

Theme	US Presidents
Experience	Critical Thinking

<p><b>Foundations:</b></p> <ol style="list-style-type: none"> <li>1. Make every minute of contact time matter</li> <li>2. Empower students to guide themselves through determination, collaboration, and available tools</li> <li>3. Create an environment of effort, production, and achievement</li> <li>4. Recognize that not every learning experience or outcome can be planned but they all can be meaningful</li> <li>5. Democratize teaching, learning, and assessment</li> </ol>
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<p><b>Overarching Question:</b> Should US Presidents be remembered more for their achievements or for their controversies?</p>
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<p><b>Objectives</b></p> <ol style="list-style-type: none"> <li>1. Determine US Presidents that they find interesting</li> <li>2.</li> <li>3.</li> <li>4.</li> <li>5.</li> </ol>
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<p><b>Suggested Introduction/Engagement Approaches:</b></p> <ol style="list-style-type: none"> <li>1. Describe how a person becomes President</li> <li>2. Compare and contrast some notable US Presidents</li> <li>3. Brainstorm what makes a President likable</li> <li>4. Brainstorm what makes a President detractable</li> <li>5.</li> </ol>
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<p><b>Optimal Environment Suggestions:</b></p> <ol style="list-style-type: none"> <li>1. Student – Individualized</li> <li>2. Peer – Discussing problem-solving techniques</li> <li>3. Technology – One device per person</li> <li>4. Pace – Adjustable</li> <li>5. Teacher – Reference/Guide</li> </ol>
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<p><b>Problem-Solving Examples</b></p> <ol style="list-style-type: none"> <li>1. Critical Thinking: Cross-referencing clues</li> <li>2. Communication: Discussing clues</li> <li>3. Collaboration: Solving puzzles with peers</li> <li>4. Creativity: Best way to solve the puzzle</li> </ol>
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<p><b>Growth Mindset Skill Rating</b> (Use these ratings to encourage students what they might experience as they try to overcome)</p>										
<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> <tr> <td>Effort</td> <td>Commitment</td> <td>Resilience</td> <td>Wherewithal</td> <td>Perseverance</td> </tr> </table>	1	2	3	4	5	Effort	Commitment	Resilience	Wherewithal	Perseverance
1	2	3	4	5						
Effort	Commitment	Resilience	Wherewithal	Perseverance						

<p><b>Qualitative Assessment Strategies</b></p> <ol style="list-style-type: none"> <li>1. Pencil on paper</li> <li>2. Appropriateness of technological use</li> </ol> <p><b>Quantitative Assessment Strategies</b></p> <ol style="list-style-type: none"> <li>4. Correct answers</li> <li>5. Time of quiz completion</li> </ol>
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<p><b>Big Three Extensions:</b></p> <ol style="list-style-type: none"> <li>1. Watch on-line documentary about a President</li> <li>2. Create alternate clues for US Presidents</li> <li>3. Create puzzles about first ladies or pets</li> </ol>
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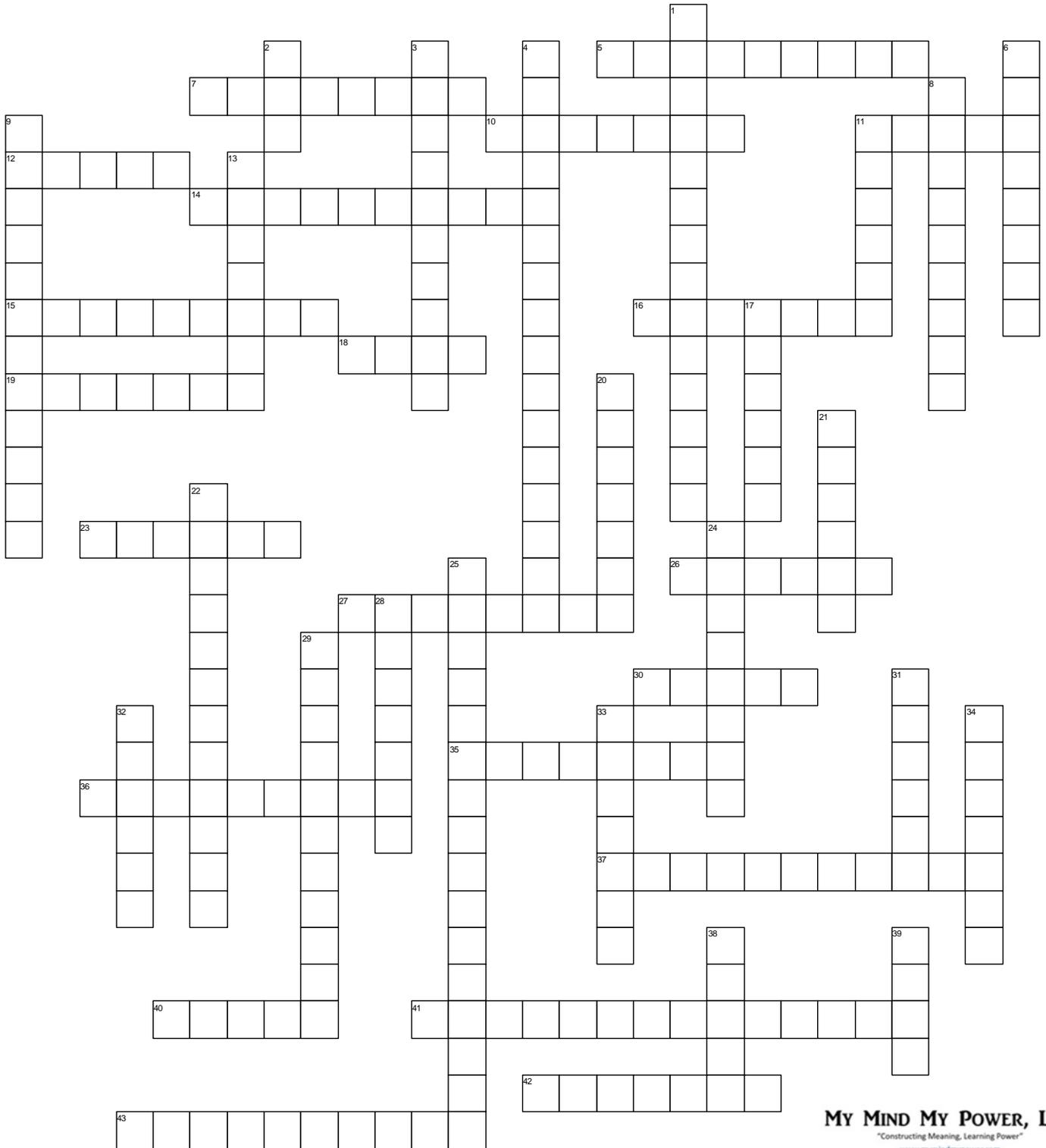
<p><b>Abbreviated Common Core Anchor Standards:</b></p> <p><b>English Language</b></p> <ol style="list-style-type: none"> <li>1. Demonstrate command of grammar within the English language.</li> <li>2. Demonstrate command of punctuation, capitalization, and spelling within the English language.</li> <li>3. Apply knowledge of the English language to understand how the English language functions in different contexts, in particular in meaning and style and to better understand when reading or listening.</li> <li>4. Using multiple strategies, determine the meaning of unknown words.</li> <li>5. Determine nuances of words or phrases when used in non-explicit ways.</li> <li>6. Continously improve range of academic and domain-specific use, which includes gatehring new vocabulary and word recognition phrases on one's own.</li> </ol>	<p><b>Writing</b></p> <ol style="list-style-type: none"> <li>1. Write a source-based argument with logic, reason, and supporting evidence.</li> <li>2. Write a highly organized informative essay on complex ideas.</li> <li>3. Write a well-structured, well-chosen narrative about imaginary or real events.</li> <li>4. Produce clear, organized, and purposeful piece of writing for a specific audience.</li> <li>5. Engage in a pre-selected or self-created writing process that yields an effective piece of writing.</li> <li>6. Use technology to assist with the writing process, including collaboration.</li> <li>7. Engage in inquiry based research projects for various amounts of time.</li> <li>8 Gather of variety of sources and apply measures of analysis to determine bias and reliability</li> <li>9. Draw appropriate evidence from literary or print sources to support analysis</li> <li>10. Write routinely in various formats for short or long times, formatting correctly, for various audiences.</li> </ol>
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<p><b>Speaking &amp; Listening</b></p> <ol style="list-style-type: none"> <li>1. Prepare for and participate in academically relevant discussions using appropriate modes of conversations.</li> <li>2. Integrate and evaluate diverse modes of media for speaking and listening application.</li> <li>3. Evaluate speaker's point of view, reasoning, and evidence</li> <li>4. Create a well-organized and clear presentation of ideas, reasoning, logic, and evidence.</li> <li>5. Create impactful visual aids to assist with presentations.</li> <li>6. Adapt text to different situations and purposes, showing command of the English language.</li> </ol>	<p><b>Reading</b></p> <ol style="list-style-type: none"> <li>1. Read for meaning and to make inferences. Find citations to support analysis.</li> <li>2. Find central ideas or themes, summarize them, and find supporting details.</li> <li>3. Analyze development of individuals, events, or ideas interact over time</li> <li>4. Analyze words and word tone to determine meaning and tone.</li> <li>5. Analyze purpose and interconnectedness of the text.</li> <li>6. Assess impact of point of view</li> <li>7. Integrate and evaluate different media formats.</li> <li>8. Analyze arguments and determine logic and reasoning</li> <li>9. Analyze different texts about the same topic.</li> <li>9.1. Read at appropriate and challenging level.</li> </ol>
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Challenge Adjust		
Less Challenging	Planned Lesson	More Challenging
Give the students a word bank with all or some of the clues		Give the students a selected amount of clues at a time
Divide the students to work on odd or evens		Mandate students work alone within a certain time limit
Fill in certain clues for the students to get them started		Have students figure out answers and give alternate clues

# US PRESIDENT'S CROSSWORD PUZZLE

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## **SUGGESTED RULES OF PLAY:**

1. Pay attention to keywords or phrases in the clues to narrow down research topics
2. With your teacher's permission, clarify if you are to work on your own, with a partner, or in larger groups
3. All 45 US Presidents have clues, but not of the solutions are the President's Name (first, last, or birth)
4. As you research and solve the puzzles, write down or make mental notes of US Presidents that sound interesting to you
5. Suggested problem-solving steps: your inquiry ability, collaborate and check with a peer, ask a parent, ask your teacher

# US PRESIDENT'S CROSSWORD CLUES

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## ACROSS

- 5 The only US President elected to three terms he helped guide through the Great Depression, led the war effort during World War II, and authorized the Manhattan Project, among other things
- 7 US President who guided the US to war in the Spanish-American War, he added Cuba, Puerto Rico, the Philippines, and other small islands to the US sphere of influence before his assassination
- 10 Among other things, he helped pass the Compromise 1850 and empowered Commodore Matthew Perry to open Japanese markets to Western goods and influence
- 11 First US Vice President to ascend to the office of US President due to the death of the serving President. He was known by his critics as "His Accidency"
- 12 Winner of the Compromise of 1877, he lost the popular vote to Samuel J. Tilden but won the electoral college 185-184 in one of the most heated US Presidential Elections of the 19th century.
- 14 The first US President, he is known as the hero of the American Revolution and began precedent of handing over the power of the presidency peacefully and willingly
- 15 Not only one of co-authors of the Declaration of Independence, he negotiated the Louisiana Purchase, and helped organize the Corps of Discovery
- 16 The title of the leader of the House of Representatives, Gerald Ford held this title before being named Vice President which subsequently ended in his ascension to US President after the Watergate Scandal.
- 18 Last name of the US President whose terms were impacted by the terrorist attacks of 9/11 and signed the bi-partisan No Child Left Behind Act to improve the US Public School System
- 19 This anti-trust act passed during the term of US President Benjamin Harrison and is one of his well known accomplishment along with the Tariff Act of 1890 (aka The McKinley Tariff)
- 23 His doctrine asserted that European powers should leave the Western Hemisphere autonomous from further colonization and influence
- 26 US President who domestically is credited with expanding the influence of the Department of Education and Department of Energy, internationally he dealt with the Soviet invasion of Afghanistan and the Iran Hostage Crisis; years after his term as president, he won the Nobel Peace Prize
- 27 Sometimes called a "doughface" due to being a northerner with southern sympathies; such as endorsing the ruling of the Dred Scot Case, one thing is for certain, he was the only lifelong bachelor to serve as US President
- 30 Elected using the campaign slogan of "Make America Great Again" his term in office began in 2017, like most recent US Presidents his first term is followed closely by Americans of all political leanings
- 35 Nicknamed "Silent" he is remembered for being an everyday man serving as President, some saying giving hope to the middle class and the average person who aspired to attain something great
- 36 Nickname of the 16th President of the United States known for guiding the US during the nation's Civil War and delivering speeches such as the Gettysburg Address and the Emancipation Proclamation
- 37 Despite being in office during the US victory of the race to the moon, US President Richard Nixon probably would have faced this because of the Watergate Scandal, he was the only president to be forced to leave office because of pressure from both the House of Reps and the US Senate.
- 40 Last name of the US President who later served as Representative from Massachusetts who helped win the freedom of African Slaves in the US v. Schooner Amistad (1841)
- 41 Perhaps Theodore Roosevelt's greatest foreign achievement, it cut the travel time from New York to San Francisco roughly in half.
- 42 Domestically, US President Lyndon B. Johnson was known for trying to create "The Great Society," his foreign policy is remembered for waging war in this Southeast Asian country often affiliated with the Domino Theory of the Spread of Communism
- 43 This scandal tarnished Warren G. Harding's achievements during his time as US President such as the 1921-1922 Washington Naval Conference

## DOWN

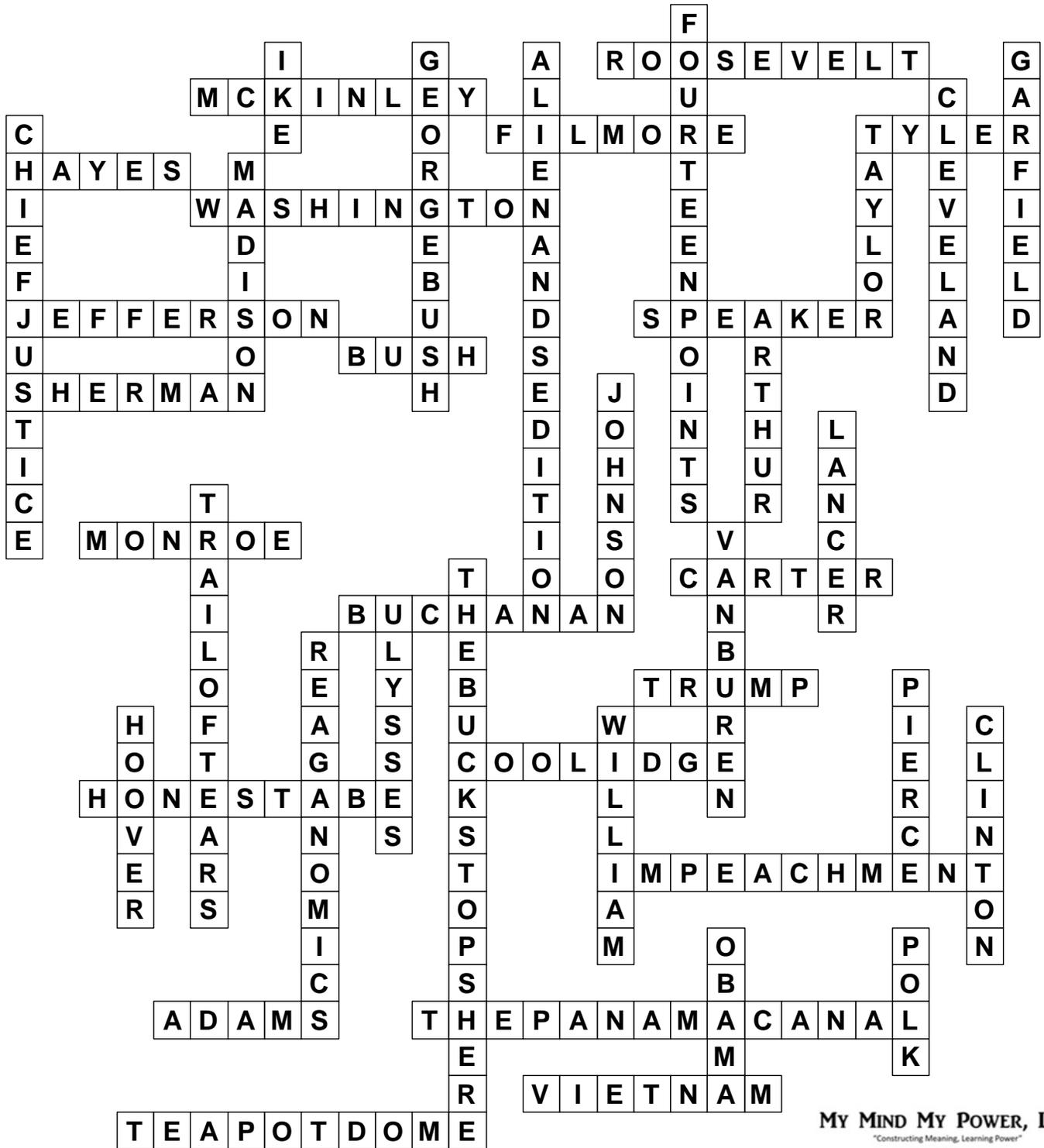
- 1 Woodrow Wilson's numeric legacy that was meant to shape world politics after World War One, the international community largely ignored them during the Peace of Paris (1919)
- 2 Nickname of the US President who is credited with beginning US exploration of space, creating modern freeways, and cautioning against the merging of the military-industrial complex
- 3 The simplified full name of the US President in office when the Soviet Union fell and when the United States enacted Operation Desert Shield and Operation Desert Storm
- 4 These acts during the term of John Adams was aimed at scaring foreign agents out of the US and may have specifically targeted the French after the XYZ Affair.
- 6 Shot while serving, his 200 days in office is often ignored by historians but he is remembered for the attempts of Alexander Graham Bell for trying to find and remove the bullet that caused an infection leading to his death
- 8 One of the top leaders of the Bourbon Democrats, he won the popular vote for US President three times, and is the only US President to serve two non-consecutive terms
- 9 William Howard Taft served as the Professor of Law at Yale, the President of the United States, and as this high-ranking judicial role
- 11 Hero of the Mexican-American war, he died in office, most likely due to a gastrointestinal infection, perhaps food poisoning
- 13 Some argue who his greatest adversary was. When serving as Secretary of State in 1803, he faced off against William Marbury in the Supreme Court which set precedent for judicial review, when he served as US President, the US fought against the British in the War of 1812.
- 17 This US President, a New York Republican, is best known for advancing the Pendleton Civil Service Reform Act, he is considered by some as presiding over the resurgence of the US Navy
- 20 His policy of "Presidential Reconstruction" and stance against the 14th Amendment make him a bad president to some; yet, his ability to serve in the US Senate after being impeached by the US House of Reps (but not by the US Senate) make him an effective leader to others
- 21 Codename of the US President who was in office during the first US manned-flight to space and is known for conflicts with Cuba including the Bay of Pigs Invasion and the Cuban Missile Crisis
- 22 "Old Hickory" is known for many things ranging from winning the Battle of New Orleans to recognizing the Republic of Texas, but might be best known for this nickname of the "Indian Removal Act"
- 24 This "Little Magician" was the first US President to be born on US Soil and is remembered for being in office when the financial Panic of 1837 occurred
- 25 Motto of the President who ordered the use of atomic weaponry to end WWII, sanctioned the Marshall Plan to rebuild war-torn Europe, was in office during the "Forgotten War", and coined a doctrine named for him that dictated how the US should minimize the spread of communism after WWII
- 28 Heroic first name of the victorious General of the Union Army during the US Civil War, during his as US President the Department of Justice was created and Radical Reconstruction of the former Confederate States continued
- 29 A term for the tax and spend policies of this US President which is based on supply-side policies, come credit this 20th century president with setting the foundation for the fall of the USSR foreshadowed by his "Tear Down this Wall" speech
- 31 His support of the Fugitive Slave Act and the Kansas-Nebraska Act which nullified the Missouri Compromise made him largely unpopular, he died of liver cirrhosis from alcohol abuse in 1869
- 32 Known to some as the Great Humanitarian, he served as US President during the start of the Great Depression, and the largest dam in the United States bears his name
- 33 This Harrison's death due to pneumonia 31 days into his term as US President led to a constitutional issue of the line of presidential succession
- 34 This president is known domestically with balancing the budget and oversaw several years of peacetime economic expansion; his foreign policy was shaped by involvement in skirmishes in Europe (Yugoslavia) and Africa (Somalia) and he was impeached by the House but not the Senate after The Lewinsky Scandal
- 38 First African-American to be elected US President, he continued attempts at improving US Public Education with Race to the Top Legislation and continued prosecuting the War on Terror which including the killing of the figurehead of Al Qaeda
- 39 By his presidency, the Texas Annexation became a major issue which culminated with the Mexican-American War and the signing of the Treaty of Guadalupe Hidalgo

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## **SUGGESTED RULES OF PLAY:**

1. Pay attention to keywords or phrases in the clues to narrow down research topics
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4. As you research and solve the puzzles, write down or make mental notes of US Presidents that sound interesting to you
5. Suggested problem-solving steps: your inquiry ability, collaborate and check with a peer, ask a parent, ask your teacher

Theme	US Presidents
Experience	Inquiry

<p><b>Foundations:</b></p> <ol style="list-style-type: none"> <li>1. Make every minute of contact time matter</li> <li>2. Empower students to guide themselves through determination, collaboration, and available tools</li> <li>3. Create an environment of effort, production, and achievement</li> <li>4. Recognize that not every learning experience or outcome can be planned but they all can be meaningful</li> <li>5. Democratize teaching, learning, and assessment</li> </ol>
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<p><b>Overarching Question:</b> Should US Presidents be remembered more for their achievements or for their controversies?</p>
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<p><b>Objectives</b></p> <ol style="list-style-type: none"> <li>1. Identify three important facts of chosen US Presidents</li> <li>2. Improve efficiency of individual research</li> <li>3. Collaborate to understand best research practices</li> <li>4.</li> <li>5.</li> </ol>
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<p><b>Suggested Introduction/Engagement Approaches:</b></p> <ol style="list-style-type: none"> <li>1. Discuss the power of devices as instructional tools</li> <li>2. Tell the difference between copying and collaborating</li> <li>3. Explain other ways research can be used in their lives</li> <li>4.</li> <li>5.</li> </ol>
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<p><b>Optimal Environment Suggestions:</b></p> <ol style="list-style-type: none"> <li>1. Student – Individualized</li> <li>2. Peer – Discussing research approach</li> <li>3. Technology – One device per person</li> <li>4. Pace – 1-2 encouraged</li> <li>5. Teacher – Explain research techniques</li> </ol>
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<p><b>Problem-Solving Examples</b></p> <ol style="list-style-type: none"> <li>1. Critical Thinking: Identifying whys</li> <li>2. Communication: Discussing with peers or teacher</li> <li>3. Collaboration: Working together for efficiency</li> <li>4. Creativity: Individualized research approaches</li> </ol>
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<p><b>Growth Mindset Skill Rating</b> (Use these ratings to encourage students what they might experience as they try to overcome)</p> <table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> <tr> <td>Effort</td> <td>Commitment</td> <td>Resilience</td> <td>Wherewithout</td> <td>Perseverance</td> </tr> </table>	1	2	3	4	5	Effort	Commitment	Resilience	Wherewithout	Perseverance
1	2	3	4	5						
Effort	Commitment	Resilience	Wherewithout	Perseverance						

<p><b>Qualitative Assessment Strategies</b></p> <ol style="list-style-type: none"> <li>1. Traits of academic talk</li> <li>2. Efficiency of research time</li> </ol>
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<p><b>Quantitative Assessment Strategies</b></p> <ol style="list-style-type: none"> <li>4. Number of biographies completed per hour</li> <li>5. Selection of facts placed in boxes</li> </ol>
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<p><b>Big Three Extensions:</b></p> <ol style="list-style-type: none"> <li>1. Complete more biographies</li> <li>2. Assist peers with their biographies</li> <li>3. Watch documentary on event during Presidency of choice</li> </ol>
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<p><b>Abbreviated Common Core Anchor Standards:</b></p> <p><b>English Language</b></p> <ol style="list-style-type: none"> <li>1. Demonstrate command of grammar within the English language.</li> <li>2. Demonstrate command of punctuation, capitalization, and spelling within the English language.</li> <li>3. Apply knowledge of the English language to understand how the English language functions in different contexts, in particular in meaning and style and to better understand when reading or listening.</li> <li>4. Using multiple strategies, determine the meaning of unknown words.</li> <li>5. Determine nuances of words or phrases when used in non-explicit ways.</li> <li>6. Continuously improve range of academic and domain-specific use, which includes gathering new vocabulary and word recognition phrases on one's own.</li> </ol>	<p><b>Writing</b></p> <ol style="list-style-type: none"> <li>1. Write a source-based argument with logic, reason, and supporting evidence.</li> <li>2. Write a highly organized informative essay on complex ideas.</li> <li>3. Write a well-structured, well-chosen narrative about imaginary or real events.</li> <li>4. Produce clear, organized, and purposeful piece of writing for a specific audience.</li> <li>5. Engage in a pre-selected or self-created writing process that yields an effective piece of writing.</li> <li>6. Use technology to assist with the writing process, including collaboration.</li> <li>7. Engage in inquiry based research projects for various amounts of time.</li> <li>8 Gather of variety of sources and apply measures of analysis to determine bias and reliability</li> <li>9. Draw appropriate evidence from literary or print sources to support analysis</li> <li>10. Write routinely in various formats for short or long times, formatting correctly, for various audiences.</li> </ol>
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<p><b>Speaking &amp; Listening</b></p> <ol style="list-style-type: none"> <li>1. Prepare for and participate in academically relevant discussions using appropriate modes of conversations.</li> <li>2. Integrate and evaluate diverse modes of media for speaking and listening application.</li> <li>3. Evaluate speaker's point of view, reasoning, and evidence</li> <li>4. Create a well-organized and clear presentation of ideas, reasoning, logic, and evidence.</li> <li>5. Create impactful visual aids to assist with presentations.</li> <li>6. Adapt text to different situations and purposes, showing command of the English language.</li> </ol>	<p><b>Reading</b></p> <ol style="list-style-type: none"> <li>1. Read for meaning and to make inferences. Find citations to support analysis.</li> <li>2. Find central ideas or themes, summarize them, and find supporting details.</li> <li>3. Analyze development of individuals, events, or ideas interact over time</li> <li>4. Analyze words and word tone to determine meaning and tone.</li> <li>5. Analyze purpose and interconnectedness of the text.</li> <li>6. Assess impact of point of view</li> <li>7. Integrate and evaluate different media formats.</li> <li>8. Analyze arguments and determine logic and reasoning</li> <li>9. Analyze different texts about the same topic.</li> <li>9.1. Read at appropriate and challenging level.</li> </ol>
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Challenge Adjust		
Less Challenging	Planned Lesson	More Challenging
Structure vote for students to vote on Presidents to research		Draw presidents to research by random or lottery
Two groups – one group research bios, one do whys		Have students draft Presidents to research until they are gone
Divide students into small groups to complete		Research and then present their most interesting President

# US PRESIDENT'S RESEARCH FOCUS

**SUGGESTED APPROACH TO RESEARCH:**

1. Fill in the "Who" box with the President's specific name and when with either when they lived, when they were in office, or both.
3. As you research, fill in plausible answers for the "Why are they important"
  - \*Remember: Being US President is listed, lots of people have family, and other biographical information may not be necessary
  - \*Check with your teacher to see if your reasons why are plausible, logical, and reasonable
4. As you fill out these profiles, identify three most interesting that you are researching or that others are telling you about

Number: \_\_\_\_\_

<b>WHO:</b>	<b>WHAT:</b> <i>US President</i>
<b>WHEN:</b>	<b>WHERE:</b> <i>United States</i>
<b>WHY ARE THEY IMPORTANT (NOTABLE THINGS THEY DID WHILE IN OFFICE)?</b>	
1. _____	
_____	
2. _____	
_____	
3. _____	
_____	

Number: \_\_\_\_\_

<b>WHO:</b>	<b>WHAT:</b> <i>US President</i>
<b>WHEN:</b>	<b>WHERE:</b> <i>United States</i>
<b>WHY ARE THEY IMPORTANT (NOTABLE THINGS THEY DID WHILE IN OFFICE)?</b>	
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_____	
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_____	

Number: \_\_\_\_\_

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<b>WHEN:</b>	<b>WHERE:</b> <i>United States</i>
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1. _____	
_____	
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_____	
3. _____	
_____	

Number: \_\_\_\_\_

<b>WHO:</b>	<b>WHAT:</b> <i>US President</i>
<b>WHEN:</b>	<b>WHERE:</b> <i>United States</i>
<b>WHY ARE THEY IMPORTANT (NOTABLE THINGS THEY DID WHILE IN OFFICE)?</b>	
1. _____	
_____	
2. _____	
_____	
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Number: \_\_\_\_\_

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_____	
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_____	

Number: \_\_\_\_\_

<b>WHO:</b>	<b>WHAT:</b> <i>US President</i>
<b>WHEN:</b>	<b>WHERE:</b> <i>United States</i>
<b>WHY ARE THEY IMPORTANT (NOTABLE THINGS THEY DID WHILE IN OFFICE)?</b>	
1. _____	
_____	
2. _____	
_____	
3. _____	
_____	

Theme	US Presidents
Experience	Writing

<p><b>Foundations:</b></p> <ol style="list-style-type: none"> <li>1. Make every minute of contact time matter</li> <li>2. Empower students to guide themselves through determination, collaboration, and available tools</li> <li>3. Create an environment of effort, production, and achievement</li> <li>4. Recognize that not every learning experience or outcome can be planned but they all can be meaningful</li> <li>5. Democratize teaching, learning, and assessment</li> </ol>
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<p><b>Overarching Question:</b> Should US Presidents be remembered more for their achievements or for their controversies?</p>
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<p><b>Objectives</b></p> <ol style="list-style-type: none"> <li>1. Form a logical argument</li> <li>2. Engage in six-step writing process</li> <li>3. Complete at least first draft essay</li> <li>4.</li> <li>5.</li> </ol>
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<p><b>Suggested Introduction/Engagement Approaches:</b></p> <ol style="list-style-type: none"> <li>1. Review six-step writing process</li> <li>2. Explain why/how writing is a form of communication</li> <li>3. Discuss how opinions vary about "good" Presidents</li> <li>4.</li> <li>5.</li> </ol>
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<p><b>Optimal Environment Suggestions:</b></p> <ol style="list-style-type: none"> <li>1. Student – Individualized Writing</li> <li>2. Peer – Brainstorm, Editing</li> <li>3. Technology – Computers to research, organize, type</li> <li>4. Pace – 5 days</li> <li>5. Teacher – Overall editor, tech problem-solver</li> </ol>
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<p><b>Problem-Solving Examples</b></p> <ol style="list-style-type: none"> <li>1. Critical Thinking: Form a logical argument</li> <li>2. Communication: Writing for a purpose</li> <li>3. Collaboration: Peer organizing, editing</li> <li>4. Creativity: 5-paragraph essay</li> </ol>
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<p><b>Growth Mindset Skill Rating</b> (Use these ratings to encourage students what they might experience as they try to overcome)</p>				
1	2	3	4	5
<i>Effort</i>	<i>Commitment</i>	<i>Resilience</i>	<i>Wherewithal</i>	<i>Perseverance</i>

<p><b>Qualitative Assessment Strategies</b></p> <ol style="list-style-type: none"> <li>1. Authenticity of brainstorm</li> <li>2. Time spent on writing process</li> </ol>
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<p><b>Quantitative Assessment Strategies</b></p> <ol style="list-style-type: none"> <li>4. Completeness of outlines</li> <li>5. Scores on essays</li> </ol>
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<p><b>Big Three Extensions:</b></p> <ol style="list-style-type: none"> <li>1. When finished assign student as class editor</li> <li>2. Create visual aid to compliment essay</li> <li>3. Write children's story about President</li> </ol>
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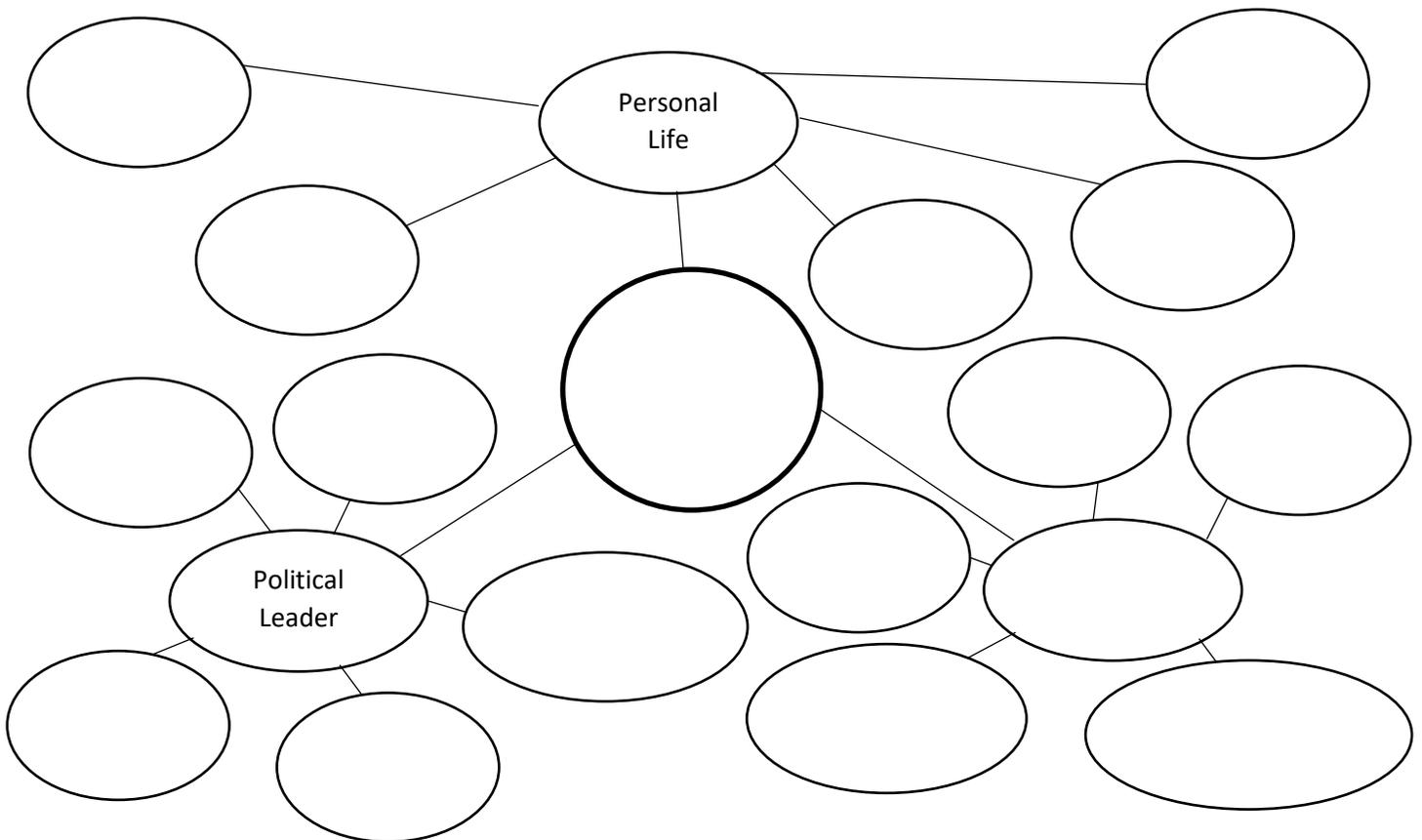
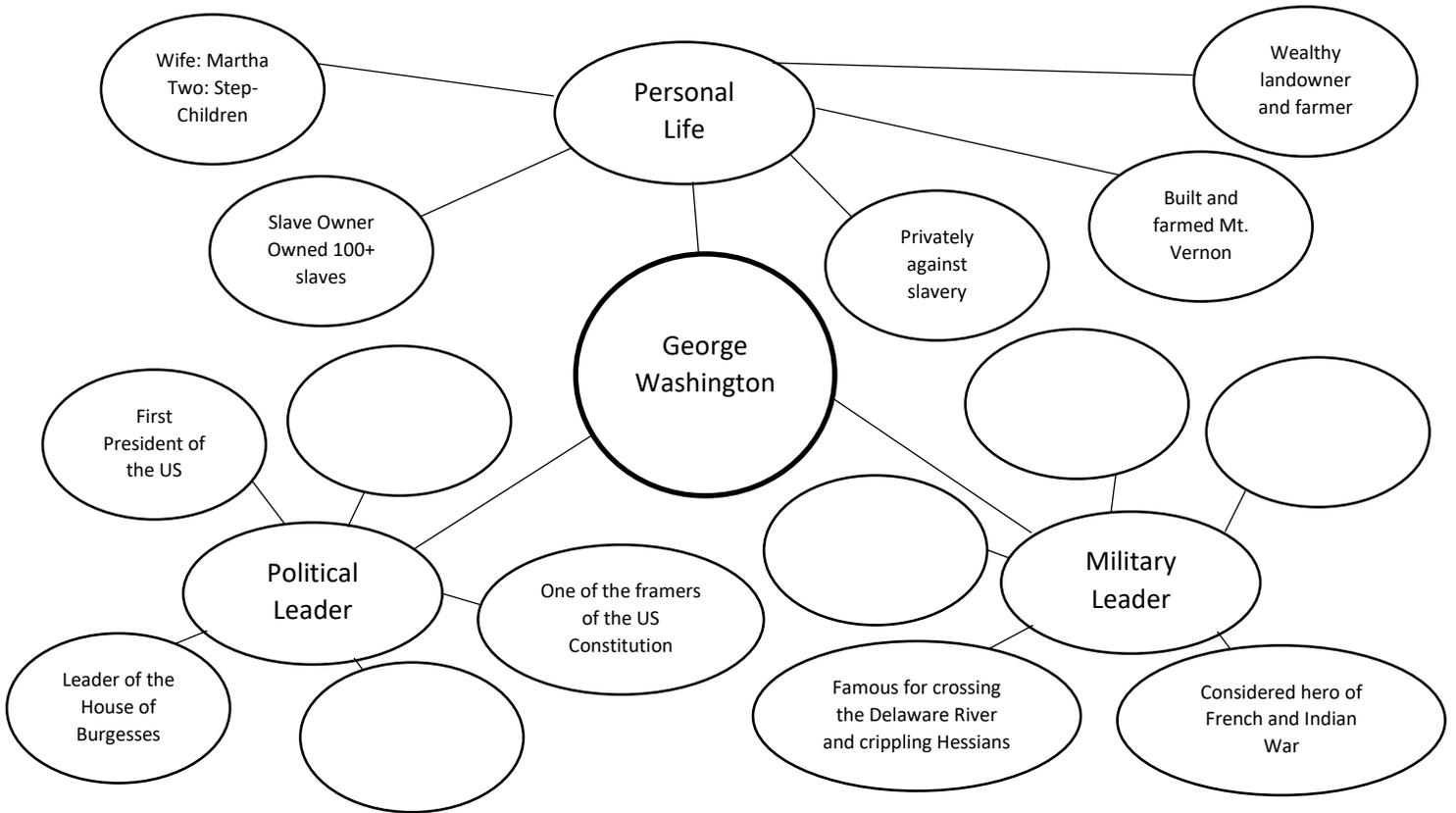
<p><b>Abbreviated Common Core Anchor Standards:</b></p>	
<p><b>English Language</b></p> <ol style="list-style-type: none"> <li>1. Demonstrate command of grammar within the English language.</li> <li>2. Demonstrate command of punctuation, capitalization, and spelling within the English language.</li> <li>3. Apply knowledge of the English language to understand how the English language functions in different contexts, in particular in meaning and style and to better understand when reading or listening.</li> <li>4. Using multiple strategies, determine the meaning of unknown words.</li> <li>5. Determine nuances of words or phrases when used in non-explicit ways.</li> <li>6. Continuously improve range of academic and domain-specific use, which includes gathering new vocabulary and word recognition phrases on one's own.</li> </ol>	<p><b>Writing</b></p> <ol style="list-style-type: none"> <li>1. Write a source-based argument with logic, reason, and supporting evidence.</li> <li>2. Write a highly organized informative essay on complex ideas.</li> <li>3. Write a well-structured, well-chosen narrative about imaginary or real events.</li> <li>4. Produce clear, organized, and purposeful piece of writing for a specific audience.</li> <li>5. Engage in a pre-selected or self-created writing process that yields an effective piece of writing.</li> <li>6. Use technology to assist with the writing process, including collaboration.</li> <li>7. Engage in inquiry based research projects for various amounts of time.</li> <li>8. Gather a variety of sources and apply measures of analysis to determine bias and reliability</li> <li>9. Draw appropriate evidence from literary or print sources to support analysis</li> <li>10. Write routinely in various formats for short or long times, formatting correctly, for various audiences.</li> </ol>

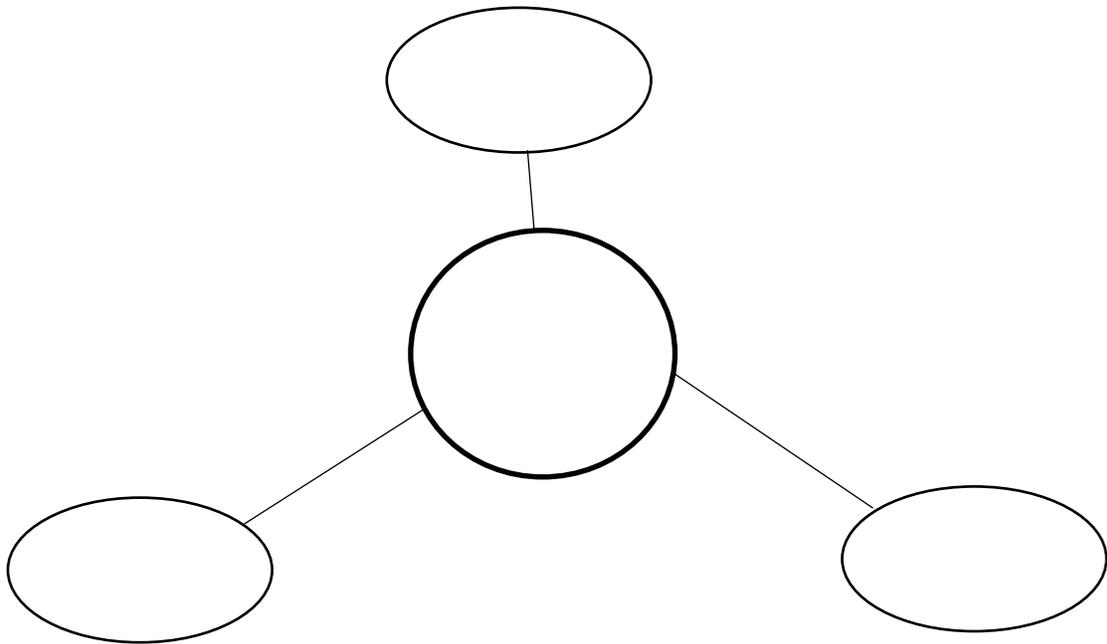
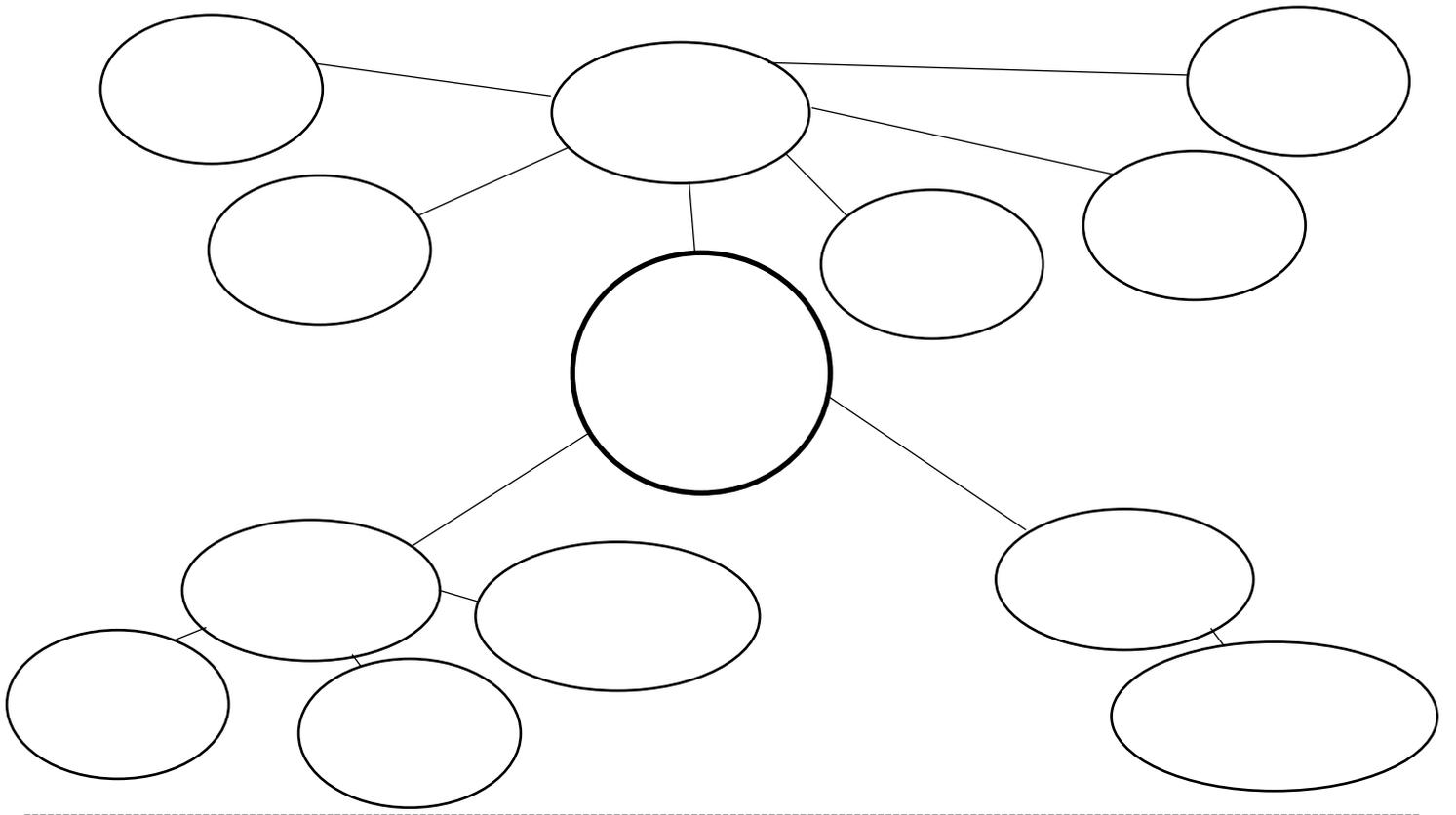
<p><b>Speaking &amp; Listening</b></p> <ol style="list-style-type: none"> <li>1. Prepare for and participate in academically relevant discussions using appropriate modes of conversations.</li> <li>2. Integrate and evaluate diverse modes of media for speaking and listening application.</li> <li>3. Evaluate speaker's point of view, reasoning, and evidence</li> <li>4. Create a well-organized and clear presentation of ideas, reasoning, logic, and evidence.</li> <li>5. Create impactful visual aids to assist with presentations.</li> <li>6. Adapt text to different situations and purposes, showing command of the English language.</li> </ol>	<p><b>Reading</b></p> <ol style="list-style-type: none"> <li>1. Read for meaning and to make inferences. Find citations to support analysis.</li> <li>2. Find central ideas or themes, summarize them, and find supporting details.</li> <li>3. Analyze development of individuals, events, or ideas interact over time</li> <li>4. Analyze words and word tone to determine meaning and tone.</li> <li>5. Analyze purpose and interconnectedness of the text.</li> <li>6. Assess impact of point of view</li> <li>7. Integrate and evaluate different media formats.</li> <li>8. Analyze arguments and determine logic and reasoning</li> <li>9. Analyze different texts about the same topic.</li> <li>9.1. Read at appropriate and challenging level.</li> </ol>
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Challenge Adjust		
Less Challenging	Planned Lesson	More Challenging
Do outline as a class, have students write on whiteboard		Post and past, have students write a new fact for each other
Have students partner up to complete outline		Have students research for one another, make it a race
Teacher moderates whiteboard and adds info to keep pace		Give them the one's they have to research
Write three paragraphs only		Write both essays

# Brainstorm

**Directions:** Complete the modeled brainstorm about George Washington and then complete the remaining three to list possible content for an expository or persuasive essay about the US Presidents, US the crossword clues, ask your teacher about using approved research resources and devices.





I. Paragraph #1: Introduction (Overview of Essay)

A. Background Information: Tell the reader some interesting facts about US Presidents

B. Purpose: To present three / three groups of US Presidents who best inform the reader about US Presidents

C. Sub-Topics (The President's you'll learn about):

1. \_\_\_\_\_ (+1 = II)

2. \_\_\_\_\_ (+1 = III)

3. \_\_\_\_\_ (+1 = IV)

II. Paragraph #2: Sup-Topic #1: \_\_\_\_\_

A. Topic Sentence Create Questions and Answer (Who, What, When, Where) about Paragraph Topic

B. Specific Facts & Details about the Sub-Topic:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

C. Conclusion Sentence

III. Paragraph #3: Sup-Topic #2: \_\_\_\_\_

A. Topic Sentence Create Questions and Answer (Who, What, When, Where) about Paragraph Topic

B. Specific Facts & Details about the Sub-Topic:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

C. Conclusion Sentence (Remind the reader how the Paragraph Sub-Topic relates to the Essay Subject)

IV. Paragraph #4: Sup-Topic #3: \_\_\_\_\_

A. Topic Sentence Create Questions and Answer (Who, What, When, Where) about Paragraph Topic

B. Specific Facts & Details about the Sub-Topic:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

C. Conclusion Sentence (Remind the reader how the Paragraph Sub-Topic relates to the Essay Subject)

V. Paragraph #5: Conclusion (Review of Essay)

\*Restate the introduction, remind the readers of: The Essay Topic, Your Purpose/Thesis, & The Sub-Topics

I. Paragraph #1: Introduction (Overview of Essay)

A. Background Information: Tell the reader some interesting facts about US Presidents

B. Thesis: \_\_\_\_\_ is the most interesting US President in US History

C. Sub-Topics (Because...)

1. \_\_\_\_\_ (+1 = II)

2. \_\_\_\_\_ (+1 = III)

3. \_\_\_\_\_ (+1 = IV)

II. Paragraph #2: Sup-Topic #1: \_\_\_\_\_

A. Topic Sentence Create Questions and Answer (Who, What, When, Where) about Paragraph Topic

B. Specific Facts & Details about the Sub-Topic:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

C. Conclusion Sentence

III. Paragraph #3: Sup-Topic #2: \_\_\_\_\_

A. Topic Sentence Create Questions and Answer (Who, What, When, Where) about Paragraph Topic

B. Specific Facts & Details about the Sub-Topic:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

C. Conclusion Sentence (Remind the reader how the Paragraph Sub-Topic relates to the Essay Subject)

IV. Paragraph #4: Sup-Topic #3: \_\_\_\_\_

A. Topic Sentence Create Questions and Answer (Who, What, When, Where) about Paragraph Topic

B. Specific Facts & Details about the Sub-Topic:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

C. Conclusion Sentence (Remind the reader how the Paragraph Sub-Topic relates to the Essay Subject)

V. Paragraph #5: Conclusion (Review of Essay)

\*Restate the introduction, remind the readers of: The Essay Topic, Your Purpose/Thesis, & The Sub-Topics

50 Point Writing Rubric – EXPOSITORY / PERSUASIVE (CIRCLE ONE)

**Directions:** Use the following descriptions to understand the structure of an effective paragraph:

- 1. **Purpose:** Why that paragraph is written
- 2. **Parts:** What is included in that paragraph
- 3. **Procedure:** How to construct that paragraph
- 4. **Pattern:** How the Paragraphs fit together to build the essay

Description	Excellent	Good	Average	Developing	Limited	Effort	No score
<b>Paragraph #1</b>	10	9.5-9.0	8.5-8.0	7.5-7.0	6.5-6.0	5.0	0.0
Expository - Intro -Hook -Purpose -Sub-Topics  Persuasive - Intro -Hook -Thesis -Supports	All of the parts of the paragraph are present and there is a very creative and consistent use of overt language tools to build authenticity  Words:	All of the parts of the paragraph are present and there is a creative and consistent use of overt language tools to build authenticity  Words:	All parts of the paragraph are present, creative use of language use of language for authenticity is apparent but not consistent  Words:	The major parts of the paragraph are there, but it is missing items such as clear transitions, overt language tools, or specific details.  Words:	Enough of the paragraph are 60-56w-written to make sense although some major parts may be missing or poorly written including transition words, language tools, or sparse specific details.  Words:	-Paragraph does not meet minimum standard, points were earned for effort  Words:	One of the following: -No Name -Plagiarized -Incomplete -Irrelevant -Other: _____ _____ _____  Words: N/A
<b>Paragraph #2 (Body #1)</b>	10	9.5-9.0	8.5-8.0	7.5-7.0	6.5-6.0	5.0	0.0
Expository – ST #1 -Topic Sentence -Specific Details -Transition Words -Conclusion Sentence  Persuasive – Support #1 -Topic Sentence -Specific Relation to Thesis -Counterclaims -Conclusion sentence	All of the parts of the paragraph are present and there is a very creative and consistent use of overt language tools to build authenticity  Words:	All of the parts of the paragraph are present and there is a creative and consistent use of overt language tools to build authenticity  Words:	All parts of the paragraph are present, creative use of language use of language for authenticity is apparent but not consistent  Words:	The major parts of the paragraph are there, but it is missing items such as clear transitions, overt language tools, or specific details.  Words:	Enough of the paragraph are 60-56w-written to make sense although some major parts may be missing or poorly written including transition words, language tools, or sparse specific details.  Words:	-Paragraph does not meet minimum standard, points were earned for effort  Words:	One of the following: -No Name -Plagiarized -Incomplete -Irrelevant -Other: _____ _____ _____  Words: N/A
<b>Paragraph #3 (Body #2)</b>	10	9.5-9.0	8.5-8.0	7.5-7.0	6.5-6.0	5.0	0.0
Expository – ST #2 -Topic Sentence -Specific Details -Transition Words -Conclusion Sentence  Persuasive – Support #2 -Topic Sentence -Specific Relation to Thesis -Counterclaims -Conclusion sentence	All of the parts of the paragraph are present and there is a very creative and consistent use of overt language tools to build authenticity  Words:	All of the parts of the paragraph are present and there is a creative and consistent use of overt language tools to build authenticity  Words:	All parts of the paragraph are present, creative use of language use of language for authenticity is apparent but not consistent  Words:	The major parts of the paragraph are there, but it is missing items such as clear transitions, overt language tools, or specific details.  Words:	Enough of the paragraph are 60-56w-written to make sense although some major parts may be missing or poorly written including transition words, language tools, or sparse specific details.  Words:	-Paragraph does not meet minimum standard, points were earned for effort  Words:	One of the following: -No Name -Plagiarized -Incomplete -Irrelevant -Other: _____ _____ _____  Words: N/A

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Description	Excellent	Good	Average	Developing	Limited	Effort	Missing
Paragraph #4 (Body #3)	10	9.5-9.0	8.5-8.0	7.5-7.0	6.5-6.0	5.0	0.0
<p>Expository – ST #3</p> <p>-Topic Sentence</p> <p>-Specific Details</p> <p>-Transition Words</p> <p>-Conclusion Sentence</p> <p>Persuasive – Support #3</p> <p>-Topic Sentence</p> <p>-Specific Relation to Thesis</p> <p>-Counterclaims</p> <p>-Conclusion sentence</p>	All of the parts of the paragraph are present and there is a very creative and consistent use of overt language tools to build authenticity	All of the parts of the paragraph are present and there is a creative and consistent use of overt language tools to build authenticity	All parts of the paragraph are present, creative use of language for authenticity is apparent but not consistent	The major parts of the paragraph are there, but it is missing items such as clear transitions, overt language tools, or specific details.	Enough of the paragraph are 60-56w-written to make sense although some major parts may be missing or poorly written including transition words, language tools, or sparse specific details.	-Paragraph does not meet minimum standard, points were earned for effort	One of the following: -No Name -Plagiarized -Incomplete -Irrelevant -Other: _____ _____ _____
Words:	Words:	Words:	Words:	Words:	Words:	Words:	Words: N/A
Paragraph #5	10	9.5-9.0	8.5-8.0	7.5-7.0	6.5-6.0	5.0	0.0
<p>Expository – Conclusion</p> <p>-Reword the introduction</p> <p>-Review the Purpose</p> <p>-Summarize the essay</p> <p>Persuasive – Conclusion</p> <p>-Reword the introduction</p> <p>-Review the Thesis</p> <p>-Summarize the argument</p>	All of the parts of the paragraph are present and there is a very creative and consistent use of overt language tools to build authenticity	All of the parts of the paragraph are present and there is a creative and consistent use of overt language tools to build authenticity	All parts of the paragraph are present, creative use of language for authenticity is apparent but not consistent	The major parts of the paragraph are there, but it is missing items such as clear transitions, overt language tools, or specific details.	Enough of the paragraph are 60-56w-written to make sense although some major parts may be missing or poorly written including transition words, language tools, or sparse specific details.	-Paragraph does not meet minimum standard, points were earned for effort	One of the following: -No Name -Plagiarized -Incomplete -Irrelevant -Other: _____ _____ _____
Words:	Words:	Words:	Words:	Words:	Words:	Words:	Words: N/A
Common Penalties	<u>Organization</u>	<u>Spelling</u>	<u>Focus</u>	<u>Irrelevance</u>	<u>Effort</u>	<u>Format</u>	<u>Late</u>
-Teachers determine how much penalties impact overall score	Paragraphs are not in order	Consistent Spelling Errors	Does not focus on its purpose	Purpose is not consistent	Need to be more efficient	Not presented as required	Not turned in with urgency
-Not all possible penalties are listed	Be sure to revise	Spell check and edit	Be sure to revise	Reread the task	Make time to complete	Ask about formatting	Stay on task, do homework
<b>Score</b>  <b>/ 50</b>	50.0-46.0	45.5-45.0	44.0-40.0	39.5-35.0	34.5-30.0	29.5 – 5.0	0.0
	Excellent	Good	Above Average	Average	Below Average	Effort	No Score
	<b>Mastery of:</b> 1. Purpose of writing 2. Knowledge of Content 3. Command of Language 4. Academic Character	<b>Proficiency in:</b> 1. Purpose of writing 2. Knowledge of Content 3. Command of Language 4. Academic Character	<b>Sufficiency in:</b> 1. Purpose of writing 2. Knowledge of Content 3. Command of Language 4. Academic Character	<b>Basics in:</b> 1. Purpose of writing 2. Knowledge of Content 3. Command of Language 4. Academic Character	<b>Basis for:</b> 1. Purpose of writing 2. Knowledge of Content 3. Command of Language 4. Academic Character	<b>Attitude for:</b> 1. Purpose of writing 2. Knowledge of Content 3. Command of Language 4. Academic Character	One of the Following: -Not turned in -Plagiarized -No Name -Irrelevant -See Above
4.0 Scale Math:	4.00 – 3.68	3.64-3.60	3.52-3.20	3.16-2.8	2.76-2.4	2.36 – 0.40	0.00
Score: _____ / 50 = YP. _____	Mastery (See Above)	Proficiency (See Above)	Sufficiency (See Above)	Basic (See Above)	Foundational (See Above)	Effort/Attitude (See Above)	No Score (See Above)
YP. _____ X 4 = YS. _____							
YS. _____ / 4.0 in gradebook							

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