Lesson Plans for the Substitute Teacher

An EDNL 611 Final Project

By

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As a substitute teacher, I was a bit unsure as to what I could do for my final project. When it was suggested to me that I create a notebook of lesson plans to take with me when I substitute, it sounded like a great idea. I have been lucky thus far in my substitute career and always had a lesson plan ready and waiting for me. But, when I began substituting, this was my greatest fear. What would I do if there was no lesson plan and I had a whole day to fill? Luckily, I normally substitute in the junior high and high school grades where classes range from 45-50 minutes. Fortunately, I no longer have to worry as I have pre-made lessons available.

While I was trying to come up with these lesson plans, I struggled to find a way to implement my newly realized theories of teaching that I have discovered in this class. As I read our textbook, I reflected back on my teaching style during student teaching and the long-term substitute experience I had. I realized that in my long-term experience, I focused mainly on teacher-driven instruction. I did a large amount of reading from the textbook, and things of that nature. That was a special circumstance, but I still wish I had made it more interactive. It is my feeling that teaching needs to be comprised of a blend of teacher- and student-driven activities. There are times when the teacher needs to be doing the brunt of the instruction, and other times when the teacher can simply provide scaffolding as the students learn.

After reflecting, I tried to come up with lesson plans that would be engaging for my potential students. I tried to include some games, as well as group activities. I do
believe that it is important for the students to play an active role in acquiring new information. I know that it is possible that some of my lessons will be a review for the students, but I do not feel that is a problem. I tried to pick relevant topics, where a re-introduction of the information will be useful.

The first lesson plan I created is a simple Current Events activity. I think this is rather common in most schools. When I was student teaching, we did Current Events every other Friday, and it was a fun way to end the week. The students’ looked forward to this activity, and often tried to find the wackiest story. Other students would find really controversial topics, which would incite debate between students. This is a good exercise in getting the students involved in the world around them.

My next lesson plan focuses on a writing activity that asks students to come up with a problem in their school or city, and come up with ways to fix it. Problem solving skills are a common goal of most schools. The activity culminates with the students discussing as a class the various problems they came up with, and picking one or two to focus on. After they have done this, the class as a whole would draft a letter to the Principal in an attempt to fix the problem. I believe this lesson is a good way to build not only problem solving, but communication and cooperation skills.

`I think the third lesson is a great way for the students to get to know each other better. It can be done anytime during the year, as some of this information may not be well known by their peers. Also, for me as a substitute, it will be nice for me to learn interesting facts about these students. I tend to substitute at the same schools, so this will help me build a rapport with students. The questions on the Bingo sheet are a mixture of
academic and personal questions. It did not seem like a good idea to make them all personal, but I wanted there to be an element of enjoyment in this activity.

The Bill of Rights journal entries are an activity that could be done in a brief manner, during one class period, or as a multiple day exercise. As a social studies teacher, it is important to me stress to my students the importance of the Bill of Rights, and having students reflect on key questions is a great way to do that. In addition, it is important to examine the questions of whether or not “freedom” is really free. This is an important question to consider in this time period. Since some students are more resolved in their beliefs than others, it would be beneficial to discuss the differing opinions as a class in order to hear different points of view.

The Presidential Trivia lesson is one that would be better suited to a 3 to 5 day assignment, but it could be broken down into shorter time periods, with the students not finishing the packet. This assignment is a fun and interactive way for the students to learn information about our Presidents. There are some Presidents who did not make much of a mark in history that people often forget about. However, there are interesting trivia facts about all the Presidents that will not only amuse the students, but hopefully help them remember the Presidents. Most students enjoy using the Internet, and a scavenger hunt is an exciting and educational activity.

When creating the History Jeopardy, it was difficult to come up with questions that would be common knowledge for both junior high and high school students. It turned into a game that would most likely be used in high school, but it could certainly be adapted into a junior high activity. I tried to make it less specific to certain time periods in order to make it more accessible to a broader range of grade levels. I know students
find games like this an exciting way to spend the day, so it was a natural choice to include something like this.

The final lesson deals with another important topic, the influence of John Locke and the natural rights philosophy on the founding of the United States. This activity will have students think critically about the role of government, and how governments should influence the lives of its citizens. Working in groups, the students will need to collaborate and answer these questions before we discuss them as a group. They will need to figure out what life would be like without government, and should come up with some intriguing ideas about how to run a country.

While I was creating these lessons, I found myself coming up with even more ideas, such as mock trials and historical plays, that I did not include because of the time constraints faced by substitute teachers. Regardless of what I was not able to include, I am pleased with the lessons I have created, and hope that I will have ample opportunity to put them into action in the coming school year.
Lesson title: Current Events

Objective: Students will locate, read, and present a current event article to the class.

Time Period: 45-50 minutes

Materials: Computer with Internet access (optional, but very helpful!)

Current newspapers

Time and Newsweek magazines

Procedure: Explain to students that today’s activity is “Current Events” – They are to find an article, read it, and come up with a summary. After doing so, they will need to present their article to the class. Do not forget to remind students that the articles they find need to be appropriate for class!

Provide them with possible websites for finding articles:

- www.yahoo.com
- www.cnn.com
- www.msnbc.com
- www.toledoblade.com
- www.nytimes.com
- www.washingtonpost.com

After the students get started, walk around and monitor their efforts in order to make sure they are focused on their assignment.

Conclusion: After 20 minutes of work, give them between 5 to 10 minutes to complete their summaries, and begin discussing the various articles found.
Lesson Title: What would YOU do…?

Objective: Students will compose a brief essay on ways to improve their school or city, and discuss their ideas as a class.

Time Period: 45-50 minutes

Materials: Paper and a pencil/pen

Chalkboard or dry erase board

Procedure: Remind students that we live in a democratic society. What does this mean? Discuss possible answers to this. Explain that since we live in a democratic world, everyone is entitled to an opinion. Ask students to write a short essay describing things they would change either in their school or their city. Make sure that the changes would benefit a majority of people, and not just individuals! For example, making Chris the King of the School would definitely be a good thing for Chris, but not so much for everyone else! Also, be sure to include why these things are problems, and try to offer some possible solutions!

Conclusion: After 25 minutes of writing, begin discussing things that students would change. As a class, draft a letter to the Principal describing what you see as current problems of the school, and ways in which you feel you could improve these areas.
Lesson Title: Getting to know you Bingo

Objective: Students will fill out bingo sheets, and find students who fulfill various statements on sheet, in order to learn more about their fellow classmates.

Time Period: 45-50 minutes

Materials: Bingo sheets
Pen or pencil

Procedure: Begin by explaining to student’s purpose of the activity, which is to get to know their fellow classmates. They will each need to fill in one bingo sheet with 24 items, in any order they choose. Don’t forget the free space! Allow five to ten minutes for them to fill in their sheets and ask questions.

Then, they should go around and ask their classmates if they meet the criteria in any square. If they do, the classmate should sign in that bingo square. The important rule is: Each student may sign another students sheet no more than twice (or once if the class is bigger than 24 students). The first person to get a “Bingo!” (horizontal, diagonal, or vertical) wins a piece of candy. Allow twenty-five minutes for this.

Conclusion: After everyone has completed the activity, question students on what they learned. Were they surprised about some of the things their classmates could do? Finish up by asking for demonstrations of specific things, such as rolling your tongue, or locating an item on the map.
Getting to Know you.. Bingo!

- As you know, your teacher is not here today. I am Miss Gess, and I thought a fun activity for today would be to play a game of Bingo, but with a little twist. Now, I know that you know your fellow classmates, but how well do you really know them? If one of your classmates could roll their tongue, who would it be? If they could eat successfully with chopsticks, who could do that? Who are the international travelers among us? Let’s find out!

- I have a list of 24 items I want you to put down on the Bingo board. You can put them in any order you want, but don’t forget to add your FREE space! Once this is done, you are ready to play! (Don’t worry if you can’t fit each clue into the box - feel free to abbreviate!)

- When you find a classmate that meets one of the criteria on your list, have them sign inside the square. The only rule is that you can only sign a sheet two times, and that is it! If you meet five of the criteria, you can only pick two boxes to sign, so choose wisely. The first person to get a horizontal, diagonal, or vertical Bingo will win a prize. Also, be prepared to demonstrate your unusual talents to the class! Have fun!
**Getting to know you BINGO!**

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Now, place these words inside the boxes above. DON’T FORGET YOUR FREE SPACE! Now, get out there and find some one who can do the action listed, or knows the information listed!

1. Whistle  
2. Roll my tongue.  
3. Visited another country.  
5. Know how to square dance.  
6. Gone swimming in the ocean.  
7. When the Constitution was ratified.  
8. What the Pythagorean theorem is.  
10. Have an older brother or sister.  
11. Have more than 3 animals.  
12. Know what I want to do “when I grow up.”  
13. Can give an example of a simile.  
14. Know what sodium chloride is.  
15. Have an after school job.  
16. Have allergies.  
17. Name 5 countries in Western Europe.  
18. Know what state’s abbreviation is MS.  
19. Name all 4 states with “New” in their name.  
20. Know who our 16th President was.  
21. Do the splits.  
22. Name 5 characters of “The Simpson’s.”  
23. Know who was King during the American Revolution.  
24. Know which organ on your body is the biggest.
Lesson Title: Bill of Rights journal entries

Objective: After reviewing material over the purpose of the Bill of Rights, the student will compose an essay in response to questions. Students should analyze and form a well thought out answer to the questions.

Time: 45-50 minutes

Materials: Bill of Rights information
Paper
Pen/Pencil
Computer with word processing program (optional)

Procedure: Begin by passing out handout with information on Bill of Rights, specifically Amendments 1, 2, and 8 (Freedom of speech, religion, press, and assembly, right to bear arms, and protection from cruel and unusual punishment). Discuss whether these are really freedoms, or are there limitations? Is it appropriate for there to be certain limitations to the 1st Amendment? Is it really necessary to have the right to bear arms in our violent society today? Is the death penalty in violation of the “No cruel and unusual punishment” clause of the 8th Amendment?

Conclusion: Have students explain and defend their viewpoints to these questions in writing. They should put some thought and effort into this, and really think about the questions they are answering. After writing, begin to discuss differing opinions as a class.
Bill of Rights Journal Entries

The 1st Amendment guarantees all Americans the freedoms of:

- Religion
- Speech
- Press
- Assembly

Many of the reasons why people came to America were to practice their own religion, and live a life free from the interruption of the government. But, are these really one hundred percent pure freedoms, or are their limitations to this? Should there be limitations?

The 2nd Amendment guarantees the right to citizens to bear arms. This also stems from the fear the founders had about limiting the rights of citizens. However, today we live in what is quickly becoming a violent society. In today’s world, is it appropriate to guarantee EVERYONE the right to own a gun? What do you think?

The 8th Amendment deals with excessive bail, and excessive fines, but the interesting part is the clause that prevents “cruel and unusual” punishment. But, who defines what is “cruel and unusual”? Do you consider the death penalty to be cruel and unusual? What about corporal punishment in the schools?

- Put some thought into these questions, and come up with your own answers to these questions, based on your feelings. Aim for two to four paragraphs for each Amendment. Also, be prepared to discuss these with your classmates, to see what other people feel about these controversial issues!
Lesson title: Presidential Trivia

Objective: Using the Internet, students will work on a Presidential trivia scavenger hunt in order to gain a better understanding of the lives of our Presidents.

Time: 45-50 minutes, or more. This can be expanded into a multiple day activity

Materials: Computers with Internet access
Scavenger hunt worksheet

Procedure: Introduce to students the idea of an Internet “scavenger hunt”. Using the Internet, students will check various sites in order to figure out which President is described in the various questions. Sites to check include:

- www.yahoo.com
- www.google.com
- www.funtrivia.com
- www.ask.com

Depending on the substitute length and facilities available, this lesson can be modified. If there are not enough computers to go around, the students may work in groups. Also, if the substitute assignment is for more than one day, students will be expected to complete the assignment.

Conclusion: For the last five minutes of class, go over the answers to all the trivia questions and discuss what other information students found in their own exploration that was not listed on the trivia worksheet.
Who Am I?
Presidential Trivia Internet Scavenger Hunt

1. ______(Quincy Adams)__________ Born in Braintree, Massachusetts, this President described himself as "...a man of reserved, cold, austere and forbidding manners." He was trained as a lawyer, but went on to become President with his wife Catherine as his First Lady, along with his three sons. He ensured that the bequest of Englishman James Smithson would be used to create and endow the Smithsonian Institution as a center of learning.

2. ______(Garfield)___________ This President was born in a log cabin in Ohio, where he suffered from childhood depressing. He overcame this in order to become President. His First Lady was named Lucretia, and together they had four sons and one daughter. Died in Elberon, N.J. Charles J. Guiteau, 39, had been stalking the president for weeks. On July 2, 1881, he shot the president in the back as he strolled arm in arm with the secretary of state across the waiting room of the Baltimore and Potomac railroad station in Washington. Guiteau, a Presidential supporter, was disappointed when his request for a diplomatic post was rejected. The President died of blood poisoning, from doctors probing one of his wounds with bare fingers and unsterilized instruments (a common practice of the period).

3. ______________(F. Roosevelt)_________________ This Hyde Park, NY native was a fifth cousin of a former President. He suffered from polio, which prevented him from walking. His wife, Eleanor, claimed that this disease made him more kind and sympathetic to other people and their suffering. He was President for a historic four terms, during World War II. He practiced law. He was elected to the New York Senate, and later became assistant secretary of the Navy. After years of exercise to regain his strength from polio, he re-entered public life, when he was elected governor of New York. It was as governor that the President first
delivered fireside chats, informal radio addresses that were to become a hallmark of his presidency.

4. ______(Reagan)______ This President was passionate about reading the newspaper. He was our oldest President in history, almost 78 when he left office. He was born in the family's five-room rented flat above a baker on Maine Street in Tampico, Ill. His wife Nancy was by his side as his first lady, as were his three children. He served in the U.S. Army from 1942-45, rising to captain. Because of poor eyesight, he was barred from combat. After working as a radio announcer, he went to Hollywood and was a movie actor from 1937-1965. He became hard of hearing after another actor fired a pistol near his head during the making of a movie. He earned the nickname "Great Communicator" for his effective use of television in presenting the administration's messages.

5. ______(Polk)_________ By nature an introvert, this President had few close friends. He was a workaholic who drove himself ruthlessly. He died shortly after his term from cholera. He and his wife Sarah had no children. A successful lawyer, he won a seat in 1823 in the Tennessee House. In 1825, he became the youngest member of the U.S. House. This President supported annexation of Texas. In a boundary dispute, Mexican troops fired on U.S. soldiers. He urged Congress to declare war. The U.S. won the war within a year, and Mexico gave up land. This President also lowered tariffs and acquired the Oregon territory. He was the nation's first "dark horse" candidate for president.

6. _______(Grant)_______ He suffered from migraine headaches all his life. He wore false teeth and was very squeamish. He could not stand the sight of animal blood. This President, whose real name was Hiram, had three sons and a daughter with his wife Julia. He was born in Point Pleasant, Ohio. His father convinced a
local congressman to get his son appointed to the army academy at West Point, N.Y. During the Civil War, he was promoted to major general in 1862. After winning the battles of Vicksburg and Chattanooga in 1863, President Lincoln named him commander of all the Union armies. Upon accepting Lee's offer of surrender in 1865, this President won hearts by refusing to accept Lee's sword and for letting the Southern soldiers keep their horses "for the spring plowing."

7. ______(Jefferson)__________ Tall and thin, he walked in a loping gait and had poor posture. He paid little attention to fashion. He and his wife Martha were the proud parent of two daughters, but there is long-held suspicion that he also fathered several illegitimate children by his slave Sally Hemings during a 38-year-long love affair. He suggested the idea of the First Continental Congress and championed American independence. Years of political thinking emerged as he penned the words: "We hold these truths to be self-evident, that all men are created equal" -- words that would begin the Declaration of Independence.

8. ______(Pierce)___________ This President suffered from respiratory ailments and endured bouts of depression. He had a long battle with alcoholism. Heavy drinking over the years undermined his health. He and his wife Jane had one son who lived beyond four years old, but he was killed in a train accident when he was 12. He was trained as a lawyer. His father, a Revolutionary War general, later became governor of the state. This President was criticized for a lack of leadership. He supported the Kansas-Nebraska bill, which allowed settlers in those two western territories to decide for themselves whether or not to allow slavery. This sharpened hostilities between free and slave states.
9. (McKinley) He refused to be photographed unless impeccably groomed. He was even-tempered, optimistic and cheerful. The President died Sept. 14, 1901, in Buffalo, N.Y. The President was standing in a receiving line at the Pan American Exposition in Buffalo on Sept. 6, 1901. Leon F. Czolgosz, 28, an unemployed wire mill worker from Detroit, was queued up to shake the president's hand. His right hand was wrapped in a bandage, concealing a revolver. He fired two shots at the president at point-blank range. The President underwent two operations and then died. Czolgosz, an anarchist, admitted the shooting, "I killed the President because I done my duty. I don't believe one man should have so much service and another man should have none."

10. (Kennedy) He wore corrective shoes, because his right leg was 3/4 inch longer than his left. He suffered from chronic backache most of his adult life. In the 1950s, he was close to death twice. He got a 106 ° temperature while in Japan, and he developed an infection after back surgery. He and his wife Jacqueline had two children, one boy and one girl. He was the first president born in the 20th century. He was the only Roman Catholic president. His religion was a major issue during his candidacy. On Nov. 22, 1963, in Dallas, the President and the first lady were driven in an open limousine. As the limousine passed by the Texas School Book Depository, shots rang out. One bullet went through the President’s neck; another tore away the right side of the back of his head. According to the Warren Commission, Lee Harvey Oswald shot the President. Oswald fled the building but was arrested 45 minutes later. While being transferred under custody to the county jail two days later, Oswald was shot to death before live TV cameras by Jack Ruby, a Dallas nightclub owner. Rumors persist that there was a conspiracy to kill the President.
11. (Wilson) From childhood, he was plagued by indigestion; as president he sometimes used a stomach pump on himself. He described himself as a dormant volcano -- calm on the outside, a boiling caldron inside. He was blind in his last years. The President called his program New Freedom. He passed key financial legislation and established the Federal Trade Commission. He worked to keep America out of World War I, which had begun in Europe in 1914. In 1917, as his second term began, Germany threatened to attack American ships. As President, he asked Congress to declare war. After Germany's defeat, he personally led the American delegation to the Paris Peace Conference in 1918. The Treaty of Versailles, 1919, placed full blame for the war on Germany. It also established the League of Nations.

12. (Arthur) He had quite a wardrobe: 80 pairs of pants. And he had a weakness for late-night feasts at the White House. Sometimes, he took guests for a stroll through the streets of Washington at 3 or 4 a.m. He was scarcely known when he had to take over the presidency just a few months after President Garfield's inauguration. A month before he took office, the President's beloved wife Ellen died suddenly. Fears about his qualifications waned as he appointed people of high character to office. When Americans were worried about losing their jobs to hard-working Chinese immigrants, he signed the Chinese Exclusion Act of 1882, which suspended Chinese immigration.

13. (Clinton) He suffers from chronic laryngitis, caused by allergies and the leaking of stomach acid into his throat. He's allergic to cats (including his daughter's cat Socks), certain greenery (including Christmas trees), dust, mold, pollen, beef and dairy products. He is the first of the "baby boom" generation and the first native of Arkansas to become president. He and his wife Hillary have one daughter. His candidacy was nearly derailed by charges of
marital infidelity and draft avoidance during the Vietnam War. Nevertheless, he campaigned vigorously. He and Al Gore were the youngest ticket ever to be elected. President Bush was slow to react to the Democratic momentum. During this President’s first few weeks as president, he stumbled through one mini-crisis after another -- gays in the military, fumbled cabinet appointments -- raising doubts about whether he was up to the job.

14. _______ (Eisenhower) _______ He had a smile to match his sunny disposition. His mother taught him the futility of feeling hatred, and so tried to avoid hating or publicly bad-mouthing anyone. He liked to carry three coins with him for good luck: a silver dollar, a five guinea gold piece and a French franc. His wife’s nickname is Mamie. The President was a professional soldier and military hero. In 1918, he became commander of a tank training center in Pennsylvania. He then served in the Panama Canal Zone until 1924. He was Gen. Douglas MacArthur's aide and went with him to the Philippines in 1935. As the supreme commander of Allied forces in Europe, the President helped to plan the D-Day invasion of Normandy in 1944. He resigned from NATO following his nomination for president.

15. _______ (A. Johnson) _______ Perhaps because of his common roots, Johnson shunned Washington society in favor of old friends. He was a great orator. He was the only Southern senator to support the Union and refuse to join the Confederacy. For this stance, he was labeled a traitor by his adopted state of Tennessee. Lincoln appointed him military governor of Tennessee during the Civil War. In this demanding post, the President tried to calm rebellious citizens. The state was readmitted to the Union in 1866. When Lincoln was killed only six weeks after his inauguration, he became president. Congress soon tried to pass numerous bills intended to punish the former Confederate states, but the President
vetoed them, attempting to keep Lincoln's promise of a fair-minded peace. He was the first president to face possible impeachment when the Senate accused him of not following a law they had passed. But the eventual vote was in Johnson's favor.

16. ______(Monroe)_________ This President had a very warm, disarming personality. He was very low key and reserved, especially among strangers. He was also acutely sensitive to criticism. He did not keep up with fashion, but always appeared well groomed. He was a member of the Virginia Assembly and then the Continental Congress. As U.S. senator from 1790-1794, he supported Thomas Jefferson and the new Democratic-Republican party. This President served as minister to France from 1794-1796. He also helped negotiate Louisiana Purchase of lands between the Mississippi River and Rocky Mountains.

17. ______(Taylor)_________ This President had a disproportionate figure, with long arms, short legs and a thick torso. He wore whatever was most comfortable; as a soldier, he sometimes wore a hodgepodge of civilian and military dress. He earned the nickname “Old Rough and Ready” after his service in the war against Mexico. The Whig party asked him to run for president in 1848, hoping that his fame would enable them to recapture the White House. After he won, he surprised party leaders by showing his independence and desire to lead by his own principles. He died in office after he had attended outdoor July 4th festivities at the Washington Monument. After returning to the White House hot, hungry and thirsty, he ate a large bowl of cherries and a pitcher of ice milk. Later that day, he developed severe cramps and was diagnosed with cholera morbus -- a common problem in Washington in those days because of poor sanitation in hot months. He never recovered.

18. ______(Washington)______ A large, powerful man, he wore various sets of dentures made from lead, ivory, humans, cows and other animals, but not from
wood. His first job was that of a surveyor. He was elected to the Virginia House of Burgesses in 1758 and then to First and Second Continental Congresses, in 1774 and 1775. Like many others, he had begun to oppose British rule over the colonies. When war broke out with the British in 1776, this President was asked to be commander-in-chief of the new Continental Army. When the nation asked him to become its leader, he insisted that he not be called "king." The nation's capital was in New York in 1789, when this President was sworn in. He arrived in New York on horseback. Historians consistently rank him as one of the great presidents, along with Abraham Lincoln and Franklin Roosevelt.

19. _______ (Ford) _______ When he was 12 or 13, his parents told him he was adopted. It was the most traumatic experience of his youth. As an adult, he was kidded for seeming uncoordinated, but he was in fact quite athletic. In 1973, he stepped in as vice president to President Nixon after Spiro Agnew resigned to avoid criminal prosecution for accepting bribes while vice president. This President was sworn in as president just minutes after Nixon resigned on Aug. 9, 1974. "Our long national nightmare is over," he said. The next month, he granted "a full, free and absolute pardon" to former President Nixon. The pardon drew a firestorm of criticism. He was the only man to enter the White House without having won a national election either as president or vice president.

20. ______ (Harding) _______ His health was generally poor. At 24, he suffered a nervous breakdown and spent several weeks in a sanitarium in Battle Creek, Mich., run by the breakfast cereal king, Dr. J.P. Kellogg. He returned there for rest from time to time. He had no children with his wife, Florence, but had one daughter with Nan Britton. The President had an extramarital affair with her at the same time he was having another affair with the married Carrie Fulton Phillips. Many scandals took place during his administration. The President’s
Secretary of the Interior Albert Fall sold the nation's oil reserves at Wyoming's Teapot Dome for personal gain. There is no evidence that the President personally profited from all the crimes that occurred in his administration. Because the Republicans had rejected President Wilson's Treaty of Versailles, it fell to him to formally end World War I.

21. ______(Adams)_______ His hands shook with palsy, and most of his teeth had fallen out. He refused to wear dentures, and thus, talked with a lisp. Although he was beset with illnesses, he was the longest-living President. He was trained as a lawyer. He vigorously opposed the Stamp Act, a tax the British imposed on the colonists in 1765. In 1776, he enthusiastically signed the Declaration of Independence. During the Revolutionary War, this President served as a diplomat for the colonies in France and Holland. He then helped to negotiate peace at the war's end. He was the first U.S. diplomat to England, returning in 1788 to serve as Washington's vice president.

22. ______(Buchanan)_______ He suffered from an eye disorder that caused him to cock his head to the left and close an eye. This President was the first and only bachelor president. He had planned to marry after the War of 1812, but his fiancée died. His orphaned niece, Harriet Lane, whom he raised from childhood, served as official hostess. A superb debater, he won five consecutive elections to Congress, beginning in 1821. He served as minister to Russia and in 1834 won election to the Senate. In 1845, President Polk made him secretary of state, then President Pierce sent him to England as ambassador in 1853.

23. ______(Jackson)_______ While President, he suffered from chronic headaches, abdominal pains and a cough that often brought up blood. For a number of years he carried two bullets in his body. Tall and gaunt, he used a cane to steady himself. At the age of 13, the President joined the Army to fight in the Revolutionary War. During the War of 1812, he led troops to victory against the
British in Florida and New Orleans. While President, he ended presidential support for the Bank of the United States, which enriched the wealthy at the expense of the common person. The President urged more westward expansion. A number of Native American tribes were removed to limited reservation lands in Indian Territory, now Oklahoma. The eastern Cherokee, who had helped him win the Creek War, viewed his actions as a betrayal.

24. ______(Lincoln)_______ This President was the tallest President -- 6 ft. 4 in., weighing about 180 pounds. He was comfortable with his homely appearance and readily poked fun at himself. A good listener, he typically sat in silence rubbing his chin as others explained their points of view. He was born in a log cabin in Kentucky. In 1858, he and Stephen Douglas took part in seven famous debates on the spread of slavery. Their debates were widely reported and the President became known across America. The President refused to allow the South to leave the Union, and the Civil War began on April 12, 1861. After the bloody Battle of Antietam, he delivered his famous Emancipation Proclamation in 1863, declaring all slaves free. He read his Gettysburg Address later that year. In 1865, at the President’s urging, Congress passed the 13th Amendment to the Constitution, officially abolishing slavery. John Wilkes Booth shot him while watching “Our American Cousin” at Ford’s theatre. He died the next day.

25. ______(Madison)_______ At 5 ft. 4 in. and weighing just 100 pounds, he was the shortest and slightest president. After the Revolutionary War, he was known as "master builder of the Constitution" and chief author of the Bill of Rights. This President played a large role in designing the system of checks and balances in the U.S. government. He created the idea of a presidential veto and a judicial branch that could override state laws. In 1801, he became secretary of state. During the war of 1812, when the British burned the city, he and his wife escaped. His wife, Dolley, however, managed to save the Declaration of Independence and a portrait of George Washington during their escape.
26. ______(Fillmore)_______ He spoke with slow deliberation and short sentences. Until he was 17, he had read little besides the Bible. He enrolled in school, fell in love with his teacher and later married her. A respected attorney, this President was elected to Congress as a Whig. He ran for governor of New York in 1844 but lost. He became state comptroller in 1848 and, the next year, his party chose him to run as vice president with war hero Zachary Taylor. During his Presidency, debates over slavery dominated his term, and the President tried to appease both sides. The slave trade was abolished in D.C., California was admitted as a free state, and stricter fugitive slave laws were imposed.

27. ______(Carter)_______ His greatest strength is inner peace, he says, and he always is ready to confront his own shortcomings. He is a speed-reader: he has been clocked at 2,000 words a minute with 95 percent comprehension. The President called for human rights around the world; it was the cornerstone of his administration's foreign policy. During intense negotiations, he hammered out the Camp David Accords, 1978, with Egyptian President Anwar Sadat and Israeli Prime Minister Menachem Begin, leading to a formal peace treaty in March 1979. In 1979, the U.S. established diplomatic relations with China and withdrew its forces from Taiwan. In 1980, the President mounted a global protest against the Soviet Union for its invasion of Afghanistan. On Nov. 4, 1979, Iranian militants seized the U.S. embassy in Teheran and took more than 60 American hostages. Some hostages were released, but 52 were held captive for more than a year. On April 24, 1980, the President sent a military force to rescue the hostages, but three helicopters malfunctioned and the raid was aborted. The hostages left Iran on Jan. 20, 1981, ending 444 days of captivity, as the President turned over the government to Ronald Reagan.

28. ______(Hayes)_______ He was healthy, robust and a good conversationalist. He always seemed to remember casual acquaintances' faces and names. He
dressed simply, often in ill-fitting clothes. As a young man, he feared that one day he would lose his mind, as some of his relatives had done. He was born in Delaware, Ohio and died in Fremont (where he has a Presidential museum). The election was so close that an electoral commission met to decide the outcome (185 to 184 electoral votes for this President.) He outlawed "carpet bagging," in which Northerners went to the south to exploit the financial misfortunes.

29. ________(G.W. Bush)_______ As the son of a former President, he had a great deal of first hand knowledge of the inner workings of the Presidency. His election was the result of a close contest with Al Gore, which went on to a Supreme Court case in order to be decided. He won the Electoral College with the help of hotly contested votes from Florida, despite the claims of many residents that they meant to vote for Gore. Another challenge faced by this President was the September 11, 2001 terror attacks on the World Trade Center, which claimed thousands of lives. Also, this President was responsible for entering the U.S. in Operation Iraqi Freedom, in order to remove Saddam Hussein from power.

30. __________(Truman)________ He was notorious for his hot temper and descriptive language. He thrived on the rough and tumble of politics. The "S" is his full middle name; it represents both of his grandparents, whose names had "S" in them. During the campaign for president, everyone had written off this President. Pollsters expected the Republican opponent, Thomas E. Dewey of New York, to win. The Chicago Tribune sent out its early edition with the headline "Dewey Defeats _______." a copy of which the President obtained and jubilantly flashed at photographers after he learned that he had won the election. In May 1945, the Allied forces won the war in Europe, but the war against Japan raged on. Told by advisers that millions might die if the war continued, the President agreed to drop two atomic bombs on Japan. Japan surrendered a few days later.
31. (H.W. Bush) He prefers Mexican and Chinese food and won't eat broccoli. "I'm President of the United States, and I'm not going to eat any more broccoli!" he explained. He's not wild about seafood either, even though he loves to fish. He uses the time on his boat *Fidelity* to think or clear his mind, and he releases much of his catch or gives it away. On Aug. 2, 1990, Iraq invaded Kuwait, and the President launched Operation Desert Shield, an embargo and diplomatic campaign against Iraq, plus a defensive military operation. Iraqi President Saddam Hussein defied the President's ultimatum to withdraw from Kuwait, and Operation Desert Storm was launched Jan. 17, 1991. The U.S. and an Allied coalition forced Iraq to withdraw the following month. He also approved legislation guaranteeing rights for disabled Americans and he signed the Clean Air Act in 1990.

32. (T. Roosevelt) The youngest man to become President, he was also the most energetic up to that time. He was asthmatic as a boy, but he matured into a robust man through exercise and willpower. Under President McKinley, he was appointed assistant secretary of the Navy. When the Spanish-American War began, this President resigned to organize a volunteer cavalry that became known as the Rough Riders. He became a national hero after leading a victorious charge up Kettle Hill in San Juan, Puerto Rico. He promoted his "Square Deal" reform legislation and worked for peace through diplomacy, earning a Nobel Peace prize for his efforts. In 1903, the President negotiated an agreement with Panama that resulted in the completion of the Panama Canal in 1920. In 1907, a Monetary Commission was established, which became the basis for the Federal Reserve System. He set aside vast wilderness lands for conservation. These later became part of the country's national parks and nature reserves.
33. ________(Van Buren)________ When he became excited, a touch of Dutch accent crept into his speech. He and his wife Hannah had four sons. Soon after this President took office, financial panic swept the country. Hundreds of U.S. banks failed, while many others closed. Many blamed former President Jackson's monetary policies for this disaster. In addition, the arguments over slavery were deepening, and legislators were disagreeing bitterly over the annexation of Texas.

34. ________(Taft)_______ This was the heaviest President at 332 pounds, he struggled all his adult life with a weight problem. The President even got stuck in the White House bathtub and had to have an oversized version brought in for his use! He followed Roosevelt's lead by breaking up large corporate monopolies; he dissolved Standard Oil and the tobacco trusts. He gradually lost the support of liberal Republicans by following a more conservative course. The President worked for world peace and reciprocal treaties. During his administration, the U.S. parcel post system began, and Congress approved the 16th Amendment, providing for the levying of an income tax.

35. ________(W.H. Harrison)_______ This president was a plainspoken man, as well as good-humored, affable and accessible. He was described as urbane, hospitable, kind and unpretentious. He enjoyed brisk morning walks, horseback riding, social conversation and reading the Bible. He was the wealthy son whose father had been Virginia governor, yet he was best known as a soldier. The President became known as "Old Tippecanoe." After John Tyler was chosen as vice president, one of the slogans became "Tippecanoe and Tyler too." He died in office after giving a 100-minute inaugural speech outdoors, with no coat, hat, or gloves.
36. (Nixon) In law school, this President was acquired the nickname Gloomy Gus because of his sober demeanor. He ran for president in 1960, losing to Kennedy by only 113,000 votes. During the nationally televised presidential debates, his candidacy was hurt by his physical appearance. This President looked haggard, pale and menacing while Kennedy looked tan, fit and composed. He was re-elected, but the press -- notably Bob Woodward and Carl Bernstein of The Washington Post -- already had discovered that top White House officials had hired men to burglarize and wiretap the Democratic National Committee offices at the Watergate Hotel in Washington. Over the next two years, numerous misdeeds committed by or in the name of this President came to light. A Senate investigative committee suspected him of trying to cover up the Watergate affair. In July 1974, the House Judiciary Committee approved three articles of impeachment against him: 1) obstruction of justice; 2) abuse of power; and 3) failure to comply with congressional subpoenas. It was the worst political scandal in U.S. history. Realizing that he faced almost certain impeachment, the President resigned.

37. (Hoover) He was hardworking and incorruptible, socially awkward, and sensitive to criticism. This President was curt with subordinates. A model of efficiency, he was a dull speaker; he rarely lifted his eyes from prepared text. He was the first Quaker president. During this President’s campaign, he promised "a chicken in every pot and a car in every garage." He was an experienced president, but his term was marred by the worst economic depression in U.S. history. In October 1929, the U.S. economy began to plummet. By 1930, 4 million Americans were unemployed; the figure more than tripled by 1933, the worst year of the Great Depression. At first the President failed to grasp the enormity of the situation, and he later became the symbol for the Depression.
38. _______(B. Harrison)______ He was among the last of the 19th century statesmen to wear a full beard. He was a bit stiff, acquiring the nickname "human iceberg." The President didn't do small talk, and cared even less for incompetence. He was the grandson of a former President. The President supported raising tariffs. He was a longtime champion of his fellow veterans. He urged adoption of the Sherman Anti-Trust Act, which limited industrial monopolies.

39. _______(Cleveland)_________ A 250-pound hulking figure, this President was the heaviest president up to that time. He had a dual personality: he was alternately jovial and stern. During his second term, he had a secret operation to remove a malignant tumor in his mouth; part of his jaw was replaced with a rubber prosthesis. This President was drafted during the Civil War but chose to purchase a replacement, a legal option at the time. He paid $150 for a Polish immigrant to serve in his place. He is the only President to serve two non-consecutive terms in office.

40. __________(Coolidge)_________ As President, he suffered frequent attacks of asthma, hay fever, bronchitis and upset stomach. He slept about 11 hours a day. He slicked his hair down with petroleum jelly. This President was known as a man of few words. One known exchange: "You must talk to me, Mr. President. I made a bet today that I could get more than two words out of you." The President's reply: "You lose." With his wife Grace, he had two sons. During his administration, new forms of communication spread, as radios became a part of American homes. Motion pictures were projected with sound, and telephones connected America and Europe. The first two commercial air routes were established, from coast-to-coast and from Chicago to Dallas.
41. _______(Tyler)_________ This President possessed a dignified charm and grace. His manner was typical of the well-bred southerner of the early 19th century. He mixed well with people of his class, but when around working class people, he became a different person -- ill at ease, aloof and unresponsive. He was married twice, and had fourteen children! This President was the first man to become president after a chief executive died. He faced strong opposition. Enemies called him "Acting President" and "His Accidency." Nevertheless, his administration reorganized the U.S. Navy and founded the U.S. Weather Bureau. He championed the annexation of Texas and in 1845, just before he left office, Texas became part of the Union.

42. _____(L. Johnson)_____ As a child, he was a crack marble shooter. As an adult, he was notorious for taking guests on 90-mph rides around his 415-acre ranch in Texas in his Lincoln Continental. During his Presidency, civil rights advanced, with the passing of three different Congressional acts. Medicare and Medicaid were created. The President cut the government budget and reduced income taxes. He called for a War on Poverty, including job training, health care for the elderly and the poor, and aid to education. He escalated America's role in Vietnam. In 1964, North Vietnamese torpedo boats reportedly attacked a U.S. destroyer in the Gulf of Tonkin, and the U.S. retaliated with air strikes. A few days later, Congress passed the Gulf of Tonkin Resolution, which became the legal basis on which the U.S. conducted the Vietnam War.
Lesson Title: History Jeopardy

Objective: Students will compete against each other to recall key events, dates, and people, in order demonstrate their knowledge of History.

Time: 45-50 minutes

Materials: Jeopardy questions

Chalkboard or dry erase board

Procedure: Have students divide into two teams. Randomly select which team goes first (either rock/paper/scissors, pick a number between one and ten, or something similar). Have students select a category and a “dollar” amount. Whichever team raises their hand first gets the first chance at answering question. If they answer correctly, they get to choose the next question. If they answer incorrectly, the other team gets to answer.

Conclusion: Whichever team has the most points at the end of the game wins! Winners get to choose a piece of candy, sticker, pen, pencil, etc. from a goodie bag.
<table>
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<tr>
<th>Dates in History</th>
<th>People in History</th>
<th>Events in History</th>
<th>Wars in History</th>
<th>Miscellaneous History Trivia</th>
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</thead>
<tbody>
<tr>
<td>What happened on September 11, 2001?</td>
<td>Who was King during the American Revolution?</td>
<td>During WW II, Hitler was responsible for the deaths of 6 million Jewish people during the _____?</td>
<td>American forces stationed here were bombed on December 7, 1941.</td>
<td>The Ancient Egyptians called their leaders by this name.</td>
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<td>(Terrorist attacks)</td>
<td>(George III)</td>
<td>(Holocaust)</td>
<td>(Pearl Harbor)</td>
<td>(Pharaoh)</td>
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<tr>
<td>What year did the U.S. civil war begin?</td>
<td>Who is the short Emperor of France that was defeated at Waterloo?</td>
<td>This country is famous for its Inquisition, which was when non-Catholics were tortured into converting.</td>
<td>In Ancient Greece, a war was fought here because a woman left her husband for another man</td>
<td>Who was the famous Roman leader stabbed to death on March 15th (the Ides of March)?</td>
</tr>
<tr>
<td>(1865)</td>
<td>(Napoleon)</td>
<td>(Spain)</td>
<td>(Troy)</td>
<td>(Julius Caesar)</td>
</tr>
<tr>
<td>What was the date the Declaration of Independence was written?</td>
<td>Which former Civil War General went on to be President?</td>
<td>Name the President who was assassinated by Lee Harvey Oswald</td>
<td>The assassination of Archduke Franz Ferdinand set off this war</td>
<td>This volcano, located in Pompeii, erupted and killed thousands of people, burying some of them alive.</td>
</tr>
<tr>
<td>(7-4-1776)</td>
<td>(U.S. Grant)</td>
<td>(JFK)</td>
<td>(W.W. I)</td>
<td>(Vesuvius)</td>
</tr>
<tr>
<td>What is significant about 1789?</td>
<td>This man was known as the “Father of the Constitution”</td>
<td>The name given to this time period means “rebirth”</td>
<td>During this war, the U.S. forced Iraq out of Kuwait</td>
<td>In Greece, what was the name of Aristotle’s teacher? (Hint: He poisoned himself with hemlock.)</td>
</tr>
<tr>
<td>(Constitution)</td>
<td>(Madison)</td>
<td>(Renaissance)</td>
<td>(Persian Gulf)</td>
<td>(Socrates)</td>
</tr>
<tr>
<td>In 1066, the Norman Conquest occurred in what country?</td>
<td>What is the name of the French peasant girl who led troops in battle after hearing the voice of God?</td>
<td>The storming of the Bastille occurred during the revolution of which country?</td>
<td>This is the name of the “war” between U.S.S.R. and U.S. in the 1980’s, where no battles were fought. It was a war in name only</td>
<td>This document was the first written Constitution. It was written in England in 1215.</td>
</tr>
<tr>
<td>(Britain)</td>
<td>(Joan of Arc)</td>
<td>(France)</td>
<td>(Cold War)</td>
<td>(Magna Carta)</td>
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</table>
**Lesson title:** Life in a State of Nature

**Objective:** Students will display an understanding of the state of nature theory and natural rights philosophy, as well as the effect these theories had on the writers of the Declaration of Independence.

Working together in groups, students will create a set of laws for their new society. They will cooperate and compromise with each other in order to achieve their idea of a “perfect society.”

**Time:** 45-50 minutes

**Materials:**
- We the People handout
- Paper
- Pen/Pencil

**Procedure:** Divide students into groups of 3-5 people. Have them read the excerpt from the “We the People” book, and answer the 6 questions under the “Critical thinking exercise” together as a group. They should come up with how they would govern their group on an island, and what rights would exist. They should work within their group to come up with these answers, and they may need to compromise or work things out in order to come to an agreement.

**Conclusion:** For the last 10 minutes, discuss the “What do you think?” questions as a class. What do the students think the role of government should be? How strong of a presence should government have in everyday life? Is government necessary? Attempt to answer these questions together as a class.