



*Quality West Wing
Pre- Tour Information Packet
Corona, CA*



“Inspiring the Leaders of Tomorrow”

Standards-based Lessons on the
Government of the United States

Lessons developed for use in conjunction with a field trip
to a replica of the Oval Office

Corona, California

c Bud Gordon, 1999
Revised 2003

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THE OVAL OFFICE

The Oval office is the formal workplace of the President of the United States. Here the President confers with heads of state, foreign diplomats, his staff, members of Congress, and other dignitaries. Often the President addresses the nation and the world on television or radio from the Oval Office.

For years the President's office was in the White House. To alleviate overcrowded conditions in the White House, President Theodore Roosevelt, undertook an expansion and renovation of the executive mansion. He added an office building, connected to the White House by a colonnade that had been designed by President Thomas Jefferson. The addition of the Executive Office Building, known today as the West Wing, was to have been temporary. The first President's office in the West Wing was square-shaped and opened onto the Cabinet Room.

In 1909, President William Howard Taft doubled the size of the building, because of the need for more space for an ever-growing executive department. During this renovation the President's office was completely changed and moved to another part of the building. The office was changed from a square to an oval-shaped floor plan, possibly because of a preference dating back to George Washington. With no one standing at the head or foot of the room, everyone was an equal distance from the president. The circle became a symbol of democracy. Since the renovation in 1909, the president's office has been known as the Oval Office.

For the next 20 years the space proved ample. In 1929, President Herbert Hoover ordered some changes to the building, including the enlargement of the lobby. On Christmas Eve of that year, a fire badly damaged the recently renovated building. Through the heroic efforts of President Hoover's son and secretary, some of the document filled drawers of the President's desk were rescued from the Oval Office. During the reconstruction of the West Wing, President Hoover was forced to move his office to the adjacent State, War and Navy Building (known today as the Old Executive Office Building).

In 1934, President Franklin Roosevelt needed additional space and further enlarged the West Wing. Rather than distort the proportions of the building, architects convinced the President to add a second story. The renovation gutted the building, leaving only parts of the original walls standing. During the reconstruction of the West Wing, President Roosevelt and his staff moved their offices back to the second floor of the White House. The 1934 renovation changed the floor plan of the West Wing. Although other Presidents have made changes to the West Wing, the changes since 1934 have been basically of interior design and decorative changes.

THE RULE OF LAW

Grade 4

Standards-based Lessons

I. Lesson Overview

The rule of law is a set of established, known, and accepted rules that provide order and security. This lesson begins with an examination of typical rules young students encounter in their classroom and on the playground. Students are asked to examine the reasons for rules and speculate on what life would be like without rules.

During a field trip to the Oval Office, students will view the video *The Birth of the Constitution*, from the “This is America Charlie Brown” series. The story takes place in Philadelphia in the summer of 1787 as the Founding Fathers work to compose a Constitution to replace the existing government established under the Articles of Confederation. Charlie Brown, Snoopy and the rest of the Peanuts gang witness the debates and tell the story of the drafting of the constitution. In the video the Peanuts characters invent games and it becomes obvious that there is a need for certain rules in order to play these games.

A follow up lesson after the field trip illustrates how the structure of the national government has helped set the pattern, or rules, for state and local government. The lesson concludes with the rights and duties of citizens in a democratic society.

Throughout the lesson teachers may wish to explore questions with their students to focus classroom discussion. The following ideas are explored in this lesson:

1. What are the rules of our classroom?
2. What makes a rule good?
3. Why do we have rules and laws?
4. What would it be like without rules or laws?
5. What are the consequences for not following rules or laws?
6. What is the purpose of government?
7. What are the rights you have as a citizen of the United States?
8. What are your duties as a citizen of the United States?

II. Text Correlation

“California Government,” Chapter 13, Lesson 2 of *Oh, California* (Houghton Mifflin, 1999), pages 296-300.

“California, Adventures in Time and Place,” Chapter 12, Lesson 2 of *California* (McGraw Hill, 2000), pages 348-357.

III. Correlation to California History-Social Science Content Standards

Standard 4.5 - Students understand the structure, functions, and powers of the United States local, state and federal governments as described in the U.S. Constitution, in terms of:

1. what the U.S. Constitution is and why it is important
2. the purpose of the state constitution, its key principles, and its relationship to the U.S. Constitution
3. the similarities and differences among federal, state, and local governments
4. the structure and function of state governments, including the roles and responsibilities of their elected officials
5. the components of California's governance structure

IV. Pre-Field Trip Lesson Activities

Begin by a brainstorm activity asking students why we have classroom rules. Record student responses. Have students respond to questions regarding rules, such as:

Why do we have rules?
Who makes the rules?
Who enforces the rules?

Are rules fair?
Who decides if rules are fair or not?
How can we change rules?

Ask students to think about a sports event they recently saw on television. (You may wish to use a short videotape of a series of downs in professional football or a few minutes of basketball to use while discussing the following.) What are some of the rules of the game? Who determines if a rule has been broken? What is the consequence for breaking a rule? What if the players or the coach disagree with the rule and how it was enforced? Why is it really necessary to have rules when you are playing a game?

Ask students to name their favorite board game. (Something simple like Checkers or Uno will work best.) Have students briefly explain the rules. Tell students that during recess they will play the game without rules. Have students play for a few minutes. Then, have them play the game again, this time with the rules.

Ask students to think about what happened when the game was played without the rules. Continue the discussion with the following questions: Why do you think rules are necessary? Should the rules be known before the game is played? Would it be OK to change the rules as the game is being played? Why or why not? What if there was no punishment or penalty for breaking the rules? Are the rules of the game fair for everyone?

Following the discussion, tell students that they will be taking a field trip to learn about how rules and laws are made in the United States. Explain that they will visit a replica of the office of the President of the United States, and see a film about the making of the Constitution of the United States. Tell students that the basis for all rules or laws made in the United States is the Constitution.

V. Audio/Video Component

“This is America Charlie Brown”, Volume 6: *The Birth of the Constitution*, Paramount Pictures, 1998. 24 minutes.

Before students view the video you may wish to review the following vocabulary for better understanding of the video:

compromise	House of Representatives
convention	legislature
delegate	monarchy
executive	preside
government	ratify

You may also want to inform students that the invention of games referenced in the video is fictional and that the short scene of Benjamin Franklin and electricity is out of historical context. Remind students that Benjamin Franklin was one of the delegates representing his state of Pennsylvania at the Constitutional Convention. Students may know the story of Franklin and the kite, but tell them this occurred when Franklin was a youngster not during the Convention.

VI. Follow-up Lesson Activities

Review the initial activity on rules. Ask students why they think the Constitution did not place the power to make laws, enforce laws, and judge on the fairness of laws in the hands of one person or one group.

On an overhead, display the chart “State and National Government” (Appendix 1, pg. 7). How is the government of the state similar to that of the national government? Who is currently the President of the United States? Who is currently the Governor of California? Tell students that the President and Governor enforce the laws made by the Congress or by the State Legislature. Why do you think the writers of the Constitution wanted to be sure that these powers were separate?

You may want to develop the concept by telling the class that you are going to make a new school rule. You will enforce the rule with whatever punishments you deem proper. If any student objects to the rule, he or she has the right to ask

you to decide if the rule is fair, but understands that **only you** will decide if the rule is fair. Ask students if they think it would be wise to have a government where one person, or one group, has the power to make laws, enforce laws, and judge the fairness of laws.

Show the class a chart showing the three branches of California's state government (Appendix 2, pg. 8). Discuss the three branches of government at the state and national level. You may wish to expand the lesson by inviting a speaker representing local government to explain how the local government is similar to that of the state and national government.

Use the "Being a Good Citizen" chart (Appendix 3, pg. 9) and ask students to list the rights that citizens have and the duties of a good citizen. Discuss ways in which students can help make their nation, state, or local community a better place to live by being a responsible citizen.

VII. Extended Lesson

You may want to arrange to view the video "This is America Charlie Brown", *The Smithsonian and the Presidency*. The video examines three presidents, Abraham Lincoln, Theodore Roosevelt, and Franklin D. Roosevelt as case studies of presidential decision-making.

Another good video series is "The Almost Painless Guide to the Branches of Government" by United Learning (1-800-424-0362). There are five different videos available for this age level about the basics of government. Each is about 20 minutes.

Appendix 1

State and National Government

	STATE	NATIONAL
Head of Government	Governor	President
Lawmakers	State Legislature	Congress
Court System	State Courts	U.S. Courts



Supreme Court Building. Washington, D.C.
Library of Congress, Prints & Photographs Division, FSA-PWI Collection

Appendix 2

**THREE BRANCHES OF OUR
STATE GOVERNMENT**

The Three Branches of Government

Legislative	Executive	Judicial
The Legislative branch is made up of lawmakers elected by the citizens. These Legislators help to make new laws. They also decide how the state will spend its money.	The Executive branch is headed by the governor. He or she approves new laws and makes sure all the state's laws are carried out.	The Judicial branch is made up of courts and judges. The judicial branch decides on fairness of the state's laws. It also punishes people who break them.



California State Capitol Building

California Department of Public Works. Architecture- Office of Information. California State Archives, Durkee Collection, 1945

Appendix 3

BEING A GOOD CITIZEN



<i>Rights</i>	<i>Duties</i>

[These books and videos are available from one of the following: Barnes and Noble, Borders or Amazon.com]

Selected Bibliography

Grade 3 and 4

Barnes, Peter W., and Cheryl Shaw. *House Mouse, Senate Mouse*. Alexandria, VA: VSP Books, 1998. (\$15.95)

This fanciful tale of Squeaker of the House and Senate Mouse jointly debating a bill to declare a National Cheese, takes students through the legislative process, from basic research of a bill through committee hearings and signing by the President.

Barnes, Peter W., and Cheryl Shaw. *Marshall, The Courthouse Mouse*. Alexandria, VA: VSP Books, 1998. (Hardcover \$15.95)

Marshall J. Mouse, Chief Justice of the Supreme Court of the United Mice of America, leads his fellow justices in deciding whether to uphold a law requiring all mice to eat the same cheese on certain days. The informative story tells about our nation's judicial system.

Barnes, Peter W., and Cheryl Shaw. *Woodrow, The White House Mouse*. Alexandria, VA: VSP Books, 1998. (\$5.95)

Every four years the mice of the nation select a leader. This fanciful story of the election of Woodrow G. Washingtall informs students about the executive office and the electoral process.

Brown, Marc. *Arthur Meets the President*. New York: Little, Brown, 1991. (\$5.95)

Arthur wins an essay contest and is rewarded by reading it to the President of the United States.

Davis, Kenneth C. *Don't Know Much About the Presidents*. Harper Collins Publishers, 2002. (\$15.95)

Here's your chance to learn all about the presidents in a fun-to-read format.. You'll find their important political achievements, their nicknames, hobbies and even what kind of food they ate. There's lots of presidential trivia here.

Debnam, Betty. *A Kid's Guide to the White House*. Kansas City: Andrews McMeel Publishing, 1997. (\$8.95)

Produced in cooperation with the White House Historical Association, this lively and readable book on the White House chronicles its history and famous residents and takes children on an entertaining and educational tour of the president's house.

Karr, Kathleen. *It Happened in the White House: Unexpected Tales of the Most Famous House in the*

World. New York: Hyperion Books for Children, 2000. (\$5.99)

This book provides unexpected and funny information about the White House in easy English accompanied by beautiful illustrations.

Levy, Elizabeth. *If You Were There When They Signed the Constitution*. New York: Scholastic, 1986. (\$5.99)

Using a question-answer format, this good read aloud book examines reasons for calling a Constitutional Convention, issues discussed, decisions made, and ratification. The book explains the separation of powers and how laws are passed in a way easily understood by young students.

Maestro, Betsy and Giulio Maestro. *A More Perfect Union: The Story of Our Constitution*. New York:

Lothrop, Lee & Shepard, 1987. (\$7.99)

A well-illustrated book that tells of the birth of the Constitution and the adoption of the Bill of Rights.

Maestro, Betsy and Giulio Maestro. *The Voice of the People: American Democracy in Action*. New York: Lothrop, Lee & Shepard, 1996. (\$16.99)

The book covers the development of democratic ideals, the drafting of the Constitution, the structure of government, extension of the franchise, civil rights, and voting – all complex subjects made understandable for young students. The book is filled with color illustrations and charts to help students with the key concepts presented in the narrative.

Quiri, Patricia Ryon. *Congress: A True Book*. New York: Children's Press, 1998. (\$6.95)

This book describes the origins, functions, and duties of the United States Congress.

Quiri, Patricia Ryon. *The Constitution: A True Book*. New York: Children's Press, 1998. (\$6.95)

The book explains why a constitution was needed and describes the convention in Philadelphia in the summer of 1787. The book explains the Virginia and New Jersey plans and the Great Compromise and ratification of the Constitution.

Quiri, Patricia Ryon. *The Presidency: A True Book*. New York: Children's Press, 1998. (\$6.95)

This book is a simply written book that examines various aspects of the presidency providing some historical background. It briefly describes the election, duties, and daily activities of the president.

Quiri, Patricia Ryon. *The Supreme Court: A True Book*. New York: Children's Press, 1998. (\$6.95)

It describes the role of the Supreme Court in American government and provides young students with a basic understanding of how the high court operates.

Spier, Peter. *We the People: The Constitution of the United States of America*. New York: Doubleday, 1987.

The book clearly presents the origins of the Constitution and its meaning in the daily life of Americans. It includes a picture narrative to accompany the words of the preamble.

White House for Kids. The White House Website www.whitehouse.gov/kids.

Children join Socks the Cat and Buddy the presidential dog, for a tour of the White House, including a history of the building and interesting stories about the White House and many of its residents. Students can learn about other children who lived in the White House.

Grades 5 – 10

Buckland, Gail. *The White House in Miniature*. W.W. Norton & Co. 1994 (\$40)

John Zweifel's White House Miniature is a faithful recreation of the White House in 1/12th scale based on three years worth of research. The book captures the rich history of the White House with 200 color photos of the miniature version.

Caroli, Betty Boyd. *Inside the White House: America's Most Famous Home*. Pleasantville, NY:

Readers Digest, 1999. (\$29.95)

This is a well-illustrated history of the White House including floor plans and changes over time.

The text includes information on the presidents and their families as well as the office of the presidency.

Crompton, Samuel Willard. *100 Americans Who Shaped American History*. San Mateo, CA: Bluewood

Books, 1999. (\$7.95)

Read the one page capsule biographies to learn about these 100 people and their personal struggles and accomplishments, and how their contributions have influenced the American way of life. The book is organized chronologically and includes a wide range of individuals.

Fritz, Jean. *Shh! We're Writing the Constitution*. New York: G.P. Putnam's Sons, 1987. (\$6.99)

This popular book describes the drafting of the Constitution in closed meetings in Philadelphia in the summer of 1787.

History Theme Pack. Peterborough, N.H. Cobblestone Publishing, a Division of Carus Publishing.

(\$5.95 each)

Here are easy-to-read books about the following topics.

African Americans (50 bks.)

California (11)

Civics (30)

Civil War (27)

Colonial Life (17)

Communication (5)

Multicultural America (16)

Native Americans (24)

Revolutionary War (16)

Twentieth Century (23)

Westward Expansion (10)

Women (22)

The Land of Fair Play. Arlington Heights, IL: Christian Liberty Press. (\$8.00)

This U.S. civics text provides students with detailed information regarding how our local, state and

federal governments work. The primary emphasis of the text is designed to provide young people with

the knowledge they need to properly and intelligently exercise their citizenship responsibilities.

Morris, Juddi. *At Home with the Presidents*. New York: John Wiley and Sons, 1999.

(\$12.95)

The book describes the lives of the presidents of the United States, their families, and the various

homes, libraries and other sites associated with each.

Skarmeas, Nancy J. *Our Presidents Their Lives and Stories*. Nashville: Ideals Publications,

2000. (\$9.95)

This book includes one to two pages on each president's life and presidency including President George W. Bush. Illustrations and photos are included in each section.

Skarmeas, Nancy J. *First Ladies of the White House*. Nashville: Ideals Publications,

2000. (\$9.95)

This book gives a quick look into the lives of each of the first ladies. Illustrations and photos

help to bring the first ladies to life for the reader.

The White House. The Official White House website. www.whitehouse.gov

This website has a wealth of information about current events in the White House and history

of the nation's presidents, first wives and monuments in D.C. It is easy to navigate and even has

a tour of the real Oval Office conducted by President G.W. Bush.

Teacher Resources

America's Story from America's Library. www.americaslibrary.gov

Discover the stories of America's past: "Meet Amazing Americans", "Jump Back in Time",

"Explore the States", "Join America at Play", "See, Hear and Sing".

The American Presidency. www.grolier.com/presidents/preshome.html.

You'll find some interesting information on this site about presidents, vice presidents, first

ladies, elections, congress, the Constitution, monuments and even scandals.

American Presidents – Life Portraits. www.americanpresidents.org

This Cspan site contains a complete video archive of all "American Presidents" program-

ming plus:

- ❖ biographical facts
- ❖ key events of each presidency
- ❖ presidential places
- ❖ Cspan classroom lesson plans

Bochan, Toby Leah. *Family Matters, Parents' Guides, Parent Primer: Democracy and Government.*

www.scholastic.com/familymatters/parentguides/primers/democracy.htm.

You'll find good, basic information about the Constitution, Bill of Rights, amendments, branches of government and different kinds of government on this site.

Grace, Catherine O'Neill. *The White House, An Illustrated History.* Scholastic, NY, 2003. (\$19.95)

This is a great book full of pictures that can be shown to a class full of students.

The book is

very accurate, because the White House Historical Society participated in its writing.

In Congress Assembled. National Digital Library, Library of Congress.

www.memoryloc.gov/ammem/

ndlpedu/lessons/constitu/conintro.html.

This unit includes four lessons using primary sources to examine continuity and change in the

governing of the U.S. Lessons one and two are focused on a study of the Constitution and Bill

of Rights. Lesson three investigates important issues which confronted the first Congress and has

students examine current congressional debates. Lesson four features broadsides from the

Continental Congress calling for special days of thanksgiving and remembrance.

Oberlin, Loriann Hoff. *The Everything American History Book, People, Places and Events That Shaped the Nation*. Adams Media: Mass., 2001.

Our country's past comes alive in this book. It starts with the first Viking explorations and ends with the chaos of the 2000 elections. Short passages will review important events in history.

Peterson, Susan. *Fun & Educational Places to Go With Kids in Southern California*. Fun Places Publishing, CA, 2003. (\$20.95)

This book is a **must** for teachers and parents looking for "fun and educational" fieldtrips. Susan has personally visited every site in this book (believe it or not) and gives a concise explanation of each.

Teaching With Documents: Lesson Plans. National Archives and Records Administration Digital Classroom. www.archives.gov.

This has five separate lessons to celebrate Constitution Day including a simulation of how members of the Convention might have felt as they gathered to begin the arduous task of writing the Constitution.

Thomas, Helen. *Front Row at the White House – My Life and Times*. Simon and Schuster: New York, 1999. (\$14.00)

A quote from her forward says it all: "Much has been written about the presidents I've covered.

So I chose to take the personal route and make this an impressionistic view of what I saw, what

I heard and what I felt through eight administrations." This autobiography of a White House reporter is excellent!

Truman, Margaret. *First Ladies: An Intimate Group Portrait of White House Wives*. NY: Random House, 1995. (\$14.95)

Margaret Truman (daughter of the president) does what our high school teachers never quite accomplished. She mad the past come alive with colorful characters who changed the world.

U.S. Constitution Thematic Unit. Teacher Created Resources. Westminister, CA. (\$9.99)

This reproducible workbook is filled with read-to-use lessons and cross curricular activities.

Also included are management ideas and creative suggestions for the classroom for grades 5-8.

We The People, www.constitutionfacts.com

This site gives you everything from famous quotes, to crossword puzzles, dates to remember and

Constitution quizzes.



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Step 1:

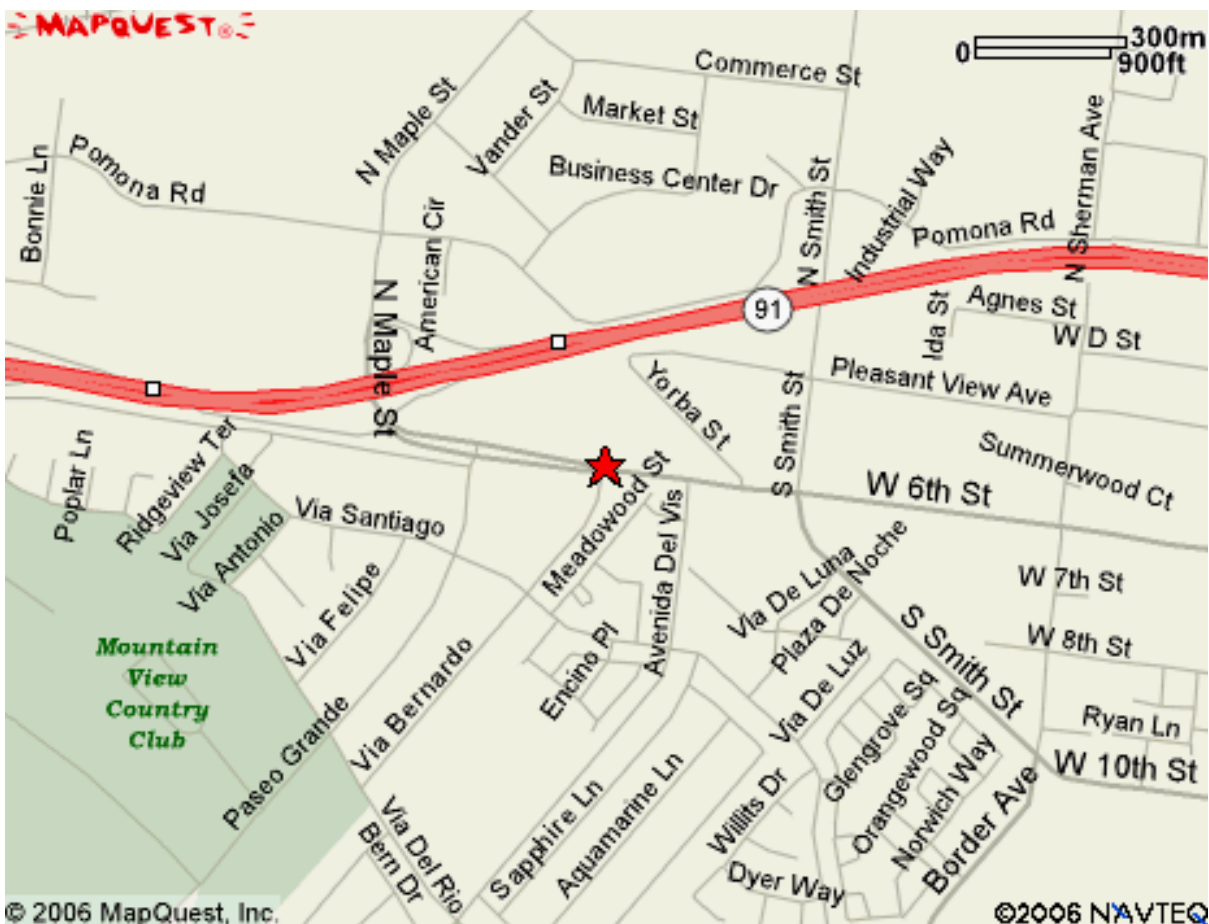
Directions taking 91 East:
Exit Maple and West Sixth St. -
Turn Right

Directions taking 91 West:
Exit Maple St. - Turn Left and
go over the freeway bridge.

Step 2:

Pass the stoplight at Paseo Grande,
make the first quick left into the right
(or east) side of the Thrifty Gas
Station and just before the Travelodge.
Go through the chain linked fence, come
down the little hill and park directly
behind our building. There will be a "The
Bus Stops Here" sign and we will be
there to meet you.

(* Due to limited parking, we ask that
groups coming in separate cars try to
car pool to minimize the number of cars
and drivers.)





Volunteers Needed

Quality West Wing Museum is in need of people who are interested in history, government and working with children.

Spend a few hours a week or month helping with tours of the "Oval Office"

Please visit our website to find out more about our program

www.qualitywestwing.org

For more information about volunteering please contact:

Angela Limon, Education Director

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