

# Learning Experience

**LE Title: Presidential Trading Cards**

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**Grade Level: 5<sup>th</sup> & 6<sup>th</sup> Grades**

**School: Madison Central Schools**

**Topic/Subject Area(s): American History**

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## LEARNING CONTEXT

### **Purpose or Focus of Experience**

**This experience provides a means for students to research information on the Presidents of the United States and to give them a creative way to present this information. This experience could be used with any biographical research.**

## CONNECTION TO STANDARDS

### **New York State Learning Standards addressed in assessment:**

Locate and use simple dictionaries, thesauri and encyclopedias.

Use preselected/bookmarked sites on the Internet.

Be able to take simple notes.

Be able to paraphrase information.

### **AASL Learning Standards/Library & Information Skills Learner Outcomes addressed in assessment:**

Accesses information efficiently and effectively.

Evaluates information critically and competently.

Uses information accurately and creatively.

## ESSENTIAL QUESTION(S)

What is a trading card?

Who were the presidents of the United States?

What were their interests, place of birth, education, term(s) of office?

What were their accomplishments as presidents? And why were they important?

## CONTENT KNOWLEDGE: DECLARATIVE, PROCEDURAL

### **Declarative**

1. Will understand the criteria for biographical trading card.
2. Will be able to present the information on a power point slide with a picture.

## **Procedural**

1. Students will research an American President by using an encyclopedia and Internet sites. They will put the information on a pre-designed power point slide as a trading card.

## **PROCEDURE**

Read So You Want to be President? by Judith St. George.

1. Ask students "Who is familiar with trading cards?"
2. Discuss the various types of trading cards, both sports and the newer types, i.e. – Pokemon, Action figures, etc.
3. Ask students what kinds of information are found on all the cards. Make list on the board while they make the same list on their paper.
4. Tell the students that they are going to make Presidential trading cards. Have them determine what information they wish to have on the cards; taking this information from the list they created previously.
5. Assign a president to each student to research.
6. Have the student get their initial information from either World Book Encyclopedia, The New Book of Knowledge Encyclopedia, The Almanac or The World Book of Presidents. Using a "sloppy copy" of the final power point slide to get as many of the facts filled in and to write down notes of the accomplishments of their presidents.
7. After they have gotten as many facts as they could from the encyclopedias, have the student log on to the computer. Using the bookmarked sites: <http://www.ipl.org/div/potus> and <http://www.whitehouse.gov> the student can get the balance of the information needed.
8. Students take the information gathered and input on to the PowerPoint slide that was pre-designed and set-up in their individual folders.
9. Instruct students how to cut and paste picture of their president onto the PowerPoint slide.

## **INSTRUCTIONAL/ENVIRONMENTAL MODIFICATIONS**

This is designed as an individual project but it could be set-up as a team project. The librarian and other students will help those having difficulty with reading and getting the information needed. Students who have been shown how to cut and paste the presidential picture can instruct the other students.

## **TIME REQUIRED**

3-4 class meeting times (class time was 1 hour)

## **RESOURCES**

This is a lesson plan found in ERIC #AELP-USH0206 but modified to suit my needs at Madison.  
PowerPoint  
<http://www.ipl.org/div/potus>  
<http://www.whitehouse.gov>  
World Book Encyclopedia  
The New Book of Knowledge Encyclopedia

## ASSESSMENT PLAN

### Rubric

	20	15	10	5
	Shows a thorough understanding of the project. Filled in all the areas correctly & completely.	Shows a general understanding of the project. Filled in most of the areas correctly & completely	Shows little understanding of the project. Left more than 4 areas blank.	Shows no understanding of the project. Did not complete the accomplishments or opinion area.
Written Portion	Well-organized, no spelling, capitalization, punctuation, or grammar errors.	Some organization, a few spelling or typing errors.	Little organization, many spelling and/or typing errors.	No organization didn't follow directions or project was incomplete.
Class Work & Participation	Contributed to the discussion about trading cards, gave ideas about what information to include on the card and stayed on task.	Some contribution about trading cards, gave minimal ideas and had some difficulty staying on task.	Little contribution about trading cards, offer no ideas and was unable to stay on task without coaching.	No class contribution, and was un-willing to stay on task.
Research	Was able to find the information easily. Was able to offer a valid opinion of the President.	Was able to find the information needed. Was coached in giving accomplishments or opinion.	Had some difficulty finding the information without additional coaching. Unable to give accomplishments or opinion without coaching.	Was unable to gather the information needed. Unable to form a valid opinion.
Final Product	Shows a thorough understanding of the project. Shows extra effort.	Shows general understanding of the project. Shows some effort.	Shows little understanding of the project. Shows little effort.	Shows vague understanding of the project. No effort shown.

### STUDENT WORK

- See attached: 1. Sloppy copy for the student to put information on.  
2. The final product of one of the students.

### REFLECTION

This project was one of the first that we (Jo Blunt-Elementary Library Aide and I) did with the 5<sup>th</sup> grade. It became very clear to us that the students do not know how to answer

the essential question “What were his accomplishments as President?”. We got information of the life before president but harder to get them to stay on the essential question.

A great side bar to this were the students were done earlier really stepped up to the mark and helped the others. Especially teaching how to cut and paste the presidential picture to the slide.

The students really enjoyed being able to access and use the technology end of this project—going to the web for information, cutting and pasting the picture and using a program most of them had never used, PowerPoint. It was interesting to discover how many of them do not know how to type.

## TRADING CARDS

What is a trading card? \_\_\_\_\_

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What types of trading cards are there? \_\_\_\_\_

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Do you collect trading cards, or know someone who does? \_\_\_\_\_

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Why are there trading cards? \_\_\_\_\_

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What things can you find on a trading card? \_\_\_\_\_

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