

**LESSON PLAN by:** Logan Smith

**Lesson:** Understanding the roles and responsibilities of the President **Length:** 2-3 days

**Age or Grade Intended:** 4th grade

### **Academic Standard(s)**

- Civics and Government 4.2.4: Functions of Government: Identify major state offices, the duties and powers associated with them, and how they are chosen, such as by election or appointment.
- Writing Research Application 4.5.3: Write or deliver a research report that has been developed using a systematic research process (defines the topic, gathers information, determines credibility, reports findings) and that: includes information from a variety of sources and documents those sources, demonstrates that information that has been gathered has been summarized, and organizes information by categorizing it into multiple categories.

### **Performance Objectives**

- The students will read, *So You Want to Be President* by Judith St. George, and learn about the roles, guidelines, powers, and duties that are associated with the Executive Branch, in particular, the President of the United States.
- The students will use the information given in the back of the book and apply it to writing a research paper over one specific President with 90% accuracy in facts, stories, and other experiences from their selected President.

### **Assessment**

The students will be graded on the accuracy of their research papers as well as their connection or tie-in of their research paper to the book read in class. The paper will be assessed through a rubric with a strong emphasis on correct spelling and grammar.

### **Advanced Preparation by Teacher**

- I will need to have a copy of the book, *So You Want to Be President*, ready to read for the class.
- I will need to supply the students with a copy of all of the Presidents' names located in the back of the book so that each student can choose a different President to write their research paper over.

- I will need to allow the students time to research their President on the internet by providing them with appropriate websites as well as providing them with encyclopedias to help guide their research.

**Procedure:**

**Introduction/Motivation**

The introduction to this lesson will be for me to read *So You Want to Be President* to the rest of the class. After reading the book we will have a class discussion as to what are some of the President's main responsibilities while in office and we will make a class list of 10 responsibilities on the board with the students providing the answers for the list. **(Gardner's Interpersonal)**

**Bloom's Questions to think about during and after reading the book:**

- Which President was known for being extremely large? (Knowledge)
- Which President mentioned in the book do you wish you could have met and why? (Application)
- In your opinion who was the most successful President and why? (Evaluation)
- After reading the book, what are some of the main responsibilities that the President has while in office? (Comprehension)
- Which Presidents mentioned in the book can be found in money either on a bill or a coin? (Application)
- What are some of the pros and cons of being a President? (Analysis)

**Step-by-Step Plan:**

- At the back of the book there is a short biography of every President up to Bill Clinton. Have each student pick a different President and write a short biography on that President. **(Gardner's Intrapersonal)**
- This paper must include accurate facts and statistics so the students will need to do thorough research on a computer of the President they have chosen. Also provide the students with plenty of encyclopedias and Social Studies textbooks to pull information from. **(Gardner's Visual Spatial)**
- In the paper they should be including things such as:
- When he was born/died or is he still living His childhood growing up (parents, siblings, childhood experiences and dreams)

- The type of education he received
- His working career that led up to his election as President of the United States
- Does he have any children and what was his marital status
- His legacy as a President (What big thing was he known for and what did he accomplish while in office)
- How long was he in office and from what years was he in office
- Was he regarded as a successful President?
- These papers will be graded by a rubric so that it is written well with little to no errors and will also be graded by the effort the student puts forth in researching for the paper.
- The students will be allowed to work on the paper during Social Studies, in their free time, or at home and will be asked to have them completed and turned in on the third day after the assignment was given.

### **Closure**

After every paper has been turned in and graded, each student will read their paper to the rest of the class during the 15 minute period directly after lunch. (**Gardner's Linguistic**). I will have four or five students read their paper each day and do this for a week until everyone has gone. This should spark interest in the students as they will be learning about interesting facts over some of our greatest Presidents.

### **Adaptations/Enrichments:**

For students with a learning disability or ADHD, the following adaptations might be considered.

- Allow the student to work with a teacher assistant in creating his/her own biography.
- Have a chosen President who the student is already comfortable with assigned for them to research.
- Don't have the student discuss his/her paper to the rest of the class, rather inform the other students in the class what the paper of this particular person entailed and how they related the research paper to the book read during class.
- For students who are gifted or accelerated, the following enrichment activities might be considered.
- Once they have completed their own biography, have these students walk around to assist or serve as a teacher aid to other students who may be struggling with their papers.

**Self-Reflection**

Questions to ask myself:

- Are the students paying attention and following along with the reading?
- Are they able to comprehend the story in the book and understanding the different powers and duties associated with the President?
- Am I reading slowly and allowing the student's time to look at the pictures in the book and also make predictions as to what might happen next in the story?
- Are the students making connections to their own lives as they follow along with the book?
- Are they responding to all of the criteria on the rubric for their research paper?
- Are they learning how to effectively research their topic on the computer?

**Materials Used**

So You Want to Be President by Judith St. George