

Teddy Roosevelt | Lesson Plan

How did Teddy Roosevelt's diverse experiences and bold decision-making strategies shape his leadership and help him overcome challenges?

Students will understand how President Theodore, or Teddy Roosevelt held many different positions and titles throughout his lifetime, including President of the United States. Students will understand how President Roosevelt was faced with many tough decisions but remained focused on his goal of making America fair for all through a program called the "Square Deal." Students will understand how Teddy Roosevelt overcame failure, learned from his mistakes, and made challenging decisions throughout his leadership.

Learning Objectives:

- Identify the key achievements and diverse leadership roles of Theodore Roosevelt.
- Analyze how Theodore Roosevelt overcame failures and the lessons he learned from them.
- Identify the goals of President Roosevelt's "Square Deal."
- Analyze the decision-making strategies Roosevelt utilized in his various leadership roles.
- Evaluate Theodore Roosevelt's leadership and approach to decision-making and overcoming failure.

Key Vocabulary:

- **Chronologically:** In order by time.
- **The Square Deal:** President Theodore Roosevelt's domestic program, which aimed to ensure fairness for workers, consumers, and big businesses.
- **Rough Riders:** A group of volunteer soldiers during the Spanish-American War that helped liberate Cuba from Spanish rule.
- **Panama Canal:** An artificial 51-mile-long waterway in Panama that connects the Atlantic and Pacific oceans.
- **Conservation:** The act of protecting, preserving, and managing natural resources and the environment, such as national parks.

Educational Standards: CCRA.L.1, CCRA.L.2, CCRA.L.4, CCRA.W.2, CCRA.W.4, CCRA.R.7, CCRA.SL.1, CCRA.SL.2, CCRA.SL.4

Academic Subject Areas: Biography, U.S. Presidents, Perseverance

What You'll Need

- Video: *Teddy Roosevelt: The Cowboy Who Became President* (Watch [Here](#))
- Worksheet: *Teddy Roosevelt: The Cowboy Who Became President* (Click [Here](#))
- Warm-Up Activity: *Decision-Making Scenario Cards* (Included Below)



Lesson Plan (45 minutes)

Warm-Up: (15 minutes)

1. Before the lesson begins, print and cut out the Decision-Making Scenario Cards (included below).
2. Initiate a class discussion on decision-making. Prompt students to share examples of decisions they make every day and decision-making strategies they commonly use. Write their responses on the whiteboard.
3. Present a simple decision-making scenario to the class, such as: "You have to choose between playing soccer with your friends or going to a birthday party." Encourage students to consider what they think about before making their decision. Invite students to share their thoughts on how they would make this decision. Prompt students to brainstorm strategies for decision-making. Write key points on the board.
4. Divide the class into partners or groups. Provide each group with a prepared decision-making scenario card. If time allows, provide each group with multiple cards. Prompt students to discuss their scenarios with their partners, explaining how they would make their decision and why.
5. Invite students to share their scenarios and decisions aloud with the whole class. Highlight different factors that influenced their decisions.
6. Display a copy of the "Teddy Roosevelt Worksheet" and pass out individual worksheets to students.
7. Instruct students to complete the Warm-Up Activity. Students will write one of the decision-making scenarios they were given, their decision, and why they made this decision.
8. Preview the video by explaining to students that Theodore Roosevelt was President of the United States during a challenging time in history in which he made difficult and often unpopular decisions. Invite students to share what they already know about Theodore (or Teddy) Roosevelt and his leadership.
9. Read over the rest of the worksheet as a class so students know what to listen for during the video.
10. Set the stage for the upcoming video by highlighting the theme of implementing good decision-making strategies. Encourage students to look for ways throughout the video in which Teddy Roosevelt overcomes failure and learns from his mistakes.

Watch and Complete: (20 minutes)

1. Watch the video.
2. Assist students with completing the worksheet alongside the video, encouraging note-taking and active listening.
3. Pause throughout the video to allow students to answer questions, especially short answer responses. If necessary, model short answer responses by restating the question and writing a complete sentence.

Wrap-Up: (10-15 minutes)

1. Allow students 10 minutes to complete the worksheet independently.
2. Collect as formative assessment or discuss in class.
3. Ask students to read aloud their responses to the Making Connections section, reflecting on Teddy Roosevelt's leadership, character, and legacy.

4. Conclude with open-ended prompts on decision-making strategies, reflecting on examples from Roosevelt's leadership. Some questions can include:
 - What do you think was the most important decision that Teddy Roosevelt made during his time as President, and why do you think it was important?
 - Imagine you are a leader like Teddy Roosevelt. What is one tough decision you might have to make, and how would you approach making that decision?
 - How do you think Roosevelt's ability to learn from his mistakes made him a better leader? Can you think of a mistake you learned from and how it helped you?
5. Conclude the lesson by reinforcing the importance of learning from mistakes and not allowing peer pressure to influence one's decisions.

Don't have time for the full lesson? Quick Activity (15-20 minutes)

Distribute the worksheet and allow students to complete it while they follow along with the video.

Decision-Making Scenario Cards

<p>Snack Choice: You have an apple and a cookie for a snack. Which one do you choose and why?</p>	<p>Homework Timing: You can either do your homework now and play later or play now and do your homework later. What do you decide to do and why?</p>	<p>Friend's House vs. Park: Your friend invites you to their house, but you also want to go to the park with your family. What do you decide to do?</p>	<p>Library Book: You can only check out one book from the library, but you want two different ones. How do you decide which book to take?</p>
<p>Chore or Play: Your parents ask you to clean your room, but you want to play a video game. What do you decide to do?</p>	<p>Recess Activity: During recess, you can either play basketball with some friends or join another group playing a new game. Which do you choose?</p>	<p>Birthday Party: You're invited to two birthday parties on the same day at the same time. How do you decide which party to attend?</p>	<p>TV Show vs. Reading: You can watch your favorite TV show or read a new book you just got. What do you decide to do?</p>
<p>Saving or Spending Money: You have some money saved up. Do you spend it on a new toy or save it for something bigger later?</p>	<p>School Project Partner: You can choose to work on a school project with your best friend, who might distract you, or with someone you don't know well but who is very focused. Who do you choose as your partner?</p>	<p>Extra Credit Assignment: You have the option to do an extra credit assignment that will take up your free time this weekend. Do you decide to do it or not?</p>	<p>After-School Club: You're interested in joining both the art club and the soccer team, but they meet at the same time. Which one do you choose to join?</p>
<p>Helping a Friend: Your friend is struggling with math homework, but you have plans to play outside. Do you help your friend or stick to your plans?</p>	<p>Lost and Found: You find a cool toy in the playground. Do you keep it or take it to the lost and found?</p>	<p>Screen Time Limit: Your parents have set a limit on screen time, but you have a little bit of time left and want to watch one more episode of a show. Do you stop when the time is up or ask for more time?</p>	<p>Group Project Role: Your group is deciding who will be the leader for a project. Do you volunteer to be the leader or let someone else take the role?</p>