

A COLLAGE OF AMERICAN ICONS: *Presidents and Symbols*

Grade Level or Special Area: Kindergarten

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Length of Unit: Thirteen Lessons, 30-40 minutes in length, plus a culminating activity

I. ABSTRACT

- A. This unit is written to introduce Kindergarten students to U.S. Presidents and symbols. Using various methods of presentation and activities, the unit highlights the Presidents of Mount Rushmore and the current President. In addition, the students learn about symbols representative of our country including Mount Rushmore, the White House and Presidential Seal, the flag and Pledge of Allegiance as well as the Statue of Liberty. Incorporated into the unit are brief references to slavery, our independence as celebrated on July 4th and democracy. Some content is included specifically for a Christian educational setting, thus is not applicable for public school.

II. OVERVIEW

- A. Concept Objectives
1. Student identifies U.S. historical figures and understands their contributions to our country as well as the important values they embody, i.e., honesty, curiosity, hard work and conservation of natural resources.
 2. Student recognizes national symbols and understands their significance.
 3. Student begins to understand, in a developmentally appropriate manner, the terms independence, slavery, freedom and democracy as they relate to our country's history.
- B. Content from the *Core Knowledge Sequence*
1. Presidents, Past and Present, page 13
 - a. George Washington: The "Father of His Country," Legend of George Washington and the Cherry Tree
 - b. Thomas Jefferson: author of the Declaration of Independence
 - c. Abraham Lincoln: humble origins, "Honest Abe"
 - d. Theodore Roosevelt
 - e. Current United States President
 2. Symbols and Figures, page 13
 - a. American flag (and Pledge of Allegiance)
 - b. Statue of Liberty
 - c. Mount Rushmore
 - d. The White House (and Presidential Seal)
 3. July 4th, "Independence Day, page 12
 - a. The "birthday" of our nation
 - b. Democracy (rule of people): Americans wanted to rule themselves instead of being ruled by a faraway king.
 - c. Some people were not free: slavery in early America.
- C. Skill Objectives
1. The student will listen to and understand a variety of texts both fiction and nonfiction.
 2. The student will follow written text top to bottom and left to right.(Directed Reading)

3. The student will develop new vocabulary based on the unit.
4. The student will respond to material presented in a variety of ways; i.e., participating in discussion, answering questions, journal writing using inventive spelling, making connections and completing projects.
5. The student will recite and learn key facts.
6. The student will understand and follow directions.
7. The student will complete a graphic organizer.
8. The student will listen for and identify responses to specific target questions.
9. The student will demonstrate understanding of the topics presented by participating in three culminating activities, i.e., playing a unit vocabulary game, playing a game of “Kinder-Jeopardy” and making a flip book.

III. BACKGROUND KNOWLEDGE

A. For Teachers

1. Hirsch, E.D., Jr. & Wright, Souzanne A., ed. *Core Knowledge Teacher Handbook for Kindergarten*. Charlottesville, VA: Core Knowledge Foundation, 2004. ISBN 1-890517-69-0.
2. Hirsch, E.D., Jr. & Holdren, John, ed. *What Your Kindergartner Needs to Know*. New York: Dell Publishing, 1996. ISBN 0-385-31841-3
3. *Core Knowledge Text Resources for Kindergarten*. Charlottesville, VA: Core Knowledge Foundation, 2004. ISBN 1-890517-53-4

B. For Students

1. Parts of a book
2. Literary genre: Biography, Legend
3. Maps and Globes: the seven continents, oceans and the United States
4. Money: identification and worth of penny and nickel;
5. “E Pluribus Unum” means out of many, one
6. Pilgrims: came from England and settled in a colony called Plymouth located in the future state of Massachusetts

IV. RESOURCES

A. Literature

1. Adler, David A. *A Picture Book of George Washington*. New York: Holiday House, 1989. ISBN 0-8234-0732-2 (Lesson 1)
2. Hirsch, E.D., Jr. & Holdren, John, ed. *What Your Kindergartner Needs to Know*. New York: Dell Publishing, 1996. ISBN 0-385-31841-3 (Lesson 2)
3. Adler, David A. *A Picture Book of Thomas Jefferson*. New York: Holiday House, 1990. ISBN 0-8234-0791-8 (Lesson 3)
4. Johnston, Tony. *The Wagon*. New York: Tambourine Books, 1996. ISBN 0688135374 (Lesson 4)
5. Murphy, Frank. *The Legend of the Teddy Bear*. Chelsea, MI: Sleeping Bear Press, 2000. ISBN 1-5853-6013-9 (Lesson 5)
6. Hirsch, E.D., Jr., Ed. *Mount Rushmore Presidents*. Parsippany, NJ: Pearson Education, 2002. ISBN 0-7690-5003-4 (Lesson 6)
7. Fry, S. *Let’s Read About . . . George W. Bush*. New York: Scholastic, Inc., 2003. ISBN 0-439-45953-2 (Lesson 8)
8. Barnes, P.W. & Barnes, C.S. *Woodrow, the White House Mouse*. New York, 1998. ISBN 0-439-12952-4 (Lesson 10)

B. Activity Books:

1. *Learn About the White House*. White House Historical Association, 2002. ISBN 0-912308-87-7 (<http://www.whitehousehistory.org/shop/Children>) (Lesson 10)
 2. *Core Knowledge Instructional Masters for Kindergarten*. Charlottesville, VA: Core Knowledge Foundation, 2004. ISBN 1-890517-72-0 (Appendices)
 3. *Core Knowledge Text Resources for Kindergarten*. Charlottesville, VA: Core Knowledge Foundation, 2004. ISBN 1-890517-53-4 (Lesson 13)
- C. AV Materials
1. Computer with Internet access connected to an LCD projector (Lessons 4, 5, 7, 8, 10, 11,)
 2. Overhead Projector (Lesson 9)
 3. Projection screen (Lessons 4, 5, 7, 8, 9, 10, 11)
 4. VCR connected to a Monitor (Lesson 3)
 5. Video: Fabian, R. *American History for Children: American Independence*. Bala Cynwyd, PA: Schlessinger Video Productions, 1996. ISBN 1572250607 (Lesson 3)
 6. Color Printer (Lessons 9, 13)
 7. Color Copier (Lessons 9, 13)
- D. Websites: See individual Lessons (4, 5, 7, 8, 10, 11, 12) and Appendices (
- E. Appendices
1. Appendix A – Key Facts for Lessons 1-13 and Culminating Activity C
 2. Appendix B – Resources for Activities in Lessons 2-5, Lesson 13 and Culminating Activity C

V. LESSONS

Lesson One: George Washington

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Student identifies U.S. historical figures and understands their contributions to our country as well as the important values they embody, i.e., honesty, curiosity, hard work and conservation of natural resources
 2. Lesson Content
 - a. Presidents, Past and Present: George Washington: the “Father of his Country,” Legend of George Washington and the Cherry Tree
 3. Skill Objective(s)
 - a. The student will listen to and understand a variety of texts both fiction and nonfiction.
 - b. The student will develop new vocabulary based on the unit.
 - c. The student will respond to material presented in a variety of ways, i.e., participating in discussion, answering questions, journal writing using inventive spelling, making connections and completing projects.
 - d. The student will complete a graphic organizer.
- B. *Materials*
1. Large chart paper on which you have made a **K-W-L** graphic organizer (see Master 35 in Core Knowledge Instructional Masters)
 2. An easel or blackboard to display the chart, a pointer and markers
 3. Write each key vocabulary word on a 3 x 5 index card. Prepare a place in your classroom and make a Word Wall for these words and those from future lessons.
 4. Book: *A Picture Book of George Washington* by David Adler

C. *Key Vocabulary*

1. **Surveying** is finding and measuring the boundaries and elevations of land or structures.
2. A **colony** is a territory that belongs to and is under the rule of another country. The people that live in the colonies are called *colonists*.
3. A **President** is a person chosen by the people of the United States to lead the people.

D. *Procedures/Activities*

1. Ask students what they **K**now about George Washington and record on the chart under the **K** section
2. Ask students **W**hat they want to know about George Washington and record on the chart under the **W** section
3. Say to the students:
 - a. I am going to read a book about George Washington and you must listen very carefully.
 - b. After I read the book, we will go back to our **K-W-L** chart and check to see if the things we listed under **K** are true and then we will complete the **L** section with answers to the items listed under **W**. We can also write down other things we **L**earned as we read the book.
 - c. (Point to the key vocabulary strips in the pocket chart.) These are words you will hear in the story that you may not know, and we will talk about them when we get to that part. (Say each word or phrase and have the students repeat them.) [Note how I put parentheses around the instructions you do not actually SAY to the students.]
4. Read *A Picture Book of George Washington* by David A. Adler
 - a. Hold up the book and point to the title. Ask the students about the picture and wait for their responses. Say: The title of our book is *A Picture Book of George Washington*
 - b. Say: The author of our book is David Adler. What does an author do? (**The author writes the words.**)
 - c. Say: It was illustrated by John and Alexandra Wallner. What does illustrated mean? (**drew the pictures**)
 - d. Say: What kind of book is this? (**a biography**)
 - e. Say: What is a biography? (**a special informational book about the life of a real person**)
 - f. Say: Now remember to listen carefully as I read so that we can fill in our **K-W-L** chart
 - g. Read the book, pointing to and discussing the key vocabulary as they occur in the story. (At completion of the lesson, transfer vocabulary to a Word Wall. Words from future lessons should be added to this wall.)

E. *Assessment/Evaluation*

1. As you complete the **K-W-L** chart, observe the students for their participation and responses
2. Discuss with the students and observe their participation and responses.
 - a. Why is George Washington called “The Father of His Country?” (**He led the army that defeated the king of England, was the first president and decided certain things that are still done in government.**)
 - b. Why did they say George Washington was “First in war, first in peace and first in the hearts of his countrymen?” (**George Washington led the**

country in the war for independence against England. He made peace with the Native Americans and other countries. He was respected as a hero by the people of this country.)

Lesson Two: George Washington and the Legend of the Cherry Tree

A. Daily Objectives

1. Concept Objective(s)
 - a. Student identifies U.S. historical figures and understands their contributions to our country as well as the important values they embody, i.e., honesty, curiosity, hard work and conservation of natural resources
2. Lesson Content
 - a. Presidents, Past and Present: George Washington: The “Father of His Country”; Legend of George Washington and the Cherry Tree
3. Skill Objective(s)
 - a. The student will listen to and understand a variety of texts both fiction and nonfiction.
 - b. The student will follow written text top to bottom and left to right.
 - c. The student will develop new vocabulary based on the unit.
 - d. The student will respond to material presented in a variety of ways; i.e., participating in discussion, answering questions, journal writing using inventive spelling, making connections and completing projects.
 - e. The student will recite and learn key facts.

B. Materials

1. K-W-L Chart from Lesson One
2. Large chart paper on easel or blackboard with the key facts from Appendix A printed on it in sentence form. (E.g., George Washington was the 1st President of the United States and called “The Father of His Country”.)
3. Key vocabulary written on 3 x 5 cards and added to the Word Wall
4. Book: *What Your Kindergartner Needs To Know* by E.D. Hirsh
5. A picture of George Washington to color for each student (Appendix B)
6. One basket of colored pencils for each table
7. A gallon-size zip-lock bag for each student labeled with their name

C. Key Vocabulary

1. A **legend** is a story that is about true events but is not entirely factual.

D. Procedures/Activities

1. Review the K-W-L Chart from the previous lesson
2. Ask the students what kind of person they think George Washington was and why. Allow several students to respond.
3. Explain that you will be reading a legend about George Washington. Review the meaning of “legend” with the students. Tell them that you want them to listen so they will be able to tell what lesson they learned from the story. (Assessment 1)
4. Read “George Washington and the Cherry Tree” from *What Your Kindergartener Needs to Know*, page 147-148.
5. Tell the students that you have key facts for them to remember about George Washington. Display the chart and, using the pointer for directed reading, engage the students in reciting each fact after you read it. Repeat three times. (Assessment 2) Inform students there will be key facts for each lesson and you will be following the same procedure to learn them.

6. Hand out the coloring sheet of George Washington, colored pencils and student zip-lock bags. When students finish their coloring sheet, they should put it into their zip-lock bag to save for the culminating activity. Collect the zip-lock bags and place in a basket. They will be used in each lesson.
- E. *Assessment/Evaluation*
1. Ask questions, observing for participation and responses:
 - a. What did this story tell us about George Washington? (**He was honest, told the truth.**)
 - b. What lesson did you learn from the story? (**Tell the truth, even if it is painful and/or you may be punished.**)
 2. Did students follow the text and recite the key facts?

Lesson Three: Thomas Jefferson

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Student identifies U.S historical figures and understands their contributions to our country as well as the important values they embody, i.e., honesty, curiosity, hard work and conservation of natural resources
 - b. Student begins to understand, in a developmentally appropriate manner, the terms independence, slavery, freedom and democracy as they relate to our country's history
2. Lesson Content
 - a. Presidents, Past and Present: Thomas Jefferson: author of the Declaration of Independence
 - b. July 4th, Independence Day: the birthday of our nation
 - c. July 4th, Independence Day: Democracy (rule of people): Americans wanted to rule themselves instead of being ruled by a faraway king
3. Skill Objective(s)
 - a. The student will follow written text top to bottom and left to right.
 - b. The student will develop a new vocabulary based on the unit.
 - c. The student will respond to material presented in a variety of ways, i.e., participating in discussion, answering questions, journal writing using inventive spelling, making connections and completing projects.
 - d. The student will recite and learn key facts.

B. *Materials*

1. Large screen monitor connected to a VCR
2. Video: *American History for Children: American Independence*
3. Book: *A Picture Book of Thomas Jefferson* by David Adler
4. A picture of a birthday cake and candles
5. A picture of fireworks display
6. 2' x 3' Poster showing both sides of a nickel
7. Large chart paper on easel or blackboard with the key facts from Appendix A printed on it in sentence form.
8. Pointer
9. Key vocabulary written on 3 x 5 cards and added to the Word Wall
10. A picture of Thomas Jefferson to color for each student (Appendix B)
11. One basket of colored pencils per table
12. Student zip-lock bags from Lesson 2
13. A real nickel for each student

C. *Key Vocabulary*

1. The **American Revolution** was a war fought to gain independence from England
2. The **Declaration of Independence** was a document declaring America's independence from England.
3. **Democracy** means people ruling themselves instead of being ruled by another.
4. **Liberty** means freedom

D. Procedures/Activities

1. PRIOR TO LESSON: Turn on VCR and monitor and insert video. Preview and cue the video to the 5-minute segment beginning with the American Revolution and ending with Thomas Jefferson writing the Declaration of Independence.
2. Show the students the picture of a birthday cake. Ask them to name the picture and tell what a birthday celebrates – the day of our birth.
3. Show students the picture of fireworks. Ask them to identify the picture and tell which holiday we celebrate with fireworks (**fireworks, the 4th of July**). Tell the students that countries have birthdays too. America's birthday is the 4th of July.
4. Display *A Picture Book of Thomas Jefferson* to show them the President's picture. Tell the students that Thomas Jefferson played a very important role in the birth of our country by writing a paper called the Declaration of Independence. Ask the students to listen for this phrase in the video.
5. Tell the students they will now watch a short video about how America was born.
6. Watch the video segment. Stop the video at the first mention of the Declaration of Independence and draw the students' attention to this phrase. Define the Declaration of Independence as a formal paper that said America wanted to separate from England and be its own country. This kind of government is called a democracy. Americans wanted to rule themselves instead of being ruled by a faraway king.
7. Restart the video and finish watching the segment. Note: the terms Monticello and President are both mentioned at the end of the segment.
8. Display the poster of a nickel. Ask the students to identify the coin and tell how much it is worth (math connection). Then ask the students if they recognize the face (image) on the nickel. Tell them that we honor important people in our history by putting their images on our money. Point out that the building on the other side is Thomas Jefferson's home, Monticello.
9. Display the key facts chart and engage the students in reciting the key facts after you read them. Repeat three times. (Assessment 1)
10. Hand out the coloring sheet of Thomas Jefferson, colored pencils and student zip-lock bags. When students finish their coloring sheet, they should put it into the zip-lock bag.
11. Collect the student's zip-lock bags, and give each student a nickel to remind them of Thomas Jefferson.

E. Assessment/Evaluation

1. Did students follow the text and recite the key facts?
2. During the project, ask questions and observe for participation and responses:
 - a. What is the name of the person whose image is on the nickel? (**Thomas Jefferson**)
 - b. Why is he important to our country? (**He was our third president and the author of the Declaration of Independence.**)
 - c. What do we celebrate on the 4th of July? (**America's birthday**)
 - d. What is the Declaration of Independence? (**a document that said America wanted to be separate from England and be its own country**)

- e. What is a democracy? (**people ruling themselves instead of being ruled by someone else**)
- f. What is the building on the other side of the nickel? (**Monticello, Thomas Jefferson's home**)

Lesson Four: Abraham Lincoln

A. Daily Objectives

1. Concept Objective(s)
 - a. Student identifies U.S. historical figures and understands their contributions to our country as well as the important values they embody, i.e., honesty, curiosity, hard work and conservation of natural resources
 - b. Student begins to understand, in a developmentally appropriate manner, the terms independence, slavery, freedom and democracy as they relate to our country's history
2. Lesson Content
 - a. Presidents, Past and Present: Abraham Lincoln: humble origins, "Honest Abe"
 - b. July 4th, Independence Day: Some people were not free: slaves and slavery in early America
3. Skill Objective(s)
 - a. The student will follow written text top to bottom and left to right.
 - b. The student will develop new vocabulary based on the unit.
 - c. The student will respond to material presented in a variety of ways, i.e., participating in discussion, answering questions, journal writing using inventive spelling, making connections and completing projects.
 - d. The student will recite and learn key facts.
 - e. The student will listen for and identify responses to specific target questions.

B. Materials

1. Book: *The Wagon* by Tony Johnston
2. A large metal penny or large image of a penny from Internet source
3. A computer with Internet access connected to LCD projector
4. Screen
5. WEBSITE: <http://score.rims.k12.ca.us/activity/presidentsday/pages/lincoln.htm>
6. A large map of the United States
7. Large chart paper on easel or blackboard with the key facts from Appendix A printed on it in sentence form.
8. A red marker
9. Pointer
10. Key vocabulary written on a 3 x 5 cards and added to the Word Wall
11. Appendix C: Target Questions and Discussion Guide for Lincoln Slides
12. A picture of Abraham Lincoln to color for each student (Appendix B)
13. One basket of colored pencils for each table
14. Student zip-lock bags
15. A real penny for each child

C. Key Vocabulary

1. **Honesty** is telling the truth and doing what is right.

2. A **slave** is a person who is bought and sold by other people to serve them and who is not free.
3. The practice of having slaves is called **slavery**.
4. **The Civil War** was a war about slavery between the states in the North and the states in the South.
5. **“Honest Abe”** is a nickname given to Abraham Lincoln because he was honest.
6. **The Emancipation Proclamation** is a document signed by Abraham Lincoln which freed all slaves.

D. *Procedures/Activities*

1. PRIOR TO LESSON:
 - a. Read and discuss with your students *The Wagon* by Tony Johnston as “background” to discussing slavery in the lesson.
 - b. Turn on computer and LCD projector, access website and adjust image to screen
 - c. Display target questions near the screen.
 - d. Display a map of the United States near screen.
2. Introduce the lesson by holding up the large penny. Ask the students to identify the picture (image) on the penny. (Math Connection – review how much a penny is worth)
3. Tell the students that you will be showing and reading slides about Abraham Lincoln. They are to look and listen for the answers to these questions. Use pointer and read the questions from the chart paper. Assign each question to one or two students (making sure each child has a question to answer) as you read through them. Explain that when they hear the answer to their question in the slides, they are to raise their hand and give the answer. Each time a response is given during the slide presentation, stop and record the answer on the chart in red marker right below the appropriate question. (Assessment 1)
4. Begin reading through the slides. If you have students who are able to read, let them. Whether they read or you read, follow on the screen with the pointer for directed reading.
5. Discuss information on each slide (Appendix C). Allow students time to respond to their assigned question and record answers on the chart.
6. After conclusion of slide show, turn off computer and LCD player. Review what was learned about Abraham Lincoln by reading the target questions and responses.
7. Display the key facts and engage students in reciting them after you read using the pointer for directed reading. Repeat three times. (Assessment 2)
8. Hand out the picture of Abraham Lincoln for students to color, baskets of colored pencils and student zip-lock bags. When completed, pictures should be put in the student zip-lock bag.
9. Collect the zip-lock bags for the next lesson and give each student a penny to remind them of Abraham Lincoln.

E. *Assessment/Evaluation*

1. Observe and record if students are able to identify the response to their question in the slide presentation.
2. Did students follow the text and recite the key facts?

Lesson Five: Theodore Roosevelt

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Student identifies U.S. historical figures and understands their contribution to our country as well as the important values they embody, i.e., honesty, curiosity, hard work and conservation of natural resources
2. Lesson Content
 - a. Presidents, Past and Present: Theodore Roosevelt
3. Skill Objective(s)
 - a. The student will listen to and understand a variety of texts both fiction and nonfiction.
 - b. The student will follow written text top to bottom and left to right.
 - c. The student will develop new vocabulary based on the unit.
 - d. The student will respond to material presented in a variety of ways, i.e., participating in discussion, answering questions, journal writing using inventive spelling, making connections and completing projects.
 - e. The student will recite and learn key facts.

B. *Materials*

1. Book: *The Legend of the Teddy Bear* by Frank Murphy
2. A stuffed teddy bear
3. Computer with Internet access connected to LCD projector
4. Projection screen
5. Website: www.lcweb2.loc.gov/ammem/collections/troosevelt_film/trffilm.html
6. Globe
7. Pointer
8. Large chart paper on easel or blackboard with the key facts from Appendix A printed on it in sentence form.
9. Key vocabulary written on 3 x 5 cards and added to the Word Wall
10. A picture of Theodore Roosevelt to color for each student (Appendix B)
11. One basket of colored pencils for each table
12. Student zip-lock bags

C. *Key Vocabulary*

1. **Conservation** means making the effort to save or protect something, especially something in nature
2. **Natural resources** are usable supplies found in nature, like oil, animals, trees.
3. A **safari** is a special kind of hunting trip

D. *Procedures/Activities*

1. PRIOR TO LESSON: Turn on computer and LCD projector, access website and adjust image to screen. Preview the website for clips related to Theodore Roosevelt, especially those of the President on safari in Africa. Prepare a guide for discussion. (See Appendix C for an example.)
2. Show students the stuffed teddy bear. Ask the children to tell you what the stuffed animal is called and allow them to tell the class about their favorite teddy bear. Ask the students if they've ever wondered how the "teddy bear" got its name.
3. Remind them about how President Jefferson is honored with his image on the nickel and Abraham Lincoln is honored with his on the penny. Tell them another President, Theodore Roosevelt, was honored by having a stuffed toy named after him. Say: Let's learn about this President and why he was so special

4. Ask the students to point out the continent of Africa on the globe. Tell them that in President Roosevelt’s time, people would travel to Africa to hunt wild animals. This hunting trip is called a **safari**.
5. Show selected video clips of Teddy Roosevelt from the website. Pause where needed for discussion.
6. Tell the students that many of the very animals that President Roosevelt captured on his trips were stuffed and donated to the Museum of Natural History in Washington, D.C. where they can be seen on display. President Roosevelt strongly encouraged conservation of the nation’s natural resources.
7. Present the book, *The Legend of the Teddy Bear*, and tell the students that the events from one of President Roosevelt’s hunting trips led to people naming a stuffed animal after him. Review the meaning of “legend” and read the book aloud to the students asking them to listen carefully for the part about how the stuffed toy was named for this President. (Assessment 1)
8. Engage students in reciting the key facts after you read them using the pointer for directed reading. Repeat three times. (Assessment 2)
9. Hand out the picture of Theodore Roosevelt, the colored pencils and the student zip-lock bag. . Suggest that students color the teddy bear in the picture as their favorite teddy bear looks. When completed, pictures should be put into the zip-lock bags. Collect the zip-lock bags for the next lesson.

E. *Assessment/Evaluation*

1. During the project, ask questions and observe for participation and response:
 - a. What was one of President Roosevelt’s favorite hobbies? (**hunting**)
 - b. Where did President Roosevelt travel to hunt? (**Africa**)
 - c. What was the special name given to this kind of hunt? (**safari**)
 - d. Why was President Roosevelt considered a conservationist? (**He was interested in protecting nature.**)
 - e. Where can we see some of the animals President Roosevelt captured? (**Museum of Natural History in Washington, D.C.**)
 - f. Why did people name a stuffed toy after President Roosevelt? (**On one of his trips, President Roosevelt prevented a baby bear from being killed.**)
2. Did students follow the text and recite the key facts?

Lesson Six: Mount Rushmore (Part I)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Student recognizes national symbols and understands their significance
2. Lesson Content
 - a. Symbols and Figures: Mount Rushmore
3. Skill Objective(s)
 - a. The student will listen to and understand a variety of texts both fiction and nonfiction
 - b. The student will develop a new vocabulary based on the unit.

B. *Materials*

1. Key vocabulary written on 3 x 5 cards and added to the World Wall
2. Book: *Mount Rushmore Presidents* by E.E. Hirsch, Jr.
3. Four cards with images of common symbols downloaded from Internet source – Suggestions: heart, McDonald’s golden arches, handicap, cross, etc.

4. Piece of granite
 5. Hammer
 6. Newspaper
- C. *Key Vocabulary*
1. A **symbol** is a picture, emblem or object that is universally recognized to represent something else. It is something visible representing something invisible.
 2. A **memorial** or **monument** is something created as a reminder of a person or event.
 3. **South Dakota** is a state in north central United States and the location of Mount Rushmore.
 4. **Granite** is a very hard rock used a lot in construction because of its durability.
- D. *Procedures/Activities*
1. Review the concept of “symbol” by holding up the four cards, one at a time. Have the students identify what each “represents;” that is, what do they think of when they see the symbol? Inform the students that there are certain symbols that represent our country and that they will be learning about them over the next weeks.
 2. Show the students the piece of granite. Pass it around so that they can feel it as you explain that granite is a very hard stone that is often used to build buildings because it lasts a long, long time.
 3. With newspaper underneath, hit the stone with the hammer. Pass it again and ask the students if they see any cracks in the stone. Reinforce that granite is so hard and tough that anything built with granite will last a long time. Tell the students that today you will be talking about a symbol of America that was made to last a long time.
 4. Display the cover of *Mount Rushmore Presidents* by E.D. Hirsch and ask the students if they recognize the faces on the cover.
 5. Have students identify each face and give one key fact (from previous lessons) they remember about the particular president.
 6. Tell the students that this is a memorial or monument to these four presidents and ask if anyone knows the name of the memorial. If not, tell the students that it is called Mount Rushmore.
 7. Write the word “mountain” on the blackboard. Point to the word and have students read the word repeating it after you. Ask if they can hear part of the monument’s name in the word “mountain”. Give time for responses, and then underline the root “mount.” Refer back to the cover of the book where the students can see the word “Mount” in Mount Rushmore. Explain that Mount Rushmore was actually carved out of a mountain of granite!
 8. Read *Mount Rushmore Presidents* asking the students to pay particular attention to how long it took to create the monument. (Assessment 1)
- E. *Assessment/Evaluation*
1. Ask questions and observe for participation and responses:
 - a. Name the presidents of Mount Rushmore. (**George Washington, Thomas Jefferson, Abraham Lincoln, Theodore Roosevelt**)
 - b. Why are their faces on Mount Rushmore? (**as a memorial to these four beloved presidents**)
 - c. From what was Mount Rushmore carved? (**a mountain of granite**)
 - d. Where is Mount Rushmore located? (in the state of **South Dakota**)

- e. How long did it take to complete the project? (**14 years**)

Lesson Seven: Mount Rushmore (Part II)

A. Daily Objectives

1. Concept Objective(s)
 - a. Student recognizes national symbols and understands their significance
2. Lesson Content
 - a. Symbols and Figures: Mount Rushmore
3. Skill Objective(s)
 - a. The student will follow written text top to bottom and left to right.
 - b. The student will develop a new vocabulary based on the unit.
 - c. The student will respond to material presented in a variety of ways, i.e., participating in discussion, answering questions, journal writing using inventive spelling, making connections and completing projects.
 - d. The student will recite and learn key facts.
 - e. The student will understand and follow directions.

B. Materials

1. Computer with Internet access connected to an LCD projector
2. Projection screen
3. Website: www.pbs.org/wgbh/amex/rushmore/sfeature/sf_footage.html
4. Large chart paper on easel or blackboard with the key facts from Appendix A printed on it in sentence form.
5. Key vocabulary written on 3 x 5 cards and added to the Word Wall
6. One for each student and two extra of the 3-D pop-up of Mount Rushmore from www.papertoys.com/rushmore.htm on tag board and already cut out
7. A small container with some tacky glue for each table (Tacky glue adheres and dries quicker.)
8. A craft stick or small flat paint brush for each student
9. Directions for the project (Procedure 7) written on chart paper and displayed
10. Student zip-lock bags

C. Key Vocabulary

1. Words from Lesson Six
2. **Dynamite** is a blasting explosive used to blow up and demolish large structures.
3. A **jackhammer** is a drilling tool used for breaking up hard substances such as rock or pavement by a repeated pounding action

D. Procedures/Activities

1. **PRIOR TO LESSON:** Turn on computer and LCD projector, access website and adjust image to screen. Preview clip of Mount Rushmore being constructed. Make a sample of the 3-D pop-up Mount Rushmore.
2. Review the assessment questions/responses from the previous lesson. Remind students that in the last lesson they listened to a book about the construction of Mount Rushmore. Today they will be viewing a video.
3. Show students the video, instructing them to watch for the kind of equipment used and the number of people who worked on the project. (Assessment 1)
4. Using the pointer for guided reading, engage the students in reciting the key facts after you read them. Repeat three times.(Assessment 2)

5. Hold up a completed sample of the 3-D pop-up of Mount Rushmore from and tell the students they will be constructing their own Mount Rushmore. Hand out student materials and student zip-lock bags.
 6. Demonstrate and have the students construct the 3-D tag board Mount Rushmore by following the directions. Using the pointer for directed reading, read and complete each step: (Assessment 3)
 - a. Fold each flap along the dotted lines.
 - b. Match the numbers/letters on each flap to the corresponding space on the tag board base.
 - c. Apply a small amount of glue to the flaps with craft stick (or brush).
 - d. Attach to the matching spaces on the base and pinch to set the glue.
 7. Once dry, put the project in the student zip-lock bag and collect.
- E. *Assessment/Evaluation*
1. Immediately following the video, ask students to answer the focal questions and note their responses:
 - a. Name the equipment used to construct the monument. (**a pointing machine, jackhammers and dynamite**)
 - b. How many people worked on this project? (**360**)
 2. Did students follow the text and recite the facts.
 3. Observe that students are able to follow the directions and construct the 3-D tag board Mount Rushmore correctly.

Lesson Eight: George W. Bush, Our Current President

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Student identifies U.S. historical figures and understands their contributions to our country as well as the important values they embody, i.e., honesty, curiosity, hard work and conservation of natural resources.
2. Lesson Content
 - a. Presidents, Past and Present: Current United States President
3. Skill Objective(s)
 - a. The student will listen to and understand a variety of texts both fiction and non fiction.
 - b. The student will follow written text top to bottom and left to right.
 - c. The student will develop new vocabulary based on the unit.
 - d. The student will respond to material presented in a variety of ways, i.e., participating in discussion, answering questions, journal writing using inventive spelling, making connections and completing projects.
 - e. The student will recite and learn key facts.
 - f. The student will listen for and identify responses to specific target questions.

B. *Materials*

1. A baseball cap, a toy horse and a toy fighter plane
2. Book: *Let's Read About . . . George W. Bush* by Sonali Fry with the title concealed by a piece of tag board taped over it.
3. Large chart paper on easel or blackboard with the key facts from Appendix A printed on it in sentence form.
4. Pointer
5. Key vocabulary written on 3 x 5 cards and added to the World Wall.

6. Several recent newspaper or news magazine articles, with pictures, about President Bush
 7. Computer with Internet access connected to an LCD projector
 8. Projection screen
 9. Website: www.whitehouse.gov/history/life/# (A short video on which the President talks about his work and the oval office.)
 10. One 8.5"x 5.5" journal page with the starting phrase, "If I were the President I would . . ." and a pencil for each student along with student zip-lock bags.
- C. *Key Vocabulary*
1. A **politician** is a person who takes an active part in government business.
 2. An **election** is the process of voting to choose a person for office.
 3. **Current** means occurring in the present time.
- D. *Procedures/Activities*
1. PRIOR TO LESSON: Turn on the computer and LCD projector, access the website and adjust the image to the screen. Preview the video clip for Step 9. Develop target questions and discussion guide. Write the target questions on large chart paper. (See Appendix C for an example.)
 2. Ask the students to name the four presidents of Mount Rushmore. Tell them that these men led our country a long time ago. Ask what we call "long time ago". (**past**) Today they will be learning about the man who is currently leading our country. Ask what we call "current or today." (**present**)
 3. Show students the book. Ask if they can identify the man on the cover. When they do, remove the paper concealing the title and read it with them. Tell the children this book will tell us about the life of President Bush. Ask: "What do we call a book that tells about the life of a person?" (**a biography**)
 4. Display the baseball cap, the horse and the plane. Tell the students they will hear about these items in the book and that you want them to remember what these items tell us about President Bush.
 5. Read aloud *Let's Read About . . . George W. Bush* by Sonali Fry.
 6. Hold up each of the items in #4 and call on different students to tell how they remind us of President Bush.
 7. Engage students in reciting the key facts by reading it first and using the pointer for directed reading. Repeat three times. (Assessment 1)
 8. Hold up newspaper/magazine clippings. Tell the children that President Bush has a very important job and what he does is in the news almost every day. Inform them that they will see a short video in which President Bush talks about his job and that they should listen for the answers to the questions on the chart. Read the target questions together and assign each to a different group of students. Remind students to raise their hands when they hear the answer to their question in the video just as they did with those in the lesson about Abraham Lincoln.
 9. Play the video clip. Pause to discuss and record answers to target questions. Also pause to draw attention to the Presidential Seal informing students that they will hear more about that in the next lesson. At the conclusion of the video, review the target questions and responses using pointer for directed reading. (Assessment 2)
 10. Have a short discussion allowing the students to tell about the President's job. (Assessment 3)
 11. Hand out the journal page a pencil and student zip-lock bags. Instruct students to complete the sentence with their thoughts on what they would do for the country

if they were President. When completed, put journal page in the zip-lock bag.
(Assessment 3) Collect the student zip-lock bags for use in the next lesson.

- E. *Assessment/Evaluation*
1. Did students follow text and recite facts?
 2. Observe which student teams were able to identify answers to the video focal questions.
 3. Did students demonstrate understanding of the President's job as indicated in the follow-up discussion and journal activity?

Lesson Nine: The Presidential Seal

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Student recognizes national symbols and understands their significance.
 2. Lesson Content
 - a. Symbols and Figures: The White House (and Presidential Seal)
 3. Skill Objective(s)
 - a. The student will develop new vocabulary based on the unit.
 - b. The student will respond to material presented in a variety of ways, i.e., participating in discussion, answering questions, journal writing using inventive spelling, making connections and completing projects.
 - c. The student will recite and learn key facts.
 - d. The student will understand and follow directions.
- B. *Materials*
1. Images downloaded from an Internet source of symbols of authority made into individual cards (Suggestions: judge's gavel, police badge, traffic signals)
 2. Overhead projector
 3. A set of "Vis-à-Vis" or other overhead pens in the following colors: light blue, dark blue, red, brown, green, yellow and tan
 4. Screen
 5. Appendix D – Teaching Guide for the Presidential Seal
 6. Color image of the Great Seal of the United States (Appendix D)
 7. Color image of the presidential seal (Appendix D)
 8. Transparency and one copy per student of the black/white presidential seal (Appendix D)
 9. Large chart paper on an easel or blackboard with the key facts from Appendix A printed on it in sentence form.
 10. Pointer
 11. Key vocabulary written on 3 x 5 cards and added to the World Wall.
 12. A sandwich baggie for each student with the following colored pencils – dark blue, light blue, red, brown, green, gold/yellow and tan
 13. Student zip-lock bags
- C. *Key Vocabulary*
1. A **seal** is a symbol used to indicate authority or authenticity.
 2. A **motto** is a guiding principle or rule of conduct.
 3. A person of **authority** is in charge.
- D. *Procedures/Activities*
1. **PRIOR TO THE LESSON:** Prepare transparencies per Appendix D. Set up overhead and screen. Have all three transparencies ready. Turn on overhead

projector and, using one of the transparencies, adjust image to screen as necessary. Turn off until needed in lesson.

2. Remind students that a symbol is an object that stands for something else. Explain that some symbols represent authority (define). Show the symbol cards, one at a time, and ask the students what authority each represents.
3. Tell the children that today we will be looking at a special symbol of authority called the Seal of the President of the United States. A seal is often used on a document to show that it is very important and that the person writing and signing the document is in charge.
4. Ask the children if they remember a very important document that you talked about in an earlier lesson. (**Declaration of Independence**).
5. Display on the overhead the transparency of The Great Seal, telling the students that Thomas Jefferson and Benjamin Franklin designed the seal after our country declared its independence from England. The Great Seal of the United States was important to show other countries that the United States was a real and independent country. Inform the students that they will learn more about The Great Seal in fourth grade.
6. Continue the lesson using Appendix D and complete the color-by-number activity.
7. Using the pointer for directed reading, engage students in reciting the key facts after you read them. Repeat three times. (Assessment 3)

E. *Assessment/Evaluation*

1. Observe students' participation and responses to activities per Appendix D.
2. Did students understand and follow directions to color the seal?
3. Did students follow text and recite the key facts?

Lesson Ten: The White House

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Student recognizes national symbols and understands their significance.
2. Lesson Content
 - a. Symbols and Figures: The White House (and Presidential Seal)
3. Skill Objective(s)
 - a. The student will listen to and understand a variety of texts both fiction and nonfiction.
 - b. The student will follow written text top to bottom and left to right.
 - c. The student will develop new vocabulary based on the unit.
 - d. The student will respond to material presented in a variety of ways, i.e., participating in discussion, answering questions, journal writing using inventive spelling, making connections and completing projects.
 - e. The student will recite and learn key facts.
 - f. The student will understand and follow directions.

B. *Materials*

1. Pictures of George W. Bush and The Seal of the President of the United States
2. Book: *Woodrow, the White House Mouse* by Peter and Cheryl Shaw Barnes
3. Computer with Internet access connected to LCD projector
4. Screen
5. Website: www.whitehouse.gov/history/whtour/360.index.html

6. Large chart paper on easel or blackboard with the key facts from Appendix A printed on it in sentence form.
 7. Pointer
 8. Key vocabulary written on 3 x 5 cards and added to the World Wall.
 9. One copy per student of page 9 from *The White House Activity Book*
 10. A sandwich baggie per student of colored pencils: gold/yellow, red, blue, green
 11. One 8.5”x 5.5” journal page with the starting phrase, “If I lived in the White House . . .” and a pencil for each student along with student zip-lock bags.
- C. *Key Vocabulary*
1. A **press conference** is a meeting with reporters from radio, television and newspapers.
 2. A **parlor** is a small room where people gather.
- D. *Procedures/Activities*
1. PRIOR TO LESSON: Turn on the computer and LCD projector, access the website and adjust image to the screen
 2. Show students the pictures of President Bush and the Presidential Seal and say:
 - a. Can you identify these pictures? We learned about them in our last two lessons. (**President George W. Bush and The Seal of the President of the United States**)
 - b. We also recently saw them in a video. Do you remember where it was made? (**in the President’s Oval Office**)
 - c. Where is the President’s Oval Office? Give student’s an opportunity to respond. If no one gives the correct response (**in the White House**), tell them.
 3. Say: There are many other rooms in the White House and today we are going to visit there twice. First, we are going to visit the White House through the magic of a book with the help of a special little mouse and then we will visit the White House through the magic of video with the help of a computer.
 4. Read *Woodrow, the White House Mouse* by Peter and Cheryl Shaw Barnes.
 - a. Be sure to point out the “Seal of the President” on the acknowledgments page. Although it looks like the true seal, it actually says: Seal of the President of the United Mice of America.
 - b. Let the students know that although the book is mainly about a mouse, the illustrations and some of the text do look like the real White House.
 - c. Instruct students to pay particular attention to the different rooms mentioned and what happens in each.
 - d. Draw attention to pages showing the oval office and how it looks just like in the video with President Bush
 5. Next, go to the website and tell the children these are videos of each of the main rooms you just read about. Show the picture in the book and then click on that room on the computer. As you view each room, review how each room is used. Allow the students to share what they remember first and then you can clarify. (Assessment 1)
 - a. The State Room is used mainly for official dinners.
 - b. The Oval Office is where the President works. (Math connection: the oval shape) (Refer to video, Lesson 8)
 - c. The East Room is the biggest room. Concerts are held in this room. The President also holds press conferences here. (Define press conference for the students.)

- d. The Red Room is used as a parlor for small meetings. (Define parlor for the students.)
 - e. The Green Room is also used as a parlor.
 - f. The Blue Room is used to greet visitors to the White House and it is where they put the family Christmas tree.
6. Hand out a copy of the “Inside the White House” page to each student along with a baggie of colored pencils and their student zip-lock bag.
 7. Read the title of the page as students follow using their index finger. Note: If you have students who are able to read, let them read portions of the page based on their ability. All students should point with their index finger whenever text is being read. Read the second line. Beginning with the State Dining Room, read the information and follow the directions moving across the White House from left to right. Have them point to the room they will color BEFORE they do so to make sure they have the right one. When you have completed the page, students should put it in their bag with the activities from other lessons and put their colored pencils back into the little bag. Collect. (Assessment 2)
 8. Engage students in reciting the key facts using the pointer for directed reading. (Assessment 3)
 9. Hand out the journal page and have students respond to the lesson by writing about what they think it would be like to live in the White House. (Assessment 4) Put into students zip-lock bag and collect.
- E. *Assessment/Evaluation*
1. Were the students able to recall from the story how each of the rooms was used?
 2. Did the students follow the text top to bottom and left to right? Were they able to find each room? Did they color only the portion stated in the directions?
 3. Did all students participate in reciting the three key facts?
 4. Did the student describe what it would be like to live in the White House?

Lesson Eleven: The American Flag

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Student recognizes national symbols understands their significance
 2. Lesson Content
 - a. Symbols and Figures: American Flag (and Pledge of Allegiance)
 3. Skill Objective(s)
 - a. The student will follow written text top to bottom and left to right.
 - b. The student will develop new vocabulary based on the unit.
 - c. The student will respond to material presented in a variety of ways, i.e., participating in discussion, answering questions, journal writing using inventive spelling, making connections and completing projects.
 - d. The student will recite and learn key facts.
 - e. The student will understand and follow directions.
- B. *Materials*
1. Computer with Internet access connected to LCD projector
 2. Screen
 3. Website: www.usflag.org/iamtheflag.html
 4. Large chart paper on easel or blackboard with the key facts from Appendix A printed on it in sentence form.
 5. Pointer

6. Key vocabulary written on 3 x 5 cards and added to the Word Wall
 7. Large chart with directions for Step 7 printed on it
 8. Prepare and put in a quart-size zip-lock bag for each student:
 - a. 5" x 7.5" piece of white construction paper
 - b. 2.5" x 3" piece of (dark) blue construction paper
 - c. 7 strips of red construction paper .5" x 7.5"
 - d. A craft stick or small flat brush
 - e. a Q-tip
 9. Prepare for each table:
 - a. a small container with tacky glue
 - b. a small container with white tempera paint
 10. Student zip-lock bags
- C. *Key Vocabulary*
1. **Patriotic** means showing love for your country.
 2. **Silhouetted** means shown against a background.
- D. *Procedures/Activities*
1. **PRIOR TO LESSON:** Turn on the computer and LCD projector, access the website and adjust image to the screen. Preview and prepare a discussion guide.
 2. Using pointer for directed reading, read and/or have students read each point in the website presentation. Discuss with students per your guide. (Assessment 1)
 3. Read the key facts chart using the pointer and have the students recite them after you. Repeat three times. (Assessment 2)
 4. Pass out craft materials and student zip-lock bags.
 5. Instruct the students that they will be making a flag. Using a pointer, read the directions one at a time. Demonstrate each step and have students follow.
 - a. Place the red strips on the white rectangle leaving .5" white space between them to form an equal pattern. Once the strips are placed correctly, students can begin gluing them down by "painting" glue on each strip with the stick or brush and placing it back down on the paper.
 - b. Glue the blue rectangle in the top left corner. (It will cover a portion of the top few stripes.)
 - c. Using the Q-tip dipped in white tempera, "paint" the stars on the blue field.
 - d. Once complete, put your flag in the student zip-lock bag. (Collect.)
- E. *Assessment/Evaluation*
1. Observe that students participated in the directed reading and discussion.
 2. Observe that all students were reciting key facts.
 3. Observe that students understood and followed directions in making their flag.

Lesson Twelve: The Pledge of Allegiance

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Student recognizes national symbols and understands their significance
 2. Lesson Content
 - a. American Flag (and Pledge of Allegiance)
 3. Skill Objective(s)
 - a. The student will develop new vocabulary based on the unit.

- b. The student will respond to material presented in a variety of ways, i.e., participating in discussions, answering questions, journal writing using inventive spelling, making connections and completing projects.
 - c. The student will recite and learn key facts.
 - d. The student will understand and follow directions.
- B. *Materials*
- 1. Appendix E – Teaching Guide for the Pledge of Allegiance
 - 2. Access website: www.uen.org/lessonplan/preview.cgi?LPid=10712, click on [Sign Language PDF](#) and make a hard copy. Practice the signs.
 - 3. Large chart paper on easel or blackboard with the key facts from Appendix A printed on it in sentence form.
 - 4. Pointer
 - 5. Key vocabulary written on 3 x 5 cards and added to the Word Wall.
- C. *Key Vocabulary*
- 1. A **republic** is a government belonging to the people.
 - 2. **Justice** means fairness.
- D. *Procedures/Activities*
- 1. Explain to the students, that it is hard to think of the American flag and not think of the Pledge of Allegiance. Just as they gather at the flag pole to say The Pledge every morning, so do children across the country and this practice has been going on for many, many years
 - 2. Tell the story of The Pledge of Allegiance using the summary. (Appendix E)
 - 3. Explain that even children who can't speak or hear can say the pledge in a special way. Teach them the Pledge in sign language per the sheet from the website. They will need to practice this many times. (Assessment 1)
 - 4. Engage students in following the pointer as they recite the key facts after you have read them. Repeat three times. (Assessment 2)
- E. *Assessment/Evaluation*
- 1. Observe that the students are engaged and learning the sign language for the Pledge.
 - 2. Observe that all students are reciting and learning the key facts.

Lesson Thirteen: The Statue of Liberty

- A. *Daily Objectives*
- 1. Concept Objective(s)
 - a. Student recognizes national symbols and understands their significance.
 - 2. Lesson Content
 - a. Symbols and Figures: Statue of Liberty
 - 3. Skill Objective(s)
 - a. The student will follow written text top to bottom and left to right.
 - b. The student will develop new vocabulary based on the unit.
 - c. The student will respond to material presented in a variety of ways, i.e., participating in discussions, answering questions, journal writing using inventive spelling, making connections and completing projects.
 - d. The student will recite and learn key facts.
 - e. The student will understand and follow directions.
- B. *Materials*
- 1. Costume and props for the teacher

- a. A sheet dyed green with a hole cut for head
 - b. A crown and torch (Appendix B)
 - c. A clipboard with 8.5"x11" paper on which is written "July, IV, MDCCLXXVI" in large letters each on a separate line
 - d. Enlarged copy of the closing words from "The New Colossus" by Emma Lazarus pasted on 12"x18" piece of brown construction paper and laminated
 - e. Small step ladder
2. "Lady Liberty" from *Core Knowledge Text Resources*, pp. 202-205
 3. Appendix F: Teaching Guide for "Lady Liberty"
 4. Pointer
 5. Maps of the world and the United States
 6. 8"x10" pictures, two of New York Harbor (one a view of N.Y. skyline from harbor and one of Liberty in harbor) and one of the Eiffel Tower downloaded from Internet source and copied on color copier
 7. A penny (preferably, a large metal one as in Lesson 4)
 8. A pyramid (geometric solid from math manipulatives)
 9. One tray with 350 separate unifix cubes
 10. Another tray with 214 color cubes
 11. Large chart paper on easel or blackboard with the key facts from Appendix A printed on it in sentence form
 12. Key vocabulary written on 3 x 5 cards and added to the Word Wall.
 13. One per student: Puzzle of Lady Liberty and envelope (Appendix B), scissors
 14. Student zip-lock bags
- C. *Key Vocabulary*
1. **Colossal** means gigantic.
 2. A **pyramid** is a solid figure with a square bottom and triangular sides.
 3. The **Eiffel Tower** is a building in the country of France.
 4. The **New York Harbor** is the waterfront in the state of New York.
 5. **Immigrants** are people who come from another country.
- D. *Procedures/Activities*
1. **PRIOR TO LESSON**
 - a. Dress in green slacks and green shirt. Wear sandals. Put on sheet and crown. Hold the torch in left hand and the clipboard in right hand. Climb the step ladder so that you are on the top step.
 - b. Tape "The New Colossus" to the front (steps will be behind it) part of the step ladder.
 2. Address the students: "I know that I look like (insert your name), but today I am pretending to be someone else. Does anyone know who I am?" Allow students to answer and then proceed. "That is correct. I am the Statue of Liberty and I would like to tell you my story. Would you like to hear it?" (Of course, they will all say YES!)
 3. Using "Lady Liberty" from *Core Knowledge Text Resources* and Appendix F as a guide, tell the story of the Statue of Liberty in **FIRST PERSON**. The appendix explains how to use the visuals within the story and make the experience interactive for the students. (Assessment 1)
 4. Engage students in reciting the key facts for this lesson using the pointer for directed reading and repeating three times. (Assessment 2)

5. Hand out a Statue of Liberty puzzle, scissors and an envelope to each student along with their student zip-lock bag. Instruct them to cut the puzzle pieces and reassemble them just like Bartholdi did when he brought the Statue from France. When they have had an opportunity to do so, put puzzle pieces in the envelope and put it in the zip-lock bag. Collect. (Assessment 3)
- E. *Assessment/Evaluation*
1. Were students engaged and participating in the interactive activity: responding to the questions and choosing the corresponding visual?
 2. Were they following the text and reciting the key facts?
 3. Observe that students correctly cut pieces to the puzzle and were able to reassemble them.

V. CULMINATING ACTIVITY

- A. Final Review and Assessment for Vocabulary
1. Review recognition of the vocabulary words with the students by directed reading using the pointer.
 2. Give a definition and ask the students to find the vocabulary word on the wall with the pointer. Repeat until everyone has had as many turns as time will allow.
- B. Final Review and Assessment of Key Facts
1. Read through all the charts from the lessons using the pointer for directed reading.
 2. Play “Kinder-Jeopardy”
 - a. Explain to the students that normally you ask questions and they give answers, but you are going to play a game where you will give the answers and they will have to ask the question. For example, you say, “Stands in New York Harbor” and they respond “What is the Statue of Liberty?”
 - b. Give them two or three for practice and then play the game.
 - c. For a challenge, divide them in 2-4 equal relay teams giving points for correct “questions.”
- C. Final Project: Flip Book - a “memory book” collage of the activities completed during the lessons explained in Appendix G

VI. HANDOUTS/WORKSHEETS

- A. Appendix A – Key Facts for Lessons 1 - 13
- B. Appendix B – Resources for Activities in Lessons 1-8, 10-13 and Culminating Activity C
- C. Appendix C – Teaching Guide and Target Questions for Abraham Lincoln, Lesson 4
- D. Appendix D – Teaching Guide for the Presidential Seal, Lesson 9
- E. Appendix E – Teaching Guide for the Pledge of Allegiance, Lesson 12
- F. Appendix F – Teaching Guide for “Lady Liberty,” Lesson 13
- G. Appendix G – Guide for Making the Flip Book, Culminating Activity C

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APPENDIX A

Key Facts for Lessons 1-13 and Culminating Activity C

Write these facts in sentence form for each lesson.

Use in this form (altered if necessary to fit) for the Flip Book (Appendix I)

Key Facts - George Washington

- 1st President of U.S.; called "The Father of His Country"
- Led American army in Revolutionary War against England
- Honest: "Legend of the Cherry Tree"

Key Facts - George W. Bush

- 43rd President of the U.S.
- Wanted to be a baseball player
- Dream for Children
 - Pursue their dreams
 - Complete education
 - Make good choices

Key Facts - Thomas Jefferson:

- 3rd President of U.S.
- Author of Declaration of Independence
- Image of his face is on the nickel.

Key Facts - The Seal of the President

- Bald eagle = strength; faces toward peace
- Olive branches = peace, Arrows = war
- 13 stars = original 13 colonies

Key Facts - Abraham Lincoln

- 16th President of U.S. during the Civil War
- Signed the Emancipation Proclamation to free all slaves
- Nicknamed "Honest Abe" - walked 6 miles to return 6¢

Key Facts - The White House

- 1600 Pennsylvania Avenue
- Home of the President
- George Washington never lived there.

Key Facts - Theodore Roosevelt

- 26th President of U.S.
- Conservationist - donated many animals to Smithsonian
- The "Teddy Bear" was named after him.

Key Facts - U.S. Flag

- 13 stripes for 13 original colonies
- 50 stars for the current states
- Blue=Justice, Red=Courage, White= purity

Key Facts - Mount Rushmore

- Monument to four
- beloved presidents
 - Washington
 - Jefferson
 - Lincoln
 - Roosevelt
- Mountain of granite blasted to create faces
- Located in South Dakota

Key Facts - Statue of Liberty

- Gift from France
- 350 pieces, 214 crates
- New York Harbor

APPENDIX B

Resources for Activities in Lessons 2-5, 12-13 and Culminating Activity C

Lessons 2 – 5

1. For coloring pictures (one per student) of the Presidents use images from *Core Knowledge Instructional Master 16* and the nickel from Master 15 for T. Jefferson together with images from the following websites:
 - G. Washington & Cherry Tree – www.first-school.ws/t/cpholiday/washington1.htm
 - T. Jefferson presents the Declaration – www.whitehouse.gov/kids/presidentsday/color/3.htm
 - Lincoln & log cabin – www.first-school.ws/cpholiday/lincoln1.htm
 - T. Roosevelt in his office – www.whitehouse.gov/kids/presidentsday/color/26.htm
 - Key facts or each from Appendix A (alter/reduce as necessary to fit)
2. Reduce/enlarge pictures to combine them for each president on half of an 8.5” x 11” sheet arranged as follows:
 - G. Washington: website picture on left with key facts on cherry tree, C.K. master picture on right
 - T. Jefferson: key facts on top left, nickel middle left, C.K. master picture bottom left, website picture on right
 - Lincoln: picture from website on left (cut off the big cloud of smoke) with key facts on roof and C.K. master picture on right
 - T. Roosevelt: key facts on top left with C.K. master picture on bottom left, website picture on the right

Lesson 12

- Reduce the instructions for signing the Pledge to fit on a 5.5” x 8.5” page and copy one for each student

Lesson 13

- The crown and torch for the teacher’s costume can be purchased through the following website: <http://statueofliberty.hostasaurus.com>; click on “Statue of Liberty” and then click on “Liberty Gifts and Souvenirs”
- To make the Statue of Liberty puzzle (one per student), follow these steps:
 - Download a picture of the Statue of Liberty from an Internet source or use the picture in Core Knowledge Instructional Master 17, one per child
 - Have a volunteer parent or allow the children to draw a jigsaw pattern on the picture and cut it out.
- To make the envelope, fold the bottom edge of an 5.5” x 8.5” piece of paper $\frac{3}{4}$ of the way up and tape the sides. Then fold the top edge $\frac{1}{4}$ ” down to close. Use double-sided tape to secure. Students should decorate the flap with star stickers.

Additional Materials needed for the Flip Book (Culminating Activity C), one per student:

- Table of Contents: one column of an 8.5” x 11” page with title: **KINDERGARTEN CORE CURRICULUM UNIT** centered at the top; **AMERICAN PRESIDENTS** with names bulleted under it; **AND SYMBOLS** with names bulleted beneath; **READ MORE ABOUT IT** with at least one book per bullet for parents to share with their child and, finally, the Key Facts for the Presidential Seal at the bottom
- Copy of the White House picture from *Core Knowledge Instructional Master 17*, one per student
- A picture of President Bush from an Internet source, one per student
- A picture of each student taken at a (mock) lectern with the Presidential Seal on the front and a label with “President-Elect (Last Name of Student) and the “year” they will be 35 and are eligible to run for office typed on it
- A picture of each student standing next to the flag saying the Pledge with their hand on their heart, (If you have Kodak Easy Share software, I suggest using the “Fun Effects – Coloring Page” in the Edit mode.)
- Copy the United States map from *Core Knowledge Instructional Master 11*. Outline the state of South Dakota with a black marker and put a star on your home state. Then make a copy for each student

APPENDIX C
Teaching Guide for Abraham Lincoln, Lesson 4

TARGET QUESTIONS

WRITE THE QUESTIONS ON LARGE CHART PAPER.

1. What number president was Mr. Lincoln?
 - **He was the 16th president.**
2. Where was Abraham Lincoln born?
 - **He was born in a log cabin in Kentucky.**
3. When do we celebrate his birthday?
 - **We celebrate it on February 12.**
4. Since he could not always go to school, how did he learn?
 - **He learned by reading books whenever he could.**
5. What was his favorite subject?
 - **His favorite subject was math.**
6. What three places did Abraham Lincoln live?
 - **Abraham Lincoln lived in Kentucky, Indiana and Illinois**
7. What jobs did he have before he was president?
 - **Mr. Lincoln was a farmer, a postmaster, a store owner/clerk and a lawyer.**
8. What nickname did people give him?
 - **The people called him “Honest Abe.”**
9. What did Abraham Lincoln do to show he was honest?
 - **He once walked six miles to return 6 cents to a lady who had overpaid.**
10. Why did people elect him to help make laws?
 - **He was very smart from all the reading he did.**
11. What war happened while he was president and who was fighting?
 - **The Civil War was between the states in the north and in the south.**
12. What was the war all about?
 - **The war was about slavery.**
13. What is a slave?
 - **A slave is a person who is bought and sold by other people to serve them and who is not free.**
14. After the war, how did Abraham Lincoln help the slaves?
 - **Mr. Lincoln signed the Emancipation Proclamation that said all slaves were free.**
15. How did Abraham Lincoln die?
 - **He was shot while watching a play.**
16. How can we remember Abraham Lincoln?
 - **We see him on the penny and stamps and also the Lincoln Memorial. Also \$5 bill**

DISCUSSION POINTS FOR EACH SLIDE

1. Point out Abraham Lincoln’s signature. (Did student(s) identify answer to Ques. #1?)
2. On the U.S. map, place pointer at your home state and ask a student to find Kentucky. Ask another what direction you need to go to get there. Move pointer to Kentucky. Ask another student to find Indiana. Ask what direction it is from Kentucky. Move pointer to follow Abe Lincoln’s moves to his new home. (Did they find the answers to Questions 2 and 3?)
3. Use back button on computer to return to Slide #1. Point out that in two places it says that Abraham Lincoln worked hard.
4. Emphasize to students that reading was very, very important to Abraham Lincoln. (Did students respond to Questions 4 & 5?)
5. Return to the U.S. map. Ask students to remember where the Lincolns had moved last – Indiana. Ask a student to come find Illinois and another to tell the direction the Lincolns moved. (Question 6 response?)
6. Ask children what they think a “postmaster” does. What do we call them today? – mailman Hold up 6 pennies. Describe a place that is 6 miles from your school. Ask students if they would walk that far to give back the 6 pennies. Abraham Lincoln did just that! (Question responses 7, 8 & 9?)
7. Emphasize to students how reading made Abraham Lincoln very smart and they should keep reading. (Question responses 7 & 10?)
8. Tell the students there are no known pictures of Eddie who died at a very young age.
9. Point out that to become President you have to be at least 35 years old.
10. Discuss slavery, reminding students that in the Bible, Joseph was sold as a slave to the traveling merchants by his brothers and the Israelites were slaves to the Egyptians. In America at the time Lincoln was President, people in the Southern states owned slaves and the people in the North wanted them to be free. The two groups went to war over slavery. It was called the Civil War. It lasted a long time and was very sad. When the war finally ended, President Lincoln signed a very important document called the Emancipation Proclamation which said that all slaves were now free men. What other document do the students know that gave freedom – Dec. of Ind. (Question responses 11 – 14)
11. Many were sad that President Lincoln died. He was a very important President. (Question 15)
12. Abraham Lincoln is honored with his image being many places. (Response to Question 16)

APPENDIX D (1)
Teaching Guide for the Presidential Seal, Lesson 9

DIRECTIONS FOR MATERIALS 6-8:

- The image of The Great Seal can be downloaded from www.american-buddha.com/greatseal2.jpg and copied on a transparency using a color copier.
- The color image of the presidential seal can be downloaded from www.tioh.hqda.pentagon.mil/Graphics/PresidentofUSSeal.jpg and copied on a transparency using a color copier.
- The black and white image of the presidential seal can be downloaded from www.timeforkids.com/TFK/class/pdfs/2004F/041112_ns1.pdf .
 - Copy the seal portion to a Word document and add the following to the bottom:

| COLOR CODE | | | |
|---------------|-----------|------------|----------------|
| 1 – Brown | 2 – Green | 3 – Red | 4 – Light Blue |
| 5 – Dark Blue | 6 – Tan | 7 – Yellow | |

- Print and prepare as follows using a fine point “sharpie” pen:
 - Mark each of the eagle’s wings with a “1”
 - Mark the olive branch with a “2”
 - Mark the stripes on the shield beginning with the second from the left and then every other one with a “3”
 - Mark the top of the shield with a “4”
 - Mark the field behind the eagle with a “5”
 - Mark the outer circle with “Seal of the President ...” with a “6”
 - Mark the eagle’s beak with a “7”
- Make a transparency and one copy per student

DIRECTIONS FOR COMPLETING THIS PORTION OF THE LESSON:

1. Say: Another seal looks very similar to The Great Seal and is called The Seal of the President of the United States. The President uses this seal on very important documents. It is a symbol of his authority as the president. You might also see this seal on the podium that the president uses for speeches, on the side of the presidential limousine and his plane Air Force One, on the rug in the oval office and on the presidential flag. It is even on special bags of M&Ms the President gives out to guests.
2. Explain to the students that they will be coloring a picture of The Seal of the President of the United States in a special way while learning what each part stands for. They should listen and follow directions and not do any coloring until told to do so.
3. Hand out a copy of the black/white presidential seal, a pack of colored pencils and student zip-lock bags to each student. Place the corresponding transparency on the overhead projector and have your overhead pens ready.
4. Using the pointer, show the students that there are numbers throughout the seal and a code on the bottom. Tell them that they will be coloring according to that code. Take a moment and read the color names next to each number in the code. As you do, have the students make a horizontal mark with a color pencil next to the corresponding color name.
5. As you discuss and complete the color-by-number activity, invite various students to come and use the pointer to show the different parts of the seal on the screen image.

APPENDIX D (2)
Teaching Guide for the Presidential Seal, Lesson 9

- 6 Ask students: What animal do you see at the center of the seal? (**Eagle**) The eagle stands for power and strength. The United States is recognized in the world for its power and strength. What number do you see on the eagle? (**1**) According to the code, what color should we use? (**Brown**) Color the transparency while students color their copy.
- 7 Ask: What is the eagle holding in his left talon? (**olive branch**) The olive branch stands for peace. Remember when Noah sent the dove and it brought back the olive branch? That was God’s way of telling Noah that the world was coming back to a peaceful state. Notice what direction the eagle is looking. (**toward the olive branch, peace**) The United States tries to help keep peace in the world. What number is on the olive branch? (**2**) What color should we use? (**Green**) Color.
- 8 Ask: What is in the eagle’s right talon? (**arrows**) When are arrows used? (**hunting, war**) That is correct. The arrows stand for war. Sometimes the United States must go to war to protect our freedom. What number do you see in the arrows? (**none**) So, what color should we use? (**none**) That is correct. We will leave them white.
- 9 Ask: What is in front of the eagle? (**a shield**) Count the stripes. (math connection) How many are there? (**13**) Does anyone know what that might stand for? Give the students an opportunity to respond. If no correct response, tell them it stand for the **13 original colonies**. What number do you see in the shield? (**3**) Notice, however, that it is not in every stripe. Color only the stripes with a “3”. What color will we use? (**red**) Color and then ask students what they notice about the shield. (**It is a pattern of red and white.**)
- 10 Look at the top of the shield. What number do you see? (**4**) What color is 4? (**light blue**) Color.
- 11 Now, look at the field behind the eagle. What number do you see? (**5**) What color is 5? (**dark blue**) Tell the students to be careful and color between the clouds and stars, leaving them white.
- 12 Ask: What three main colors do you see on the seal? (**red, white and blue**) What else can you think of that is red, white and blue? (**flag**) We will talk more about these colors and what they mean when we learn about our flag.
- 13 Let’s look at three other parts of the seal before we complete the coloring. How many clouds are there above the eagles head? (**13**) These again stand for the 13 original colonies that became the first 13 states.
- 14 How many stars are circling the eagle? (**50**) Who can guess what these stars represent? (**50 states**)
- 15 The eagle is holding a ribbon in its beak with some words on it. These words say “E Pluribus Unum.” Do you remember (previous knowledge from math) what that means? (**Out of many, one**) That means many states together form one united country.
- 16 There are two colors we have not yet used. What are they? (**yellow and tan**) The yellow is for the eagles beak and talons. The tan is for the outer circle where you see the words “Seal of the President of the United States.” Finish coloring the seal and put it in your student zip-lock bag.
- 17 While students finish coloring, informally assess by asking various students what each of the parts symbolize.
- 18 Collect materials.

APPENDIX E
Teaching Guide for the Pledge of Allegiance

Tell the story of the Pledge of Allegiance using these key points:

PLEDGE OF ALLEGIANCE

(Adapted from *I Pledge Allegiance* by June Swanson)

- In 1888, *The Youth's Companion*, a children's magazine ran a contest for children to buy U.S. flags for their schools.
- Kids collected enough pennies for 30,000 flags.
- Francis Bellamy and James Upham, editors of *The Youth's Companion*, planned a celebration.
- The celebration would take place in 1892 – the 400th Anniversary of Christopher Columbus' journey to America.
- Children would raise their flags and say something to honor the flag.
- President Benjamin Harrison made Columbus Day a holiday.
- Mr. Bellamy wrote: *I pledge allegiance to my flag and to the Republic for which it stands; one nation indivisible with liberty and justice for all.* What's missing?
- On Columbus Day, 1892 – 12 million children recited Bellamy's pledge across America
- In 1923, some veterans, men who fought in the wars, thought it was confusing to say "my" flag – whose flag? So it was changed to say "to the flag of the United States of America."
- They also decided that everyone should say the pledge with right hand over their heart.
- In 1954, a congressman wanted to add "under God" to the pledge because President Abraham Lincoln had called the U.S. "this nation, under God" in The Gettysburg Address, his Civil War speech. Some didn't want God. They wanted to keep religion separate from government; but, Congress voted and it passed.
- Our Flag is a symbol that stands for unity and strength. People everywhere say the pledge to honor it.
- Explain the meaning of the words to the students:

I pledge allegiance

I promise to stand up and be true

to the flag of the United States of America

to my flag and my country

and to the Republic for which it stands

and to the people that this country was created for

one Nation under God

(many states, but) one country blessed by God

indivisible

which should not be divided

with liberty

with freedom

and justice

and fairness

for all

for every person

APPENDIX F
Teaching Guide for “Lady Liberty”

Have Materials 5 – 10 displayed close to wear you are telling the story. Tell the story in **FIRST PERSON** using *Core Knowledge Text Resource 55*, “Lady Liberty” with the following **adaptations for student interaction:**

Page 202:

“*To get from France to the United States, people sailed for many long days. . .*” **STOP**
Have a student come to the world map and using the pointer, show the route that Mr. Bartholdi took. Have another student name the continent he came from, the ocean he crossed and the continent he came to. CONTINUE

“*Like the other passengers, Bartholdi was exhausted when his ship finally reached New York.*” **STOP Have another student come to the map of the United States and point to New York. Have student show where it is in relation to your home state.** CONTINUE

“When he saw New York Harbor **HOLD UP THE PICTURE OF NY SKYLINE**
FINISH THE PARAGRAPH.

Page 203:

AFTER “*sketches*” **ADD and several models, five to be exact. Each one was a little bigger that the one before.**

AFTER “*woman*” **ADD and should look like his mother.**

AS YOU NAME THE PARTS OF LIBERTY IN THE TEXT, DRAW ATTENTION TO THE PROPS YOU ARE HOLDING.

Page 204:

AFTER YOU SAY “*copper*” **PAUSE and ask one of the students to find something in the display that is copper and bring it to you.** CONTINUE

WHEN THE STORY MENTIONS “30 refrigerators”, **DRAW THE STUDENTS’ ATTENTION TO THE REFRIGERATOR BOX AND ASK THEM TO IMAGINE 30 OF THEM STACKED ON TOP OF ONE ANOTHER!**

WHEN THE STORY MENTIONS “The Eiffel Tower”, **SHOW THE PICTURE OF THE BUILDING AND ask a student to once again show where France is on the world map.**

WHEN THE STORY MENTIONS “a pyramid” **ask a student to find one in the display and hold it up.**

Page 205:

“350 pieces” **Have a student show the tray with 350 unifix cubes.** TELL THE STUDENTS THIS REPRESENTS HOW MANY PIECES THERE WERE OF “ME” (remember you are telling this in first person), CONTINUE WITH TEXT

“214 huge wooden boxes.” **Have a student hold up the tray with 214 color cubes and, again, relate to the number of crates “I” came in only HUGE!**

“(MY) home in New York Harbor” **HOLD UP THE PICTURE OF LIBERTY IN THE HARBOR**

*Liberty’s torch is a light to the world of the freedom of American

We are a light to the world of God’s love (Matthew 5:14-16)

God’s Word is a light and a lamp unto us (Psalm 119:106

“Give me your tired, your poor . . .”

We are to care for all people (Matthew 25:34-40)

APPENDIX G (1)
Culminating Activity C – Directions for Flip Book

- Teacher should have a completed model of the flip book to show students.
- Ask parent volunteer(s) to prepare steps 1-4.
- Students will complete the other steps with help as needed.
- You will need 2.5 folders per student – 1 red and 1.5 blue.
- Cut blue folders in half and cut off tabs so that you have 3 blue panels.
- You will need a container of tacky glue per 2 students, a small flat head brush for each student and the student's labeled zip-lock bag with activities from all the lessons. You will also need the key facts from APPENDIX A. Additional items for flip book are listed in APPENDIX B. Some items may need to be trimmed to fit.



1. Open red folder completely and lay it flat. Fold edges so that they meet in the middle. Note that the tab on left side meets the “cut” on the right.



2. Glue one blue panel to the underside of the right red panel. Trim blue panel to fit so red panels join in the middle.



3. Open red folder completely flat. Using clear, wide packing tape, attach one blue panel to the top and one to the bottom of the middle of the red folder so that they will fold back into the red folder. This is accomplished by leaving about 1/8 inch gap between the edges of each panel and the edges of the folder and taping on both sides. **TO CLOSE THE FLIP BOOK, FIRST “FLIP” THE BOTTOM BLUE PANEL UP. THEN “FLIP” THE TOP BLUE PANEL DOWN. NEXT, “FLIP” THE RIGHT PANEL IN AND, FINALLY, “FLIP” THE LEFT PANEL IN.**



4. Take the presidential seal (Lesson 9) from bag. Center it on the front of the closed folder. Slide the seal under the left panel to the middle and trace the edge of the panel onto seal. Remove, cut and then glue the two pieces of the seal so that when the book is closed the two pieces of the seal come together. (*See Helpful Hint on page 2 of Appendix I.)



5. Student “flips” left panel open and glues Table of Contents (App. B) on the blue portion of right panel.



6. On inside of left panel, student glues the picture of the White House (App. B) on the top, White House key facts in the middle, and the journal page from Lesson 10, folded in half horizontally like a book, on the bottom.

7. “Flip” open right panel. On the middle blue panel, student glues their “presidential” picture next to a picture of President Bush. (Appendix B). Under President Bush, glue key facts. On the bottom of the panel, glue the journal page (Lesson 8).

8. On the far right blue panel, student glues the White House rooms (Lesson 10).



9. FULL VIEW OF NEXT TWO STEPS

“Flip” up middle blue panel (with President Bush’s picture). Students will be working on the underside of this panel and the blank panel between the White House panels.

10. Student glues the flag (Lesson 11) to the top (underside of President panel). Glue the key facts to the flag under the blue star field.

11. Give students a 7.5” by 11” piece of red paper. They will vertically fold the bottom of the paper ¾ of the way toward the top and smooth the crease. Glue the paper to the panel (folded side up). On the front of the fold, student glues their picture pledging the flag and the explanation of the Pledge (Appendix E). Open the fold. Student glues a reduced copy of sign language for Pledge (App. B) with bottom edge of page at the crease. Glue key facts for Pledge above the sign language page.



APPENDIX G (2)

Culminating Activity C – Directions for Flip Book



12. On the blank blue panel between White House panels, use clear tape to attach the pictures of past Presidents (Lessons 2-5) beginning with Roosevelt on the bottom. Student should tape both top edge and bottom edge of his picture. Next student will tape Lincoln's picture on the top edge only staggered so it halfway covers Roosevelt. Student tapes Jefferson over Lincoln the same way and Washington over Jefferson. May need help with this.



FULL VIEW OF FINAL TWO STEPS:

"Flip" down the blue panel (with pictures of past Presidents). Student will be working on the red panel between the White House panels and the underside of the blue panel with the pictures of past Presidents.



13. On the top of the red panel between the White House panels, the student will glue the 3-D pop-up of Mount Rushmore (Lesson 7). Be sure student glues only the base to the panel, so it will "pop up." Under Mount Rushmore pop-up, student glues the key facts. At the bottom of the panel, students glues the map of the United States with South Dakota highlighted (Appendix B).



14. On the last blue panel (underside of the past Presidents' pictures), students begin with a copy of the picture used for the Statue of Liberty puzzle (Appendix B). Glue the picture on the top left side of the panel and then glue the key facts next to it on the right. In the middle, glue the envelope for the puzzle (Appendix B) and put the puzzle in the envelope. On the bottom, glue reduced pictures of the views of New York Harbor and the Statue of Liberty (Lesson 13).

Once dry (see Helpful Hint below), CLOSE THE FLIP BOOK PER STEP 3.

HELPFUL HINT: Complete the flip book in stages and, in between, lay the books out individually with a text book or other heavy, flat object on top so the pages of the book will dry flat without buckling. This should be done after Steps 4, 8, 12 and 14.