

Governor David Stone and You!
A 4th Grade Lesson Plan

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Brief Description: This lesson seeks to provide fourth grade students with an integrated skills approach to reading a nonfiction selection and thus, seeks to improve a student's reading comprehension in the areas of cognition and interpretation as tested by the North Carolina End-of-Grade Test of Reading Comprehension (grade four). This lesson may be used before or after a class field trip to Hope Plantation or may be used alone.

Teacher's Lesson Goal/Objectives:

The learner will be able to identify similarities and differences as related to a prominent North Carolina historical figure and their own personal life experience by creating a timeline.

North Carolina Curriculum Alignment:

English Language Arts

Competency Goal 2: The learner will apply strategies and skills to comprehend text that is read, heard, and viewed.

Objective 5: Make inferences, draw conclusions, make generalizations, and support by referencing the text.

Competency Goal 4: The learner will apply strategies and skills to create oral, written, and visual texts.

Objective 5: Use planning strategies to generate topics and organize ideas (e.g., brainstorming, mapping, webbing, reading, discussion).

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Competency Goal 5: the learner will apply grammar and language conventions to communicate effectively.

Objective 8: Demonstrate evidence of language cohesion by :

- Logical sequence of fiction and nonfiction retells.
- Time order sequence of events
- Sustaining conversations on a topic.

Social Studies

Competency Goal 3: The learner will trace the history of colonization in North Carolina and evaluate its significance for diverse people's ideas.

Objective 2: Identify people, symbols, events, and documents associated with North Carolina's history.

Information Skills

Competency Goal 3: The learner will RELATE ideas and information to life experiences.

Objective 1: Describe personal cultural heritage and environment.

Objective 2: Collect and compare information about diverse cultures, environments, and peoples.

Competency Goal 5: The learner will COMMUNICATE reading, listening, and viewing experiences.

Objective 1: Respond to reading, listening, viewing experiences orally, artistically, dramatically, through various formats (e.g., print, multimedia).

Grade Level: 4

Materials/Resources Needed

- A copy of pages 12 and 13 out of Hope Plantation's 4th grade workbook for each student (available online at <http://www.hopeplantation.org/> click on the link EDUCATION, pdf download of workbook located in upper left of page).
- Each student will need a piece of paper for a rough draft of their timeline.
- Each student will need a long rectangular piece of poster paper for their final product.
- Pencils/ Markers/Crayons
- A handout of the questions needed to make the timeline (additional copy: attached to this lesson)

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Technology Resources Needed: This lesson does not require any but maybe integrated with technology in the following ways:

- Allow the students to download the pdf from Hope Plantation website and read pages 12 and 13 online as they answer questions for the timeline construction.
- Use software to create the timelines on the computer: like SmartDraw, <http://www.smartdraw.com/specials/timelines.asp?id=12063> or TimeLine Maker, <http://www.timelinemaker.com/?source=GO-TLM-timeline-maker>

Pre-Activities: Use this vocabulary activity to build background knowledge for the reading selection on Governor David Stone.

Have the students define the following words either alone on a sheet of paper or as a whole class:

- Attorney
- Constitutional Convention
- Deed
- Graduate
- Goal
- Governor
- Imagine
- Legislature
- License
- Plantation
- Timeline

Please take a moment to instruct your students on timelines. What they represent and how we speak of time (decade, quarter of a century, half-century, century (like 17th, 18th, 19th, 20th, and 21st)). This is a very important step!

Activities

Part One: Instruct your students to read the selection Governor David Stone and Hope Plantation (pages 12 and 13 from the fourth grade workbook by Hope Plantation).

Part Two: Provide each student with the following questions about Governor David Stone and about themselves. Ask each student to answer the questions completely.

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Questions about Governor David Stone:

1. When was Governor Stone born?
2. In what year did Governor Stone graduate from college (include the name of the college)?
3. From the reading, determine what year David Stone represented Bertie County at the Constitutional Convention.
4. When did David Stone become licensed to practice law?
5. In what year was David Stone deeded the Hope Plantation by his father?
6. When was David Stone elected by the legislature to be governor of North Carolina for two terms?
7. In what year did David Stone finish building his manor house at Hope Plantation?
8. When did David Stone die?

Questions about you:

1. When were you born?
2. In what year did you enter elementary school? Or did you begin formal schooling?
3. Imagine you are older. When might you graduate from college? And name the college you might like to graduate from.
4. Do you know about how old the building in which you live is? It may be a house, townhouse, or apartment building. If you live on a boat, how old is your boat? If your house doesn't have a name like David Stone's, give your house a name and be sure to put it on the timeline.
5. Take a minute to think. What are two things you might like to do in your life? Name two goals you would like to accomplish and when you would like to have your goals completed. These goals can be finished in a year from now, or ten years, or more...

Part Three: Instruct your students to create one timeline that starts with David Stone's birth and ends with their personal goal accomplishments or when they graduate from college (whichever comes first). In other words, all of the answers to the questions should have a place on the timeline. Since very little will occur in the 20th Century, show the students on the board how to make their increments of time in 25 year intervals but shorter intervals for David Stone's life and their own. This is to make the stretch of time one continuous visual rather than two separate timelines.

Reflection and Closure

Have a class discussion using the following questions and suggestions:

- Was everyone successful in locating all the dates needed to complete the timeline?

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- How many years have past since David Stone died and you were born?
- What do you have in common with David Stone?
- Are there things you admire about David Stone?

Create a class list that summarizes your student's future plans. Use a large piece of poster paper and title it: Governor David Stone and You! Make three columns: name, title, and name of your home. So the first entry is David Stone, Governor of NC, and Hope Plantation. Make your own teacher timeline and share it with your students. Perhaps, enter your name second on the list. Then begin listing your students. Display this list in your classroom and surround it with all of your student's timelines.

Assessment

Did the students:

- Successfully create a timeline that includes dates for all of the questions?
- Successfully discuss similarities and differences between their life and that of Governor Stone?
- Turn in a neat timeline with correct spelling and representation of time?

Supplemental Resources/ Information for Teachers

Please read the short article: *Using Nonfiction to Increase Reading Achievement and World Knowledge* by Nell K. Duke found at the following web address:

<http://teacher.scholastic.com/professional/literacypapers/duke.htm>

Vocabulary Word Definitions:

- Attorney- any person legally empowered to act for another; esp., a lawyer
- Constitutional Convention- The gathering that drafted the Constitution of the United States in 1787; all states were invited to send delegates. The convention, meeting in Philadelphia, designed a government with separate legislative, executive, and judicial branches. It established Congress as a lawmaking body with two houses: each state is given to two representatives in the Senate, while representation in the House of Representatives is based on population (*The Dictionary of Cultural Literacy*. E.D. Hirsh, Jr., Joseph F. Kett, James Trefil. Houghton Mifflin Company: Boston, 1993 pg. 250)
- Deed- a legal document which transfers a property
- Graduate-one who has completed a course of study at a college or university
- Goal- an end that one tries to obtain
- Governor- one who governs; esp., (a) one appointed to govern a province, etc. (b) the elected head of any state of the U.S.
- Imagine-to make a mental image (of); conceive in the mind
- Legislature- a body of persons given the power to make laws

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- License- formal or legal permission to do something specified; a document indicating such permission
- Plantation- an estate, as in a warm climate, cultivated by workers living on it
- Timeline- a chronological list or chart of events, dates, plans, etc...

Relevant Web Sites

Hope Plantation.

<http://www.hopeplantation.org/>

The North Carolina History and Fiction Digital Library

<http://www.lib.ecu.edu/ncc/historyfiction/>

SmartDraw <http://www.smartdraw.com/specials/timelines.asp?id=12063>

TimeLine Maker <http://www.timelinemaker.com/?source=GO-TLM-timeline-maker>

Author Comments

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Student Handout

Lesson: Governor David Stone and You!

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