

# Lesson Plan Template: Hewit Summer Institute

Title: The Nations Founding Fathers: Hero or Villain

Unit duration: 2 weeks for virtual Learning and 2 weeks in class

Grade level: High School (9-12)

Objectives (please include 3-5):

ABCD Objectives:

- 1) Students will select a 'Founding Father' from a list of twenty names. The names reflect founding fathers that are adequately remembered in our nation's history.
- 2) Once student select a name from the list, it will be there responsibility to look up historical information that will help them assess and evaluate the following:
  - 1) Biographical Information
  - 2) What was his role as a 'Founding Father' of the United States?
  - 3) Main Accomplishments during their lifetime.
  - 4) Main Disappointments during their lifetime
  - 5) Feelings regarding people of color and slavery.
  - 6) Feelings about women and the right to vote.
  - 7) Feelings about what men should have the right to vote.
  - 8) Is your founding father a hero/villain?
- 3) Students will apply their findings into a google slide presentation and orally present their report to their instructor and one peer for a grade evaluation.

Essential Questions (please include 1-3):

Whose story about our nation's founding fathers should we trust, the one we craft through our own ardent research or what textbooks and historical sites claim?

Colorado State Standards Addressed: (can be from any social studies content area)

I teach 9-12th grade students that need the credit.

H1.1. Use the historical method of inquiry to formulate compelling questions, evaluate primary and secondary sources, analyze and interpret data, and argue for an interpretation defended by textual evidence.

H1.2. Analyze historical time periods and patterns of continuity and change, through multiple perspectives, within and among cultures and societies.

Lesson content and procedures:

Day 1: Introduce a lesson to your civics class. This is going to take between 15-20 minutes. Include a link of a good example.

Grant students the responsibility to go through the list and select a potential candidate.

Day 2: Help students set up their slides. Give them the remaining time to research their source material. Make sure to provide them a link of different sources they can use. Make it clear that Wikipedia can only be used as one source, not as the sole source.

History.com

Smithsonian.com

Biography.com

National Geographic

ConstitutionFacts.com

[www.archives.gov](http://www.archives.gov)

oll.libertyfund.org

Day 3: Students need to set up their citation page, using citationmachine. Guide them through the website using a tutorial. Attached is a handout to assist you ([Handout](#))

Allow students the time to conference with the instructor, aid them with finding quality source material, and model how to alphabetize their source material.

Day 4-5: Grant students the time to get started on setting up their interesting facts and 'Role' as Founding Father slide. Remember, the instructor is a facilitator, have a google meet accessible to serve students that are virtual. Also, have your face to face class sign up for mini-conferences.

Day 6-7: These two days, students need to focus on Main Accomplishments and Main Disappointments. The instructor can guide students and help them with their source material. However, it is not a teacher's place to create any bias or state what they believe about who the student is researching. An instructor is there to guide, support, and facilitate, not dictate or apply their own opinions.

Day 8-10: Students will struggle with researching additional information about people of color, women or white males. Conferences for both groups and consistent check-ins are key to helping with this phase.

Day 11-12: Presentations.

[Lesson Handout:](#)

## Founding Fathers Civics Project

### Cultural Relevant Project

**Essential Question:** Whose story about our nation's founding fathers should we trust, the one we craft through our own ardent research or what textbooks and historical sites claim?

### ABCD Objectives

1. Students will select a 'Founding Father' from a list of twenty names. The names reflect founding fathers that are adequately remembered in our nation's history.
2. Once student select a name from the list, it will be there responsibility to look up historical

information that will help them assess and evaluate the following:

- 1) Biographical Information
- 2) What was his role as a 'Founding Father' of the United States?
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- 4) Main Disappointments during their lifetime
- 5) Feelings regarding people of color and slavery.
- 6) Feelings about women and the right to vote.
- 7) Feelings about what men should have the right to vote.
- 8) Is your founding father a hero/villain?

3. Students will apply their findings into a google slide presentation and orally present their report to their instructor and one peer for a grade evaluation.

### **Part 1: Background Information**

Choose ONE founding father from list below that you are willing to research:

- 1) George Washington.
- 2) Alexander Hamilton.
- 3) Benjamin Franklin.
- 4) John Adams.
- 5) Samuel Adams.
- 6) Thomas Jefferson.
- 7) James Madison.
- 8) John Jay.
- 9) Cesar Rodney.
- 10) Gouverneur Morris
- 11) "Honest John" Hart
- 12) Dr. Benjamin Rush
- 13) Richard Stockton
- 14) Patrick Henry
- 15) John Hancock
- 16) James Monroe
- 17) Edward Rutledge
- 18) James McHenry
- 19) Francis Lightfoot Lee
- 20) Aaron Burr

### **Part 2: Create a Google Slide Presentation**

- 1) Create a Google Slide Presentation
- 2) Presentation must include:
  - 1) Biographical Information for 2 slides only. No More!!

- 2) What was his role as a 'Founding Father' of the United States?
- 3) Main Accomplishments during their lifetime.
- 4) Main Disappointments during their lifetime
- 5) Feelings regarding people of color and slavery.
- 6) Feelings about women and the right to vote.
- 7) Feelings about what men should have the right to vote.
- 8) Is your founding father a hero/villain?

3) It must be clear enough to interpret, as well as **historically accurate**.

- 4) Your google slide presentation must follow the 7/15 rule (No more that 7 bullet points per slide and no more than 15 words per bullet point.) I am not here to read a book or an essay, get to the point.
- 5) Include one picture per slide
- 6) No more than 7-10 slides, no less than 5 slides for your information slides
- 7) One additional slide is needed to cite your sources. If you do not take this step, you will earn an F because you are not giving credit to the authors and researchers.
- 8) Use Citationmachine.com to assist you with creating academic citations.
- 9) Be sure to show effort and pride in your work

\*Your teacher will provide you with access to an chromebook for in-class use. However, virtual students you should have a device provided by the district. Chromebooks were provided to families in August.

\*This will take about two weeks to complete, I have provided you a model of the assignment. ([Teacher Example](#))

\*Every student is on the Google Classroom platform, I can check your progress daily. I know what you are doing and what you do not do. I will continue to hold conferences with students throughout this two week period. Be careful about procrastination!

\*Lastly, with source material, I am not a believer in censorship as I am for limits and boundaries. You can only use Wikipedia as ONE source, not the SOLE source. Use the link on the Google Classroom for quality source material. Failure to respect boundaries with source material will result in a zero. Do not Risk your project grade!

**\*\*Rubric is on back – Be sure to turn it in with your project!\*\***

Name(s): \_\_\_\_\_ Period: \_\_\_\_\_ American History #: \_\_\_\_\_

### Founding Father Hero/Villain Assignment

#### Google Presentation

- |   |           |
|---|-----------|
| v Historically accurate   | _____ /20 |
| v Well research option (You have three options to choose from!) | _____ /20 |
| v Follows the 7/7 rule  | _____ /20 |
| v Proper Work Cited Page  | _____ /20 |
| v Effort and Pride in the work                                  | _____ /20 |

TOTAL = \_\_\_\_\_/100

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**Before submitting please complete this self-check list**

- Lesson plan title
- Lesson plan duration
- Grade level applicable
- Learning objectives
- Essential Questions
- Colorado State Standards
- Lesson Content/ procedures
- Lesson materials (attached to lesson plan)
- Teacher name
- Teacher school
- Teacher email address

Email to [hewithhistoryinstitute@unco.edu](mailto:hewithhistoryinstitute@unco.edu) by December 5, 2020. You will receive a certificate of completion for your seat hours upon receipt.