

Teaching American History

Lesson Plan Template

Author: Holly Byrd

Subject: Integrated Social Studies and Language Arts

Grade Level: 8th

Class Time Required: 2 class periods (75 minutes each) and 1/2 period for presentations

Lesson Title: Profiling the Founding Fathers

Essential Question: Who were the Founding Fathers of our nation? What kind of people were they? How did their cultural, religious, social, and political backgrounds influence their involvement in the American Revolution and the creation of our government?

Brief Description of Lesson: Students will perform a character analysis of one of the Founding Fathers. They will research their family background, religion, occupations, political stances, etc. Students will also search for primary source quotes by the Founding Father or by others about him that reveal something about their character. Students will analyze how the Founding Father's background influenced his involvement in the Revolution and the formation of our government. They will compile and report this information by creating a Voki to personify the Founding Father.

Lesson Plan Objectives:

Social Studies SCOS Objectives

2.02 Describe the contributions of key national personalities from the Revolutionary War era and assess their influence on the outcome of the war.

At the conclusion of this lesson students will be able to...

- **Identify the founding fathers of our nation.**
- **Discuss the correlation between the founding fathers' personal, cultural, political and religious backgrounds and their contributions to the formation of our nation.**
- **Use technology to personify one of the founding fathers**

Materials Needed: (Print and Non-Print)

Primary Sources:

The Federalist Papers

<http://www.foundingfathers.info/federalistpapers/>

Quotes of the Founding Fathers

http://www.dojgov.net/Liberty_Watch.htm

<http://www.marksquotes.com/Founding-Fathers/>

<http://www.eadshome.com/QuotesoftheFounders.htm>

Secondary Sources:

What some Founding Fathers had to say about each other: <http://www.cnn.com/2008/LIVING/wayoflife/08/22/mf.campaign.slurs.slogans/index.html>

Bios: http://www.archives.gov/exhibits/charters/constitution_founding_fathers_overview.html

Lists of Founding Fathers with bios:

<http://www.ushistory.org/declaration/signers/index.htm>

<http://teachingamericanhistory.org/convention/delegates/>

Site for creating speaking avatars

www.voki.com

Technology:

Internet, projector

Suggested Teaching Strategies:

Anticipatory Set (Jump-Starter Activity): Ask the class which people are included in the group termed the "Founding Fathers." Discuss that it most commonly includes the 55 signers of the Declaration of Independence as well as those "framers" who attended the Constitutional Convention to draft and adopt the Constitution of the United States.

Teacher led instruction: Students will be given a list of the Founding Fathers. They will be asked to share things they may already know about some of the more famous ones. Discuss character traits and how we determine someone's character. Students should recognize that speech and actions are often most indicative of our character. Talk about how what others say about a person affects the perception of their character.

Guided Practice: Have student pairs or small groups, choose one of the Founding Fathers to profile. Give students a chart to help organize the information you want them to find (see attached file). You may choose to provide students with a list of websites they can use as a springboard for their research. You might also have selected print reference materials available for them to use as well.

Independent Practice: Students will complete the profile of their founding father. Then they will convert it to a short monologue by the Founding Father to be recorded as the voice of their Voki.

Closure: Students will share their Vokis with the class. Class will end with discussion of the characters of the Founding Fathers and their contributions to early American history. Also discuss how character impacts our lives, how we perceive each other, and the types of character traits we want to portray.

Evaluation of Student Comprehension: Completion of the Founding Father profile, creation of the Voki with relevant information, and participation in discussion.

Assessment of the Lesson: Presentation of Founding Father Voki Monologue (Rubric)

Supplemental Information for Teachers: You will need to get permission from your administration for students to use cell phones to record their Voki monologue. Otherwise, they are limited to 100 typed characters.

Internet Resources:

The Federalist Papers

<http://www.foundingfathers.info/federalistpapers/>

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Attachments: worksheet for students

Group members: _____

Founding Father: _____

BIO: (Where is he from? Married? Children? Parents? Siblings? Schooling? Occupations?)

Religious Background:

Political Background/Experience:

Quotes by the Founding Father that suggest something about their character:

Quotes by others about the Founding Father that suggest the perception of his character:

Their contribution to the Revolution/formation of our government: