

# U.S. HISTORY LESSON

## GEORGE TO GEORGE 1789-1989

### Objectives:

#### TEKS

- 8.5(A)** Describe major domestic problems faced by the leaders of the new Republic such as maintaining national security, creating a stable economic system, setting up the court system, and defining the authority of the central government.
- (C)** Explain the origin and development of American political parties.
- 8.18(A)** Analyze the arguments of the Federalists and Anti-Federalists.
- 8.23(A)** Analyze the leadership qualities of elected and appointed leaders of the United States such as Abraham Lincoln, John Marshall, and George Washington.
- 8.30(A)** Differentiate between, locate, and use primary and secondary sources.
- (C)** Organize and interpret information from outlines, reports, databases, and visuals.
- 8.31(D)** Create written, oral and visual presentations of social studies information.

### STUDENTS

The students will be able to analyze visual and printed material in the Museum to make inferences, comparisons and contrasts of the two presidents while in office.

### VOCABULARY

Checks and Balances  
Federalism  
Judicial Review  
Limited Government  
Popular Sovereignty  
Representative Government  
Republicanism  
Separation of Powers

### ACTIVITIES AND RESOURCES

#### Pre-Museum Visit Activities

1. The students will study the beginnings of our government and the presidency of George Washington.
2. The students can be given the George Washington portion of the assignment to research and fill in.
3. The teacher will divide the students into small groups and designate one of the students to be the recorder of information when working in the Museum during the Museum tour.

## Museum Visit

### Tour Activity

(The tour will be supervised by the docents who will not provide specific answers, allowing the students do the research themselves.)

The students will divide into their designated groups and receive a copy of "George to George 1789-1989". Using the information they will find in the Museum, they will report their findings to their recorder. They may find extra information on George Washington in the "White House Tour" section of the museum. The information for George Bush will be found in various sections of the Museum. (The teacher can give as much advance information on areas to be used as she feels is necessary for her students' level.)

### Classroom Activity

1. The students will gather in their designated groups and fill out their own papers from the notes taken by their recorder.
2. The teacher can lead the students in a discussion (assisted by docents) of their findings to make comparisons and contrasts, as well as inferences.

### Post Museum Visit Activities

The teacher can follow up the museum activities with additional assignments on specific aspects of the two presidents. Examples: Reports on the various acts passed during their presidencies, the development of political parties, and activities as commander-in-chief.

## **ASSESSMENT**

The teacher can grade the results of the research on the two presidents as well as take grades on extended activities.

## **ACCOMMODATIONS/MODIFICATIONS**

Students with modifications can be grouped to have mentors who will aid them with the activities.

## **NOTES**

### Materials required

clipboards for the recorders to use to write results  
pencils  
paper for classroom activity