

jDriven 2 Teach Lesson Plan: Founding Fathers, Founding Principles

Teacher: Jacqi Acosta

School: Wahlquist Jr. High School

School District: Weber School District

Grade Level: 8th U.S. History

Teaching Time: 3-4 class periods

USOE Standards:

Standard 5: Students will understand the significance of the American Revolution in the development of the United States.

Objective 3: Evaluate the contributions of key people and groups to the Revolution.

Standard 6: Students will understand the structure and function of the United States government established by the Constitution.

Objective 1: Assess the foundations and principles that led to the development of the Constitution, and to the United States form of government, a compound constitutional republic.

Objectives:

Students will be able to:

Determine the characteristics possessed by the Founding Fathers

Evaluate the role of the Founding Fathers in establishing our government system & writing our Constitution

Essential Questions:

1. How did the leadership characteristics of our Founding Fathers impact the development of our nation?
2. What defining characteristics did they all have in common?

Lesson Procedures

Materials: Primary Source Documents for each Founding Father

Anticipatory Set: Think-Pair-Share the following questions:

What characteristics make a high-quality leader?

What is meant by the term, "Founding Father"?

What core beliefs held by American colonists eventually led them to go to war with England?

What are the principles on which our Constitution was founded?

Activating Prior Knowledge:

Students will compile a list of Founding Fathers we've discussed in class (done as a whole class, listed on the whiteboard)

George Washington, Patrick Henry, James Madison, Thomas Jefferson, Ben Franklin

Students will work with a partner to list the contributions of each Founding Father to American independence on their Founding Fathers Character Sheets

Lesson Activities:

Guided Practice: Students will work in small teams (2-3 per team) to fill in their Founding Fathers Character Sheets using both prior knowledge and knowledge gained from primary source documents.

As students analyze each primary source, they will look for indications of leadership qualities possessed by each Founding Father.

We will analyze one document as a whole group to model procedure.

A classroom discussion will follow about the characteristics discovered during the activity.

Independent Practice: Once students have completed their Character Sheets, they will independently respond to the following prompt:

Which characteristics among Founding Fathers were similar and which were different?

Did they possess the same qualities from our original list of a "good leader"? Discuss which qualities they possessed and any that were lacking.

Assessment

Students will complete the following persuasive paper concluding their study of the Founding Fathers.

Prompt: Choose the Founding Father you think best helped America achieve independence & develop its current principles. Write a persuasive paper (5 paragraphs) in which you discuss why the Founding Father you chose is deserving of the title, Most Influential. Your essay should include specific historical instances that demonstrate positive leadership skills, use of primary and secondary sources to prove your position and counter arguments that show why other Founding Fathers are less deserving of such a title.