

The following instructional plan is part of a GaDOE collection of Unit Frameworks, Performance Tasks, examples of Student Work, and Teacher Commentary for Third Grade Social Studies.

UNIT 7 – “Rights of Workers in the United States”

Elaborated Unit Focus

In this final units, students will finish their study of the foundations of a democracy in the United States. Students will continue to examine how *individuals, groups, and institutions* help or harm those around them. Using the theme of *conflict and change*, students will learn that when people disagree with the way things are, change will result. Finally, students will complete their introduction to economics by using the theme of *production, distribution, and consumption*.

Standards/Elements

SS3H2 The student will discuss the lives of Americans who expanded people’s rights and freedoms in a democracy.

- a. Paul Revere (independence), Frederick Douglass (civil rights), Susan B. Anthony (women’s rights), Mary McLeod Bethune (education), Franklin D. Roosevelt (New Deal and World War II), Eleanor Roosevelt (United Nations and human rights), Thurgood Marshall (civil rights), Lyndon B. Johnson (Great Society and voting rights), and Cesar Chavez (workers’ rights).
- b. Explain social barriers, restrictions, and obstacles that these historical figures had to overcome and describe how they overcame them.

SS3CG2 The student will describe how the historical figures in SS3H2a display positive character traits of cooperation, diligence, liberty, justice, tolerance, freedom of conscience and expression, and respect for and acceptance of authority.

SS3G2 The student will describe the cultural and geographic systems associated with the historical figures in SS3H2a.

- b. Describe how place (physical and human characteristics) had an impact on the lives of these historic figures.
- c. Describe how each of these historic figures adapted to and was influenced by his/her environment.
- d. Describe how the region in which these historic figures lived affected their lives and had an impact on their cultural identification.

SS3E1 The student will describe the four types of productive resources:

- a. Natural (land)
- b. Human (labor)
- c. Capital (capital goods)
- d. Entrepreneurship (used to create goods and services)

SS3E3 The student will give examples of interdependence and trade and will explain how voluntary exchange benefits both parties.

- c. Explain that some things are made locally, some elsewhere in the country, and some in other countries.

Enduring Understandings/Essential Questions

Individuals, Groups, Institutions: The student will understand that the actions of individuals, groups, and/or institutions affect society through intended and unintended consequences.

K-5 EU: The student will understand that what people, groups, and institutions say and do can help or harm others whether they mean to or not.

- What happens when your words or actions help or harm someone?
- Which people have you met or books have you read that have changed your life?
- Why were books so important to Cesar Chavez?
- How did Cesar Chavez's words and actions help farm workers in California?

Conflict and Change: The student will understand that when there is conflict between or within societies, change is the result.

K-5 EU: The student will understand that conflict causes change.

- How can conflict be a good experience?
- Is change always bad?
- Why did Cesar Chavez feel that there needed to be change for farm workers?
- What were some things that Cesar Chavez did to help bring change for farm workers?
- Why were changes to farm workers' rights important?

Production, distribution, consumption: The student will understand that the production, distribution, and consumption of goods/services produced by the society are affected by the location, customs, beliefs, and laws of the society.

K-5 EU: The student will understand that the ways people make, get, and use goods and services may be different from how people in other places make, get, and use goods and services.

- How do grocery stores get the food to sell at the store?
- How do workers know how to make toys for a company?
- Why do business and entrepreneurs choose to make the products they want to sell to consumers?
- What are the types of productive resources?
- How are different productive resources used to make things we use everyday?
- Why do we need more than one productive resource to make products?

*NOTE: The balanced assessment plan included in this unit is presented as a series of suggested activities. It is not expected that the teacher complete all assessments for a successful unit.

Balanced Assessment Plan

Description of Assessment	Standard/ Element	Type of Assessment
<p>Read a trade book about Cesar Chavez’s life and his contributions to society. Explain to students that this is the Biography genre. Often biographies answer the 5 w questions: who, what, where, when, and why, plus how. By using these questions, you can provide a summary of the main things that happened in the biography.</p> <p>Give students a 5 W’s graphic organizer and explain what they are to do. Students should include only the most important information from the book to answer it. They can refer back to the book if needed. When students have finished they use their answers to retell the life of Cesar Chavez.</p> <ul style="list-style-type: none"> • Point out examples of good summarization, and explain why they are good examples. • See attachment for additional background knowledge for Cesar Chavez. <p>Discuss students’ personal reactions to the text. Ask: <i>Did you learn something you didn’t know before by reading this biography? What did you learn? How do you feel about Cesar Chavez? Do you think he deserved to receive the Presidential Medal of Freedom? Why or why not? What did he do to promote freedom?</i></p> <p><u>Modifications:</u></p> <ul style="list-style-type: none"> • Assign peer partners or facilitate a small group of struggling learners. Reread sections of the trade book that have answers to the 5 Ws questions, and help students to complete the chart. • For students with significant written expression challenges, allow for dictation of 5 Ws chart entries, and allow for the use of a word processor to write summaries. • Complete the 5 Ws chart together as a whole group activity, then have students write their summaries independently or with a partner. Some students may require one-on-one or small group support. 	<p>SS3H2a,b; SS3CG2</p>	<p>Discussion, Constructed Response</p>

<p>View the Cesar Chavez powerpoint presentation to build student’s background knowledge of California and the definition of what a migrant worker is. Explain to students that they will make a powerpoint slide about one aspect of Cesar Chavez’s life to create a class powerpoint presentation to be viewed at the end of this unit. For students who have never created PowerPoint slides, conduct a mini-lesson that guides students through basic slide development including the insertion of graphics.</p> <p>Provide a short checklist of elements that the teacher would like for the slide to include. Elements might include:</p> <ol style="list-style-type: none"> 1. The slide has a title. 2. There are at least two complete sentences about the slide topic. 3. Sentences have correct capitalization and punctuation. 4. At least one graphic is included on the slide. 5. Someone edited the slide for mistakes and suggestions. <p><u>Modifications:</u></p> <ul style="list-style-type: none"> • Assign peer partners. • Have students add to an ongoing list of the aspects of Chavez’s life as the unit develops. Use that list as a point of reference and to provide a choice of topics for the PowerPoint slide. • Prior to beginning their work on the slide, have students plan their slides on a blank piece of paper. 	<p>SS3H2a,b</p>	<p>Constructed Response</p>
<p>Students will complete a Farm Worker Poem to explain the work of Cesar Chavez and other migrant workers. Students should design a border around the poem with pictures of tools and other objects significant to the times of Cesar Chavez or a farm.</p> <p><u>Modifications:</u></p> <ul style="list-style-type: none"> • Allow for the use of computer graphics to put on the border. • Allow students to write their poems using a word processor. • Have students plan their poems using a graphic organizer to highlight key points that they want to include in their poems. • Provide lined paper for students to write their poems on. • Diamonte poems might be used for students who struggle with complete phrases/sentences. Print and copy the diamonte planner for students to use. 	<p>SS3H2a,b; SS3CG2</p>	<p>Constructed Response</p>

<p>Display the photo of Chávez participating in a non-violent protest to make an important change. Tell students that in 1988, Chávez was protesting the use of pesticides in farm fields. Many people came to express their support. Lead a discussion with the following questions: Why was Chávez protesting? What did he want changed? Point out that many harmful pesticides are no longer used in farming. Why are they no longer used? Help students understand that there are now laws that stop the use of known harmful pesticides. Pesticides are not good for farm workers, consumers, or the environment. A new law was made to protect citizens. Ask students: What are laws? Why do they exist? Write these questions on chart paper and record their responses (see attachment). Add to the chart throughout the lesson.</p> <p><u>Modifications:</u></p> <ul style="list-style-type: none"> Preview the lesson with vocabulary development covering the words pesticide, protest, environment, fasting, and consumers. 	<p>SS3H2a,b; SS3CG2</p>	<p>Discussion, Constructed Response</p>
<p>Review the three levels of government – Local, State and Federal. Explain how Cesar Chavez had to go through each level in order to gain equal rights for migrant workers. Print out Government Sort cards that include vocabulary and phrases related to government. In pairs or small groups, have students sort the cards into three categories: Local Government, State Government, and Federal Government. Some of the categories overlap and may vary according to your local community. At the end of the sort, allow students time to share their results and explain why they made their choices. Discuss the similarities and differences of the various classification systems. Go over the possible correct answers for the sort and discuss as necessary.</p> <p><u>Modifications:</u></p> <ul style="list-style-type: none"> Read the government sort cards aloud to students before they begin their sorting activity. 	<p>SS3H2a,b</p>	<p>Structured Response, Constructed Response, Discussion</p>
<p>View How Everyday Things are Made to show how products are made from airplanes to chocolate. Students will complete a flow chart describing the steps it takes to make one product of the teacher’s choice. Have students discuss which type of productive resource is being used to make each product: human, capital, or natural. Is the product a result of entrepreneurship?</p>	<p>SS3E1a,b,c,d; SS3E3c</p>	<p>Student Observation, Structured Response, Discussion</p>

<p><u>Modifications:</u></p> <ul style="list-style-type: none"> • To help students understand the types of resources, discuss and give examples of human, capital, and natural resources. Use a common product familiar to all students to identify the resources used to make that product. • For more focus, view only two products from the video selections (i.e. airplanes and chocolate). Preview the video with discussion questions such as, “What are airplanes made of? Who makes them? How are they made? What about chocolate? How is chocolate made? Is it harder to make an airplane or chocolate?” • Model the development of a flow chart by completing flow charts together for the processes of making airplanes and chocolate (or other products selected from the video by the teacher). • Allow students the option of illustrating their flow charts. 		
<p>This How To...website shows how crayons, construction paper, shoes, and fortune cookies are made and come with an online activity. Have students watch the videos and complete the online activity that comes with each video.</p> <p><u>Modifications:</u></p> <ul style="list-style-type: none"> • Assign peer partners or have a teacher or parapro available to read the questions included in the online activities. 	<p>SS3E1a,b,c,d; SS3E3c</p>	<p>Student Observation, Structured Response</p>

Sample Performance Task

Enduring Understanding: Individuals, Groups, Institutions – The student will understand that the actions of individuals, groups, and/or institutions affect society through intended and unintended consequences.

Standards: SS3H2a,b; SS3G2a,b,c,d,e

Description: This project is the Grand Finale to all of the historical figures the students have learned about throughout the entire year. Students will draw one of the historical figure’s names out of a cup for fairness. Once students have drawn a historical figure’s name out of the cup that determines who they will become on Biography Day. Biography Day is a day committed to Third Graders performance and re-enactment of a historical figure in time. Once a student learns who they will re-enact, the research process begins. On Biography Day, students will be expected to explain the important work of the historical figure, have a tri-fold board with information and artifacts that reflect the figure, dress similar to how their historical figure would have dressed in his/her time, and give a speech about the life of the historical figure.

Step 1: Write down the names of historical figures and place in a cup for students to draw a name. (Hint: Make sure you have the same amount of historical figures as you do students. Also, putting just the women in one cup and men in another cup is a timesaver!!!) Make a class list with each student's name and who they will become on Biography Day.

Step 2: Reserve time in your computer lab or classroom computer for each child to conduct research on their person. Students will need to complete the biography template on their person. The following are some sample websites: <http://www.biography.com/bio4kids/index.jsp> ; http://www.dmoz.org/Kids_and_Teens/People_and_Society/Biography/ ; <http://www.timeforkids.com/TFK/specials/articles/0,6709,713948,00.html> Students will need to conduct research at home as well as at school. Inform students that now is the time to start trying to find pictures and/or artifacts about their person. Every artifact or picture they include must have a caption. Also, this is the time to start having students bring in their tri-fold boards to work on in class. The tri-fold boards *do not* need to be completed; blank is preferred.

Modifications:

- Provide assistance with locating the students' historical figures on the website(s) or bookmark pages in advance and label the links with the figures' names .
- In the computer lab, seat the students who will need assistance side-by-side so that the teacher or parapro can easily move from student to student.
- For students who do not have Internet at home, provide access to book resources for students to work from at home. These students will also need to be able to print their pictures at school.
- Discuss alternatives to purchasing tri-fold boards, such as, folding a large piece of thick cardboard or taping three smaller sized pieces of cardboard.
- Have students complete a tri-fold planner prior to starting work on their boards. A planner is easy to make by folding a large piece of paper into three parts. Instruct students to present their plan to the teacher or parapro for approval before they begin working on their boards
- Allow for teacher or parapro assistance with putting the elements onto the boards. Show students how to use the computer to type their captions and summaries, print, and cut to size for pasting onto their boards.

Step 3: After giving students time to complete research, students should be able to tell you some information about their person. By not limiting the students to a time limit or a certain number of facts to memorize leads to a much better speech at Biography Day. Simply tell the students to tell you everything they remember about the research they conducted. The information might be out of order or lacking a beginning, middle, or end. This is only the beginning stage; do not expect the finished project yet.

Modifications:

- Have students write down on index cards the most important facts that they have found. They can then bring the index cards to read from when consulting with the teacher.

Step 4: Students will then organize their research into groups: introduction, early years, famous years, later years. Students will take all of the early years information, pictures, etc. and begin putting the information in sequential order. Students do the same to the famous years group and the later years group. The teacher will need to show examples of a timeline so students can create one to list and describe the significant events that influenced the historical figure.

Modifications:

- Help students to organize their information by labeling 5 index cards for each time period of the persons life (early years, famous years, and later years). They can then choose the most important facts from each time period and enter each fact on the appropriate cards. Each card should also have a place for the date of each fact for step 9.

Step 5: Once all of the information is in order, students begin formulating paragraphs. The first paragraph could start something similar to: Hi. My name is _____. I was born on _____. ... The student's goal should be to sound like they are the historical figure to their audience (use first person voice).

Modifications:

- Allow students to type their paragraphs or dictate the information for someone else to type or write.
- For students who choose to use handwriting, show them how to lay a piece of notebook paper underneath the copy paper, so they can keep their lines of text level. Make sure they use pencil first then go over it with a pen or thin marker.
- Students might also label each paragraph accordingly with "Early Years", "Famous Years", and "Later Years".

Step 6: Once paragraphs are complete, students should begin placing pictures and/or drawings onto their tri-fold boards. 10-15 pictures (depending on size) are the recommended amount of pictures to include on the tri-fold board. Every picture should have a legible caption written with black marker so that the audience can look at the board while the student gives his/her speech. (I do not let the students do the tri-fold boards at home because I want it to truly be the student's own work)

Modifications:

- Have students use putty to place all of their items onto the board before gluing.
- Allow students to type and print their captions. For those who choose to handwrite their captions, have them use pencil first then write over the pencil with marker after someone proofs for spelling and grammar.

Step 7: Students can either write the historical figure's name largely in the center of the tri-fold board or the teacher can die-cut some letters for the students to place in the center of the tri-fold board.

Modifications:

- Allow students to type the figure's name in a very large bold font, print the name, cut out the letters and and paste them to the board. To ensure that the name is centered and will fit, have students tack the letters onto the board with putty before gluing. Another alternative is to have the students write the name on a larger piece of white paper using a ruler to draw parallel lines to maintain a consistent letter size. Once they have a name printed that they're satisfied with, then can cut it out and paste it to the board.

Step 8: The teacher will make start buttons to be placed in front of the student’s chair at Biography Day. Start buttons are just colored paper with the word “START” on it. Start buttons will be taped down in front of each student’s chair at Biography Day. Once someone pushes a student’s start button, the student stands and gives his/her speech about his/her historical figure. When the student is finished giving his/her speech, he/she sits back down to signal the end.

Step 9: Students should practice one-by-one sitting in a chair in the front of the room with a start button placed in front of the chair with a tri-fold board placed to their side (it doesn’t have to be their’s at this point...it is just practice). This will help the students get use to someone looking at them while they speak. Still do not expect perfection. For many students this is the first real time they have had to learn something and redeliver it in front of an audience.

Modifications:

- Some students will feel more comfortable with practicing their speeches with a partner first.
- Allow students to read from their paragraphs.

Setup for Biography Day:

1. Chair for each student (setup day before if at all possible)
2. Each student’s tri-fold board (do not place in front of child’s chair; set off to one side)
3. Start button taped down in front of each student’s chair (setup day before)
4. Tri-fold boards are set up on the same side for each student (right or left)

Rules for Biography Day:

1. Students stay in their chairs silently until someone steps on the start button in front of them.
2. Once someone steps on the start button, the student stands up and gives his/her speech. When finished, the student simply sits down without saying anything else. (almost like a wax museum)
3. Explain to others who are coming to see Biography Day that the third graders have worked extra hard on this project and to please be respectful to all of them. Do not push a button and walk away until the person sits back down in his/her chair. Once a student has started his/her speech do not continue to step on the button to distract the student.

Map and Globe Skills:	Information Processing Skills: 2,4,5,6,7,8,10,11,13,14,15,16
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Content Rubric for Performance Task

<u>Criteria</u>	<u>Does Not Meet</u>	<u>Needs Improvement</u>	<u>Meets Standard</u>	<u>Exceeds Standard</u>
Paragraphs describe the significant events of the life of the historical figure.	Paragraph does not correctly describe the significant events of the life of the historical figure.	Paragraph describes the significant events of the life of the historical figure but there are some incorrect facts included in the paragraph.	Paragraph correctly describes the significant events of the life of the historical figure.	In addition to meets, the student also explains in the paragraph why the historical figure has had an impact on people from the past and present.
Biography Template contains correct information about the historical figure.	Biography Template contains too many incorrect facts about the historical figure.	Biography Template is complete but with inaccurate information about the historical figure.	Biography Template contains correct information about the historical figure.	
Information included on the tri-fold has a caption that describes the importance of the event.	Information on the tri-fold has incorrect facts describing the importance of the event.	Information on the tri-fold describes the importance of the events included, but there is some inaccurate information included in the captions.	Information on the tri-fold has a caption that correctly describes the importance of the event.	In addition to meets, the student explains what was significant about the information from the artifact or picture as part of the caption.
Timeline describes events that are significant to the work of the historical figure.	Timeline contains incorrect information about the events that are significant to the work of the historical figure.	Timeline describes events in the life of the historical figure but the events are not necessarily significant to the important work of that person.	Timeline correctly describes events that are significant to the work of the historical figure.	In addition to meets, the student explains how the event on the timeline had an impact on the people of the time period.

Product Rubric for Performance Task

<u>Criteria</u>	<u>Does Not Meet</u>	<u>Needs Improvement</u>	<u>Meets Expectation</u>	<u>Exceeds Expectation</u>
Information in the biography of the historical figure is organized into paragraphs (Introduction, Early Years, Famous Years, Later Years, etc.)	Information in the written biography paper is not organized into paragraphs	Information in the written biography paper is organized into some paragraphs but paragraphs may not stay on same topic	Information in the written biography paper is organized into the appropriate number of paragraphs with the appropriate information within each paragraph	Information in the written biography paper is organized into the appropriate number of paragraphs with the appropriate information within each paragraph AND includes other paragraphs the student finds significant
Costume/Dress is similar to that of the historical figure's time	Student's dress is not similar to that of the historical figure's time	Student's dress is somewhat similar to that of the historical figure's time	Student's dress is similar to that of the historical figure's time	Student's dress is similar to that of the historical figure's time AND the student actually looks like the historical figure
Prepared for Biography Day with all necessary supplies (tri-fold board, costume/dress, speech memorized)	Student is somewhat prepared for Biography Day with one of the following: tri-fold board, costume/dress, speech memorized	Student is prepared for Biography Day with two of the following: tri-fold board, costume/dress, speech memorized	Student is prepared for Biography Day with all of the following: tri-fold board, costume/dress, speech memorized	Student is prepared for Biography Day with all of the following: tri-fold board, costume/dress, speech memorized AND is focusing on what he/she will say up until time to deliver the speech
Spelling and conventions in the written biography paper are written correctly with minimal mistakes	Spelling and conventions in the written biography paper are written with many mistakes	Spelling and/or conventions in the written biography paper are written with few mistakes	Spelling and conventions in the written biography paper are written with minimal mistakes throughout the paper	Spelling and conventions in the written biography paper are written correctly throughout the paper
Student speaks clearly and assumes the role of the historical figure accurately at Biography Day	The student has to be asked to speak up when saying his/her speech several times and does not speak in first person voice when delivering the speech	The student sometimes has to be asked to speak up and/or does not speak in first person voice when delivering the speech	The student speaks clearly and speaks in first person voice when delivering the speech	The student speaks clearly with EMOTION, EXPRESSION, and GESTURES and speaks in a first person voice when delivering the speech

Resources for Unit

All resources used in this unit are hyperlinked.

This unit was created by Angienik Allen, Christy Brown, Kathy Mansfield, and Neena Knight and approved by the Social Studies Advisory Council and the Georgia DOE Social Studies Staff. It was last updated 8/21/08.

Name _____ Date _____

Five W's Chart

Fill in each row with details that answer the question.

What happened?
Who was there?
Why did it happen?
When did it happen?
Where did it happen?

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Cesar Chavez Background Knowledge

Who is Cesar Chavez: Cesar Chavez is a "heroic figure" that helped migrant farm workers gain equal rights, fair wages, and form a strong union. His non-violent protests, strikes, and fasts are said to be similar to those of Rev. Martin Luther King. Cesar Chavez dedicated his life to the United Farm Workers Association and to helping the people who work in the fields to gain better lives and better rights.

His Youth: Cesar was born in Yuma, Arizona on March 31, 1927. At age 10, life began as a migrant farm worker (a person who moves to different areas to work/pick crops as they come in season) when his father lost the land during the Depression. Going to school was not easy for the children of the migrant workers, since they were always on the move. Cesar and his siblings attended more than thirty schools.

His movement: Cesar Chavez organized meetings for migrant farm works to tell them of their rights, such as equal pay, good housing, and more. It was very difficult to persuade the workers to fight for their rights, because they were afraid of losing their jobs. In 1962, Cesar could no longer stand to see the workers being taken advantage of, watching as they worked long hours for low pay. After a long time he got 300 members to join the National Farm Workers Union. At that first meeting, they agreed to non-violent protests they approved their flag, a red background with a black eagle in a white circle in the center. "La Causa" (The Cause) was born! With a strong leader to represent them, the workers began to demand their rights for fair pay and better working conditions. Without these rights, no one would work in the fields. 1965 the grape growers (people who owned the farms) did not listen to the union's demands, and the farm works wanted a strike

Why the strike: Cesar Chavez one said to the workers, "this strike is good men standing side by side and telling the growers we will no longer work for low wages! We want a union contract that will guarantee us our jobs. We must be strong if we are to win decent wages and decent living conditions and a better life for our wives and children. We do the work and you make most of the money. We are showing our unity in our strike. Our strike is stopping the work in the fields, stopping ships that would carry grapes, and stopping the trucks that would carry the grapes. We are making this sacrifice because we know our only hope is in a strong union."

Why are Non-Violent Protest: Cesar Chavez believed that a non-violent protest is the best way to teach people about the struggles that the farm workers are living with. It also is a good way to gain support for social change (changing the way we think about other people and the effects this new change has on all of us). Non-violent protests are protests that do not hurt other people physically or purposefully cause harm to their property or possessions. Cesar Chavez did strikes, boycotts (not buying certain things), fasts (not eating food for a long time), marches (large group of people wall together for a cause), and much much more.

The End of a legacy: Cesar Chavez passed away on April 23, 1993, at the age of 66. On Cesar's birthday, March 31st, 1994, the UFW marched 343 miles from Delano to Sacramento, echoing Cesar's historic 1966 march.

I Am a Farm Worker Poem

By: _____

I am _____

I wonder _____

I hear _____

I see _____

I want _____

I am _____

I pretend _____

I feel _____

I touch _____

I worry _____

I cry _____

I am _____

I understand _____

I say _____

I dream _____

What are Laws and why do they exist?

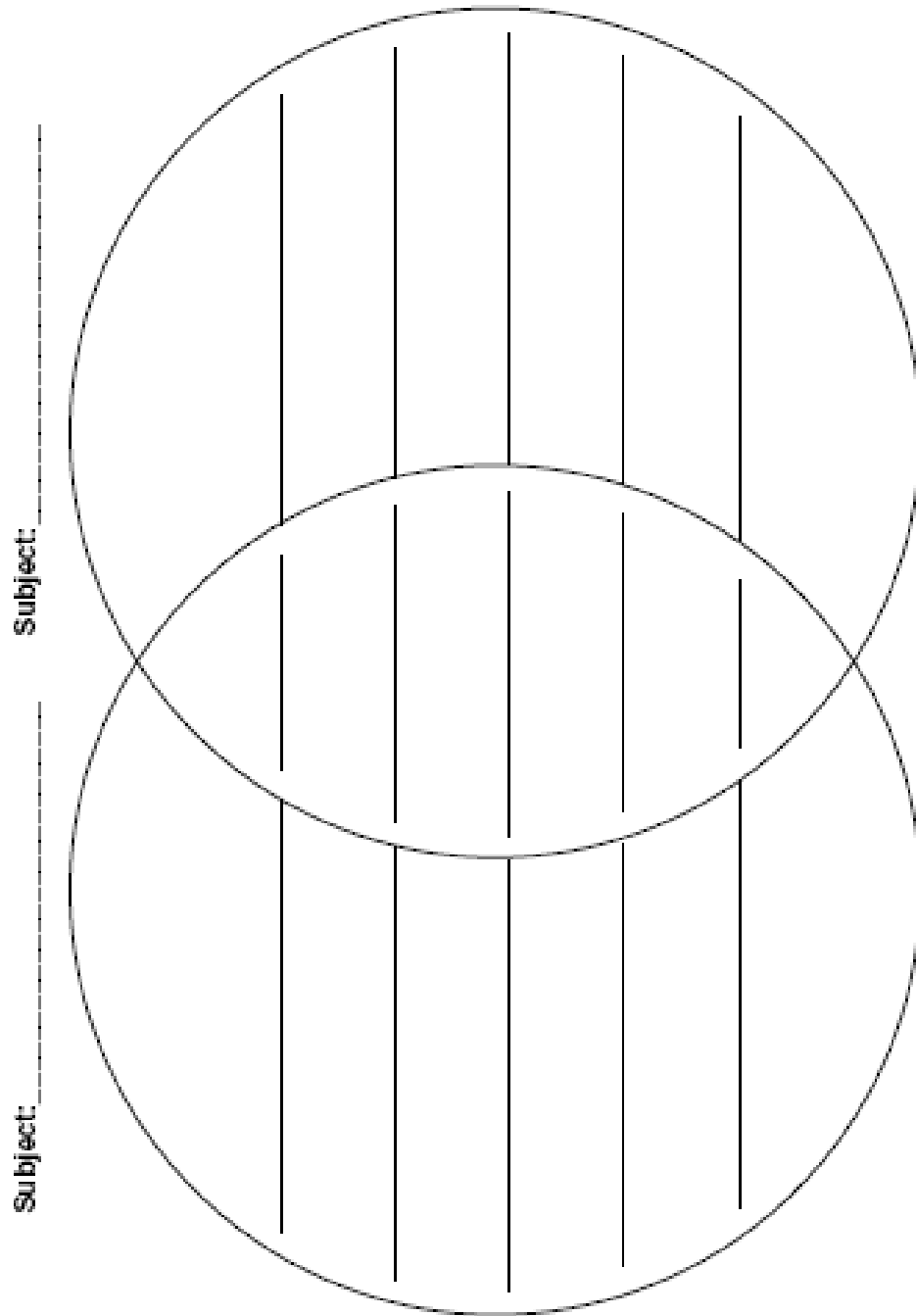
What are laws?

Why do laws exist?

Name _____ Date _____

Venn Diagram

Write details that tell how the subjects are different in the outer circles. Write details that tell how the subjects are alike where the circles overlap.



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Government Sort Cards

NATIONAL LEVEL

Makes the laws for the nation

Prints the coins and money

Runs the armed forces and provides national defense

Deals with other nations

Meets in Washington, DC

Runs the Postal Service

President

STATE LEVEL

Makes laws for the state

Builds and maintains prisons

Helps fund public education

Meets in the state capitol

Issues drivers licenses

LOCAL LEVEL

Name _____ Date _____

Flow Chart

Write your topic at the top. List steps or events in time order.

Topic:



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Name _____

Biographies

All biographies have certain characteristics. Look at the on-line biography. Check each box that applies.

- written by someone other than the subject
- about the subject's life
- birth date/ place
- date of death *
- country or city the subject is from
- significant contribution
- problems or obstacles the subject had to overcome
- important events from history
- people who influenced the subject

Fill in the blanks below.

Name of subject _____

Birth date _____

Date of death _____

State or city he is from _____

Problems or obstacles he had to overcome _____

Significant Contribution _____

START

START

START