

Twenty Years of Presidential History

General Goal: The students will understand that even though there are American presidents that we all know or have heard about, there are also those presidents that we haven't heard about. The students will understand the role that the following 4 sequential Presidents played in American history: Woodrow Wilson, Warren G. Harding, Calvin Coolidge, and Herbert Hoover.

Hook: What should you know about your candidate that wins them your vote? Initiate class brainstorming with record keeping on the dry erase board. (15 min.)

Prior Knowledge: Hook question will lead into conversation about students' prior Presidential knowledge. (10 min.)

Synopsis: From this unit study students will improve their background knowledge of these four Presidents. The students will become more familiar with each President's education/training, the historical events/significant issues during their terms.

Objectives:

1. The students will understand that important events happened in history and that at the time of these events an American President presided in office.
2. The students will be placed into groups of five. Each group will be assigned one of the 4 sequential American Presidents to research: Woodrow Wilson, Warren G. Harding, Calvin Coolidge, and Herbert Hoover.
3. Each group of students will research information about the lives and education/training of their president.
4. Each group will create a poster of their president with information about the life and education/training of their president.

Sunshine State Standards and Florida Competencies and Skills addressed:

SS.A.1.2.1.3.1

SS.A.2.2.4.3.1

SS.A.3.2.3.3.1

Material and Equipment Needed:

- Computer with Internet connection (Wikipedia and POTUS)
- Compton, Britannica, and World Book encyclopedia.
- Harcourt Social Studies Book
- Poster board
- Markers, pencils, paper
- “The Presidents of The United States Of America” by Frank Freidel
- “The Look-It-Up Book of Presidents” by Wyatt Blassingame
- U.S. News & World Report-2/26/2007 “America’s Worst Presidents”

Instructional Strategy Used:

We will use direct instruction, visual instruction, and cooperative learning in our 4 sequential Presidents lesson.

Introduction:

1. Recite important events in history, then pose the question, “Who was the president of the United States at this time?”
2. Have you heard of George Washington, Abraham Lincoln, John F. Kennedy, George W. Bush? Can you tell the class something about each of these presidents?
3. Have ever heard of Woodrow Wilson, Warren G. Harding, Calvin Coolidge, or Herbert Hoover?
4. These 4 sequential Presidents did play a role in American History.

Step-By-Step Procedures and Activities:

1. Introduction (Above)
2. Research 4 sequential presidents: Woodrow Wilson, Warren G. Harding, Calvin Coolidge, and Herbert Hoover using internet, encyclopedias, social studies and various trade books on American Presidents.
3. Record information on paper and transfer to poster board.

Independent Reading Assignment: 30 minutes

Evaluation of the lesson:

Each group will make a poster with information about the life and education/training of their president.

Closure: N/A

Assessment: See attached rubric

Adaptations:

Extensions/Enrichment Activities:

Twenty Years of Presidential History

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Hook: N/A

Objectives:

1. The students will understand that events of importance that occurred during the term of each of the 4 identified Presidents.
2. The students will be placed into groups of five. Each group will be assigned one of the 4 sequential American Presidents to research: Woodrow Wilson, Warren G. Harding, Calvin Coolidge, and Herbert Hoover.
3. Each group of students will present the information about the lives and education/training of their president to the whole class using their finished product.
4. The students will compare and contrast the information of each of the 4 sequential presidents through the use of a venn diagram.

Sunshine State Standards and Florida Competencies and Skills addressed:

SS.A.1.2.1.3.1

SS.A.2.2.4.3.1

SS.A.3.2.3.3.1

Material and Equipment Needed:

- Poster board with information about President selected
- Masking tape
- Poster board (Venn Diagram)
- Markers

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2. Have you heard of George Washington, Abraham Lincoln, John F. Kennedy, George W. Bush? Can you tell the class something about each of these presidents?
3. Have ever heard of Woodrow Wilson, Warren G. Harding, Calvin Coolidge, or Herbert Hoover?
4. These 4 sequential Presidents did play a role in American History.

Step-By-Step Procedures and Activities:

1. Introduction (Above)
2. Each group will present to the class the personal information about the life and education/training of their selected President using the poster board as a point of reference.
3. After each group has shared their information, poster boards will be taped on the walls.
4. A venn diagram will be drawn on a new poster board. Whole class will then be asked to compare/contrast the 4 sequential presidents utilizing the information that has been shared with them.

Independent Reading: N/A

Closure/Reflection: Class discussion of comparison/contrast.

Evaluation of the lesson:

The students will be evaluated on finished product/presentation using the rubric provided.

Assessment: See attached rubric

Adaptations:

Extensions/Enrichment Activities:

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Hook: N/A

Objectives:

1. The students will understand that important events happened in history and that at the time of these events an American President presided in office.
2. The students will be placed into groups of five. Each group will be assigned one of the 4 sequential American Presidents to research: Woodrow Wilson, Warren G. Harding, Calvin Coolidge, and Herbert Hoover.
3. Each group of students will research historical events/significant issues that occurred during the office of their selected president.
4. Each group will create a timeline using craft paper to record their research findings.

Sunshine State Standards and Florida Competencies and Skills addressed:

SS.A.1.2.1.3.1
SS.A.2.2.4.3.1
SS.A.3.2.3.3.1
SS.A.1.2.3.3.1

Material and Equipment Needed:

- Craft paper/bulletin board paper
- Markers, pens, pencils, paper
- Computer with Internet connection
(Wikipedia and POTUS)
- Compton, Britannica, and World Book encyclopedia.

- Harcourt Social Studies book
- “The Presidents of The United States Of America” by Frank Freidel
- “The Look-It-Up Book of Presidents” by Wyatt Blassingame
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Instructional Strategy Used:

We will use direct instruction, visual instruction, and cooperative learning in our 4 sequential Presidents lesson.

Introduction:

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2. Have you heard of George Washington, Abraham Lincoln, John F. Kennedy, George W. Bush? Can you tell the class something about each of these presidents?
3. Have ever heard of Woodrow Wilson, Warren G. Harding, Calvin Coolidge, or Herbert Hoover?
4. These 4 sequential Presidents did play a role in American History.

Step-By-Step Procedures and Activities:

1. Introduction (Above)
2. Each group of students will research historical events/significant issues that occurred during the office of their selected president.
3. Each group will create a timeline using craft paper to record their research findings.

Independent Reading: 30 minutes

Evaluation of the lesson:

The students will be evaluated on finished product/presentation using the rubric provided.

Closure: N/A

Assessment: See attached rubric

Adaptations:

Extensions/Enrichment Activities:

Robert Beck
Lucile McMahon
Dawn Herndon

Day 4

Twenty Years of Presidential History

General Goal: The students will understand that even though there are American presidents that we all know or have heard about, there are also those presidents that we haven't heard about. The students will understand the role that the following 4 sequential Presidents played in American history: Woodrow Wilson, Warren G. Harding, Calvin Coolidge, and Herbert Hoover.

Hook: N/A

Objectives:

1. The students will understand that important events happened in history and that at the time of these events an American President presided in office.
2. The students will be placed into groups of five. Each group will be assigned one of the 4 sequential American Presidents to research: Woodrow Wilson, Warren G. Harding, Calvin Coolidge, and Herbert Hoover.
3. Each group of students will present to the class the historical events/significant issues that occurred during the office of their selected president utilizing their finished product.

Sunshine State Standards and Florida Competencies and Skills addressed:

SS.A.1.2.1.3.1

SS.A.2.2.4.3.1

SS.A.3.2.3.3.1

Material and Equipment Needed:

- Completed timeline
- Masking tape

Instructional Strategy Used:

We will use direct instruction, visual instruction, and cooperative learning in our 4 sequential Presidents lesson.

Introduction:

1. Recite important events in history, then pose the question, "Who was the president of the United States at this time?"
2. Have you heard of George Washington, Abraham Lincoln, John F. Kennedy, George W. Bush? Can you tell the class something about each of these presidents?
3. Have ever heard of Woodrow Wilson, Warren G. Harding, Calvin Coolidge, or Herbert Hoover?
4. These 4 sequential Presidents did play a role in American History.

Step-By-Step Procedures and Activities:

1. Introduction (Above)
2. Each group of students will present to the class the historical events/significant issues that occurred during the office of their selected president utilizing their finished product.

Independent Reading: N/A

Evaluation of the lesson:

The students will be evaluated on finished product using the rubric provided.

Closure: Presentation of their time line.

Assessment: N/A

Adaptations:

Extensions/Enrichment Activities:

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Hook: N/A

Objectives:

1. The students will understand that important events happened in history and that at the time of these events an American President presided in office.
2. The students will be placed into groups of five. Each group will be assigned one of the 4 sequential American Presidents to research: Woodrow Wilson, Warren G. Harding, Calvin Coolidge, and Herbert Hoover.
3. The students will be able to write about 3 things that occurred during each of the 4 sequential American Presidents' office.

Sunshine State Standards and Florida Competencies and Skills addressed:

SS.A.1.2.1.3.1
SS.A.2.2.4.3.1
SS.A.3.2.3.3.1

Material and Equipment Needed:

- Pencil, paper

Instructional Strategy Used:

We will use direct instruction, visual instruction, and cooperative learning in our 4 sequential Presidents lesson.

Introduction:

1. Recite important events in history, then pose the question, "Who was the president of the United States at this time?"
2. Have you heard of George Washington, Abraham Lincoln, John F. Kennedy, George W. Bush? Can you tell the class something about each of these presidents?
3. Have ever heard of Woodrow Wilson, Warren G. Harding, Calvin Coolidge, or Herbert Hoover?
4. These 4 sequential Presidents did play a role in American History.

Step-By-Step Procedures and Activities:

1. Introduction (Above)
2. The students will be able to write about 3 influential ideas about each of the 4 sequential American Presidents' that would earn your support/vote.

Independent Reading: N/A

Evaluation of the lesson: Each student will write 3 influential ideas about each of the 4 sequential American Presidents'.

Closure: Writing product

Assessment: Finished writing product

Adaptations:**Extensions/Enrichment Activities:**

RESEARCH AND PRESENTATION RUBRIC

CATEGORY	EXEMPLARY	PROFICIENT	PARTIALLY PROFICIENT	INCOMPLETE	POINTS
SELECTION OF SOURCES	3 POINTS	2 POINTS	1 POINT	0 POINTS	
	Identified useful sources in many formats (books, computer, etc.)	Identified mostly useful resources.	Identified a few useful resources.	Identified no useful sources	
SHARING AND PRESENTATING INFORMATION	3 POINTS	2 POINTS	1 POINT	0 POINTS	
	Presented all information in a clear and organized way	Presented most of the information in a clear and organized way.	Presented information that was poorly organized or was difficult to understand.	No presentation at all or was poorly organized.	
	3 POINTS	2 POINTS	1 POINT	0 POINTS	
	Selected an effective and creative format.	Selected an effect format.	Selected a format that was minimally effective.	Format was not effective.	
LISTING SOURCES	3 POINTS	2 POINTS	1 POINT	0 POINTS	
	Included 5 sources used and listed correctly	Included 4-2 sources used and listed correctly	Included only 1 source.	Listed no sources used.	
TOTAL POINTS/ 12					

POSTER RUBRIC

CATEGORY	EXEMPLARY	PROFICIENT	PARTIALLY PROFICIENT	INCOMPLETE	POINTS
REQUIRED ELEMENTS	3 POINTS	2 POINTS	1 POINT	0 POINTS	
	The poster includes all required elements as well as additional information.	All required elements are included.	Most of the required elements were included.	Several requirements were missing.	
LABELS	3 POINTS	2 POINTS	1 POINT	0 POINTS	
	All items of importance are clearly labeled and easy to read.	Almost all items are labeled and easy to read.	A few of the important items were labeled and easy to read.	Labels were missing or they were hard to read.	
GRAPHICS	3 POINTS	2 POINTS	1 POINT	0 POINTS	
	All graphics used related to the topic.	Only a few graphics were used.	Only one graphic was used.	No graphics were used.	
NEATNESS	3 POINTS	2 POINTS	1 POINT	0 POINTS	
	Poster is neat. Letters are formed correctly. Good sense of color. Exceptional.	Poster is neat. Letters are formed correctly. Good sense of color.	Poster is attractive, but a bit messy.	Poster is poorly designed and messy.	
GRAMMER	3 POINTS	2 POINTS	1 POINT	0 POINTS	
	There are no grammatical mistakes.	There are 1-2 grammatical mistakes.	There are 3-4 grammatical mistakes.	There are more than 4 grammatical mistakes.	
TOTAL POINTS/ 15					

ILLUSTRATED TIMELINE RUBRIC

CATEGORY	EXEMPLARY	PROFICIENT	PARTIALLY PROFICIENT	INCOMPLETE	POINTS
TITLE	3 POINTS	2 POINTS	1 POINT	0 POINTS	
	The timeline has a creative title and the material is easy to locate.	The timeline has a effective title and the material is easy to locate.	The timeline has a title and the material is easy to locate.	Title is missing or difficult to locate.	
CONTENT FACTS	3 POINTS	2 POINTS	1 POINT	0 POINTS	
	Facts were accurate for all the events on the timeline	Facts were accurate for almost all of the events.	Most of the facts were accurate.	facts were inaccurate.	
DATES	3 POINTS	2 POINTS	1 POINT	0 POINTS	
	An accurate and complete has been included for each event.	Most of the dates and events are accurate.	Only a few (1-4) events were presented on the timeline.	Less that 4 events were on the timeline.	
STYLE AND LAYOUT	3 POINTS	2 POINTS	1 POINT	0 POINTS	
	Timeline was set up to cover relevant time and the intervals were appropriate.	The time period was correct and most of the intervals were correct.	The time period was correct but the intervals were poorly spaces.	The time period was not correct and the intervals were not correct.	
RESOURCES	3 POINTS	2 POINTS	1 POINT	0 POINTS	
	The timeline contained 10+ events.	The time line contained 9-6 events.	The timeline contained 6-3 events.	The timeline contained less than 3 events.	
TOTAL POINTS/15					

COOPERATIVE LEARNING RUBRIC

CATEGORY	EXEMPLARY	PROFICIENT	PARTIALLY PROFICIENT	INCOMPLETE	POINTS
CONTRIBUTION TO GROUP	3 POINTS	2 POINTS	1 POINT	0 POINTS	
	Consistently and actively works toward group goals.	Works toward goals with a little prompting.	Works toward goals with much prompting.	Does not work toward group goal.	
THOUGHT FOR OTHERS	3 POINTS	2 POINTS	1 POINT	0 POINTS	
	Shows sensitivity to the feeling of others. Encourages contribution from all members of the group.	Shows sensitivity to the feeling of others.	Needs a reminder to be sensitive to the feeling of others.	Disregards the feelings of others.	
CONTRIBUTION OF KNOWLEDGE	3 POINTS	2 POINTS	1 POINT	0 POINTS	
	Consistently contributes knowledge, opinions, and skills.	Contributes knowledge, opinions, and skills.	Contributes knowledge, opinions, and skills with prompting.	Does not contribute knowledge, opinions, or skills.	
WORKING AND SHARING WITH OTHERS	3 POINTS	2 POINTS	1 POINT	0 POINTS	
	Helps the group. Does the assigned work without having to be reminded. Helps keep group focused on the assignment.	Helps the group. Does the assigned work without having to be reminded.	Helps the group. Does the assigned work but needs to be reminded to stay on task.	Does not contribute to the group. Plays around and does not help.	
TOTAL POINTS/12					