

Introduction Lesson Plan #2

Historical Figures in the Library

Michelle Hinkle

JMU CTA Children's Engineering class for graduate credit

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TITLE/TYPE OF LESSON: The teacher-librarian will read [A Picture Book of Patrick Henry](#) by David Adler. Students will create a historical figure to represent one of the historical individuals you have studied. Students will use 1 sheet of cardstock, yarn or string, scrap fabric, paper fasteners (brads), paint samples, markers, colored pencils, crayons, glue, recycled materials, glue, recycled materials, a paper doll pattern, a QR code, and popsicle sticks.

CONTEXT OF LESSON: Fourth graders study Virginia Studies and the important Virginia individuals in the American Revolution. These Virginians contributed a tremendous amount intellectually and socially to our nation's beginning. Fourth graders will begin selecting books and database articles on these individuals in the course of their Virginia Studies curriculum. Therefore, these fourth graders can demonstrate their new knowledge by designing and creating a historical figure for display in the library. Adding a QR code (with teacher help) about their person increases their ability to locate, evaluate and use information about their historical figure.

In addition, fourth graders need to design and create based on their own ideas. This historical figure allows them to imagine a product that solves a problem and design a solution. The book [A Picture Book of Patrick Henry](#) is entertaining and developmentally appropriate as it ties in the biography of Patrick Henry to a project that the students create. Students will feel accomplished as they create and design their own historical figure that can be displayed in the library. The teacher-librarian will facilitate making their own QR code and printing it for student attachment to the figures.

LEARNING OBJECTIVES:

- Critical thinking and problem solving through design and construction
- Recall that certain famous Virginians' contributions helped lay the intellectual and social foundations for American ideals
- Design a moving part that acts as a symbol of your famous Virginian's contribution to American history
- Use limited art and recycled materials to create a figure that stands on its own and displays a moving part that symbolizes your famous Virginian's historical contribution
- Create a figure whose clothes are historically accurate for the time period
- Must be between 20 and 30 centimeters tall
- Orally present a project using appropriate communication techniques
- Create a QR code that will be attached to your figure to access more information about your historical figure

MATERIALS NEEDED:

- [A Picture Book of Patrick Henry](#) by David Adler.
- Yarn or string
- Scrap fabric

- Paper fasteners (brads)
- Paint samples
- Markers, colored pencils, crayons
- Glue
- Recycled materials
- Paper doll pattern
- Printed QR code (facilitated by teacher-librarian using www.qrstuff.com and <https://www.factmonster.com/encyclopedia/people/history/us-history-biographies>)
- Popsicle sticks
- Scissors
- Ruler
- Low heat hot glue gun (optional)
- Hole punch

TIMEFRAME: 1 hour 30 minutes

20 minutes read-aloud

10 minutes modeling of the project/show children the rubric

5 minutes divide into partners/choose a historical figure

10 minutes sketch ideas/check out books

20 minutes project time

20 minutes project time/check out books

5 minutes to present

GROUP SIZE: partners

SAFETY: review the how-to of scissor, hole puncher and hot glue gun (optional) safety

VIRGINIA STANDARDS OF LEARNING:

Language Arts 4.2 The student will make and listen to oral reports

- a) Use subject-related information and vocabulary.
- b) Listen to and record information.
- c) Organize information for clarity.
- d) Use language and style appropriate to the audience, topic, and purpose.

History VS.5 demonstrate knowledge of the role of Virginia in the American Revolution

b) identifying the various roles played by whites, enslaved African Americans, free African Americans, and American Indians in the Revolutionary War era, including George Washington, Thomas Jefferson, Patrick Henry, and James Lafayette

Math 4.7a The student will

b) identify equivalent measurements between units within the U.S. Customary system (inches and feet; feet and yards; inches and yards; yards and miles) and between units within the metric system (millimeters and centimeters; centimeters and meters; and millimeters and meters).

AMERICAN ASSOCIATION OF SCHOOL LIBRARIANS STANDARDS FOR THE 21ST CENTURY LEARNER:

1.1.8 demonstrate mastery of technology tools for accessing information

STL:

8,9,10 design, invention and engineering

7 understanding of the influence of technology on history



Historical Figures Design Brief

Background: We have been learning about key individuals and their roles in the early history of Virginia. These famous Virginians' contributions helped lay the foundation for American ideals and institutions.

Design Challenge: Design and create a figure to represent one of the historical individuals you have studied this year in Virginia Studies--Thomas Jefferson, George Washington, Patrick Henry, or James Lafayette. The figure must be dressed in a historically accurate costume for the time period and must contain one moveable part that is a symbol of that person's contributions to our history (Thomas Jefferson might hold up a copy of the Declaration of Independence, for example). These figures will be displayed in a historical display in our library and therefore must stand on their own. This figure should be between 20 and 30 centimeters in height to fit into the historical display in our library. You will be asked to give a short oral report about your figure to library historical area visitors.

Criteria: Your figure must:

- Remain standing for at least five minutes
- Be dressed in authentic, historically accurate attire for the time period
- Must include at least one movable part that is symbolic of his or her contribution to American history
- Be between 20 and 30 centimeters tall
- Have a printout of a QR code attached with a link to a website about this person

Materials:

- 1 sheet cardstock yarn or string
- Scrap fabric paper fasteners (brads)
- Paint samples markers, colored pencils, crayons
- Glue recycled materials
- Paper doll pattern printed QR code
- Popsicle sticks

Tools:

- scissors
- Ruler
- Low heat hot glue gun (optional)
- Hole punch
- <https://www.factmonster.com/encyclopedia/people/history/us-history-biographies> and www.qrstuff.com

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Historical Figures Design Brief

CTA July 2017

1. STL Standard 7/8/9/10 Elements of design, invention & engineering
2. English 4.2 make and listen to oral reports
3. History VS.5b demonstrate knowledge of the role of Virginia in the American Revolution
4. Math 4.7a Measurement
5. AASL 1.1.8 demonstrate mastery of technology tools for accessing information

Historical Figures in the Library

Name: _____

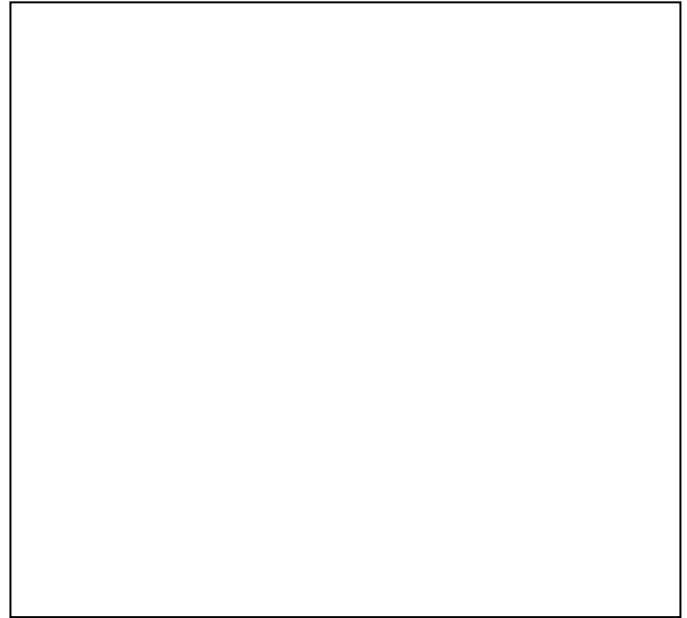
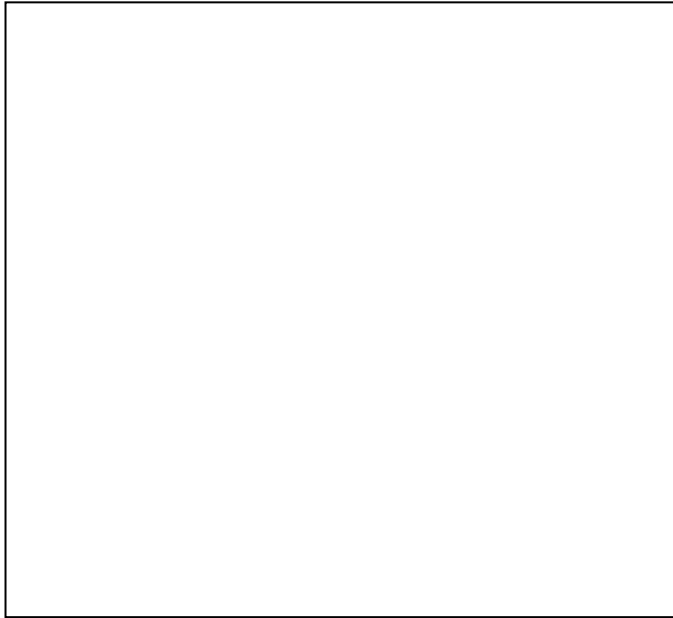
Team members:

1. What is the problem?

State the problem in your own words.

2. Brainstorm solutions.

Sketch or describe some possible solutions. Decide with your partner which one to use.



3. Create the solution you think is best.

4. Test your solution.

Does your figure stand up for at least 5 minutes? YES

NO

Does your figure have historically accurate, time-period clothing on?

YES NO

Does it have a moveable part symbolizing your person's contribution? YES NO

Does your figure stand between 20 and 30 centimeters tall? YES

NO

Does your figure have a QR code with more information about him or her attached? YES NO





List several materials you used.

5. Evaluate your solution.

Evaluate your solution and tell me if you would change any of it. Why or why not? Describe one thing you could do to improve the next historical figure that you design.

Name: _____ Date: _____

Rubric for ___ Mrs. Hinkle's Historical Figures in the Library _____

Criteria Assessed	Expert	Specialist	Apprentice	Newbie
Portfolio				
Restated challenge.	Used own words.	Used some of own words and some of teacher's.	Used mostly teacher's words.	Used all of teacher's words.
Brainstormed ideas	Multiple ideas with words and pictures recorded	Recorded information on two figures	Recorded information on one figure	Recorded information on no figures
Listed materials used	Listed more than two materials used.	Listed two materials used.	Listed one materials used.	Listed zero materials used.
Wrote paragraph about learning	Wrote three sentences with details	Wrote two sentences with details	Wrote one sentence with details	Wrote zero sentences with details
Work and Social Skills				
Asked questions to solve any problems	Asked two questions for understanding or help	Asked one question for understanding or help	Attempted to ask questions for understanding or help	Asked no questions for better understanding
Demonstrated being a good citizen by working well with other students	Demonstrated being a good citizen	Demonstrated being a good citizen some of the time.	Demonstrated being a good citizen little of the time.	Didn't demonstrate being a good citizen.
Final Product				
Stands for more than 5 minutes	Stands for more than five minutes	Stands for exactly five minutes	Stands for one to five minutes	Doesn't stand at all
Figure dressed in historically accurate clothes	Figure dressed in historically accurate clothes	Figure dressed in some historically accurate clothes	Figure dressed in 1 piece of historically	Figure dressed in no historically

			accurate clothes	accurate clothes
Includes a movable part that is historically symbolic	Includes a movable part that is historically symbolic	Includes a movable part	Includes a part that is historically symbolic	Includes a part that is neither historically symbolic nor moving
Must be between 20 and 30 centimeters tall	Is between 20 and 30 centimeters tall	Is between 10 and 20 centimeters tall	Is between 5 and 10 centimeters tall	Is between 0 and 5 centimeters tall
Has a QR code attached with a link to a relevant website	Has a QR code attached with a link to a relevant website	Has a QR code attached without a link	Has a QR code attached with a link to something irrelevant	Has a handwritten link on the figure
Oral Presentation				
Described the final figure's features	Shared 3 or more features	Shared 2 features	Shared 1 feature	Shared 0 features
Shared something that was hard and how they might change it in the future	Able to explain two difficulties and how to change them in the future	Able to explain one difficulty and how to change it in the future	Able to explain one difficulty but not how to change it in the future	Unable to identify a difficulty