

Alabama Men's Hall of Fame

4th Grade Lesson Plans-Alabama History

William Rufus deVane King (1786-1853)

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Lesson Title: Alabama Men's Hall of Fame: William Rufus deVane King

Curriculum Area: Social Studies

Estimated Time: 60 minutes

Grade Level: 4

Standards: Alabama Course of Study for Language Arts

Alabama State Social Studies Standard recognizing Alabamians who have made significant contributions to society.

- William Rufus deVane King

Learning Objective(s):

Upon completion of this lesson, 4th grade students will examine the life of William Rufus deVane King and explain why his political accomplishments were important relative to Alabama history.

Evaluation of Learning Objective(s):

The teacher will evaluate the learning objectives using the rubric in Appendix E to assess the students' knowledge on the life of William Rufus deVane King on their flipchart with 80% accuracy.

Engagement:

Two students will participate in a dramatic reenactment of the vice-presidential oath of office. (The teacher will select two students randomly earlier in the day, ask them if they would like to help start class, and give them an opportunity to read over their scripts) The teacher will write "Havana, Cuba" and "March 24, 1853" on the board to

set the scene. One student will wear a name tag reading “Chief Justice of the Supreme Court”. The second student will wear a name tag reading “William Rufus deVane King”. They will read the script in Appendix A.

Learning Design Outline:

- Political Contributions
 - The teacher will thank the students and ask them to return to their seats. The class will then participate in a Grand Conversation to access prior knowledge and introduce William King as an important political figure in Alabama.
 - What event did your classmates recreate?
 - Have you seen an event similar to this one?
 - Who are the participants? What do you know about the participants?
 - Is there anything striking/unusual about the location of the event?
 - As the discussion winds down, the teacher will write key vocabulary terms on the board to facilitate further exploration. (senator, vice-president, inauguration, minister, constitution, oath of office, congressman, Defined in Appendix B) The teacher will project the flow-chart of the United States Government to briefly explain the structure of the U.S. Government and show where each of the vocabulary terms fit into the overall structure of the government. See Appendix C
 - The teacher will explain a time-line of William King’s political life using this terminology
 - Spent three consecutive terms as a congressman in the house of representatives
 - Helped to draft the Alabama State Constitution in 1819 when Alabama became a state
 - Minister to France in 1844
 - Senator in 1848
 - Minister to Russia in 1848
 - Vice President under Franklin Pierce in 1852
 - Sworn into office on foreign soil by special act of Congress
 - Passed away 6 weeks later at his home in Alabama
 - The teacher will then ask the students to discuss in small groups how his political accomplishments affected Alabama history.
- Personal Life
 - The teacher will project a map of the United States (http://education.nationalgeographic.com/education/mapping/outline-map/?map=USA&ar_a=1) on the board to point to the various locations she mentions
 - Born in North Carolina
 - Practiced law in North Carolina
 - Moved to Alabama and created a plantation named Chestnut Hill in Dallas County
 - Named the town Selma after a city in a favorite poem
 - He loved to travel and enjoyed being foreign minister to France and Russia
 - He visited Cuba late in life to improve a health condition with a warmer climate

- He died at his plantation in Alabama
- Interesting Facts
 - He is the only vice-president to be sworn into office on foreign soil (Cuba) by a special act of Congress
 - He is the only Alabamian to hold the office of vice-president and is therefore the Alabamian to have held the highest political office
- Independent Practice-Flipcharts
 - The teacher will then explain to the students that they will complete a flipchart of William King's Life, including aspects from his political life, personal life, and interesting facts; one category on each tab of the flipchart (Appendix D)

Assessment of Learning Objectives:

The teacher will assess prior knowledge through the Grand Conversation and monitor students' comprehension through classroom interaction. The teacher will assess completion of the learning objectives through a rubric of the students' flipcharts.

Resources:

- Inauguration Script (Appendix A)
- Signs or nametags for the actors
- Whiteboard
- Whiteboard markers
- Vocabulary words (Appendix B)
- United States map (http://education.nationalgeographic.com/education/mapping/outline-map/?map=USA&ar_a=1)
- Government Flow Chart (Appendix C)
- Flip Chart Template (Appendix D)
- Markers, crayons, or other writing utensils
- Rubric (Appendix E)
- Projector
- Elmo
- *The Everything Kids Presidents Book: Puzzles, Games and Trivia-for Hours of Presidential Fun* by Brian Thornton
(http://www.amazon.com/gp/reader/1598692623/ref=sr_1_1?p=random&ie=UTF8&qid=1357925210#reader_1598692623)

Plans for Individual Learners and Differentiation Strategies:

The teacher will closely monitor student understanding during the lectures and class discussions, calling on weaker students and slower learners to check their comprehension. The teacher will divide students into mixed-ability small groups to discuss the impact of King's life on Alabama. If necessary, the teacher can modify the rubric to make the flipchart assignment more accessible for slower learners. Faster learners can read about the presidency of Franklin Pierce, under who King served, (and other Presidents) in the book *The Everything Kids Presidents Book: Puzzles, Games and Trivia-for Hours of Presidential Fun*.

Reflection:

Appendix A

Inauguration of the Vice President of the United States

March 1853

Chief Justice of the Supreme Court:

I present the vice president-elect to the people of the United States of America to be sworn into office, this day, March 24, 1853.

William Rufus deVane King:

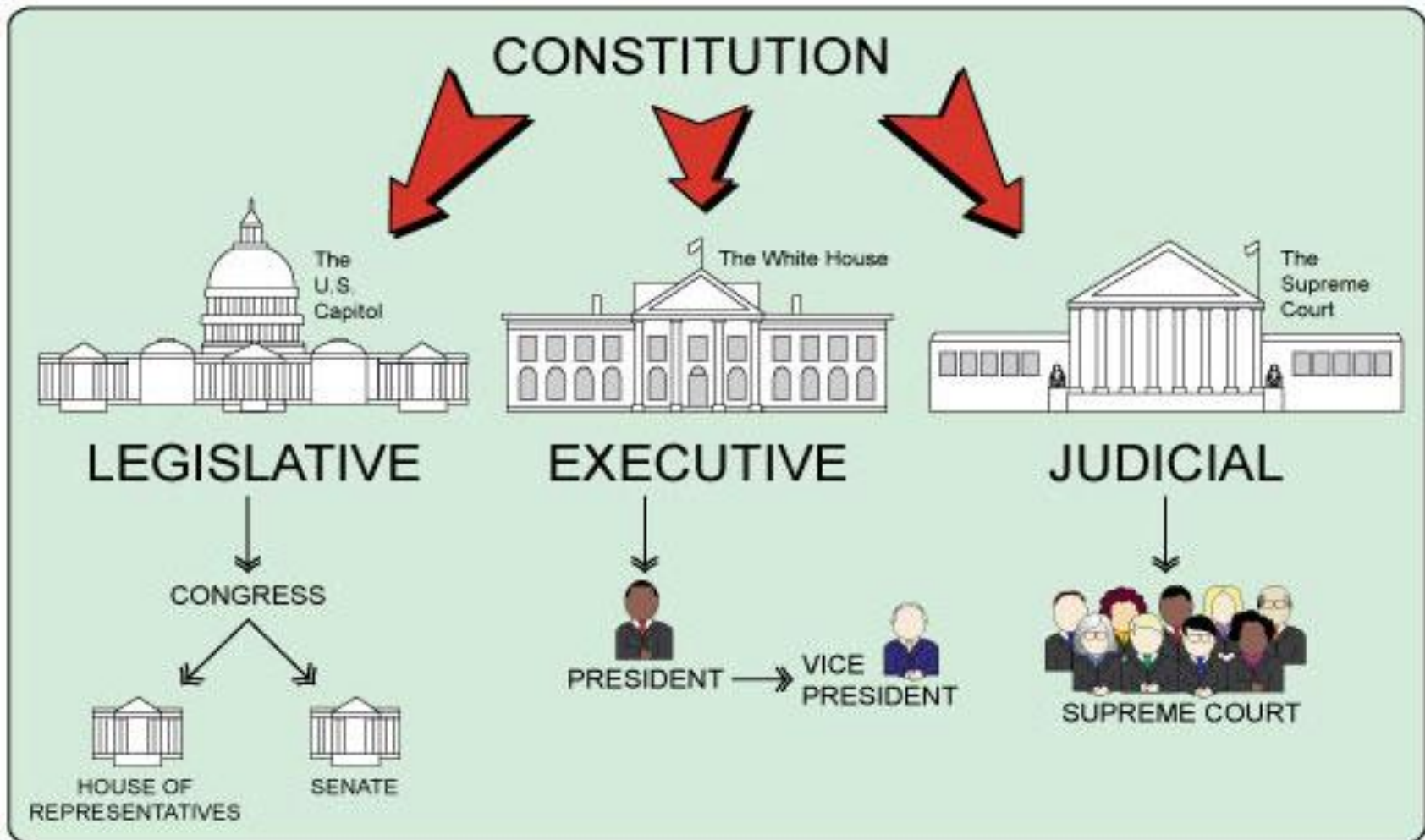
I do solemnly affirm that I will support and defend the Constitution of the United States against all enemies, foreign and domestic; that I will bear true faith and allegiance to the same; that I take this obligation freely, without any mental reservation or purpose of evasion; and that I will well and faithfully discharge the duties of the office on which I am about to enter: So help me God.

Appendix B

Key Vocabulary Terms

1. **Vice-president:** Official second to the President of the United States of America who performs the presidential duties when the President is unable to do so
2. **Senator:** A government official in Congress who assists in making the nation's laws
3. **Minister:** A representative of the United States in a foreign country
4. **Congressman:** Either a senator or representative of the House who assists in making the nation's laws
5. **Constitution:** The laws and structures of a nation or a state
6. **Inauguration:** ceremony to begin an government official's term of office
7. **Oath of office:** A promise to the people of the United States to perform the duties of the job with excellence

Appendix C



Appendix D

Appendix E

William Rufus deVane King Flip Chart Rubric

Student Name: _____

CATEGORY	3	2	1	0
Content - Accuracy	All facts in the brochure are accurate.	99-90% of the facts in the brochure are accurate.	89-80% of the facts in the brochure are accurate.	Fewer than 50% of the facts in the brochure are accurate.
Political Life	Student includes 3 or more facts about King's political life.	Student includes 2 facts about King's political life.	Student includes 1 fact about King's political life.	Student does not include facts about King's political life.
Personal Life/Interesting Facts	Student includes 3 or more facts about King's personal life.	Student includes 2 facts about King's personal life.	Student includes 1 fact about King's personal life.	Student does not include facts about King's personal life.
Influence on Alabama	Student explains King's contributions to the state of Alabama in detail.	Student adequately explains King's contributions to the state of Alabama in detail.	Student cursorily explains King's contributions to the state of Alabama.	Student does not explain King's contributions to the state of Alabama.
Writing - Mechanics	Spelling, capitalization, and punctuation are correct.	There are 1-2 capitalization and/or punctuation errors.	There are 3-4 capitalization and/or punctuation errors.	There are 5 or more capitalization and/or punctuation errors.