



Name: Donna McElrath

School: Longfellow Learning Center Grade Level: 8th & 9th

Lesson Plan Title: **Taking A Stand on the Traits of A Good President -- Compare Presidents George Washington and George W. Bush**

Content Area(s)	American History
Learning Objectives	<p>To equip students with knowledge of the traits/characteristics of a good president by examining the first president, George Washington, and the current president, George W. Bush.</p> <p>To equip students with the discernment of good leadership traits, depth of commitment to the office of President and the people, and the integrity of a good president.</p> <p>To enable students to detect good traits and characteristics in themselves and others.</p> <p>To inform students of the many duties of a good President as Chief Executive of the Executive Branch of Government, Commander-in-Chief of the Military, etc.</p>
Standards, Benchmarks, and Indicators for the Ohio Academic Content Standards for Social Studies	<p>Standard: History Benchmark: Explain the political and economic challenges faced by the United States after the Revolutionary War and the actions that resulted in the adoption of the U. S. Constitution. Grade Eight: #7. Describe the actions taken to build one country from 13 states including: a. The precedents established by George Washington, including the cabinet and a two-term presidency;</p> <p>Standard: History Benchmark: Explain how contact between different cultures impacts the diffusion of belief systems, art, science, technology, language and forms of government. Grade Eight: #6 Explain how the diverse peoples of the United States developed a common national identity.</p>
Vocabulary	Commander-In-Chief- , Precedent-, Integrity-, Compassion-, Accountability- Devoutly-, Ratify-, Unanimous-, Reputation-, Consecutive-, Prosperity-, Strategy-
Preparation for Teacher	Read books entitled, <u>George vs. George</u> by Rosalyn Schanzer, 2004; and <u>The</u>

<p>(Historical background that teacher must do to prepare for lesson)</p>	<p><u>Road to Valley Forge, 2004</u>, by John Buchanan. Attend the Philadelphia Institute trip for onsite information on George Washington regarding both Valley Forge and Philadelphia. This was very helpful for me. Go to the following Websites for information: 1. Wikipedia.org/George W. Bush 2. www.whitehouse.gov and Whitehouse.gov/march11/multimedia.html 3. Cartoon Album – George Washington and www.brownielocks.com/Teddy_Bear_Cartoons/2005/slides/George_Washington.html 4. www.whiskeyrebellion.org/ 5. Preview clip of movie entitled, <u>George Washington</u>. 6. Preview speech highlights of George W. Bush on www.whitehouse.gov/march11/multimedia.html 7. Prepare sample graphic organizer comparing George Washington and George Bush.(Both Venn Diagram and the Chart Format) to reach more learners. 8. Prepare a vocabulary sheet containing the aforementioned words and their definitions. 9. Construct a sample survey of how a man or woman should be equipped to hold the office of President. 10. Make copies of appropriate cartoons applicable to both Georges in this lesson plan. 11. Make copies of the graphic organizers, sample survey, and vocabulary sheet for use in class. 12. Preview the website http://www.whitehouse.gov/history/presidents/</p>
<p>Core Activities (Detail in steps with division of time)</p>	<p><u>DAY 1 (50 Minute Period)</u> Introduction – Display a Collage on George Washington on large posterboard and view clip from movie entitled: George Washington-American Revolutionary (First 10 minutes of movie) Students shall complete the Movie Review worksheet provided by teacher during the movie clip. http://www.archives.gov/digital_classroom/lessons/analysis_worksheets/movie_review.html Display a collage on George Bush and view George Bushes’ speech highlight from his Address to the Nation on October 7, 2001 – at www.whitehouse.gov/march11/multimedia.html (6 minutes) Preassessment – Divide class into two groups –Group 1 will discuss and do a Group John Collins Type 1 writing on what they know about George Washington; and Group 2 will discuss and do a Group John Collins Type 1 writing on what they know about George Bush. (Sheets Provided to groups by teacher) (10 minutes) <u>Group 1</u> shall read aloud the 1-page biography of George Washington and fill in the graphic organizer regarding his background, personal traits, his military experience, and signs of the depth of his commitment to his position as President</p>

	<p>(See attached blank graphic organizer)</p> <p><u>Group 2</u> shall read aloud the 1-page biography of George Bush and fill in the graphic organizer regarding his background, personal traits, his military experience, and signs of the depth of his commitment to his position as President. (20 minutes simultaneously for each group)</p> <p>NOTE: The 1-page biographies and the blank graphic organizer shall be provided by the teacher. A group leader shall be appointed by the teacher for both groups. The teacher shall be closely monitoring, interacting, assisting Group 1, and the Teacher's Aide shall assist Group 2 as required. (Copies of the resulting Group Graphic Organizers shall be made by the teacher.)</p> <p>Postassessment – Receipt of the completed Group Graphic Organizers shall constitute the post-assessment of the material covered today.</p> <p><u>DAY 2 (50 Minute Period)</u></p> <p><u>Introduction -</u> As students enter the room, they will cast a ballot for one of the two Georges as President. (Preassessment)</p> <p>Activity -- A class graphic organizer (venn diagram) comparing the two Georges shall appear on the blackboard when students enter the room. The same blank venn diagram shall be passed out for completion from the prior day's biographies and graphic organizers.</p> <p>Entire class shall help complete the venn diagram on the blackboard comparing the two President Georges. Each student shall also complete their own personal venn diagram from the blackboard. (12 minutes)</p> <p>Activity -- Class shall divide into groups. Group 1 shall define six of the twelve vocabulary words on paper from the dictionary. Group 2 shall also define six of the vocabulary words.</p> <p>(15 minutes)</p> <p>Activity – Students shall be given vocabulary cards (one word per card). Students shall tape the appropriate vocabulary card under the appropriate "George's" name which shall appear on the blackboard. Teacher shall call out vocabulary word; allow students to volunteer, take card and tape it under either George Washington's name or George Bushes' name whomever the word best applies. (15 minutes)</p> <p>Conclusion: Students shall view the last 7 minutes of the George Washington American Revolutionary movie.</p> <p>Students shall cast written ballots for one of the two Georges studied these past two days.</p>
<p>Overview of Student Activities (How will you & your students be using technology? What learning strategies will be implemented? <i>(i.e., independent and or group work)</i> What products will be developed by students? What skill(s) (Bloom's Taxonomy) is/are used in the activity(s)? (in bold)</p>	<p>Students shall have a listing of the same websites previewed by the teacher..</p> <p>Group learning strategies shall be implemented initially resulted in their Group graphic organizers examining both George Washington and George W. Bush. Once the biographies are read aloud and the graphic organizers are completed by each group. Then the overall graphic organizers comparing both Georges can be completed by the class.</p>

<p>Resources/Materials</p> <p>List software, websites, references, etc.</p>	<p>The same websites, books, and references listed under “Preparation for Teachers” above also constitute the Resources/Materials for this lesson plan.</p> <p>http://www.whitehouse.gov/history/presidents/</p>
<p>Collaboration/Sharing</p> <p>How will this lesson support the inter disciplinary process? How will student products be showcased?</p>	<p>The reading aloud of the biographies, the John Collins Type 1 writing, and the defining of the vocabulary words also apply to the Language Arts Standards #1 #8, and #12 which address reading a wide range of written material and writing according to a specific writing process.. The defining of the vocabulary words in this lesson fulfills the Language Arts Indicator which addresses “Acquisition of Vocabulary.”</p>
<p>Assessment</p> <p>How will student products and/or process be assessed? How will you communicate student expectation? Rubric?</p>	<p>Results of the group work shall be assessed equally for all students present and participating in the group. Different roles were assigned to the different students. A leader and recorder was appointed by the teacher in each group. Others in the group must be attentive and alert to the lesson. The teacher’s observation of the students’ cooperation and implementation of the teacher’s instructions shall comprise the assessment of the students’ group work.</p> <p>Students Expectations shall be communicated both verbally and in writing both days of this lesson. Because I teach special education students, each one could feasibly have his or her own individual Rubric depending upon what the IEP states.</p>
<p>Differentiated Learning: Enrichment Activities: Additional Instruction:</p>	<p>Students shall do a John Collins, Type 1 writing from a picture of George Washington.</p> <p>Students shall do a John Collins, Type 1 writing from a picture of George Bush</p> <p>Students shall do a John Collins, Type 1 writing from a cartoon of George Washington</p> <p>Students shall do a John Collins, Type 1 writing from a cartoon of George Bush</p> <p>Students shall prepare a survey of requirements of a President –Head of the Executive Branch of Government and Commander-in Chief of the U. S. Military.</p> <p>Students could do a John Collins writing on “Would I make a good President.”</p> <p>Students could draw a timeline of George Washington’s life or any segment thereof.</p> <p>Students could write a Personality Portrait of either Martha Washington or Laura Bush, the Presidents’ wives.</p>