



Lesson Plan Template

<p>Lesson</p>	<p>Subject: <i>Pete Souza-Two Presidents, One Photographer: The President and the Constitution</i></p> <p>Grade Level: 11 and 12</p> <p>Scope of Lesson: 45 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 an official White House photographer for both President Ronald Reagan and President Barack Obama. His photographs capture images of these two presidents throughout their terms of office, both officially and personally. Images of both presidents are shown as if Souza is “a fly on the wall,” with an inside look at their presidencies. For him to be present when the Presidents were involved in foreign affairs, national security, and other official capacities, Souza was granted top security clearance. This clearance provided him with a view of Reagan and Obama that are unique.</p> <p>Through images that are part of Fenimore Arts Museum’s exhibit-<i>Pete Souza: Two Presidents, One Photographer</i>, students will identify the roles of the President of the United States. They will learn about the roles as outlined in the United States Constitution.</p>
<p>Standards: New York State New Generation Learning Standards (Specific skills/information that will be learned)</p>	<p>Standards from the NYS Social Studies Framework:</p> <p style="text-align: center;">11th Grade</p> <p>11.2c Weaknesses of the Articles of Confederation led to a convention whose purpose was to revise the Articles of Confederation but instead resulted in the writing of a new Constitution. The ratification debate over the proposed Constitution led the Federalists to agree to add a bill of rights to the Constitution.</p> <p>11.2c Students will examine the structure, power, and function of the federal government as created by the Constitution, including key constitutional principles such as the division of power between federal and state government, the separation of powers at the federal level, the creation of checks and balances, the sovereignty of the people, and judicial independence.</p>

	<p style="text-align: center;">12th Grade</p> <p>12.G1 Foundations of American Democracy: The principles of American democracy are reflected in the Constitution and the Bill of Rights and in the organization and actions of federal, state, and local government entities. The interpretation and application of American democratic principles continue to evolve and be debated.</p> <p>12.G1b The Constitution created a unique political system that distributes powers and responsibilities among three different branches of government at the federal level and between state and federal governments. State constitutions address similar structures and responsibilities for their localities.</p> <p>12.G1c Limited government is achieved through the separation of powers between three different branches. The system of checks and balances is part of this limited government structure at all levels of government.</p> <p>NYSED Literacy Standards:</p> <p style="text-align: center;">Reading</p> <p>RH1: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the source.</p> <p>RH2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationship among key details and ideas.</p> <p>RH7: Integrate and evaluate multiple sources of information to answer questions.</p> <p style="text-align: center;">Writing</p> <p>WHST1c: use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claims, reasons, and evidence.</p> <p>WHST2b: Analyze a topic thoroughly by selecting the most significant and relevant facts, data, extended definitions, concrete details, citations, or other information and examples appropriate to the audience’s knowledge of the topic.</p> <p>WHST4: Write responses to texts, ideas and theories that include personal, cultural, and thematic connections.</p>
<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"> 1. Students will be able to complete a close read assignment on Article 1 of the United States Constitution. 2. Student will be able to answer questions on the Constitution article with 85% accuracy. 3. Students will be able to write about the major responsibilities of the President through the lens of Pete Souza with 85% accuracy. 4. Students will be able to examine and analyze photographs of the president taken by Pete Souza. 5. Students will be able to back up their answers in each activity using evidence presented in class.
<p>Learning Targets: Skills/Procedures</p> <p><i>What do you want the students to be able to</i></p>	<ul style="list-style-type: none"> • Students will be able to interpret the powers and roles of the President as provided in the US Constitution. • Students will be able to identify the roles of the President of the United States as outlined in the US Constitution by citing examples shown in photographs taken by Pete Souza.

<p><i>understand or do by the end of the lesson?</i> <i>(List in bullet form key concepts and information to be learned)</i></p>	<ul style="list-style-type: none"> Students will be able to compare a Republican and Democratic president and evaluate how each handled their duties as President. 		
<p>Content Vocabulary: <i>What specific words in the subject do students need to understand?</i></p>	<p>Executive Constitution Clause Chief Emolument Compensation</p>		
<p>Materials Needed: Teacher: <i>What materials does the teacher need for this lesson?</i> Student: <i>What materials does the student need for this lesson?</i></p>	<p>Prior to the lesson, the teacher may want to watch the Pete Souza documentary, <i>The Way I See It</i>, which is an inside look at President Obama’s terms in office. *Copies of the Activity Sheets, Exhibit photographs, and videos should be made available to students either in printed form, shared electronically through Google Classroom or other platforms, or downloaded on a jump drive for students with devices that do not have access to the internet. *Answer keys are provided for teachers and may be shared with parents for virtual lessons. *Teachers and students may need to download a Microsoft video player, which is available free online.</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 Introduction: Opening Activity ____ Minutes <i>How will you start the lesson to engage and motivate students?</i> Instruction: ____ Minutes <i>What will you do to engage students?</i> -to develop an understanding of the objective(s) -to engage to understand the concepts <i>What questions will you ask?</i></p>	<p>In Person Instruction Introduction: Teacher will conduct a short bell ringer activity to examine prior knowledge: *Teacher will show a variety of different statements on the board that describe different jobs in government. Students will be asked to walk to the right side of the room if it is a job for the president and walk to the left side of the room if it is not. 1. The President can declare war if America's national security is threatened. (no, only can declare war.) 2. The President has</p>	<p>Online Instruction with Internet Access (Google Classroom, etc.) Introduction: *Teacher will show a variety of different statements on the board that describe different jobs in government. The teacher will ask students to respond yes or no in the online class chat. The teacher could also create a poll or a Kahoot quiz. 1. The President can declare war if America's national security is threatened. (no, only can declare war.) 2. The President has the power to shut</p>	<p>Paper/Pencil Instruction/Assignment (Hard copy worksheets, documents etc. for students without internet access) Assessment: Students will read and answer questions on the articles in the Constitution. *Students will be able to use the information provided in Activity 2 in to interpret the Pete Souza photographs provided. *Students will be asked to label and explain the role of the president being shown in a photo. Students must back up their responses using details from the photo.</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><i>What opportunities for practice are given to students?</i></p> <p>Closure: <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>the power to shut down news organizations that are critical of the executive branch. (no, the First Amendment of the Constitution guarantees freedom of the press)</p> <p>3. The President has the right to withhold certain information from Congress if he thinks it would endanger America. (Yes, Executive Privilege)</p> <p>4. The President signs bills making them actual laws (yes)</p> <p>5. The President has the power to appoint Supreme Court justices. (yes, with the approval of the Senate)</p> <p>6. The President has the sole power to appoint the Speaker of the House of Representatives and other Congressional leaders (no, those are powers of the Legislative branch)</p> <p>*At the end of the activity, ask students if they know where the powers of the President can be found. (The US Constitution, Article 2)</p> <p>Instruction: <i>*View the video, Pete Souza-Moments that Define the Presidency.</i></p>	<p>down news organizations that are critical of the executive branch. (no, the First Amendment of the Constitution guarantees freedom of the press)</p> <p>3. The President has the right to withhold certain information from Congress if he thinks it would endanger America. (Yes, Executive Privilege)</p> <p>4. The President signs bills making them actual laws (yes)</p> <p>5. The President has the power to appoint Supreme Court justices. (yes, with the approval of the Senate)</p> <p>6. The President has the sole power to appoint the Speaker of the House of Representatives and other Congressional leaders (no, those are powers of the Legislative branch)</p> <p>*At the end of the activity, ask students if they know where the powers of the President can be found. (The US Constitution, Article 2)</p> <p>Instruction: <i>*View the video, Pete Souza-Moments that Define the Presidency.</i></p>	<p>*Students will be asked to complete an evaluation in which they analyze, evaluate, and create responses to the tasks provided in the activity sheet assessment section.</p> <p>Parent Connection: Copies of the answer sheet and deadlines for submission of assignments should be provided for parents to refer to. Supplemental information and images by Pete Souza may be accessed by parents through an internet search or via YouTube videos.</p> <p>If possible, students with devices but without internet access should be provided with a jump drive of the video provided from Fenimore Art Museum, <i>Pete Souza-Moments that Define the Presidency.</i></p> <p> Pete Souza, Moments that Defin</p> <p> Pete Souza Activity Packet Grades 11 an</p> <p>Video transcript:</p> <p> Pete Souza, Transcript Moments</p> <p>Answer Key for Activity Packet</p>
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	 <p>Pete Souza, Moments that Defin</p> <p>*Teacher will hand out the Activity packet which includes articles, questions, and the lesson assessment.</p> <p>Activity Packet</p>  <p>Pete Souza Activity Packet Grades 11 an</p> <p>Answer Key</p>  <p>Pete Souza Activity Packet Grades 11 an</p> <p>*Activity 1: Teacher will start a class discussion and introduce students to Article II of the US Constitution and explain to students that Article II establishes the duties and responsibilities of the Executive Branch. *Students will work independently or in pairs to read Article II of the US Constitution making notes and annotating the document as they read. *Upon completing the reading students will complete the reading comprehension questions that go along with the reading.</p> <p>*Activity 2: Teacher will discuss the different roles of</p>	 <p>Pete Souza, Moments that Defin</p> <p>*Teacher will provide students with the Activity sheets either electronically or via handouts sent home.</p> <p>Activity Packet</p>  <p>Pete Souza Activity Packet Grades 11 an</p> <p>Answer Key</p>  <p>Pete Souza Activity Packet Grades 11 an</p> <p>*Activity 1: Teacher will start a class discussion and introduce students to Article II of the US Constitution and explain to students that Article II establishes the duties and responsibilities of the Executive Branch. *Students will work independently to read Article II of the US Constitution making notes and annotating the document as they read. *Upon completing the reading students will complete the reading comprehension questions that go along with the reading.</p> <p>Activity 2: * Teacher will discuss the different roles of</p>	 <p>Pete Souza Activity Packet Grades 11 an</p> <p>Fenimore Art Exhibit Photographs</p>  <p>Pete Souza Exhibit Photographs.doc</p>
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	<p>the president, explaining that some roles are clearly defined, while others are inferred. (Defined: Chief of State-ceremonial head of the US government, Chief Executive-oversees the federal government administration, Chief Diplomat-formulates foreign policy and is the nation's spokesperson, Chief Legislator-influences the making of laws, Commander in Chief-directs and controls the country's armed forces. Inferred: Chief Economist-influences the country's economic development and international economic relations, Chief of Party-leader of the political party that controls the executive branch, and Chief Citizen-the representative of all the citizens of the United States.) *Students will use the information in Activity 2 to complete the following task: Using eight of the images from the collection of Pete Souza, students will recognize and explain the major roles of the President of the United States.</p> <p>Conclusion:</p>	<p>the president, explaining that some roles are clearly defined, while others are inferred. (Defined: Chief of State-ceremonial head of the US government, Chief Executive-oversees the federal government administration, Chief Diplomat-formulates foreign policy and is the nation's spokesperson, Chief Legislator-influences the making of laws, Commander in Chief-directs and controls the country's armed forces. Inferred: Chief Economist-influences the country's economic development and international economic relations, Chief of Party-leader of the political party that controls the executive branch, and Chief Citizen-the representative of all the citizens of the United States.) *Students will use the information in Activity 2 to complete the following task: Using eight of the images from the collection of Pete Souza, students will recognize and explain the major roles of the President of the United States.</p> <p>Conclusion:</p>	
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	<p>Teacher will review the images shown to students and the answers regarding the role of the president. Students may use this time to ask questions.</p> <p>Assessment: Completion of the Activity Sheets are to be used as the assessment for the lesson. The activities provide that: Students will read and answer questions on the articles in the Constitution. *Students will be able to identify the different roles of the presidency by interpreting the Pete Souza photographs. *Students will be asked to label and explain the role of the president being shown in a photo. Students must back up their responses using details from the photo.</p> <p>Activity 3: *For Activity 3, hand out copies of Fenimore’s Pete Souza Exhibit Photographs</p>  <p>Pete Souza Exhibit Photographs.doc</p> <p>*Students will be able to analyze the photographs provided in Activity 3 and in the video to compare Republican</p>	<p>Teacher will review the images shown to students and the answers regarding the role of the president. Students may use this time to ask questions.</p> <p>Assessment: Completion of the Activity Sheets are to be used as the assessment for the lesson. The activities provide that: Students will read and answer questions on the articles in the Constitution. *Students will be able to identify the different roles of the presidency by interpreting the Pete Souza photographs. *Students will be asked to label and explain the role of the president being shown in a photo. Students must back up their responses using details from the photo.</p> <p>Activity 3: *For activity 3, hand out or make electronically available the Fenimore’s Pete Souza Exhibit Photographs.</p>  <p>Pete Souza Exhibit Photographs.doc</p> <p>*Students will be able to analyze the photographs provided in Activity 3</p>	
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	<p>Ronald Reagan and Democrat Barack Obama. They will be asked to identify any similarities and differences in how each man carried out his roles as president. Students will be asked to draw a conclusion on the on the relationship between party affiliation and how each president fulfilled his responsibilities. Students will be asked to assess the value of an official White House photographer. Students will be asked to determine the ways they would improve or change how the President carries out two specific roles identified in the Constitution.</p>	<p>and in the video to compare Republican Ronald Reagan and Democrat Barack Obama. They will be asked to identify any similarities and differences in how each man carried out his roles as president. Students will be asked to draw a conclusion on the on the relationship between party affiliation and how each president fulfilled his responsibilities. Students will be asked to assess the value of an official White House photographer. Students will be asked to determine the ways they would improve or change how the President carries out two specific roles identified in the Constitution.</p> <p>Parent Connection: Copies of the answer sheet and deadlines for submission of assignments should be provided for parents to refer to. Supplemental information and images by Pete Souza may be accessed by parents through an internet search or via YouTube videos.</p>	
<p>Differentiation</p>	<ul style="list-style-type: none"> • Visual aids will be presented in the form of graphic organizers and photographs. 		

<p><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"> • Scaffolding questions will be provided during the close read so that students remain on track. • Extra time will be allotted to complete the assignment. • Students will be able to work in groups to analyze the articles. • Guided notes/ annotations will be handed out alongside the article. • The article will be read aloud to students who have visual impairments or reading disorders. • Students who finish early will have the opportunity to create a social media post using Instagram, snapchat, Facebook or Twitter. They will choose two photos from the Pete Souza exhibit and compare them. Students will also be asked to use two emojis that are related to the picture or describe how they feel about the images. There should be at least 3-4 sentences of analysis.
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<p>Resources References for Resources Used:</p>	<p><i>Pete Souza-Moments that Define the Presidency</i> video:</p>  <p>Pete Souza, Moments that Defin</p> <p><i>Pete Souza-Moments that Define the Presidency</i> transcript:</p>  <p>Pete Souza, Transcript Moments</p> <p>Activity Packet:</p>  <p>Pete Souza Activity Packet Grades 11 an</p> <p>Activity Packet Answer Key</p>  <p>Pete Souza Activity Packet Grades 11 an</p> <p>United States Constitution: https://constitutioncenter.org/media/files/constitution.pdf</p> <p>Pete Souza Exhibit Photographs – Fenimore Art Museum</p>  <p>Pete Souza Exhibit Photographs.doc</p>
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