

## **Lesson Plan: The Physical Structure**

**Objective:** Students will identify the basic structure and history of the White House, analyze how significant historical events have transformed the structure and function of the White House, and explain which president they believe had the most influence over the physical structure of the White House.

### **Time Frame:**

For traditional 45-minute classes:

- 1 class period

For 90-minute block classes:

- ½ class period

### **Materials:**

1. A computer with internet access
2. LCD projector and screen
3. Students' completed [White House Security graphic organizer](#)

### **Procedure:**

1. Briefly review the early history of the White House. Click [here](#) to access information about the history of the White House from the Library of Congress. Make sure to point out George Washington's role with the White House.
2. Based on the information showcased in C-SPAN's documentary, make a list of significant events that transformed the physical structure of the White House and who occupied the White House at the time.
3. Play and discuss the following clips featured on C-SPAN's White House Week website:
  - ["The Design of the White House"](#)
  - ["Remodeling of the White House"](#)
  - ["Truman, Ford, and White House Restoration"](#)
4. Ask students to discuss the information they noted on their [White House Security graphic organizer](#) and how security measures have changed over time.
5. Play and discuss the following clips featured on C-SPAN's White House Week website:
  - ["Daily Life in the White House"](#)
  - ["Public Access After 9/11"](#)

### **Closure:**

1. Ask students to explain (orally or written) which president they believe had the most influence over the physical structure of the White House.
2. Preview next day's lesson.