

Title: Presidential database  
Subject: Civics  
Grade: 9<sup>th</sup>

## **Standards**

All students will acquire information from books, maps, newspapers, data sets, and other sources including the internet, organize and present the information in maps, graphs, or charts, interpret the meaning and significance of information, and use a variety of electronic technologies to assist in accessing and managing information. (Michigan Content Standard V: Inquiry)

- a. Locate information pertaining to a specific social science topic using a variety of sources and electronic technologies. (Michigan Content Standard V: High School Benchmark #1)
- b. Use traditional and electronic means to organize and interpret information pertaining to a specific social science topic and prepare it for in-depth presentation. (Michigan Content Standard V: High School benchmark #2)
- c. Develop generalizations pertaining to a specific social science topic by interpreting information from a variety of sources. (Michigan Content Standard V: High School #3)

## **Objectives**

1. To locate and organize information about the Presidents of the United States.
2. To develop generalizations about the nature of the Executive Branch of the United States by interpreting and manipulating data entered into a database.
3. To apply a technological tool, Microsoft Access, for the purpose of research and information analysis in content learning.

## **Materials**

1. Computer lab appointment for 2 days. There should be a least one-class period separating the two computer lab appointments.
2. Computers with internet access
3. Software requirements- Microsoft Access
4. Floppy Disks
5. Student Research Worksheet #1(See attached)
6. Student Query Worksheet #2 (See attached)

## **Opener**

Students will have to form groups of two to complete this activity. Pass out one floppy disk and two worksheets to each student twosome. Remind students that they will be working in pairs but will be required to individually turn in a completed worksheet. Go to the computer lab.

## **Procedure**

### **Day One-**

Students should be given one class period to complete the Student Research Worksheet individually by using the Internet and books. The teacher should suggest that students begin their research by looking at the following web addresses: <http://www.potus.org/> and <http://www.americanpresidents.com>. The Research worksheet must be turned in at the end of the class.

### **Day Two- Partial Class Period**

Students will enter the information from their Student Research Worksheet into the prepared Microsoft Access database.

### **Day Three-**

Students will complete the Student Query Worksheet individually while working in cooperative pairs.

## **Closure**

When students are completed with the entire lesson, review and discuss generalizations that students were able to develop while doing the activity.

## **Assessment**

1. Student Research Worksheet #1 will be graded according to accuracy and subjected to a point system.
2. Student Query Worksheet #2 will be graded according to the understanding of the relationships between certain types of data from the database. Criteria for assessment will include:
  - a. Sufficiency of detail
  - b. Conceptual understanding
  - c. Quality and accuracy of explanations

## **Evaluation/Reflection**

## **Cooperating Teacher Approval and Comments**