

Presidents and Symbols of Past, Present, and Future

Grade Level or Special Area: Kindergarten

Written by: Tammy Stewart and Tammy Wood, Bowie Elementary, Lubbock, TX

Length of Unit: Ten Lessons (11 days)

I. ABSTRACT

- A. Through the use of various strategies and activities, students will gain an understanding of the importance of four past presidents and the current president. They will gain knowledge about the significance of these men to our national history. Students will also learn to identify national symbols that are important to our country.

II. OVERVIEW

- A. Concept Objectives
1. The student understands important customs, symbols, and celebrations that represent American beliefs and principles and contribute to our national identity. (TEKS SS K.10)
 2. The student understands the purpose of rules. (TEKS SS K.8)
 3. The student understands the role of authority figures. (TEKS SS K.9)
- B. Content from the *Core Knowledge Sequence*
- IV. Presidents, Past and Present p. 13
- George Washington
The “Father of His Country”
Legend of George Washington and the Cherry Tree
 - Thomas Jefferson, author of the Declaration of Independence
 - Abraham Lincoln
Humble Origins
“Honest Abe”
 - Theodore Roosevelt
 - Current United States President
- V. Symbols and Figures p. 13
- Recognize and become familiar with the significance of
American Flag
Statue of Liberty
Mount Rushmore
The White House
- C. Skill Objectives
1. The student listens attentively and engages actively in a variety of oral language experiences (TEKS ELA K.1)
 2. The student recognizes that different parts of a book such as cover, title page, and table of contents offer information (TEKS ELA K.5h)
 3. The student develops an extensive vocabulary (TEKS ELA K5.8)
 4. The student uses phonological knowledge to map sounds to letters to write messages (TEKS ELA K.14c)
 5. The student writes messages that move left to right and top to bottom on the page (TEKS ELA K.14d)
 6. The student identifies the contributions of historical figures (TEKS-SS K.2a)
 7. The student identifies purposes for having rules (TEKS-SS K.8a)

8. The student identifies rules that provide order, security, and safety in the home and school (TEKS—SS K.8b)
9. The student identifies authority figures (TEKS—SS K.9a)
10. The student identifies the flags of the United States and Texas (TEKS—SS K10.a)

III. BACKGROUND KNOWLEDGE

- A. For Teachers
 1. Col, Jeananda. *Enchanted Learning*. <http://www.EnchantedLearning.com> 1998.
 2. Hirsch, Jr. E. D. *Teacher Handbook Series Kindergarten*. Charlottesville, Virginia: Core Knowledge Foundation, 2004. ISBN 1-890517-69-0
- B. For Students
 - 1.

IV. RESOURCES

- A. Adler, David. *A Picture Book of Thomas Jefferson*
- B. Adler, David. *A Picture Book of Abraham Lincoln*
- C. Adler, David. *A Picture Book of George Washington*
- D. Herman, John. *Red, White, and Blue*
- E. Kunhardt, Edith. *Honest Abe*
- F. Leonhardt, Alice. *The President of the United States*
- G. Mara, Wil. *George W. Bush*
- H. Penner, Lucille Recht. *The Statue of Liberty*
- I. Radcliffe, Loralyn. *Hooray for the USA!*
- J. Sateren, Shelley Swanson. *The Boyhood Diary of Theodore Roosevelt 1869-1870*
- K. Sollod, Celeste. *The American Flag*
- L. Schaefer, Lola M. *George Washington*
- M. Schlessinger Video Productions. *United States Expansion*
- N. Schlessinger Video Productions. *United States Flag*
- O. Schlessinger Video Productions. *Washington, D.C.*
- P. St. George, Judith. *So You Want to be President*
- Q. Torpie, Kate. *Our National Treasures*
- R. Yanuck, Debbie. *The American Flag*
- S. Yanuck, Debbie. *The White House*

V. LESSONS

Lesson One: So You Want To Be A President!

- A. *Daily Objectives*
 1. Concept Objective(s)
 - a. The student understands the purpose of rules. (TEKS SS K.8)
 - b. The student understands the role of authority figures. (TEKS SS K.9)
 2. Lesson Content
 1. Current United States President p. 13
 - a. The White House p. 13
 3. Skill Objective(s)
 - a. The student listens attentively and engages actively in a variety of oral language experiences (TEKS ELA K.1)
 - b. The student recognizes that different parts of a book such as cover, title page, and table of contents offer information (TEKS ELA K.5h)

- c. The student develops an extensive vocabulary (TEKS ELA K.5.8)
- d. The student uses phonological knowledge to map sounds to letters to write messages (TEKS ELA K.14c)
- e. The student writes messages that move left to right and top to bottom on the page (TEKS ELA K.14d)
- f. The student identifies purposes for having rules (TEKS SS K.8a)
- g. The student identifies rules that provide order, security, and safety in the home and school (TEKS SS K.8b)
- h. The student identifies authority figures (TEKS SS K.9a)

B. *Materials*

- 1. Book *So you Want To Be President* by Judith St. George
- 2. Book *The President of the United States* by Alice Leonhardt
- 3. 5 to 10 current photos of George W. Bush
- 4. Butcher paper for a KWL chart
- 5. Marker for KWL chart
- 6. Student journals
- 7. Pencils for each student
- 8. Journal Rubric (Appendix 1-A)

C. *Key Vocabulary*

- 1. President—The chief officer of a branch of government
- 2. Country—A nation or state
- 3. Law—A set of rules
- 4. Members—One that belongs to a group
- 5. White House—The executive mansion of the President of the United States

D. *Procedures/Activities*

- 1. Show the children the various pictures of George W. Bush.
- 2. Do a whole group KWL chart to discuss what the children know and want to learn about the President.
- 3. Read the book *So You Want To Be President* by Judith St. George.
- 4. Discuss the different aspects of being President.
- 5. From the book *The President of the United States* by Alice Leonhardt, read Chapters 2 through 4.
- 6. The children will write in their journals about the various things they have learned concerning the job of being President of the United States and the house in which the President lives.

E. *Assessment/Evaluation*

- 1. Successful completion of student journal entry with an appropriate picture and sentence containing phonetic spelling. Teacher may use the attached rubric to evaluate. (Appendix 1-A)

Lesson Two: Introducing Our President, Mr. George W. Bush

A. *Daily Objectives*

- 1. Concept Objective(s)
 - a. The student understands the purpose of rules (TEKS K.8)
 - b. The student understands the role of authority figures (TEKS K.9)
- 2. Lesson Content
 - a. Current United States President p. 13
 - b. The White House p. 13

3. Skill Objective(s)
 - a. The student listens attentively and engages actively in a variety of oral language experiences (TEKS ELA K.1)
 - b. The student recognizes that different parts of a book such as cover, title page, and table of contents offer information (TEKS ELA K.5h)
 - c. The student develops an extensive vocabulary (TEKS ELA K5.8)
 - d. The student identifies purposes for having rules (TEKS SS K.8a)
 - e. The student identifies rules that provide order, security, and safety in the home and school (TEKS SS K.8b)
 - f. The student identifies authority figures (TEKS SS K.9a)
- B. *Materials*
 1. The book *George W. Bush* by Wil Mara
 2. Butcher paper for making a list and interactive writing
 3. Marker for interactive writing
 4. Student journals
 5. Pencils for each student
 6. Journal Rubric (Appendix 1-A)
 7. Interactive Writing Information Sheet (Appendix 2-A)
- C. *Key Vocabulary*
 1. Authority figure—A real or projected person in a position of power
 2. Rule—A set of directions to follow
- D. *Procedures/Activities*
 1. Review information gained from Lesson One including the role of the President, who our current President is, and where the President lives.
 2. Read *George W. Bush* by Wil Mara and discuss the book.
 3. Make a list of the authority figures in the children’s lives.
 4. Discuss who the authority figures are at school.
 5. During interactive writing, the children will actively work to produce a list of rules for the classroom. (See Appendix 2-A for more information about interactive writing)
 6. The children will write in their journals depicting the authority figures in their lives.
- E. *Assessment/Evaluation*
 1. Successful completion of their journal entry with appropriate pictures and sentences containing phonetic spelling. The teacher may use the attached rubric to evaluate the journal entry. (Appendix 1-A)

Lesson Three: The Father of Our Country

- B. *Daily Objectives*
 1. Concept Objective(s)
 - a. The student understands the role of authority figures (TEKS SS K5.9)
 2. Lesson Content
 - a. George Washington p. 13
 3. Skill Objective(s)
 - a. The student listens attentively and engages actively in a variety of oral language experiences (TEKS ELA K.1)
 - b. The student recognizes that different parts of a book such as cover, title page, and table of contents offer information (TEKS-ELA K.5h)
 - c. The student develops an extensive vocabulary (TEKS-ELA 5.8)
 - d. The student uses phonological knowledge to map sounds to letters to write messages (TEKS ELA K.14c)

- e. The student writes messages that move left to right and top to bottom on the page (TEKS ELA K.14d)
 - f. The student identifies the contributions of historical figures (TEKS-SS K.2a)
- C. *Materials*
- 1. A dollar bill
 - 2. A quarter
 - 3. Book *George Washington* by Lola Schaefer
 - 4. 5 sheets of 12 x 18 construction paper
 - 5. Markers
 - 6. Cherry Tree Art (Appendix 3-A)
 - 7. Fact sheet for teachers (Appendix 3-B)
 - 8. Interactive Writing Information Sheet (Appendix 2-A)
- D. *Key Vocabulary*
- 1. General—A person in charge of the army
 - 2. Army—A large group of people trained for war
 - 3. Honesty—Truthful or sincere
- E. *Procedures/Activities*
- 1. Show the students the dollar bill and quarter and pass around so each child can see the person on each form of money.
 - 2. Discuss the face of the person on the dollar bill and quarter.
 - 3. After the discussion and the students are aware the person is George Washington, read the book *George Washington* by Lola Schaefer.
 - 4. After reading the book, discuss with the children the meaning of honesty and tell them the legend of the cherry tree.
 - 5. As a group through interactive writing, the class will make a big book of facts, using the construction paper, which will contain 4 pages and a title page.
 - 6. The title of our class big book will be *The Father of our Country*.
 - 7. Page one will say, “George Washington was the first President.”
 - 8. Page two will say, “George Washington’s face is on the dollar bill and quarter.”
 - 9. Page three will say, “George Washington was an honest man.”
 - 10. Page four will say, “George Washington is called the ‘Father of our Country.’”
 - 11. As a whole group, reread the class book.
- F. *Assessment/Evaluation*
- 1. Class participation in making the class big book.
 - 2. Complete the cherry tree art activity (See Appendix 3-A)

Lesson Four: Our Third President

- A. *Daily Objectives*
- 1. Concept Objective(s)
 - a. The student understands the role of authority figures (TEKS K.9)
 - 2. Lesson Content
 - a. Thomas Jefferson p. 13
 - 3. Skill Objective(s)
 - a. The student listens attentively and engages actively in a variety of oral language experiences (TEKS ELA K.1)
 - b. The student recognizes that different parts of a book such as cover, title page, and table of contents offer information (TEKS ELA K.5h)
 - c. The student develops an extensive vocabulary (TEKS-ELA 5.8)
 - d. The student uses phonological knowledge to map sounds to letters to write messages (TEKS ELA K.14c)
 - e. The student writes messages that move left to right and top to bottom on the

page (TEKS ELA K.14d)

f. The student identifies the contributions of historical figures (TEKS-SS K.2a)

B. *Materials*

1. A nickel
2. Book *A Picture Book of Thomas Jefferson* by David Adler
3. Paper for interactive writing
4. Markers for interactive writing
5. Small books for each child using four half pages of plain paper stapled together
6. Pencils for each student
7. Crayons or markers
8. Fact Sheet for Teachers (Appendix 4-A)
9. Interactive Writing Information Sheet (Appendix 2-A)

C. *Key Vocabulary*

1. Independent—Free from the control of others
2. Declaration—A formal statement

D. *Procedures/Activities*

1. Show the students a nickel and pass around so each child can see the person on the nickel.
2. Discuss the face of the person on the nickel.
3. After the discussion and the students are aware the person is Thomas Jefferson, read the book *A Picture Book of Thomas Jefferson* by David Adler.
4. After reading the book, discuss with the children the meaning of being independent and the meaning of declaration.
5. Discuss the Declaration of Independence and its importance to the history of the United States.
6. Emphasize Thomas Jefferson's role in writing this document.
7. As a whole group through interactive writing, make a list of facts about Thomas Jefferson.
8. Some examples might include that he wrote the Declaration of Independence, his picture is on the nickel, he lived at Monticello, he was our third president, etc.
9. Students will produce an individual book with a title and three pages of text.

E. *Assessment/Evaluation*

1. Completion of the individual book with a title page and three pages of text about Thomas Jefferson using phonetic spelling.

Lesson Five: Honest Abe

A. *Daily Objectives*

1. Concept Objective(s)
 - a. The student understands the role of authority figures (TEKS SS K5.9)
2. Lesson Content
 - a. Abraham Lincoln p. 13
3. Skill Objective(s)
 - a. The student listens attentively and engages actively in a variety of oral language experiences (TEKS-ELA K.5h)
 - b. The student recognizes that different parts of a book such as cover, title page, and table of contents offer information (TEKS-ELA K5.8)
 - c. The student develops an extensive vocabulary (TEKS-ELA K5.8)
 - d. The student uses phonological knowledge to map sounds to letters to write messages (TEKS ELA K.14c)
 - e. The student writes messages that move left to right and top to bottom on the page (TEKS ELA K.14d)

- f. The student identifies the contributions of historical figures (TEKS-SS K.2a)

B. *Materials*

1. A penny
2. Book *Honest Abe* by Edith Kunhardt
3. What Would Honest Abe Do? Game (Appendix 5-A)
4. Instructions for the Log Cabin for extension or center activity (Appendix 5-B)
5. 3 Plastic Solo Cups
6. Plastic coins including pennies, nickels, and quarters
7. Pictures of George Washington, Abraham Lincoln, and Thomas Jefferson taped to each cup
8. Chart paper
9. Markers
10. Student journals
11. Pencils for each child
12. Fact sheet for teachers (Appendix 5-C)

C. *Key Vocabulary*

1. Honesty—Truthful or sincere
2. Humble—Modest in behavior
3. Cabin—Small, roughly built house

D. *Procedures/Activities*

1. Take a second look at the dollar, quarter, and nickel and review the Presidents that we've talked about previously.
2. Show the students a penny and pass around so each child can see the person on the penny.
3. Discuss the face of the person on the penny.
4. After the discussion and the students are aware the person is Abraham Lincoln, read the book *Honest Abe* by Edith Kunhardt.
5. After reading the book, discuss the meanings of honesty and humble and use them to better understand what type of person Abraham Lincoln was.
6. Brainstorm and list various examples of an honest and humble person.
7. Play the honesty game, What Would Honest Abe Do? with the children. (See Appendix 5-A)
8. The student will each write in their journals to recall the information they have gained about Abraham Lincoln using an appropriate picture and sentences using phonetic spelling.
9. Center or extension activity, each child will construct a log cabin. (See Appendix 5-B)

E. *Assessment/Evaluation*

1. Using the cups marked with pictures of George Washington, Thomas Jefferson, and Abraham Lincoln, the children will sort plastic money correctly to show that they recognize which President is pictured on each coin.

Lesson Six: The Teddy Bear President

A. *Daily Objectives*

1. Concept Objective(s)
 - a. The student understands the role of authority figures (TEKS K.9)
2. Lesson Content
 - a. Theodore Roosevelt p. 13
3. Skill Objective(s)
 - a. The student listens attentively and engages actively in a variety of oral

- language experiences (TEKS ELA K.1)
 - b. The student develops an extensive vocabulary (TEKS-ELA 5.8)
 - c. The student uses phonological knowledge to map sounds to letters to write messages (TEKS ELA K.14c)
 - d. The student writes messages that move left to right and top to bottom on the page (TEKS ELA K.14d)
 - e. The student identifies the contributions of historical figures (TEKS-SS K.2a)
- B. *Materials*
1. Book *The Boyhood Diary of Theodore Roosevelt 1869-1870* edited by Shelley Swanson Sateren p. 23
 2. Paper for interactive writing
 3. Markers
 4. Teddy Bear, Teddy Bear song (Appendix 6-A)
 5. Pocket Chart
 6. Teddy Bear, Teddy Bear song written on sentence strips two times
 - *The first set of the song will be written on sentence strips in whole sentences.
 - *The second set of the song will need to be cut up into individual words.
 7. Presidential assessment form (Appendix 6-B)
 8. Fact sheet for teachers (Appendix 6-C)
 9. Interactive Writing Information Sheet (Appendix 2-A)
- C. *Key Vocabulary*
1. Legend—A story handed down from earlier times
 2. Outdoorsman—Someone who spends a lot of time outside
 3. Conservation—Someone who works to protect the environment
 4. Natural resources—Resources supplied by nature
 5. Protect—To take care of
- D. *Procedures/Activities*
1. Review and discuss the previous Presidents that have been presented.
 2. Review the teacher notes (Appendix 6-C) about Theodore Roosevelt.
 3. Once the teacher led discussion is finished, the class will use interactive writing to review facts about Roosevelt.
 4. Discuss the vocabulary words.
 5. Read page 23 of the book *The Boyhood Diary of Theodore Roosevelt 1869-1870* edited by Shelley Swanson Sateren which tells the story of how Roosevelt came to be known as the “Teddy Bear President.”
 6. The student will each write in their journals to recall the information they have gained about Theodore Roosevelt using an appropriate picture and sentences using phonetic spelling.
 7. Extension Activity: Teach the children the song Teddy Bear, Teddy Bear, Turn Around. (Appendix 6-A)
 8. After singing the song 2-3 times as a group, have the children act out the song while singing it.
 9. Take turns having the children match individual words of the song to the words written out in sentence form in the pocket chart.
 10. Sing the song one last time to wrap up the activity.
- E. *Assessment/Evaluation*
1. The children will write the names of each President we have discussed so far using the assessment form. (Appendix 6-B)

Lesson Seven: Faces of Stone

A. *Daily Objectives*

1. Concept Objective(s)
 - a. The student understands important customs, symbols, and celebrations that represent American beliefs and principles and contribute to our national identity. (TEKS SS K.10)
2. Lesson Content
 - a. Mount Rushmore p. 13
3. Skill Objective(s)
 - a. The student listens attentively and engages actively in a variety of oral language experiences (TEKS ELA K.1)
 - b. The student develops an extensive vocabulary (TEKS-ELA K5.8)
 - c. The student uses phonological knowledge to map sounds to letters to write messages (TEKS ELA K.14c)
 - d. The student writes messages that move left to right and top to bottom on the page (TEKS ELA K.14d)

B. *Materials*

1. Video *United States Expansion* from the American History for Children Video Series
2. Book *Our National Treasures* by Kate Torpie pp. 18-19
3. Molding clay
4. Student journals
5. Pencils for each student
6. Pieces of environmental print

C. *Key Vocabulary*

1. Symbol—Something that stands for something else
2. Monument—A structure built as a memorial
3. Sculptor—A person that shapes objects into art
4. Memorial—Something to celebrate or honor the memory of a person or event

D. *Procedures/Activities*

1. Begin with a discussion about symbols and their importance. Use examples of environmental print, such as The Golden Arches of McDonalds, Pizza Hut, Chick-Fil-A, various candies, various cereals, etc.
2. Tell the children that our country has many symbols including the mansion of our President. Have the children discuss the name and importance of The White House.
3. Show the excerpt of the video which tells the story of Mount Rushmore.
4. After the video, read pp. 18-19 from the book *Our National Treasures* by Kate Torpie.
5. Discuss why the faces of the four Presidents were placed on the monument of Mount Rushmore.
6. Discuss the important people in the lives of the children.
7. After the discussion, each child will be given a piece of molding clay to sculpt a representation of a person they consider important in their life.
8. The children will write in their journal about the person they have molded from clay and share why they feel this person is important to them.

E. *Assessment/Evaluation*

1. Completion of the clay activity, their journal entry, and their ability to share with the group about the important person in their life.

Lesson Eight: The Flag We Love

A. *Daily Objectives*

1. Concept Objective(s)

- a. The student understands important customs, symbols, and celebrations that represent American beliefs and principles and contribute to our national identity. (TEKS SS K.10)
- 2. Lesson Content
 - a. American Flag p. 13
- 3. Skill Objective(s)
 - a. The student listens attentively and engages actively in a variety of oral language experiences (TEKS K.1)
 - b. The student recognizes that different parts of a book such as cover, title page, and table of contents offer information (TEKS ELA K.5h)
 - c. The student uses phonological knowledge to map sounds to letters to write messages (TEKS ELA K.14c)
 - d. The student writes messages that move left to right and top to bottom on the page (TEKS ELA K.14d)
 - e. The student identifies the flags of the United States and Texas (TEKS—SS K10.a)
- B. *Materials*
 - 1. Book *The American Flag* by Debbie Yanuck
 - 2. Book *The American Flag* edited by Celeste Sollod
 - 3. Pieces of environmental print
 - 4. The 1st American Flag (Appendix 8-A)
 - 5. Crayons
 - 6. Journal Rubric (Appendix 1-A)
- C. *Key Vocabulary*
 - 1.
- D. *Procedures/Activities*
 - 1. Review of environmental print and discuss symbols of our country including The White House and Mount Rushmore.
 - 2. Play a guessing game with the students. The teacher will give clues that describe the American Flag. For example, “We see this symbol every day in our classroom. This symbol has three colors. We see this symbol in various places around Lubbock. We stand at attention every morning and look at this symbol. This symbol has stars on it.”
 - 3. Once they have discovered that we are describing the flag, read the book *The American Flag* by Debbie Yanuck.
 - 4. Discuss with the children how the flag can be known by many different names, including “The Stars and Stripes,” “Old Glory,” “The Red, White, and Blue,” etc.
 - 5. Discuss how the flag has changed over the years. Explain how the first flag had 13 stars and the flag today has 50 stars. Remind them that the number of stripes have always stayed the same.
 - 6. Color the first flag of the United States (Appendix 8-A)
 - 7. Look at the pictures in the book *The American Flag* edited by Celeste Sollod.
 - 8. The children will write in their journal to describe how they feel when they see the American Flag.
- E. *Assessment/Evaluation*
 - 1. Successful completion of the flag activity and journal entry. The teacher may use the attached rubric to evaluate the journal entry. (Appendix 1-A)

Lesson Nine: The Flag We Love—Part 2

- A. *Daily Objectives*
 - 1. Concept Objective(s)

- a. The student understands important customs, symbols, and celebrations that represent American beliefs and principles and contribute to our national identity (TEKS SS K.10)
 - 2. Lesson Content
 - a. American Flag p. 13
 - 3. Skill Objective(s)
 - a. The student listens attentively and engages actively in a variety of oral language experiences (TEKS ELA K.1)
 - b. The student identifies the flags of the United States and Texas (TEKS—SS K10.a)
- B. *Materials*
 - 1. Video *United States* from the American History for Children Video Series
 - 2. Book *Red, White, and Blue* by John Herman
 - 3. Red, white, and blue butcher paper for wall flag (Appendix 9-A)
 - 4. White tempera paint
 - 5. Venn diagram – laminated for whole group use (Appendix 9-B)
- C. *Key Vocabulary*
 - 1.
- D. *Procedures/Activities*
 - 1. Review the information discussed about the flag in Lesson 8.
 - 2. Show the video.
 - 3. Discuss the information in the video.
 - 4. Make the wall flag with the children. (Appendix 9-A)
 - 5. Read the book *Red, White, and Blue* by John Herman.
- E. *Assessment/Evaluation*
 - 1. As a whole group, the students will give information to show the differences and similarities between the first flag and the flag of today using a venn diagram. (Appendix 9-B)

Lesson Ten: Lady Liberty

- A. *Daily Objectives*
 - 1. Concept Objective(s)
 - a. The student understands important customs, symbols, and celebrations that represent American beliefs and principles and contribute to our national identity. (TEKS SS K.10)
 - 2. Lesson Content
 - a. The Statue of Liberty p. 13
 - 3. Skill Objective(s)
 - a. The student listens attentively and engages actively in a variety of oral language experiences (TEKS K.1)
 - b. The student recognizes that different parts of a book such as cover, title page, and table of contents offer information (TEKS ELA K.5h)
 - c. The student uses phonological knowledge to map sounds to letters to write messages (TEKS ELA K.14c)
 - d. The student writes messages that move left to right and top to bottom on the page (TEKS ELA K.14d)
- B. *Materials*
 - 1. Book *The State of Liberty* by Lucille Recht Penner
 - 2. Paper for interactive writing
 - 3. Markers
 - 4. Paper for class letter

5. Sheets of poster board (1 per table or group)
 6. Markers for children
 7. Crayons for children
 8. Interactive Writing Information Sheet (Appendix 2-A)
 9. Poster Rubric (Appendix 10-A)
- C. *Key Vocabulary*
1. Statue—a sculpture of a human or animal made of stone, clay, wood, or bronze
 2. Liberty—being free
 3. Freedom—free to act, speak, or think
 4. Torch—A portable light produced by a flame
- D. *Procedures/Activities*
1. Review the symbols of importance such as: bear for Roosevelt, stove pipe hat for Lincoln, the various types of currency and the related President, The White House, Mount Rushmore, and the American Flag.
 2. Introduce the symbol of the Statue of Liberty by reading the book *The Statue of Liberty* by Lucille Recht Penner.
 3. Use interactive writing to list facts about the Statue of Liberty.
 4. Write a class letter from the point of view of the Statue of Liberty that welcomes a new student into the classroom and school.
 5. Discuss how people sometimes make welcome posters for visitors or new people.
 6. Instruct the students to work at their tables, as a group and a team, to design a welcome poster that displays various symbols of our country.
- E. *Assessment/Evaluation*
1. The teams will be assessed based on a rubric for completion of the poster. (Appendix 10-A)

VI. CULMINATING ACTIVITY

- A. To bring this unit to an end, organize a Red, White, and Blue Fair for the children. The Fair will include various stations with activities to reinforce and review the content covered throughout this unit.
1. The children and teachers involved will dress in red, white, and blue clothing.
 2. The children will need to bring their favorite teddy bear to school.
 3. Station 1—George Washington—The children will enjoy tasting Cherry Cheese Tarts. (Appendix CA-A)
 4. Station 2—Abraham Lincoln—The children will make a Lincoln Top Hat Bank. (Appendix CA-B)
 5. Station 3—The children will sing the song Teddy Bear, Teddy Bear Turn Around and act out the song with their teddy bear.
 6. Station 4—The children will write their name using a quill pen and ink as if they lived in the time of Thomas Jefferson. (Appendix CA-C)
 7. Station 5—The children will make a Liberty Crown and Torch. (Appendix CA-D)
 8. Station 6—The children will use the molding clay to replicate Mount Rushmore.
 9. Station 7—The children will look at and enjoy the various books used throughout this unit.

VII. HANDOUTS/WORKSHEETS

1. Appendix 1-A Journal Rubric
2. Appendix 2-A Interactive Writing Information Sheet
3. Appendix 3-A Instructions for Cherry Tree Art

4. Appendix 3-B Fact Sheet for Teachers—George Washington
5. Appendix 4-A Fact Sheet for Teachers—Thomas Jefferson
6. Appendix 5-A What Would Honest Abe Do? Game
7. Appendix 5-B Instructions for the Log Cabin
8. Appendix 5-C Fact Sheet for Teachers—Abraham Lincoln
9. Appendix 6-A Teddy Bear, Teddy Bear song
10. Appendix 6-B Presidential Assessment Form
11. Appendix 6-C Fact Sheet for Teachers—Theodore Roosevelt
12. Appendix 8-A The 1st American Flag
13. Appendix 9-A Instructions for Making the Wall Flag
14. Appendix 9-B Venn Diagram
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Appendix 1-A

Name _____

Student Journal Rubric



	 Did a great job	 O.K.	 Better next time
1. One fact from lesson			
2. Illustration matches fact			
3. Words are written phonetically			
4. Words move from left to right			
5. Details are added to illustration			

Teacher Comments: _____

Appendix 2-A

Interactive Writing Information Sheet

- ❖ To begin interactive writing, the children should be sitting quietly on the carpet in front of the easel. On the top of my easel, I have a strip of the alphabet as a reference to all of the letters.
- ❖ You should use a large piece of chart paper with appropriate line spacing for kindergartners. Many times I use a pencil to draw a line if I'm using unlined paper.
- ❖ The ability of children to participate in interactive writing varies according to the time of year and knowledge of the students. At the beginning of the year, I have the children write one letter at a time with me writing more of the composition. As the year progresses, I write less and the children write more. I allow them to write newly learned sight words and more of the composition as they gain phonological awareness.
- ❖ When we are writing a sentence, we begin by coming up with a sentence that the group agrees on. Then we count the number of words in the sentence. As we begin writing, we begin gaining phonological awareness as we sound out each and every word. In the beginning, this does include sight words.
- ❖ During interactive writing, the children should be actively engaged and helping sound out the words. I do not allow the children to shout, but I do encourage them to call out the letters as we come across the sounds. To keep the children involved, I have the children to write on their hand with their pretend pencil (their finger). I also have them write individual letters or sight words on the carpet or in the air. Occasionally I give each child a dry erase board and marker and allow them to write either various parts or whole parts of what we are writing on the easel.
- ❖ If you use a word wall in your class, you can use interactive writing as a time to make reference to words already on the word wall or words that you may add to the word wall in the future. I have a child write a word and another find a word on the word wall at the same time. (My word wall is located on the lockers, behind where the children are sitting on the carpet.)
- ❖ I do interactive writing every day with my children. I find that they quickly gain knowledge about writing through this process. However, I only spend 15-20 minutes a day on interactive writing.

Teaching Points

Through interactive writing, the children learn the following:

- ❖ Print goes left to right and top to bottom on the page
- ❖ Capital letters should be at the beginning of all sentences.
- ❖ Learn the difference between a period, question mark, and exclamation mark and know that a period means you need to stop reading
- ❖ Learn the meaning of a comma
- ❖ Learn the purpose of quotation marks and that they stand for someone or something talking
- ❖ Learn that there is always a space between words
- ❖ Learn to put a capital letter on important words and names
- ❖ Gain phonological awareness of all letters at the same time, instead of in isolation, through meaningful experiences
- ❖ Learn the format of different types of text and the purpose for each
- ❖ Learn to spell high frequency words and identify them in print
- ❖ Learn the difference between individual letters and printed words
- ❖ Understand that spoken words are represented in written language
- ❖ Understand that print represents spoken language and conveys meaning
- ❖ Learn how to segment syllables in words
- ❖ Learn to listen for the beginning, middle, and ending sounds in words
- ❖ Learn that stories are written with a beginning, middle, and end
- ❖ Learn how to blend sounds to write words
- ❖ Learn the letters and sounds of the letters in the alphabet

APPENDIX 3-A Cherry Tree Art

MATERIALS:

- Brown construction paper
- White construction paper
- Green tissue paper
- A pencil
- Glue
- Popped popcorn
- Dry red tempera paint
- Lunch Sack

STEPS BEFORE THE CHILDREN BEGIN:

1. Before the children arrive, color 1-2 bags of plain microwave popcorn red by adding dry red tempera paint in a lunch sack filled with the popcorn. Shake the sack until all of the popcorn is well coated.
2. Draw a tree trunk shape on the brown construction paper for each child.
3. Cut the green tissue paper into small squares.

STEPS FOR THE CHILDREN:

1. Cut out the tree trunk shape on the brown construction paper.
2. Glue the tree trunk to the white construction paper.
3. Wrap the small squares of green tissue paper around the end of a pencil and then glue onto the tree for leaves.
4. Glue the red popcorn onto the tree for cherries.
5. Write a sentence about George Washington and the cherry tree.

Appendix 4-A
Fact Sheet for Teachers
Thomas Jefferson

- ❖ Thomas Jefferson was born in a four room house in Virginia. He was third out of ten children.
- ❖ He was always very curious and eager to learn. He learned to hunt from his dad and learned from his friends, the Indians. He loved to read.
- ❖ His dad died when he was 14 but his dad left him some land, a desk, bookcase, about forty books, and some slaves. Although he said he didn't like slavery, he always owned some slaves.
- ❖ Eventually, he sold more than 10,000 books to U.S. Congress, which is now a part of the Library of Congress book collection.
- ❖ Jefferson went to college in Virginia at age 16. Eventually, he decided to become a lawyer.
- ❖ He built a house in Virginia called Monticello, which in Italian means "little mountain."
- ❖ Jefferson invented a new plow for farmers and was one of the first to take the vaccine for small pox.
- ❖ In 1768, Jefferson was elected to the Virginian legislature into the House of Burgesses, which was an outlet to speak out against England.
- ❖ In 1775, the Revolutionary War began between the English and American colonies. The colonies wanted to be free of England. The war lasted eight years.
- ❖ Jefferson wrote the Declaration of Independence to explain the reasons for the Revolutionary War. It was approved on July 4, 1776.
- ❖ Jefferson was elected as governor of Virginia then into the Continental Congress. He helped pass the Treaty of Paris of 1783 which was written to end the war.
- ❖ He was elected as Secretary of State to Washington then elected Vice President to John Adams in 1796.
- ❖ Jefferson became the third president in 1800. He served for two terms. During his presidency, he lowered taxes, was involved in the Louisiana Purchase which bought the Mississippi River and the Rocky Mountains, and started the University of Virginia.
- ❖ He died exactly 50 years after the approval of the Declaration of Independence at Monticello.

Appendix 5-A What Would Honest Abe Do?

Materials:

One penny taped to a popsicle stick for every student

Steps:

The teacher will read aloud a scenario to the class. After the scenario is read, the teacher will say, "If you believe this is something Honest Abe would do, raise your popsicle stick into the air."

Scenario One:

Your teacher asks everyone in the class to work quietly at their tables while she visits with the principal in the hall. Once she walks into the hall, you and two other students play a game of chase in the room. When the teacher returns, she asks, "Those who did not stay in their seats please raise your hands." You raise your hand, and the teacher makes you stay in at break time.

Is this something Honest Abe would do? Why or Why not?

Scenario Two:

You go to the pencil machine at your school. When you put your quarter into the machine, two pencils fall out instead of just one. You look at the two pencils and then decide to put them both into your backpack and go home.

Is this something Honest Abe would do? Why or Why not?

Scenario Three:

Your parents ask you and your brother to go into the backyard and pick up toys so that the yard can be mowed. Once you get there, your brother begins to work very hard, but you find an old truck and start to play. When your dad comes out to mow, he sees that the yard is almost cleaned and tells you how proud he is that you and your brother both worked together to clean the yard. You start to feel bad and tell your dad that you really didn't help your brother.

Is this something Honest Abe would do? Why or Why not?

Appendix 5-B Log Cabin Art Activity

Note: This activity should be completed with a partner.

Materials:

- A small milk carton for each partner group
- Brown construction paper
- Pretzel sticks
- Slivered Almonds
- Glue
- Tape

Steps before the Students Begin:

1. Rinse and dry the milk cartons.
2. Tape the opening of the milk carton shut.
3. Cut the brown construction into pieces to fit like a roof over the top of the milk carton.

Steps for the Students:

1. Use glue to attach the pretzels to the sides of the milk carton. One student should glue while the other partner holds the pretzel in place. Complete one side of the carton at a time.
2. After all the sides have been covered with pretzels, the students should set the milk carton to the side and let it dry.
3. While the glue is drying, the students should take the brown construction paper and glue slivered almonds on it to make shingles.
4. Once the glue has dried on the milk carton, glue the roof to the top of the milk carton to complete the cabin.
5. Finally, the students will write one fact about Abraham Lincoln.

Appendix 5-C
Fact Sheet for Teachers
Abraham Lincoln

- ❖ Abraham Lincoln was born in a small log cabin in Kentucky.
- ❖ His parents were very poor. His father was a farmer and carpenter and his mother helped in the fields. Neither of his parents could read. He had one older sister named Sarah.
- ❖ He and Sarah walked two miles to a one room school, but only went to school for one year. He taught himself other than that.
- ❖ He and his family moved to Indiana when he was 7. They packed everything they owned on 2 horses and crossed through the woods. When they arrived, he helped his father build a one room cabin with dirt floors. His bed was a mattress of dry leaves.
- ❖ His mom died when he was 8. His dad remarried a woman with three children; now eight children were living in the one room cabin.
- ❖ His step mom, Sally, helped Lincoln study. He loved to read and always had a book in his hand.
- ❖ At 19, Lincoln was very tall, 6'4", and weighed over 200 pounds. He was a powerful wrestler and runner.
- ❖ Lincoln worked on a flatboat on the Mississippi River and traveled to New Orleans. He saw slaves for the first time and was horrified. He thought having slaves was wrong.
- ❖ He moved to Illinois and worked in a store. People traveled to see him because he was such a good story teller. He was also called on for advice and decided to study to become a lawyer. He became known as "Honest Abe."
- ❖ He married Mary Todd at age 30.
- ❖ Lincoln was a very unorganized man and began to wear a tall silk hat in which he kept bills, notes, and legal papers.
- ❖ He was elected to Congress and then ran for U.S. Senate against Stephen Douglas. Their big debates were over slavery. Lincoln lost to Douglas but became famous.
- ❖ Ran for President against Douglas and won. Two weeks later, the Civil War started over slavery.
- ❖ Lincoln wrote the Emancipation Proclamation to end slavery in the Confederate states. Two years later, the 13th Amendment was passed that outlawed slavery forever.

- ❖ Wrote the speech, the *Gettysburg Address*, in honor of the men who died in battle. The speech was only 2 minutes long, but became very famous.
- ❖ Five days after the war ended, Lincoln took his wife to the opera. An actor shot Lincoln in the theatre because of the slavery issues. Lincoln was buried in Illinois.

Teddy Bear, Teddy Bear, Turn Around

Teddy bear, teddy bear, turn around.

Teddy bear, teddy bear, touch the ground.

Teddy bear, teddy bear, shine your shoes.

Teddy bear, teddy bear, skidoo.

Teddy bear, teddy bear, go upstairs.

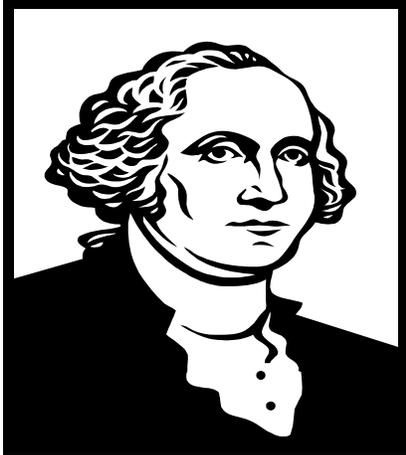
Teddy bear, teddy bear, say your prayers.

Teddy bear, teddy bear, turn out the light.

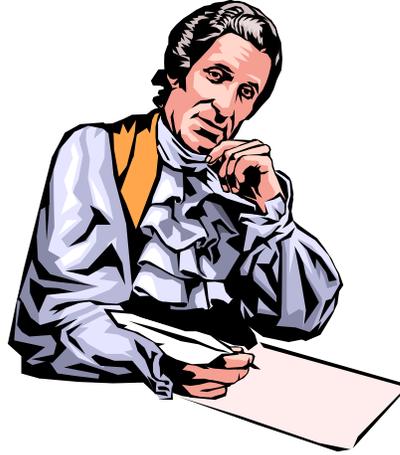
Teddy bear, teddy bear, say good night.

Appendix 6-B
Presidential Assessment Form

Abraham Lincoln
Theodore Roosevelt



Thomas Jefferson
George Washington





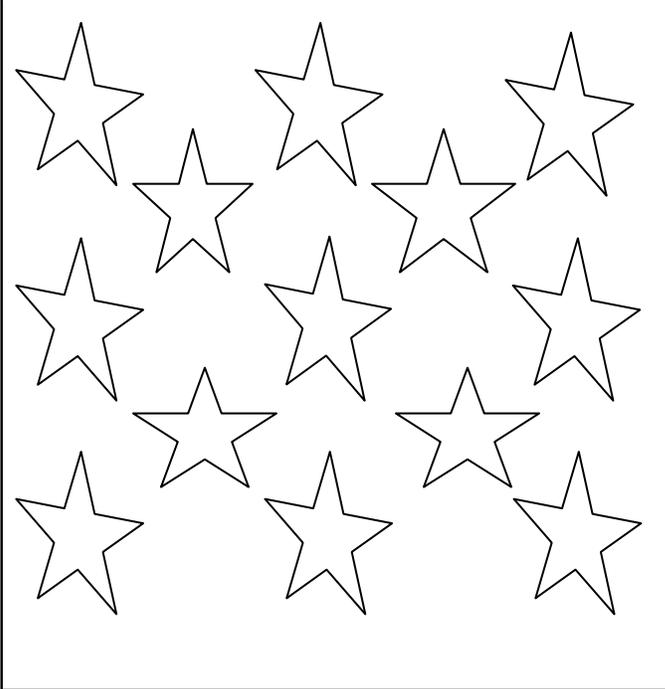


Appendix 6-C
Fact Sheet for Teachers
Theodore Roosevelt

- ❖ Theodore Roosevelt was born to a wealthy family in 1858.
- ❖ He was a sickly child and battled with a bad stomach, poor eyesight, and severe asthma. As a teen, he was made stronger by body building.
- ❖ He grew up in New York and studied to become a lawyer. He elected to the New York State Legislature in 1881.
- ❖ In 1884, his wife and mother died on the same day. After this tragedy, he took a two year break and moved to the Dakota Territory to become a rancher.
- ❖ He became the Lieutenant Colonel of the Rough Rider Regiment during the Spanish-American War.
- ❖ In 1898, became governor of New York.
- ❖ Roosevelt became the youngest President at age 43 with the assassination of President McKinley. He believed that the President should work for the good of the public. He was the 26th President of the United States.
- ❖ The American people loved Roosevelt. He worked as one of the nation's first environmentalist to set hundreds of millions of acres of land for national forests, coal and water reserves, and wildlife refuges.
- ❖ He planned for the digging of the Panama Canal.
- ❖ Won the Nobel Peace Prize during his Presidency for ending the Russo-Japanese war in 1905.
- ❖ Became known as the "Teddy Bear" during a hunting incident in 1902. While on a bear hunt, Roosevelt was unable to track and kill a bear. The guide tracked one for him, hit him over the head, and tied him to a tree for the President to claim. Roosevelt refused to claim the bear. A cartoonist heard of the story and drew a cartoon depicting the hunting incident. When store owners in New York saw the cartoon, they made two stuffed bears to sale in their store.

Appendix 8-A

The First American Flag

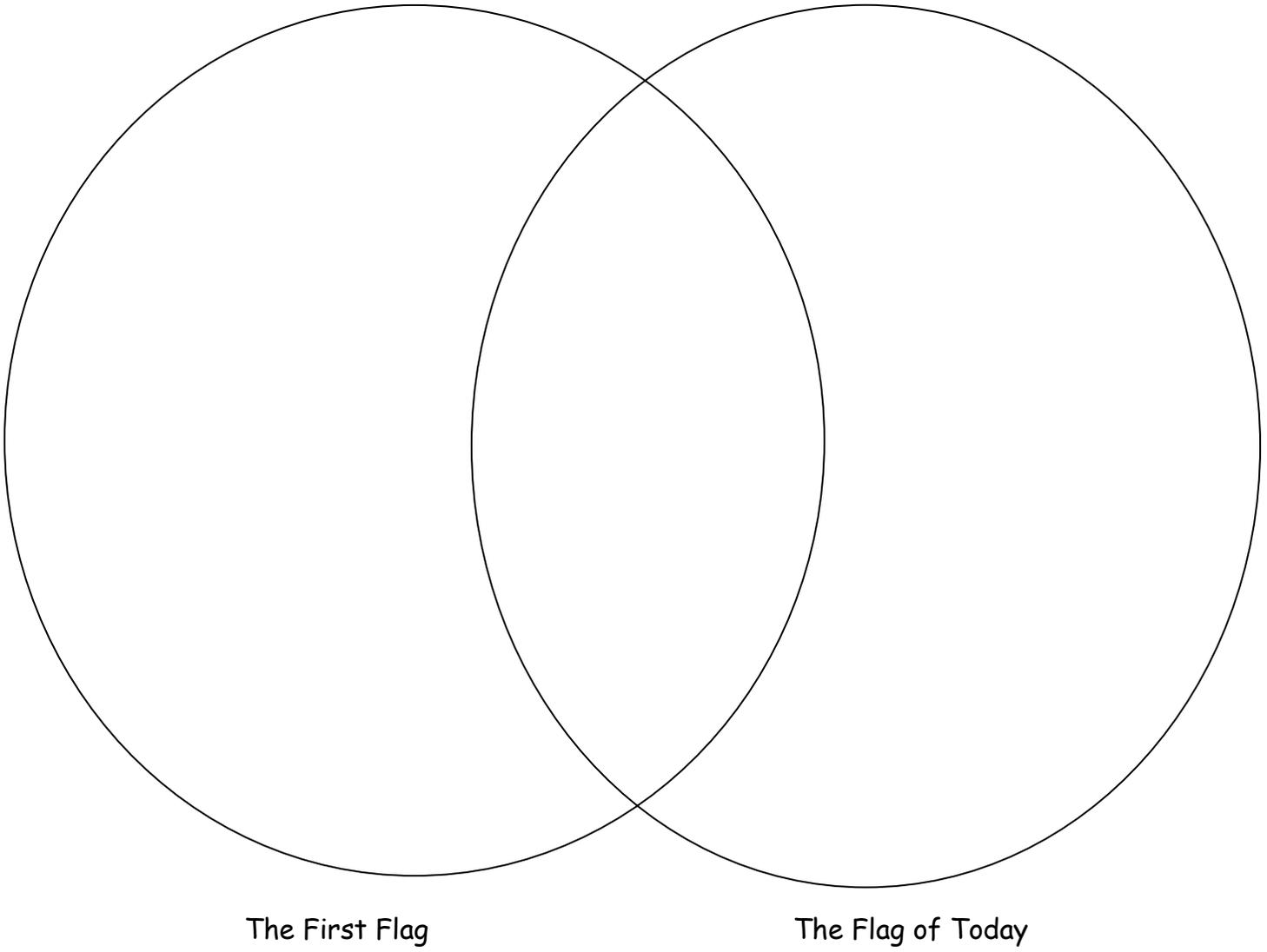
Red	White	Red	White	Red	White							
						Red	White	Red	White	Red	White	Red

Appendix 9-A
Instructions for Making the Wall Flag

Measurements of the wall flag are based on the desired size of the finished flag.

- ❖ Use white butcher paper for the main part of the flag. We taped 3 pieces of white paper together for a flag that reached from ceiling to floor.
- ❖ On a flag, there are 7 red and 6 white stripes. You will need to measure accordingly to ensure each stripe is the same width.
- ❖ Use 3 x 3 square of blue butcher paper for the star section on the flag.
- ❖ Assist the children in dipping their hands in the white tempera paint and placing on the blue section of the flag to represent the stars. There should be 50 handprints.

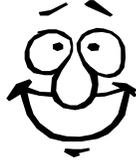
Appendix 9-B
Venn Diagram



Name _____

Poster Rubric



	 Did a great job	 O.K.	 Better next time
1. Drew 2 symbols from lessons			
2. Worked as a team			
3. Labeled their drawing			
4. Added detail to illustrations			

Teacher Comments: _____

Appendix CA-A Cherry Cheese Tarts

Ingredients:

- 1 1/3 cup graham cracker crumbs
- 1/2 cup sugar
- 1/4 cup melted butter or margarine
- An 8 ounce package of cream cheese, softened
- 1 egg
- 1 tsp vanilla
- 1 can cherry pie filling

Materials:

- muffin pan
- cupcake liners
- bowl
- spoon
- mixer

Steps:

1. Preheat the oven to 350 degrees. Place cupcake liners in the muffin tin.
2. Mix the graham cracker crumbs, 1/4 cup of sugar and the melted butter. Place a spoonful of the mixture in each muffin cup and press down to form a crust. Bake for 8 minutes and then remove from the oven.
3. While the crusts are baking, mix together the cream cheese, 1/4 cup of sugar, the egg, and the vanilla. Beat together until the mixture is smooth.
4. Fill each cupcake almost to the top with the cheese mixture. Return the muffins to the oven and back the tarts for 10 to 12 minutes.
5. Remove the tarts from the oven and carefully spoon a few cherries on top of each tart.
6. Let the tarts cool completely before removing from the muffin tin. Refrigerate the tarts before serving.

Appendix CA-B Lincoln Top Hat Bank

Materials:

- An empty soup can for each student
- Black poster board
- Black construction paper
- Scissors
- Tape
- Glue

Steps before the Children Begin:

- Place the soup can on the poster board and trace around the can. Trace enough circles for each student. This will become the top of the hat bank.
- Cut a slit in the middle of each circle so that any coin can slip through.
- Again, place the soup can on the poster board and draw another circle. However, this time the circle should be about 2 inches from the soup can. This will make the bottom of the bank and the hat brim.
- Cut black construction paper so that it fits around the can.

Steps for the Children:

- Cut out the two circles that have already been traced for everyone.
- Tape the circle with the slit to the open end of the can.
- Glue the larger circle to the bottom of the can for the hat brim.
- Glue the black construction paper around the can.

Appendix CA-C Quill Pens

Materials:

- A wing feather from a goose, turkey, seagull or crow. These can be purchased from any craft store.
- Sharp knife
- Black ink

Steps before the children begin:

- Using a sharp knife, make an angled cut on the underside of the feather tip.
- Cut the angled tip square.
- Slit the tip just a little with the knife.
- Press open the tip with a pencil.

Steps for the children:

- With adult supervision, dip the tip of the quill pen into the bottle of ink.
- Write your name or message on a piece of paper.

Appendix CA-D Liberty Crown and Torch

Materials:

- 7 pieces of green copy paper for each crown
- 1 piece of green construction paper for each torch
- Yellow tissue paper
- Scissors
- Stapler, glue, or tape
- An adult to help make the crown

Steps for Making the Crown:

1. Before the children begin, cut the green construction paper into strips that are $2\frac{1}{2}$ inches wide.
2. The first step is to make the band for the crown using the strips that have been pre-cut. You may need to tape two strips together to make it long enough to fit around the heads of the children. Once the band is fitted for each child, staple or tape the band closed.
3. Roll the green copy paper into cones in order to make the crown's spikes. Tape each cone closed, keeping the pointed end tightly wrapped. The adult helper will need to tape the cones while the children hold them closed so they don't unroll.
4. After all seven cones have been made and taped; the adult helper will need to cut the open ends so that they are level.
5. Make tabs in the cones by cutting $\frac{1}{2}$ inch slits around the open parts. You should make about 6-8 tabs.
6. Press each cone onto the headband and tape the tabs to the headband.

Steps for Making the Torch:

1. Roll green construction paper into a cone. Tape or glue it closed.
2. Stuff yellow tissue paper into the cone to look like a flame.

Optional: You may want to get green sheets and cut holes in them to create a robe for the children to wear in order to dress like Lady Liberty. Remember, The Statue of Liberty is made of copper, which turns green when exposed to air.