



Date: DAY 4	Subject: Social Studies/English Language Arts	Topic/Theme/Unit: US Historical Figures: Founding Fathers	
ASLDE Standard(s): Subject: English Language Arts [RL.2.1] Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. Subject: Social Studies [SS. 2.2] Identify national historical figures and celebrations that exemplify fundamental democratic values, including equality, justice, and responsibility for the common good.		Purpose/Central Focus: Since we are halfway through the unit, students will assess their knowledge on a quiz. This way they will see what all they know and what they need to learn. Additionally, this day will be used to discuss the impacts of the Founding Fathers. Essential Question: How did the Founding Fathers impact their time period? What are some lasting impacts of the Founding Fathers?	
Objective: Students will be able to demonstrate their understanding of the Founding Fathers on today’s quiz. Students will relate how the Founding Fathers impact their daily lives, using the “how” sections from their Frayer Models.			
Materials: Quiz, iPads/Chromebooks, Frayer Model from previous day, Declaration of Independence worksheet, journals		References: https://www.britannica.com/topic/Founding-Fathers https://kids.kiddle.co/Founding_Fathers_of_the_United_States https://www.history.com/topics/american-revolution/founding-fathers-united-states https://www.history.com/topics/us-presidents/thomas-jefferson?li_source=LI&li_medium=m2m-rcw-history (Jefferson)	
Cross Curricular Connection: Students will question how the Founding Fathers impacted society by reading an article.		Literacy Connection: Reading: Students will read the Founding Fathers of the United States Facts for Kids on Kiddle and History.com Listening: Students will listen to the teacher and their peers Writing: Students will write in their Frayer Model from the day before Speaking: Students will share their ideas through talk and turns, as well as to the class	
Technology: Students will have Chromebooks to read the article			
Vocabulary: Academic: liberty, independent Content: George Washington, Thomas Jefferson, Ben Franklin, John Adams, Founding Father, Declaration of Independence, Democracy, American Revolution, Constitutional Convention			
<input type="checkbox"/> How will you: <input type="checkbox"/> Make lesson purposes clear to your students? Step 2 <input type="checkbox"/> Ensure authenticity, relevance and interest in the content?	Procedures: Detail specific steps and questions that will guide your instruction. 1. Introduce the lesson by saying: “Today we are going to talk about the impacts of the Founding Fathers. Remember, these men were part of the	Assessment:	

<ul style="list-style-type: none"> <input type="checkbox"/> Model and demonstrate? <input type="checkbox"/> Notice what students are learning and still need to learn? Steps 3/4 <input type="checkbox"/> Provide multiple explanations for new concepts? <input type="checkbox"/> Allow for student interaction? Steps 3/4 <input type="checkbox"/> Know that each student thought through and formulated a response to each question? <input type="checkbox"/> Provide questions that promote higher levels of thinking (DOK)? See step 5 <input type="checkbox"/> Prompt and cue as needed? <input type="checkbox"/> Provide effective descriptive feedback? <input type="checkbox"/> Assist students in processing information? <input type="checkbox"/> Implement supports for learner literacy development across content areas? Steps3/4 <input type="checkbox"/> Determine the complexity of the task? <input type="checkbox"/> Provide students with hands-on experiences and practice (can be tangible or digital)? <input type="checkbox"/> Determine grouping (pairs, groups)? <input type="checkbox"/> Hold students accountable for their learning? <input type="checkbox"/> Provide effective descriptive feedback? <input type="checkbox"/> Provide opportunities for students to master academic language? <input type="checkbox"/> Intervene with students who are not ready to move on? <input type="checkbox"/> Assess at the close of the lesson to determine who has mastered content and who needs further assistance? <input type="checkbox"/> Challenge or extend the lesson for those who are ready to move on? <input type="checkbox"/> Support students in connecting concepts to future lessons and in exploring real-life, authentic applications? <input type="checkbox"/> Provide opportunities for students to self-assess? <input type="checkbox"/> Offer opportunities for students to extend their learning? <input type="checkbox"/> Endorse independent learning or more in-depth study of content by students? 	<p>American Revolution. They are the ones who declared independence from Britain. Two questions that we should be able to answer by the end of the lesson are: How did the Founding Fathers impact their time period? And what are some lasting impacts of the Founding Fathers? We will learn more about what these men did by reading articles on the Chromebooks.”</p> <ol style="list-style-type: none"> 2. Students will get Chromebooks and find the article: https://kids.kiddle.co/Founding_Fathers_of_the_United_States. Say: “While you read the paragraph, I want you to pick out the main points the author is trying to make. Then, we will turn and talk with our neighbor to share our summaries. After everyone is done, we will share the main points with the class. Make sure you are looking at our vocabulary words.” 3. Students will silently read the introduction and then turn and talk with a partner. The teacher will call on a couple of groups to ask for a summary and to check for understanding. These questions include: What was the paragraph about? What are some key terms from the paragraph? (American Revolutionary War, Declaration of Independence, U.S Constitution, Continental Congress) Can you define those terms in your own words? 4. Say: “Now, you are going to read about the accomplishments of George Washington, Thomas Jefferson, Ben Franklin and John Adams. I want you to find the website: https://www.history.com/topics/american-revolution/founding-fathers-united-states . You can click on their names for additional information as well. While you are reading, you should add to your “impacts” section on the Frayer Model that we made yesterday. Then, we will turn and talk with a partner and I will check for understanding by asking some questions after each section is filled out.” These questions include: What did you learn from the reading? What is one important impact? Why is that important? Is it still seen in our society today/how does it effect society today? 5. The teacher will lead the class in a discussion about the lasting impacts of the Founding Fathers. These impacts include: declaring independence from Britain, writing the U.S. Constitution, founding our Democracy, as well as Franklin’s individual academic achievements through his experiments. However, it is important to note that three of these men were slave owners and that they failed to seek equality for all. This still has lasting impacts on our society today through racism and sexism. 6. Say: “Now, we are going to read part of the Declaration of Independence that these men helped write. Remember, this was written to tell England the reasons why the colonies were rebelling and why these reasons were justified. At the end, you will each get a chance to sign it!” 	<p>Formative: Students will take a quiz to assess knowledge at the beginning of class</p> <p>Summative: n/a</p>
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	<p>(file:///Users/MaryClai/Downloads/main_declaration-independence-pledge-sheet.pdf)</p> <p>7. Say: “To close, you will reflect on today’s lesson in your journals. You have the option to write a small paragraph summary or draw a visual with a sentence explanation. You should answer the Essential Questions stated at the beginning. They are also written on the board.”</p>	
	<p>Previous Learning: Students have discussed who these four men, George Washington, Thomas Jefferson, Ben Franklin and John Adams, are and what they accomplished. We will add on to that by reflecting on how they have impacted today’s society.</p>	
		<p>Goals</p> <p>Short Term: Students will know what these four men accomplished and why that was important.</p> <p>Long Term: Students will be able to deeply reflect on the Founding Father’s impacts on society at the time and society today by examining what these men truly stood for and comparing it to our democratic values today-equality, freedom, etc.</p>
<p>Accommodation(s)- students with a lower reading level can read with a partner or have an easier version of the text, students who need the text translated can also have that</p>		
<p>Modification(s)- students can dive deeper in the text by reading the Britannica article on accomplishments and failures</p>		
<p>Differentiation- students can reflect with a written paragraph or a visual</p>		

<p><u>Description</u></p> <p>Inventor, scientist, printer, politician, and diplomat</p> 	<p><u>Characteristics</u></p> <p>Helped draft the Declaration of Independence and the U.S. Constitution. Also negotiated 1783 Treaty of Paris (helped end Revolutionary War)</p>
<p>Ben Franklin</p>	
<p><u>Examples</u></p> <ul style="list-style-type: none"> - Invented lots of things (like bifocals, Franklin heater, lightning rod) - Helped found a hospital - In committee of 5 that drafted Declaration of Independence 	<p><u>Impacts</u></p> <ul style="list-style-type: none"> -Helped negotiate the Treaty of Paris -invented bifocal glasses, rocking chair, and lightening rod -wrote <i>Poor Richard's Almanack</i> -Drafted and signed the DOI

<p><u>Description</u></p> <p>Statesman, attorney, diplomat, writer, president</p> 	<p><u>Characteristics</u></p> <p>Served as a leader in the American Revolution, signed Declaration of Independence, 1st Vice President, and the 2nd President of the United States.</p>
<p>John Adams</p>	
<p><u>Examples</u></p> <ul style="list-style-type: none"> - Nominated George Washington to serve as commander in American Revolutionary War - Nominated Thomas Jefferson to draft Declaration of Independence 	<p><u>Impacts</u></p> <ul style="list-style-type: none"> -Helped negotiate the Treaty of Paris -In the Continental Congress -Author of the Constitution -2nd U.S. President

Description

George Washington was the commander in chief of the Continental Army during the Revolutionary War and served two terms as the first president of the United States of America



Characteristics

- born in 1732 on a plantation in Virginia
- Face is on our quarter and the one dollar bill
- Never lived in the White House
- Doesn't have a middle name

George Washington

Impacts

Examples

- Washington was one of Virginia's representatives at the First and Second Continental Congress
- Washington was the first ever President of the United States
- He founded the US Navy
- Our nations capital, Washington DC is named after him

- In the Continental Congress
- Commander in chief of the Continental Army
- Beat the British during the American Revolution
- Believed in a strong central government with a single executive leader

Description

Thomas Jefferson was the third President of the United States and also served as the 2nd Vice President under John Adams.



Characteristics

- Lead writer for the Declaration of Independence
- He did not like talking in front of people
- Born in 1743
- He was a lawyer

Thomas Jefferson

Impacts

Examples

- Jefferson founded the University of Virginia
- Bought the Louisiana Territory from France in 1803 doubling the size of the US
- Was the Governor of Virginia
- Jefferson ended the international slave trade

- Author of the Declaration of Independence
- In the Continental Congress
- 3rd U.S. President
- Thought the national government should have a limited role in citizens' lives

Declaration of Independence Pledge Sheet

"We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable rights, that among these are life, liberty, and the pursuit of happiness. That to secure these rights, governments are instituted among men, deriving their just powers from the consent of the governed; that whenever any form of government becomes destructive of these ends, it is the right of the people to alter or abolish it, and to institute new government, laying its foundation on such principles, and organizing its powers in such form, as to them shall seem most likely to effect their safety and happiness.

All men are created equal.

I agree Partly Agree Disagree (circle one) because

Signature (remember: this tells others that you agree with and support this statement!)

Everyone has a basic human right to be alive, to be free, and to make choices that bring them happiness.

I agree Partly Agree Disagree (circle one) because

Signature (remember: this tells others that you agree with and support this statement!)

The purpose of government is to protect these rights.

I agree Partly Agree Disagree (circle one) because

Signature (remember: this tells others that you agree with and support this statement!)

If people don't believe that their government is allowing them to have these rights, then they have a right to change or even overthrow that government.

I agree Partly Agree Disagree (circle one) because

Signature (remember: this tells others that you agree with and support this statement!)

Name: _____

Date: _____

The Founding Fathers
Quiz 1

1. Match the description of the person with the correct name

C George Washington

a. Inventor of the lightning rod

B John Adams

b. 1st Vice President of the USA

A Ben Franklin

c. 1st President of the USA

D Thomas Jefferson

d. Wrote the Declaration of Independence

2. Circle the people below that were US Presidents.

a. Thomas Jefferson

b. George Washington

c. John Adams

d. Ben Franklin

3. Who was the Governor of Virginia?

a. George Washington

b. Ben Franklin

c. Thomas Jefferson

d. John Adams

4. Who was born in 1732 on a plantation?

a. John Adams

b. George Washington

c. Ben Franklin

d. Thomas Jefferson

5. Where was the Liberty Bell originally at?
- a. Washington, D.C.
 - b. New York City
 - c. The White House
 - d. Independence Hall
6. Which one of these things did Ben Franklin NOT invent?
- a. Franklin Heater
 - b. Telegram
 - c. Bifocal glasses
 - d. Lightning Rod
7. Who served as George Washington's Vice President?
- a. John Adams
 - b. Ben Franklin
 - c. Thomas Jefferson
 - d. Samuel Adams
8. Circle the people below who signed the Declaration of Independence
- a. George Washington
 - b. John Adams
 - c. Ben Franklin
 - d. Thomas Jefferson
9. Where is the Lincoln Memorial located?
- a. Washington, D.C.
 - b. Philadelphia, PA
 - c. New York City
 - d. Williamsburg, Virginia
10. On the US flag, there are _____ stars and _____ stripes.
- a. 50;10
 - b. 13;50

c. 48;13

d. 50;13