Lesson Plan Asset Content Template (NEW Template)

Used by TRTs in Reformatting Lessons

Note: \*\*Starred\*\* are required for all lesson plans to be uploaded.

**\*\*Park or Program Name**

|  |
| --- |
| Independence NHS |

**\*\*Lesson Plan Title (255 characters maximum)**

|  |
| --- |
| Ben Franklin:  What a Character!Original Version: <http://www.nps.gov/inde/forteachers/classrooms/ben-franklin-what-a-character.htm> |

**\*\*Essential Question and Objective(s)**

**This should include the lesson’s objective or what question the students should be able to answer at the end of the lesson. This section should also include a quick description of what the students will experience in the lesson. (100 characters maximum)**

|  |
| --- |
| 1. Students Will Be Able To (SWBAT) analyze how specific word choices shape meaning or tone;2. SWBAT cite specific textual evidence when writing or speaking to support conclusions drawn from the text;3. SWBAT determine central ideas or themes of a text; summarize the key supporting details and ideas;4. SWBAT use information gained from illustrations (i.e. photos and primary sources) and the words in a text to demonstrate understanding of the text;5. SWBAT engage effectively in a range of collaborative discussions with diverse partners, building on others' ideas and expressing their own ideas clearly. |

**\*\*Lesson Grade Level: (Check One of the following)**

\_\_\_ Lower Elementary: Pre-Kindergarten through 2nd Grade

\_\_x \_ Upper Elementary: 3rd Grade Through Sixth Grade

\_\_\_ Middle School: Sixth Grade Through Eighth Grade

\_\_\_ High School: Ninth Grade through Twelfth Grade

\_\_\_ College Undergraduate Level

\_\_\_ Graduate Level (Masters, PhD)

\_\_\_ Adult Education

**\*\*Lesson Subject: (Check As Many as Apply)**

\_x\_\_ Social Studies

\_\_\_ Math

\_\_\_ Science

\_\_\_ Literacy and Language Arts

\_\_\_ Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Feature Image for Lesson**

**This will be shown next to your lesson on the Education Portal. Please upload or provide URL**

|  |
| --- |
|  |

**Alt Text for Feature Image**

**If the image does not display, what description do you want to appear in its place?**

|  |
| --- |
| This 19th century image shows Benjamin Franklin in a Union Fire Company uniform in front of the Union Fire Company building. |

**\*\*Common Core Standards:**

**Want more information about Common Core? Go to** [**http://www.corestandards.org/**](http:///h)

|  |
| --- |
| **Grade Level Subject Area** **Common Core Standards:** [CCSS.ELA-Literacy.SL.5.4](http://www.corestandards.org/ELA-Literacy/SL/5/4/)Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.[CCSS.ELA-Literacy.SL.5.5](http://www.corestandards.org/ELA-Literacy/SL/5/5/)Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.[CCSS.ELA-Literacy.SL.5.6](http://www.corestandards.org/ELA-Literacy/SL/5/6/)Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 [here](http://www.corestandards.org/ELA-Literacy/L/5/) for specific expectations.) |

**\*\*State Standards:**

|  |
| --- |
| **State Subject Grade Level** **State Standards** |

**Additional Standards(s) (255 characters maximum): Does this lesson meet additional standards?**

**e.g. Next Generation Science Standards, National Council for Social Studies Standards, Advanced Placement (AP) Courses, International Baccalaureate (IB) Courses, Next Generation Science Standards**

|  |
| --- |
|  |

**Thinking Skills (Check As Many as Apply)**

The thinking skills listed below are based on Bloom’s Taxonomy. Consider your lesson procedure and activities. Then check off the thinking skills that students will experience through your lesson.

\_\_\_ **Remembering** – Recalling or recognizing information ideas, and principles

\_\_x\_ **Understanding** – Understand the main idea of material heard, viewed, or read. Interpret or summarize the ideas in own words.

\_\_x\_ **Applying** – Apply an abstract idea in a concrete situation to solve a problem or relate it to a prior experience.

\_x\_\_ **Analyzing** – Break down a concept or idea into parts and show the relationships among the parts.

\_\_x\_ **Evaluating** – Make informed judgments about the value of ideas or materials. Use standards and criteria to support opinions and views.

\_\_\_ **Creating** – Bring together parts (elements, compounds) of knowledge to form a whole and build relationships for NEW situations.

**Complete Lesson File**

**Is there a downloadable file (or PDF) for this lesson plan? If yes, please upload or provide URL:**

**Be sure your PDF or other file meets universal accessibility requirements, most PDFs do not.**

|  |
| --- |
|  |

**Lesson Duration**

 **Time to complete this lesson plan in minutes (25 characters maximum)**

|  |
| --- |
| 60 min |

**\*\*Background Information for Teacher**

**What important content, contextual, or practical information and background knowledge does the teacher need to successfully implement this lesson?**

|  |
| --- |
| Some good examples of short read aloud Ben Franklin biographies are:Barretta, Gene. *Now & Ben: The Modern Inventions of Benjamin Franklin*. Henry Holt & Co. 2006.A picture book that compares modern inventions with those designed by Franklin.Murphy, Frank. *Ben Franklin and the Magic Squares.*  Random House, 2001.A Step Into Reading Book (Step 4), that discusses Ben’s sayings, discoveries, and inventions.Pingry, Patricia A. *Meet Benjamin Franklin.*  Ideals Children’s Books, 2001.A biography in picture book form that presents Franklin simply and with humor.Schanzen, Rosalyn. *How Ben Franklin Stole the Lightning.* Harper Collins, 2005.Focuses on Franklin’s role as an inventor; a picture book appropriate for ages 6 and up.Schroeder, Alan. *Benjamin Franklin: His Wit and Wisdom from A to Z.* Scholastic, 2011.A collection of interesting facts and anecdotes categorized alphabetically. Great read-aloud. |

**\*\*Important Vocabulary and Terms with Definitions:**

**What terms and academic language will students learn in the lesson? Lessons typically include 5 to 15 terms and definitions.**

|  |
| --- |
| Industrious - constantly or regularly active or busy Hardworking - known of taking on difficult tasks and “stick-with-it-ness”Practical - good at putting ideas or plans into action Sensible - having, using or showing good senseGenerous - free in giving or sharingTeam Player - works well with others to solve problemsCaring - to feel interest or concernThoughtful - considerate of the rights and feelings of othersClever - quick in learning; showing wit Problem-Solver - looks at a problem as something that needs to be solvedImaginative - showing creativity, especially in inventingCurious - eager to learnNegotiate – to work with other people to reach an understandingEstablish – to start or begin something that is permanentPublish – to make publicly known, present formallyCommittee – a group of people with an assignment to completeApprentice – a person who works for another to learn a tradePolitical – referring to the government actions or people |

**\*\*Lesson Preparation: What preparation does the teacher need to do before the lesson? What supplies or materials should be gathered?**

|  |
| --- |
| * printed cards of Franklin's accomplishments and history (one set per pair/group)
* printed copy of Franklin's character traits (headings)(one set per pair/group)
* list of vocabulary words and definitions
* chart paper
* discussion directing prompt card (one per student)
	+ My card shows:
	+ I think it belongs in this category:
	+ My evidence to support this choice is:
 |

**\*\*Lesson Hook or Preview: What activity, video, song, or other experience could get the students excited about the lesson and thinking about the topic? Is there a way to make the lesson important to their lives or link the lesson content to what they already know?**

|  |
| --- |
| Teacher will review common character traits that will be referred to in the lesson (Caring, Industrious, Thoughtful, etc.) and ask students to be mindful of those as she reads a grade appropriate Ben Franklin informational biography (some are listed below). There are many different types of traits a character can have. You could list those traits and an example on a chart so students can begin to think about them.  |

**\*\*Procedure: List the instructions the teacher should follow as Step One, Step Two, Step Three, etc.**

|  |
| --- |
| Body of Lesson:1. Once students are familiar with character traits and how our actions define our character, teacher will read aloud a biography of Benjamin Franklin and list character traits that have evidence in the text. Teacher will write this student generated list on chart paper or in a T-chart format stating the trait and its corresponding evidence.2. Teacher introduces specific vocabulary that will be referred to in this lesson. These are related character traits defined in several words to show different shades of meaning. Teacher places the three sets of character traits on board (or on smartboard) and then models with the cards the thought processes used to categorize it into one of the three headings. Teacher will cite the specific evidence used to make this categorization, and explain possibilities of other choices. Teacher then asks students for the evidence supporting or not supporting the choice.3. Teacher reviews with students the rules of collaborative discussion per class norm.4. Teacher hands out:1. three character trait headings per group,2. one set of Character Cards per group,3. one discussion directing prompt per student5. Teacher explains how the team will work as a group to categorize the cards by following the discussion direction prompts:A. Students will place the "headings" of character traits on desk.B. Students will place cards in a pile (shuffled, random order)C. Each student in group/pair will take the top card from the pile, discuss which category they believe it fits in, using the discussion directing prompt card to justify their choice.D. Students work as a group to categorize the cards and understand they will be presenting and defending their choices to the class.Concluding Activity:Each student chooses one card and presents their choice of character trait to the class, using the discussion directing prompt card. The students may then question the audience on alternative categories for this card and have the audience explain why that category would also work, using the discussion director cards.Final Reflective Conversation:Ask students to name a few "challenging" cards and ask them to explain what specifically made them challenging. |

**Lesson Materials: Any worksheets, photos, primary source, scientific data, maps, graphic organizers, or PowerPoints should be described and attached using the template below. Please create additional materials boxes if necessary.**

**Material #1**

**Title (255 characters maximum):**

|  |
| --- |
| Character Cards |

**Summary (how does the material function in the lesson?):**

|  |
| --- |
| To be used by students. |

**Downloadable file of this material in original format if possible, such as Microsoft word or PowerPoint (Please upload or provide URL)**

|  |
| --- |
|  |

**Material #2**

**Title (255 characters maximum):**

|  |
| --- |
|  |

**Summary (how does the material function in the lesson?):**

|  |
| --- |
|  |

**Downloadable file of this material in original format if possible, such as Microsoft word or PowerPoint (Please upload or provide URL)**

|  |
| --- |
|  |

**Material #3**

**Title (255 characters maximum):**

|  |
| --- |
|  |

**Summary (how does the material function in the lesson?):**

|  |
| --- |
|  |

**Downloadable file of this material in original format if possible, such as Microsoft word or PowerPoint (Please upload or provide URL)**

|  |
| --- |
|  |

**Assessment Materials**

**How can teachers tell that each individual student has met the objective? How will teachers see if each student knows the answer to the essential questions or has mastered the skills? Attach below the assessment and, if applicable, a rubric or answer key.**

**Assessment**

**Title (255 characters maximum):**

|  |
| --- |
| Assessment sheet. |

**Summary (how does the material function in the lesson?):**

|  |
| --- |
| Pre-and Post- assessments can be done to determine the knowledge of Benjamin Franklin’s achievements and character traits that students acquire.. Note: each answer is worth 10 points. |

**Downloadable file of this material in original format if possible, such as Microsoft word or PowerPoint (Please upload or provide URL)**

|  |
| --- |
|  |

**Assessment Rubric or Answer Key**

**Title (255 characters maximum):**

|  |
| --- |
|  |

**Summary (how does the material function in the lesson?):**

|  |
| --- |
|  |

**Downloadable file of this material in original format if possible, such as Microsoft word or PowerPoint ((Please upload or provide URL)**

|  |
| --- |
|  |

**Supports for Struggling Learners**

**If a learner is struggling to understand the objective, essential question, or skills presented in the lesson, what can be done to help this learner? Is there a lower reading level version of text? Is there a more image heavy or simplified version of content? Can supportive devices be provided such as calculators?**

|  |
| --- |
|  |

**Extensions for Excelling Learners**

**If a learner is really excelling at the objective and skills presented in the lesson, what can be done to continue to challenge this learner? Can the student create a product or learn more in depth about the content?**

|  |
| --- |
| Extensions:1. Write a “five paragraph” informational essay stating a set of traits and its corresponding evidence.2. Use a main idea/detail outline (boxes and bullets) resulting in a paragraph. Main idea is one character trait and details are the supporting evidence obtained through the character cards.3. A descriptive/creative writing assignment in which the student identifies a contemporary problem and how to go about solving that problem using Benjamin Franklin as an inspiration.4. A first person essay, in diary form, in which Benjamin Franklin explains why he created one of his inventions or the problem he felt needed to be solved.5. Improvise a “scene” in which Ben either sees a problem to be solved and solves it, or works with others to accomplish something.6. Think of a contemporary problem in daily life today. Draw a picture of an invention that might help.7. Draw, or act out, Ben exhibiting one character trait. What is he doing? What action is he taking? |

**Additional Resources**

**Please list websites, references, or other materials for further research by interested students that is not already provided within the lesson.**

|  |
| --- |
|  |

**Related Lessons or Educational Materials**

**Is this lesson connected to other lessons within a unit? Is this lesson related to a field trip guide or activity? If so, list the website address or titled of these other materials below.**

|  |
| --- |
|  |