

HISTORY BIOGRAPHIES

Grade Level or Special Area: 2nd Grade

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Length of Unit: Five lessons each five days, approx. 5 minutes twice a day, a one time 30 minute activity, a final poster and presentation culminate the unit

I. ABSTRACT

The five lessons in this unit each focus on a different person from U.S. history and the *Core Knowledge Sequence*: James Madison, Dolley Madison, Sequoyah, Harriet Tubman and Clara Barton. Through the daily review of factual posters students will learn key facts and gain an appreciation of these people. At the end of each lesson students will write about the individual they have studied and take a formal test. A culminating activity ties the five lessons together. Each lesson is designed to be used in conjunction with a unit on the particular period; it is a quick and effective way to add supplemental biographical information.

II. OVERVIEW

- A. Concept Objectives
 - 1. Students will recognize the contributions of specific historic figures.
 - 2. Students will understand historic facts about people who impacted history.
- B. Content from the *Core Knowledge Sequence*
 - 1. 2nd Grade History and Geography: American History and Geography: (pp. 49-50)
 - a. American Government: The Constitution
 - i. James Madison, the “Father of the Constitution”
 - b. The War of 1812
 - i. President James Madison and Dolley Madison
 - c. Native Americans
 - i. Sequoyah and the Cherokee alphabet
 - d. The Civil War
 - i. Harriet Tubman, the “underground railroad”
 - ii. Clara Barton, “Angel of the Battlefield,” founder of American Red Cross
- C. Skill Objectives
 - 1. Students will relate vocabulary to specific lesson content.
 - 2. Students will connect specific people to historic events.
 - 3. Students will write legibly on standard ruled paper.
 - 4. Students will know and use age-appropriate spelling, grammar and sentence structure.
 - 5. Students will summarize, in written form, what they have learned.

III. BACKGROUND KNOWLEDGE

- A. For Teachers
 - 1. *What Your Second Grader Needs to Know* by E.D. Hirsch, Jr.
- B. For Students
 - 1. Grade 1: American History and Geography: From Colonies to Independence: The American Revolution

IV. RESOURCES

- A. Core Knowledge Units of your choice on the topics of the Constitution, the War of 1812, Native Americans and the Civil War

V. LESSONS

Lesson One: James Madison (five days, approximately 5 minutes twice each day plus one 30 minute activity)

A. Daily Objectives

1. Concept Objective(s)
 - a. Students will recognize the contributions of specific historic figures.
 - b. Students will understand historic facts about people who impacted history.
2. Lesson Content
 - a. American Government: The Constitution
 - i. James Madison, the “Father of the Constitution”
3. Skill Objective(s)
 - a. Students will relate vocabulary to specific lesson content.
 - b. Students will connect specific people to historic events.
 - c. Students will write legibly on standard rule paper.
 - d. Students will know and use age-appropriate spelling, grammar and sentence structure.
 - e. Students will summarize, in written form, what they have learned.

B. Materials

1. Appendix A, Directions for Preparing Posters
2. Appendix B, James Madison Title, one color copy
3. Appendix C, James Madison Facts, one color copy of each page
4. Post-It chart paper, one sheet
5. Glue stick or double stick tape, for mounting
6. Picture of James Madison, see Appendix A for sources
7. Appendix D, Book Cover for James Madison, one per student
8. White copy paper, one sheet per student
9. Standard ruled paper, three sheets per student
10. Student supplies of colored pencils or crayons
11. Appendix E, Rubric for Scoring Student Made Book
12. Appendix F, Test Questions for Lesson One
13. Appendix G, Answer Key for Lesson One

C. Key Vocabulary

1. Constitution—the set of laws in a county that state the rights of the people and the powers of the government

D. Procedures/Activities

1. Note: This lesson is designed to be used at the same time students are studying the Constitution. Each morning a new fact will be attached to the poster and reviewed, along with past facts, by the students. A quick review will also be conducted at the end of each school day. On the fifth day students will create their own book of facts. Test questions to be attached to your test on the Constitution are found in Appendix E.
2. Prior to the beginning of class prepare the title and facts for the poster following the directions in Appendix A. Also prepare student books by stacking a plain white sheet of copy paper with three sheets of lined paper on top and finally the cover at the top of the stack. Staple the book together along the left side before cutting along the edges. This works very well if you hold the stack firmly as you cut.
3. On the first day of this lesson have the poster hanging in a high traffic area of the classroom. Only the title and photograph should be attached to the poster.

4. Tell students that they will be using the poster to focus on one of the historic figures associated with the Constitution. Point to the title as you say “James Madison.” Ask students to repeat his name with you. Point out the photograph and give a brief account of any information you may have about the photograph. For example, “This is a photograph of a painting of James Madison about the time the Constitution was written.”
5. Next, display the first fact and read it aloud to the students. Use the call-back method of review to reinforce the information such as “James Madison is known as the Father of the Constitution. James Madison is known as the father of what?”
6. At the end of the day review the material on the poster. Point to the picture and ask “Who is this?” When students respond continue with “Yes! James Madison.” Point to the title and say “James Madison. Say it with me. James Madison.” Move on to the first fact by pointing at it and reading it exactly from the poster. Review this fact as well by asking “The Father of the Constitution is who?” or “James Madison is the father of what?” While facts are the focus of this unit, it is important that students understand connections as well. As you introduce facts discuss them briefly with students. The class will be studying the Constitution in Social Studies at the same time. Be sure to make connections to the fact posters as you present material during this time as well. Students should be able to connect the reason Madison was called the “Father of the Constitution” with his hard work and effort.
7. For the next four days you will review the previous day’s material, add a new fact and review all the material each morning. At the end of each day you will review all the material.
8. On the fifth and final day of this lesson students will write about James Madison. Pass out the prepared books. Point out to students that you have put the books together for them with lined paper inside where they will write the facts they have learned about Madison. Point out the large area of white space on the cover. Tell students that this area is for them to draw one or more pictures that show this book is about Madison. Go over the expectations for the books found in Appendix E. Ask students to be sure to place their names in the correct spot on the front cover before turning them in. I allow 30 minutes for this activity, the actual time will depend on the students in your class.
9. At the end of the fifth day review the poster as in previous days. Tell students when to expect a formal test on this material and exactly what form it will take. Many classes like to put their posters on display in a hallway for others to enjoy. I often let the class lead the way, hang the poster and do their review in the hallway instead of the classroom.

E. *Assessment/Evaluation*

1. Use the rubric found in Appendix E to score the student’s books.
2. The Test Questions for Lesson One, found in Appendix F can be used as an independent test on James Madison. However, I prefer to attach it to the test I give on the Constitution. Use Appendix G for scoring.

Lesson Two: Dolley Madison (five days, approximately 5 minutes twice a day plus one 30 minute activity)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students will recognize the contributions of specific historic figures.

- b. Students will understand historic facts about people who impacted history.
 - 2. Lesson Content
 - a. The War of 1812
 - i. Dolley Madison
 - 3. Skill Objective(s)
 - a. Students will relate vocabulary to specific lesson content.
 - b. Students will connect specific people to historic events.
 - c. Students will write legibly on standard ruled paper.
 - d. Students will know and use age-appropriate spelling, grammar and sentence structure.
 - e. Students will summarize, in written form, what they have learned.
- B. *Materials*
- 1. Appendix A, Directions for Preparing Posters
 - 2. Appendix H, Dolley Madison Title, one color copy
 - 3. Appendix I, Dolley Madison Facts, one color copy of each page
 - 4. Post-It chart paper, one sheet
 - 5. Glue stick or double stick tape, for mounting
 - 6. Picture of Dolley Madison, see Appendix A for sources
 - 7. Appendix J, Book Cover for Dolley Madison, one per student
 - 8. White copy paper, one sheet per student
 - 9. Standard ruled paper, three sheets per student
 - 10. Student supplies of colored pencils or crayons
 - 11. Appendix E, Rubric for Scoring Student Made Books
 - 12. Appendix K, Test Questions for Lesson Two
 - 13. Appendix L, Answer Key for Lesson Two
- C. *Key Vocabulary*
- 1. Impression—to make people do something against their will
- D. *Procedures/Activities*
- 1. Note: This lesson is designed to be used with your regular Social Studies unit on the War of 1812. Every morning for five days a new fact will be attached to the poster. A call-back style review of the new fact, as well as past facts, will then be conducted. At the end of each school day the review will be repeated. On the last day of the lesson students will create their own book of facts. Test questions for this lesson are found in Appendix J. Use them on their own or along with the test you are giving on the War of 1812.
 - 2. Prior to the beginning of class prepare the title and facts for the poster following the directions in Appendix A. Also prepare student books by stacking a plain white sheet of copy paper with three sheets of lined paper on top and finally the cover at the top of the stack. Staple the book together along the left side before cutting along the edges. This works very well if you hold the stack firmly as you cut.
 - 3. The poster should have the title and photo only on it for the first day of this lesson. Hang the poster in a high traffic area.
 - 4. If these lessons are being taken in sequence students will recall the procedures and need only a brief introduction. Tell students that you will be studying someone who played an important role in the War of 1812. Let them know that this person was not a sailor, soldier or elected official. Point to the title and photo, and then tell students they will learn this week about Dolley Madison. Have them repeat her name. Ask if anyone can guess who Dolley Madison was married to. (James Madison)

5. As you attach the first fact to the poster read it to the students. Review using the call-back method established in the first lesson. “She was the wife of President James Madison, the First Lady.” Tell students that the wife of the President always carries the title of First Lady. “She was called the First Lady because she was the wife of the President. She was called what?”
 6. The end of the day review continues the established pattern. Point to the picture and ask “Who is this?” Review using the call-back method and continue to tie into materials from your unit on the War of 1812. Students should understand and appreciate that fact that Dolley Madison, the First Lady and a woman was also a quick thinker and brave. The items she saved are a legacy to the United States.
 7. Over the next four days you will review the previous day’s material, add a new fact, and then review all the material again. At the end of the day review all the material covered in the morning. On the second day be sure to stress the use of the term impressments. This will, of course, be an important part of the unit you are using on the War of 1812. It may help to use a dictionary to read the definition, however you will still need to discuss in during review or during Social Studies.
 8. The fifth day, which is the final day of the lesson, students will write about Dolley Madison from memory. Give students directions as you did in Lesson One concerning writing inside then drawing on the cover. Remind students to place their names in the appropriate place on the cover before turning them in. Tell students what you will be looking for when scoring their books based on the information in Appendix E. Based on student’s response to the writing assignment in Lesson One you may choose to allow more or less time than my 30 minute estimate.
 9. At the end of the fifth day do a final review of the material and let students know what to expect concerning testing. Continue the traditional you chose in the pervious unit for removing the poster from the room.
- E. *Assessment/Evaluation*
1. Using the rubric found in Appendix E score the student’s books.
 2. The questions found in Appendix J, Test Questions for Lesson Two can be used independently as a test for this lesson or they can be attached to the test you are giving on the War of 1812. Appendix L contains the answer key for this lesson.

Lesson Three: Sequoyah (five days, approximately 5 minutes twice each day plus one 30 minute activity)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students will recognize the contributions of specific historic figures.
 - b. Students will understand historic facts about people who impacted history.
 2. Lesson Content
 - a. Native Americans
 - i. Sequoyah and the Cherokee alphabet
 3. Skill Objective(s)
 - a. Students will relate vocabulary to specific lesson content.
 - b. Students will connect specific people to historic events.
 - c. Students will write legibly on standard ruled paper.
 - d. Students will know and use age-appropriate spelling, grammar and sentence structure.

e. Students will summarize, in written form, what they have learned.

B. *Materials*

1. Appendix A, Directions for Preparing Posters
2. Appendix M , Sequoyah Title, one color copy
3. Appendix N, Sequoyah Facts, one color copy of each page
4. Post-It chart paper, one sheet
5. Glue stick, or double stick tape, for mounting
6. Picture of Sequoyah, see Appendix A for sources
7. Appendix O, Book Cover for Sequoyah Book
8. White copy paper, one sheet per student
9. Standard ruled paper three sheets per student
10. Student supplies of colored pencils or crayons
11. Appendix E, Rubric for Scoring Student Made Book
12. Appendix P, Test Questions for Lesson Three
13. Appendix Q, Answer Key for Lesson Three

C. *Key Vocabulary*

1. Alphabet—all the letters of a language

D. *Procedures/Activities*

1. Note: This lesson is set up to be used at the same time students are studying Native Americans. Each morning a new fact will be introduced and attached to the poster. Twice daily call-back reviews are conducted each of five days. On the fifth day students will make their own book of facts. Test questions to be added to your unit test are found in Appendix P.
2. Prior to the beginning of class prepare the title and facts for the poster. You will find directs in Appendix A. Also prepare student books by stacking a plain white sheet of copy paper with three sheets of lined paper on top and finally the cover at the top of the stack. Staple the book together along the left side before cutting along the edges. This works very well if you hold the stack firmly as you cut.
3. The poster should be hanging in a high traffic area for the first day of this lesson. Only the title and photograph should be mounted when you begin as in previous lessons.
4. Point out the new poster, students should be familiar with the concept and process if you have taken these lessons in order. Tell students that they will be learning about a Native American who not only changed life for the people of his tribe, but did something no one else had ever done alone. Point to the title and help students to say the name Sequoyah as it is unfamiliar to them. Repeat it several times. Point to the photograph and point out his style of dress. It is not what students expect to see when they hear the term Native American.
5. Display the first fact and read it aloud to the students. Using the call-back technique review the information as in previous lessons. “He was a Native American and a member of the Cherokee tribe.” “He belonged to what tribe?” (Cherokee) “What else do we know about him?” (He was Native American.) Students may question how he could be both. Explain that we can all go by many labels. We all consider ourselves American. However, many of us also identify an ethnic heritage such as Mexican, African or German.
6. Continue the process established in earlier lessons of a second daily review at the end of the day. Always begin the review by pointing to the picture or title and asking “Who is this?” Make connections to other material the students are studying on Native American in that unit as well as in this lesson.
7. Over the next four days you will review the pervious day’s material, add a new fact and then review all the material on the poster. The entire poster will be

reviewed at the end of each day as well. If necessary go over the term alphabet with students. The concept is familiar to them but the word may not be. It is important for students to see the work and continued effort some people are willing to go to for the good of others and that heroes are not only soldiers or firemen.

8. On the final day, day five, students will write what they can recall about Sequoyah as they create a history biography. Remind students to write then decorate their cover telling them that the cover must relate to the material in the book. Use the rubric in Appendix E to tell students what things you will be looking for in their completed books. Pass out the books and allow 30 minutes, or the time you have found to work best, for completion. Students should be sure to include their name as these will be collected for scoring.
9. End the fifth day with a review of the poster as in previous days. Retire the poster from the classroom in the tradition you have established.

E. *Assessment/Evaluation*

1. Use Appendix E, Rubric for Scoring Student Made Books, score the student's completed books.
2. The test questions for this lesson may be attached to the assessment used for Native Americans or independently. They can be found in Appendix P. The key for these test questions is found in Appendix Q.

Lesson Four: Harriet Tubman (five days, approximately 5 minutes twice each day plus one 30 minute activity)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students will recognize the contributions of specific historic figures.
 - b. Students will understand historic facts about people who impacted history.
2. Lesson Content
 - a. The Civil War
 - i. Harriet Tubman, the "underground railroad"
3. Skill Objective(s)
 - a. Students will relate vocabulary to specific lesson content.
 - b. Students will connect specific people to historic events.
 - c. Students will write legibly on standard ruled paper.
 - d. Students will know and use age-appropriate spelling, grammar and sentence structure.
 - e. Students will summarize, in written form, what they have learned.

B. *Materials*

1. Appendix A, Directions for Preparing Posters
2. Appendix R, Harriet Tubman Title, one color copy
3. Appendix S, Harriet Tubman Facts, one color copy of each page
4. Post-It chart paper, one sheet
5. Glue stick, or double stick tape, four mounting
6. Picture of Harriet Tubman, see Appendix A for sources
7. Appendix T, Book Cover for Harriet Tubman
8. White copy paper, three sheets per student
9. Standard ruled paper, three sheets per student
10. Student supplies of colored pencils or crayons
11. Appendix E, Rubric for Scoring Student Made Book
12. Appendix U, Test Questions for Lesson Four

13. Appendix V, Answer Key for Lesson Four

C. *Key Vocabulary*

1. Slave—someone who is owned by another person and thought of as property
2. Underground Railroad—a network of people who secretly helped slaves from the South escape to free states in the North or to Canada before the Civil War

D. *Procedures/Activities*

1. Note: This lesson is designed to accompany a Social Studies unit on the Civil War. Every morning you will introduce a new fact to a poster about Harriet Tubman. Through call-back review students will learn additional material about Tubman to supplement the unit. A quick review will also be conducted at the end of each school day. On the fifth day students will create their own book of facts. Test questions, found in Appendix U may be attached to your Civil War unit or stand alone.
2. Before the start of this lesson prepare the title and facts for the poster following directions found in Appendix A. Also prepare student books by stacking a plain white sheet of copy paper with three sheets of lined paper on top and finally the cover at the top of the stack. Staple the book together along the left side before cutting along the edges. This works very well if you hold the stack firmly as you cut.
3. On the first day of this lesson have the poster hanging in a high traffic area of the classroom. Only the title and photograph should be attached to the poster.
4. Tell students that they will be using this poster to supplement their Social Studies unit on the Civil War. Point to the title as you say “Harriet Tubman.” Ask students to repeat the name. Point out the photograph of Tubman and ask students to guess what she might have done in the Civil War.
5. Next, display the first fact and read it aloud to the students. Use the call-back method of review to reinforce the information. Say “As a little girl she was a slave and her mistress would beat her.” Have students repeat the sentence then discuss it with them. Ask if anyone knows what a slave is. Other points to discuss would be why someone would beat a little girl who was their slave. Students need to know that not all slave owners beat their slaves, but the action of owning slaves was still harmful to slaves. Use questions such as “Harriet was a what when she was a little girl?” or “What did the mistress do to Harriet?” Make connections to your study of the Civil War during this lesson but also during the Civil War unit. During this lesson explain slave and “underground railroad” to the students if you have not covered them in the Social Studies unit.
6. Review at the end of the day as was established in previous lessons of this unit.
7. Over the next four days you will review the previous day’s material, add a new fact and review all the material found on the poster each morning. At the end of each day you will review the material again.
8. On the final day of this lesson student will write about Harriet Tubman. Pass out the prepared books. Tell students to write what they recall about Tubman and then to illustrate the cover. Share with students what you will be looking for when scoring the books. (see Appendix E) Remind them that their names need to be on the covers of their books. Allow the amount of time that has worked best in previous lessons for this activity. If this is the first lesson you are doing I this unit I recommend 30 minutes.
9. Review the poster at the end of day five and then follow the pattern you have developed for removing the poster from the classroom.

E. *Assessment/Evaluation*

1. Collect the student's completed books and score using the rubric found in Appendix E.
2. Appendix U, Test Questions for Lesson Four, may be used independently or as an attachment to your Civil War test. Appendix V contains the answer key.

Lesson Five: Clara Barton (five days, approximately 5 minutes twice each day plus one 30 minute activity)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students will recognize the contributions of specific historic figures.
 - b. Students will understand historic facts about people who impacted history.
2. Lesson Content
 - a. The Civil War
 - i. Clara Barton, "Angel of the American Battlefield," founder of American Red Cross
3. Skill Objective(s)
 - a. Students will relate vocabulary to specific lesson content.
 - b. Students will connect specific people to historic events.
 - c. Students will write legibly on standard ruled paper.
 - d. Students will know and use age-appropriate spelling, grammar and sentence structure.
 - e. Students will summarize, in written form, what they have learned.

B. *Materials*

1. Appendix A, Directions for Preparing Posters
2. Appendix W, Clara Barton Title, one color copy
3. Appendix X, Clara Barton Facts, one color copy of each page
4. Post-It chart paper, one sheet
5. Glue stick or double stick tape, for mounting
6. Picture of Clara Barton, see Appendix A for sources
7. Appendix Y, Book Cover for Clara Barton
8. White copy paper, one sheet per student
9. Standard ruled paper, three sheets per student
10. Student supplies of colored pencils or crayons
11. Appendix E, Rubric for Scoring Student Made Book
12. Appendix Z, Test Questions for Lesson Five
13. Appendix AA, Answer Key for Lesson Five

C. *Key Vocabulary*

1. Red Cross—an organization that helps victims of disasters of all kinds, from floods and earthquakes to war and famine
2. Union—the states that remained loyal to the federal government during the Civil War, also called the North
3. Confederate—the states that were opposed to the federal government during the Civil War, also called the South

D. *Procedures/Activities*

1. Note: this lesson is designed to be used at the same time students are studying the Civil War. Each morning a new fact will be attached to the poster and reviewed, along with past facts, by the students. A quick review will also be conducted at the end of each school day. On the fifth day students will create

their own book of facts. Test questions to be attached to your test on the Civil War are found in Appendix Z.

2. Prior to the beginning of class prepare the title and facts for the poster following the directions found in Appendix A. Also prepare student books by stacking a plain white sheet of copy paper with three sheets of lined paper on top and finally the cover at the top of the stack. Staple the book together along the left side before cutting along the edges. This works very well if you hold the stack firmly as you cut.
3. On the first day of this lesson have the poster hanging in a high traffic area of the classroom. Only the title and photograph should be attached to the poster.
4. Tell students that they will be using this poster to focus on one of the historic figures of the Civil War. Point to the title and say "Clara Barton" then ask students to repeat her name with you. Point to the photograph and tell them any information you may have about the particular photograph.
5. Display the first fact and read it aloud to the students. Use the call-back technique established in previous lessons to reinforce the information such as "She set up Field hospitals to help soldiers in the Civil War." Ask "Clara set up what?" "When did she set them up?"
6. At the end of the day review the material as you did in the morning. Point to the picture and ask "Who is this?" Review the material quickly using call-backs.
7. For the next four days you will review the previous day's material, add a new fact and review all the material each morning. At the end of each day you will review all the material. It is important to point out to students that Clara cared for both Union and Confederate soldiers. This was unique and tells us a lot about the type of person Clara was. Many students do not understand why she helped to find the graves of soldiers after the war. You will want to answer their questions by explaining that many soldiers were buried in or near the battlefield without a formal funeral and than often families did not know if their loved ones were alive or dead.
8. On the fifth and final day of this lesson students will again make a book. Ask students to recall as much information as they can about Clara Barton and remind them of the types of things they will be scored on. Ask them to save the drawing on the front cover for last and to put their names on the cover before turning them in. Allow 30 minutes, or the time you have found to be best for your class.
9. At the end of the fifth day review the poster as in previous days. Follow your pattern for retiring the poster from your classroom.

E. *Assessment/Evaluation*

1. Use Appendix E, Rubric for Scoring Student Made Book, for scoring,
2. In Appendix Z, you will find questions which may be used in conjunction with the Civil War Unit or alone for Lesson Five only. The answer key is found in Appendix AA.

VI. CULMINATING ACTIVITY

- A. This final activity works best if you have kept the completed posters on display over the course of the unit. Students will be given 11" X 17" white paper and ask to prepare a visual presentation about one of the historic figures in this unit. You may choose to assign a person to each student or let students choose their favorite. Let students know that you don't want them to copy the fact posters, but to create a picture poster that shows something they have learned about their figure. Tell them they will also be required to show the poster to the class and tell about it briefly. Give students a copy of the rubric to refer to while doing their posters. Give students a few days or a weekend to complete

their posters. Use the rubric found in Appendix BB to score the student's posters and presentations.

VII. HANDOUTS/WORKSHEETS

- A. Appendix A: Directions for Preparing Posters
- B. Appendix B: James Madison Title
- C. Appendix C: James Madison Facts (three pages)
- D. Appendix D: Book Cover for James Madison
- E. Appendix E: Rubric for Scoring Student Made Book
- F. Appendix F: Test Questions for Lesson One
- G. Appendix G: Answer Key for Lesson One
- H. Appendix H: Dolley Madison Title
- I. Appendix I: Dolley Madison Facts (three pages)
- J. Appendix J: Book Cover for Dolley Madison
- K. Appendix K: Test Questions for Lesson Two
- L. Appendix L: Answer Key for Lesson Two
- M. Appendix M: Sequoyah Title
- N. Appendix N: Sequoyah Facts (three pages)
- O. Appendix O: Book Cover for Sequoyah
- P. Appendix P: Test Questions for Lesson Three
- Q. Appendix Q: Answer Key for Lesson Three
- R. Appendix R: Harriet Tubman Title
- S. Appendix S: Harriet Tubman Facts (three pages)
- T. Appendix T: Book Cover for Harriet Tubman
- U. Appendix U: Test Questions for Lesson Four
- V. Appendix V: Answer Key for Lesson Four
- W. Appendix W: Clara Barton Title
- X. Appendix X: Clara Barton Facts (three pages)
- Y. Appendix Y: Book Cover for Clara Barton
- Z. Appendix Z: Test Questions for Lesson Five
- AA. Appendix AA: Answer Key for Lesson Five
- BB. Appendix BB: Rubric for Poster Presentations.

VIII. BIBLIOGRAPHY

- A. Hirsch, Jr. E.D. *What Your Second Grader Needs to Know*. New York: Dell Publishing, 1991, ISBN 0-385-31843-X
- B. Roop, Peter Geiger and Connie. *Ahyoka and the Talking Leaves*. New York: William Morrow & Company, Inc., 1994, ISBN 0688130828

Appendix A

Directions for Preparing Posters

1. Color copy and cut out the title and facts for the poster you will be using. They are color-coded so that they will not be easily mixed up.
2. For each historic figure you will need a photograph. There are a variety of photos at your disposal. The best places to look are computer encyclopedias, online encyclopedias and doing a simple web search such as "james madison + photograph." Print the picture and mount it on colored paper to match or contrast with the title and facts. It also looks very nice to mount them on black paper. Trim the colored paper to ½ inch on each side.
3. Mount the photograph and title on the poster before display.
4. Display the poster so that you can easily reach to point to review facts and add new facts each day.
5. As you attach the facts each day spread them out so that they will not appear crowded by the end of the five days. It is best to put them in some sequential order such as left to right or top to bottom so that you can review them in the same order each day.

Optional:

You may choose to move the completed poster to a hallway display to share with visitors and students. This also offers your students the opportunity to review the poster facts informally or for you to take the class out to the display for an oral review.

Note:

Any chart paper will work, but it is easy to hang and reposition the Post-It paper.

Appendix B
James Madison Title

HISTORY BIOGRAPHY OF

JAMES
MADISON

Appendix C, page 1
James Madison Facts

He did a lot of
reading and
studying and knew
many languages.

He said the U.S.
could be strong if
the states worked
together.

He spoke up about
how to write the
Constitution when
others disagreed.

He had so many
good ideas in the
Constitution that it
was soon accepted.

He is known as the
Father of the
Constitution.

Appendix D
Book Cover for James Madison

James Madison

A Student Made History Biography

Name: _____

Appendix E
Rubric for Scoring Student Made Book

Name _____

	3	2	1	Score
Neatness	Text and illustration of book are done neatly. Cover of book is flat and not torn.	Text and/or illustration of book shows some smudges or cross outs. OR Cover of book is wrinkled or torn.	Two or more parts of the book are messy or torn.	
Complete Sentences	All sentences are complete. They have both a naming part and an action part. They end with an end mark.	More than half of the sentences are complete. They include a naming part, action part and an end mark.	More than half of the sentences are missing a naming part, an action part or an end mark.	
Use of Facts	Sentences referenced all five facts plus information from the discussion or prior knowledge.	Sentences referenced all five facts.	Sentences referenced less than five facts.	
Spelling	Book contains no spelling errors in words at the second grade spelling level.	Book contains five or fewer errors in words at the second grade spelling level.	Book contains six or more errors in words at the second grade spelling level.	
Total score				____/12

Teacher's Comments:

Appendix F
Test Questions for Lesson One

Name _____

Date _____

1. _____ Madison was the fourth President of the United States.
2. Madison thought that _____ needed to work together for the United States to be strong.
3. Madison did a lot of reading and studying and knew many _____ .
4. He was shy but he spoke up about how to write the _____ when others disagreed.
5. Madison is known as the _____ of the Constitution.

Appendix G
Answer Key for Lesson One

Name _____

Date _____

1. James Madison was the fourth President of the United States.
2. Madison thought that states needed to work together for the United States to be strong.
3. Madison did a lot of reading and studying and knew many languages.
4. He was shy but he spoke up about how to write the Constitution when others disagreed.
5. Madison is known as the Father of the Constitution.

Appendix H
Dolley Madison Title

HISTORY BIOGRAPHY OF

DOLLEY
MADISON

Appendix I, page 1
Dolley Madison Facts

She was the wife
of President James
Madison, the First
Lady.

The War of 1812
began because of
the impressment
of U.S. sailors.

The British headed
to Washington D.C.
to burn the home
of the President.

The Constitution
and Declaration of
Independence were
saved by Dolley.

She was smart and
brave when she
escaped with those
important things.

Appendix J
Book Cover for Dolley Madison

Dolley Madison

A Student Made History Biography

Name _____

Appendix K
Test Questions for Lesson Two

Name _____

Date _____

1. Dolley showed that she was _____ as well as _____ when she saved so many important things.
2. She was the wife of the President so she was called the First _____.
3. The British took sailors off American ships and made them be British sailors. This is called _____.
4. When the British marched to Washington D.C. one of the buildings they burned was the _____ of the President.
5. Some of the things Dolley saved were the Declaration of Independence and the _____.

Appendix L
Answer Key for Lesson Two

Name _____

Date _____

1. Dolley showed that she was smart as well as brave when she saved so many important things.
2. She was the wife of the President so she was called the First Lady.
3. The British took sailors off American ships and made them be British sailors. This is called impressment.
4. When the British marched to Washington D.C. one of the buildings they burned was the home of the President.
5. Some of the things Dolley saved were the Declaration of Independence and the Constitution.

Appendix M
Sequoyah Title

HISTORY BIOGRAPHY OF

SEQUOYAH

Appendix N, page 1
Sequoyah Facts

He was a Native American and a member of the Cherokee tribe.

He worked for twelve years to make a Cherokee alphabet.

This alphabet has a
symbol for each
sound in the
Cherokee language.

No one else has
ever created a new
alphabet on their
own.

He called books
"talking leaves."

Appendix O
Book Cover for Sequoyah

Sequoyah

A Student Made Biography

Name _____

Appendix P
Test Questions for Lesson Three

Name _____

Date _____

1. Sequoyah was a Native American and a member of the _____ tribe.
2. He created a _____ for his language.
3. There is a symbol for each _____ .
4. Sequoyah called books _____ .
5. He was the _____ person to create a new alphabet alone.

Appendix Q
Answer Key for Lesson Three

Name _____

Date _____

1. Sequoyah was a Native American and a member of the
Cherokee tribe.
2. He created a alphabet for his language.
3. There is a symbol for each sound .
4. Sequoyah called books talking leaves .
5. He was the first person to create a new
alphabet alone.

Appendix R
Harriet Tubman Title

HISTORY BIOGRAPHY OF

HARRIET
TUBMAN

Appendix S, page 1
Harriet Tubman Facts

As a little girl she
was a slave and her
mistress would
beat her.

She escaped from
slavery on the
"underground
railroad."

The "underground
railroad" is a
secret way to
freedom.

She didn't sit back
and enjoy her
freedom, she cared
about others.

Some people say
she led 300 slaves
to freedom.

Appendix T
Book Cover for Harriet Tubman

Harriet Tubman

A Student Made History Biography
Name _____

Appendix U
Test Questions for Lesson Four

Name _____

Date _____

1. When Harriet was a little girl she was a _____ .
2. The way for escaped slaves to get to the north was called the _____ .
3. We think that Harriet helped _____ people escape to freedom.
4. Harriet helped others escape because she _____ about helping others.
5. She had escaped from _____ when she was young.

Appendix V
Answer Key for Lesson Four

Name _____

Date _____

1. When Harriet was a little girl she was a slave .
2. The way for escaped slaves to get to the north was called the "the underground railroad" .
3. We think that Harriet helped 300 people escape to freedom.
4. Harriet helped others escape because she cared about helping others.
5. She had escaped from slavery when she was young.

Appendix W
Clara Barton Title

HISTORY BIOGRAPHY OF

CLARA
BARTON

Appendix X, page 1
Clara Barton Facts

She set up field
hospitals to help
soldiers in the Civil
War.

She helped both
Union and
Confederate
soldiers.

She is known as
the "angel of the
battlefield."

After the war she
helped find missing
soldiers or their
graves.

She founded the
Red Cross which
still helps when
disasters occur.

Appendix Y
Book Cover for Clara Barton

Clara Barton

A Student Made History Biography

Name _____

Appendix Z
Test Questions for Lesson Five

Name _____

Date _____

1. Clara Barton is also called the _____
_____ .
2. She helped both _____ and Confederate
soldiers.
3. She set up field hospitals to help soldiers in the _____
War.
4. She helped find missing _____ or their
graves for families after the war.
5. The _____ was started by
Clara. It still helps people when disasters occur.

Appendix AA
Answer Key for Lesson Five

Name _____

Date _____

1. Clara Barton is also called the “angel of the battlefield”
_____.
2. She helped both Union and Confederate
soldiers.
3. She set up field hospitals to help soldiers in the Civil
War.
4. She helped find missing soldiers or their
graves for families after the war.
5. The Red Cross was started by
Clara. It still helps people when disasters occur.

Appendix BB
Rubric for Poster Presentations

	3	2	1	Score
Neatness	Illustration is clean and neat. Poster is in good condition.	Illustration is not clean and neat OR poster is not in good condition.	Illustration and poster are not clean, neat and in good condition.	
Facts	Student included five facts used in the fact posters plus additional information from other sources.	Student included all five facts from the poster.	Student included less than five facts.	
Shows Understanding of historic figure	Poster shows a complete understanding of the historical significance of the figure.	Poster shows a partial understanding of the historical significance of the figure.	Poster shows lack of understanding of the historical significance of the figure.	
Presentation	Presentation is well planned and carried out.	Presentation shows some lack in planning or student had trouble staying on track.	Presentation was not given or student strayed from the purpose of the poster.	
Explanation of elements	Student could explain the facts depicted in the poster.	Student could explain most of the facts depicted in the poster.	Student could not explain the facts depicted in the poster.	
Poster shows effort	Student effort was obvious in the finished poster.	Student effort was evident in the finished poster.	Minimal student effort was evident in the poster.	
Student work	The poster was obviously the effort of the student with only minor help from others.	The poster shows the effort of the students but exhibits a large amount of outside help.	The poster shows minimal students effort with a lot of outside help.	
Total score				<u> </u> /21

Teacher's Comments: