



The Presidency with Pete Souza's Photographs

<p>Lesson</p>	<p>Subject: The Presidency with Pete Souza</p> <p>Grade Level: Grades 1-4</p> <p>Scope of Lesson: 40 minutes</p>
<p>Overview/Rational: Central Focus and Purpose for Lesson/Content <i>What is the central focus for the content in the learning segment or unit?</i></p> <p><i>Why is this skill or topic important for the students to learn?</i></p>	<p>Pete Souza was the official photographer for both Ronald Reagan and Barack Obama during their presidencies. Through his photographs, students get to be the “fly on the wall” while the presidents carry out their official duties.</p> <p>Fenimore Art Museum currently features the exhibit “Pete Souza: Two Presidents, One Photographer” through December 31, 2020. Souza’s photographs show two presidents during their terms in office. Students will learn about the duties of the President of the United States through the photographs taken by Souza of Presidents Reagan and Obama.</p>
<p>Standards: New York State New Generation Learning Standards (Specific skills/information that will be learned)</p>	<p>NYS K-8 Social Studies Framework Standards: Civic Participation - Students will be able to identify Presidents of the United States, as persons of power, and their leadership responsibilities.</p> <p>New York State Social Studies Standards 1.4. Historical analysis: describe historic events through the eyes and experiences of those who were there. 3.7: Governments in communities and countries around the world have the authority to make and the power to enforce laws. Students will examine the role of the president and ways in which he can make and enforce the law.</p> <p>Reading Standards:</p> <ul style="list-style-type: none"> • Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. • Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

	<ul style="list-style-type: none"> Describe the logical connections between images and different sources of information. <p>Writing Standards:</p> <ul style="list-style-type: none"> Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. Use dialogue and descriptions of actions, thoughts, and feelings to develop responses to different informational content including articles, videos and graphs. Develop the topic with facts, definitions, and details.
<p>Objective(s):</p> <p><i>Overall goal of the unit. To be written in the context of broader NYS Standards.</i></p>	<ol style="list-style-type: none"> Students will be able to correctly identify President Ronald Reagan and President Barack Obama from Pete Souza photographs. Students will be able to explain the purpose of an official President’s photographer. Students will be able to list with an 85% rate of accuracy, the five Constitutional roles of the President of the United States: (1) Chief of State – Ceremonial Head of the United States (2) Chief Legislator - approves laws (3) Chief Executive – enforces laws (4)) Chief Diplomat – makes foreign policy and meets with leaders of other countries (5) Commander and Chief of the Armed Forces – Leader of the Military Students will be able to analyze what role that the President is fulfilling by identifying a photograph of the role being carried out. Students will be able to analyze what role that the President is fulfilling by describing an image of the President in two sentences. Students will be able to describe one specific image of the president and share it with the class in groups.
<p>Learning Targets: Skills/Procedures</p> <p><i>What do you want the students to be able to understand or do by the end of the lesson? (List in bullet form key concepts and information to be learned)</i></p>	<ul style="list-style-type: none"> Students will be able to identify President Ronald Reagan and President Barack Obama when shown photographs of each man taken by Pete Souza, Students will be able to explain the purpose for Souza taking the photographs of Presidents Reagan and Obama. Students will be able to list the five Constitutional roles of the President of the United States. Students will be able to evaluate which role the President is fulfilling by identifying a photograph of that role being carried out.
<p>Content Vocabulary:</p> <p><i>What specific words in the subject do students need to understand?</i></p>	<p>Constitution President Citizen Chief Executive Legislative Photographer Diplomat</p>
<p>Materials Needed:</p> <p>Teacher: <i>What materials does the teacher need for this lesson?</i></p>	<p><u>Teacher:</u> -Information sheet that explains what the Constitution is, who a President is, requirements to become a president, and five official roles</p>

<p>Student: <i>What materials does the student need for this lesson?</i></p>	<p>of the President. The sheet will include images of Pete Souza's photographs which are on display at Fenimore Art Museum.</p> <p>-Short Videos on the role of the president https://www.youtube.com/watch?v=VR-5Pq_26YI</p> <p>-Task sheet with expectations for the lesson</p>  <p>Pete Souza Elementary Activity S</p> <p>Answer Key</p>  <p>Pete Souza Elementary Activity S</p> <p><u>Student:</u></p> <p>-Information/Activity Sheet -Writing utensil</p>		
<p>Procedure: The lesson may need to be taught for a variety of situations. Please consider how the lesson will be taught In Person, Remotely with Internet Access, or Remotely without Internet Access</p> <p>Introduction: Opening Activity 10 Minutes <i>How will you start the lesson to engage and motivate students?</i></p> <p>Instruction: 30 Minutes <i>What will you do to engage students?</i> <i>-to develop an understanding of the objective(s)</i> <i>-to engage to understand the concepts</i></p> <p><i>What questions will you ask?</i></p> <p><i>What will students do? (Activity)</i></p> <p><i>How will you know if the students are meeting the targets?</i></p>	<p>In Person Instruction</p> <p>Opening Activity: Start by assessing what students already know: *Ask students if they know who the current president is? (Donald Trump)</p> <p>*Ask students if they know what a president does. (leads the country, makes laws, leads the military, meet with people, etc.)</p> <p>*Ask students if they know what the requirements are to become the President. (At least 35 years old, born as a US citizen, lives in the US for 14 years).</p> <p>*Ask students if they know what a photographer does. (Takes pictures)</p>	<p>In Person Instruction</p> <p>Opening Activity: Start by assessing what students already know: *Ask students if they know who the current president is? (Donald Trump)</p> <p>*Ask students if they know what a president does. (leads the country, makes laws, leads the military, meet with people, etc.)</p> <p>*Ask students if they know what the requirements are to become the President. (At least 35 years old, born as a US citizen, lives in the US for 14 years).</p> <p>*Ask students if they know what a photographer does. (Takes pictures)</p>	<p>Paper/Pencil Instruction/Assignment (Hard copy worksheets, documents etc. for students without internet access)</p> <p>*Students will be provided with an activity packet. The first page has definitions has a picture of President Ronald Reagan and a picture of President Barack Obama with brief descriptions of each man. The first</p> <p>*On the bottom of the sheet students are given a picture of Pete Souza with a camera that will include a description of what he did. (He was the official Presidential photographer for both presidents)</p> <p>*Students will be given a selection on five of the official roles of the President to read.</p>

<p><i>What opportunities for practice are given to students?</i></p> <p>Closure: 5 Minutes <i>How will you end the lesson?</i></p> <p>Assessment: <i>How will you determine if the students met the lesson targets? (How well did they learn what you wanted them to?)</i></p> <p>Parent Connection: <i>What instructions, background information, and answers will parents need to assist their student in completing the lesson?</i></p> <p><i>(Additional Readings, instructions, answer keys)</i></p>	<p>*Ask students why a photographer takes pictures. (to remember what they saw, to show other people what they saw, because they like taking pictures)</p> <p>*Tell students what they will learn in this lesson.</p> <p>*Show the video “Who is the President”.</p>  <p>Who is the President.mpeg</p> <p>*Teacher will ask students to tell what they learned from the video about who the President is.</p> <p>*Ask students to identify Ronald Reagan and Barack Obama.</p> <p>*Ask students if they know what jobs the Constitution of the United States gives to the President. (Makes laws, meets people, travels to other countries representing the United States.)</p> <p>*Show the video “</p>  <p>role of president.mpeg</p> <p>*Ask students who Pete Souza is based on the video. (Presidential photographer)</p>	<p>*Ask students why a photographer takes pictures. (to remember what they saw, to show other people what they saw, because they like taking pictures)</p> <p>Tell students what they will learn in this lesson:</p> <p>*Teacher will display task sheet on the shared screen</p> <p>* Teacher will explain the role of the Constitution and the President. Teacher will use a handout and a short video to explain this.</p> <p>*Who Presidents Ronald Reagan and Barack Obama are and what they looked like. (The 40th and 44th Presidents of the United States, a Republican and a Democrat)</p> <p>*The official requirements for becoming a President (at least 35 years old, a citizen of the United States when born, lived in the US for 14 years)</p> <p>*The jobs the President has (Chief of State, Chief Legislator, Chief Executive, Chief Diplomat, Head of the Military)</p>	<p>*Students will then be given a handout gallery of the pictures of the presidents taken by Pete Souza with brief descriptions.</p> <p>*The last page of the packet will be the activity sheet. Students will look at the pictures and describe what they see in each one. Then, based on the pictures, they will identify which job of the President of the United States is being shown in the picture. Students responses will be written in the appropriate areas on the worksheet.</p> <p>Answer Key for the Activity Sheet</p>  <p>Pete Souza Elementary Activity S</p>
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	<p>Souza with a camera that will include a description of what he did. (He was the official Presidential photographer for both presidents)</p> <p>*Students will be given a picture of President Ronald Reagan and a picture of President Barack Obama. Each picture will include information about each president.</p> <p>Students will be given a selection on five of the official roles of the President to read.</p> <p>Students will then be given a handout gallery of the pictures of the presidents taken by Pete Souza with brief descriptions.</p> <p>On the accompanying worksheet, students will be directed to look at the pictures and describe what they see in each one. Based on the pictures, they will identify which job of the President of the United States is being shown in the picture. Students responses will be written in the appropriate areas on the worksheet.</p> <p>Conclusion:</p>	<p>appropriate areas on the worksheet.</p> <p>Conclusion: *Students will choose one image that stood out to them the most. *Students will explain (to the class) why they chose this image, what role the president is playing and how they decided he was playing this role.</p> <p>Assessment: *The last page of the activity sheet includes an assessment activity.</p> <p>Parent Connection: *Parents should have a basic background knowledge on the branches of government. *Parents should understand how to interpret context clues and images.</p> <p>Answer Key for the Activity Sheet</p>  <p>Pete Souza Elementary Activity S</p>	
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	<p>*Students will choose one image that stood out to them the most. *Students will explain to the class why they chose this image, what role the president is playing and how they decided he was playing this role.</p> <p>Assessment: *The lesson assessment is an activity on the last page of the activity sheet.</p> <p>Parent Connection: *Parents should have a basic background knowledge on the branches of government. *Parents should understand how to interpret context clues and images.</p>		
<p>Differentiation <i>How will you provide for students with varying abilities?</i></p> <p><i>Students who will finish the activity quickly or need to be challenged more:</i></p> <p><i>Students with IEP's or 504 Plans:</i></p>	<ul style="list-style-type: none"> • Task sheet will be provided • Visual aids and organizers will be provided (images from Pete Souza, activity sheet, video on the role of the president) • Extra time will be allotted • Images will be provided for the vocabulary terms to help explain the meaning of the word • Students can be allowed to work in groups prior to the assignment to discuss the information presented and organize their thoughts • Students who finish quickly will choose two similar images of President Reagan and President Obama. Students will compare and contrast the images using a compare and contrast diagram. They will also describe the role of the president in both pictures in one -two sentences. <p>Extension of the lesson: *Each student will choose one image that stood out to them the most. *Students will explain to the class why they chose this image, what role the president is playing and how they decided he was playing this role.</p>		

Resources References for Resources Used:	An additional video on the President and Constitutional roles: https://www.youtube.com/watch?v=VR-5Pq_26YI
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