

LESSON PLAN 1

Name: Linda Mathew

Grade: 2

Topic: Contributions of Benjamin Franklin and his character traits

MISSOURI GRADE LEVEL EXPECTATIONS

- H.3.C.2** Describe the contributions of inventors or pioneers in their field who influenced progress in the nation (e.g., Eli Whitney, Henry Ford, Thomas Edison, Ben Franklin, Albert Einstein, the Wright brothers, Marie Curie, Helen Keller, Susan B. Anthony, Charles Drew, Alexander Graham Bell, Amelia Earhart, Rosa Parks, Sacajawea, etc.).
- PC.1.E.2** Describe the character traits and civic attitudes of inventors or pioneers in their field who influenced progress in the nation.
- TS.7.D.2** Share research about a topic.

LESSON OUTCOMES

Each student will identify the character traits of Benjamin Franklin and research about his contributions.

LESSON SUMMARY

After reading 'A Picture Book of Benjamin Franklin' by David Adler students will fill up an organizer to list the contributions of Benjamin Franklin.

MATERIALS/RESOURCES

A Picture Book of Benjamin Franklin, document camera, Guess what Benjamin Franklin did organizer

PROCEDURES

Readiness (10 minutes):

1. Teach the song "Six simple words" and teach the meaning of character trait.
<https://www.youtube.com/watch?v=P2IiVMI6keE>
2. Get the students attention by showing the picture of Benjamin Franklin on the board and giving them clues on whose picture is on the board.
3. Listen to student's ideas and decide on who that is.
4. Bring the students attention to the board and start reading the book through the document camera.
 - a. Ask question during the 2nd page, "How did the swim paddles help people to swim better?"
 - b. Ask students to talk to a partner why Benjamin Franklin wrote under a different name?
 - c. "How did his newspaper help the community?"
5. Dismiss the students to their places.
6. Explain to students that they are now going to talk about the contributions of Benjamin Franklin

Focus (29 minutes):

7. Pass the 'Guess what Benjamin Franklin did' organizer to the students. Ask them to do it by themselves.
8. Inform the students they will talk about the organizer in their table. Give them 5 minutes to talk about it.
9. Call each table to discuss how they figured out which contribution was matched.
10. Ask students, "If Benjamin Franklin didn't invent any of these how would our lives be different?"
11. Listen to discussion and then ask, "What was the character traits needed for Franklin to invent all these things?"
12. Make 3 stations with books and iPads and Laptops. There will be 2 iPads at the iPad station. Divide the class into 4 groups. Each group has to research more on the contributions of Benjamin Franklin in each station.
13. Give the students a worksheet to write at least 3 inventions of Benjamin Franklin and which character trait helped him to do that. In that worksheet students must fill up how they can model that character trait in classroom or home

Closure (10 minutes):

14. Ask students to return the worksheets and look at the board. Show the pictures of the inventors they are going to learn in the next classes.
15. Inform the students that the essential question we are going to think about is “What does it mean to act as a responsible citizen in our community and nation?”
16. Sing the “ Six simple words” song and dismiss.

ASSESSMENT:

Check organizer to see how the character trait was matched to the contribution that helped the progress of the nation. Assess how they applied it to real life.

DIFFERENTIATION:

I will call the students who are lower level readers to my table and read both the organizers for them. I will also assign them with grade level readers to help at the books station.

I will also pair up students who are good at technology with the students who are not familiar with technology while they are moving to the stations with iPads and computers.

TECHNOLOGY:

Document Camera

SOURCE: Linda Mathew

Reference:

The Benjamin Franklin Tercentenary. (n.d.). Retrieved December 9, 2015, from <http://www.benfranklin300.org/>

BENJAMIN FRANKLIN CONTRIBUTIONS AND CHARACTER TRAITS



Invention	Character trait	How to model it in Class or home?
E.g. Bifocals 1. 2. 3.	E.g. Caring	E.g. Help a friend with classwork who was sick and absent.

Guess What Benjamin Franklin Did!

DIRECTIONS: Cut out all of the cards. Turn them all face down on your desk. Then turn over two cards to try to find a match. If they don't match, turn them back over. Try again until all of the inventions are matched with their descriptions.

Benjamin Franklin had trouble seeing both near and far. He had two pairs of glasses, one with lenses for seeing up close and one with lenses for seeing far away. Benjamin Franklin grew tired of always switching his pairs of glasses.

Can you guess what Benjamin Franklin invented?



FRANKLIN STOVE

In colonial America, homes were very cold during the winter. People heated their homes with open fireplaces. This led to many house fires and burn accidents. The open fireplaces also burned a lot of wood and filled homes with smoke.

Can you guess what Benjamin Franklin invented?



LONG ARM

Guess What Benjamin Franklin Did! (continued)

Benjamin Franklin loved music. He played the violin, harp, and guitar and sang songs with friends. Benjamin Franklin liked the sound made by running a wet finger around the rim of a crystal glass.

Can you guess what Benjamin Franklin invented?



BIFOCALS

Benjamin Franklin loved to read and owned many books. At his home in Philadelphia, he stacked the books high on shelves. Benjamin Franklin could not reach books he wished to read.

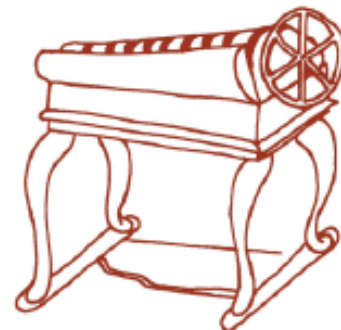
Can you guess what Benjamin Franklin invented?



SWIM FINS

When he was a boy, Benjamin Franklin loved swimming. He wished to swim faster and observe the fish around him.

Can you guess what Benjamin Franklin invented?



LESSON PLAN 2

Name: Linda Mathew

Grade: 2

Topic: Research the contributions of Rosa Parks, Susan B. Anthony, Marie Curie and Amelia Earhart.

MISSOURI GRADE LEVEL EXPECTATIONS

H.3.C.2 Describe the contributions of inventors or pioneers in their field who influenced progress in the nation (e.g., Eli Whitney, Henry Ford, Thomas Edison, Ben Franklin, Albert Einstein, the Wright brothers, Marie Curie, Helen Keller, Susan B. Anthony, Charles Drew, Alexander Graham Bell, Amelia Earhart, Rosa Parks, Sacajawea, etc.).

PC.1.E.2 Describe the character traits and civic attitudes of inventors or pioneers in their field who influenced progress in the nation.

TS.7.D.2 Share research about a topic.

LESSON OUTCOMES

Students will be divided into groups and research about the character traits and contributions of Rosa Parks, Susan B. Anthony, Marie Curie and Amelia Earhart.

LESSON SUMMARY

Students will understand the time period when women didn't have equal rights and they will see a power point with the newspaper articles of Rosa Parks, Susan B. Anthony, Marie Curie and Amelia Earhart. They will research about them and present it to class.

MATERIALS/RESOURCES

Powerpoint, History detective template, iPad

PROCEDURES

Readiness (10 minutes):

1. Start the class by a discussion on the essential question "What does it mean to act as a responsible citizen in our community and nation?"
2. I would also ask, "Who is a citizen?" and talk about women's rights. Show the class the brain pop video on women's rights: <https://www.brainpop.com/socialstudies/ushistory/womensuffrage/>
3. Have a discussion on the new information they learned from the video.
4. Inform the students the purpose for today's lesson is to learn about important women in history.

Focus (30 minutes):

5. Pass out a History detective template to every student.
6. Show the Power point with newspaper articles on Rosa Parks, Susan B. Anthony, Marie Curie and Amelia Earhart and tell the students to note down the questions silently on the template.
7. If any students say they didn't have any questions ask them 'What did you feel when you read the newspaper articles?' (**DIFFERENTIATION**)
8. Have a discussion on the questions they had without giving away much information.
9. Talk about the character trait that made them important.
10. Divide the class into 4 groups and assign each group each person to research.
11. Give books and each iPad for each group to research about of each of figure. Each group will assign a speaker. The speaker will present the research and how each group member contributed to the research.
12. Ask students to note down the questions they had and add more if needed.
13. Inform the essential question with what you will assess while they present. When they present they will answer what was the character trait they had for their contribution?
14. Pass out the check-list to each group. Inform they will be assessed on answering these questions.

Closure (10 minutes)

15. While researching informally assess if all group members are involved in research and staying on task.
16. Ask the groups to stay together and present the character.

ASSESSMENT:

While presenting assess if they answered all items in the checklist. Assess if they used their resources and individual templates.

TECHNOLOGY:

Active board, iPad

SOURCE: Linda Mathew

Reference:

- History Detective Report. (2013). Retrieved from <http://whattheteacherwants.blogspot.com/2011/06/history-detective-report.html>

Resources:

CHECK LIST

- **ANSWER ESSENTIAL QUESTION: What was the character trait they had for their contribution?**
- What was the main contribution?
- How did that help us now?
- How did your teammates do?

Name: _____

history detective

Event you are studying: _____

What are 3 questions you have about this event?

1. _____
2. _____
3. _____

Do your research:

Time and place:	Who was involved?	Important information:

Answers to your 3 questions:

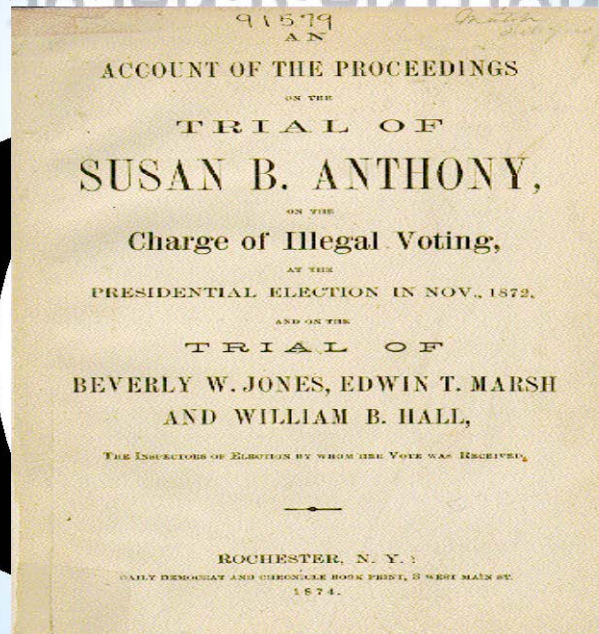
1. _____

2. _____

3. _____

Why was this an important event in history?

* SUSAN.B.ANTHONY



* Rosa Parks

Violent act designed to prevent
Negroes from disregarding the
boycott.

Rosa Parks was arrested Thurs-
day by Bus Driver J. F. Blake,
who said she took a seat in the
white section and refused to move
to the Negro section in the rear of
the bus. The Montgomery city
code gives bus drivers police pow-
ers in such cases.

Circulars were distributed Sat-
urday urging the boycott to pro-

*Marie Curie

MME. CURIE'S SUCCESS.

Mme. Curie, in collaboration with M. Debierne, has succeeded in obtaining radium in its form as a metal, whereas hitherto only salts of radium, such as bromides and chlorides, have been obtainable. The substance is white in colour, but becomes black on exposure to the air. It adheres firmly to iron, burns paper, and quickly decomposes water.

*Amelia Earhart

ATLANTIC FLIGHT
MISS EARHART OUT TO EQUAL
HISTORIC TRIP TO PARIS

HER SECOND VENTURE
ALREADY THE FIRST WOMAN TO MAKE
OCEAN CROSSING.

WITH only a quart of chicken soup for food and petrol for a 20 hours' trip, Miss Amelia Earhart, the noted woman flyer, left Harbour Grace, Newfoundland, at 10:51 (B.S.T.) last night on a solo flight across the Atlantic to Paris.

Should Miss Earhart succeed in her flight she will, in addition to being the first woman solo flyer of the Atlantic, have accomplished the feat on the fifth anniversary of Colonel Lindbergh's historic flight, which falls to-day.

"You'll hear from me in 15 hours," said Miss Earhart as she climbed into her plane just before taking off. "I have sufficient fuel for 20 hours, but I shall go on farther if the petrol holds out and I find I am not too fatigued," she added.

LESSON PLAN 3

Name: Linda Mathew

Grade: 2

Topic: Research the contributions of Charles Drew, Alexander Graham Bell, Eli Whitney and Henry Ford.

MISSOURI GRADE LEVEL EXPECTATIONS

H.3.C.2 Describe the contributions of inventors or pioneers in their field who influenced progress in the nation (e.g., Eli Whitney, Henry Ford, Thomas Edison, Ben Franklin, Albert Einstein, the Wright brothers, Marie Curie, Helen Keller, Susan B. Anthony, Charles Drew, Alexander Graham Bell, Amelia Earhart, Rosa Parks, Sacajawea, etc.).

PC.1.E.2 Describe the character traits and civic attitudes of inventors or pioneers in their field who influenced progress in the nation.

TS.7.D.2 Share research about a topic.

LESSON OUTCOMES.

Each student will research about major pioneers and present it to the class with emphasizing their character.

LESSON SUMMARY

Students learn about Thomas Alva Edison and as a group they research about a pioneer.

MATERIALS/RESOURCES

Newspaper template, iPad, *A Picture Book of Thomas Alva Edison*,

PROCEDURES

Readiness (10 minutes):

1. Ask the students to come to the rug and sit quietly. Plug in one light in the middle of the class and inform the students the other lights are going to be turned off. Ask a student to turn off the other lights in the room.
2. Ask the students to think about time when light bulbs weren't invented. Introduce *Thomas Alva Edison*.

Focus (30 minutes)

3. Ask the students to listen and put everything away and read the book '*A Picture Book of Thomas Alva Edison*' by David Adler.
4. Model on how to fill up the Newspaper on Thomas Alva Edison. From the book discuss what were the important points and write down the important information of Thomas Edison.
5. Remind students the group work they did the day before and get the students into their groups. Show the pictures of Charles Drew, Alexander Graham Bell, Eli Whitney and Henry Ford. Introduce them in 2 sentences.
6. Each group has to assign a different speaker and they will make a Newspaper template about each of the figures.
7. Inform the student they need to follow the checklist of items in their Newsletter. Introduce the checklist. Give books and iPad to every group.
8. Ask students to research and make the template. Informally assess as they are researching.

Closure (10 minutes)

9. Remind the essential question. "What does it mean to act as a responsible citizen in our community and nation?"
10. Students will present their research.
11. Collect the Newspapers and inform the students the final assessment for the unit will be to make a hall of fame where other grades will come and hear about each character.
12. Inform the groups for the final day hall of fame and assign each pair a pioneer/inventor. The hall of fame will have Thomas Edison, Ben Franklin, Albert Einstein, the Wright brothers, Marie Curie, Helen Keller, Susan B. Anthony, Charles Drew, Alexander Graham Bell, Amelia Earhart, Sacajawea.

ASSESSMENT:

While presenting assess if they answered all items in the checklist. Assess if they used their resources and

individual templates.

TECHNOLOGY:

Active board, iPad

Source: Linda Mathew

Reference:

- Read all about me. (2014). Retrieved from <http://printables.scholastic.com/shop/prcontent/Read-All-About-Me-Fill-in-Poster/9780439152914-001>

CHECK LIST

- What was the main invention/contribution?
- How did that help us now?
- **ANSWER ESSENTIAL QUESTION: What was the character trait they had for their contribution?**
- How did your teammates do?



Extra! Extra! Read All About Me!



"All the news & pictures, too!"

The

(write your name here)

Times

Late Breaking School Edition

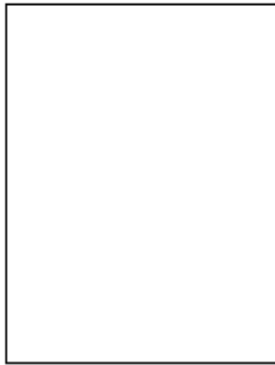
Volume CXLVIII

Today's Date _____

Priceless

My Exclusive Story Told Here for the Very First Time!

Draw a picture or paste a photo of yourself here, then write a caption.



Caption: _____

Write a news story about an important event in your life. Be sure to include who, what, where, when, and how.

Write a mini-article about a person who inspires you.

Meet My Hero



Draw a picture or attach a photo of your hero here.



AWESOME AD!

Create an ad for your favorite movie.



The Inside Scoop

Fascinating Facts About You!

I am _____ years old. I am in _____ grade.

My teacher is _____

The members of my family are _____

Some of my friends are _____

My favorite food is _____

My favorite sport is _____

My favorite TV show is _____

My favorite song is _____

My favorite school activity is _____

When I grow up I want to be _____

The nickname I'd choose for myself is _____

CRITIC'S CORNER

"The Best Book I Ever Read!"

Title: _____

Author: _____

My Mini-review: _____

'Teen Time



Draw a cartoon that tells something about you.

© 2000 Scholastic Teaching Resources

LESSON PLAN 4

Name: Linda Mathew

Grade: 2

Topic: Research the contributions of the important figures the students have decided.

MISSOURI GRADE LEVEL EXPECTATIONS

H.3.C.2 Describe the contributions of inventors or pioneers in their field who influenced progress in the nation (e.g., Eli Whitney, Henry Ford, Thomas Edison, Ben Franklin, Albert Einstein, the Wright brothers, Marie Curie, Helen Keller, Susan B. Anthony, Charles Drew, Alexander Graham Bell, Amelia Earhart, Rosa Parks, Sacajawea, etc.).

PC.1.E.2 Describe the character traits and civic attitudes of inventors or pioneers in their field who influenced progress in the nation.

TS.7.D.2 Share research about a topic.

LESSON OUTCOMES.

Students will learn what qualifies to be in a hall of fame. They will research more about the inventor/pioneer they present.

LESSON SUMMARY

After having a mini lesson on hall of fame students will present the reasons the inventor/pioneer they present deserve to be in the hall of fame.

MATERIALS/RESOURCES

iPad, books, It's showtime Organizer,

PROCEDURES

Readiness (10 minutes):

1. Bring the students to the rug. Sing the Six simple words song.
<https://www.youtube.com/watch?v=P2liVMl6keE>
2. Start the class by showing the picture of the baseball Hall of fame. Ask students to predict what this is.
3. Introduce students to the video 'This is the Hall of Fame'
https://www.youtube.com/watch?v=zCfFe5_kqig
4. Have a discussion on the traits they needed to be on the hall of fame.

Focus

5. Inform for the students they are going to create their own hall of fame for the 1st grade class to show them who where the people we learned about and why we should learn about them.
6. Establish criteria for their Hall of Fame. To stimulate discussion, suggest that they frame questions such as the following that can be asked about each candidate:
 - Did he/she affect other people's lives in a positive way?
 - Which character trait did he/she possess?
 - Did his accomplishments change how people lived?
7. Remind students of the group they had. Ask students to get together with their partner and give the final day organizer.
8. Inform that students will take turns with presenting their historical figure. While one student will pretend to be the inventor the partner will explain about the inventor.
9. Inform the students that will be their final assessment for this unit. Have a discussion on how to grade the final hall of fame.
10. Present the rubric and explain each section with example.

11. Give students time to work together. Walk around to give guidance.
12. Give each group iPad along with the sites they can visit. Also give the students books.
13. Give each group a 'Take Home' bag, which has books about their inventor/pioneer, ideas on how to make easy costumes and websites to learn more.

Closure

14. Ask students to come back to the rug and each group need to share how much they have planned and researched.
15. Give each group a rubric to plan and research.

ASSESSMENT:

Gather the organizer and check their preparations and informally assess the preparations.

Differentiation:

For students who can't use iPad provide books. Pair up lower level readers with a grade level reader.

TECHNOLOGY:

Active board, iPad

SOURCE: Linda Mathew

Reference:

- Create a New Rubric. (n.d.). Retrieved December 9, 2015, from <http://rubistar.4teachers.org/index.php?screen=NewRubric>

Historical Role Play : Hall of fame

Teacher Name: **Linda M**

Student Name: _____

CATEGORY	40	30	20	10
Props/Costume	Student uses 2 or more props (could include costume) that accurately fit the period, show considerable work/creativity and make the presentation better.	Student uses 1-2 props that accurately fit the period, and make the presentation better.	Student uses any 1-2 props which make the presentation better.	The student uses no props OR the props chosen detract from the presentation.
Character Traits	Can clearly explain character traits of the inventor/ pioneer with examples.	Can clearly explain character traits of the inventor/ pioneer without examples.	Can explain one character trait of the inventor/ pioneer with examples.	Cannot explain any character trait of the inventor/ pioneer.
Required Elements	Student included more information than was required.	Student included all information that was required.	Student included most information that was required.	Student included less information than was required.
Neatness and Attractiveness	Presentation is well presented and students answer all questions of the viewers.	Presentation is well presented and students answer a few questions.	Presentation is well presented and students cannot answer any questions.	Presentation is not well presented and students are not behaving effectively.

Name _____ Date _____

It's Show Time!

Plan your oral presentation with this graphic organizer.
Use the Time clocks at the right to help pace yourself.

Setup Notes/Materials

TIME

Intro

NOTES

Main point 1

NOTES

Main point 2

NOTES

Main point 3

NOTES

Conclusion

NOTES

TOTAL TIME

LESSON 5

Name: Linda Mathew

Grade: 2

Topic: Research the contributions of the important figures the students have decided.

MISSOURI GRADE LEVEL EXPECTATIONS

H.3.C.2 Describe the contributions of inventors or pioneers in their field who influenced progress in the nation (e.g., Eli Whitney, Henry Ford, Thomas Edison, Ben Franklin, Albert Einstein, the Wright brothers, Marie Curie, Helen Keller, Susan B. Anthony, Charles Drew, Alexander Graham Bell, Amelia Earhart, Rosa Parks, Sacajawea, etc.).

PC.1.E.2 Describe the character traits and civic attitudes of inventors or pioneers in their field who influenced progress in the nation.

TS.7.D.2 Share research about a topic.

LESSON OUTCOMES.

Students will present the research about the inventor/pioneer in a hall of fame.

LESSON SUMMARY

After a brief meeting to talk about the rubric, expectations and questions students will present their hall of fame in class.

MATERIALS/RESOURCES

Organizer, Rubric

PROCEDURES

Readiness (10 minutes):

1. Call the students to the rug and inform the time and which classes will arrive to see the hall of fame.
2. Go through a list of behaviors students need to show the other classes.
3. Go through the rubric again. Listen to students concerns and questions. Remind the class while they present they have to remember the essential question, "What does it mean to act as a responsible citizen in our community and nation?"

Focus (30 minutes)

4. Ask the students to take their places and start practicing with their organizers.
5. Provide each group with a stop - watch and they need to present in 5 minutes to each group.
6. Inform the students that the teacher will be walking around to assess.
7. When classes start to come provide the helpful hints for the presenters.
8. After the students seem to be at ease start assessing their presentation.
9. Check how students are answering any doubts and provide accurate information

Closure (5 minutes)

10. After the last class is done ask the students to put their things away.
11. Call the students to the rug and ask them "Why did we want others to know about all these people?"
Conclude the class with a short discussion on good character traits.

ASSESSMENT:

While presenting listen to each student to see if they are giving accurate information. If unable to listen to each student get a teacher's assistant to help assessing.

Differentiation:

For struggling students give the option of reading from their notes.

TECHNOLOGY:

Active board, iPad

SOURCE: Linda Mathew

Historical Role Play : Hall of fame

Teacher Name: **Linda M**

Student Name: _____

CATEGORY	40	30	20	10
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Required Elements	Student included more information than was required.	Student included all information that was required.	Student included most information that was required.	Student included less information than was required.
Neatness and Attractiveness	Presentation is well presented and students answer all questions of the viewers.	Presentation is well presented and students answer a few questions.	Presentation is well presented and students cannot answer any questions.	Presentation is not well presented and students are not behaving effectively.