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**Lesson Title:** Learning About U.S. Presidents

**Suggested Grade Level:**

4th

**Estimated Lesson Time:**

90 minutes/2 days (To be completed in a computer lab)

**Abstract:**

Students explore the lives of different United States Presidents. They will each be given one specific President to study in detail. They will then create a presentation on the life of their specific President and any important events that their President was involved in. After the project is made, students will present what they have made to the class.

**Student Prior Knowledge:**

Students are able to identify the functions of a president but have little previous knowledge of the Presidents of the United States.

**Standards: n/a**

**Goals:**

Students will research, examine, and distinguish the previous presidents of the United States to demonstrate learning and assemble a project on a specific president. Learning about the different presidents and their policies will pave the way for future worldview, and deciphering text to pick out important parts is a vital skill that will start getting practiced.

**Learning Objectives or “I can statements”:**

I can use the Internet to research the different presidents. This means I can answer the question “What is important about my president?” To learn this I will examine his life and distinguish the critical components of it. **Task – Create presentation on a president**

**Resources:** http://www.ducksters.com/biography/, important questions document, grading rubric

**Procedures:**  
  
1. Before class, students will be given the opportunity to research and write down a top four of presidential choices. The teacher will put them into an online generator and the students will be assigned presidents.

2. Students sit quietly while the teacher goes over the lesson and each student will receive their specific president. The teacher will also write the website address on the board (http://www.ducksters.com/biography/), as well as a series of questions to be answered in a word document. (5 minutes)

3.   Students will use computers to proceed to the given web address and choose their president from the list. (5 minutes)

4.  Students will read the website on their president. (10 minutes)

5. Students will write down important information from the website and answer the given questions (20 minutes)

6.  Teacher will examine the work of students to confirm the information is sufficient. (10 min)

7. Students will work independently to make a PowerPoint presentation on their president. (40 minutes)

**Assessment:** A rubric will be used to assess student projects.

**Extensions and Adaptations:**

There are many modifications that can be easily done with this project. Giving the student additional time, and giving more direct questions so that it is easier to find important information ate two that I found to be best.

* When giving students more time, the student has the option to go home and finish the assignment individually or with help from a parent or tutor. Additionally, the teacher should make sure to keep that afternoon open to stay with students who may need additional help. In cases where students do not have very involved parents or resources to the Internet, this second option will be crucial.
* For students that English is a second language, flexibility on the spelling and grammar part of the grading rubric can be given. Teacher may also go over how to spell certain words such as president, elected, political, etc.