5th Grade, ELA/History, Research Unit on the U.S. Presidents
“Will the Real Leader Please Stand Up?”
What makes a good leader?

Unit Developed by Loree Orchard
Taylor’s Crossing Public Charter School, District #461
Idaho Falls, Idaho

The Core Teacher Program
A program of the Idaho Coaching Network
Idaho Department of Education
An Idaho Core Teacher Program Unit Developed by Core Teacher: Loree Orchard

Unit Title: Will the Real Leader Please Stand Up?

Universal Design for Learning (UDL)

- Multiple Means of Engagement
- Multiple Means of Expression
- Multiple Means of Representation

Differentiated Instruction

- Remediation
- ESOL
- Gifted/Talented
- Acceleration

Webb's Depth of Knowledge - Level 1 (Recall)

- Who, What, When, Where, Why
- Define
- Identify
- Illustrate
- Label
- List
- Match
- Measure
- Recite
- Recognize
- Report
- Use

Webb's Depth of Knowledge - Level 2 (Skill/Concept)

- Categorize
- Classify
- Collect and Display
- Compare
- Construct
- Estimate
- Graph
- Identify Patterns
- Infer
- Interpret
- Observe
- Organize
- Predict
- Summarize
Webb's Depth of Knowledge - Level 3 (Strategic Thinking)

- Assess
- Construct
- Critique
- Develop a Logical Argument
- Differentiate
- Draw Conclusions
- Explain Phenomena in Terms of Concepts
- Formulate
- Hypothesize
- Investigate
- Revise
- Use Concepts to Solve Non-Routine Problems

Webb's Depth of Knowledge - Level 4 (Extended Thinking)

- Analyze
- Apply Concepts
- Connect
- Create
- Critique
- Design
- Prove
- Synthesize

Bloom's Taxonomy

- Remembering
- Understanding
- Applying
- Analyzing
- Evaluating
- Creating

Grouping

- Heterogeneous grouping
- Individualized instruction
- Large Group instruction
- Small group instruction
- Non-graded instructional grouping

Original unit development sponsored by The Idaho Coaching Network
Teaching Methods

- Cooperative learning
- Direct Instruction

- Lecture
- Lab
- Hands-on instruction
- Think Pair Share
- Experiential learning

Gardner's Multiple Intelligences

- Bodily-Kinesthetic
- Interpersonal
- Intrapersonal

- Linguistic
- Logical-Mathematical
- Musical
- Naturalist
- Spatial

An Idaho Core Teacher Program Unit Developed by Core Teacher: Loree Orchard

Unit Title: Will the Real Leader Please Stand Up?
**Unit Title:** Will the Real Leader Please Stand Up?  
**Created By:** Loree Orchard  
**Subject:** Language Arts/ History  
**Grade:** 5  
**Estimated Length (days or weeks):** Approximately 6 weeks

**Unit Overview (including context):** Students will learn how to research a given topic or subject. They will learn how to pull relevant information from multiple sources and organize the information in a useful way to be able to write a research paper on the topic and present findings.

**Unit Rationale (including Key Shift(s)):**  
The United States is greatly shaped by those who have helped create it and lead it. Good leadership is something we all turn to to help guide and direct us. Knowing how to determine whether or not a person is a good leader is a critical skill. Learning about the presidents of the United States, past and present, can help students develop those skills. By analyzing the character traits of the presidents as well as the events that occurred during that president’s administration, students can find commonalities between presidents that defined them as successful or not. In addition, by learning about what kind of leader each president was, students can develop an opinion of what kind of leader they would choose in future elections as well as discover traits and qualities they would like to develop themselves in order to be a good leader. At our school, there is a great deal of emphasis put on United States history. In 5th grade, we focus a great deal on how America came to be and the people and events that helped shape our great nation. Each week, we learn about one of the presidents of the United States and the ways in which he contributed to the U.S., positively or negatively, and the affect he had on our country. The students are assigned to find an interesting fact about the president for the week to share with the rest of the class. As we learn about each president through readings, videos,
speakers, and photographs, as well as share facts about them, we discover the good, and bad, that each gave. We learn how their actions affect us still today, and we learn of leadership qualities that help define what kind of leader each was.

This unit will focus heavily on the Idaho Core Standards including: reading about historical events, integrating information from several texts, and opinion writing.

**Key Shifts:**
1. Students will build knowledge and academic language through a balance of content rich, complex nonfiction and literary texts.
2. Students will participate in Reading/Writing/Speaking that is grounded in evidence from the text, across the curriculum.

**Targeted Standards:**
**Idaho Core Grade-Level Standards:**
**Reading (Informational):**
RI.5.9: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
- Focus on having students choose information from the text that will support their thesis statement on the topic.

**Reading Literature:**
RL.5.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

**Essential Question(s):**
1. What makes a good leader?
2. How do the leadership qualities/characteristics acquired throughout a president’s life, as well as his life experiences, influence the kind of leader the U.S. Presidents were/are?
3. How could we apply this information in evaluating the kind of leaders future presidential candidates might be?

**Measurable Outcomes:**
**Learning Goals (Desired Results):**
During the unit, students will:
- interpret informational text by paying attention to and making note of details that could support the opinion of whether or not a particular president was a good leader.
**Language:**

**L.5.6:** Acquire and use grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

**Writing:**

**W.5.1:** Write opinion pieces on topics or texts, supporting a point of view with reasons and information, **Blended with**

**W.5.2:** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

**W.5.8:** Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

**Desired Results:**

Students will acquire the skills necessary to know that they can research any topic or person they question and form an educated opinion or choice toward the topic of discussion.

**Student-Friendly Learning Targets:**

I can find information from multiple sources to help me form an informed opinion.

---

| 1. Students will learn how to find and use information relevant to their topic. (RI. 5.9) |
| 2. Students will learn how to recognize good elements of a variety of sources in order to gather pertinent information. (L.5.6) |
| 3. Students will learn to use evidence from sources to support their opinion. (RL. 5.1, W. 5.1 & 2) |
| 4. Students will learn note taking strategies as well as research strategies used to collect and organize gathered information to make it useful. (W. 5.8) |

- summarize gathered information in a reflective notebook.
- demonstrate knowledge of the kind of leader the president was by discussing in pairs, groups, and as a class.
- demonstrate the ability to support a formed opinion by presenting evidence in written (research paper) and oral (presentation) form.
using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

**Social Studies Standard:**
5.SS.1.1.2L: Discuss significant individuals who have been responsible for bringing about cultural and social changes in the United States.

<table>
<thead>
<tr>
<th>I can interpret information from multiple sources to support my opinion.</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can take notes on the information I read and summarize the details that are most important to my research.</td>
</tr>
<tr>
<td>I can use quotations from the text to support my claim.</td>
</tr>
<tr>
<td>I can organize my collected information in order to write an opinion paper on my findings.</td>
</tr>
<tr>
<td>I can express my opinion orally and in writing by speaking clearly, citing evidence for my opinion, and following the rubrics for the research paper and the oral presentation.</td>
</tr>
</tbody>
</table>

**Success Criteria:**
Students will apply the process of research in order to form an
individual opinion based on acquired knowledge about the topic(s).
  - Students are able to form and support an opinion on whether or not the researched president was a good leader based on the evidence collected.
  - Writing and presentation project is according to rubrics (in appendix A).

**Summative Assessment:**
**Description:**
  - Write a 5 paragraph opinion essay explaining how the characteristics and life experiences of a U.S. President impacted his leadership abilities, making him a good/bad leader.
  - Create a presentation through powerpoint, poster, oral narrative, etc. supporting the determination made about that president.
  - Rubric or Assessment Guidelines: See rubrics in appendix A.

**Formative Assessments:**
  - student’s sticky notes from readings
  - reflective journal at the end of each day’s reading/research (composition notebook cut in half horizontally for each student)
  - information on 3x5 cards (exit tickets)
  - summaries
Central Text:

1: *Encyclopedia of Presidents*: Each book in this series focuses on a particular United States President. Significant events from the president’s life and administration are discussed in each book. The information found in these books will allow students to learn about an assigned president and acquire factual support for the opinion pieces they will be writing about that president.

AND

2: *DK Biography, Abraham Lincoln: A Photographic Story of a Life* is just one of the books in the president series that will be used. They give students information on specific presidents of the United States, focusing on specific events that were critical during that particular president’s life and administration. (This book will be used specifically by struggling readers.)

Text Complexity Analysis:

Quantitative Measure of the Text:

1. The quantitative measure places this text in the 5-6 grade level band. Given the qualitative and reader-task analysis, the text could be appropriately used at the 6-7 grade level as well. *Encyclopedia of Presidents* is a complex text which is appropriate for 5th grade students given the straight-forward text structure and the purpose for which the text will be used.

   - **Content Area:** History/Social Studies (HSS)
   - **Lexile Range:** 970 L
   - **Range:** 740-1010
   - **Associated Grade Level Band:** 5-6

2. The quantitative measure places this text in the 4-5 grade level band. *DK Biographies* is a complex text which is appropriate for 5th grade students given the layout of the book, straight-forward text structure, and the purpose for
which the text will be used. The text is divided into chapters with new vocabulary being addressed within the text. The main point for each chapter is explicitly stated and easily followed.

- **Content Area:** History/Social Studies (HSS)
- **Lexile Range:** 780 L
- **Range:** 740-920
- **Associated Grade Level Band:** 4-5

**Qualitative Measure of the Text: (For Encyclopedia of Presidents Series)**

- **Text Structure (story structure or form of piece):** Moderately Complex
  
  The structure of this text is organized chronologically. Connections between ideas and events are generally implicit with some need for the reader to make connections between the graphics used and the text itself in order to clarify the meaning of the text. The graphics, charts, and timelines are mostly supplemental to the text.

- **Language Clarity and Conventions (including vocabulary load):** Moderately Complex
  
  The conventionality of the text is very explicit and easy to understand. While the vocabulary seems to be mostly familiar, there are some passages that require the reader to have prior background of vocabulary used during the specific time period, which may drive the text to be more on the 6th grade level.
  
  The complexity of the sentence structure with the use of many transition words would also make this text more complex.

- **Levels of Meaning/Purpose:** Moderately Complex
  
  The purpose of the text is straightforward: to give information about a specific president. However, because students will be using the text to support specific ideas for a report, they will need to decipher what is necessary, and make inferences as to how some of the text supports their ideas.

**Qualitative Measure of the Text: (For DK Biography Series)**

- **Text Structure (story structure or form of piece):** Slightly Complex
The structure of this text is organized chronologically with chapter headings which give a clear indication of what will be discussed in each chapter. The text features help the reader navigate through the content but are not essential to understanding. Connections between ideas and events are generally explicit. The graphics, charts, and timelines are such that they will support the reader’s understanding of the text. However, the text is easily understood without the aid of the graphics.

- **Language Clarity and Conventions (including vocabulary load): Slightly Complex**
  The conventionality of the text is explicit and can be understood with ease. For the most part, the vocabulary is familiar, but potentially unfamiliar words are defined within the text or by use of a definition box on the page in which the word is used. The sentence structure is more on the moderately complex spectrum. Many of the sentences are longer, simple sentences with a good mix of compound as well as complex sentences within in the text.

- **Levels of Meaning/Purpose: Slightly to Moderately Complex**
  The purpose of the text is straightforward: to give information about a specific president. The average to high level reader would be able to understand the text without receiving additional background knowledge and coaching from the instructor. However, because lower level readers will be using this text, it becomes moderately complex due to the necessity of the reader to connect knowledge to the text in order for the reader task to be successfully completed. The reader will need to make connections between the material and the support it gives to their ideas.

**Reader-Task:**
RI.5.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
  - Use actual excerpts from the text to support ideas in a research paper

RI.5.7: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
  - Identify how section headings, timelines, etc. help in locating information in a text

RI.5.9: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
Focus on having students choose information from the text that will support their thesis statement on the topic.

Below are factors to consider with respect to the reader and task:

- **Potential Challenges this Text Poses:** The biggest challenge each text poses is the density of the information contained within. Each section gives specific information about a topic, but not all information will be relevant to what the reader is searching for. Often, the facts are presented in complex sentences. Students will need to be able to pick out information that is relevant to answering the essential questions.

- **Differentiation/Supports for Students:** Short research based activities will be conducted throughout the year to help all students be able to find the information that is most relevant and supportive to their topic. ELL and SPEC ED students will work with paraprofessionals/SPEC ED teachers during instruction and reading block times to help them decide what information will be relevant as well as giving support to make meaning of the reading. They will also assist students with summative as well as formative assessments. I felt it was important for SPEC ED students, as well as remedial students, to be held at the same standard of expectations, as far as the learning goal. However, there were accommodations made for both groups of students. In determining those accommodations, I spoke with and “taught” both our SPEC ED staff and paraprofessionals that would be working with these students to give them a better understanding of what the unit would be and how I wanted them to support the learning process of the students. We conferenced together often and discussed strategies to help these students be successful. Some accommodations that were decided upon were to read the text with the students, guide them in the note taking/summary process, verbalize ideas and connections to the teacher/paraprofessional who then wrote the ideas. Note: the length of the essay was not shortened for any of the students; however, the information required in each paragraph was modified. The outline was modified and template note card were provided for these students (both in Appendix A).

Other materials/resources (including images and video):

**DBI materials (in Appendix B)**

**Nelson Mandela Long Walk to Freedom** By Nelson Mandela, Abridged by Chris Van Wyk

**The Real Invictus: How Nelson Mandela United South Africa Through Sport** (youtube video):

https://www.youtube.com/watch?v=2U7ZgCMLjHc

“Invictus” by William Ernest Henley (This was Mandela’s favorite poem. It can be found in Appendix A.)
Kid President Video: How to Change the World: [https://www.youtube.com/watch?v=4z7gDsSKUmU&feature=youtu.be](https://www.youtube.com/watch?v=4z7gDsSKUmU&feature=youtu.be)


Close Reading Articles: What Makes a Great President and Franklin Delano Roosevelt (Both in Appendix A)

History.com, bio.com: students will use these sites as additional sources to research

A variety of books on the presidents I will check out from our local public library as well as additional books available in the classroom.

<table>
<thead>
<tr>
<th>Targeted Academic Vocabulary:</th>
<th>Targeted Content Area Vocabulary:</th>
</tr>
</thead>
<tbody>
<tr>
<td>effective/ineffective</td>
<td>The Content Area Vocabulary will come from individual students as they read their text.</td>
</tr>
<tr>
<td>traits/qualities</td>
<td>Unfamiliar words will be presented by each student. Below, are sample words from one of the central texts that a student may choose:</td>
</tr>
<tr>
<td>evidence</td>
<td>presidential term</td>
</tr>
<tr>
<td>concrete details</td>
<td>administration</td>
</tr>
<tr>
<td>commentary</td>
<td>political</td>
</tr>
<tr>
<td>transitions</td>
<td>determination</td>
</tr>
<tr>
<td>significant</td>
<td>nomination</td>
</tr>
<tr>
<td>relevant</td>
<td>incumbent</td>
</tr>
<tr>
<td>inference(s)</td>
<td>depression</td>
</tr>
<tr>
<td></td>
<td>neutrality</td>
</tr>
<tr>
<td></td>
<td>accomplishment</td>
</tr>
</tbody>
</table>
Instructional Sequence (Each day’s activities are approximately 60 minutes in length unless otherwise stated)  
(Before beginning the unit, help the students get their reflective notebooks divided and ready to use. The instructions, along with photos, are found in Appendix A)

<table>
<thead>
<tr>
<th>Activity/Strategy</th>
<th>Texts and Resources</th>
<th>Instructional Notes</th>
</tr>
</thead>
</table>
| WEEK 1: Day 1: Academic Vocabulary | Students need their reflective journal for this activity. | Day 1: Vocabulary instruction for some of the academic vocabulary words: effective, ineffective, traits, qualities, evidence, significant, relevant  
(All vocabulary words will be written in the students’ reflective journal.)  
A. Tell the students that we are starting a new unit today, and there are a few vocabulary words they will need to know. Explain to them that we will be learning vocabulary words throughout the unit. Write the vocab words, above, on the board. The Frayer Model will be used as follows: Before introducing the words, have the students write each word (fairly large, and as creative as desired, as long as it is legible; color is acceptable) in the center of the right side page, one word to a page. On the back (left side page), students divide the page into fourths by drawing a vertical line down the center of the page, then drawing a horizontal line across the center of the page. In the upper left corner of the upper left quadrant, students write “synonym.” In the upper right corner of the upper right quadrant, students write, “antonym.” In the upper left corner of the bottom left quadrant, students write, “definition.” In the upper
right corner of the bottom right quadrant, students write, “picture.” (This procedure will be followed for ALL vocabulary words.)

**B.** Introduce each word to the students, allowing them to turn to the written word in their journals. Say the word, and then have the students repeat it. Ask the students which words are familiar to them by giving a “thumbs up” or “thumbs down” as you say the words again. Students give the word a “rating,” (see below) which is written in normal size, below the word.

**RATING SCALE:**

1: I am completely unfamiliar with the word. I have never seen or heard the word before.

2: I am familiar with the word, but I don’t know what it means or how to use it in a sentence.

3: I am very familiar with the word and could comfortably use it in a quality sentence.

**If students use a “3” rating, then they must prove it by writing a quality sentence in which the word is appropriately used. This is done under the word at the bottom of the page. Be sure the students rate each word before going on to “C” in the lesson.

**C.** Talk about each word, giving situations in which they might be used. Students fill in the quadrants, except the picture quadrant (this will be done on day 4), according to the labels in each quadrant. For the definition portion, I have the students use their own dictionaries and race to be the first to find the definition. Students need to do the definition section first, as it helps them come up with the synonym and antonym. A thesaurus may also be used.
**Frontloading:**

**Day 2 - 6**  
**Day 2:**  
DBI (Document Based Inquiry) on What makes a good leader (Nelson Mandela)

<table>
<thead>
<tr>
<th>Vocabulary words from previous day.</th>
<th>Materials for DBI (Document Based Inquiry) are found in Appendix B</th>
</tr>
</thead>
</table>

**Day 2:** *(This lesson needs at least 90 minutes to complete in one period. It could be divided into 2 periods if desired.)*

**A.** Review the previous day’s vocabulary words. With a partner, students will read each word aloud, then share the information from the back of the page. Students then group and label the words on a separate sheet of paper. (Students place the words into groups based on common characteristics. For each group, students come up with a label that describes what the words in that group have in common. Possible groups might be opposites, 3 syllables, etc.) When complete, allow the students to share the groups and labels they created.

**B.** Write the following questions on the board: 1) What is a leader? 2) What makes a good leader? Ask the students if they have leaders in their lives, and who they are. (Sample answers might be coaches, teachers, parents, religious leaders, the principal, etc.)

**C.** Have them think about these leaders and the qualities they possess that make them the kind of leaders they are, then have the students do a quick write about their ideas.

**D.** Have the students quickly share their ideas with a shoulder partner. Ask a few students what ideas they came up with. Make a visual list on large poster paper for all students to see (this will be needed for the next few day’s lessons).
### See, Think, Wonder chart

**E.** Give a short background on who Nelson Mandela is before presenting the DBI. Be careful not to give away information the students are expected to discover during the DBI. Have students use a “See, Think, Wonder Chart” (found in Appendix A) to log the things they discover during the DBI.

**Procedure for DBI:**

1. Divide the class into small groups (4-5).
2. Put a copy of all the materials in a large manila envelope for each group.
3. Explain to the class that they will be looking at different documents about Nelson Mandela. There are pictures, maps, and articles. They need to be sure to look at and read all the materials.
4. Explain that they will write about things they see, what they think about the things they read and see, and what they wonder about the things they see and read on their chart. They do not need to write in complete sentences. The things they write need to be thoughtful and relevant (vocab word) to the documents. Information they gather should help them answer the questions posed at the beginning of the lesson. When ready, give students the go-ahead to get the materials out of the envelope.
5. Give students ample time to be able to get through all of the materials. Monitor students to be all have access to the materials.

**F.** At the conclusion of the DBI, have the students engage in a “pair-share” to share the things they discovered, then square the pair and do the
same. Lead a whole group discussion on what was discovered and what the student’s ideas are. In the discussion, include questions that will guide the students toward finding the most important qualities (vocab word) and experiences that make a good leader. Be sure to guide students toward making discoveries about the events and experiences in Mandela’s life and how they may have impacted him as a leader. Make a separate visual list of the students’ ideas on large poster paper (this will be needed for the next day’s lesson).

**Discuss:** How did this list compare to the first? What similarities/differences were there?

**G.** Project the poem, “Invictus,” on the board (if this is not possible, provide a copy for each student). Explain that the poem is Nelson Mandela’s favorite poem. Have them listen to things in the poem that might describe him or relate to him personally. Read it aloud to the students. At the conclusion, ask the students what they thought of the poem and how it relates to Mandela.

Ask: What things did you pick out of the poem that might relate to Mandela and his life? What lines in the poem may have influenced him as a Leader? Why might this poem be Nelson Mandela’s favorite?

**H.** **Show the youtube video:** The Real Invictus: How Nelson Mandela united South Africa through sport. (approx. 11min.) (This is the final phase of the DBI.)

(As an extension activity, read Nelson Mandela: Long Walk to Freedom aloud to the class, if desired. Additional discussion could take place during and after reading the book.)

After the video, ask: Was Nelson Mandela a good leader? Why or why not? What are the most important things to consider when determining

<p>| “Invictus” poem (included in Appendix A) | <a href="https://www.youtube.com/watch?v=2U7ZgCMLjHc">https://www.youtube.com/watch?v=2U7ZgCMLjHc</a> Nelson Mandela: Long Walk to Freedom (Book) |</p>
<table>
<thead>
<tr>
<th>DAY 3: Kid President Video</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kid President Video: How to Change the World <a href="https://www.youtube.com/watch?v=4z7gDsSKUmU&amp;feature=youtu.be">Link</a></td>
</tr>
<tr>
<td>Top hat organizer</td>
</tr>
</tbody>
</table>

whether or not the person is a good leader? Have each square come up with one statement that answers each question posed at the beginning, citing evidence they gathered from the DBI. Have the students again write in their journals about new ideas they may have gained. Collect journals and wonder charts for formative assessment.

**Day 3: Address any misconceptions or potential problems that may have come to light when reading the journal entry from Day 2.**

Review the previous day’s discoveries. Have the students read their response from the previous day to a shoulder partner. Have them discuss together the difference Nelson Mandela made to others. What qualities did he possess that made him a good leader? Discuss together as whole group. What kind of person does it take to make a difference to someone? Before showing the **“Kid President” video**, have them write the heading “How to Change the World” on the next page in their journals. As they watch the video, the kids will write down ideas the Kid President gave. After the video, have the students go back and make a note of whether or not each idea would work, giving reasons to support their opinions. Students then share their ideas with the class. Make another list on large poster paper to display. Give each student a top hat organizer (found in Appendix A). Display quality lists from Day 2. Organize the students into small groups. In groups, students will compare/contrast Nelson Mandela’s ideas with Kid President’s ideas. Talk about ideas as whole group. Write the following questions on the board and have the students copy them into their journal on the next available page and answer them:
### DAY 4: Vocabulary Instruction, CBS News video: What makes a great president?

**http://www.cbsnews.com/videos/what-makes-a-great-president/**

<table>
<thead>
<tr>
<th>A Great Leader . . . note catcher</th>
</tr>
</thead>
</table>

- According to Kid President, what qualities (vocab word) does a person need to be someone who can change the world?
- How might those ideas be connected to becoming a good leader? Students should cite evidence (vocab word) to support their ideas. Students will fold the organizer in half and tape it in their journals. It can also be used as a formative assessment, if desired. Collect the journals for formative assessment.

**Day 4: Address any misconceptions or potential problems that may have come to light when reading the journal entry from Day 3. Vocabulary instruction:**

Students go to the vocabulary words entered in their journals. Today, the students will draw a picture to represent the word on the back of each page to complete the 4th quadrant. Allow students to share and explain their pictures with a shoulder partner.

This day is the same as day 3, only today, show the CBS News video: What makes a great president? Students take notes on what the video suggests makes a great leader on the note catcher (in Appendix A). At the conclusion of the video, display the list made on Day 2. Continue as previous day, adding information to the list made on Day 2. Another Top-hat organizer could be completed if desired. Discussion should tie all three days together, and the students should be able to form an opinion about what is most necessary to be a good leader. Have the students put a star by the 5 qualities/characteristics that they feel ALL leaders should have in order to be effective. Allow the students to determine that some of the things on the previous list may not be as relevant as initially thought. Partner share lists. Allow students to discuss
<table>
<thead>
<tr>
<th>Day 5: Vocabulary instruction and Close Reading:</th>
</tr>
</thead>
<tbody>
<tr>
<td>“What Makes a Great President?” by Scholastic (in Appendix A)</td>
</tr>
</tbody>
</table>

- Why they feel the marked qualities are most important. Students then write in their journal, next to each starred word, why they feel that quality is important. If a top-hat organizer was completed, collect it for an additional formative assessment. Be sure to return it to the students the following day so they can tape it into their journals. Collect journals for formative assessment.

- Day 5: Address any misconceptions or potential problems that may have come to light when reading the journal entry.

**Vocabulary instruction:** Ask the students to go back to the words in their journals. With a partner, students do peer practice. One student acts as a coach, the other as a player. While the player works to define each word, the coach gives assistance, feedback, and praise. Students then reverse roles. When this activity is completed, students should write a quality sentence using the word on the page, as outlined on day 1. Students use 5 of the words in today’s journal response.

- Pose essential questions. Close read, as a class, “What Makes a Great President?” from Scholastic (found in Appendix A). Use the annotation symbols during the reading. Display the poster of symbols (found in Appendix A) to remind students what they are and where to use them. After the close reading activity is completed, have the students discuss with partners what qualities/characteristics the article suggests makes a great president.

- As a whole group, discuss the following questions. Ask: What qualities/characteristics have you found to be in common in the
| Day 6: Close Reading: Franklin Delano Roosevelt (Lexile 870) | Information we have explored over the past few days? Do you think these are necessary qualities to have in order to be a good leader? Why or why not? What evidence can you support your opinion with? |
| Regular sized sticky notepad (3”x3”) for each student (I actually divided the pad between 2 students.) | Students do a quick write telling about the one(s) they think is most important to have in order to be a good leader. Remind them that they must use evidence to support their opinions. Collect journals for formative assessment. Be sure to check for vocabulary as well. |
| | Day 6: **Pose E.Q.** Reflect on previous day’s ideas. Do close reading activity using “Franklin Delano Roosevelt.” If possible, give each student a copy and use a document camera to project on screen. Procedure for the close reading activity is as follows: |
| | • Ask: What do you know about FDR? |
| | • Ask: Based on the knowledge you have about him right now, do you think he is a good leader or not? What evidence do you have that supports your opinion? We are going to read some information about FDR. During your reading, you will be trying to find information that supports your opinion. |
| | • Display the chart of annotation symbols. Remind them what each is for and where to write the symbol on the paper. Be sure to reiterate that the bottom line of the “E” extends out to underline the evidence. (We have done this many times, so the kids know this process.) |
| | • The students will read the article a total of 3 times. |
| | ▪ First time: Students read for flow and gist, putting a box around any words they are not familiar with. |
| | ▪ Second time: Read with a pencil (make annotations) |
Third time: Read to answer the essential question. This time, read as a class, modeling the use of sticky notes to mark evidence of the kind of leader Roosevelt was as you go. (It is helpful to have the name, date, etc. already on the notes to save time.)

Discussion will need to take place during the reading and questioning in order to ensure that students pick out information that is essential to answering the E.Q. (Text dependent questions are found below).

Modeling Sticky Note Use: (I use a giant sticky note and a marker so the students can see.)

1. On each sticky note, the following information should be present in upper left corner: student’s name, title and author of article, book, video, or website (URL), and page number information was found
2. Write which body paragraph of the paper the information would most likely fit in
3. Write key words of relevant information that may help answer the E.Q.
4. Place sticky note inside book on coinciding page. If a video or website is used, sticky note goes in journal with the day’s summary of information.

Talk with students about information that is relevant to the E.Q.’s Talk about points in the reading that would help answer the E.Q. Model this as you write the information on the sticky note and place it on the text close to where the information is found. It is also helpful to indicate on the
An Idaho Core Teacher Program Unit Developed by Core Teacher: Loree Orchard

Unit Title: Will the Real Leader Please Stand Up?

Review notes on sticky notes, **Journal entry:** In your opinion, was Franklin D. Roosevelt a good leader based on the information read? Support your ideas with evidence from the text (use sticky notes to help). (This may need to be done as a whole group first. If more practice with finding evidence and using the sticky notes is needed before beginning research, I found a close reading pack at [www.readinga-z.com](http://www.readinga-z.com) with similar articles.)

<table>
<thead>
<tr>
<th>Weeks 2-4: Day 7-15:</th>
<th>Encyclopedia of Presidents books and DK Biography books for each child (these were found and purchased on amazon.com) A list of the presidents students will research is in Appendix A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be reading their books and conducting research using sticky notes. Written summaries of the day’s reading will be completed.</td>
<td>For weeks 2-4, the students will be reading their individual books on the president for which they have been assigned (see instructional notes). This will be done during class. During this time, we will be discussing, in groups and as a class, discoveries they have made each day that help them answer the <strong>essential questions</strong> in relation to their president. Each day’s activities will be the same. Review E.Q. each day and allow students to collaborate with partners and review journal entries to help facilitate discussions about the president they are researching. (Each student will be researching a different president. The process of how I determined who got which president is found in the instructional notes below.) Clear up any misconceptions and answer questions students may encounter. (Paraprofessionals will help Spec. Ed. and remedial students with this process.) Vocabulary instruction will continue throughout these weeks (see “Teaching Vocabulary” below).</td>
</tr>
</tbody>
</table>

1. Students read 7 to 10 pages (depending on length of book) in order to finish book by end of week 4 (Day 20). As students read, they take notes, on sticky notes, as demonstrated previously. Remind students of the information that goes on the note. Refer back to the
### WORD WALL

| 3x5 cards for each student |

---

**An Idaho Core Teacher Program Unit Developed by Core Teacher: Loree Orchard**

**Unit Title: Will the Real Leader Please Stand Up?**

Close reading activity on FDR, reflecting on the kind of information we noted during the lesson, such as qualities, traits, and events that define the assigned president as an effective or ineffective leader/president. Students should write the title of the book on each sticky note as well as the page the evidence is found. The sticky notes remain in the book, on the page the information is found, at the end of each reading session. Students will also write any unfamiliar words on a separate sticky note, indicating the page on which the word(s) was found.

1. **At the conclusion of the reading session,** students share with the class any words from the reading that were unfamiliar to them. Discuss the words together, using context clues to help find the meaning of the words. This can also be done in small groups, occasionally. Students will add their words to the next page in the vocabulary section of their journal, following the procedures outlined on Day 1. The sticky note is then placed in the journal on the page the word was written. As words are found, students write the word (in large print and color) on the unlined side of a 3x5 card. The definition is written on the lined side. (Turn the card so the word is upside down, and then turn it over to write the definition. This will make it so the definition is right side up when flipped up on the word wall.) The card is then placed on the class word wall, using washi tape. This will allow other students to flip the card up and see the definition.

2. **Students share within small groups what was discovered about their president that day.** As a group, they determine if each president was effective or ineffective based on the reading and
sharing for the day. Students should be able to form a claim (opinion) based on evidence they collect. Based on the information gathered from each day’s reading, they will make notes in their journals as to whether the information supports their claim or goes against it. This will help them form a final opinion at the end in order to write their research paper.

4. Each student writes a summary of the day’s reading (indicating pgs read) in the reflective journal. (The summary is written in the section of the journal that represents the body of the paper the information would most likely apply to. See journal set up in Appendix A.) After the summary, students write their commentary which adds their opinion of how the information in the summary relates to the EQ. In order to make the writing of summaries accessible for all students, we use the format of “Somebody wanted, but, so, then.” The students then replace the words with detailed information. Not all words are used in the summary, but saying them mentally, helps the students form a quality summary. For example (the following is taken from a student summary after the close reading activity):

President Theodore Roosevelt wanted a better life for the people of the United States, but when he was elected as president, the circumstances of the nation would make it difficult for him to help them achieve that. Many people were jobless, most of the banks were closed, and there was a world-wide depression, but he knew he had to do something to help the people through this hard time. (SO - thought, not written) He suggested the idea of “The New Deal” which would help Americans find jobs for “relief, recovery,
“New Deal” and reform.” This meant big changes had to happen. President Roosevelt’s plan worked, and the nation began to recover from the depression. Because of this success, people trusted him, and then they re-elected him as President again.

COMMENTARY (This is important because…): President Roosevelt’s concern for the people of America made him work hard to make changes, and he was willing to do whatever it took to help them get a better life. Because of this, he was a good leader.

NOTE: Reflective notebooks are used at the end of each day’s lessons as a formative assessment. Collect the notebooks each day and check students understanding. Be sure the summaries are relevant to the EQ and will give supporting information the students can use for their essays. At the beginning of each day, review information the students collected to use as examples to continue to guide them through collecting relevant information. Correct any misconceptions noticed in the reflective notebooks. Students will share their notebooks with classmates each day with a variety of strategies such as Think Pair Share. Vocabulary will be taught in context of the text; it will not be taught in isolation (See Vocabulary Instruction Below).

5. As an exit ticket each day, students will write on a 3x5 card, a reflective statement for the day’s reading. Each card should include the student’s name, date, title of the book/website, pages read, the card number, and the reflective statement. The cards will serve as ideas for main/supporting ideas of an outline when we get closer to writing the opinion paper.
6. Students will receive a checklist (in Appendix A) to help them work toward completion of the unit.

7. Student’s who tend to struggle with this unit will receive extra support from paraprofessionals, myself, and SPEC ED teachers/aids, depending on the amount of help needed and accommodations specified for those students.

* Be sure to give students at least a 5 minute warning before research time is completed for the day to finish up what they are doing. Also, be sure to allow them at least 20 minutes to do vocabulary words, write summaries, and write their reflective statement before the end of each period.

**Students will also have other books available to get additional information from. They will also be watching short videos (see note to the left) during their computer classes about their assigned president. A Four Square Note Catcher will be used to help students collect information from the videos. They will follow the procedure above at the conclusion of the computer class to write in their journals and write on the 3x5 card. The note catcher is neatly folded into quarters and taped into their journal. Be sure the kids tape the note catcher so that the paper can be unfolded without removing it completely from the journal. (Put it in the journal sideways, and tape on top, left quadrant (when the paper is open) of the folded paper.)
### Week 5:  
**Day 21-23:**  
**Activities/Strategies:**  
- Beginning to organize the information found during research.  
- Do outline  

| Sticky notes from books and note catchers from internet research | The last 2+ weeks (determined by the amount of time students need to complete the essay) will be spent compiling and organizing notes and information collected, and then working on the research paper.  

**NOTE:** Throughout the year, I have helped the students pull information from different sources in order to write informational and opinion pieces, so I feel they will have a pretty solid foundation when it comes to writing the research paper. I have also taught outlining, and we have been using the “Jane Schaffer Writing Program” for two years, so the students will not need additional instruction on how to use the outline or shaping sheets. Please keep in mind that the unit focuses primarily on the research process and not on the writing of the paper itself. However, because I want my students to show evidence that they can collect the needed information, through research, to support an informed opinion, I am requiring them to write the paper as that evidence. Also note that I found more class time (90 minutes each day) needed to be devoted to the completion of writing the essay.  

In order to begin writing the research paper, students will need to:
1. Make a final determination of whether the assigned president was a good leader or not. Have them quickly look back through their summaries if they need help making that determination.

2. At this point, the sticky notes will need to be removed from the books. Students will organize sticky notes and 3x5 cards into a sequential order, according to when, during the president’s life (childhood, adult life, or as president) the event/characteristic took place or was learned (students will most likely need some instruction on this). For advanced students, they can arrange the notes according to “topic.” In other words, have them put like information together. They will find that many of the same characteristics and events are present on multiple notes. I had them look for patterns and ways they could group the notes under similar topics, headings, characteristics, or events. Keep in mind that all of the information collected would be for one of the three body paragraphs. Once those are put together, students will be able to recognize main points and subtopics in order to begin making an outline.

3. Create an outline (template can be found in Appendix A) of main topics and subtopics (most often, the subtopics come from the details they put in their journal entries. Two to three (2-3) days will be needed to complete these steps. Once the outlines are complete, collect and check them to make sure they are acceptable. Make any necessary notes on them to help students make changes until outlines are acceptable.

Day 24 - 25:

1. Once students are given the go ahead, he/she can move to step 2.
Write the rough draft.

2. Shaping sheets (We use the Jane Schaffer Writing program; unfortunately, because of copyrights, I am unable to supply these sheets.) Shaping sheets serve as a rough draft, so in lieu of the shaping sheets, students can write a rough draft from the outline. Explain to the students that each Roman numeral on the outline indicates a new paragraph. Remind students that they are required to use at least 5 of the vocabulary words they found in their paper.

**WEEK 6**

**Day 26 - 28:**

1. Continue shaping sheets
2. Begin editing and revising

**Day 29 - 30:**

1. Assign the oral presentation as homework for the week. I do not give any other homework during this week. Give the students the presentation rubric (in Appendix A) and go over it so they are clear on what the expectations are. Have the students sign up for a day (32-34) and time they want to present. They write this in their agenda so they can tell their parents. (Sometimes, students want their parents to watch their presentation.) **All presentations are due on Day 32. This prevents some students from being able to have an advantage of an additional day or two to prepare. Be sure to tell the students this. 😊**
2. Continue editing and revising: I will let the students know when they have satisfactorily completed this step and can move to step 3.
3. Begin final draft (students may use computer lab if they choose to type their paper).
<table>
<thead>
<tr>
<th>WEEK 7</th>
<th>Computer for each student</th>
<th>4. Final draft is due on Day 31, after the cover and works cited page is complete.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Day 31:</strong></td>
<td></td>
<td>1. Help students complete a cover and works cited page. This is the first time they will have done this, so I have created an instruction sheet for them to follow to create the cover page. They should use their “resources page” to get the information to do the works cited page. Our computer specialist teaches the students how to do this in MS Word during the school year. We use MLA, but for our purposes, I do not put much emphasis on the format and correctness of the works cited page.</td>
</tr>
<tr>
<td><strong>Cover and works cited page</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Day 32 – 34</strong></td>
<td></td>
<td>1. Students present their information through an oral presentation with the use of material they created during week six’s homework.</td>
</tr>
<tr>
<td><strong>Oral presentations.</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Day 35:</strong></td>
<td>Plates, cups, napkins, plastic utensils</td>
<td>As a culminating activity and celebration of completing a difficult and time consuming project, I have the students participate in a “Presidential Feast.” Students dress up as the president researched. Each student brings his/her president’s favorite food (they will know what this is by the time their research is complete) to share with the class. Bringing the food is optional for the students, but everyone gets to eat regardless of whether food was brought or not. I have done this in the past, and it really does turn out to be quite a “feast.” I supply utensils, cups, plates, and napkins. It is a fun way to end the unit and celebrate our accomplishments.</td>
</tr>
<tr>
<td><strong>Presidential Feast!</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Close Reading Activity: Day 6 of the front loading activities.
**Text Excerpt:**
Franklin Delano Roosevelt

Please see text in Appendix A.

<table>
<thead>
<tr>
<th>Text-Dependent Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What is polio? How did it impact Franklin Delano Roosevelt’s life?</td>
</tr>
<tr>
<td>2. What was the status of the United States when Roosevelt was first elected as President?</td>
</tr>
<tr>
<td>3. Explain what Roosevelt’s role was in the Great Depression and in World War II.</td>
</tr>
<tr>
<td>4. What words or phrases in the text help us discover what kind of president Roosevelt was?</td>
</tr>
<tr>
<td>5. What does the word “devastated” mean in the context of the sentence it is in?</td>
</tr>
<tr>
<td>6. Explain the author’s irony in saying, the “‘man of the people’ that walked the country through these troubling times.”</td>
</tr>
<tr>
<td>7. What does the author mean when she says, “Franklin inherited a struggling nation that was in need of strong leadership?”</td>
</tr>
<tr>
<td>8. The author refers to Roosevelt as a “mastermind.” What was the author referring to?</td>
</tr>
<tr>
<td>9. What element in Roosevelt’s early life leads us to believe he was developing a presidential quality?</td>
</tr>
<tr>
<td>10. What does the author describe as the impact that the President had? Explain his approach to the Presidency. What evidence does the author use to support her thinking?</td>
</tr>
<tr>
<td>11. How might knowing these things about President Roosevelt help us form an opinion on whether or not he was a good leader?</td>
</tr>
<tr>
<td>12. Based on the text, what can you infer about the kind of president Roosevelt was?</td>
</tr>
<tr>
<td>DAY 7 - 15:</td>
</tr>
<tr>
<td>3x5 cards</td>
</tr>
<tr>
<td>Washi tape</td>
</tr>
</tbody>
</table>

| DAY 8: | Give each student a copy of the “alpha-box” sheet (in Appendix A). Students will use this sheet to organize the words they have/will find by writing the word in the box under the letter with which the word begins. Tell the students they will need to keep this sheet (folded into quarters) in the sticky note pocket in the front of their journals. They will be adding words to this sheet as they find them. |
| Alpha-box sheet |  |

| DAY 10: | Students pull out the sticky notes with the vocabulary words they have already found. With a partner, have the students take turns introducing their words, by telling the word and the definition, to the partner. After the words have been introduced, the students will play a mini game of Pictionary. One student draws a picture representing one of his/her words on his white board. When the partner knows what the word is that is being drawn, he/she puts the sticky note back in the journal, of the person doing the drawing, on the appropriate page. This could be a timed activity, so the teacher gives 30 seconds for the students draw the picture when cued to do so. When all words have been replaced in the journal, the game is over. |
| Sticky notes with vocab words, white boards & markers. |  |
**DAY 12:**
**Word Wall**

Have the students come stand close to the word wall, so they can see the words on it. Read the words aloud to the students, then have them read the words with you. As a review, randomly point to a few words. The student(s) who added the word to the wall must then tell the definition, give a synonym, or use the word in a sentence. This is done orally.

Ask: Could we categorize these words? What topics can you think of that we could put the words under? (It may be necessary to suggest a few to give examples.) Write the topics/categories on the board.

As a class, decide on 3 to 4 categories to divide the word wall into, and then arrange the words into the appropriate category. Now, tell the students that all words found from now on must be put into the appropriate category on the word wall.

**DAY 14:**
**Bracket Battle Game sheet for each student**

The students should have found all 10+ words by now. Students will be playing “Bracket Battle” with their words. The information and procedure for the game are in Appendix A.

**DAY 15:**
**Magazines, old books, newspapers, etc. (These need to be ones that can be cut up.)**

This activity takes some time, so it may be necessary to do it at a time other than the scheduled time for the unit.

The students use magazines, newspapers, books, or other print materials to find all of their vocabulary words. They cut out the words and place them in a small envelope to keep track of them. Once all of the words are found, students write a story using at least 10 words. When the story is written, students then rewrite the story replacing the vocab words in the story with the ones they cut out, by gluing them in the appropriate place in the story. The stories can be displayed and shared with the class at a later time if desired.
**Scaffolds and Extensions**

<table>
<thead>
<tr>
<th>UDL Components:</th>
<th>Support for students who are ELL, have disabilities or read well below grade level text band:</th>
<th>Extensions for advanced students:</th>
</tr>
</thead>
</table>
| **Presentation:** oral lectures, reading text, videos, audio | Short research based activities will be conducted throughout the year to help all students be able to find the information that is most relevant and supportive to their topic. ELL and SPEC ED students will work with paraprofessionals/SPEC ED teachers during instruction and reading block times to help them decide what information will be relevant as well as giving support to make meaning of the reading. They will also assist students with summative as well as formative assessments. I felt it was important for SPEC ED students, as well as remedial students, to be held at the same standard of expectations, as far as the learning goal. However, there were accommodations made for both groups of students. In determining those accommodations, I spoke with and “taught” both our SPEC ED staff and paraprofessionals that would be working with these students to give them a better understanding of what the unit would | - Write a letter to the current president of the United States telling him/her about the discoveries made during the research process and how those discoveries could be beneficial to him/her as our nation’s leader.  
- Create a poster for your president that he could use to campaign for “re-election.” Be sure to bring out the positive qualities that would make people want to vote for him. |
| **Participation:** independent readers read silently, struggling readers have option of reading some material online or having a paraprofessional read with him/her, assignments varied according to skill |                                                                                                           |                                  |
| **Expression:** assignments accepted in various formats, students have the choice of completing the summaries/journal entries on the computer or writing in the journal |                                                                                                           |                                  |

Original unit development sponsored by The Idaho Coaching Network
be and how I wanted them to support the learning process of the students. We conferenced together often and discussed strategies to help these students be successful. Some accommodations that were decided upon were to read the text with the students, guide them in the note taking/summary process, giving them the option of completing them on the computer, verbalize ideas and connections to the teacher/paraprofessional who then wrote the ideas. Note: the length of the essay was not shortened for any of the students; however, the information required in each paragraph was modified. The outline was modified and templated note cards were provided for these students.

Other (important elements not captured in this template, explanation, reflection):
*An important aspect contributing to the success of each student is the formative assessments. I found it was imperative that students be assessed and immediate feedback given in order to guide the students success along the way. I had a student who was absent during much of the reading/summarizing portion of the unit, so making sure the assessments were done and keeping the student on track was very difficult. This made it difficult for the student to stay motivated. I ended up scheduling time after school to work with the student.
**It may be necessary to schedule individual conference time with each student in order to address questions and help move them forward in a positive direction and pace.
There are two reasons I decided to assign the president to be researched instead of allowing the students to choose the president. First, and most importantly, strategically assigning a president to individual students, allowed me to insure struggling students would research a president that was well documented, as well as being noted as a good leader, thus making the research process less difficult. This would result in those particular students needing less advanced inference skills. Also, this allowed me to assign more difficult presidents to research to the higher level students, creating additional challenge. Second, making assignments would insure a broader range of presidents researched and reported upon. Typically, if students are given a choice of presidents to research, they will choose a president they are most familiar with, such as George Washington, Abraham Lincoln, etc.