, students will:

Describe the many duties of the President

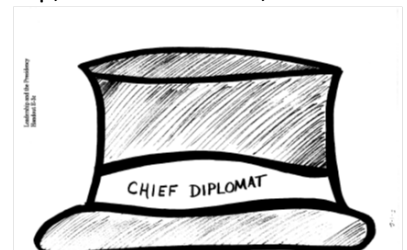
Identify which hats might be worn during each of the U.S. President's duties

Materials and Resources:

Background information and vocabulary of the meaning of the different hats/duties of the President

Economic Leader	The U.S. President leads the country's prosperity by creating job opportunities and stable prices.
Commander in Chief	The President is the highest commander over all of the Armed Forces of the United States.
Chief Diplomat	The President of the United States helps our country decide how it will act toward other countries.
Party Leader	The U.S. President is over his political party and has a lot of influence over what the party thinks of national issues.
Chief of State	The United States President represents our country in other countries and here in the U.S.
Chief Executive	The U.S. President is the boss of all employees of the United States Government.
Chief Citizen	President of the United States shows leadership, follows our laws, and sets a good example for all citizens.

Activity 1 Handout : Vocabulary Match
Teacher Resource – Answer Key



- Activity 2 Drawings of the Presidents' Hats
 Poster Board for each hat/job
 Popsicle sticks
 Glue
- Activity 3 Copies of the drawings of the Presidents' Hats
 Newspapers
 Scissors and Glue
 Butcher paper, Bulletin Board to present current events

Strategy:

Activity 1

1. Lead students in a discussion about the different hats. With young children the person might be a parent who is a wage earner, banker, coach, community volunteer, etc.
2. Ask students what kinds of hats they wear. Discuss.
3. Question students to see if they know what kind of duties the President does while he is on the job.
4. Introduce and discuss the President job as
 - Economic Leader
 - Commander in Chief
 - Chief Diplomat
 - Party Leader
 - Chief of State
 - Chief Executive
 - Chief Citizen
5. Explain what the different duties entail.
6. Write the titles and duties on the board.
7. Show students pictures of different hats that could be worn by the President. Lead them in a discussion as to what hat could be worn with each duty.
8. **Younger students** might cut out the hat, attach it to poster board and "wear" their hat.
9. Have all of the students wearing the Economic Leader hat to come to the front of the class and read the duties chorally for the rest of the class. Continue with each one of the hats/duties.
10. **Intermediate students** might be given a smaller copy of the hat to cut out and glue to a popsicle stick. As the duties are called out, the students with the corresponding "hat" raise it in the air.
11. When all jobs have been presented, give student a copy of the handout, "All the President's Hats." Have students match the different duties with the correct term.



Activity 2

1. Review the duties of the President and the different hats he has to wear (Activity 1).
2. Divide students into small groups and provide each group with a newspaper and scissors.
3. Each group will locate all articles concerning the President fulfilling one of his roles, and the group will identify which "hat" he was wearing at that time.

4. The students will then cut out the hat, recording the date.
5. When all groups are finished the teacher will call for a summary from each group of all articles for Economic Leader.
6. They will then post the article along with the hat and the date. If two groups report the same event, only one hat should be placed.
7. The process should continue through all of the President's "jobs."
8. When complete, the teacher should lead the students to draw conclusions as to which job(s) are requiring most of the President's attention on that particular day.
9. Have students post the articles under the heading of the date.

Lesson Extension:

In the days and weeks that follow, assign one group per day to be responsible for locating, categorizing, and summarizing the articles found. Each group will report to the class and post the hat in the correct category. The news articles may then be added under the date of occurrence.



Name _____



All the President's Hats

Match the duties of the President with the hats

_____ Party Leader

_____ Chief of State

_____ Chief Citizen

_____ Economic Leader

_____ Commander in Chief

_____ Chief Executive

_____ Chief Diplomat

A. Boss over employees of the United States Government.

B. In charge of the Armed Forces

C. Helps fight inflation

D. United States living symbol

E. Decides how the United States should act
Toward other countries

F. Campaigns for other people in his party

G. Shows leadership

H. Proposes laws to the Legislative Branch

I. Sees that the Armed Forces are ready for combat

J. Inspiring example for the people of the U.S.

K. Helps establish foreign policy

L. Raises money for his political party

M. Sets a good example and follows our laws

N. Enforces the laws of the United States

O. Welcomes dignitaries from foreign countries

P. Tries to keep the U.S. economy prosperous

Q. Leader of his political party

R. Chooses ambassadors

S. Prepares the nation's budget



All the President's Hats

Answer Key

Duties of the President/hats

Party Leader

- F. Campaigns for other people in his party
- L. Raises money for other people in his political party
- Q. Leader of his political party

Chief of State

- D. United States living symbol
- J. Inspiring example for the people of the U.S.

Chief Citizen

- G. Shows leadership
- M. Sets a good example and follows our laws

Economic Leader

- C. Helps fight inflation
- S. Prepares the nation's budget
- P. Tries to keep the U.S. economy prosperous

Commander in Chief

- B. In charge of the Armed Forces
- I. Sees that the Armed Forces are ready for combat

Chief Executive

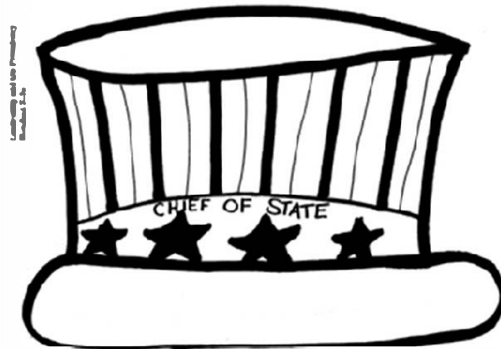
- A. Boss over employees of the United States Government
- H. Proposes laws to the Legislative Branch
- N. Enforces the laws of the United States

Chief Diplomat

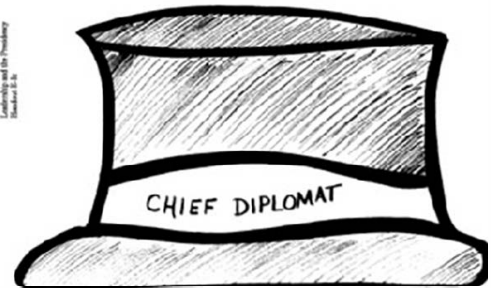
- E. Decides how the United States should act toward other countries
- K. Helps establish foreign policy\
- R. Chooses ambassadors

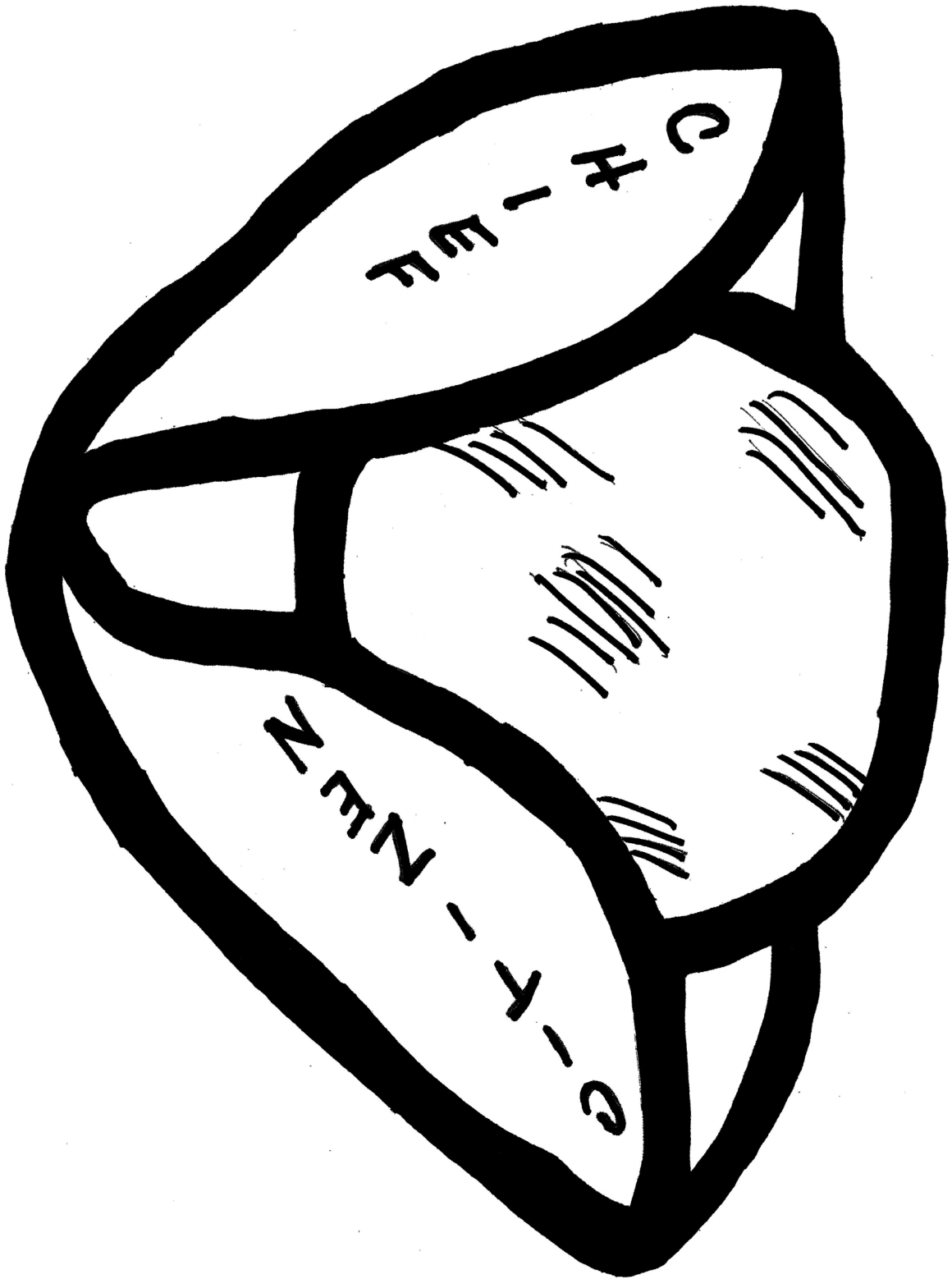


Leadership and the Presidency
Hannah E. B.



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CHIEF DIPLOMAT

