



Lucretia...Who?

OVERVIEW

In this lesson the students will learn about the “not-so” famous first ladies and the important roles they played in their husbands’ terms as president and in history. Using applications of Excel, Printshop, Word, Inspiration, and Timeliner, students will demonstrate their knowledge of these important women.

TIME ALLOTMENT

1-2 weeks depending on lab time, use of computers and ease at using the listed software and Internet. Typical time frame would be 3 days to collect work and one day for each project with the Wall of Fame needing 2 45-minute class periods.

Create a Wall of Fame using Printshop (any version)

SUBJECT MATTER

This lesson includes instructional goals in social studies, Language Arts and Reading, and technology Applications.

STANDARDS

Texas Essential Knowledge and Skills (TEKS)
(<http://www.state.tx.us/teks>)

§113.24. Social Studies, Grade 8.

- (a) Introduction
- (2) To support the teaching of the essential knowledge and skills, the use of a variety of rich primary and secondary source material such as the complete text of the U.S. Constitution and the Declaration of Independence; landmark cases of the U.S. Supreme Court; biographies and autobiographies; novels; speeches, letters, and diaries; and poetry, songs, and artworks is encouraged. Selections may include excerpts from the letters of John and Abigail Adams, an excerpt from the Seneca Falls Declaration of Sentiments and Resolutions, and poems of the Civil War era. Motivating resources are also available from museums, historical sites, presidential libraries, and local and state preservation societies. The student understands traditional historical points of reference in U.S. history through 1877. The student is expected to:

LEARNING OBJECTIVES

- The students will be able to:
- Identify famous first ladies
- Identify not-so famous first ladies
- Create a spreadsheet of non-famous first ladies and their husbands
- Create a Word document for a personal ad for the job of first lady
- Create a timeline of these women using Timeliner
- Create a web map using Inspiration about their first lady

- (A) identify the major eras in U.S. history through 1877 and describe their defining characteristics;
- (B) apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods; and
- (C) explain the significance of the following dates: 1607, 1776, 1787, 1803, and 1861-1865.

§126.12. Technology Applications, Grades 6-8.

(4) Information acquisition. The student uses a variety of strategies to acquire information from electronic resources, with appropriate supervision. The student is expected to:

- (A) apply keyword searches to acquire information; and
- (B) select appropriate strategies to navigate and access information for research and resource sharing.

(5) Information acquisition. The student acquires electronic information in a variety of formats, with appropriate supervision. The student is expected to:

- (A) acquire information including text, audio, video, and graphics; and
- (B) use on-line help.

(6) Information acquisition. The student evaluates the acquired electronic information. The student is expected to:

- (A) determine the success of strategies used to acquire electronic information; and
- (B) determine the usefulness and appropriateness of digital information.

(7) Solving problems. The student uses appropriate computer-based productivity tools to create and modify solutions to problems. The student is expected to:

- (A) use software programs with audio, video, and graphics to enhance learning experiences; and
- (B) use appropriate software, including the use of word processing and multimedia, to express ideas and solve problems.

(8) Solving problems. The student uses research skills and electronic communication, with appropriate supervision, to create new knowledge. The student is expected to:

- (A) use communication tools to participate in group projects; and

(B) use electronic tools and research skills to build a knowledge base regarding a topic, task, or assignment.

(9) Solving problems. The student uses technology applications to facilitate evaluation of work, both process and product. The student is expected to:

- (A) use software features, such as on-line help, to evaluate work progress; and
- (B) use software features, such as slide show previews, to evaluate final product.

(10) Communication. The student formats digital information for appropriate and effective communication. The student is expected to:

- (A) use font attributes, color, white space, and graphics to ensure that products are appropriate for the defined audience; and
- (B) use font attributes, color, white space, and graphics to ensure that products are appropriate for the communication media including multimedia screen displays and printed materials.

(11) Communication. The student delivers the product electronically in a variety of media, with appropriate supervision. The student is expected to:

- (A) publish information in a variety of media including, but not limited to, printed copy or monitor display; and
- (B) publish information in a variety of media including, but not limited to, stored files or video.

§110.24. English Language Arts and Reading, Grade 8.

Writing/inquiry/research. The student uses writing as a tool for learning and research. The student is expected to:

- (A) frame questions to direct research (4-8);
- (B) organize prior knowledge about a topic in a variety of ways such as by producing a graphic organizer (4-8);
- (C) take notes from relevant and authoritative sources such as guest speakers, periodicals, and on-line searches (4-8);
- (D) summarize and organize ideas gained from multiple sources in useful ways such as outlines, conceptual maps, learning logs, and timelines (4-8);

- (E) present information in various forms using available technology (4-8);
- (F) evaluate his/her own research and frame new questions for further investigation (4-8); and
- (G) follow accepted formats for writing research, including documenting sources (6-8).

MEDIA COMPONENTS

WEBSITES

American Memory, By Popular Demand: Portraits of the Presidents and First Ladies
<http://memory.loc.gov/ammem/odmdhtml/preshome.html>
The best site for portraits of the First Ladies.

Notable Quotes by Presidents Wives/First Ladies
<http://www.geocities.com/Athens/Parthenon/1402/quote.html>
A great collections of famous quotes by some of the better known First Ladies and by some of those that are not as well known.

White House - First Ladies Gallery
<http://www.whitehouse.gov/history/firstladies/>
A website that lists the First Ladies in order and in what century they lived. Great site for biographical information on each of the First Ladies.

United States First Ladies
<http://www.virtualology.com/virtualmuseumofhistory/hallofusa/usfirstladies/>
A good website for basic information about the First Ladies.

National First Ladies Library
<http://www.firstladies.org/Bibliography.htm>
Excellent site for portraits of the First Ladies and other biographical information.

Women's History
<http://womenshistory.about.com/sitesearch.htm?terms=first%20Ladies&SUName=womenshistory&TopNode=3042&type=1>

Just like the title indicates this website is truly dedicated to women in history. Another website that will be most useful when collecting data about each of the First Ladies.

More Timelines

<http://www.factmonster.com/spot/timelarchive.html>

A site to use when putting the information into the Timeliner program. This website allows the user to select a certain year and it will give the information about what was happening during that year.

Presidents of the United States

<http://www.whitehouse.gov/history/presidents/index.html>
Information about both the First Ladies and the Presidents is neatly and comprehensively laid out on this site.

American Experience – Ulysses S. Grant

<http://www.pbs.org/wgbh/amex/grant/>
The American Experience is a series that deals with issues in American History. It has a great series dealing with American presidents. Great resource for information about the presidents, but it also contains information about the First Ladies.

VIDEO

ABC News, *First Ladies*
A 60 minute video that goes behind the White House doors for a revealing look at the incredible First Ladies.

American Experience, PBS Production – *Ulysses S. Grant*, Part 1
A multi-hour biography of one of America's greatest Civil War heroes that shows a very candid look into his life with his wife, Julia.

SOFTWARE

Inspiration by Inspiration Software Inc.
<http://www.inspiration.com>
Download a 30-day trial of fully functioning software, which allows the ability to save and print graphic organizers, timelines, diagrams,

outlines, and concept maps. Available for both Mac and PC users.

Word - part of Office Professional by Microsoft Corp.

<http://www.microsoft.com>

A word processor that is available both for Mac and PC users.

TimeLiner by Tom Sunder Productions

<http://www.tomsnyder.com>

A program that allows students to create their own timelines importing or inserting sound, movies, video, clipart, or digital camera images.

Printshop 20 by Broderbund

<http://www.broderbund.com>

A creative software package that lets you make signs, posters, greeting cards, slide shows, banners, newsletters, etc.

Excel - part of Office Professional by Microsoft Corp.

<http://www.microsoft.com>

A spreadsheet program that is incorporated in the Office package available for both Mac and PC users.

MATERIALS

You will need the following to complete these activities:

PER CLASS

The following software will be required to complete these projects: Inspiration, Timeliner, Printshop, Word and Excel. Internet access is required. Access to a printer will also be needed.

First Ladies video.

PER COOPERATIVE GROUP

Computer, printer and 1 picture frame for each group

PER STUDENT

First Ladies bingo cards

Access to a computer, software, and printer (ideal situation)

PREP FOR TEACHERS

- Bookmark the websites asterisked under Media Components of this lesson.
- Cue tape as per sheet.
- Have all software loaded on hard drive, server or make shortcuts on desktop.

INTRODUCTORY ACTIVITY: SETTING THE STAGE

Pass out the First Lady Bingo cards. Ask students to write a name of a first lady that they know, any year, not necessarily in chronological order. Tell the students they will be watching a video titled First Ladies.

The **FOCUS FOR MEDIA INTERACTION** is to see if they recognize any of the portraits of the First Ladies that they didn't have on their bingo cards. The first student to shout "bingo" will be the first to pick the year that he/she wants to research information regarding that First Lady.

PLAY until ABC News intro comes on the screen.

STOP as you see the First Ladies screen title. Discuss who they recognized as the photos came on the screen.

FAST FORWARD to a picture of Mamie Eisenhower getting a kiss from 2 friends and the words "still interested" with a picture of the Whitehouse.

Hit **STOP**.

Provide a **FOCUS FOR MEDIA INTERACTION**,
“Let’s listen as hear about the more familiar
first ladies.”

PLAY the video.

A portrait of Mary Lincoln with image of Abe
behind her will be next. The audio cue is, “she
died shortly after this picture was taken.”

Hit **STOP**.

FAST FORWARD (picture cue...Mrs. Coolidge
with a dog) then men in soup line

Hit **STOP**.

PLAY the video.

Barbara Bush says, “I like the picture.”

Hit **STOP**.

REWIND when finished.

After viewing the video, the following activities
should be done in order as listed.

LEARNING ACTIVITIES

1. INSPIRATION PROJECT

Take the assigned first ladies and use the
websites listed under Media Components to
collect information about their lives, the
education, famous quotes, special interests, or
special facts. Place the information in an
Inspiration “web map.”

2. EXCEL PROJECT

Place all the first ladies in the time frame that you
have been given. Create a spreadsheet with the
components listed on the Excel Direction Sheet.

3. TIMELINER PROJECT

Using Timeliner create a time line showing the
President and his wife from the time they were
married to the time the new First Lady came to
the White House.

4. MICROSOFT WORD PROJECT

After reading about the “not so famous” first
ladies and knowing what other First Ladies
have accomplished write a want ad describing
what the job would require.

CULMINATING ACTIVITY

WALL OF FAME

Ask the students if they have heard of a Wall of
Fame or a Hall of Fame? What does that mean?
Discuss famous walls/halls: Vietnam veterans,
baseball players, football players, astronauts,
rock and roll, etc. Working in small
cooperative groups of no more than 3 have
them select a First Lady that they have already
researched. Pass out the directions for the
project titled “Wall of Fame of Not-so-Famous
First Ladies.”

1. Select a specific First Lady.
2. Select information from your Excel
spreadsheet that you want to use to
create the sign.
3. Select information from the Inspiration
Project that you want to incorporate
into the Printshop sign.
4. Select information from the Timeliner
that you think would be useful in the
Printshop sign.
5. Create the sign according to the
Printshop Project guidelines.

CROSS-CURRICULAR ACTIVITIES

ART

- Create a Seek and Find puzzle with First Ladies names.
- Make a collage of all their pictures.

SOCIAL STUDIES

- Use Fact Monster or other timelines on the web to find out what was happening in the US or the world when these women were serving as First Ladies.
- Create a time-tube putting in what you think the first lady will be doing in the year 2050, what she will be wearing, what the issues might be and bury someplace on your campus.

LANGUAGE ARTS

- Role-play being a journalist and asking questions of these First Ladies.
- Play concentration with their names and fact or picture.
- Role-play what the conversations would have been like if they were attending a dinner party.
- Create a newsletter/newspaper of what happened/might have happened on any given day during her husband term.
- Write letters from one First Lady to the incoming first Lady explaining what her duties might be and what you learned from your experiences.

MATH

- Find other facts about prices of postage, bread, gas, clothes, etc and do a spreadsheet comparing prices of today.

COMMUNITY CONNECTIONS

Invite professors from local universities that are well versed in history of the president to speak about the role of the first lady, contact DAR, invite grandparents that might remember first ladies from years gone by, invite a newspaper reporter who may have interviewed a visiting First Lady, and read the newspaper for lectures that might be done by former First Ladies.

LITERATURE CONNECTIONS

First Ladies by Dorling Kindersley EyeWitness Books, First American Edition, 2001

No Way to Treat a First Lady : A Novel by [Christopher Buckley](#) (Author)

Rating the First Ladies: The Women Who Influenced the Presidency

by [John B., II Roberts](#)
America's First Ladies
by [Bill Adler](#) (Editor)

First Ladies : An Intimate Group Portrait of White House Wives

by [Margaret Truman](#) (Author)

First Ladies of the White House

by [Nancy J. Skarmeas](#), [Ideals Publications Inc](#)

Ladies: A Conjecture of Personalities

by [Feather Schwartz Foster](#)

Smithsonian Book of the First Ladies: Their Lives, Times, and Issues

by [Edith Mayo](#) (Editor), [Doris Faber](#), [Hillary Rodham Clinton](#)

First Ladies

by Amy Pastan


STUDENT MATERIALS

- First Lady Bingo Card
- Direction Sheet for Inspiration
- Direction Sheet for Timeliner
- Direction Sheet for Excel
- Direction Sheet for Word
- Direction sheet for Wall of Fame

APPENDIX A: FIRST LADY BINGO

First Lady Bingo

Write the first or last name of the First Ladies of the United States that you know in each of the squares.

APPENDIX B: INSPIRATION PROJECT

Inspiration Project

Select one name from the list of the time period you are working on. Using Inspiration create a web map containing the following:

- At least 8 subtopics coming from the main idea
- 2 pictures
- 5 different cliparts
- 3 different fonts
- Fill color
- Top down design
- Background (a different color than white)
- Print out copy of web map
- Mount on cardstock
- Place on bulletin board
- Save to class webpage (*if this is available*)

You might want to do this in outline form first. Make sure you have saved your pictures to your folders.



APPENDIX C: TIMELINER PROJECT

TimeLiner Project

Select one name from the list of the time period you are working on. Using Timeliner create a timeline from the time she married the president until the time the next First Lady came to the White House.

- Place at least 8 facts on the time line
- Use 4 graphics
- Include a portrait of both the President and First Lady
- Have one website included in your timeline
- Use color and different fonts, but no more than 4
- Use *FactMonster.com* to find other historical information for this particular time period
- Print out timeline on colored cardstock paper
- Place on bulletin board

Extra credit – Do a voice overlay on your timeline.



APPENDIX D: EXCEL PROJECT

Excel Project

Place all the first ladies in the time frame that you have been given. Create a spreadsheet with the following:

Labels

- First name
- Last name
- Date of birth
- Date of death
- Who was her husband
- Which president was he
- What was his term
- Fact
- Fact
- Use two different fonts
- Have a title for your project
- Use color or shading
- Print a copy in A-Z order according to last name



APPENDIX E: WORD PROJECT

Word Project

You just have been given the job at the local newspaper in charge of want ads for jobs. You have been asked to write a job description for the position of First Lady to the President of the United States. Begin your research by using the Internet to find out what exactly does the First Lady do or maybe not do. Use the cut and paste feature to place information gathered out on the Internet into a blank Word document. Don't forget to document your sources on the Internet. When you have all the information you need, print out your sheet of information and place it in want ad style. Look at local papers to see how job ads are written. Keep the font readable and remember words cost money.

As an extension have a person from the local paper come and talk to the class about the cost, the style, the language that is used for writing advertisements in the newspaper. Math could be used to calculate how much money it would take to run this ad for a week, a month, or even 3 months.

- Place at least 8 facts on the time line
- Use 4 graphics
- Include a portrait of both the President and First Lady
- Have one website included in your timeline
- Use color and different fonts, but no more than 4
- Use *FactMonster.com* to find other historical information for this particular time period
- Print out timeline on colored cardstock paper
- Place on bulletin board



APPENDIX F: PRINTSHOP PROJECT

PrintShop Project

Take the information that you collected for the Excel, Timeliner, or Inspiration and create a sign (Printshop project name) for the Wall of Fame (each of the unknown first ladies will be displayed in a frame on the wall or bookshelf for Women's History Month). The sign will have a the following:

- Picture imported from the web
- A quote that can be typed or cut and pasted onto the sign
- Two different fonts and 3 sizes
- Floral border from the clipart or image from the web
- Print out two copies – one for framing and one for your portfolio



APPENDIX G: PRINTSHOP PROJECT (SAMPLE)



LUCRETIA GARFIELD
1832 – 1918

James Garfield – 20th President

Died six months after her
husband took office of
pneumonia.

“Very many men loved devotedly by wives who know them to be worthless. But I think when a man has a wife who holds him in large esteem...he has reason to believe in his own worth.”