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STAGE 1 –Desired Results

Topic Presidents Grade 3

Established Goals:

1. The students will know the past Presidents of the United States (4 Presidents)
2. The students will know the political viewpoints of the Republican and the Democrats.
3. The students will be able to present their understanding in depth of the 4 Presidents we are going over.
4. The students will understand the switch of the Republican and Democratic party throughout the years.

Standards:

5.1. Principles and Documents of Government: Principles and Ideals that Shape Government
 5.1.3.C. Define the principles and ideals shaping local government.
 5.3.3.A. Identify the roles of the three branches of government.
 CCSS.ELA-LITERACY.RL.3.1- Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
 Standard - 9.1.3.A: Know and use the elements and principles of each art form to create works in the arts and humanities.
 Standard - 13.2.3.C: Compose a personal letter.
 Standard - ELP.4.W.1-3.4: Proficiency Level: Expanding: Summarize the process for making different natural and synthetic materials using a graphic organizer.

Big Ideas: 1. George Washington 2. Abraham Lincoln 3. Franklin D. Roosevelt 4. John F. Kennedy 5. Republican Party 6. Democratic Party

Essential Questions:

How did the switch in the Republican and Democratic parties reflect on the way people lived and live today?

How did these presidents positively affect our lives to this day?

How do your beliefs (republican or democrat) effect the way you live?

Enduring Understandings:

The students will be able to show connections between the past presidents and their views, and even just facts about them that make them similar. The students will be able to demonstrate in depth their understanding of each president. The students will be able to tell the difference between the parties and who they changed over the past years.

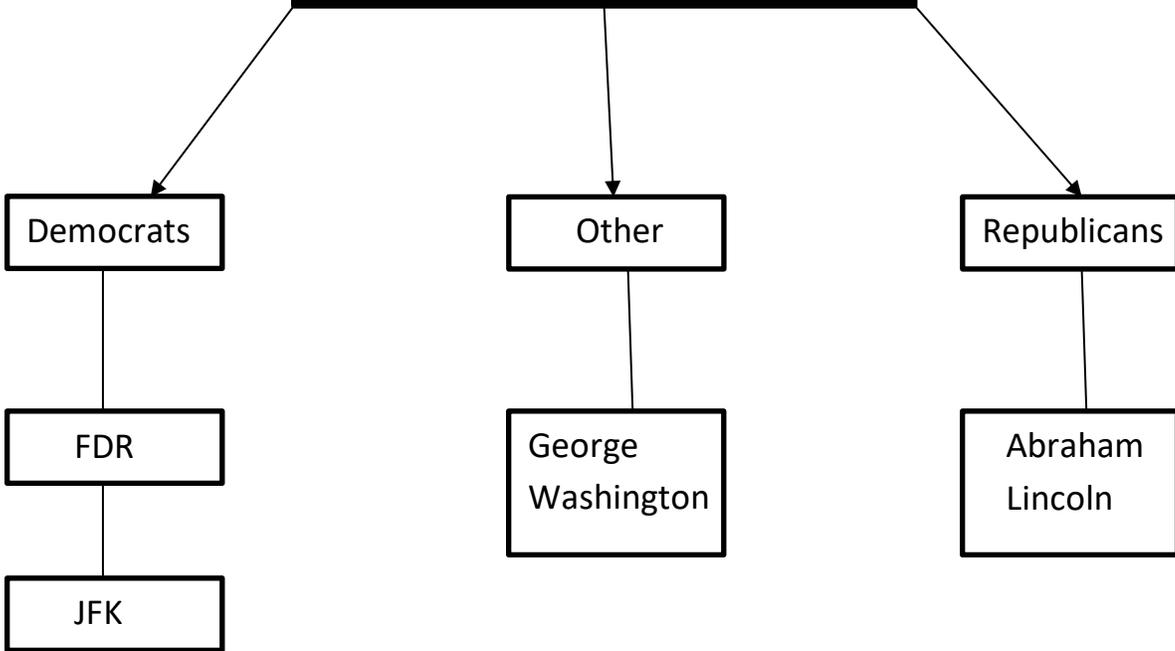
Students will know:

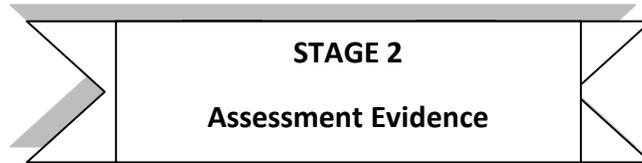
- Facts about the presidents
- connections to the past presidents’ views to the present president’s views
- the difference between the democratic party today and the democratic party in the past
- the difference between the republican party today and the republican party in the past

Students will be able to:

- Make connections between the presidents and their views
- Demonstrate their knowledge of each president
- Show their knowledge of the difference between the past parties and the present
- Present their knowledge of each president in depth

Presidents





Performance Tasks:

The students make a lip dub that has a curriculum song for each president. They will be split up into 4 groups so they can focus on each of the presidents. They would be able to create their own song using the facts that they know about their assigned president.

Goal: You will be able to list facts about your assigned president, and be able to create a song about your assigned president as a group.

Role: You will be playing the role of a dancer, singer, and song writer to write and perform a curriculum song.

Audience: Every one of your groups will perform it in front of the class, and they will act as the audience. They will cheer you on as if they were your actual audience at a concert. This will also be recorded and put on a CD or Disc to send home to your parents, so they will be the audience too.

Situation: Use the information we learned to make the songs. This would include you looking back at the projects and activities that we did during these past couple weeks. You all can use the information that you found out from the activities to put into their songs. After you and your group members practice your curriculum song you will be performing it in front of your audience.

Performance Evaluation: Your performance will be evaluated by creativity, accurate information, and effort on your specific president.

Standards and Criteria for Success: You will be completing the task of making a curriculum song with your groups based on the facts you learned about in class. You can make the song as creative as you want, because you will be graded on creativity. You will also need to make sure your song has accurate information in it, because you will be graded on accuracy. You will need to put a lot of effort into this curriculum song, by making an information and fun song with dancing and singing. This means everybody in your group participates in the performance.

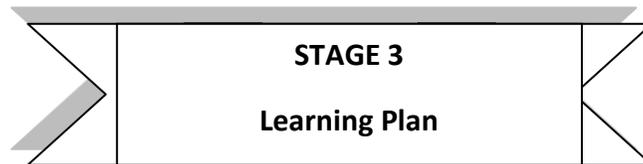
Other Evidence:

- **Rubrics for:**
 - Abraham Lincoln Activity
 - George Washington Activity
 - Franklin D. Roosevelt Activity
 - John F. Kennedy Activity
- **Informal observations**
 - Class participation



Performance Assessment Evaluations

Score	Effort	Accuracy	Creativity
4	The students showed a lot of effort in their planning and their performance.	The information put into the curriculum song was all accurate.	The performance and the curriculum song were very creative and fun to watch.
3	The students showed some effort in their planning and in their performance.	The information put into the curriculum song was mostly accurate.	The performance and the curriculum song were mostly creative and fun to watch.
2	The students showed little effort in their planning and in their performance.	The information put into the curriculum song was somewhat accurate.	The performance and the curriculum song were somewhat creative and fun to watch.
1	The students showed no effort in their planning and in their performance.	The information put into the curriculum song was not accurate.	The performance and the curriculum song were not really creative or fun to watch.



STAGE 3
Learning Plan

Learning Activities:

- **George Washington: Article Activity (READING LESSON)**
 - During this activity the students will read with a pencil (star important facts, “!” interesting facts, and “?” information they are unsure about or have a question about).
 - They will then share that information with a partner.
 - After they share with a partner they will fill out the graphic organizer with the important facts.
 - The students will then make a three to six-sentence summary about the article and turn it in.
 - E1, R, T, E2
- **Abraham Lincoln: Letter (INTERACTIVE LESSON)**
 - The students will write a letter to Abraham Lincoln as a class on the smartboard.
 - E1, R, T, E2
- **Abraham Lincoln: Hat Activity (closure activity)**
 - During this activity, the students will work individually to cut out a long hat to fit Abraham Lincoln's description, and a piece of writing paper to fit on the black hat.
 - The students will write three facts they learned from the brain pop video we watched on Abraham Lincoln on the writing paper that is glued to the hat.
 - E1, R
- **Franklin D. Roosevelt: (POWERPOINT LESSON)**
 - This is an interactive PowerPoint lesson that the students will fill out the missing facts.
 - E1, T
- **Franklin D. Roosevelt: Information Card**
 - During this activity, the students will fill out the sheet provided by drawing a picture of Franklin D. Roosevelt and by giving some information:
 - 3 Facts
 - 2 interesting facts
 - 1 question to ask the class
 - R, E1, W, E2
- **John F. Kennedy: Collage Activity (WRITING, READING, ART LESSON)**
 - These students will be in groups to make a collage of John F. Kennedy using pictures they found online of JFK.
 - They will be split up into four groups to find information and pictures from their specific year of his presidency
 - 1960
 - 1961
 - 1962
 - 1963
 - They will get a poster board and put JFK's name on it then a bunch of pictures on the poster board representing events in their lives.
 - They will have to summarize what is on the collage.
 - They will have to present it to the class and explain the events that the pictures represent.
 - E1, R, E2, T

Learning Activities:

- **Republican Party PowerPoint**
 - Interactive PowerPoint that the students will answer the questions on the smartboard and check off what they predict.
 - E1, R, T
- **Republican Party KWL Chart**
 - What the students know, what they want to know, and what they learned after the rap video
 - E1, R, T
- **Curriculum Songs**
 - The students will be broken up into four groups.
 - Each group will be assigned a President
 - They will make a curriculum song based off of the facts they found out about their President.
 - They can look at all of the handouts they used in the class.
 - They will be recorded on video to send home to their parents
 - They will perform it in front of the class after they have rehearsed and selected roles.

Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Republican Introduction	Democratic Introduction	George Washington: Reading Lesson	Abraham Lincoln: Interactive Lesson	Abe Continue
Evaluation: Effort and accurate information	Evaluation: Effort and accurate information	Evaluation: Creativity, Effort, and Accurate information	Evaluation: Accurate information	Evaluation: Accurate information
Lesson 6	Lesson 7	Lesson 8	Lesson 9	Lesson 10
Franklin D. Roosevelt: PowerPoint Lesson/ Info Card	JFK: Writing, Reading, Art Lesson/ Collage Activity	JFK: continue	Performance Task practice Day	Performance Task Final Day
Evaluation: Effort and accurate information	Evaluation: Creativity, Presentation, and accurate information	Evaluation: Creativity, Presentation, and accurate information	Evaluation: Presentation, Accurate and Appropriate curriculum song, creativity	Evaluation: Presentation, Accurate and Appropriate curriculum song, creativity

Student Teacher Candidate: Jessica Kelley

Lesson Subject(s)/Title: Republican Party

Lesson Date(s): 5/2/18

Course & Grade(s): 3

INSTRUCTIONAL MATERIALS:

PowerPoint, Smartboard, parties video

Video: <https://www.youtube.com/watch?v=1lt-f3QQ7-A>

ESSENTIAL QUESTIONS/ SUBSIDIARY QUESTIONS:

How do your beliefs effect the way you live?

PURPOSE:

The students will know the political view points of the Republicans.

SPECIFIC LEARNING OBJECTIVES: (clear, observable)

The students will do an interactive PowerPoint Slide about the Republican and Democratic Parties.

We will then do a KWL chart on what we already know about Republicans and what we want to know about them.

We will then watch a rap video on the Republican and Democratic Parties.

We will then fill out what we learned on the chart on the smartboard.

STANDARDS:

5.1. Principles and Documents of Government: Principles and Ideals that Shape Government

5.1.3.C. Define the principles and ideals shaping local government.

5.3.3.A. Identify the roles of the three branches of government.

DIFFERENTIATION STRATEGIES:

This is a whole group lesson, so there will be an aide keeping the LD students on task. There are also other students in the class around them that will help scaffold them into thinking in different ways about the information we are taking in.

ANTICIPATORY SET:

We will do the interactive PowerPoint. The students will fill out the answers.

INPUT/ ACQUIRE NEW KNOWLEDGE:

and/or

Sensory Register	STM	LTM
Attention	Focus	Connections
Recognition	Organization	Elaborations
Perception	Rehearsal	Meaning
	Visualization	

Facets of Understanding

1. Explanation
2. Interpretation
3. Application
4. Perspective
5. Empathy
6. Self-Knowledge

Multiple Intelligences

1. Linguistic [words]
2. Visual [pictures]
3. Mathematical [numbers & reasoning]
4. Kinesthetic [hands-on]
5. Musical [music]
6. Interpersonal [social]
7. Intrapersonal [self]
8. Naturalist [nature]

Multiple Exposures [4 x 2]

1. Dramatization
2. Visualization
3. Verbal

Complex Interactions

1. Discussion
2. Argumentation

Bloom's Taxonomy

1. Knowledge [Verbatim]
2. Comprehension [Own Words]
3. Application [Problem-Solving]
4. Analysis [Identify components]
5. Synthesis [Combine information]
6. Evaluation [Decisions]

Aspects of the Topic

1. Facts
2. Compare
3. Cause/Effect
4. Characteristics
5. Examples
6. Relationships

9 Effective Strategies

1. Similarities and Differences
2. Summarization and Note Taking
3. Reinforcing Effort and Providing Recognition
4. Homework and Practice
5. Nonlinguistic Representations

APPLY/ DEEPEN NEW KNOWLEDGE:

We will do a KWL chart that will deepen and acquire new knowledge. If the students do not know what these parties are they will acquire new knowledge, but some students might have an idea of what the parties are based on their knowledge from home. The students will fill out what they already know about the Republican Party in the "K" section. We will then write them on the board so everybody can see what we already know. The students will then fill out the "W" section with what they want to know about the Republican Party. We will then watch a video to see if the rap answers any questions we had about the Republican Party. \

CLOSURE/ASSESSMENT:

The students will do a stand up sit down of the "L" to show what we learned. Each student will think of something they learned, stand up, and then share what they learned before they sit down. If people before them already state what they learned also then they have to sit down.

HOMEWORK: (Purpose- Preparation, Practice, Expansion)

Ask your parents what the Democratic Party is, and bring the description to class tomorrow.

EVALUATION/ASSESSMENT OF STUDENTS:

The students will be evaluated by participation and observations.

INSTRUCTIONAL PROCEDURES:

Time:

<p>The teacher will:</p> <ol style="list-style-type: none"> 1. Pull up the interactive PowerPoint, and have somebody in the class read it. 2. Have students raise their hand to answer the questions. 3. When it comes to the animal symbols have the students go up one by one to check in the boxes which animal they think represents the Republican Party. 4. Hand out he KWL chart and ask the students what they already know about the Republican Party (even the stuff that we just learned) 5. Ask the students what they want to know about the Republican Party. 6. Pull up the rap video to watch and have the students write down interesting and important information they learned. 7. Ask the students what they learned from the video for the "L". 8. Give the homework assignment: Ask your parents what the democratic Party is. 	<p>The students will:</p> <ol style="list-style-type: none"> 1. Fill out the blanks on the interactive PowerPoint. 2. Each student goes up to check which animal symbol they think represents the Republican Party. 3. Each student gets a KWL Chart 4. The students will share what they know about the Republican party, even the stuff we just learned. 5. The students will share what they want to know about the Republican Party. 6. The students will watch the video and write down anything they learned, thought was interesting or important to know about Republicans. 7. Write down homework assignment.
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Individual Evaluations

4	The student showed effort into making the “K” & “W” on the KWL and will give at least four accurate pieces of information for the “L” on the KWL chart.
3	The student showed a lot of effort into making the K and W on the KWL chart and will give at least three accurate pieces of information for the L on the KWL chart.
2	The student showed little effort into making the K and W on the KWL chart and only gave two accurate pieces of information for the L on the KWL chart.
1	The student showed no effort into making the K or W, and only gave one accurate pieces of information if any at all.

Substitute Teacher

1. Pull up the interactive PowerPoint labeled REPUBLICAN PARTY
2. This is a morning message, so have a student read the morning message and stop at the blank spaces.

3. At the blank spaces ask the students if they know what the answer is, if they do not know you need to explain to them what the answer is and why.
4. At the part where the students check to see which animal symbolizes the Republican Party have them come up one by one to check in the box which animal they believe represents the Republican Party.
5. KWL chart (attached)
6. For the K in the KWL chart ask the students what they already know about the Republican Party, even what they had just learned.
7. Then have the students share what they Want to know for the W.
8. Pull up the parties rap video: <https://www.youtube.com/watch?v=1lt-f3QQ7-A>
9. After the rap video have the students share what they learned about the Republican Party for the L section (what they learned).

Student Teacher Candidate: Jessica Kelley

Lesson Subject(s)/Title: READING LESSON George Washington

Lesson Date(s): 5/2/18

Course & Grade(s): 3

INSTRUCTIONAL MATERIALS:

Smartboard, iPads, pencils, graphic organizer, article

Article Link: <http://www.ducksters.com/biography/uspresidents/georgewashington.php>

Closure Question Drawing Link: <https://jr.brainpop.com/socialstudies/biographies/georgewashington/drawaboutit/>

ESSENTIAL QUESTIONS/ SUBSIDIARY QUESTIONS:

How did George Washington positively affect our lives to this day?

PURPOSE:

For the students to know the past Presidents of the United States in depth.

SPECIFIC LEARNING OBJECTIVES: (clear, observable)

The students will read the article given with a pencil. Then they will share what they have starred, questioned, and thought was interesting with a partner.

The students will use the article to fill out a graphic organizer with their partner to help them write a summary with their partner.

The students will write a three to six-sentence summary of the article with their partner.

The students will draw a picture answering: "Think of something that honors George Washington. Draw your answer."

STANDARDS:

5.1.3.C. Define the principles and ideals shaping local government.

5.3.3.A. Identify the roles of the three branches of government.

CCSS.ELA-LITERACY.RL.3.1- Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Standard - 9.1.3.A: Know and use the elements and principles of each art form to create works in the arts and humanities.

Standard - ELP.4.W.1-3.4: Proficiency Level: Expanding: Summarize the process for making different natural and synthetic materials using a graphic organizer.

DIFFERENTIATION STRATEGIES:

This article will have important information highlighted/starred for the LD students. They will only have to focus on those highlighted sentences, but they will also get to mark interesting facts and questions they have.

ANTICIPATORY SET:

The students will read the article: <http://www.ducksters.com/biography/uspresidents/georgewashington.php>

They will read the article with a pencil: star something that's important, "!" what is interesting, and "?" what you don't understand or have a question about. Then the students will share with a partner what they starred.

INPUT/ ACQUIRE NEW KNOWLEDGE:

and/or

APPLY/ DEEPEN NEW KNOWLEDGE:

Since we have not yet talked about George Washington they will be acquiring new knowledge. They will learn information about his characteristics, events, and fun facts about his life. The students will deepen their knowledge of what they already know also, because they have probably already talked about some of the presidents before Presidents Day or on Presidents Day. We will start out by going over what they know and then watch a video to deepen their knowledge.

After the students read the article and fill out the graphic organizer: The students will then make a graphic organizer with a partner with the important information about George Washington, and will then write a three to six-sentence summary on George Washington, and turn it in.

CLOSURE/ASSESSMENT:

Ticket out the door: The students will use their iPads to go on the brainpop website and draw to answer the question: "Think of something that honors George Washington. Draw your answer." After they are done drawing they will print it out.

<https://jr.brainpop.com/socialstudies/biographies/georgewashington/drawaboutit/>

HOMEWORK: (Purpose- Preparation, Practice, Expansion)

None.

EVALUATION/ASSESSMENT OF STUDENTS:

The students will be evaluated by the accuracy of their summary, and their accuracy & creativity on their drawing.

INSTRUCTIONAL PROCEDURES:

Time:

<p>The teacher will:</p> <ol style="list-style-type: none">9. Ask the students if they know anything about George Washington.10. Hand out the article to the students and explain that they will read the article with a pencil.11. After the students are done reading with a pencil have them talk to a partner about what they filled out.12. Hand out the graphic organizers.13. Have the students write a three to six-sentence summary of what the article was about.14. Have the students get out their iPads and answer the question with a drawing.	<p>The students will:</p> <ol style="list-style-type: none">8. Share what they know about George Washington.9. The students will read with a pencil: star important info, "!" interesting facts, and "?" what they are unsure or have a question about.10. They will then share what they filled out on the article with a partner.11. The students will then fill out a graphic organizer with the important information about George Washington that they found out.12. The students will write a three to six-sentence summary of the article and turn it in.13. They will get out their iPads and draw to answer the question on the brainpop website. The link will
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already be pulled up on the iPad.

Ed. Department - Revised August 2012

Biography

President George Washington



Portrait of George Washington
Author: Gilbert Stuart

George Washington was the **First President** of the United States.

Served as President: 1789-1797

Vice President: John Adams

Party: Federalist

Age at inauguration: 57

Born: February 22, 1732 in Westmoreland County, Virginia

Died: December 14, 1799 in Mount Vernon, Virginia

Married: Martha Dandridge Washington

Children: none (2 stepchildren)

Nickname: Father of His Country

Biography:

What is George Washington most known for?

One of the most popular Presidents of the United States, George Washington is known for leading the Continental Army in victory over the British in the [American Revolution](#). He also was the first President of the United States and helped to define what the role of the president would be going forward.



Crossing the Delaware River by Emanuel Leutze

Growing Up

George grew up in Colonial Virginia. His father, a landowner and planter, died when George was just 11 years old. Fortunately, George had an older brother named Lawrence who took good care of him. Lawrence helped to raise George and taught him how to be a gentleman. Lawrence made sure that he was educated in the basic subjects like reading and math.

When George turned 16 he went to work as a surveyor, where he took measurements of new lands, mapping them out in detail. A few years later George became a leader with the Virginia militia and became involved in the start of the French and Indian War. At one point during the war, he narrowly escaped death when his horse was shot out from under him.

Before the Revolution

After the French and Indian War George settled down and married the widow [Martha Dandridge Custis](#). He took over the estate of Mount Vernon after his brother Lawrence died and raised Martha's two children from her former marriage. George and Martha never had kids of their own. George became a large landowner and was elected to the Virginian legislature.

Soon George and his fellow landowners became upset with unfair treatment by their British rulers. They began to argue and fight for their rights. When the British refused they decided to go to war.



Mount Vernon was where George and Martha Washington lived for several years. It was located in Virginia on the Potomac River.

Source: National Parks Service

The American Revolution and Leading the Army

George was one of Virginia's delegates at the [First and Second Continental Congress](#). This was a group of representatives from each colony who decided to fight the British together. In May of 1775 they appointed Washington as general of the Continental Army.



George Washington
by Gilbert Stuart

General Washington did not have an easy task. He had a ragtag army of colonial farmers to fight trained British soldiers. However, he managed to hold the army together even during tough times and losing battles. Over the course of six years George led the army to victory over the British. His victories include the famous [crossing of the Delaware River](#) on Christmas and the final victory at Yorktown, Virginia. The [British Army surrendered in Yorktown](#) on October 17, 1781.

Washington's Presidency

The two terms that Washington served as president were peaceful times. During this time, George established many roles and traditions of the President of the United States that still stand today. He helped build and guide the formation of the actual US Government from the words of the Constitution. He formed the first presidential cabinet which included his friends [Thomas Jefferson](#) (Secretary of State) and Alexander Hamilton (Secretary of the Treasury).

George stepped down from the presidency after 8 years, or two terms. He felt it was important that the president not become powerful or rule too long, like a king. Since then only one president, Franklin D. Roosevelt, has served more than two terms.



The Washington Monument in Washington, D.C.
Photo by Ducksters

How did he die?

Just a few years after leaving the office of president, Washington caught a bad cold. He was soon very sick

with a throat infection and died on December 14, 1799.

Fun Facts about George Washington

- He was the only president unanimously elected. Meaning all of the state representatives voted for him.
- He never served as president in Washington D.C., the capital that was named for him. In his first year the capital was in New York City, then moved to Philadelphia, Pennsylvania.
- He was six feet tall, which was very tall for the 1700s.
- The story of George Washington chopping down his father's cherry tree is considered fiction and likely never happened.
- George Washington did not have wooden teeth, but did wear dentures made from ivory.
- Washington gave freedom to his slaves in his will.

Writing With a Pencil

1. The students will star what is important.
2. The students will “!” what they think is interesting.
3. The students will “?” what they don’t understand or have a question about.

Substitute Teacher

1. Hand out the Article attached to this lesson, and have the students read it with a pencil (instructions attached).
2. Have the students pair up and make a graphic organizer with their partner, which is attached.

3. After the students have completed the graphic organizer have them write a summary with their partner (3-6 sentences).

4. They only turn in their summary. They keep their graphic organizer and the article.

5. Have the students get the iPads and open the link:

<https://jr.brainpop.com/socialstudies/biographies/georgewashington/drawaboutit/> and answer the question with a

drawing, then print it out and turn it in.

Student Teacher Candidate: Jessica Kelley

Lesson Subject(s)/Title: INTERACTIVE LESSON Abraham Lincoln

Lesson Date(s): 5/2/18

Course & Grade(s): 3

INSTRUCTIONAL MATERIALS:

Smartboard, iPad, Letter link, black construction paper, lined paper, glue, pencils

Letter Link: <https://jr.brainpop.com/socialstudies/biographies/abrahamlincoln/writeaboutit/>

ESSENTIAL QUESTIONS/ SUBSIDIARY QUESTIONS:

How did Abraham Lincoln positively affect our lives?

PURPOSE:

For the students to understand Abraham Lincoln in depth.

SPECIFIC LEARNING OBJECTIVES: (clear, observable)

Letter Activity: The students will brainstorm for a couple minutes after the video to figure out what they would write to Abraham Lincoln if they lived in his time period. We will make a letter as a class on the smartboard using the link for the letter in the materials section.

Hat activity: The students will work individually to cut out a long hat to fit Abraham Lincoln's description, and piece of writing paper to fit on the black hat. The students will then write three facts they learned about Abraham Lincoln from the video on the hat, and turn it in.

STANDARDS:

5.1.3.C. Define the principles and ideals shaping local government.

5.3.3.A. Identify the roles of the three branches of government.

CCSS.ELA-LITERACY.RL.3.1- Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Standard - 13.2.3.C: Compose a personal letter.

DIFFERENTIATION STRATEGIES:

LD: The students will have help during the brainstorming period to help focus on the important parts of his life. These students will have an aide helping them complete this task, and if they are really struggling they will have the aide cut out the hat for them so they can focus on the three facts about Abraham Lincoln.

ANTICIPATORY SET:

The students will share what they know about Abraham Lincoln by starting off with a think pair share. They will talk to a partner about what they know about Abraham Lincoln so far. I will ask for one to two facts

Sensory Register	STM	LTM
Attention	Focus	Connections
Recognition	Organization	Elaborations
Perception	Rehearsal	Meaning
	Visualization	

Facets of Understanding

7. Explanation
8. Interpretation
9. Application
10. Perspective
11. Empathy
12. Self-Knowledge

Multiple Intelligences

9. Linguistic [words]
10. Visual [pictures]
11. Mathematical [numbers & reasoning]
12. Kinesthetic [hands-on]
13. Musical [music]
14. Interpersonal [social]
15. Intrapersonal [self]
16. Naturalist [nature]

Multiple Exposures [4 x 2]

4. Dramatization
5. Visualization
6. Verbal

Complex Interactions

3. Discussion
4. Argumentation

Bloom's Taxonomy

7. Knowledge [Verbatim]
8. Comprehension [Own Words]
9. Application [Problem-Solving]
10. Analysis [Identify components]
11. Synthesis [Combine information]
12. Evaluation [Decisions]

Aspects of the Topic

7. Facts
8. Compare
9. Cause/Effect
10. Characteristics
11. Examples
12. Relationships

9 Effective Strategies

10. Similarities and Differences
11. Summarization and Note Taking
12. Reinforcing Effort and Providing Recognition
13. Homework and Practice
14. Nonlinguistic Representations

from each group for them to write up on the smartboard for predictions of facts. Then each student will come up and check underneath each statement they think is a fact about Abraham Lincoln.

<https://jr.brainpop.com/socialstudies/biographies/abrahamlincoln/>

INPUT/ ACQUIRE NEW KNOWLEDGE:

and/or

APPLY/ DEEPEN NEW KNOWLEDGE:

The students will be acquiring new knowledge about Abraham Lincoln, and also deepening on what they already know about him. We are writing the facts down to see if what we know about Abraham Lincoln is true or a myth. This will show the students that we need to focus on the facts, and not the myths that we hear about our presidents. The students will watch a video that will deepen their knowledge and acquire some new knowledge also. After the video, they will write a letter to Abraham Lincoln on the smartboard as a class using the facts we found out by the video and the words on the side of the website with the definitions. That will deepen their knowledge of writing a letter. They will pretend they are living in the time period to write the letter.

<https://jr.brainpop.com/socialstudies/biographies/abrahamlincoln/writeaboutit/>

CLOSURE/ASSESSMENT:

The students will make a hat out of black construction paper and regular lined paper, which they will glue together. They will write three facts they have learned about Abraham Lincoln on the lined paper and turn it in.

HOMEWORK: (Purpose- Preparation, Practice, Expansion)

None, we will finish the hats tomorrow if students are not done.

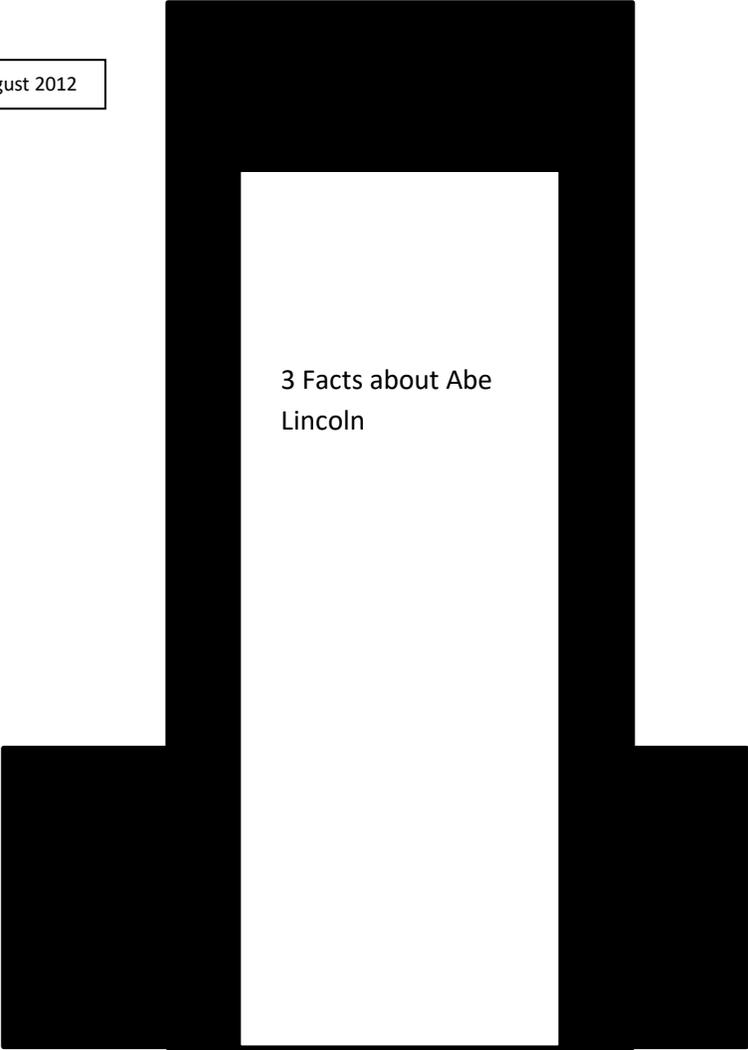
EVALUATION/ASSESSMENT OF STUDENTS:

The hats will be evaluated on accuracy and the creativity of the letter.

INSTRUCTIONAL PROCEDURES:

Time:

<p>The teacher will:</p> <ol style="list-style-type: none"> 15. Have the students do a think pair share on what they know about Abraham Lincoln. 16. Have the students share 1-2 facts that their group knows about Abraham Lincoln, and put them on the smartboard to see if these facts are actual facts or myths. Have the students come up and put a check mark under what they think is a fact. 17. Watch the video to see if the facts that were written down are true. 18. Have the students brainstorm about what they would write in a letter to Abraham Lincoln. 19. Instruct and structure the letter, but have the students write the letter to Abraham Lincoln using the words on the side that have definitions. 20. Show the students your example of the hat, and tell them to make a hat that would fit Abraham Lincoln. 21. Hand out the black construction paper and lined paper for the students to make the hats. 22. Instruct the students to write three facts on the lined paper about Abraham Lincoln. 	<p>The students will:</p> <ol style="list-style-type: none"> 14. Brainstorm facts about Abraham Lincoln. 15. The students will share 1-2 facts they know about Abraham Lincoln, and write it on the smartboard. 16. The students will come up in their groups to check off which facts they believe are actual facts. 17. Watch the video. 18. See if their predictions of the facts were true or myths. 19. The students will brainstorm about what they would write in a letter to Abraham Lincoln. 20. Make a class letter to Abraham Lincoln on the smartboard. 21. Use the words on the side that have definitions. 22. Closure: The students will cut out a hat with construction paper and online paper. They will write three facts that they learned from the video on the lined paper.
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Substitute Teacher

1. Have the students talk to a partner about what they know about Abraham Lincoln.
2. Pull up a word document on the smartboard.
3. Have the students come up and give one thing they know about Abe Lincoln and write it on the smartboard.
4. Then the students will check underneath which information they think is a fact.
5. Watch the brain pop video:
<https://jr.brainpop.com/socialstudies/biographies/abrahamlincoln/>
6. After the video is over ask the students what information we stated were facts and which were myths or not true?
7. Have the students brainstorm what they would write to Abe Lincoln if they lived in his time period.
8. Pull up the Letter Link:
<https://jr.brainpop.com/socialstudies/biographies/abrahamlincoln/writeaboutit/>
9. Write a class letter to Abe Lincoln, make sure everybody participates.

10. Handout black construction paper, lined paper, and glue.
11. The students are to make a hat that would fit Abe Lincoln with the black construction paper, then make the lined paper to fit in the hat.

(example attached)
12. On the lined paper the students are to write 3 facts they learned about Abe Lincoln and turn it in.

Student Teacher Candidate: Jessica Kelley

Lesson Subject(s)/Title: POWERPOINT LESSON Franklin D. Roosevelt

Lesson Date(s): 5/2/18

Course & Grade(s): 3

INSTRUCTIONAL MATERIALS:

Smartboard, slideshow, information card, article:

<http://www.ducksters.com/biography/uspresidents/franklindroosevelt.php>

ESSENTIAL QUESTIONS/ SUBSIDIARY QUESTIONS:

How did Franklin D. Roosevelt affect our lives today?

PURPOSE:

The students will be able to understand Franklin D. Roosevelt in depth.

SPECIFIC LEARNING OBJECTIVES: (clear, observable)

The students will fill out an interactive PowerPoint with the teacher.

The students will use an article to fill out an information card on Franklin D. Roosevelt giving me three facts, two interesting facts, and one question they have about Franklin D. Roosevelt.

The students will present their card to the class and ask the class their question.

The other students will answer the questions that the other students have.

STANDARDS:

5.1. Principles and Documents of Government: Principles and Ideals that Shape Government

5.1.3.C. Define the principles and ideals shaping local government.

5.3.3.A. Identify the roles of the three branches of government.

Standard - ELP.4.W.1-3.4: Proficiency Level: Expanding: Summarize the process for making different natural and synthetic materials using a graphic organizer.

- The graphic organizer is counted as the information card that has the important information, interesting information, and the questions.

DIFFERENTIATION STRATEGIES:

The article will have the important information highlighted for the LD students and they will get to read the other information to find the important facts and to find the question they want to ask their classmates.

ANTICIPATORY SET:

The students will fill out an interactive PowerPoint on FDR.

Sensory Register	STM	LTM
Attention	Focus	Connections
Recognition	Organization	Elaborations
Perception	Rehearsal	Meaning
	Visualization	

Facets of Understanding

13. Explanation
14. Interpretation
15. Application
16. Perspective
17. Empathy
18. Self-Knowledge

Multiple Intelligences

17. Linguistic [words]
18. Visual [pictures]
19. Mathematical [numbers & reasoning]
20. Kinesthetic [hands-on]
21. Musical [music]
22. Interpersonal [social]
23. Intrapersonal [self]
24. Naturalist [nature]

Multiple Exposures [4 x 2]

7. Dramatization
8. Visualization
9. Verbal

Complex Interactions

5. Discussion
6. Argumentation

Bloom's Taxonomy

13. Knowledge [Verbatim]
14. Comprehension [Own Words]
15. Application [Problem-Solving]
16. Analysis [Identify components]
17. Synthesis [Combine information]
18. Evaluation [Decisions]

Aspects of the Topic

13. Facts
14. Compare
15. Cause/Effect
16. Characteristics
17. Examples
18. Relationships

9 Effective Strategies

19. Similarities and Differences
20. Summarization and Note Taking
21. Reinforcing Effort and Providing Recognition
22. Homework and Practice
23. Nonlinguistic Representations

Based on information from: <http://www.ducksters.com/biography/uspresidents/franklindroosevelt.php>

INPUT/ ACQUIRE NEW KNOWLEDGE:

and/or

APPLY/ DEEPEN NEW KNOWLEDGE:

The students will be gaining new knowledge on FDR by filling in the interactive PowerPoint about him. They will then read an article to fill out an information card about FDR that asks them to fill out: three facts, two interesting facts, and one question. By doing this activity the students will deepen their knowledge from the PowerPoint. They will learn more through the article and by finding the most important facts about FDR and then also finding some interesting facts about him to possibly connect to their lives or someone they know.

Article: <http://www.ducksters.com/biography/uspresidents/franklindroosevelt.php>

CLOSURE/ASSESSMENT:

The students will present their cards to a group of students, so the presentations do not take as long. They will be split up into three different groups to share their findings and ask questions.

HOMEWORK: (Purpose- Preparation, Practice, Expansion)

none

EVALUATION/ASSESSMENT OF STUDENTS:

The students will be evaluated by the accuracy of their information card.

INSTRUCTIONAL PROCEDURES:

Time:

The teacher will:	The students will:
<ol style="list-style-type: none">23. Pull up the interactive PowerPoint, and have the students fill out the missing information on each page and answer the questions.24. Give the students the article and the information sheet to find 3 important facts, 2 interesting information, and 1 question to ask their classmates.25. Split the students up into three groups and have them present it to their groups and ask their classmates the questions that they have.	<ol style="list-style-type: none">23. Fill out the missing information and answer the questions from the PowerPoint.24. They will receive the article and the information sheet.25. They will fill out the information sheet with the 3 important facts, 2 interesting facts, and 1 question for their classmates.26. Split up into groups and present.

Franklin D. Roosevelt Information Card



3 important facts:

- 1.
- 2.
- 3.

2 interesting facts:

- 1.
- 2.

1 Question for the Class:

- 1.

Biography

President Franklin D. Roosevelt



Franklin Delano Roosevelt
from the Library of Congress

Franklin D. Roosevelt was the **32nd President** of the United States.

Served as President: 1933-1945

Vice President: John Nance Garner, Henry Agard Wallace, Harry S. Truman

Party: Democrat

Age at inauguration: 51

Born: January 30, 1882 in Hyde Park, New York

Died: April 12, 1945 in Warm Springs, Georgia

Married: Anna Eleanor Roosevelt

Children: Anna, James, Elliot, Franklin, John, and a son who died young

Nickname: FDR

Biography:

What is Franklin D. Roosevelt most known for?

President Roosevelt is most known for leading the United States and the [Allied Powers](#) against the [Axis Powers](#) of Germany and Japan during [World War II](#). He also led the country during the [Great Depression](#) and instituted the New Deal which included programs such as Social Security and the Federal Deposit Insurance Corporation (FDIC).

Roosevelt was elected to president for four terms. This is two more terms than any other president.

Growing Up

Franklin grew up in a wealthy and influential New York family. He was tutored at home and traveled the world with his family during his childhood. He graduated from Harvard in 1904 and married his distant cousin [Anna Eleanor Roosevelt](#). He then went to Columbia Law School and began to practice law.

Roosevelt became active in politics in 1910 when he was elected to the New York State Senate and, later, the Assistant Secretary of the Navy. However, his career stopped for a while in 1921 when he became sick with polio. Although he survived his bout with polio, he nearly lost the use of his legs. For the rest of his life he could only walk a few short steps by himself.



*Roosevelt and Churchill
on the Prince of Wales
from the US Navy*

Before He Became President

Franklin's wife Eleanor told her husband not to give up. So, despite his condition, he continued with both his law and political career. In 1929 he was elected Governor of New York and, after serving two terms as governor, he decided to run for president in the 1932 election.

Franklin D. Roosevelt's Presidency

In 1932 the country was in the midst of the Great Depression. People were looking for some new ideas, leadership, and hope. They elected Franklin Roosevelt hoping he had the answers.

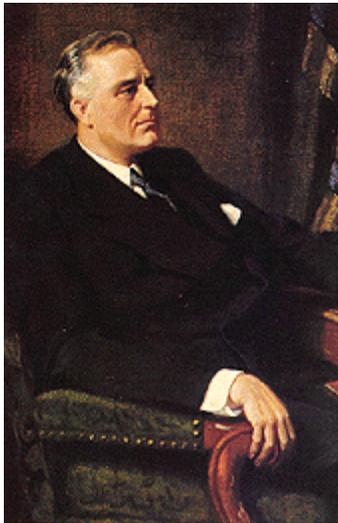
The New Deal

When Roosevelt entered office as president the first thing he did was to sign a number of new bills into laws in an effort to fight the Great Depression. These new laws included programs such as Social Security to help retirees, the FDIC to help secure bank deposits, work programs such as the Civilian Conservation Corps, new power plants, aid for farmers, and laws to improve working conditions. Finally, he established the SEC (Security and Exchange Commission) to help regulate the stock market and hopefully prevent any future collapses in the financial markets.

All of these programs together were called the [New Deal](#). In his first 100 days of being president, Roosevelt signed 14 new bills into law. This time became known as Roosevelt's Hundred Days.

World War II

In 1940 Roosevelt was elected to his third term as president. World War II had broken out in Europe and Roosevelt promised that he would do what he could to keep the U.S. out of the war. However, on December 7, 1941 Japan bombed the U.S. Naval base at [Pearl Harbor](#). Roosevelt had no choice but to declare war.



Franklin Delano Roosevelt
by Frank O. Salisbury

Roosevelt worked closely with the Allied Powers to help fight back against Germany and Japan. He partnered with [Winston Churchill](#) of Great Britain as well as [Joseph Stalin](#) of the Soviet Union. He also laid the

groundwork for future peace by coming up with the concept of the United Nations.

How did he die?

As the war was coming to an end, Roosevelt's health began to fail. He was posing for a portrait when he had a fatal stroke. His last words were "I have a terrible headache." Roosevelt is considered by many to be one of the greatest presidents in the history of the United States. He is remembered with a National Memorial in Washington D.C.

Fun Facts about Franklin D. Roosevelt

- [President Theodore Roosevelt](#) was Franklin's fifth cousin and uncle to his wife Eleanor.
- He met President Grover Cleveland when he was five years old. Cleveland said "I am making a wish for you. It is that you may never become president of the United States."
- After Roosevelt's presidency, a law was made that allowed presidents to serve a maximum of two terms. Prior to Roosevelt, previous presidents had followed [George Washington](#)'s example of only serving two terms despite there being no law against serving more.
- He was the first president to appear on television during a 1939 broadcast from the World's Fair.
- During World War II, Roosevelt spoke to the American people over the radio in a series of talks called the "[fireside chats](#)."
- One of his famous quotes is "The only thing we have to fear is fear itself."

Substitute Teacher

1. Pull up the PowerPoint labeled: Franklin D. Roosevelt
2. Answers to the missing information are in the notes of the PowerPoint.
3. Have the students fill out what they know about FDR, and then explain to them what they do not already know.
4. Hand out the article to the students (attached)
5. Hand out the information sheets (attached)

6. Have the students break off into four groups and present their information sheets to their group. They will even ask their question to the group for an answer from their group members.

Student Teacher Candidate: Jessica Kelley

Lesson Subject(s)/Title: **INTEGRATING READING, WRITING, AND ART** John F. Kennedy

Lesson Date(s): 5/2/18

Course & Grade(s): 3

INSTRUCTIONAL MATERIALS:

laptops, construction paper, markers, glue, printer

Timeline: http://www.softschools.com/timelines/john_f_kennedy_timeline/122/

<http://www.datesandevents.org/american-timelines/jfk-timeline.htm>

<https://www.shmoop.com/john-f-kennedy/timeline.html>

ESSENTIAL QUESTIONS/ SUBSIDIARY QUESTIONS:

How did JFK positively affect our lives today?

PURPOSE:

For the students to be able to understand in depth JFK, and be able to give supporting details to show that they know them.

SPECIFIC LEARNING OBJECTIVES: (clear, observable)

The students will be gathering with their groups to work on their collage.

The students will research and cut out pictures of JFK during specific events in his lifetimes and more information they can find online.

- 1960
- 1961
- 1962
- 1963

The students will type a reflection for the back of their collage answering the question: "How did JFK positively affect our lives today?"

The students will present in class the collage they have made about JFK.

STANDARDS:

Standard - 9.1.3.A: Know and use the elements and principles of each art form to create works in the arts and humanities.

5.1. Principles and Documents of Government: Principles and Ideals that Shape Government

5.1.3.C. Define the principles and ideals shaping local government.

5.3.3.A. Identify the roles of the three branches of government.

Standard - ELP.4.W.1-3.4: Proficiency Level: Expanding: Summarize the process for making different natural and synthetic materials using a graphic organizer.

DIFFERENTIATION STRATEGIES:

The students will all get to work in groups, so the other students can scaffold the students who are LD. This lesson is pretty hands on and won't need much differentiation. The other thing that could be

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31. Homework and Practice
32. Nonlinguistic Representations

differentiated would be the articles being read by the groups. The key information would be highlighted on the articles.

ANTICIPATORY SET:

The students will be placed into groups and given a link to the timelines for them to read about JFK to help them make their collage. They will silently read the timelines and then discuss in their group what pictures they need to look up that would represent each event.

INPUT/ ACQUIRE NEW KNOWLEDGE:

and/or

APPLY/ DEEPEN NEW KNOWLEDGE:

The students would be deepening their knowledge on JFK by looking up pictures from specific events each year of his presidency. They can research to find more information on JFK online in their specific year. They will reflect on their findings, answering the question "How did JFK positively affect our lives today?", on a typed sheet attached to the back of their posters. This activity will include the students working together to find information on JFK through the timelines to figure out which events are important, and which events they should find pictures for.

CLOSURE/ASSESSMENT:

The students will present their collages to the class. They will have to explain the events on their collage to show what pictures represent what in JFK's life. They also have to read their reflection on how they thought JFK positively affected our lives by the decisions he made within that year of presidency.

HOMEWORK: (Purpose- Preparation, Practice, Expansion)

none

EVALUATION/ASSESSMENT OF STUDENTS:

The students will be evaluated on effort and creativity.

INSTRUCTIONAL PROCEDURES:

Time:

<p>The teacher will:</p> <ol style="list-style-type: none">26. Put the link to the timeline on the board for the students to read on JFK and split them up into four groups for each year of presidency.27. Explain that each group will be looking up events that their group feels is important in JFK's presidency in their year of presidency assigned to find pictures of those events.28. The students will also write a reflection of his year of presidency, and use your opinions! (one paragraph). They will answer the question "How did JFK positively	<p>The students will:</p> <ol style="list-style-type: none">27. The students will look through the timeline of their assigned year and find the important dates and events.28. The students will collaborate with their group to see which events are important to put on the collage.29. They will look up the events to find pictures online to print out and cut out to put onto the poster.30. The students will all collaborate on a reflection of the year they made the collage on. (one paragraph answering the question "How did JFK positively affect our lives today?")
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affect our lives today?"

29. Observe the students' progress.

30. After the groups are all done instruct them to present their collages to the class.

31. The students will present their collages to the class by stating their year and the events taking place in the collage. They will also read their summary of their year to the class.



Individual Evaluations

Accuracy



Timeline Links

http://www.softschools.com/timelines/john_f_kennedy_timeline/122/

<http://www.datesandevents.org/american-timelines/jfk-timeline.htm>

<https://www.shmoop.com/john-f-kennedy/timeline.html>

Substitute Teacher

1. The students will be split into 4 groups of 5.
 - a. They will be assigned a year in his presidency to find pictures that represent events and good things he did within that year.
 - b. Group 1 is assigned 1960
 - c. Group 2 is assigned 1961
 - d. Group 3 is assigned 1962
 - e. Group 4 is assigned 1963
2. The students will get out their laptops and search on the links attached to the worksheet (attached).
3. They will make a collage with pictures that represent events and good things that he did within that year, and then write a reflection on how they thought JFK positively affected our lives by the decisions he made within that year of presidency.

4. Each group will present their collage by tell everyone what event each picture represents and read the reflection they wrote on how they thought JFK positively affected our lives by the decisions he made within that year of presidency.