

Program 3 MY OWN ROOM IN THE WHITE HOUSE

Topic: The White House

Level of students: Grades 1-3

Grouping of students: Individual

Skills/knowledge addressed: The White House
The Presidency
Creativity
Writing

Social Studies TEKS:

1.5A: The student is expected to create and use simple maps to identify the location of places in the classroom, school, community and beyond;

1.13A: The student is expected to explain selected national and state patriotic symbols;

1.14AB: The student is expected to describe ways that families meet basic human needs; describe similarities and differences in ways families meet basic human needs;

1.18B: The student is expected to create visual and written material including pictures, maps, timelines and graphs;

2.5B: The student is expected to draw maps to show places and routes;

2.18B: The student is expected to create visual and written material;

3.5D: The student is expected to draw maps of places and regions that contain map elements including a title, compass rose, legend, scale and grid system;

3.16E: The student is expected to interpret and create visuals;

3.17B: The student is expected to create written and visual material

Language Arts TEKS: This activity addresses various Language Arts TEKS in grades Kinder-4th grade.

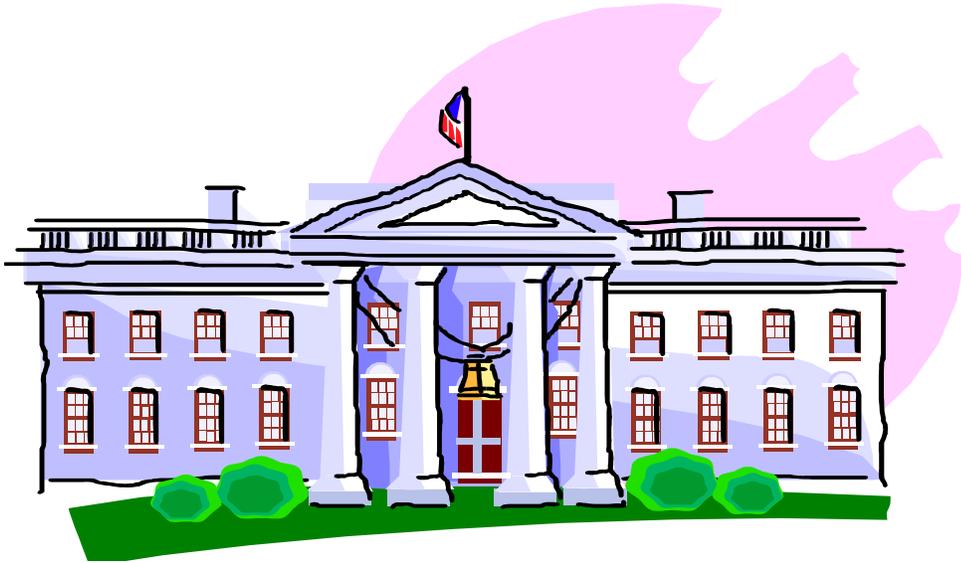
Description: After viewing still images of the White House and engaging in a brief discussion on the various rooms in the White House, students will be able to design their own special room in the White House.

Students are asked to imagine that they are President of the United States and can design a special room which they would want in the White House. Students will draw their special room, including any special furniture or equipment. After drawing their room, students will use the image as a prompt to write a descriptive paragraph about their room.

Post-CLASSROOM Activity: Students drawings will be bound into a booklet for the teacher to take back to the classroom and display.

Suggested Related Activity: The White House receives about 6,000 guests everyday on tours, plus guests who are invited for special occasions. With so many people sitting on its furniture, touching its walls, and walking on its floors, the White House furnishings suffer a lot of wear and tear. To demonstrate how this much wear adds up, hang a sheet of clean white paper near the door of your classroom. Make a rule that everyone coming or going from the room has to touch the paper. Save an identical clean sheet of paper for later comparison. After 2 weeks compare the clean sheet with the one hanging at the door. What kind of damage has the page suffered? Try to repair the sheet. How closely could you restore the damaged sheets condition to that of the clean sheet? What does this experiment suggest about preservation problems at the White House? If you (students) were the White House curator, what would you do to protect the furnishings? Would your protection plan work with all the entertaining that goes on at the White House?

My Special Room at the White House



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