

LESSON TITLE: Presidential line of Succession

SUBJECT AREA: History

GRADE LEVEL: 7th

Specify Objectives: By the end of the class that each student will be able to demonstrate their understanding of who is next in line to be President. In this case what would have to happen before the speaker of the House would become President?

Computer Functions: the Class will be given a web address to look up that discloses the presidential line of hierarchy.

Specify Problem: Students will be given a list of people in line for the presidency. They then will be ask to determine who is next in line to be president if something happens to the President and vice president. Also clarify if anyone has served as President due to the fact the President and vice President became incapacitated.

Data Manipulation: Word processing will be used to create a table and graph disclosing the order of succession based on the current administration. Students will be ask to present this information in the form of a table and graph.

Results Presentation: The final presentation will include each group of students summarizing the specify problem and displaying and explaining their table and graph.

Activities During Computer Use:

Students will work in groups of four.

Look at given web address and determine succession order.

Look at given web address of current administrations hierarchy.

Enter the data of current administration based on information of succession line.

Create table and graph using Word.

Proof read information on table and graph and when finished print.

Activities Before Computer Use:

Present the problem.

Divide class into groups of four.

Give the groups web site addresses to be used.

Give instructions on how to create graphs and tables in word.

Activities After Computer Use:

Have groups to decide who will be spokes person for the group in presenting information.

Have the group's leader to present their findings to the class.

Supporting Activities: Students will make a banner for the class room with current administrations line of succession.

Assessment: A rubric will be used to evaluate the students presentations, graphs and tables.

Did the students finish the required task?

Did the students achieve the task with the correct answer?

Were the students graphs and tables neatly and correctly done?

Were the students overall presentation equal to their grade level?

Oral Presentation Rubric : History Rubric

Teacher Name: _____

Student Name: _____

CATEGORY	3 Excellent	2 Satisfactory	1 Poor	Comments/Score
Time-Limit	Presentation is 5-6 minutes long.	Presentation is 3-4 minutes long.	Presentation is less than 3 minutes or more than 6 minutes long.	
Content	Shows a full understanding of the topic.	Shows a good understanding of the topic.	Does not seem to understand the topic very well.	
Comprehension	Student is able to accurately answer almost all questions posed by classmates about the topic.	Student is able to accurately answer most questions posed by classmates about the topic.	Student is unable to accurately answer questions posed by classmates about the topic.	

Speaks Clearly	Speaks clearly and distinctly all (100-95%) the time, and mispronounces no words.	Speaks clearly and distinctly most (94-85%) of the time. Mispronounces no more than one word.	Often mumbles or can not be understood OR mispronounces more than one word.	
Props	Student uses several props (could include costume) that show considerable work/creativity and which make the presentation better.	Student uses 1 prop which makes the presentation better.	The student uses no props OR the props chosen detract from the presentation.	
Collaboration with Peers	Always listens to, shares with, and supports the efforts of others in the group. Tries to keep people working well together.	Often listens to, shares with, and supports the efforts of others in the group but sometimes is not a good team member.	Rarely listens to, shares with, and supports the efforts of others in the group. Often is not a good team member.	
Score				