

**Lesson Topic: A Historical Study of Francis H. Case**  
**Targeted Content: Social Studies Integrated Content: English**  
**Grade Level: 5<sup>th</sup>**

**State Content Standard and/or Common Core Standard(s):**

*Target Standard(s):* 5.RI.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/ solution) of events, ideas, concepts, or information in two or more texts.

**Instructional Setting:**

Check all that apply:

Whole Group	<input checked="" type="checkbox"/>	Centers		Other (list)	
Small Group	<input checked="" type="checkbox"/>	Workshop			
Individual Student		Lab			

**Lesson Focus:** Students will learn about the impactful life of Francis H. Case through a biography and timeline, and then create their own historical timelines and reflect on their life and accomplishments through poetry.

**Learning Outcome(s):**

As a result of this lesson, students will identify key events in Francis H. Case’s early life. They will construct an autobiographical timeline and an identity poem in response.

**Assessment Measures:**

*Formative Assessment(s):* Autobiographical timeline and “Who I Am” poem

*Summative Assessment(s):* None

**Differentiation:**

**DIFFERENTIATED LEARNING ACTIVITIES:** Students can work together to brainstorm events for their timelines. Instead of writing a poem, students can draw a picture or create a collage.

**Materials:**

Francis Case PowerPoint  
Paper, pencils

**Introduction:**

Ask students to define a biography. Discuss the importance of biographies in helping preserve history and our understanding of important figures in society.

**Procedures for Teaching and Learning:**

1. Read excerpts from *The Man from the Hills* on what it was like growing up in the Case family. Read the pre-selected excerpts and the integrated timelines about Case’s early life and his college experience (where he was an orator of national caliber and a debater, worked on the school newspaper, and played on the football team).
2. Have students discuss what they found most interesting about Case’s early life. Ask them how they would describe him and his contributions during this time.
3. Have students handwrite their own timeline of notable events.

4. Using the timeline, students can then create “Who I Am” poems as a response activity. Students have freedom to decide what this poem will look like, but it should include a minimum of 10 lines beginning with any combination of the following:

- I am
- I am not
- I will be

**Closure:**

Today we learned about Francis Case and his incredible life, and we created our own autobiographical timelines in response, marking the most notable events in our lives so far. We’ve also spent time thinking about who we have become because of those events in our “Who I Am” poem.

Next, we’ll learn about the different branches of the military and in which branches Case served our country.