**Molloy College**

**School of Education**

Student: Nolan Kelly Date: 12/4/19

Professor: Dr. Sheehan Content Area: Social Studies

Course: EDU 3340

Topic: History Mystery – Is a great leader determined by their policy or their character?

**STANDARDS AND INDICATORS**

12.G5a Each level of government has its own process of shaping, implementing, amending, and enforcing of public policy. Customarily, the executive branch will outline it’s plan and agenda in an executive address to the legislative body.

12.G5d: Active and engaged citizens must be effective media consumers in order to be able to find, monitor, and evaluate information on political issues. The media have different venues, which have particular strengths and serve distinct and shared purposes. Knowing how to critically evaluate a media source is fundamental to being an informed citizen.

WHST2b: Analyze a topic thoroughly by selecting the most significant and relevant facts, data, extended definitions, concrete details, citations, or other information and examples appropriate to the audience’s knowledge of the topic.

Indicators: This will be evident when students are to analyze the primary and secondary sources about policy and character for each president and determining what sources are most credible and what sources are least credible.

**INSTRUCTIONAL OBJECTIVE(S)**

After analyzing excerpts from primary source documents and taking part in a History Mystery, students will draw evidence from the documents provided in order to analyze if character or policies mold a great leader. Students will also source these documents from most to least credible. Groups will present their findings to the class with at least 80% accuracy.

 **DEVELOPMENTAL PROCEDURES**

1. Motivation: In a restorative circle, based off knowledge from the previous lessons, the teacher will ask the question, “What makes a great president, their policies or their character?” Students will then individually be asked to respond to this question with their own opinions.

2. After each student provides their own opinion, the teacher will then divide the class into groups and will provide a large history mystery poster. (depending on class size can be split up however the teacher wants)

3. On each the poster there will be a picture each president (JFK, Lincoln or Nixon) and students will be provided primary and secondary sources for each president.

4. As a group, the students will then analyze and interpret each primary and secondary source and categorize each source from most credible to least credible for each president. (Which source is helpful/not helpful? Which source is accurate/inaccurate?)

5. After the students complete the poster, the students will then determine as a group whether or not the policy of each president is what made them a great leader, or if the characteristics of each president made them a great leader. (Create a well-developed argument for their cases)

6. Each group will then present their case for each president, explain why they organized their sources the way they did, and provide evidence for their response to the question “Does character or policy make a great president”. (Important to make sure every student in the group has a voice when making their case)

7. At the end of the lesson, the teacher will then ask the students to reflect on the restorative circle activity and their opinions in order for the students to determine if their opinions changed or if they stayed the same.

**INSTRUCTIONAL STRATEGIES**

**Cooperative Learning**: engaging groups of students to work together on a structured activity.

Indicator: This will be evident when students are asked to group up and work together on the history mystery poster.

**Discussion:**engaging in meaningful discussions about the content

Indicator:This will be evident when the students are asked to present their case to the class on whether policy or character makes a great president.

**INSTRUCTIONAL RESOURCES AND MATERIALS**

- History Mystery poster

- Primary/secondary sources

- Tape/glue

References