

The Early Life of Theodore Roosevelt

Social Studies Standards Covered: SS1CG1, SS1G1c, SS1H1a, SS1H1b

Vocabulary

country - an area of land controlled by its own president or leader (noun)

protect - to stop something bad from happening to someone or something (verb)

sick - very ill (adjective)

government - group of persons responsible for running a city, state or country (noun)

different - not the same (adjective)

Literature Links

Who Was Theodore Roosevelt? by Michael Burgan

Teedie: The Story of Young Teddie Roosevelt by Don Brown

You're On Your Way, Teddy Roosevelt by Judith St. George

Being Teddy Roosevelt by Claudia Mills

Day 1 (20 minutes)

Theodore Roosevelt

Social Studies Standards Covered: SS1CG1, SS1G1c, SS1H1a, SS1H1b

Vocabulary: country

Lesson Tasks

Theodore Roosevelt

Character Traits and Text-based Evidence: Students give facts and inferences about Theodore Roosevelt using evidence from the text.

English Language Learner: Copy a sentence: The teacher will write a simple sentence about the topic on the board and the students will copy it into their notebook.

Teacher Questions/Discussion Prompts, Cognitive Complexity Levels

Theodore Roosevelt

Q: How can you be a hero to those around you?

A: Answers will vary.

moderate/3

Theodore Roosevelt

Q: From the article about Theodore Roosevelt, what character trait was most important to you?

A: Answers will vary, but need to be found within the article.

low/1

Day 2 (30 minutes)

Theodore Roosevelt's Early Life

Theodore's Family and Education

Social Studies Standards Covered: SS1CG1, SS1G1c, SS1H1a, SS1H1b

Vocabulary: protect, sick

Lesson Tasks

Theodore Roosevelt's Early Life

Graphic Organizers - Visual displays of facts, concepts or ideas. Used to guide students' thinking as they fill it in and build upon it. Can be a chart, graph, diagram or web.

Create a graphic organizer by having students fold their paper into fourths. Students will write four things Theodore Roosevelt liked and draw a picture of them.

Gifted and Talented Learner: After reading the article, student will turn and teach their shoulder partner about the topic. Students will take turns teaching and listening.

Teacher Questions/Discussion Prompts, Cognitive Complexity Levels

Theodore Roosevelt's Early Life

Q: What is another word that you can use for animal homes?

A: habitat

moderate/3

Theodore Roosevelt's Early Life

Q: Theodore Roosevelt was passionate or very interested in nature. What are you passionate about?

A: Answers will vary.

moderate/3

Lesson Tasks

Theodore's Family and Education

One-Sentence Summary: Student chooses one important piece of information from the text to summarize. This can be a who, what, where, when, why or how statement.

Below Level/Developing: After reading the article, students will draw a picture that represents the topic of the article. Students will share and explain their drawings to their shoulder partners.

Teacher Questions/Discussion Prompts, Cognitive Complexity Levels

Theodore's Family and Education

Q: How did Theodore Roosevelt succeed in life?

A: He worked hard and didn't let his asthma stop him from going to college.

moderate low/2

Day 3 (25 minutes)

Theodore Loved Animals

Social Studies Standards Covered: SS1CG1, SS1G1c, SS1H1b

Vocabulary: protect

Lesson Tasks

Theodore Loved Animals

Multimedia Representation: After reading, students create a digital or print poster of Theodore Roosevelt and his love of animals containing text, images, quotes, video, summaries, etc. using information from the text. These can be collaborative posters.

Gifted and Talented Learner: After reading the article, students will write a sentence about the topic. Students will make sure to use proper punctuation.

Teacher Questions/Discussion Prompts, Cognitive Complexity Levels

Theodore Loved Animals

Q: What does it mean to protect someone or something?

A: To keep them from harm or danger.

moderate low/2

Theodore Loved Animals

Q: How do your parents or loved ones protect you?

A: Answers will vary.

moderate high/4

Day 4 (40 minutes)

Protecting the Environment

Studying at Harvard University

Social Studies Standards Covered: SS1CG1, SS1G1c, SS1H1a, SS1H1b

Vocabulary: protect, government

Teacher Questions/Discussion Prompts, Cognitive Complexity Levels

Protecting the Environment

Q: How can you show leadership just like President Roosevelt?

A: Answers will vary.

moderate high/4

Lesson Tasks

Protecting the Environment

See-Think-Wonder - Three-part organizer used to observe a stimulus, usually an image, and tell what you see in it, what it makes you think, and what you still wonder about it.

Ask students to make an observation about an object (e.g. artwork, image, artifact) or topic, and follow up with what they think. Encourage students to back up their thoughts with reasons from the text. Ask students to think about what this makes them wonder about the object or topic. The routine works best

when a student responds by using the three stems together at the same time, i.e., “I see..., I think..., I wonder...”

English Language Learner: Build Background Knowledge by asking questions and making connections.

Lesson Tasks

Studying at Harvard University

Interacting With Text - Students circle, highlight or annotate text. They can add speech bubbles and labels. They can identify text features, such as title, subtitle, table of contents, graphics, captions, diagrams, labels, maps, timelines, bold or italic fonts, glossaries and indexes. They can chunk the text by counting and delineating paragraphs.

Below Level/Developing: Retelling - Students will turn to their shoulder partner and take turns retelling the key concepts.

Teacher Questions/Discussion Prompts, Cognitive Complexity Levels

Studying at Harvard University

Q: What would you like to study in college or do for a career and why?

A: Answers will vary.

moderate high/4

Day 5 (40 minutes)

Write a Sentence

Draw a Picture

Social Studies Standards Covered: SS1CG1, SS1G1c, SS1H1a

Vocabulary: different, protect

Lesson Tasks

Write a Sentence

One-Sentence Summary - Student chooses one important piece of information from the text to summarize. This can be a who, what, where, when, why or how statement.

English Language Learner: Sentence Starter - Teacher will supply a sentence starter to help students who may have difficulties starting a sentence on the given topic.

Lesson Tasks

Draw a Picture

Inquiry Model - Student-centered strategy centered on asking questions, probing situations, analyzing sources, describing, communicating findings and reflecting on obtained knowledge.

Teacher will ask questions about what Theodore Roosevelt wanted to protect. Students will also analyze why he wanted to protect the different things. Students will draw a picture.

Gifted and Talented Learner: Students will write about what Theodore Roosevelt wanted to protect and why.

Assessment

To check for understanding, distribute the weekly assessment for students to complete independently. If time allows, you may choose to assign an extension activity to conclude the lesson.

Answer Keys

Activities

Draw a Picture

Pictures will vary. Check for accuracy.

Write a Sentence

Sentences will vary. Check for accuracy.

Worksheets

Week 21 Worksheet 1

Teddy Roosevelt

Answers will vary. Check for accuracy.

Week 21 Worksheet 2

Our Club

Answers will vary.

Assessment

1. C
2. B
3. C

Name: _____

Date: _____

Georgia Studies Weekly

The Early Life of Theodore Roosevelt

Week 21 Assessment

1. How did Theodore Roosevelt show that he loved animals? SS1CG1
 - A. He became president.
 - B. He had lots of pets.
 - C. He refused to hurt a bear in the woods.
 - D. He had a teddy bear.
2. Why is Theodore Roosevelt still an important figure in America? SS1H1b, SS1G1c, SS1CG1
 - A. Teddy bears were named after him.
 - B. He was a great leader that protected our country and nature.
 - C. He found a way to overcome asthma.
 - D. He went to college and started a nature club.
3. What lesson can be learned from the life of Theodore Roosevelt? SS1CG1
 - A. When things are hard, just quit.
 - B. Life is hard but you can still have fun.
 - C. When life is difficult you have to work hard.
 - D. You have to exercise to make a difference.

Name: _____ Date: _____

Georgia Studies Weekly

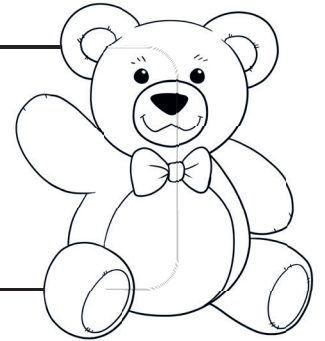
Worksheet 1 Week 21

Teddy Roosevelt

Use Studies Weekly to write a sentence next to each teddy bear to tell facts about Theodore Roosevelt.



A large, empty rectangular box with rounded corners, connected to the bear by a horizontal line, intended for writing a sentence.



A large, empty rectangular box with rounded corners, connected to the bear by a horizontal line, intended for writing a sentence.



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A large, empty rectangular box with rounded corners, connected to the bear by a horizontal line, intended for writing a sentence.

Name: _____ Date: _____

Georgia Studies Weekly

Worksheet 2 Week 21

Our Club

If you started a club to save animals like Theodore Roosevelt, what would you call your club?

_____ Club

Create three rules for your club.

1.

2.

3.

Draw a picture of an activity that you would do with your club

