



Sample Lesson Plan Amelia Earhart Biography

Lesson plan for: **Amelia Earhart Biography**

Date: **Weeks 4 & 5**

Objectives (1 – 3 things that the learner will know or be able to do at the end of the lesson):

1. Learners will **apply** their knowledge of Amelia Earhart’s major flights and plot them on a map.
2. Learners will **analyze** why Amelia Earhart’s accomplishments were successful.
3. Learners will **create** a timeline of Amelia Earhart’s life.

Frameworks utilized (1 or 2 strands, standards, and benchmarks that capture the ‘big ideas’):

English Language Arts: CT1.3b Make inferences, form hypotheses, extrapolate information, and draw conclusions from a speech, text, illustration, chart or graph

English Language Arts: R1.4f Draw conclusions and make predictions and inferences from information or ideas presented in texts of various genres (e.g. historical documents, newspaper and magazine articles, fiction and non-fiction, job-related materials)

Materials/Resources:

Short biographical article on Amelia Earhart
Markers
Rulers
Paper
Computer with online capability and/or world maps/atlasses

Additional Resources:

See www.ellensplace.net/eae_intr.html for a sample biography

See http://news.nationalgeographic.com/news/2003/12/1215_031215_ameliaearhart.html for an article on “Where is Amelia Earhart- Three Articles”

See http://news.nationalgeographic.com/news/2003/12/1212_031215_tv earhart.html for an article on “Expedition Scours Pacific for Amelia Earhart Wreck”

Where’s Amelia Earhart- National Geographic (TV-PG) video

Pathways to Success by 21

Activities *(include steps and length of time):*

Icebreaker- Paper Airplane **15 minutes**

Provide each learner with a plain sheet of paper. Ask learners to make a quick paper airplane. Fly each airplane and compare for distance, speed and time in flight.

Group Brainstorm- Amelia Earhart **15 minutes**

Ask learners to brainstorm what they know about Amelia Earhart. Scribe on the board and ask learners to take notes.

Reading- Biography **90 minutes**

Divide class into three groups. Each group is responsible for presenting one section of the Amelia Earhart biography. Provide students with a framework to guide their reading and presentation. This can be as simple as a 3-column table with the headings “date” “event” and “significance”. Based on the tables, each group will prepare a timeline and map that shows major events and present them to the class.

Post-writing- Amelia Earhart **20 minutes**

On their original notes page from the group brainstorm, ask learners to write down at least five new things that they learned during their reading, timeline and map making and/or group presentations.

Homework- GED examples & Comprehension Questions

Complete GED multiple-choice questions about geography linked to in-class map making or timelines OR complete comprehension and analysis questions about the Amelia Earhart biography.

Suggested follow-up activities

Plan ahead by calling the local library and asking librarians to create a presentation about use of library resources (i.e. computers, atlases, maps, etc.). Complete a similar exercise about a different historical figure while visiting the library.

Assessment *(Must directly measure whether or not each objective was met. Use a variety of methods):*

1. Presentation of maps and timelines. *Prepare a rubric and share it with students so that they know the criteria by which they are being evaluated. Determine, in advance, what constitutes a presentation that exceeds expectations, meets expectations, and does not meet expectations.*

Student wrap-up and reflection

(What did students like/not like about the lesson? What did they learn? What would they like to do next time?):

Teacher wrap-up and reflection

(What worked well? What should be changed? What needs to be remembered about specific learners?)