

<b>Grade:</b> 2		<b>Subject:</b> Social Studies	
<b>Materials:</b> Social Studies		<b>Technology Needed:</b> Smartboard	
<b>Instructional Strategies:</b> <ul style="list-style-type: none"> <li>🍏 <b>Direct instruction</b></li> <li>🍏 Guided practice</li> <li>🍏 Socratic Seminar</li> <li>🍏 Learning Centers</li> <li>🍏 Lecture</li> <li>🍏 Technology integration</li> <li>🍏 Other (list)</li> </ul>		<b>Guided Practices and Concrete Application:</b> <ul style="list-style-type: none"> <li>🍏 Large group activity</li> <li>🍏 <b>Independent activity</b></li> <li>🍏 Pairing/collaboration</li> <li>🍏 Simulations/Scenarios</li> <li>🍏 Other (list)</li> </ul>	
<b>Standards)</b> 2.2.3 Identify historic United States figures (e.g., <b>George Washington</b> , Benjamin Franklin, Susan B. Anthony, <b>Abraham Lincoln</b> , Harriet Tubman, Martin Luther King Jr., Rosa Parks, Cesar Chavez, Sacagawea) and link them with their contributions.		<b>Differentiation</b> <b>Below Proficiency:</b> Place these students with an above proficiency student. <b>Above Proficiency:</b> Allow these students to fill in the answers they know if they know, before looking around for the clues. <b>Approaching/Emerging Proficiency:</b> Questioning strategies to allow them to grow up to above and know them on their own. <b>Modalities/Learning Preferences:</b> <ul style="list-style-type: none"> <li>• <b>Visual:</b> Students will be able to watch a video with pictures, writing will be on the board, and they will get to look at the cards.</li> <li>• <b>Auditory:</b> Listening to the video.</li> <li>• <b>Kinesthetic:</b> Students will be able to walk around and write their answers down, if one doesn't prefer writing their partner can write.</li> </ul>	
<b>Objective(s)</b> Students will be able to identify the historic figures George Washington and Abraham Lincoln and determine what made them so important.			
<b>Bloom's Taxonomy Cognitive Level:</b>  Identify , determine			
<b>Classroom Management- (grouping(s), movement/transitions, etc.)</b> Students will be at their desk until it is time for them to do the scavenger hunt with their partner. Partners will be: Warren and Annabelle Blaise W and Leah Aayla and Thomas Molly and Aiden Easton and Eveleyn Alexandra and Dylan Molly and Olivia Kenadi and Anna Cohen and Ella Jaydn and Aubry Blaise P and Emilie Christine and Kristina		<b>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</b> <ul style="list-style-type: none"> <li>• Students will be expected to be at a level zero when they are at their desks.</li> <li>• Students should raise their hand if they would like to contribute to the discussion.</li> <li>• Students should be talking quietly during turn and talks with a partner</li> <li>• Students should separate and not be at the same clue someone else is at with their partner, they shouldn't be discussing things irrelevant to presidency.</li> </ul>	
<b>Minutes</b>	<b>Procedures</b>		
	<b>Set-up/Prep:</b> Make enough copies of Presidents Day' scavenger hunt questions, cut apart scavenger hunt pieces, place the clues around the room for students to look for		
<b>12</b>	<b>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</b> Show students the video of George Washington: Biography of George Washington for kids. <a href="https://www.youtube.com/watch?v=3lXnfitSoYw">https://www.youtube.com/watch?v=3lXnfitSoYw</a> Show students the video of Abraham Lincoln: Biography of Abraham Lincoln. <a href="https://www.youtube.com/watch?v=fTjYG1Tyaos">https://www.youtube.com/watch?v=fTjYG1Tyaos</a>		
<b>10</b>	<b>Explain: (concepts, procedures, vocabulary, etc.)</b> <ul style="list-style-type: none"> <li>• Ask students what made George Washington a memorable president? What did he do? (Only president that everyone voted for, he was the first president, no one tried to be the present instead of him, he was the first president, often called the father of our country, his picture is on dollar bills and quarters)</li> <li>• What are some things that made Abraham Lincoln a memorable president? (Northern states supported Abraham Lincoln because he doesn't like slavery, he was determined to keep the states together and the civil war started, he signed the Emancipation Proclamation an order that freed all the slaves in the Southern states, he then passed the 13<sup>th</sup> amendment</li> </ul>		

	<p>which ended slavery in all of the United States, he was shot in the head by John Wilkes Booth, he was the first president to be assassinated, his face is on pennies and the five-dollar bill)</p> <ul style="list-style-type: none"> <li>• Why do you think Abraham Lincoln and George Washington are two of the most famous presidents, what did they do to stand out? <b>(Turn and talk with a partner)</b></li> <li>• Lincoln Memorial in DC and the George Washington and Abraham Lincoln are both in Mount Rushmore in South Dakota (Explain they must be pretty important if they got their face sculpted into rock and their face on our our money) Pass around one - dollar bill, five dollar bill, and penny.</li> <li>• How did Abraham Lincoln get the nickname honest Abe?</li> <li>• Explain a couple of vocabulary words they will come across in their scavenger hunt: <ul style="list-style-type: none"> <li><b>White house: The place where the president lives, located in Washington, D.C</b></li> <li><b>Patent: A document an inventor gets to prevent other people from making, or selling your device</b></li> <li><b>Revolutionary War: The war for American obtaining independence from Britain</b></li> <li><b>Inauguration: formal admission of someone into office</b></li> <li><b>Assassin: a murderer of an important person for political or religious reasons</b></li> </ul> </li> </ul>
15	<p><b>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</b></p> <p>Students will go around with their partner completing their scavenger hunt about the Presidents (Abe Lincoln and George Washington). Students will have to rotate every other writing down a question. Before allowing them to start have them make sure their name is on both papers.</p>
3	<p><b>Review (wrap up and transition to next activity):</b></p> <p>Come together see what group found the most in the time. Explain to them that Presidents day is on Monday and now they know lots of fun facts to share with their family about what they know of some of the biggest Presidents in our nations history.</p>
<p><b>Formative Assessment: (linked to objectives, during learning)</b></p> <ul style="list-style-type: none"> <li>• <b>Progress monitoring throughout lesson (how can you document your student's learning?)</b></li> </ul> <p>-Reflective questions throughout the learning</p> <p><b>What do you think would have happened if Abraham Lincoln would have never been elected president? What would happen if George Washington wouldn't have been elected president?</b></p> <p><b>Based on what you know about both of these President's how did they make an impact on the United States?</b></p>	<p><b>Summative Assessment (linked back to objectives, END of learning)</b></p> <p><b>N/A for this lesson</b></p> <p>-If doing in my own classroom I would have students answer a writing prompt about what made Abraham Lincoln and George Washington such important presidents?</p>
<p><b>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</b></p>	