

Famous American Unit Plan

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Author Note

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I have no known conflict of interest to disclose.

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Integrated Unit Plan

I. INITIAL UNIT INFORMATION

Subject: The main subject of the unit is: History

Grade/Topic: The unit is written for 2nd grade. The topic is: Famous Americans

State and National Standards Addressed by the Unit:

California State Standards:

CA.H.2.5: Students will comprehend the significance of specific people across history and how their actions and character have made a difference in others' lives (California State Board of Education, 1998).

National History Standards:

NSS-USH.K-4.3a: Students will understand how democratic values formed; how they have been shaped by people, events, and symbols (Education World, 2023).

NSS-USH.K-4.4b: Students will understand major scientific and technological discoveries, some of the social and economic effects, and the major scientists and inventors who created them (Education World, 2023).

Character Education Goals: The character education goals are:

1. Students will be kind as they work together both in speech and in action.
2. Students will be respectful of each other as they work together and as they practice their presentations.
3. Students will be compassionate with classmates as they listen to presentations and as they work together.

Instructional Goals: The instructional goals are:

1. Students will learn about famous Americans from different eras that impacted the United States and its ideology either politically, symbolically, scientifically, or technologically. This will be through a famous American research project into the lives of famous Americans or those who shaped America from other countries (example: Marie Curie, Albert Einstein, and Blaise Pascal)
2. Students will research in groups of two their famous American using a graphic organizer that will help pull specific information that will be incorporated into their Famous American Project. The specific information will be about the famous American's childhood, events that shaped his or her life, major events that happened in America or the world at the time of fame that influenced the American's life, what made the person famous and known for, when they died, and the legacy that they left behind.

3. Students will compile the information into their own Slides presentation that has a layout for them to place the information. Students are able to tweak and modify the layout after they have filled in the important information and pictures. (Each child will have their own Slides project.)
4. Students will present for 3 to 5 on their famous American in a Wax Museum setting where the child dresses up like their famous American. The first half of the students will present for a total of 30 minutes to classmates and schoolmates on day one. The second half of the students will present for a total of 30 minutes on the second day to the other half of the class and schoolmates.
5. Classmates will take notes using a graphic organizer on 4 student presentations and 4 teacher presentations and will turn their 8 notes scrapbook pages which enables them to draw a picture of each famous American and their final presentation in to be graded.

Instructional Objectives: The instructional objectives are:

1. Students will be able to present on a famous American dressed as the famous American in a 3 to 5 minute Slides presentation that is 8 slides long including the title slide and resources slide about the American's life (childhood, events that shaped his/her life, major events that happened in America/world at this particular time that influenced the American, what made the American famous, when the person died, and what legacy they left behind) with 100% accuracy. Each slide/graphic organizer will be tailored with the specific type of information required to be researched by each child and then presented on.
2. Students will be able to use a graphic organizer and Slides template that will help shape their research and help build their 3-to-5-minute presentation that is 8 slides in length. The students will create a timeline with major events not only of their famous American, but also world or American events for a total of six to seven events with 100% accuracy. Students may modify creative aspects of the template only after the information has been built into the presentation.
3. Students will be able to take complete graphic organizer notes of 4 student presentations and 4 teacher presentations for a total of 8 different famous Americans that will be compiled into an 8 page scrapbook that has not only 2 drawn pictures per page, but also comprehensive notes about the famous Americans' lives in each category listed on the graphic organizer with 90% accuracy.

Overview of the Learning Activities: The learning activities include:

1. Researching their famous American using a graphic organizer that will fill in the 10-slide presentation.
2. Creating a 10-slide presentation based on Slides template given to each child to go along with their final oral presentation.

3. Presenting on their famous American in a Wax Museum style. (Students dress up as their famous American and speak as if they are that person as they tell about their life and achievements.)

4. Scrapbook notes on 8 other famous Americans. Students will take 4 notes pages from teacher presentations and 4 notes pages based on student presentations on famous Americans.

Extension Learning Activities:

1. A newspaper format template for students to add information and drawings to.
2. An advertisement format template for students to add drawings and a slogan.
3. Creating a song based on their famous American which they can sing to their classmates.
4. Creating a comic strip based on their famous American and their life achievements.

Learning Style Allowances: Learning style allowances include:

1. Kinesthetic- The students will be putting together a project that requires creating a presentation with their hands. They will be drawing as part of the note taking process. The students will also be dressing up as the famous American. Students will be taking notes which is physically applying knowledge to paper (Cherry, 2023).
2. Auditory- The students will be able to listen to multimedia presentations about their particular famous Americans and several other famous Americans via videos, student/teacher presentations, or Kindle type books (Tomlinson, 2017).
3. Visual- The students will be able to watch videos about their famous American, look at pictures, and see images regarding their famous American and several other famous Americans. The students will also be putting together a visual Slides presentation that includes graphics and a timeline (Cherry, 2023). The Slides presentation will also play to visual strengths with the visual artistry and balance of each slide.
4. Students above Mastery- The students will be able to pick their own famous American with a diverse list provided by teacher (Tomlinson, 2017). The student will be able to extend their learning with additional interest projects that are related to this assignment like creating a newspaper that is about their famous American or an advertisement that reflects something their famous American created, produced, or was a part of (Tomlinson, 2017). Students are able to utilize a cross off list to help know what they have completed and what they can accomplish when they are done with their tasks.
5. Students at Mastery- Students will have check-ins with the teacher, their project will be scaffolded with graphic organizers, and are able to work with partners (Tomlinson, 2017). Should the child have extra time there are extended learning activities to spark their interest and extend their learning in their famous American. Students are able to have a cross off list to help manage their project and presentation (Tomlinson, 2017).

6. Approaching Mastery Level- Students will have frequent check ins with the teacher (Tomlinson, 2017). They will have a partner to help with research, they will have graphic organizers that will help scaffold learning. Students will be able to use text-to-speech or speech-to-text to help with project. Students will be able to pick their own famous American among a diverse list provided by the teacher which will help with student interest (Tomlinson, 2017). The teaching portion will be direct instruction to help provide scaffolding for students with a gradual release of responsibility (Tomlinson, 2017). The student will also have a cross off list, so that they are able to keep track of what they have done, and what they still need to do (Tomlinson, 2017). This is just to help break down the project into smaller parts to help.

Comprehensive List of Necessary Resource and Materials Needed for Implementation of the Unit:

1. Computer/Chromebook with internet access
2. [Slides with template pre-set up](#)- Google Classroom for easy distribution.
3. [Graphic organizer for famous American Research](#) (1 per student)
4. Preselected 14 famous Americans or those who influenced America articles, books, websites, and videos for students to pick and research.
5. [Notes graphic organizer](#) (8 per student)
6. A note home regarding project and the fact that the student will be coming dressed as their famous American.
7. Slides presentation for the first 4 famous Americans- teacher presentations.
The slides are imbedded on lesson plan days.
8. Rubric guidelines for teacher and students
Rubric is imbedded on day one slide.
9. Check-in template for teacher as they discuss project with students.
10. Cross off list for teacher and students, so that both teacher and student know the project is complete.
11. Pencils and Mini Whiteboards (1 set per student)

Extension Activities:

1. Comic strip paper and directions sheet
2. Song direction sheet
3. Advertisement paper and directions sheet
4. Newspaper template and directions sheet

Description of How this Unit Provides Integration/Cross-Curricular Connections:

1. This project provides cross-curricular connections in writing a research presentation which is a requirement of second grade writing.
2. The project requires a presentation which is a requirement of Speaking and Listening in second grade.
3. The project also putting a timeline into a chronological order by events that happened first, second, third, fourth, and on ward which is a requirement in second grade math.

Overview of Formative and Summative Assessments:

1. Formative assessment: Teacher observations as students complete their famous American research, project, and notetaking.
2. Formative assessment: Student check-ins with the teacher. Teacher will be meeting one-on-one with students as they complete their projects to check in with the students and their progress.
3. Summative Assessment: Teacher will use a rubric to assess the presentation, research project, and the notes scrapbook that the students completed for how well the students completed and know about the famous people across history and the difference they made on the American society and the character legacy that they left behind.

II. LESSON PLANS**Lesson Plan 1**

I. Subject and Grade Level: History- 2nd Grade
II. Topic: Famous Americans
III. Standards: California State Standards: CA.H.2.5: Students will comprehend the significance of specific people across history and how their actions and character have made a difference in others' lives (California State Board of Education, 1998). CA.W.2.8: Remember information from experiences or information from provided sources to answer a question. National Standards: NSS-USH.K-4.3a: Students will understand how democratic values formed; how they have been shaped by people, events, and symbols (Education World, 2023). NSS-USH.K-4.4b: Students will understand major scientific and technological discoveries, some of the social and economic effects, and the major scientists and inventors who created them (Education World, 2023).
IV. Measurable Objectives: Students will be able to take complete graphic organizer notes of teacher that will be compiled into an 8 page scrapbook that has not only 2 drawn picture per page, but also comprehensive notes about the famous Americans' lives in each category listed on the graphic organizer with 90% accuracy.
V. Materials: Notes graphic organizer Slides- Teacher Slides Buckets or Plastic bags with source material for students (IE: Books on Amelia Earheart, George Washington, and more) Computer- yours TV Projection- for slides to be presented Mini-whiteboards (1 for each student)- students will be writing on top of them on a sheet of paper Pencils- (1 for each student)

VI. Character Education Principle: Based on Benjamin's life students will be learning two character traits:

1. Perseverance
2. Respecting Others

(Both of these are spelled out in the slides for students to know and jot down in their notes).

The class will discuss why these two character traits are chosen. They will also discuss if there are other character traits that he had. They will then end the discussion with how they can apply the character traits mentioned in the discussions in real life.

VII. Set:

Students will have just come back from recess and will sit in their assigned seating on the carpet in front of the large projection TV and you. There will be a white board and pencil with eraser sitting on their spot. As they sit, they will move the board and pencil to sit in front of them, rather than on their laps. The room is preset with book tubs or bags on back tables and counter in section by type and then by alphabet for easy student finding.

VIII. Instructions:

Day 1: [Slides](#) - *All citation within slides are for 2nd graders who are just learning how to do citations*

Teacher: (Start on slide one) During this unit you are going to be learning about Famous Americans who impacted American society with their character and the decisions that they made. You will also learn about people who greatly impacted America from other countries. The best part is that you get to discover these Americans with your research project! To walk you through what you will be doing and how you will be doing it, you will also see presentations on famous Americans from me. So, let's get started!

(Change to slide two) Let's quickly go over your rubric and where you will be earning your points and answer questions, I know you will have about how you will set up your project. As you can see on the slide most of your points will be coming from the content of your slides, and not the pretty details that you can add to the slides. So, what you will be doing is starting with the content and not the pictures that I know you want to add. Reward yourself by adding those later. Secondly, be careful with the research because you want be 100% accurate. Imagine if your best friend was telling you a story and you find out later that the story wasn't completely true. You would wonder what else she or he said that wasn't true. Don't do that to your classmates, make sure that what you tell them is backed by what you have read about the person. If you have questions, ask me or your parents to make sure you are clear on the answer before you input it in your project. Lastly, there is a scrapbook project happening at the same time as

your projects where you will be taking notes. As I teach about a few famous Americans I will also walk you through how you are taking your scrap book notes.

(Change to Slide 3): I know you will want to know who your famous American is before we go any further. Let's quickly have you pick your own famous American, remember this is a project you are doing by yourself.

To do: Pull sticks (The name sticks are in the cup under the widescreen TV on the console table) and then input child's name next to the famous person on the slide. While students are picking their famous Americans have the first child pulled via stick handout the notes page that they will be filling out during your lesson.

(Change to Slide 4): Today, we are learning about Benjamin Franklin. (Click on the slide for the next two parts- it will walk you and the students through your dialogue:

On your notes page where it says, "By, ____" write your name. Then where it says, "Famous American Name" write down Benjamin Franklin as you see it on the board.)

Now, take a look at the information you will need to jot down as you listen and see the presentation. The page says that you need to know the date of birth, place and how many family members there are. From here on out this is going to be your job to know what is coming next and to jot down the information you need.

(Change to Slide 5): Benjamin Franklin's Childhood

Benjamin Franklin was born in Boston, Massachusetts on January 17, 1706 (History, 2024d). He was one of seventeen children. He had 19 family members total, but one of them he never met because his dad's first wife died and Ben's mom was his second wife (History, 2024d). His dad's name was Josiah Franklin and his mom's name was Abigail Folger (Britanica, 2024). Ben Franklin learned how to read at a very young age, but only had a little bit of formal education either at school or with a private tutor (History, 2024d). Benjamin's childhood was really rough because he was forced to be an apprentice to his tyrannical brother (History, 2024d). Tyrannical means that he abused his power. He forced Ben to keep working for him even though as an apprentice he should have been able to leave at any time. His brother was also very harsh and mean. But! Benjamin ran away to Philadelphia, Pennsylvania and worked for another printshop (History, 2024d). This time he was free to earn a wage and leave as he wished.

(Change to Slide 6- From here on read the slides...)

Read the slide and click the "down" button. It will also guide students through their note taking process.

End of Slide Class Discussion: The class will discuss why these two character traits are chosen. They will also discuss if there are other character traits that he had. They will then end the discussion with how they can apply the character traits mentioned in the discussions in real life.

IX. Guided Practice:

(Slide 6 to the end of the presentation): The slides will guide you and your students through the guided practice of filling in the note's page as you present on Benjamin Franklin's life. It will also help them navigate their notes page.

*** Make sure that you are walking around as they are filling in their notes page, so that you can make sure that they are filling it in correctly. ***

(Tomorrow's Lesson will have more guided practice)

X. Independent Practice:

Today, was just to guide them through the note's page and know about the information. Tomorrow's lesson will have independent practice.

XI. Closure:

You learned so much about not only how to take notes, what your presentation will look like, what it will sound like, but also about Ben Franklin's amazing life and how he greatly influenced America. Right now, I am going to have you spend 10 minutes browsing the books in the back about your famous American. Your job is not to take notes, but to see what resources you have available to you. Please note that around the room there are tables with the type of famous American go to where your famous American will be located. Each plastic container is one famous American, so take yours back to your table with you. Pop a bubble in your mouth, left side you may get your tubs. (Wait till the majority have gotten to the table to release the middle and then the right). Give them ten minutes to look through. Then give them 10 seconds to put it all away and put back on the table.

XII. Evaluation:

Formative Assessment: Teacher will be walking around as students are taking notes, to make sure they are filling in the notes page correctly. Collect student note pages to give back to them at a later date.

Lesson Plan 2

I. Subject and Grade Level: History- 2nd Grade
II. Topic: Famous Americans
III. Standards: California State Standards: CA.H.2.5: Students will comprehend the significance of specific people across history and how their actions and character have made a difference in others' lives (California State Board of Education, 1998). CA.W.2.8: Remember information from experiences or information from provided sources to answer a question. CA.W.2.10: Write consistently over extended times (research, reflection, revision) and shorter time frames for a range of purposes tasks, disciplines, and audiences. CA. SL. 2. 1: Collaborate with partners about grade 2 topics and texts. National Standards: NSS-USH.K-4.3a: Students will understand how democratic values formed; how they have been shaped by people, events, and symbols (Education World, 2023). NSS-USH.K-4.4b: Students will understand major scientific and technological discoveries, some of the social and economic effects, and the major scientists and inventors who created them (Education World, 2023).
IV. Measurable Objectives: 1. Students will be able to use a graphic organizer that will help shape their research and help build their 3-to-5-minute presentation that is 8 slides in length. The students will create a timeline with major events not only of their famous American, but also world or American events for a total of six to seven events with 100% accuracy. Students may modify creative aspects of the template only after the information has been built into the presentation. 2. Students will be able to take complete graphic organizer notes of teacher presentation that will be compiled into an 8 page scrapbook that has not only 2 drawn pictures per page, but also comprehensive notes about the famous Americans' lives in each category listed on the graphic organizer with 90% accuracy.
V. Materials: Graphic Organizer for Research (1 per student) Notes graphic organizer – 1 Per student

Slides

Buckets or Plastic bags with source material for students

(IE: Books on Amelia Earheart, George Washington, and more)

Note Home: Send home a parent note that tells about the Famous American Project, that their child will need help finding an appropriate 2-4 minute video on famous American, and that they will be presenting their project on in eight days. They will also need to dress up as their chosen character and practice their presentation in front of family members.

XIII. **VI. Character Education Principle:** Based on Abraham's life students will be learning two character traits:

1. Kindness
2. Compassion

(Both of these are spelled out in the slides for students to know and jot down in their notes).

They will also be encouraged to do so as they work with their partners for the first time today.

VII. Set:

Students will have just come back from recess and will sit in their assigned seating on the carpet in front of the large projection TV and you. There will be a white board, note page, and pencil with eraser sitting on their spot. As they sit, they will move the board and pencil to sit in front of them, rather than on their laps.

VIII. Instructions:

Day 2: Slides *All citation within slides are for 2nd graders who are just learning how to do citations*

Teacher: (Start on slide one) Today, we are going to learn about Abraham Lincoln as you take notes. We are also going to look at how you're going to research for your famous American and you get to have time today to research.

(Change to Slide 2) Let's quickly do a reminder. Look for the information you need before you need it. Secondly, right now you can fill in your name and the famous American's name as I change to slide 3.

(Change to Slide 3): Today, we are going to learn about Abraham Lincoln and my name is Ms. Frey. Pay close attention to how I will discuss his childhood because you are going to research for your Famous American's childhood today. You are going to want enough information to sound like an expert. Also notice as you speak your peers are needing to take notes. You need to give them time to jot down their notes.

(Change to Slide 4): Abraham Lincoln was born February 12, 1809 (White House, 2024). He started his life in rural Kentucky and moved around a lot in his younger years (White House, 2024). He had one sister named Sarah. His mom, Nancy Hanks, died when he was ten

years old. His dad, Thomas Lincoln, later married Sarah Bush Johnson. Abraham had only had three years of formal education because of his moving from place to place and because his family needed him to work to help support them. His childhood was horrific because his dad used him as an indentured servant (Blumenthal, 2016). He was a slave for hire. His dad earned 10 to 31 cents a day because of his manual labor. He split logs, butchered hogs, operated a ferry, and was a farm hand doing whatever the men wanted him to do (Blumenthal, 2016). But! He escaped by moving to New Salem, Illinois where he was a shop keeper and a Postmaster. (Notice Benjamin Franklin had an influence in Abraham Lincoln's life years after his death!

Guided Practice: (While Students are taking notes: make sure you are walking around and commenting on what is going well. Example, "Wow! Susie you wrote, "... that is wonderful! If need be, encourage them by saying, "I noticed this one needs to be filled in and I am noticing it is on the screen". You are back leading them today in their note taking time.)

Read slides 5-10 and click the "down" button. Remember the above for the rest of the slides on Abraham Lincoln's life.

End of Abraham Lincoln Slide Discussion: The class will discuss why these two character traits are chosen. They will also discuss if there are other character traits that he had. They will then end the discussion with how they can apply the character traits mentioned in the discussions in real life.

***After your students have finished taking notes.

Slide 11: I am not writing word for word any document. I am hunting through the information and writing it in my own words. I then need to give credit where credit is due and that is through citing my source. You have seen this through my slides.

Now, I am going to look through History.com's information on Abraham Lincoln. I am only going to look for as much information as I can on his childhood. Let's see what we can find.... (Click on History.com website on slide).

Ask:

What do you notice? (Student's response)

Did you find everything you took notes on? (Student's response)

No? Where do you think, I may have gotten the rest of my information? (Student's response)

Right! A new source. Just like I had to use multiple sources, so do you. Make sure you write down which book/source you got your information down by writing down the title on your note's page.

Let's see what your [Graphic Organizer](#) looks like for writing a research presentation. (Have child or two pass it out). Notice you have more lines to write extra information down. Remember how

I added information that wasn't on my slide? This is how I did it. I made certain to take extra notes that I needed to make sure that I sounded like an expert.

Today, you also get a partner to do research with! Remember to use kind words as you work together and be respectful. If you, find information that your partner doesn't want to use- that is okay! You can put it down on your paper and they can find other information to use. You don't need to have the same exact notes. They are there to split the work down a little.

Now, it is your turn. Use your box to answer the questions on your sheet and remember you will need more than one source to answer all of the questions.

Any questions?

IX. Guided Practice:

Notes:

As the teacher walks around the room while the students are note taking she will make statements allowed that will help guide students into making better notes. "Wow! I love how so and so wrote this on this part of her notes". She also might say, "Don't forget to jot this down..."

Research:

Teacher walked through how to find notes and that they will need extra notes. The students also get a partner to walk through the process with.

X. Independent Practice:

Notes:

The independent practice was for the most part taking the notes by themselves with comments from the teacher to help support.

Research:

It is also seen with in the research that the students get to find on their own and with a partner.

XI. Closure:

Today, you have learned so much! You did a wonderful job taking notes not only on Abraham Lincoln, but also on your famous American. Tomorrow, you will have more time to research.

XII. Evaluation:

Formative Assessment: Teacher is walking around the room making sure students are taking valid notes both on Abraham Lincoln and also on their research notes page.

Lesson Plan 3

I. Subject and Grade Level: History- 2 nd Grade
II. Topic: Famous American Project
III. Standards: California State Standards: CA.H.2.5: Students will comprehend the significance of specific people across history and how their actions and character have made a difference in others' lives (California State Board of Education, 1998). CA.W.2.8: Remember information from experiences or information from provided sources to answer a question. CA.W.2.10: Write consistently over extended times (research, reflection, revision) and shorter time frames for a range of purposes tasks, disciplines, and audiences. CA. SL. 2. 1: Collaborate with partners about grade 2 topics and texts. National Standards: NSS-USH.K-4.3a: Students will understand how democratic values formed; how they have been shaped by people, events, and symbols (Education World, 2023). NSS-USH.K-4.4b: Students will understand major scientific and technological discoveries, some of the social and economic effects, and the major scientists and inventors who created them (Education World, 2023).
IV. Measurable Objectives: 1. Students will be able to use a graphic organizer that will help shape their research and help build their 3-to-5-minute presentation that is 8 slides in length. The students will create a timeline with major events not only of their famous American, but also world or American events for a total of six to seven events with 100% accuracy. Students may modify creative aspects of the template only after the information has been built into the presentation. 2. Students will be able to take complete graphic organizer notes of teacher presentation that will be compiled into an 8 page scrapbook that has not only 2 drawn pictures per page, but also comprehensive notes about the famous Americans' lives in each category listed on the graphic organizer with 90% accuracy.
V. Materials: Graphic Organizer for Research (1 per student) Notes graphic organizer – 1 Per student

[Slides](#)[Slides with template pre-set up](#)

Whiteboard & Pencil- 1 set per student

Buckets or Plastic bags with source material for students

(IE: Books on Amelia Earheart, George Washington, and more)

Extension Activities

VI. Character Education Principle:

1. Compassion
2. Perseverance

(Both of these are spelled out in the slides for students to know and jot down in their notes). They will also be encouraged to do so as they work with their partners for the first time today.

VII. Set:

Students will have just come back from recess and will sit in their assigned seating on the carpet in front of the large projection TV and you. There will be a white board, note page, and pencil with eraser sitting on their spot. As they sit, they will move the board and pencil to sit in front of them, rather than on their laps.

VIII. Instructions:

Day 3: [Slides](#) *All citation within slides are for 2nd graders who are just learning how to do citations*

Teacher: (Start on slide one) Today, we are going to learn about Albert Einstein as you take notes. We are also going to look at your slides template and remind you how to input pictures and information.

(Change to Slide 2) Let's quickly do a reminder. Remember that when you fill out your research paper to put in your source and to not copy word for word.

(Slide 3): Einstein was born in Ulm, Germany and was a Jew (Nobel Prize, 2024). His parents were brilliant, and his mom was born to a wealthy family (Ducksters, 2024). Albert Einstein however, had a unique childhood because although he was supported at home, he had learning disabilities (Ducksters, 2024). He had to persevere through learning how to speak and form sentences. He was made fun of during school. His peers called him "Dopey One" (Ducksters, 2024). But despite appearances he was brilliant. While he was at school he was also picked on for being Jewish (Ducksters, 2024). However, while at home his mom encouraged him in music and introduced him to Mozart (Ducksters, 2024). He loved listening to Mozart and played the violin because of him. He read a lot, loved math, and work on puzzles among other activities (Ducksters, 2024).

(Slide 4-10): Go through the rest of the slides and present them. Make sure you are walking around the room checking in on student note taking.

End of Albert Einstein Slide Discussion: The class will discuss why these two character traits are chosen. They will also discuss if there are other character traits that he had. They will then end the discussion with how they can apply the character traits mentioned in the discussions in real life.

As you continue working on your slides, you will also have the opportunity to choose character traits for your historical figure. Think through how we decided what character traits worked with the ones presented in class and why. Then apply the same strategies as you did in class to your famous American.

Starting on Slide 11: See Guided Practice.

IX. Guided Practice:

Starting on Slide 11: Walk students through how to present with student discussion. (It is on slides, so students can follow along with questions.) Have them practice their voice level and knowing what is too soft or too loud. Have them act out gestures they can use during their presentation.

Discuss: How they will be dressed in three days and what is expected of them. (It is on slides so students can visually see.)

Remember to be kind with your peers as you work with them today. Be respectful and compassionate like Albert Einstein was and remember you can do this. Please hand in your notes page before you begin your project.

X. Independent Practice:

Students are independently note taking during teacher famous American presentation.

Students are also independently or with a partner finishing their research and independently beginning their Slides Presentation.

***While students are working on presentation/research make sure you check in with students and their progress. Give students next steps should they need them. ***

XI. Closure:

Tomorrow and the next day you will have all the time to work on your presentations. In three days you will be practicing your speeches on each other and in front of me.

XII. Evaluation:

1. Formative assessment: Teacher observations as students complete their famous American research, project, and notetaking.

2. Formative assessment: Student check-ins with the teacher. Teacher will be meeting one-on-one with students as they complete their projects to check in with the students and their progress.

Lesson Plan 4:

I. Subject and Grade Level: History: 2nd Grade
II. Topic: Famous Americans
III. Standards: California State Standards: CA.H.2.5: Students will comprehend the significance of specific people across history and how their actions and character have made a difference in others' lives (California State Board of Education, 1998). CA.W.2.8: Remember information from experiences or information from provided sources to answer a question. CA.W.2.10: Write consistently over extended times (research, reflection, revision) and shorter time frames for a range of purposes tasks, disciplines, and audiences. CA. SL. 2. 1: Collaborate with partners about grade 2 topics and texts. CA.SL. 2. 4: Tell a story or experience with relevant facts and details, speak loud to be heard and in complete sentences. National Standards: NSS-USH.K-4.3a: Students will understand how democratic values formed; how they have been shaped by people, events, and symbols (Education World, 2023). NSS-USH.K-4.4b: Students will understand major scientific and technological discoveries, some of the social and economic effects, and the major scientists and inventors who created them (Education World, 2023).
IV. Measurable Objectives: 1. Students will be able to use a graphic organizer that will help shape their research and help build their 3-to-5-minute presentation that is 8 slides in length. The students will create a timeline with major events not only of their famous American, but also world or American events for a total of six to seven events with 100% accuracy. Students may modify creative aspects of the template only after the information has been built into the presentation. 2. Students will be able to take complete graphic organizer notes of teacher presentation that will be compiled into an 8 page scrapbook that has not only 2 drawn pictures per page, but also comprehensive notes about the famous Americans' lives in each category listed on the graphic organizer with 90% accuracy. 3. Students will be able to present on a famous American dressed as the famous American in a 3 to 5 minute Slides presentation that is 8 slides long including the title

slide and resources slide about the American's life (childhood, events that shaped his/her life, major events that happened in America/world at this particular time that influenced the American, what made the American famous, when the person died, and what legacy they left behind) with 100% accuracy. Each slide/graphic organizer will be tailored with the specific type of information required to be researched by each child and then presented on.
V. Materials: Notes graphic organizer – 1 Per student Whiteboard & Pencil- 1 set per student Day 6: Slides Slides with template pre-set up Extension Activities
VI. Character Education Principle: Compassion: Towards classmates as they present. Kindness: Using kind words to encourage classmates. Respect: Respect the classmate's time and energy they put into their presentation. These are also spelled out in the slides presentation on Martin Luther King Jr.
VII. Set: Students will have just come back from recess and will sit in their assigned seating on the carpet in front of the large projection TV and you. There will be a white board, note page, and pencil with eraser sitting on their spot. As they sit, they will move the board and pencil to sit in front of them, rather than on their laps.
VIII. Instructions: Day 6: Slides Teacher: (Slide 1) Today, we are going to take notes on Martin Luther King Jr. and then you get to practice for your presentations. As I present on Martin Luther King Jr. I want you to remember the techniques we talked about with presenting. How you need to make eye contact, being purposeful with hand gestures, speaking loudly. Let's begin. (Slide 2 & Slide 3): Martin Luther King Jr. was born on January 15, 1929 to Martin Luther King Sr. and Alberta King (History, 2024e). He had an older sister Christine and a younger brother Alfred (History, 2024e). He grew up in Atlanta, Georgia in a prosperous African American neighborhood (History, 2024e). He had a happy childhood with his family and was gifted in school (Dr. Martin Luther King .Net, 2023). But! He learned about segregation when he

went shoe shopping with his mom as a child (Dr. Martin Luther King .Net, 2023). At the age of 15 he went to college (History, 2024).

(Slide 4-9): Present the information on the slides.

End of Martin Luther King Jr. Slide Discussion: The class will discuss why these two character traits are chosen. They will also discuss if there are other character traits that he had. They will then end the discussion with how they can apply the character traits mentioned in the discussions in real life.

IX. Guided Practice:

Slide 10: The slide walks through these questions. As I presented what did you notice?

What were the strengths that you saw?

Did you see any areas of weakness?

What could have been better?

When you go through your presentations today I want you to ask these questions of yourselves and of your classmates. What areas could I do better in, what were my strengths. Classmates, just like you were kind and used thoughtful answers to me, do the same with your classmates. Encourage them. Find lots of positives, and only one area that they could improve on. But, don't nit pick them. For example, if there isn't something to improve then don't pick out something like, "I think you should change your hair to being up during your presentation." It isn't needed, and their hair is perfectly fine being down.

Now, before you get a partner you are going to practice going through the whole speech two times before you ask me for one.

As students finish you pair them up with each other. If there isn't one available be their partner until one is available.

X. Independent Practice:

Students will now practice their speeches by themselves 2x times around. Then they will get a partner to practice with and to critique their presentation to make it better.

XI. Closure:

Tonight, I want you to practice in front of a family member or family members that way you are ready for your presentation tomorrow or the next day. Remember to use your boldness tomorrow just like Martin Luther King Jr. did during his speeches and you will do wonderful! I can't wait to hear your finished projects!

XII. Evaluation:

1. Formative assessment: Teacher observations as students complete their famous American research, project, and notetaking.
2. Formative assessment: Student check-ins with the teacher. Teacher will be meeting one-on-one with students as they complete their projects to check in with the students and their progress.

Lesson Plan 5: Day 7 & 8**I. Subject and Grade Level:** History- 2nd Grade**II. Topic:** Famous Americans**III. Standards:**

California State Standards:

CA.H.2.5: Students will comprehend the significance of specific people across history and how their actions and character have made a difference in others' lives (California State Board of Education, 1998).

CA.W.2.8: Remember information from experiences or information from provided sources to answer a question.

CA.SL. 2. 4: Tell a story or experience with relevant facts and details, speak loud to be heard and in complete sentences.

National Standards:

NSS-USH.K-4.3a: Students will understand how democratic values formed; how they have been shaped by people, events, and symbols (Education World, 2023).

NSS-USH.K-4.4b: Students will understand major scientific and technological discoveries, some of the social and economic effects, and the major scientists and inventors who created them (Education World, 2023).

IV. Measurable Objectives:

1. Students will be able to use a graphic organizer that will help shape their research and help build their 3-to-5-minute presentation that is 8 slides in length. The students will create a timeline with major events not only of their famous American, but also world or American events for a total of six to seven events with 100% accuracy. Students may modify creative aspects of the template only after the information has been built into the presentation.
2. Students will be able to take complete graphic organizer notes of teacher presentation that will be compiled into an 8 page scrapbook that has not only 2 drawn pictures per

page, but also comprehensive notes about the famous Americans' lives in each category listed on the graphic organizer with 90% accuracy.

3. Students will be able to present on a famous American dressed as the famous American in a 3 to 5 minute Slides presentation that is 8 slides long including the title slide and resources slide about the American's life (childhood, events that shaped his/her life, major events that happened in America/world at this particular time that influenced the American, what made the American famous, when the person died, and what legacy they left behind) with 100% accuracy. Each slide/graphic organizer will be tailored with the specific type of information required to be researched by each child and then presented on.

V. Materials:

[Slides with template pre-set up](#)

Rubric (1 per student in class – for teacher)

[Notes graphic organizer](#)- 4 Notes Pages per student.

VI. Character Education Principle:

Compassion: Towards classmates as they present.

Kindness: Using kind words to encourage classmates.

Respect: Respect the classmate's time and energy they put into their presentation.

VII. Set:

Students will have just come back from recess and will sit in their assigned seating on the carpet in front of the large projection TV and you. The student's have already set up their presentations and are in their costumes. The students who aren't presenting will have a mini white board, pencil and 4 notes pages.

VIII. Instructions:

Teacher: Today, ½ of you will be presenting your presentations while the other ½ take notes. Remember, to be respectful of those presenting, be kind and compassionate. If you are presenting remember to be bold and make eye contact. You will do a great job because you have been practicing and working hard to get here. Also, don't forget to have fun! Man your stations! Get ready because in 2 minutes you get to present your amazing presentations to your peers.

Dismiss classmates to stations. For those on the floor remind them to take quality notes. Open the door and welcome other classes in.

Walk around the room and take notes on student rubrics for the students presenting. Look for presentation skills, knowledgeable speaking, and vocal levels.

IX. Guided Practice: -None Summative Assessment-
X. Independent Practice: Students are presenting their final presentations to peers while dressed up in their Famous American's outfit.
XI. Closure: You all did a wonderful job! I am so proud of the effort and time you put in to make today successful! Tomorrow you get to take notes while your peers get to enjoy presenting as well. Thank you to those who were taking notes and showing your peers respect and kindness. I am looking forward to seeing more excellence tomorrow.
XII. Evaluation: Summative Assessment: Teacher will use a rubric to assess the presentation, research project, and the notes scrapbook that the students completed for how well the students completed and know about the famous people across history and the difference they made on the American society and the character legacy that they left behind.

ACCOMMODATION AND DIFFERENTIATION ALLOWANCES

1. Speech-to-text/Text-to-speech: Students are able to use speech-to-text and text-to-speech to help them as they write their notes (input the notes slides into Google Classroom) and slides presentation. Some students have this as an accommodation per their IEP, some students need it to help with motivation and to prevent a power struggle. One trauma based practice is to use if-then responses; "If you do this.... Then you can do..." Another practice is to give two good choices, "Would you like to write your paper with a pencil or would you like to use Text-to-Speech?" (Delisio, et al, 2023; Scaparolo, et al, 2022). When students have choices it makes them feel like they are more in control and it helps to moderate extreme behavior (Delisio, et al, 2023; Scaparolo, et al, 2022).
2. Voice Embedded Slides: Some students may have loss of voice or severe fear of speaking in public. They can dub (have a voice recording of their speech) each slide and have the slide speak the information for them, but they will be standing in front dressed as their character and pressing the buttons to control the Slide presentation. They also still need to make eye contact and smile appropriately. The students, during the collaborative researching, could use a non-lingual note sharing activity that is fun, while still making it so that all children can collaborate without putting undue pressure on students to speak on command, or at all (Iris Center, 2023).
3. Books and materials can be paired to ability level. The notes/slides can be modified for student ability level. When vocabulary is added before a lesson begins, all students, but especially students who are either ESL or need reading intervention find it helpful to have key vocabulary words defined and taught before the lesson (Bogaert, et al, 2023). As the teacher is walking the room while students are researching she can provide help decoding words students are having difficulties sounding out (Bogaert, et al, 2023) which is a strategy to provide a little extra support for students that are beginning to read or need

reading intervention. Extension activities can challenge students to think through their famous American further and extend their growth (Tomlinson, 2017).

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