Title: Presidents

**Subject Matter Emphasis and Level:** Social Studies - 3rd Grade

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**Brief Description of the Lesson/Unit:** The students will have 4 different choices according to the RAFT chart. Each student will choose two roles and one format for each role that completes the RAFT project. Each choice will meet a different level of intelligence. The students will be demonstrating their understanding of a US President that was studied as a part of Social Studies class.

**SD Content Standards:** 3rd Grade Social Studies

Geography 3. construct a map using map key and symbols, map scale, title, compass rose including intermediate directions, and boundaries.

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**Stage 1: Identify Desired Results**

1. What enduring understandings are desired?

Students will understand that US presidents had a childhood and adult personal life, with interests, hobbies, and previous occupations. They
will comprehend that US and world events were taking place during each president’s term in office and may have effected their term in office.

2. What essential questions will guide this unit and focus teaching/learning?
   Why do I need to understand the history of our presidents?

3. What key knowledge and skills will students acquire as a result of this unit?
   Students will gain the knowledge of various writing and presenting skills.
   Students will understand that presidents were regular people with families and occupations.

4. What prior learning, interests, misconceptions, and conceptual difficulties might be brought to this unit?
   At the beginning of this unit the students gained knowledge about certain presidents that were famous (ex: George Washington, Abraham Lincoln).
   Some difficulties with this unit could be reading ability, computer skills, researching skills, or summarizing skills.

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**Stage 2: Determine Acceptable Evidence**

1. What evidence will show that students understand?

   Performance Tasks:
   The students will research their president using the computer or books. The students will do hands on work to complete their projects.

   **Student Self-Assessment - RAFT projects**

   **Teacher Assessments:** Teacher observation and RAFT projects.
Stage 3: Plan Learning Experiences and Instruction

1. What sequence of teaching and learning experiences will equip students to develop and demonstrate the desired understandings?

**Major Learning Activities:**
Listening, Research process, and final project.

**Materials & Resources (technology & print):**
Computer, encyclopedias, library books, craft materials.

**Management:**
Center work for research and project completion.
Music - calm atmosphere
Sharing of craft materials

**Support Services and Special Teacher Notes:**
Computer supervisor and librarian.

**Extensions and Adaptation:**
In the RAFT project, the students will be able to pick two different roles and then one of the formats that go with that section. The students will have the option to pick what best fits their multi-intelligences and their needs to be a successful student with this RAFT project.
2. What differentiated instruction strategies are being used in this lesson/unit?

<table>
<thead>
<tr>
<th>Role</th>
<th>Audience</th>
<th>Format</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writer</td>
<td>3rd grade peers</td>
<td>President’s Resume, Biography, Life Timeline, Epitaph, Campaign Brochure</td>
<td>- Write about the president’s personal life and careers in order to inform.</td>
</tr>
</tbody>
</table>
| Oration | 3rd grade peers | Campaign Speech, Eulogy | - Orally “sell” yourself to become president  
- Give descriptive praise and an oral biography of president |
<p>| Designer | 3rd grade peers | Bumper Sticker, Informational poster | - Make a creative campaign bumper sticker |</p>
<table>
<thead>
<tr>
<th>Cartographer</th>
<th>3rd grade peers</th>
<th>Create maps</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Draw pictures with president’s picture depicting hobbies, past personal events and term events</td>
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<tr>
<td>- Draw a map of the states and towns where your president lived.</td>
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<tr>
<td>- Draw a map of other countries &amp;/or continents effected by or effecting the US during the president's term.</td>
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**Differentiated Process:**

*Time - Management - Different Intelligences with Choices*

Students will work in centers to complete projects. They will listen to calming music as they work.

**Differentiated Content:**

Students can decide for themselves which two roles to choose and which formats and topics they will complete. They may discuss and get assistance from the peers at their shared center.

**Differentiated Product:**

Students will have a completed RAFT project made up of two smaller projects.