

# Inauguration Day — January 20, 2009

## *Suggestions for Instruction*



### *Grades K-2*

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#### **Inaugural Pennant**

[http://www.educationworld.com/a\\_lesson/01-1/lp2297.shtml](http://www.educationworld.com/a_lesson/01-1/lp2297.shtml)

Have students identify artifacts and objects associated with a celebration. Look at and discuss prior inaugural artifacts including buttons, brochures, and pennants. Create an inaugural pennant for the President Elect's inauguration.

**Essential Questions:** What evidence is there to show that inauguration day is a celebration?  
How could inauguration day unite people?

#### **Inaugural button**

Have students identify artifacts and objects associated with national celebrations, such as the Fourth of July, Presidents' Day, and Memorial Day. Look at and discuss prior inaugural artifacts. Create an inaugural button.

**Essential Questions:** What evidence is there to show that inauguration day is a celebration?  
How could inauguration day unite people?

#### **Portrait of the President**

[http://www.educationworld.com/a\\_lesson/01-1/lp2292.shtml](http://www.educationworld.com/a_lesson/01-1/lp2292.shtml)

Use current photographs to create portraits of the President Elect. Use the portraits to create a presidential banner to display on inauguration day. Talk about how the inauguration is a celebration of democracy.

**Essential Question:** Why is the inaugural address a public event?

#### **Letter to the President**

[http://www.educationworld.com/a\\_lesson/01-1/lp2291.shtml](http://www.educationworld.com/a_lesson/01-1/lp2291.shtml)

Listen to portions of the inaugural address. Have students write letters to the new president, including goals they would like to see achieved in the new administration and good wishes to the president and his family.

**Essential Question:** Why is the inaugural address a public event?

#### **Interview the President**

[http://www.educationworld.com/a\\_lesson/01-1/lp2299.shtml](http://www.educationworld.com/a_lesson/01-1/lp2299.shtml)

Have students write questions that a reporter might ask during an interview with the new president. Have students work with the media specialist to research answers to the questions.

**Essential Question:** What role do media play in how people feel about the inauguration/the president?

**Using Media Sources: News Broadcasts**

[http://www.pbs.org/newshour/inauguration/lesson\\_media.html](http://www.pbs.org/newshour/inauguration/lesson_media.html)

Have students watch the local and national news broadcasts of the inauguration and create a chart to compare the two types of broadcasts. Ask students to list the differences in how the local and national news handled the following ideas:

- The ceremony itself: its symbols, traditions, and people
- How the new presidential administration will affect the American people
- The opinions of people from around the world

**Essential Question:** What role do the media play in public opinion about the inauguration?

**Using Media Sources: Local and National Perspectives**

Bring into class the local newspaper from the day of the inauguration and a newspaper with a national perspective. Have students compare articles on the inauguration using the same ideas as listed above. Be sure to have the students visit the opinion-editorial pages. Have students write a paragraph to summarize one editorial and state whether they agree with the editorial and why.

**Essential Question:** What role do media play in public opinion about the inauguration?

**Past Inaugurations**

[http://millercenter.org/scripps/archive/speeches/spe\\_1797\\_0304\\_adams](http://millercenter.org/scripps/archive/speeches/spe_1797_0304_adams)

<http://lcweb2.loc.gov/ammem/pihtml/pivid06.html>

Historical information on past inaugurations and presidential administrations

Compare elements of inauguration speeches to identify common goals and features.

**Essential Question:** What are commonalities among inaugural addresses? How is historical context evident in an inaugural address?

**President for a Day**

<http://pbskids.org/democracy/presforaday/application.html>

Provide students with the opportunity to role play the president for a day, making decisions about events that a president might actually experience (meetings with Cabinet members, speeches to the public, bowling in the White House). Discuss the duties of the president which follow the inauguration.

**Essential Question:** How do the day to day duties of the President support the agenda established during the inaugural speech?

**The Constitution and the Inauguration**

[http://www.pbs.org/newshour/inauguration/lesson\\_constitution.html#topic](http://www.pbs.org/newshour/inauguration/lesson_constitution.html#topic)

Investigate how the Constitution outlines the basis for the presidential inauguration.

**Essential Question:** How does the Constitution outline the basis for the inauguration?

### **Inaugural poem**

<http://www.teachervision.fen.com/poetry/lesson-plan/4414.html>

The inaugural ceremony often includes a poem, which expresses the hopes of the people and sets a tone for the new president's time in office. Pose the question: If you were elected president, what kind of message would be important to deliver during your inaugural ceremony? Write poems suitable for the occasion, or make a list of published poems that might be incorporated into such a ceremony.

**Essential Question:** How does the president set the agenda for his presidency in the inauguration?

### **News Coverage Scrapbook**

Have students keep a scrapbook on the new President's inauguration for a week leading up to and/or a week following the inauguration. Students may want to keep newspaper and magazine clippings, maintain a journal on viewing news broadcasts, or print out Web pages they encounter. Allow students to comment on how effective and how accurate their news sources are, or how these sources might change the delivery of news. In their journals, students classify stories as news, features, or opinion.

**Essential Question:** What role do media play in public opinion about the inauguration?

### **Writing an Editorial After the Inauguration**

After viewing and discussing the inauguration, have students write editorials on the new presidency. Have students send their letters to the editor of the local newspaper or share their efforts with other students at the school. Students may "report" on the events of the inaugural, and their letters can be published on a bulletin board. Allow the school community to read and respond to student publications.

**Essential Questions:** How does the president set the agenda for his presidency in the inauguration?

### **Using Media Sources: International vs. National News Coverage**

Explore how international news media sources cover the U.S. presidential inauguration. Identify differences and similarities that exist between national and international coverage.

**Essential Question:** What role do media play in public opinion about the inauguration?

#### *International Media Sources*

BBC

<http://news.bbc.co.uk/hi/english/world/default.stm>

The Times (U.K.)

<http://www.thetimes.co.uk/>

Canadian Broadcasting Corporation

<http://cbc.ca/onair/>

International Herald Tribune

<http://www.ihf.com/frontpage.htm>

Jerusalem Post

<http://www.jpost.com/>