



A Lesson on My New President by Jocelyn Mitchell

Grade Level: Grade 4

Subject Area: English Language Arts

Lesson Length: 2 hours

Lesson Keywords: Executive branch; election; volunteer; President

Lesson Description: During this lesson students will learn reading skills, vocabulary, critical thinking, and reading comprehension. The students will read the short passage individually. Students will be able to answer and ask questions regarding vocabulary and reading questions that the teacher will present. Students then individually will complete the following questions and will complete a discussion board with fellow peers.

Common Core Standards Covered with This Lesson

CCSS.ELA-Literacy.RL.4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

CCSS.ELA-Literacy.RI.4.2: Determine the main idea of a text and explain how it is supported by key details; summarize the text.

CCSS.ELA-Literacy.W.4.1b: Provide reasons that are supported by facts and details.

CCSS.ELA-Literacy.SL.4.1c: Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

CCSS.ELA-Literacy.L.4.4a: Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

CCSS.ELA-Literacy.L.4.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

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 didn't know which was which. I mixed up the executive branch and the legislative branch. I knew what the judicial branch did. It's 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 didn't 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 didn't think he would be elected, though. I couldn't imagine that I could be President. There never was an African-American President.

My mother said, Don't be too sure. It could happen. We once elected an African-American mayor of Chicago.

I thought about that. But I didn't expect Barack Obama would win. I hoped he would.

My mother said, Nothing happens if you do nothing. Why don't 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: Logged **WordPhraseTier:** 2

Question: The author in our story says "They showed me how to use the Internet. I logged emails." What does the word "logged" mean in this sentence?

- A: Cut down
- B: To enter in a record
- C: To travel
- D: To spend or accumulate time

Question: Which one of the sentence below uses the word "logged" correctly?

- A: Paul Bunyan and his blue ox named Babe logged a 20 acre forrest by themselves,
- B: The college student logged the most time in the library during finals week.
- C: The family had logged over 1000 miles on theircross country trip.
- D: The clerk logged the information about the trafic ticket into the computer.

Q: 2 WordPhrase: Registered **WordPhraseTier:** 2

Question: The author in our story says \"You can help get people registered to vote. You can help his campaign office.\" What does the word \"Registered\" mean in this sentence?

- A: Enrolled
- B: Satisfied
- C: Aware
- D: Delivered

Question: Which one of the sentences below uses the word "Registered" correctly.

- A: Her groggy mind registered the fact that they were no longer in Kansas.
- B: He barely registered they were there.
- C: The girl registered for the earilest class of the day.
- D: The teacher's harsh words registered slowly.

Q: 3 WordPhrase: Executive **WordPhraseTier:** 3

Question: The author in our story says "Now the head of the Executive Branch is My President." What does the word "Executive" mean in this sentence.

- A: Made for singular use
- B: A person with senior managerial responsibility in a business organization.
- C: The person or branch of a government responsible for putting policies or laws into effect.
- D: Expensive or exclusive

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

- A: The couple booked the Executive suite for their honeymoon.
- B: The Executive Branch is one of the three branches of government.
- C: The Executive was the CEO of Microsoft.
- D: The Executive line of wine was more ependive than all the others.

Q: 4 WordPhrase: President **WordPhraseTier:** 2

Question: The author in our story says \"I couldn?t imagine that I could be President. There never was an African-American President.\" What does the word \"President\" mean in this sentence

- A: The elected head of a country, society, council, or other organization.
- B: The person in charge of making judical decisions for a country.
- C: The head of a college or university.
- D: A janitor

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

- A: The manwas appointed president.
- B: The girl was elected president of the student council in a landslide victory.
- C: Presidents have no authority or power.
- D: The president makes judicial decisions.

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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 two peer responses for each topic.

1 - Why does the author say "...I am a part of U.S. History"?

The Author says, 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. Explain why the author believes that he/she is a part of U.S. History.

2 - election involvement

Why is it important that we as American Citizens become involved in elections? What are some of the positive incomes that come from being actively involved in election?

3 - Executive Branch

Why is it important to know the functions of the Executive Branch when volunteering for a presidential election campaign.

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Task 3: Writing Activity

Instructions: What is the main idea for the story My new president? What are some examples from the story that support the main idea? In your conclusions, what do you think was the most interesting facts you learned from this story? Use examples from the story to support your answers.?

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