

**LESSON PLAN NUMBER \_\_\_\_\_**

**Teacher Education Candidate**

**Supervising Teacher**

**UWG Supervisor**

Lauren Dobler and Jessica Thompson

Lara Willox

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**School** University of West Georgia

**Date of Implemented Lesson Plan** March 22, 2011

**Block No.** 2

**Subject:** Social Studies: Paul Revere

**Grade Level:** 3<sup>rd</sup> Grade

**Teaching Skills Focus for This Lesson:**  
Instructional Clarity

Stage 1 The Desired Results	
<b>Standards</b>	SS3H2 The student will discuss the lives of Americans who expanded people's rights and freedoms in a democracy. a. Paul Revere (independence), Frederick Douglass (civil rights), Susan B. Anthony (women's rights), Mary McLeod Bethune (education), Franklin D. Roosevelt (New Deal and World War II), Eleanor Roosevelt (United Nations and human rights), Thurgood Marshall (civil rights), Lyndon B. Johnson (Great Society and voting rights), and César Chávez (workers' rights)
<b>Specific Learning Objective(s)</b>	Students will be able to discuss the life and accomplishments of Paul Revere.
Stage 2 Assessment Evidence	
<b>Assessment Instrument (Ex. Test, Poster, Presentation, Picture, etc.)</b>	Center Activities
<b>Evaluation (Grading) Instrument (Ex. Point System, Rubric, Checklist, etc.)</b>	Checklist
Stage 3 Learning Plans	
<b>Materials</b>	<ul style="list-style-type: none"> <li>Paul Revere Glogster: <a href="http://ldobler1.edu.glogster.com/paul-revere/">http://ldobler1.edu.glogster.com/paul-revere/</a></li> <li>Paul Revere Biography</li> <li>Paul Revere Biography Outline</li> <li>Person Worksheet</li> <li>Character Read and Roll Worksheet.</li> </ul>
<b>Sequence of Teacher Actions</b>	<p><b>*Attention-Getter/Motivator</b></p> <p>The teacher will pull the items from the artifact bag and have students try to guess what the mystery topic is.</p> <p><b>*Tie to Previous Learning</b></p> <p>The teacher will ask if anyone has heard of Paul Revere.</p> <p><b>*Significant Actions to Introduce and Guide Lesson</b></p> <p>The teacher will have the students volunteer their prior knowledge of Paul Revere for the KWL chart, and also ask them to tell some things that they will like to learn about Paul Revere.</p> <p>The teacher will show the Glogster: <a href="http://ldobler1.edu.glogster.com/paul-revere/">http://ldobler1.edu.glogster.com/paul-revere/</a></p> <p>The teacher will number off the students into two groups so that they can complete the two centers.</p> <p>The teacher will supervise the two centers, and assist with any questions that the students have.</p>

<p><b><u>Sequence of Student Actions</u></b></p> <p><b>*Explain How Students Are Engaged During Lesson</b></p> <p><b>* Explain How <u>Students Discuss or Present Results of What They Did During the Lesson</u></b></p>	<p>The students will volunteer information about Paul Revere to put on the KWL chart.</p> <p>The students will watch the video about Paul Revere.</p> <p>The students will get into two groups and complete the two centers.</p> <p>The students will volunteer the information that they learned for the teacher to put on the KWL chart.</p>
<p><b><u>Teacher's Lesson Closure/Wrap-Up/Transition</u></b></p>	<p>The teacher will have the students tell some things that they have learned at their centers and the teacher will put it on the Learned section of the KWL chart.</p>
<p><b><u>Adaptations for Exceptional Students (Anyone who requires modifications for their needs)</u></b></p>	<p>Some students may need the teachers' assistance when completing the activities at each center.</p>
<p><b><u>Related Activities/Extensions (What can students do who need more than is in the lesson? Should be related to lesson.)</u></b></p>	<p>Students can read children's books about Paul Revere and can use a Venn Diagram to compare the information in the book to the other information that they have read about Paul Revere.</p>
<p><b><u>Connections to Other Disciplines</u></b></p>	<p>Writing, Reading</p>

## **AGENDA:**

**Essential Question:** Why is Paul Revere considered a hero?

1. Artifact Bag
2. KWL chart
3. Glogster/Video
4. Centers
5. KWL chart

### **Center #1: Biography Outline**

Students will read the biography of Paul Revere and then imagine that Paul Revere is coming to visit their school and answer questions about the things he would talk about and what he is known for. On the back of this worksheet the students will quiz the audience by writing the questions they would ask and the answers to the questions.

### **Center #2: Character Read and Roll**

Students will take the information from the biography and complete the Character Read and Roll worksheet.

## **List of Children's Books:**

- 1) *And Then What Happened, Paul Revere?* – By: Jean Fritz
- 2) *The Midnight Ride of Paul Revere*- By: Henry Wadsworth Longfellow
- 3) *A Picture Book of Paul Revere*- By: David A. Adler
- 4) *Paul Revere's Ride* -By: David Hackett Fischer
- 5) *Best in Children's Books: Paul Revere's Ride*  
Volume 11
- 6) *Mr. Revere and I* - By: Robert Lawson