

## **Presidential Portfolio: BioPoem**

Stephanie Hoover

### **Standards**

*Social Studies:*

16.B.2d Identify major political events and leaders within the United States historical eras since the adoption of the constitution.

*Literacy:*

[CCSS.ELA-Literacy.W.5.3d](#) Use concrete words and phrases and sensory details to convey experiences and events precisely.

[CCSS.ELA-Literacy.W.5.7](#) Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic

### **Resources**

- Websites
  - [www.wordle.net](http://www.wordle.net)
  - <http://www.loc.gov/index.html>
  - <http://www.whitehouse.gov/about/presidents>
- Library Books
  - *First Facts about the Presidents* by Elaine Pascoe
  - *A Kid's Guide to the White House* by Betty Debnam
  - *Scholastic Encyclopedia of the Presidents and their Times* by David Rubel
  - *At Home with the Presidents* by Juddi Morris

### **Overview**

Within the social studies Presidential Unit, students will be selecting one President of the United States to research and construct a portfolio, which they will later present to their peers. After gathering research material from various resources, students will be introduced through a mini lesson on how to construct a BioPoem and Wordle. Students will later include these within their portfolio presentations. This is an integrated unit and lesson, as it includes Social Studies and Literacy and Writing components.

### **Rationale**

It is necessary for students to become familiar with the presidents of the United States, as stated per Illinois Standards. Students will learn about the presidents in an interactive,

authentic manner and share their information with their peers. At the fifth grade level, students are familiar with poetry and able to construct descriptive adjectives for a person, place, or thing.

## **Materials**

Internet Access, per school computer lab

Library books, Presidential biographies, encyclopedias

Primary sources, including images, documents, and pamphlets in regards to the Presidents of the United States

Printer access

## **Procedure**

1. Students will select one President of the United States to research.
2. Students will rotate through three research stations.
  - a. Library of Congress research: Students will watch video clips on their president or view pictures and biographies.
  - b. Library Books compilation: Students will gather information from selected library books.
  - c. Primary Sources: Students will examine primary sources gathered from the selected President's time period. Primary sources will include documents, pictures, pamphlets, etc. from the selected time period.
3. Students will return to their seats with gathered notes and research.
4. The teacher will provide a breakdown of the nine to ten components of a BioPoem. An example of former President Theodore Roosevelt will be projected for students.
5. Students will receive fifteen minutes of individual work time to construct a rough draft of their BioPoem based on the President they have researched.
6. Students will accompany the teacher to the computer lab, bringing materials and the rough draft they have constructed.
7. After students are settled, the teacher will proceed with a brief overview on how to construct a Wordle image on *www.wordle.net*
  - a. Students will click on the "Create" button.
  - b. Students will type in the words from their poem, including the name of the President.
  - c. Once the words are in the white text box, the students will click "Go."
  - d. Students may have time to select their color and design of the Wordle.
8. Students will also use this computer time to type and print a final copy of their BioPoem. Students should also print out their Wordle image at this time.

9. Students will place both materials in their Presidential Portfolio to be presented when the unit is completed.

### **Assessment**

- Throughout the unit, students will collect material for a Presidential Portfolio. This portfolio will include the Wordle and BioPoem and be graded per rubric and checklist at the end of the unit.
  - The rubric designed for the BioPoem will grade per accuracy of information, spelling and grammar, originality in word selection, and completeness [9-10 lines].
- Students will be presenting the portfolios to the class at a selected date. Students will share their BioPoem and Wordle during the presentation.

### **Reflection**

#### Theodore Roosevelt Presidential Portfolio: BioPoem

#### **Theodore**

Rough Rider, Environmentalist, Author

New York City

20<sup>th</sup> Century

Edith Harrow, Wife

26<sup>th</sup> President of the United States

Author, Mediator, Progressive

National Forest Service, Panama Canal, Nobel Peace Prize

#### **Roosevelt**

