

**Manchester College  
Education Department  
Lesson by Mary Jane Dickey**

**Lesson:** Children of the White House

**Length:** 2 hours, broken up into 30 minute segments

**Age or Grade Level Intended:** 4<sup>th</sup> Grade

**Source:** Original Idea

**Academic Standard(s):** (Social Studies) 4.2.6 Distinguish between cause and effect and between fact and opinion in informational text.

**Performance Objective(s):** When given informational text, the students will distinguish between fact and opinion 2 out of 3 times.

**Assessment:** Students will present to the entire class the information about Alice Roosevelt and other children of presidents by using a PowerPoint presentation. A rubric will be used to assess the presentations, and outlines the criteria for the presentation.

**Advance Preparation by Teacher:**

- Find book *What To Do About Alice?* By Barbara Kerley
- A list of children who grew up in the White House (sample at The White House Historical Association website:  
[http://www.whitehousehistory.org/04/subs/04\\_a02\\_d.html](http://www.whitehousehistory.org/04/subs/04_a02_d.html))
- Rubric for presentation

**Procedure:**

**Introduction/Motivation:** Begin by discussing children of presidents who grew up in the White House. Explain that the children of the president(s) were capable of getting just about as much publicity and fame as the president could, which can be a good thing, or a bad thing. Good publicity might boost the president's popularity, and bad press might create a disturbance and people could look down upon the president.

**Step-by-Step Plan:**

1. Read *What To Do About Alice?* by Barbara Kerley. Stop every once and a while to define unknown words and ask questions about the book to make sure students understand what is happening.
  - a. What does "eating up the world," mean? (*Bloom's: Level 2/Comprehension*)
  - b. Why do you think President Roosevelt allowed his daughter to stay home rather than having her go to school with other girls? (*Bloom's: Level 4/Analysis*)
  - c. What do you think Alice was like when she was older? why? (*Bloom's: Level 6/Evaluate*)

2. The teacher will explain that authors sometimes add opinion words in their stories to make the story more interesting and exciting. When authors write stories they sometimes do not know what was really said at the time or how people really felt, so they make educated guesses. In this story, the author adds her own educated guesses, and she uses words that people really did say. She puts the words in BOLD print and uses "quotation marks" when they are real quotes. Look back through the book and point out places where the author added opinion words and where she uses real quotes. Not all authors place quotation marks around facts so it is up to us to figure out if they are using fact/opinion words.
3. Now the students are going to research other children who lived in the White House. The teacher will pair up the students and hand out the check sheet that explains what the students are going to do with the research. (*Gardner: Interpersonal*)
4. Go over the check sheet handout explaining that each pair will choose a child of a president to research.
  - a. Students will look on the Internet to find information.
  - b. They will then create a PowerPoint and present the information they found to the class. (*Gardner: Visual-Spatial*)
  - c. The information they will be looking for is: how old was the child when they lived in the White House, what years their parent was in office as president, what the child did while they lived at the White House.
  - d. The presentation will be 4 to 6 slides long, and will include pictures of the child, a title slide, and an ending slide.
  - e. The students will also point out at least 2 instances when the author of their source used opinion words and/or fact.
5. Each student will in the pair will create at least 2 slides and then talk about those 2 slides when presenting. (*Gardner: Verbal-Linguistic*) One computer will be used to create the presentation so they will have to take turns using the computer to keep the presentation together. Students will use their own computer to research information on the Internet.
6. Ask if there are any questions/clarifications about handout. The students will be given time in the library computer lab/portable classroom laptops to research and create PowerPoint.

**Closure:** When the PowerPoints are completed, the student pairs will present them to the class. Discuss interesting information that the students found out when researching and what they learned when they heard the other presentations. (*Gardner: Verbal-Linguistic*)

### **Accommodations/Enrichments:**

**Gifted/Talented Student:** For student(s) who are high ability/gifted-talented I would pair them together and ask them to find a little more information, like what the child of the president did after his/her parent was done being president.

**Student with Visual Impairment:** For a student with a visual impairment I would make sure that the font on the handout sheet was enlarged enough for the student to see the directions and expectations.

**Self-Reflection:** If I were to teach this lesson, I would ask myself whether my students achieved my objective. If 1/3 of the class did not achieve the objective, I would go back, and use more examples of informational texts and discuss fact/opinion as a class for review, and then I would meet with a small group, as needed. I would also ask myself what worked, what did not work, and how I can change what did not work. Did the class enjoy the lesson? Were they actively engaged in discussions and activities?



## Children of the White House



**Directions:** *With your partner, you will be researching information about a child whose parent was the president of the United States. Each of you will create slides for a PowerPoint and then you will present to the class what you found.*

**Use this checklist sheet to help you make sure you include everything you need in your presentation.**



**Place a check mark** in the line when you have included each of the following in your PowerPoint presentation.

Title slide, Ending slide, includes at least 1 picture. _____	3 pts.
How <b>old</b> was the child when they lived in the White House. _____ <b>What years</b> their parent was in office as president. _____ <b>What did the child do</b> while they lived at the White House? _____ (example: Travel the world as an ambassador; ride around on their bicycle, etc.)	3pts.
Talked about/presented at least <b>2 slides</b> of your own. _____	3pts.
PowerPoint is <b>4 to 6</b> slides long. _____	3 pts.
Point out at <b>least 2</b> instances when the author of their source used opinion words and/or fact.	3 pts

