

Title: Lesson 2-Dolley is Brave

Lesson Author: Sharon Mohrmann

Key Words:

Brave

Hero

British

Primary source

Grade Level: 2nd

Time Allotted: 30 minutes

Lesson Overview	The students will listen to the story- <u>Dolley Madison Saves George Washington</u> . After the story, the students will listen to the famous letter written by Dolley Madison to her sister about the account of the same event. This will be an introduction to a primary source. The students will compare the two documents for similarities and differences. Students will then create a list of items that they would save from their own house in a time of disaster.
Guiding Question(s)	What makes a person brave? Who are some people that you think are brave? What makes them brave? What actions did Dolley Madison take that proved she was brave?

Learning Objectives:

The students will be able to define brave.

The student will be able to compare a historical document and a historical fiction.

The students will create a list of important items to save in a time of disaster.

Essential Historical Skills Taught:

Historical Understanding:

Students will listen to historical fiction and respond to issues regarding the past. After listening to an account of the War of 1812, students will list the events that occurred that showed the bravery of Dolley Madison.

Historical Analysis and Interpretation:

Using historical fiction and a primary source document, students will determine fact from fiction.

Assessment Tool-

Post Assessment: Given at the end of the unit and located in the Additional Resources Folder

Exit Card at the end of the lesson

What Would You Save? Worksheet

Materials/Resources:

Dolley Madison Saves George Washington by Don Brown

BRAVE vocabulary and definition card

Primary Source letter to Lucy Payne Washington Todd from Dolley Madison-

<http://rotunda.upress.virginia.edu/founders/DYMN-01-03-02-0237>

What Would You Save? Worksheet

Exit Card for each student (Index Card) for Closure Activity

Modifications:

For an extension activity, divide the students into three groups. Add an additional book- Washington is Burning by Marty Figley. Have the students read their version and write a summary of what occurred. After each group is complete, have the students compare their findings.

Instructional Procedures/Process:

America on the World Stage
Teacher Scholars Program
Module 3

1. Introduce the students to the next vocabulary word using the large vocabulary card: BRAVE

BRAVE: *having or showing courage, especially when facing danger, difficulty, or pain*

Have students give examples for people that they think are brave.

“What made them brave?”

2. Read Dolley Madison Saves George Washington by Don Brown. Explain that this was a story based on a letter written by Dolley Madison to her sister Anna Cutts. Many stories, articles and books have been written and told based on this letter and other accounts by people who were present at the time.

3. Show and read the letter that Dolley wrote to her sister. Explain to the students that this letter is an example of a primary source and was written by Dolley Madison.

Have students compare the Dolley Madison Saves George Washington with the letter to her sister. Discuss how they are alike and how they are different. Explain to the students that much of what we know about history is based on these first hand documents and letters. We use these documents today to create history books and stories about these events that happened in the past.

4. Use the following questions to help the students understand how Dolley showed she was brave.

5. “What happened in the story that showed Dolley was brave?”

(She stayed at the President’s House while her husband was at war and others were leaving Washington.)

“What did Dolley do in the story that showed she was brave?”

(She stayed at the President’s House until the last minute.)

“What items did Dolley feel were important to save from the President’s House?”

(Important documents that may have told us many things about our early government, silver, the portrait of George Washington)

“Why do you think she selected these items?”

(She knew that everyone loved George Washington and she didn’t want the British to have his portrait. Her husband had asked her to save the papers because he knew that they were very important to our nation. She thought that the silver was valuable. She did NOT take her personal items because there was not enough room in the wagon.)

6. Give students a copy of the *What Would You Save?* Worksheet. Have them think about what would be the most important things in their house to save if they knew there might be a disaster that destroyed their home. “What would you save in your house that would show your family history?” Remind the students that the underlined part of the directions are an important part of the project. Have students complete their worksheet and share their ideas in small groups.

Closure:

On an Exit Card, have students explain in 2-3 sentences why the bravery that Dolley showed on August 23, 1814 helped our country.

Have students turn to their neighbor and share the items from their *What Would You Save Worksheet*. Have a place in the classroom to display the completed activity.