



A Lesson on My New President by Alyssa McGee

Grade Level: Grade 3

Subject Area: English Language Arts

Lesson Length: 45 minutes

Lesson Keywords: President

Lesson Description: The objective of this lesson is to give students the opportunity to use their reading and writing skills they have been learning in the classroom to acquire deeper lessons they can use later on in life. This lesson "My New President" completes that objective by allowing them to practice their academic skills while looking at a project bigger than themselves. By reading the passage thoroughly, students will be able to focus not only on the meaning of the passage but the individual meanings of particular words chosen in follow up questions throughout the passage.

Common Core Standards Covered with This Lesson

CCSS.ELA-Literacy.RL.3.3: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

CCSS.ELA-Literacy.RL.3.4: Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

CCSS.ELA-Literacy.W.3.1: Write opinion pieces on topics or texts, supporting a point of view with reasons.

Lesson Content: Book/Story/Reading Passage

Instructions: Please read the following reading passage as many times as needed (aloud and silent) before starting to go through other lesson pages. Understanding the content of this passage is very important since the lesson activities will be all about this content. Feel free to print the passage if needed.

My New President

by

Content: I remember reading US history. I thought it was boring. Lots of facts. Lots of dates. Lots of names. Lots of maps. I liked the pictures. That was about it.

We had to take a Constitution test. I failed it. I didnt know which was which. I mixed up the executive branch and the legislative branch. I knew what the judicial branch did. Its got part of the word judge in it. So I knew it was about judging. I knew that the President was the head of the executive branch. But I didnt know what he did. It took me three times to pass that exam.

Then this year I paid attention. There was an election. I was proud. Someone like me was running for President. I didnt think he would be elected, though. I couldnt imagine that I could be President. There never was an African-American President.

My mother said, Dont be too sure. It could happen. We once elected an African-American mayor of Chicago.

I thought about that. But I didnt expect Barack Obama would win. I hoped he would.

My mother said, Nothing happens if you do nothing. Why dont you help with the election. I said, How can I help? I am only 14.

You can help get people registered to vote. You can help his campaign office. Go and ask.

So I did. I went to downtown Chicago that Saturday. The only other time I had been there was to go to museums or Niketown. This time I went to a building where there was a big office. It was very open, lots of people at desks on the phone. I said, Can I help?

A young man at the front desk said, Yes you can, can you start now? I said, sure.

So he asked me to help with mailings. I put letters into envelopes. I must have stuffed at least 300 envelopes by the end of that day.

I went downtown every Saturday after that. I made phone calls. They showed me how to use the Internet. I logged emails. That means counting how many come in from different people.

I also watched the news and read the newspaper. I read about the election. I read what Barack Obama said. I went to a speech

he gave in Chicago. I figured out that the Executive Branch does a lot. They are in charge of the army. They are in charge of a lot.

I got hopeful. I kept saying, Yes we can to myself. And we did. Now the head of the Executive Branch is My President. I am part of US history.

Task 1: Vocabulary

Instructions: Please complete the following vocabulary activity by choosing the correct meaning of each word selected from the passage and use of each word correctly in a sentence.

Q: 1 WordPhrase: Lots **WordPhraseTier:** 2

Question: ///"Lots///" of facts. ///"Lots///" of dates. ///"Lots///" of names. ///"Lots///" of maps. In this sentence what does the word ///"lots///" mean?

- A: Many
- B: parking
- C: area
- D: empty

Question: Which one of these sentences below uses the word "Lots" correctly?

- A: There were lots of people at her party yesterday.
- B: Which lot should I use to park my car?
- C: There were many lots to park in this year.
- D: That vacant lot had nothing in it.

Q: 2 WordPhrase: Expect **WordPhraseTier:** 2

Question: But I didn't ///"expect///" Barack Obama would win.

- A: leave
- B: neglect
- C: think
- D: same

Question: Which one of the below sentences uses the term "Expect" correctly?

- A: That expect puppy behaved badly yesterday too.
- B: The car is running and ready to expect when you are.
- C: I did not expect her to show up the way she did.
- D: I forgot to tell her to expect to do that last question because it will be worth no points.

Q: 3 WordPhrase: Young **WordPhraseTier:** 3

Question: A /young/ man at the front desk said, ?Yes you can, can you start now?? I said, sure. What does the word "young" refer to in this sentence?

- A: his age
- B: his clothes
- C: the building
- D: a book

Question: Which sentence uses the word "young" in the same context as the sentence in story?

- A: Since he is under the age of sixteen, the child is still too young to drive.
- B: The outfit he wore looked very young.
- C: There were alot of young things in the library.
- D: Downtown Chicago has alot of young tall structures.

Q: 4 WordPhrase: President **WordPhraseTier:** 3

Question: There never was an African-American /\\"President.\\"/ After reading this story, what is the term \\\"president\\\" referring too?

- A: The United States of America
- B: a company in Chicago
- C: the city of Chicago
- D: a family

Question: Which one of these sentences uses the term \\\"president\\\" the same way it is used in our story?

- A: Barack Obama is the 44th and current president of the United States or America.
- B: He is working towards being the president of Chicago.
- C: I am the president in my household.
- D: One day I want to own my own store and be president of it.

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Task 2: Forum Discussion

Instructions: This discussion forum will have questions for students to respond. Read the posted questions, and respond to each. Students are responsible for posting one initial and and two peer responses for each topic.

1 - Who was the key character in this story?

Who was this story about and why was he important to the story?

2 - What do you think happens next?

If the story did not end what do you think could happen to our main character in his future?

3 - What was the theme?

What was the main idea of the story? What was the boy trying to accomplish in the story?

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Task 3: Writing Activity

Instructions: You are to write and post here?a 300?word essay on how you as a young student can also make a difference and get involved in a project bigger than yourself.

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