

Beginning the Journey

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LESSON 1 | Grades K-12

Beginning the Journey

Lesson Duration: 1-4 Class Periods (30-50 Minutes) for Each Section

**OVERARCHING QUESTIONS:**

1. Where are we going?
2. Where are we now in our understanding of this topic?
3. Why are we trying to discover more?
4. How will we get there?
5. How will we know we have arrived at any new understandings about this topic?

CONTENT THEME:

Explore the significance of the African-American journey and the historical developments that took place that led to the election of an African-American as the 44th President of the United States of America.

OBJECTIVE:

The purpose of this lesson is to introduce "The Historic Journey: Yes We Can" DVD and to begin implementing ideas on how it can help students make connections between what they already know and what they will be learning in the near future about the

events in American history that led up to the election of President Barack Obama as the 44th President of the United States. A variety of lessons from cross-curricular areas are included in this overview sampler of lessons.

The students will:

1. Complete a pre-writing activity to connect their prior knowledge to what they already know about the Obama election.
2. View the DVD and reflect on its content.
3. Analyze recurring themes in the video after viewing the video.
4. Offer suggestions about additional activities they could complete related to the video.
5. Have the option to choose other projects from a list of student-generated ideas on how to continue learning about events and images shown in the video.
6. Participate in other projects selected by either the teacher or students.

Beginning The Journey

These standards do not represent all of the standards. They identify the ones most closely connected with lessons found in the Historic Journey Teacher's Curriculum Guide. For more expanded standards refer to the standard pages at the end of the manual.

STANDARDS/ ESSENTIAL SKILLS:

All of the standards listed below are directly related to, or can be closely connected to, this lesson. Depending on the direction the teacher wishes to focus the lesson, these standards provide a foundation for teachers to adapt and implement a standards-based curriculum approach.

Social Studies 2014

(2014): K-8 History: Historical Knowledge: K.1.2; K.1.3 ; 1.1.1; 1.1.2; 2.1.1; 2.1.2; 2.1.3; 3.1.4; 4.1.6; 4.1.7; 5.1.5; 5.1.7; 6.1.4 ; 6.1.10; 7.1.6; 8.1.11; 8.1.18; 8.1.21; 8.1.22; 8.1.23; 8.1.24; Chronological Thinking, Historical Comprehension, Research: K.1.3; K.1.4; 1.; 2.1.7; 3.1.7; 4.1.15; 5.1.21; 7.1.15; 8.1.28; Civics and Government: K.2.1; K.2.2 ; 1.2.1; 1.2.2; 1.2.3; 2.2.1; 2.2.2; 2.2.4; 2.2.5; 3.2.3; 3.2.4; 3.2.5; 4.2.2; 4.2.5; 5.2.6; 5.2.7; 5.2.9; 6.2.5; 8.2.1; 8.2.3; 8.2.8; 8.2.9; Geography: The World in Spatial Terms: K.3.2 ; K.3.6 ; 1.3.2; 2.3.2; 3.3.4; 4.3.1; 4.3.2; 5.3.1; 5.3.8; 6.3.2; 7.3.1; 7.3.2 ; 8.3.6; High School: U.S. History: USH 1.2; 1.3; 1.4; 2.9; 4.3; 6.2; 6.3; 6.4; 7.1; H.S. Geography and History of the World: GHW 3.1; 4.1; 4.2; High School US Government: USG 1.1; 1.8; 1.9; 2.4; 2.6; 2.8; 3.16; 5.1; 5.4; 5.6; 5.7; 5.9; College and Career Ready Standards: History/Social Studies (Integrate in all Lessons 6-12)

English/Language Arts-Common Core 2014

K-12 Reading Foundations-K .1, 1.1, 2.2, 3.3, 4.4, 5.5 Print Concepts: K.2.1,1.2.1, 2.2.1, 2.2.2, 2.2.4, 3.2.1, 3.2.2, 3.2.3, 3.2.4, 4.2.1, 4.2.2, 4.2.4, 5.2.1, 5.2.2, 5.2.3, 5.2.4 Structural and Elements and Organization: 3.4.1, 3.4.2, 4.4.1, 4.4.2, 5.4.1, 5.4.2, Reading Non-Fiction: 3.3.1, 4.4.1, 5.5.1, Ideas and Textual Support: 3.2.1, 3.2.2, 3.2.3, 4.2.1, 4.2.2, 4.2.3, 5.2.1, 5.2.2, 5.2.3, Features and Structure 3.3.1, 3.2.2, 3.3.3, 4.3.1, 4.3.2, 4.3.3, 5.3.1, 5.3.2, 5.3.3, Writing Process: 3.W.4, 4.W.4, 5.W.5, Research Process: 3.W.5, 4.W.5, 5.W.5, Learning Outcomes for Speaking: 3.SL.2.1, 4.SL.2.1, 5.SL.2.1, 5.SL.2.2, Reading Vocabulary: 6.RV.2.1, 6.RV.2.2, 6.RV.2.3, 7.RV.2.1, 8.RV.2.1, 8.RV.2.2, 8.RV.2.3, 9-10 RV. 2.1, 9-10.RV. 2.2, 9-10.RV.2.3, 11-12RV.2.1 Writing Process: 6.W.4, 7.W.4, 8.W.4, 9-10W.4, 11-12.W.4, Comprehension: 3.SL.3.1, 3.SL.3.2, 4.SL.3.1, 5.SL.3.1, 5.SL.3.2, 6.SL.3.1, 6.SL.3.2, 6.SL.3.1, 7.SL.3.1, 7.SL.3.2, 8.SL.3.1, 8.SL.3.2, 9-10.SL.3.1, 9-10.SL.3.1, 9-10.SL.3.2, 11-12.SL.3.1, 11-12.SL.3.1, 11-12.SL.3.2, Media Literacy: 6.ML.2.1, 6.ML.2.2, 7.ML.2.1, 7.ML.2.2, 8.ML.2.1, 8.ML.2.2, 9-10.ML.2.1, 9-10.ML.2.2, 11-12.ML.2.1, 11-12.ML.2.2

Language Arts Arts-Common Core 2010

CCR Standards (K-5) are woven into activities: Literature: Key Ideas and Details: 1, 2, 3, Craft and Structure: 4, 5, 6, Integration of Knowledge and Ideas: 7, 8, 9, Range of Reading and Level of Text Complexity: 10, Writing: Text Types and Purposes: 1, 2, 3, Production and Distribution of Writing: 4, 5, 6, Research to Build and Present Knowledge: 7, 8, 9, Range of Writing: 9, Speaking and

Listening: Comprehension and Collaboration 1, 2, 3, Presentation of Knowledge and Ideas 4, 5, 6, Language: Conventions of Standard English 1, 2 Knowledge of Language 3, Vocabulary Acquisition and Use 4, 5, 6

Math: Standards 2016

Grades k-12 Problem Solving All Grade levels, Geometry, PS.1-PS.8; G.LP.1-P.LP.5, 7GM.1-7GM.7, G.T.1-G.T.11, G.QP.1-G.QP.5, G.Cl.1-G.Cl.7, G.TR.1&G.TR.2, G.TS.1-G.TS.9, Operations and Algebraic Thinking All Grades levels, PS.1-PS.8, 6.Af.1-6.Af.10, 7.AF.1-7.AF.9, AI.RNE.1-AIRNE.7, AI.F.1-AI.F.4, AI.L.1-AI.L.11, Number Sense 5.NS.1-5NS.6, 6.NS.1-6.NS.10, 7.NS.1-7.NS.3, Measurements and Data All Grades Levels PS.1-PS.8

Science-Standards 2016

Nature of Science and Technology—The Scientific Enterprise: 2016 the Standards for 4th Grade are: SEPS.1-SEPS.8, 4.PS.1, 4.ESS.1, 4.LS.1, 3-5.E.1-3-5.E.3, 2016 the Standards for 5th Grade are: SEPS.1-SEPS.8, 5.PS.1, 5.ESS.1, 5.LS.1, 3-5.E.1-3-5.E.3, 2016 the Standards for 6th Grade are: SEPS.1-SEPS.8, 6-8.LST.1.1, 6-8.LST.1.1- 6-8LST.1.2, 6-8.LST.2.1-6-8E.1-E.4



- [English/Language Arts \(2014\)](#)
- [Mathematics \(2014\)](#)
- [Science & Computer Science \(2016\) \(2010\)](#)
- [Social Studies \(2014\)](#)

[Standards in Your State](#)



[English Language Arts Standards | Common Core](#)
[Mathematics Standards | Common Core State](#)

BACKGROUND INFORMATION: BEGINNING THE JOURNEY

From the first engrossing image presented in “The Historic Journey: Yes We Can” DVD, students can view Barack Obama’s seemingly improbable and impossible journey to the highest public office in the United States. Through the images of courage, conviction, perseverance and ultimate sacrifices of individuals past and present, “An incredible journey of epic proportions unfolds”. Viewers are able to experience the power of belief and the “audacity of hope” that President Obama wrote about in his book of the same title.

The images in the DVD are set to the words and music of the gospel song, “Never Would Have Made It.” This combination of music and visual images showcases the close connection between the African-American experience and the music of its culture, which often tells a story of struggle, reveals the mood of its people and celebrates their current conditions in the nation. The words to the song provide a background for images that move from the continent of Africa during the slave-trade era to the modern Civil Rights Movement to the election of President Barack Obama as the 44th President of the United States of America and winner of the 2009 Nobel Peace Prize. The video ignites the inexpressible gratitude and hope felt by a people who did not expect to see this day in history come so soon.

Doubtless, students know more than most adults imagine they do about the campaign, election and the time the President spent in office since his inauguration. The video looks beyond the political ideology of Republican, Democratic or Independent principles and platforms that students and their parents may share. It also opens a window of opportunity to feel the overwhelming sense of joy that breaks forth when a people receive a measure of vindication from past injustices; it captures the strength that breaks forth when others join in the celebration because these wrongs are somehow being addressed. This DVD also provides a platform for students and teachers to begin a common dialogue about the ideas and principles on which the nation is founded, one being, “... all men are created equal.”

This introductory lesson offers the option to review and use ideas that other young people and teachers have generated after viewing the DVD. It also presents an opportunity for students who view the video for the first time to brainstorm their own ideas about what they could do to extend their own learning as a result of seeing the DVD. Some of those ideas may be completed individually; others may require small group work or full class participation.

No matter what options students select as extension activities after seeing the DVD, each allows them to relive an historic moment in history. Barack Obama’s election marks a time when Americans can address with pride how so many Americans from diverse backgrounds experienced a movement that swept the nation. The African-American journey has not come to an end because there is an African-American in the White House. By remembering past wrongs, discrimination and injustices, and remembering those who fought to make a difference, we can begin to fulfill our nation’s future goals and dreams by believing, “Yes We Can.”

NOTE: At the end of this lesson, there are three resources to use with the DVD with optional extension activities. They are titled:

1. Student-generated ideas for use with the DVD
2. Cross-curricular activities across subject areas
3. Four other lesson ideas to use with students
4. Cross-Curricular Extension activities—grades K-3

ADDITIONAL LESSONS:

This first lesson was modified and served as a pilot project for teachers, schools, districts and community groups to begin using this material. Other lessons in the Teacher’s Guide cover more specific topics presented in the DVD related to African-American history, heritage and the 2008 election. These lessons will provide background knowledge and activities that match academic standards and lead to a greater awareness of the African-American experience in America’s history and its connection to President Obama’s historic journey.

KEY QUESTIONS:

1. Why was this election so special?
2. What hindered an African-American from becoming elected president of the United States before 2008?

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3. What major milestones in America's history led to President Obama being elected?
4. Since the election is over, is it important to still consider the uniqueness of President Obama's election? Why or why not?
5. Do I really need to know about the past? Why or why not? What impact does the past have on the future?
6. What is the message the DVD's creator was trying to portray? Do you agree with it? Why or why not?

VOCABULARY:

historic, hope, epic, journey, courage, conviction, sacrifice, perseverance, ideology, vindication, audacity, cynicism, creed

INSTRUCTIONAL MATERIALS:

1. DVD of "The Historic Journey: Yes We Can"
2. DVD player
3. Student Journals or prewriting paper to help students focus on the lesson
4. Pencils/pens/markers
5. Chart paper/Overhead Projector
6. Lists of Student-Generated Ideas (*one per group*)
7. Information selected from the Cross-Curricular lessons as needed

DIFFERENTIATION AND/OR

MODIFICATIONS:

1. Students will work in pairs or small groups on activities.
2. Students will self-select activities that capture their interests.

ACTIVITY: FINDING THEMES WITHIN "THE HISTORIC JOURNEY: YES WE CAN"

METHOD OF DELIVERY—Student-generated writings, showing DVD and holding discussions.

PROCEDURE:

The teacher will:

1. View the video prior to class and note ideas or images that the students may not be familiar with. You may want to pause at intervals and list topics you want to cover during the discussion.
2. Plan to keep the pace of the lesson quick-moving and provide a way to hear from as many students as possible during the discussion.
3. Prepare a pre-viewing writing activity that introduces the lesson, such as having the

students write what they know about President Obama's election.

4. Introduce the DVD by asking the students to look for and write down anything that they see repeated several times in different ways in the video.
5. Ask students to remember things that they may have questions about as they watch the video. (*You may want to write: What recurring themes appear in the video?*)
6. Show "The Historic Journey: Yes We Can." DVD.
7. Provide a chart/overhead so students' reflections can be written.
8. Be ready to answer questions about the video and ask probing questions that help students identify recurring themes.
9. Write the vocabulary word list on the board or on a chart.
10. Have students share what they know about each word in connection to what was viewed in the DVD.
11. Allow time for students to write a reflective paragraph.
12. Allow time for students to share.
13. Bring closure to the lesson and tell what objectives were addressed for the lesson.
14. Introduce students to the extension activities from which they can choose additional projects that relate to the DVD.
15. End the class with the following quote by Barack Obama:

"And where we are met with cynicism and doubts and those who tell us that we can't, we will respond with that timeless creed that sums up the spirit of a people: Yes we can."

The students will:

1. Do a pre-viewing writing activity to focus attention on the topic.
2. Have journals or paper and pens or pencils available to use.
3. View the DVD.
4. Record themes or patterns that recurred in the DVD.
5. Discuss what they saw and how they felt when they watched the video.
6. Ask questions about events that they did not understand.
7. Work with a partner to generate a list of the themes they saw repeated in the video.

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8. Share in the whole class discussion.
9. Review vocabulary words.
10. Write a reflective paragraph on the video.
11. Share their thoughts about what they wrote.
12. Choose extension activities that interest them for additional follow-up to the lesson.

DIRECTIONS:

1. Tell students the objective of the class session and what standards will be addressed while working on this lesson and extended activities related to the DVD.
2. Have students complete a two-minute pre-writing activity.
3. Ask students to, independently, (*2 minutes*) use their notebooks or journals to list 4-10 things (*depending on the grade level*) they already know about the presidential election of Barack Obama and why people around the world were so interested in the election. They can also list their impression about how the world is still reacting. These things could be negative or positive.
4. Match students with partners.
5. Allow students to share their lists with their partner. (*2 minutes–1 minute each*)
6. Instruct students to take brief notes on the DVD as they watch it.
7. Remind them to analyze themes, ideas or events that keep recurring or happening over and over in the video.
8. View "The Historic Journey: Yes We Can" DVD.
9. Have students discuss with their partner the things they noticed from the video. Each person should take one minute to share his/her ideas without being interrupted. Then the process is reversed for one minute with the other person either talking or listening. (*2 minutes*)
10. Have partners report out to the class what they discussed. (*Time will vary.*)
11. Have students review the list of vocabulary words on a handout or written on the board and then tell how these words relate to the DVD.
12. Ask students to work with their partners to think of synonyms for each of the words. (*2 minutes*)
13. Provide time for students to share their answers. Examples include: (*historic-notable, hope-wish, epic-impressive, journey-trip, courage-bravery, conviction-passion, sacrifice-give up, perseverance-determination,*

ideology-belief, vindication-evidence, audacity-boldness, cynicism-skepticism, creed-belief)

14. Then ask students to think about why the video was created.
15. Have students respond to this question. "What message did the DVD communicate?"
16. Individually, have students write a short essay in their journal or as a written exercise to be handed in about:
 - 1.) Things they saw in the video.
 - 2.) Their impression of the video.
 - 3.) What they are feeling about the election now that it is over. (*5-10 minutes*)
17. Remind students to use the rubric guide from the state standards for their essay.
18. Ask if there are any volunteers who would like to share what they wrote.
19. To end the lesson, have students comment on the quote from Barack Obama. (*See follow-up section*)

FOLLOW-UP:

1. Allow a few students to answer reflection questions about the lesson. (*See below*)
2. Inform students that they will use student-generated ideas or lessons from the cross-curricular extension activities in the future to extend the lesson and to complete some activities that interest them.
3. Close out the lesson with the Obama quote and get feedback from the students on its meaning.

"And where we are met with cynicism and doubts and those who tell us that we can't, we will respond with that timeless creed that sums up the spirit of a people: Yes, we can."
 President Barack Obama, Election Night Speech, Nov. 4, 2008.

ASSESSMENT:

- Observe and note responses to discussion questions.
- Check journal entries or collect essays to score them for a grade.

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STUDENT REFLECTION AND DEBRIEFING QUESTIONS:

Students will answer the following questions:

1. What was the main point of the lesson?
2. What did I learn today that was new information?
3. How did I feel about the images I saw on the video?
4. Was President Obama's election special to me? Why or why not?
5. Now that the celebration is over, what legacy do I think President Obama will leave?

TEACHER REFLECTION:

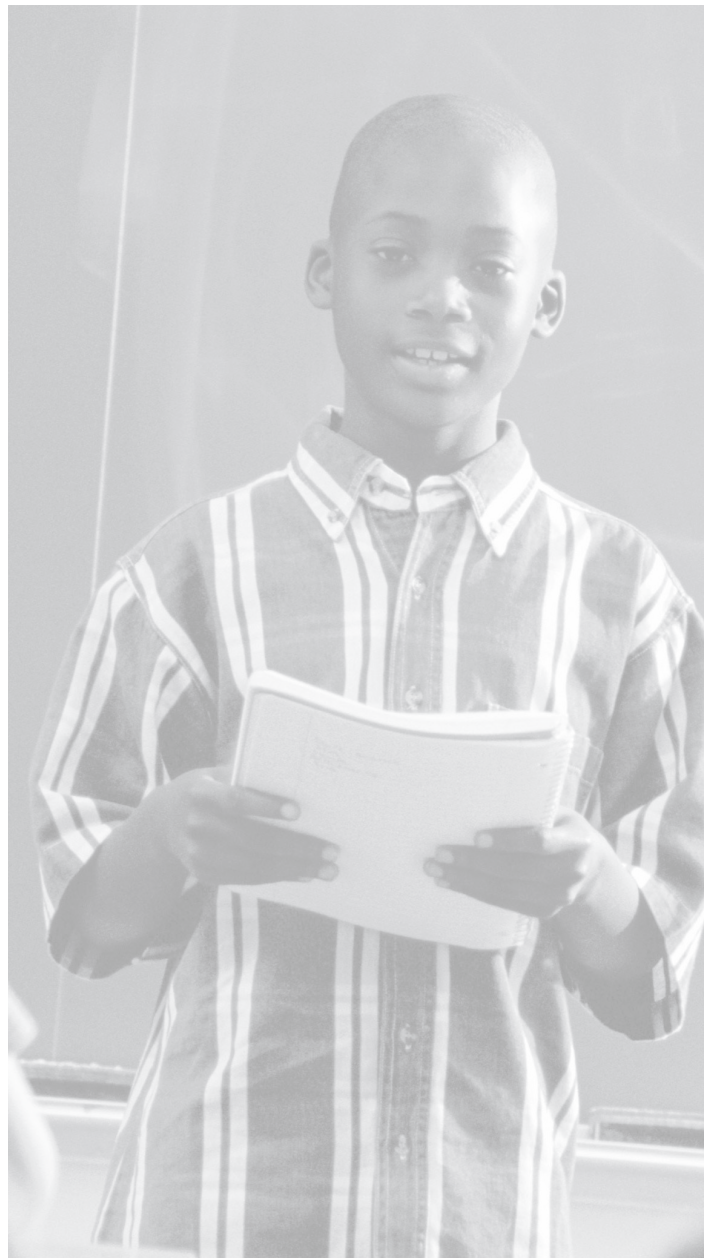
1. The students had the necessary materials to complete the lesson.
2. The students recognized a connection to the lesson topic and were able to see how it related to their lives.
3. The students satisfactorily met the lesson objectives when they completed the writing assignment, as measured by the related state standard.
4. Students have a clearer understanding about documenting historical events and the power images have in recapturing the past.
5. The lesson was paced to provide time for students to complete a self-reflective assessment activity and share their ideas about their understandings related to the topic.

EXTENSION LESSONS:

WELL CLASS, WHAT DO YOU THINK?

1. Have students work in teams of 3-4 people and generate a group list of activities they could do after having seen "The Historic Journey: Yes We Can."
2. Have the class come back together and let each group share its ideas.
3. Create a combined class list.
4. Afterward, share the list on the following page of ideas that was generated by another group of students.
5. Have students look over their list and then look over the other student-generated list and compare the similarities and differences.
6. Allow students to choose one of the ideas as a special project.
7. Provide time or directions on when the activity could be completed.

8. The projects could be done as a whole class or some could be done as individual projects. (*Teacher discretion*)
9. Have students share their final project with the class.
10. Students may work independently, with a partner or in a small group.
11. In addition, look at the list of Cross-Curricular Extension Activities suggested by teachers after using the DVD.
12. Also find the suggested activities targeted specifically for Grades K-3.
13. A teacher or other adult community worker can implement these ideas with students in different types of learning environments.



STUDENT GENERATED IDEAS FOR USE WITH THE DVD

After viewing "The Historic Journey: Yes We Can," students suggested a list of activities they would like to see accompany the video, either through pre-or post-activities.

1. Write a biography, create a poster, or write an essay about somebody in the DVD.
2. Create skits related to the DVD.
3. Write a poem, song or make their own video of how they felt about President Obama being elected or about their feelings after the video.
4. Create PSAs—to show the struggles of African-Americans and other groups and show how they need to make sure they don't go through this again.
5. Complete projects about their ethnic group: Include accomplishments made and what they had to overcome.
6. Research why people in other countries cared about this election.
7. Research a leader in their community.
8. Open class discussion about the video.
9. Make a journal entry about their feelings after viewing the video.
10. Include more Black history throughout the year such as the Civil Rights Movement. Have people come in and discuss their personal experiences.
11. Write a comparison piece about the similarities and differences between Dr. Martin Luther King Jr. and President Obama's speeches in the video.
12. Discuss the struggles African-Americans have gone through prior to President Obama being elected, relate them to the freedoms that many minority groups have today.
13. Create a timeline of important events that have led to President Obama being elected.
14. Create a KWL chart—to focus on what they know, want to know, and learned (*pre- and post-movie watching*).
15. Stop at various points in the video and explain important points.
16. Complete projects about significant people who helped pave the way for positive change in our country.
17. Complete project on current events: Consider how far African-Americans have progressed and areas that still need improvement.
18. Ask students how they felt when President Obama was elected.
19. Create a lesson to discuss why it is relevant that he is the first African-American President.
20. Complete a Venn Diagram comparing President Obama and Dr. MLK Jr.
21. Look at contrasting views on President Obama being elected: Why are some elated and others not?
22. Create a bingo game to help students understand and learn about African-Americans and other individuals that have paved the way for our freedom.
23. Complete "Walk in President Obama's Shoes" Project. Students could write a narrative from their viewpoint about what it would be like to be President Obama and how they would react to various issues he faces.
24. Create a PowerPoint about the struggles African-Americans have had, how they have overcome them, and the struggles that are left to conquer today.
25. Create flash cards over history and culture.
26. Write an essay on how Dr. MLK Jr.'s dream/speech has changed our nation.
27. With the idea that people all over the world seemed to care about this election, create an activity to show that skin color doesn't matter when it involves equal opportunities.

CROSS-CURRICULAR ACTIVITIES TO USE WITH THE DVD

NOTE: The following list provides activities that teachers or youth workers can use with "The Historic Journey: Yes We Can" DVD. These ideas can be used in a school setting or community program to help instructors plan engaging projects, special events and student-generated displays that extend the learning experience for students who view the DVD.

ART ACTIVITIES:

Students will prepare a picture collage of noted African-Americans and historical background pictures featured in the video. A picture of President Obama should be the focal point of the collage.

Graphic artists use devices such as maps, time lines, charts, various graphics and pictures to summarize and clarify information. In small groups, have students work together to design and create examples using these and other pictorial devices to help summarize what they saw in the video. Have students share their work.

MUSIC AND DRAMA ACTIVITIES:

Use the words to the song, "Never Could Have Made It," written by Marvin Sapp, and discuss why this song may have been chosen for the DVD (the words can be found at the end of the last unit of this packet). Marvin Sapp was recording an album and he had decided not to include this song on the album. His wife however, encouraged him to include it and he followed her advice without realizing that this particular song would become one of the best-known songs on the album. Like Sapp, few people believed Barack Obama had a chance to become President, but he never gave up and he realized there were others there to help him.

Have the children discuss a time when they followed someone else's advice and it turned out well. Have them list five people who have influenced their lives and encouraged them. Let them share their list with a partner or small group of students and tell about one of the instances and why it was so important to them. Think about other songs written about someone who inspired others or songs that show that other people are supporting them and seeing potential inside of them they may not know is there. Such motivational songs include, "We Are the World," "When You Believe," "One Shining

Moment" "I Believe I Can Fly," "Never Give Up" and "Anything". Have students uncover the words to these songs and write a skit about someone who had to overcome a problem and eventually succeeded. Let them play a motivational song that they choose at the beginning and ending of their skit.

Invite local artist in your geographic area to come to your class/school and perform. Examples include: local African drummers, character actors, or a Griot (Gree-oh) – a storyteller. (The storyteller would narrate, in story form, the highlighted features presented in the "Yes We Can" video. The story will focus on the atrocities of slavery, why they existed, the Civil Rights Movement, Dr. Martin Luther King's accomplishments, and the election of Barack Obama as President of the highest office in the United States of America).

PHYSICAL EDUCATION ACTIVITIES:

Invite a local African-American dance troop or ensemble from your area to your class/school. The performers present, through movement and selected routines, the story from hardship to jubilation for African-Americans. Ending the performance, the dancers sing an energetic chant using "Yes We Can" to phrases that have been told over the years that African-Americans could never do. The chant ends with the phrase: "We can even be President of the United States, Yes We Can"!

ENGLISH/LANGUAGE ARTS ACTIVITIES:

Have students create a booklet about the DVD. Give each student three sheets of paper and instruct them to fold them in half. Then use two staples on the seam of the paper to hold the booklet together. Allow students to make a booklet entitled "The Historic Journey" with pictures and sentences that show 10 of the main ideas that they learned from the DVD. Use one page of the booklet for each idea. Be sure to have students place sentences at the bottom of each page to explain the main ideas they are representing.

Find the news article written by Jodi Kantor, and posted in the New York Times Learning Network section. The article, entitled "Nation's Many Faces in Extended First Family," helps readers discover how President Obama's family mirrors the changing diversity of America. Have students read the article,

continued on next page

take notes from it and uncover more about President Obama's extended family. Have students make a family tree showing the people mentioned in the article that are in President Obama's family. Include the countries where they live or have lived.

REFERENCE:

<http://www.nytimes.com/learning/teachersfeaturedarticles/20090126monday.html>

In addition, have students research their own genealogy and create a family tree. The emphasis is to support students as they begin to understand their heritage and how their ancestors helped pave the way for them today. They will develop a better understanding of how they have walked in someone's footsteps to achieve their goals. Remind students, "It takes every ancestor you have had to be you. If any one of them had been omitted, you would not be you."

REFERENCE:

President Obama's Genealogy found on a Chicago Sun Times link:

http://www.suntimes.com/images/cds/special/family_tree.html

MATH ACTIVITIES:

Longitude and Latitude Activity—Triangular Slave Trade Route

Students can use map exploration to locate major areas in Africa where slave trades took place from 1440-1861. Provide students with a map that outlines Africa and its nations. Have students locate ports of departure from which African men, women and children were taken away from Africa on slave ships. Also have students identify several stops on the Triangular Slave Trade routes. Students can work in groups to calculate the latitude and longitude of the locations and write down the appropriate coordinates.

FIND MY PLACE-PARTNER EXCHANGE

Students can research the birthplace of several famous African-Americans mentioned in the DVD. Using maps, globes or Internet searches, students can identify the latitude and longitude of their birthplace. Have students plot measurements related to the people and places they chose and record an event connected with them. Here's how they could do this using two sheets—one as a worksheet and one to give to their classmate.

1. Either prepare two sheets ahead of time, or allow students to prepare their own two charts.

Have students use two sheets of paper to draw two charts. The charts will have four columns and eight rows.

2. On the board or a chart, write this list: Barack Obama, Michelle Obama, Nat Turner, Sojourner Truth, Harriet Tubman, Fredrick Douglass, Marcus Garvey, Ida B. Wells, Emmett Till, Malcolm X, Rosa Parks, Dr. Martin Luther King Jr., The Selma March, The March on Washington, Oprah Winfrey, Sidney Poitier, African captives, African-American winners of the Nobel Peace Prize. Then draw a line to divide the list into three groups.
3. On one sheet have students choose six events or people listed from above.
4. Use the first sheet as a worksheet for the students to create their lists. Have them draw four columns with eight rows. On the first row, have them write their name and the words: My Worksheet. On the second row, in the first box, have them to write: "My Choices". In the next column, let them write: "A Place Connected" (to this person or event). In the third column, let them write: "What happened here?" In the last column, write: "Latitude and Longitude."
5. Now, have students record their names or events (My Choices) in the first column. They will need reference materials to research these people and events.
6. Then let them find places on the map associated with those people or events and write that information in the second column (A Place Connected). It could be a birthplace, a place where they lived or worked or where an event happened. Let them write the place by the person or event.

Sample:

Worksheet Title: My Worksheet

| Names | City, County or State, Event, | Situation | Map Skills |
|--------------|-------------------------------|---------------------|-----------------------------|
| My Choices | A Place Connected | What Happened Here? | Latitude; longitude |
| Barack Obama | Chicago | Election Day Speech | 41° 51' 0" N / 87° 39' 0" W |

7. In the third column, let them write something connected to the person or event that happened in the place. (*What Happened Here?*)
8. In the last column write the "Latitude and

continued on next page

Longitude" where they found the places they listed. Check to see if the students have the correct information listed and have gotten everything filled in.

- Now have the students create a new worksheet with almost the same headings. Make four columns and eight rows. On the first row write "Your Worksheet from _____." (students add their name.) On the second line in the four boxes, write: My Choice, A Place Connected, What Happened Here? and the Longitude and Latitude. *but...* this time leave two columns blank – the first and second ones – My Choice

- Addition and subtraction problems about approximately how old President Obama was during certain stages or events in his life
- Problems (3-5) about the approximate time differences in years between various events that occurred in his life
- **NOTE:** Remember, the years will be approximate unless we know the months each event occurred. Why is that? Have students share. (*Depending on the month, the actual age may vary by a year or less.*)

REFERENCE:

<http://www.biography.com/articles/Barack-Obama-12782369?part=0>

SOCIAL STUDIES ACTIVITIES:

Research the life of Barack Obama. Identify key events in his life that helped prepare him for the role of President. Create a timeline of his life and/or write an essay on how events in his early life and young adulthood prepared him to be the first African-American President of the United States of America. Include his life of public service and the ways he accepted and promoted the ideas of civic responsibility.

Arrange for students to take a tour of an African-American Museum, such as the Crispus Attucks Museum, located in Indianapolis on the grounds of the Crispus Attucks Medical Magnet High School. This museum showcases the history of the African and African-American experience unique to Indianapolis, and how that history is also connected to events throughout the United States and Africa. Check around your city to see African-American attractions. Museums have documented accounts of history that make written material more accessible to students.

SCIENCE ACTIVITIES:

Research the types of foods and other vegetation that have been exported from Africa and are now staples in the United States. Create a chart showing food items that have been exported from Africa to the United States. Students can share foods they have researched. For an example see: Jessica B. Harris, "Same Boat, Different Ships: An African Atlantic Culinary Journey," in *African Roots/American Cultures: Africa in the Creation of the Americas*, ed. Sheila S. Walker (Lanham, MD: Rowman and Littlefield Publishers, 2001), pp.169-182.

Sample:

Worksheet Title: *Your Worksheet from*

| Names | City, County or State, Event, | Situation | Map Skills |
|------------|-------------------------------|---------------------|-----------------------------|
| My Choices | A Place Connected | What Happened Here? | Latitude; longitude |
| | | Election Day Speech | 41° 51' 0" N / 87° 39' 0" W |

and A Place Connected. Fill in information from My Worksheet for the third and fourth columns – What Happened Here? and the Longitude and Latitude columns. Now have the students exchange their papers so that their partners can fill the first and second columns. Fill in the second column first; this will give the place. Then choose the person or event; this will go in the first column. Have students check with each other to see how close each partner got to the place and name that was listed with each coordinate.

MATH ACTIVITIES-FIGURE IT OUT

Teachers should copy the informational passage below about President Obama and have students read this date-filled story about his life.

There are several things they can do with the information.

1. Have students create a timeline about his life.
2. Make a timeline of Malia or Sasha's life and tell what their dad was doing at different periods of their lives along the timeline.
3. Have students create and share math problems for a friend about President Obama. Then take turns sharing each other's work to see if they can solve them. The problems could be:

COPY AND DISTRIBUTE:



President Obama was born August 4, 1961 in Hawaii, the 50th state added to the United States of America. His father was a native of Kenya and his mother was an American citizen, born in Kansas. In 1967 he moved to Jakarta, Indonesia. He graduated from high school with honors in Hawaii in 1979. He graduated from Columbia University in New York City in 1983.

He moved to Chicago to work there in 1985. He entered law school in 1988 and became the first African-American editor of the *Harvard Law Review* in February of 1990. He graduated magna cum laude (*with highest honors*) from Harvard Law School in 1991.

After returning to Chicago, he married Michelle Robinson, a successful lawyer, on October 3, 1992, and he worked as a community organizer in the city. He has two daughters. Malia, his oldest daughter, was born July 4, 1998 and Sasha, nickname for Natasha, was born August 10, 2001. Obama has

written two books. The first one, "Dreams from My Father: A Story of Race and Inheritance," was published in 1995; and the second one, "The Audacity of Hope," was published in 2006.

In 1996 he was elected to the Illinois State Senate. In 2000, Obama made an unsuccessful run for a seat in the U. S. House of Representatives. In November of 2004, after running for office in the U. S. Senate, he became the third African-American in the country's history to become a U.S. Senator.

In February of 2006, he announced his candidacy for President of the United States. He campaigned and won enough votes to be selected as the nominee for the Democratic Party on June 3, 2008. On November 4, 2008, he won the election to become the President of the United States. Then, on January 20, 2009, he took the oath of office and became the President of the United States of America.

LOOKING AT CAREERS:

President Obama is very interested in students being successful in both science and math. His program is called the STEM initiative. STEM stands for Science, Technology, Engineering and Math. Some Africans who came to the United States knew how to use herbs and roots to cure people of various illnesses. Have students research the use of herbs and roots as remedies for sickness and disease. How do people use alternative natural medicines today? Should people use these natural remedies or should they rely on drugs created by modern medicine? What do you think? How much money do drug companies make each year? How much money do people spend on natural remedies or alternative medicine? What jobs in science and math are connected to making medications and alternative medicines? Make a display showing what you find related to this topic.

Find the names of African-Americans who have excelled in these areas. Have students work in 4 teams. Each team can take one area of the STEM initiative (*Science, Technology, Engineering and Mathematics*) and create a display with reports about people from each area.

REFERENCE:

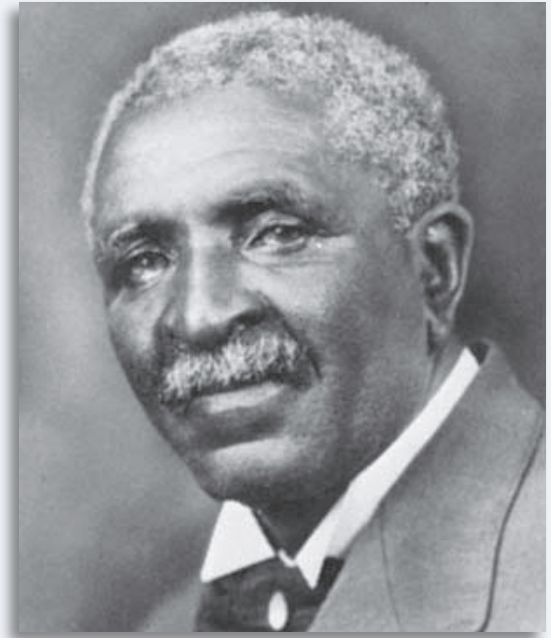
<http://blog.ostp.gov/2009/11/23/president-announces-educate-to-innovate-initiative-today-at-white-house/>

EXTENSION LESSON-GRADES KG-3

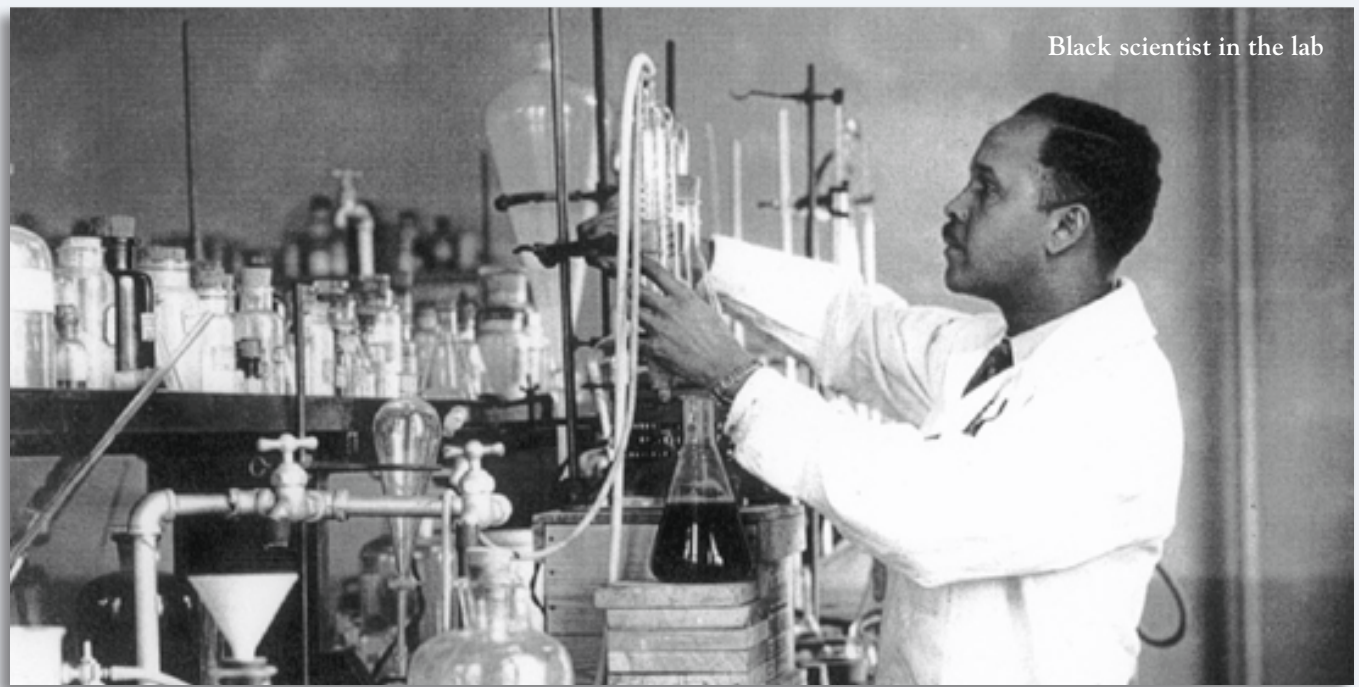
After teachers use activities in the Overview Lesson, they can use other parts of the document throughout the year. The activities listed on page 25 provide some ways to modify additional lessons found in the document.



Dr. Charles Drew, *Scientist and Researcher*
Pioneer of Blood Plasma Bank



Dr. George Washington Carver, *Scientist*



CROSS-CURRICULAR EXTENSION ACTIVITIES-GRADE KG-3

PRE- READING ACTIVITIES (GRADES KG -3)

Choose one or two books about President Barack Obama. Then choose 5-10 vocabulary words from the book(s) to write on the board or chart paper to discuss with students. Discuss character traits of a good leader and make connections with what students learned about President Barack Obama in the stories that were read.

Read grade-appropriate books to students about the election of Barack Obama as the 44th President of the United States.

- "Yes We Can! A Salute to Children," from *President Obama's Victory Speech* Author, Barack Obama
- "Our 44th President, Barack Obama," a coloring and activity book, compliments of the Family Foundation Center
- *Step into Reading: "Barack Obama Out of Many One"* Author, Shana Corey
- "Meet President Barack Obama," Author, Laine Falk (Scholastic News Nonfiction Readers)
- "Obama's Pajamas," Author, Jeff Nave
- "Barack Obama Our 44th President," Author, Beatrice Gormley
- "What's So Great About Barack Obama?" Author, Claire O'Neal
- "Barack Obama: Facts About the Presidents," Author, Joseph Nathan Kane
- "Barack Obama: Son of Promise, Child of Hope," Author, Nikki Grimes
- "Of Thee I Sing: A Letter to My Daughters," Barack Obama

KINDERGARTEN

Have students draw or color pictures of President Obama and write or dictate a sentence about what they learned about our 44th President from the stories that were read.

FIRST AND SECOND GRADE

Have students draw or color pictures of President Obama and write a report about what they learned about our 44th president from the stories. Write about the traits of a leader that Barack Obama needs to be a good president. Complete the KWHL Chart, What have you learned about President Obama?

REFERENCE:

Enchanted Learning

www.enchantedlearning.com/history/us/pres/obama

FIRST, SECOND AND THIRD GRADE

Start a KWHL chart with students and discuss what they already know and would like to learn about President Barack Obama and the election. Choose vocabulary words from several of the books and write them on the board or chart paper to discuss with students. Be sure to include some character traits of a good leader. (KWHL CHART—What I Know, What I Want to Learn, What I Learned)

LANGUAGE ACTIVITIES:

Write an essay about the most important qualities a president, governor, mayor or principal should have and explain why. Make a list of character traits that are necessary for these jobs. Identify people in your class, home and community who demonstrate these traits. Create a medal for someone who you feel is, or will make a good leader.

Possible topics for essays/writing projects include:

- If I Were the President
- What Does the President Do?
- A Letter to the President
- A Biography of the President
- A Biography of Mrs. Obama
- Bo, The President's Dog
- If the President Came to My School

REFERENCE:

Enchanted Learning

www.enchantedlearning.com/history/us/pres/obama

ART:

Make a collage using pictures of the people in the video and include Barack Obama as the central person in the collage. Teachers will need to gather pictures for students. Teachers can use pictures from reproducible materials or magazines. Students could also draw images. Additional pictures are available in this Teacher's Curriculum Guide and can be reproduced for this project.

Make a book about the President and the White House and the people who live and work there.

continued on next page



Have children bring in a shoebox to make a "Hope Box." Allow children to decorate the shoebox with patriotic colors. Somewhere on the box have children put the words, "I am America's Hope." When the box is finished, allow the children to keep the boxes at school or tell them to keep the box in a special place. They should begin collecting poems, wise sayings, pictures of people who have jobs they admire, newspaper or magazine articles about people who help others, along with index cards where they periodically record their hopes and dreams for the future. At the end of the year, let students share what they've saved. This idea is adapted from the lesson plan for "Child of Promise, Son of Hope" by Nikki Grimes.

MUSIC AND DRAMA

Students can listen to and learn parts of the song "Never Could Have Made It" and draw pictures or write about people in their lives who have helped them or who have modeled positive behavior.

Students can write, memorize or recite poems and create songs that they sing about President Obama and other presidents for a Presidents Day program.

ENGLISH/LANGUAGE ARTS

Students can use a large sheet of paper and fold it in half. On one side, they can create a family tree of the Obama family members who live in the White House. Next to that family tree, students can create a family tree that includes the people who live in their household. Students may also include grandparents, aunts, uncles and cousins whom they know. Then have children write an essay about the importance of family members working together to help others succeed in life.

MATH

The class could create a "Big Timeline" of President Obama's life. Students can create a timeline of their own lives using photographs or pictures they draw of themselves from birth to the present. Students will need to put their age under each picture and write a sentence about something they remember about that time in their lives.

SCIENCE AND MATH

President Obama wants more students to think about becoming scientists and mathematicians. He thinks that many children will be working in these jobs when they grow up. Have students name jobs that will require good math and science skills. Keep a list of jobs posted throughout the year and add to the list as discussions occur that are related to math and science careers.

An Internet site was developed to help children practice their math skills. MathDaily Obama Math Challenge is designed to let children see what types of problems children in Singapore are working on each day. It could be an interesting place for students to strengthen their math skills.

REFERENCE:

MathDaily Obama Math Challenge

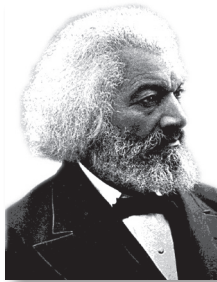
<http://www.mathdaily.com/games>

FOUR IDEAS WITH STUDENTS

This list of ideas of activities can be used with the video as either pre-or post-activities:

LESSON IDEA 1: "African-Americans Who Have Paved the Way"

- First, gather a list of famous African-Americans who were mentioned or whose names were shown in the video. See General Timeline of Events Covered in The DVD.
- Next, have students select the name of one person and complete a poster, PowerPoint, poem, etc. about that person.
- The completed project must provide background information about the person, including what he/she did that was significant to African-American history and why the person's contributions are still relevant for contemporary Americans. Finally, students will present their final projects to the class.



LESSON IDEA 2: "The Civil Rights Movement"

- Once students have finished their "African-Americans Who Have Paved the Way" project, attention should shift to those individuals who were fighting for rights during the Civil Rights Movement.
- Class activities would focus on what the movement was about:
 - o Why was the movement needed?
 - o Why did some people choose not to *participate*?
 - o What was it like to live during that time (*not being able to use public facilities, or use other accommodations that were afforded to others*)?
- Have a couple of speakers come in and discuss their experiences of living during the Civil Rights Movement; speakers should be from varying age groups and ethnicities (*adult, teenager, kid during the Movement*) so that students can get differing perspectives.



- Let the students use journals to write a short journal entry about what type of person they think they would have been during the movement (advocate, radical, assimilationist, non-participatory) and why. Finally, discuss how the Civil Rights Movement led to other movements in the United States.

LESSON IDEA 3: "Yes We Can" Video Activities

- After the students have completed all of the pre-activities, show the video. By doing this, the students should have a better understanding of why the video is so important, especially for those who lived during the Movement.
- Lead a discussion on the video:
 - o How did the video relate to our previous lessons?
 - o What did they think of the video?
 - o Why is the song "Never Would Have Made It" a good choice for this video?
 - o What is significant about this song?
 - o Why were people in other countries cheering when President Obama won the presidency? Why do they care, etc?



LESSON IDEA 4: "How far have we come? Where do we go from here?"

- After watching the video and discussing it, students will write an essay on how far our nation has come on addressing issues related to the Civil Rights Movement and then address where we need to go from here.
- Students will be expected to use ideas from our previous lessons to help guide their essay ideas. Students will need to present their ideas and support them with evidence. Their ideas should be fully developed and thoroughly explained.
- Students will end their essays by explaining what role they will play in the future of our country.

STUDENT ACTIVITY SHEET I

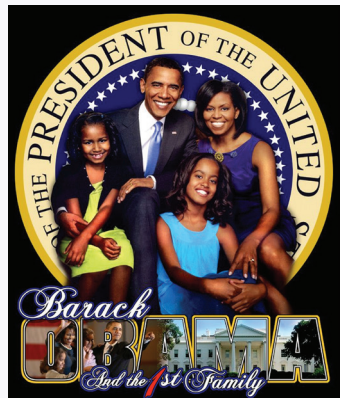
LESSON I-OVERVIEW-BEGINNING THE JOURNEY

NAME _____ DATE _____

DIRECTIONS:

Use information from the reading below about President Barack Obama. Create and solve math problems using the dates within the passage. Then take turns solving each other's problems. The problems could be either:

- Addition and subtraction problems about approximately how old President Obama was when various things happened in his life
- Problems about the approximate time differences in years between various events that occurred in his life



President Obama was born August 4, 1961 in Hawaii, the 50th state added to the United States of America. His father was a native of Kenya and his mother was an American citizen, born in Kansas. In 1967 he moved to Jakarta, Indonesia. He graduated from high school with honors in Hawaii in 1979. He graduated from

Columbia University in New York City in 1983. He moved to Chicago to work there in 1985. He entered law school in 1988 and became the first African American editor of the Harvard Law Review in February of 1990. He graduated magna cum laude (*with highest honors*) from Harvard Law School in 1991.

After returning to Chicago, he married Michelle Robinson, a successful lawyer, on October 3, 1992 and he worked as a community organizer in the city. He has two daughters. Malia, his oldest daughter, was born July 4, 1998 and Sasha, nickname for Natasha, was born August 10, 2001. Obama has written two books. The first one, "Dreams from My Father: A Story of Race and Inheritance," was published in 1995;

and the second one, "The Audacity of Hope," was published in 2006.

In 1996 he was elected to the Illinois State Senate. In 2000, Obama made an unsuccessful run for a seat in the U.S. House of Representatives. In November of 2004, after running for office in the U. S. Senate, he became the third African-American in the country's history to become a U.S. Senator.

In February of 2006, he announced his candidacy for President of the United States. He campaigned and won enough votes to be selected as the nominee for the Democratic Party on June 3, 2008. On November 4, 2008, he won the election to become the President of the United States. Then, on January 20, 2009, he took the oath of office and became the President of the United States of America.

Create 3 problems from the story. (Example: How long was the time between Barack Obama being elected to the State Senate in Illinois to the time when was elected President of the United States?) Answer: $2008 - 1996 = 12$ years

Question 1:

Answer:

Question 2:

Answer:

Question 3:

Answer: