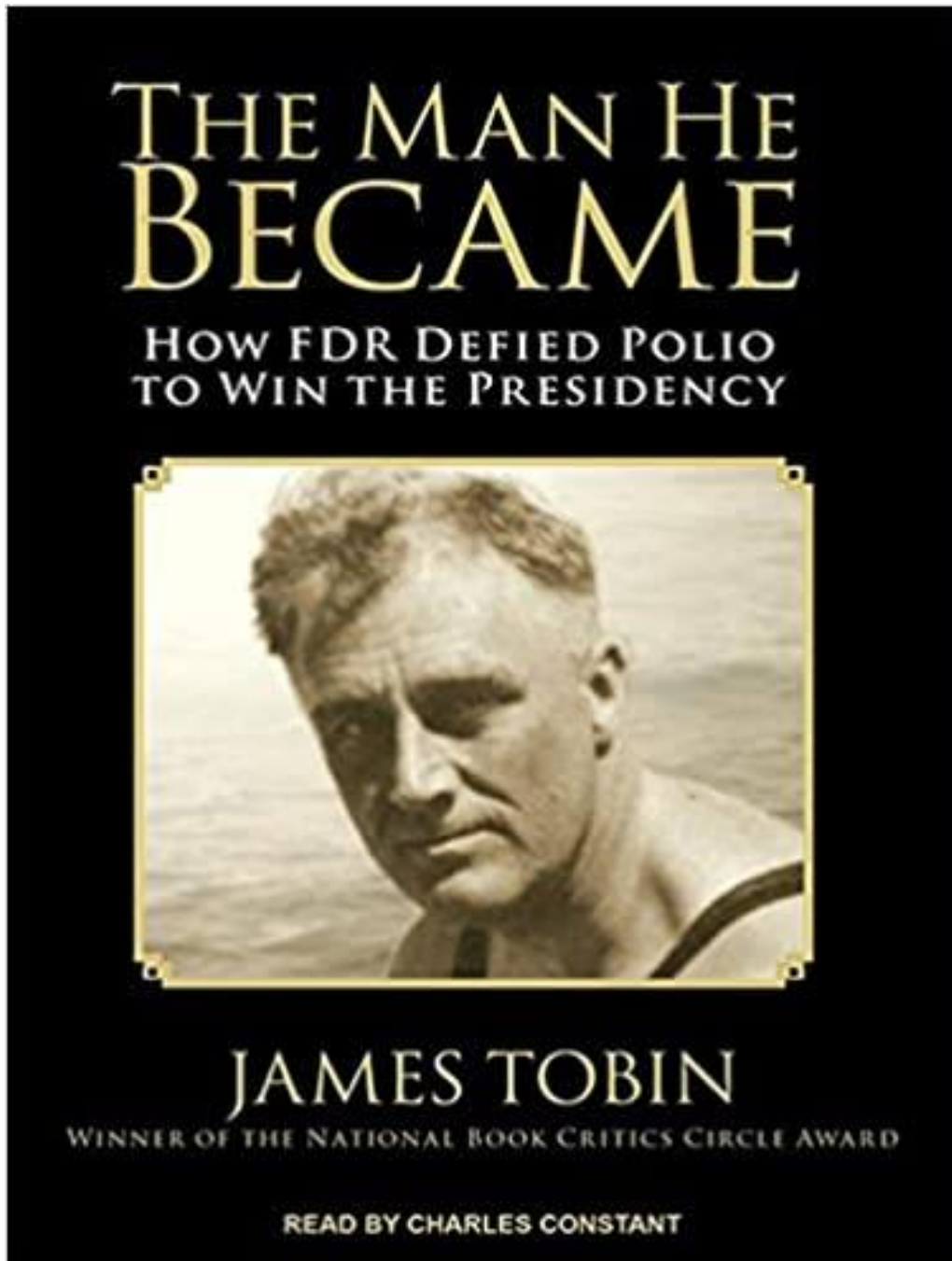


Literacy to Teach Diversity Lesson Plan

Grade/ Subject: 11th Grade US History Since 1877

Disability: OHI

The Man He Became: How FDR Defied Polio to Win the Presidency



Citation: Tobin, J. (2013). *The man he became: How FDR defied polio to win the presidency*. Simon & Schuster.

Lesson 1: Into (Prologue, pages 1-11)

Objective: Students will be introduced to the novel and given a brief overview of FDR by reading through the prologue. This is a good way to set the stage for the rest of the novel and get the students interested early on.

Pre-reading activity: Write down 3 facts you know about President FDR.

During reading: Write down 3 new/ different facts about President FDR (preferably ones you didn't know already).

Post reading: Out of your 6 facts, organize them in terms of importance, ranking them from most important to least. There are no wrong answers here.

Class Discussion: Students will share their top 2 “most important facts” and explain why they choose those. As a class we will tally them up and discuss our findings on which facts were deemed more important than others.

Extended Student Learning: Pretend that you are a journalist who is covering FDR's inauguration. Write an article over the inauguration based on the events discussed in the prologue. Consider this a creative writing exercise, so opinions are okay.

Lesson 2: Virus and Host (Chapters 1-4, pages 13-86)

Objective: The objective for this lesson is for students to understand that disabilities are almost always caused by things out of our control. It can happen to anyone, even wealthy politicians like FDR. Students should recognize that because OHI are caused by uncontrollable factors, we should not look upon others with a disability in an unfavorable way.

Pre-reading activity: Write down 2 things you know about viruses.

During reading: Write down an additional 2 things you learned while reading this section.

Post reading: Reflect on the section and things you've learned about viruses. Write a short paragraph on what was interesting or confusing to you.

Class Discussion: Students will share what they found interesting or confusing. As a class we will work to solve any questions. Additionally, students will share their unique insights and takeaways from the section.

Extended Student Learning: Students will create a timeline posterboard or PowerPoint that highlights key events in the section. This should include FDR's travels, when he contracted polio, as well as doctor visits and any other events that the student finds meaningful.

Lesson 3: “He’s Tough” (Chapters 5-8, pages 90-182)

Objective: Students will identify what statements and messages are helpful and encouraging to someone that has a disability. Additionally, students will identify statements, articles, or messages that offer no support or that can be insensitive or harmful for someone with a disability.

Pre-reading activity: Students will write an encouraging letter to FDR, pretending that they are in the time period when he was hospitalized.

During reading: Students should take notes on which statements they feel were positive, and which statements they feel were negative.

Post reading: After the reading, students will have the opportunity to revise their letters if they feel that they can offer a more encouraging message.

Class Discussion: The teacher will create a T diagram on the front board with one side representing positive and encouraging statements, and the other side representing negative or insensitive statements. Students will take turns writing statements on the board that were found in this section of the book. After the T diagram is filled, as a class, students will discuss if they agree with which sides the statements were written. Any statements that are confusing can be put in a separate category for later review.

Extended Student Learning: Students will be encouraged to write a supportive or caring poem/ note for a friend or family member that has a disability. These notes and poems should remain confidential, and it will be up to the student whether they would like to pass on their words to whomever they choose to write to.

Lesson 4: Resurrection pt.1 (Chapters 9-12, pages 185-252)

Objective: Students will analyze the struggles that FDR faced while trying to adjust to his new way of life being disabled. Students should consider the lifestyle changes, challenges, and struggles that FDR had to face after realizing he would be wheelchair bound for most of his life.

Pre-reading activity: Students will write down some of the struggles and/ or obstacles they face on a daily basis, regardless of having a disability or not.

During reading: Students should document and take notes on what struggles FDR faced that would be most challenging if they were put in a similar position.

Post reading: Allow students to privately journal how their daily obstacles compare to those of FDR, and if they can relate or emphasize with his new lifestyle.

Class Discussion: As a class, we will discuss how considering another's point of view can lead to a better understanding of them and how that leads to acceptance and inclusiveness.

Extended Student Learning: Students can make a diorama or collage that symbolizes the hardships FDR had to overcome while adapting to a new way of living. These can be presented the following week.

Lesson 5: Resurrection pt.2 (Chapters 13-15, pages 253-304)

Objective: Students should consider the steps that FDR took to overcome his disability in order to successfully run for President. Additionally, students should take note of FDR's willingness to persevere and adapt in order to accomplish his goals.

Pre-reading activity: Students will write a short paragraph describing their thoughts and views of FDR based off of the previous lessons and book readings.

During reading: Students should write any additional considerations on their view of FDR based on the final section of the book.

Post reading: Have students break into small groups of 3-4 and discuss their initial views of FDR from the first lesson plan and compare their viewpoint of him after finishing the book.

Class Discussion: Each group will take a turn to discuss any major changes in their perception of FDR from the start of the book, compared to the end of the book.

Extended Student Learning: Students will write a 3-page paper that is both a book review and a self-reflection piece. Students should analyze and discuss major themes in the book. Additionally, students will be required to reflect on how this book has made them more accepting and mindful of inclusiveness.