



SKETCHING IDEAS ABOUT THE FOUNDERS

Learning Objectives: The students will...

1. Identify historical figures who contributed to the founding of our nation.
2. Identify Constitution Day as a celebration of American freedom.
3. Use voting as a method for group decision-making.
4. Obtain information about the founders of our nation using electronic media.
5. Analyze, make inferences, and draw conclusions about expository text.
6. Listen attentively and follow oral directions that involve a short related sequence of actions.
7. Work productively with others in teams.

TEKS: SS K.2A, K.1A, K.9C, K.13A, 1.2A, 1.12B, 1.13D, 1.16A, 2.2A, 2.11D, 2.18A

Materials Needed: Computer with Internet access, LCD projector, copies of the Two Sketch Boxes handout (kindergarten and first grade only), copies of the Four Sketch Boxes handout (second grade only), pencils, access to I was the First. Vote for Me! website (www.texasbar.com/iwasthefirst/constitutionday.html)

Vocabulary: civilians, Constitution, Constitutional Convention, Continental Congress, Declaration of Independence, founder, freedom, independent, merchant, negotiate, patriotism, plantation, sketch, statesman, Treaty of Paris, vote

Teaching Strategy:

1. Begin the lesson by telling students that September is a special month. Celebrate Freedom Week and Constitution Day are both celebrated in September.
2. Explain that students will be learning about some of the important founders of our nation. Clarify that our nation's founders were the men who helped begin and establish our nation.
3. Display the I was the First. Vote for Me! Constitution Day website (www.texasbar.com/iwasthefirst/constitutionday.html).
4. Relate that the class is going to watch several animations about men who helped found our country. After learning about these men, the class will have the opportunity to vote for the person that they believe most deserves an elementary school to be named after him.
5. Kindergarten and First Grade Strategy
 - a. Show the Benjamin Franklin animation to the class.
 - b. Divide students into pairs and have one of the students in each pair share two facts about Benjamin Franklin with his/her partner.
 - c. Then have the other student in each group share two additional facts about Benjamin Franklin with his/her partner.
 - d. The animation may be shown a second time to verify the facts students have shared, if desired.
 - e. Give each student a copy of the Two Sketch Boxes handout. Instruct students to draw a simple sketch that stands for or symbolizes the most important thing about Benjamin Franklin in the appropriate box on their Two Sketch Boxes handout. Have students describe and explain their drawings to the class.
 - f. Show the George Washington animation to the class. Repeat the process of having pairs of students share facts about George Washington with each other, review the animation, complete the handout, and share their sketches with the class.

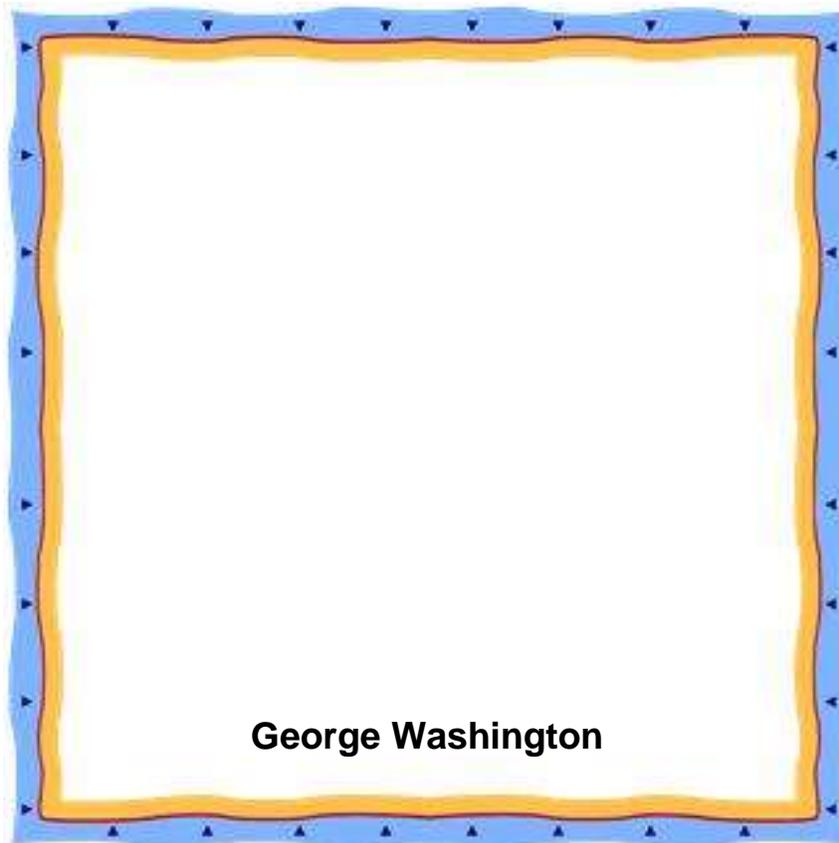
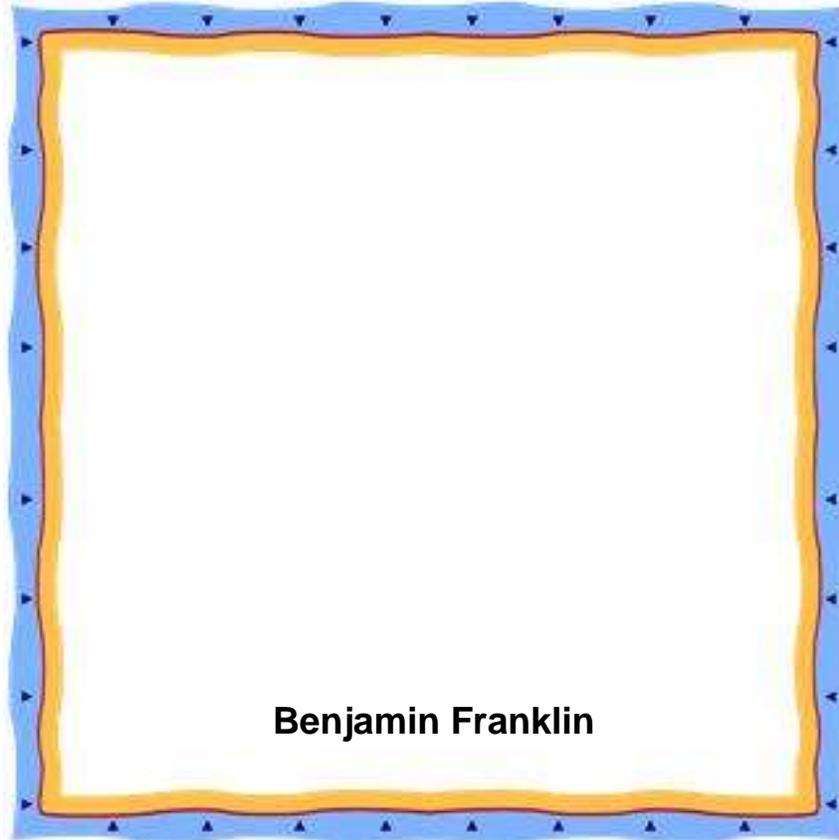
6. Second Grade Strategy

- a. Show the animations of Benjamin Franklin, John Hancock, Thomas Jefferson, and George Washington. (All four animations may be shown in one sitting or on different days.)
 - b. After each animation is shown, divide the students into pairs. Have one of the students in each pair share two facts about Benjamin Franklin with his/her partner. Then have the other student in each group share two additional facts about Benjamin Franklin with his/her partner.
 - c. Give each student a copy of the Four Sketch Boxes attachment. Instruct students to draw a simple sketch that stands for or symbolizes the most important thing about Benjamin Franklin. The sketch should be drawn in the box labeled for Benjamin Franklin. Have students describe and explain their sketches to the class.
 - d. Repeat the same process for John Hancock, Thomas Jefferson, and George Washington.
 - e. After students have completed a Sketch Box for each assigned historical figure, lead a discussion concerning which founding father was the most important to our country.
7. Return to the I was the First. Vote for Me! Constitution Day website.
 8. Have students individually or as a class vote for the person they think a new elementary school should be named after. Students or the class should complete the stem sentence: "I chose this person because..." and enter their response on the Internet.
 9. Students may also nominate another person who deserves having an elementary school named after him/her.
 10. When students have completed the questions and answers, they should submit their answers. A bar graph will appear showing the current tally of votes for each historical figure.

Extension for Gifted/Talented:

Have students choose one of the historical figures whose animation they viewed. Give students a copy of the *I Spy... Biographical Card* about that person. Using the card for reference, students should collect additional information about their person and then create additional frames that could be inserted in the original animation.

Two Sketch Boxes



Four Sketch Boxes

