



A Lesson on My New President by Sarah Stanaland

Grade Level: Grade 3

Subject Area: English Language Arts

Lesson Length: 1 hour 30 minutes

Lesson Keywords: President, election, history

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. At the end of the lesson students will see that they can also be a part of history.

Common Core Standards Covered with This Lesson

CCSS.ELA-Literacy.RL.3.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

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.RI.3.4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

CCSS.ELA-Literacy.RF.3.4a: Read grade-level text with purpose and understanding.

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

CCSS.ELA-Literacy.W.3.4: With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

CCSS.ELA-Literacy.L.3.4: Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

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.

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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: election **WordPhraseTier:** 2

Question: The author in our story says, "There was an election." What does the word "election" mean in this sentence?

- A:** a war.
- B:** a public vote of a person for office.
- C:** a choice over what to eat.
- D:** an athletic competition.

Question: Choose the correct use of the word "election" in the sentences below.

- A:** William is getting prepared to fight the election.
 - B:** Lauren is sad when elections do not tell her where to eat.
 - C:** Student government is holding an election for the next class President.
 - D:** An election powers the lights in a house.
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Q: 2 WordPhrase: downtown **WordPhraseTier:** 2

Question: The author in our story says, "I went to downtown Chicago that Saturday." What does the word "downtown" mean in this sentence?

- A:** the rural area.
- B:** where boats are stored.
- C:** an additional space.
- D:** the main business section of a city.

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

- A:** Place the vase downtown.
 - B:** Downtown is outside of the city.
 - C:** We live outside of the city but my parents work downtown.
 - D:** This is not the first problem, it is the downtown.
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Q: 3 WordPhrase: President **WordPhraseTier:** 3

Question: The author in the story says, "Someone like me was running for President." What does the word "president" mean in this sentence?

- A:** an athlete.
- B:** a lead role in a play.
- C:** a chef.
- D:** the highest executive officer of the United States.

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

- A:** Students held tryout for the president role in the school play.
 - B:** Barack Obama was the 44th President of the United States of America.
 - C:** The slight extra president he applied to her hand.
 - D:** Josh gave Nichole a president.
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Q: 4 WordPhrase: Campaign **WordPhraseTier:** 3

Question: The author in our story says, "You can help his campaign office." What does the word "campaign" mean in this sentence?

- A:** open level countryside.
- B:** a race between candidates for elective office
- C:** a place for adults to file their taxes.
- D:** an athletic competition.

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

- A:** Richard called and the campaign answered the phone.
 - B:** She will buy the campaign.
 - C:** Sally is in charge of the Mayor's political campaign.
 - D:** The athletes are ready for the campaign.
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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 did the main character accomplish?

How is the main character a part of US history? What did the main character do in the story that made a difference?

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Task 3: Writing Activity

Instructions: You are to write and post here 300 words essay on how you, as a young student can also make a difference and get involved in a project bigger than yourself.? Include an Introduction, three body paragraphs (three ways you can get invloved), and a conclusion.

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