

Samuel DeCory Biography Lesson Plan 1

PART A: PLANNING

Targeted Content: Writing

Grade Level: 4

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

Target Standard(s):

CCSS.ELA-LITERACY.W.4.8- Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

Supporting Standard(s):

CCSS.ELA-LITERACY- Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

4.H.2.5 Describe how wars affected South Dakotans

Instructional Setting:

Check all that apply:

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

Lesson Focus: In this lesson, students will learn about biographies and how they can learn not only about a person's life, but about key historic events through a biography. As an example, students will learn about the life of war veteran William Samuel DeCory by watching and listening to his digital story in biography form.

Learning Outcome(s): As a result of this lesson, students will be able to define what a biography is and be able to pick out the key parts of a biography by using the DeCory biography and the brief biographies of other historical figures.

Assessment Measures:

Formative Assessment(s):

- Teacher observation during students' answers to questions, research, note taking guide, and biography.
- Sam DeCory Note Taking Guide that students fill out while listening to Sam DeCory's biography.
- Mini biography about one point of the life of Sam DeCory. Teacher observation during pair and share.

Summative Assessment(s): N/A

Differentiation:

- For visual learners, the teacher may print out Sam DeCory's biography to read while it is being played on the digital story. (See attached document: Sam Decory Biography)
- For IEP, slow working, or other struggling students, the teacher can give the students a halfway filled out note taking guide.
- For advanced students who finish early, they can read biographies on other historical figures at <http://www.biographyonline.net>

Materials:

Sam DeCory Digital Story (day one) <https://www.storyjumper.com/book/index/41500356>

Sam DeCory Note Taking Guide (day one)

PART B: DELIVERY OF INSTRUCTION

Introduction (Day One):

Teacher choice: Teacher can choose to pick a short biography of a person online (or write a small biography of a student in the class) and begin the lesson by reading it aloud to the class.

Do any of you know what the term “biography” means? A biography is a story of a real person’s life written by someone other than that person. For example, some people in history have left an incredible impact in their communities and it’s important that we pass on the story of those people through biographies.

Purpose of the lesson (Day One):

Today, we are going to listen to a biography that was made into a digital story online about a very important person named Sam DeCory. Mr. DeCory was a veteran and he is buried at the Black Hills National Cemetery in South Dakota. It is important for us as American citizens to learn more about our veterans that accomplished so much at war and were able to return to the United States and impact their communities here.

Procedures for Teaching and Learning (Day One):

1. Pull up the “Sam DeCory Digital Story” on the Smartboard. <https://www.storyjumper.com/book/index/41500356>
2. Hand out the Same DeCory Note Taking Guide to all students and go over the questions as a class.
3. Begin the digital story and fill out the note taking guide together as a class as answers appear on the screen.
4. After listening to the digital story, discuss points and questions (in whole group or small groups) such as:
 - a. Go over what a Native American reservation is for those students who may not know.
 - b. Go over what post-traumatic stress disorder is.
 - c. What parts of Sam’s life did you find the most interesting? Why?
 - d. What kind of struggles do you think Sam went through when he returned from war?
5. The students will now choose one point from their notes that they found interesting that they would like to write about (family, wars, medals, counseling, etc.) The students will practice writing a small part of a biography using Sam DeCory’s information. Students will write one paragraph on the piece of information they choose.
6. After students complete their paragraph, have them pair up with another student to share as well as compare/contrast the information they chose to write about.

Conclusion (Day One):

Today, we listened to a biography about Sam DeCory, who was a veteran and is currently buried at the Black Hills National Cemetery. Often times, veteran’s stories don’t get passed down and it is important for us to respect and appreciate their stories. Tomorrow, we will research someone who we think is an influential person in history and find information to make our very own biographies about those people. For the rest of the day and tonight, I want you to think about someone a historical figure that has made a positive influence.