

# Washington, Jefferson, Roosevelt, Lincoln

**Grade Level or Special Area:** Kindergarten

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**Length of Unit:** Six lessons, 30 minutes each. These lessons can be done back to back, or spread out over a number of weeks.

## I. ABSTRACT

- A.** Who chopped down the cherry tree? Who walked six miles to return the exact change? Who wrote the Declaration of Independence? Who was the inspiration for the teddy bear? Find the answers to these and so much more when you study four of the most important presidents in our history.

## II. OVERVIEW

### A. Concept Objectives

1. Students will learn how to use a map. (Adapted from the Colorado State Standards, Geography 1.1)
2. Students will understand the importance of National Symbols. (Adapted from CSS, History, 5.1b)
3. Students will know the chronological order of events and people in history. (Adapted from CSS, History 1.1)
4. Students will organize and revise their writing. (Adapted from CSS, Reading and Writing 2.2 and 2.4)
5. Students will read and respond to a variety of literature such as legends. (Adapted from CSS, Reading and Writing 6.1)

### B. Content from the *Core Knowledge Sequence*

1. History and Geography: Kindergarten- Geography (p. 12)
  - a. Geography
    - i. Locate North America, the continental United States, Alaska and Hawaii.
2. History and Geography: Kindergarten- Presidents, Past and Present (p. 13)
  - a. George Washington
    - i. The “Father of His Country”
    - ii. The Legend of George Washington and the cherry tree.
  - b. Thomas Jefferson, author of Declaration of Independence
  - c. Abraham Lincoln
    - i. Humble origins
    - ii. “Honest Abe”
  - d. Theodore Roosevelt
3. History and Geography: Kindergarten- Symbols and Figures (p. 13)
  - a. Recognize and become familiar with the significance of
    - i. Mount Rushmore
4. Language Arts: Kindergarten- Reading and Language Comprehension
  - a. Distinguish fantasy from realistic text.

### C. Skill Objectives

1. Students will identify the seven continents on a political map
2. Students will identify the country of the United States on a political map of North America
3. Students will identify the state of Colorado on a political map of North America.

4. Students will identify the state of South Dakota on a political map of North America.
5. Students will be able to state which state Mount Rushmore is located in.
6. Students will be able to identify the symbol, Mount Rushmore, when shown a picture of Mount Rushmore.
7. Students will be able to identify George Washington as one of the figures on Mount Rushmore.
8. Students will be able to explain why he is known as the father of our country.
9. Students will be able to identify Thomas Jefferson as one of the figures on Mount Rushmore.
10. Students will be able to state that Thomas Jefferson was the author of the Declaration of Independence.
11. Students will be able to identify Theodore Roosevelt as one of the figures on Mount Rushmore.
12. Students will be able to state that Theodore Roosevelt created the National Parks program.
13. Students will be able to explain why the teddy bear was created and why it was named after Theodore Roosevelt.
14. Students will be able to identify Abraham Lincoln as one of the four presidents on Mount Rushmore.
15. Students will be able to list some of the reasons Abraham Lincoln was known as "Honest Abe."

### III. BACKGROUND KNOWLEDGE

#### A. For teachers

1. [www.MtRushmore.net/](http://www.MtRushmore.net/)
2. Owens, Thomas, *Mount Rushmore*
3. Harness, Cheryl, *Young Teddy Roosevelt*
4. Ribke, Simone, *Thomas Jefferson*
5. Pingry, Patricia, A., *Meet Abraham Lincoln*
6. Pingry, Patricia, A., *Meet George Washington*
7. The legend of George Washington and the cherry tree.

#### B. For students

1. Geography: Identify and locate North America and the continent of the United States on a map. (History and Geography: Kindergarten-p. 12)
2. Students will review the following vocabulary: *continent, country, state, map, American symbols*. (History and Geography: Kindergarten- p.12)
3. Students can state the difference between fiction and non-fiction. (Language Arts: Kindergarten- p. 12)

#### IV. Resources

- A. CD- *Sing and Learn with Dr. Jean*
- B. Political map of the world.
- C. Political map of the United States.
- D. Picture of Mount Rushmore.
- E. Various pictures of regional National Parks.
- F. Scissors: one per student.
- G. 8 count crayon box: one per student
- H. Glue sticks: one per student
- I. 8 1/2 x 11 black construction paper. 300 sheets.
- J. A minimum of 10 dry erase markers. 10 different colors.
- K. Picture of a sculpture by Gutzon Borglum.
- L. Teddy Bear
- M. Owens, Thomas S., *Mount Rushmore*
- N. Pingry, Patricia, *Meet Abraham Lincoln*
- O. Pingry, Patricia A., *Meet George Washington*
- P. Ribke, Simone, *Thomas Jefferson*
- Q. Fink, Sam, *The Declaration of Independence: The words that made America.*
- R. St. George, Judith, *The Journey of the one and one Declaration of Independence.*
- S. Harness, Cheryl, *Young Teddy Roosevelt*
- T. Kay, Helen, *The First Teddy Bear.*
- U. Map of your local area.
- V. Video- *Animated Hero Classics: George Washington.*
- W. Video- *Animated Hero Classics: Abraham Lincoln.*

#### V. LESSONS

**Lesson One:** South Dakota- (Two days- 30 minutes each)

##### A. *Daily Objectives*

- 1. Concept Objective
  - a. Students will learn how to use a map. (Adapted from CSS, Geography 1.1)
- 2. Lesson Content
  - a. History and Geography: Kindergarten- Geography (p. 12)
    - i. Geography
      - a) Locate North America, the continental United States, Alaska and Hawaii.
- 3. Skill Objectives
  - a. Students will identify the seven continents on a political map.
  - b. Students will identify the country of the United States on a political map of North America.
  - c. Students will identify the state of Colorado on a political map of North America.
  - d. Students will identify the state of South Dakota on a political map North America.

##### B. *Materials*

- 1. CD- *Sing and Learn With Dr. Jean.* (song number 12)
- 2. CD Player
- 3. Political map of the world: one for the teacher.
- 4. Political map of the United States: one for the teacher.

5. Colored markers, crayons or pencils: one per student.
6. Scissors: one per student
7. Glue sticks: one per student
8. Black construction paper, 8 and ½ by 11: two per student
9. Chart paper: one for the teacher
10. Marker: one for the teacher.
11. United States coloring map: one per student- Appendix D
12. South Dakota coloring map: one per student- Appendix B
13. “This is South Dakota” sentence: one sentence per student- Appendix C.
14. (Optional) Writing paper: one ½ sheet per student- Appendix F.
15. Student/Teacher generated Mount Rushmore book: one for the teacher.
16. Bubble map reference sheet: one for the teacher- Appendix A

**C. Key Vocabulary**

1. *South Dakota* is a state in North America.
2. *Mount Rushmore* is a symbol of North America.
3. A *Monument* is built to honor a person or a group of people.

**D. Procedures/Activities –**

1. **Day One-** Create on the chart paper a bubble map with the word, “continents” written in the large, middle circle (Appendix A). Ask if any of the students can read the word you wrote in the circle.
2. Open the lesson by singing the Continent song. *CD- Sing and learn with Dr. Jean, song number 12.* Point to the continents on the world map as you sing the song.
3. Tell the students, “*Turn to your neighbor and see if you can name the seven continents.*” Then, ask the students, “*Who can name for me one of the seven continents?*” Only allow each student to give you one continent. Write the name of each continent in one of the bubbles. If you have a picture of each continent, place it in the bubble and write the name under the picture.
4. Point to the North American continent and ask the students to tell their neighbor the name of the continent. Then have the class as a whole, or just one student, tell you the name of the continent.
5. Remind the students that the North American continent is made up of different countries.
6. Have the students tell their neighbor what country we live in. Then have the class as a whole, or just one student, tell you the name of the country we all live in.
7. Remind the students that the United States is made up of states. Have the students tell their neighbor the name of the state that we live in. Then have the class, or just one student, tell you the name of the state we live in. Have one student point out the state on the political map of the United States.
8. Tell the students, “*Today we are going to locate a state that is right next to us and spend the next 2 weeks learning about a very important monument located in that state.*”
9. Point to the political map of the United States and show the students where South Dakota is located.
10. Show the students the coloring map of South Dakota (Appendix B). Demonstrate how to color it in, using only one color, how to label it, South Dakota, and how to properly cut it out. Tell them they will color in the state with only one color and label it, South Dakota, on the actual map, cut it out and glue it on one of the black sheets of construction paper. Then, have the students glue the sentence, “This is

South Dakota,” (Appendix C) under the state. Higher students may write the sentence on the writing paper (Appendix F).

- 11. See appendix T for the order of the book pages.**
- 12.** Collect the sheets. Be sure their name is on the paper.
- 13.** Bring the students back to the rug and have them tell their neighbor what state we are going to learn about.
- 14.** Ask, “*Can one of you remember where South Dakota is located on this map?*” Have him/her point to South Dakota on the political map of the United States.
- 15.** Tell the students that at the end of the unit, they will have created a book about an important monument in South Dakota. Show them the teacher/student generated book, *Mount Rushmore* and then read it to the students.
- 16. Day Two-** Open the lesson by singing the Continent song. *CD- Sing and learn with Dr. Jean, song number 12.* Point to the continents on the world map as you sing the song.
- 17.** Pointing to the bubble map that was generated the day before, have the students name the seven continents to their neighbor, then to the teacher. Be sure to only allow each student to name one continent, so as to allow other students to participate.
- 18.** Point to the North American continent and ask the students to tell their neighbor the name of the continent. Then have the class as a whole, or just one student, tell you the name of the continent.
- 19.** Remind the students that the North American continent is made up of different countries.
- 20.** Have the students tell their neighbor what country we live in. Then have the class as a whole, or just one student, tell you the name of the country we all live in.
- 21.** Remind the students that the United States is made up of states. Have the students tell their neighbor the name of the state that we live in. Then have the class, or just one student, tell you the name of the state we live in. Have one student point out the state on the political map of the United States.
- 22.** Remind the students we are going to learn a little about another state. Ask, “*Do any of you remember which state we are going to learn about?*” (South Dakota)
- 23.** Ask if one of them can point to South Dakota on the political map of the United States. If they can’t, show them where South Dakota is located.
- 24.** Tell them that today they are going to identify and color in the state of South Dakota on a map of the United States.
- 25.** Show them the coloring map of the United States (Appendix D). Tell the students they will be working on the second page of their Mount Rushmore book. Point out that our state, Colorado is labeled. This is done so the students can use it as a point of reference when looking for South Dakota. Show them where they can find South Dakota on the coloring map.
- 26.** Pass out the coloring map and guide students through how to find South Dakota on the map.
- 27.** Show the students how color in the state of South Dakota. Be sure they only use one color. Demonstrate how to cut out the map, they may bubble cut, and then glue it on the second piece of black constructions paper.
- 28.** Collect the finished map of the United States. Be sure the names are on the sheets.
- 29.** Pass out the sentence, “It is part of the United States of America.” See if any of the students can read the sentence. If not, read the sentence to the students, have them read it after you and then together as a class.

30. Pass back out the state of South Dakota coloring page that was completed yesterday and have the students glue the sentence, "It is part of the United States of America." **on the back.** The South Dakota coloring page should be on one side and the sentence, "It is part of the United States," should be on the other.
31. **See appendix T for the order of the book pages.**
32. As you collect the pages, have the students read the sentence to you and dismiss students back to the rug.
33. Ask students to tell their neighbor what state we are learning about (South Dakota). Then have one student, or the class as a whole, tell you the answer.
34. Have them tell their neighbor what country South Dakota is located in (United States). Then have one student, or the class as a whole, tell you the answer.
35. Have them tell their neighbor what continent the United States is located on (North America). Then have one student, or the class as a whole, tell you the answer.

**E. Assessment/Evaluation**

1. **Day One**- As the students are working on coloring in the map of South Dakota, call them up one at a time and ask, "What state are you coloring in?"
2. **Day Two**- As the students are working on the United States map, call students back one at a time and have them point to South Dakota on the United States Coloring map. Then ask them, "What country is South Dakota in?" (United States) and, "What continent is the United States located on?"(North America)

**Lesson Two: Mount Rushmore-** (One day- 30 minutes)

**A. Daily Objectives**

1. Concept Objective(s)
  - a. Students will understand the importance of National Symbols. (Adapted from CSS, History, 5.1b)
2. Lesson Content
  - b. History and Geography: Kindergarten- Symbols and Figures (p. 13)
    - i. Recognize and become familiar with the significance of
      - a. Mount Rushmore
3. Skill Objective(s)
  - c. Students will be able to state which state Mount Rushmore is located in.
  - d. Students will be able to identify the symbol, Mount Rushmore, when shown a picture of Mount Rushmore.

**B. Materials**

1. Picture of Mount Rushmore.
2. One sheet of black construction paper: 8 and ½ by 11- one per student.
3. Page two of student created Mount Rushmore book. It will have the United States coloring map on one side. **See appendix T for the order of the book pages.**
4. Political map of the United States.
5. A small sculpture or a picture of a sculpture, preferably by Gutzon Borglum.
6. Owens, Thomas S., *Mount Rushmore*
7. Mount Rushmore coloring page: one per student- Appendix F
8. Sentence, "Mount Rushmore is in South Dakota.": one per student- Appendix G
9. (Optional) Writing paper: one ½ sheet per student- Appendix D.

**C. Key Vocabulary**

1. A *sculpture* is a work of art carved or shaped out of stone, wood, metal, marble, or clay or cast in bronze.
2. *To dedicate* means to set something apart for a special reason

3. You show *patriotism* when you love and have pride for your country.

**D. Procedures/ Activities**

1. Open the lesson with a review of the previous lessons objectives. Ask the students, “*What state did we learn about yesterday?*” (South Dakota) Call on one of the students to show you where South Dakota is located on the political map of the United States. If they have a difficult time, have them find Colorado first, then South Dakota. Tell them that today they are going to learn about a famous monument in South Dakota.
2. Review the following vocabulary:
  - a. A *sculpture* is a work of art carved or shaped out of stone, wood, metal, marble, or clay or cast in bronze. Show the students a sculpture. If one is not available, show them a picture of a sculpture. Tell them it is a sculpture and go over some of the materials used to make a sculpture. Ask, “*Can you think of any other materials that can be used in a sculpture?*”
  - b. *To dedicate* means to set something apart for a special reason. Go over what a dedication is and where else it can be found. Example: a dedication in a book, movie or on a CD.
  - c. You show *patriotism* when you love and have pride for your country. Explain what patriotism is and the various ways people show their patriotism. Example: standing for the National Anthem, saying the Pledge of Allegiance.
3. Show the students a picture of Mount Rushmore. Ask if any of them have ever visited Mount Rushmore. Allow them to share their experiences.
4. Show them the book, *Mount Rushmore*, and take a picture walk through the book, allowing students to share their opinions about what they see in the book. Remind them that instead of illustrations, the author choose to use photographs in his book. Ask them if they feel the story is fiction or non-fiction and give a reason as to why they feel that way.
5. **Read Aloud**-Read through the story, *Mount Rushmore*, stopping to review the vocabulary introduced earlier in the lesson and answer any questions the students may have.
6. Review the story with the following questions:
  - a. *Where is Mount Rushmore located?* (In the Black Hills of South Dakota.)
  - b. *Why did they decide to create the monument?* (To bring visitors to South Dakota. *or.* To honor the four presidents.)
  - c. *Do you think it was an easy or hard task to complete? Why?* (This is an opinion, so there are no wrong answers.)
  - d. *If you could create a monument to honor someone in your life who would it be and why would you choose them?* Allow the students to discuss it with a neighbor first. After 2-3 minutes, refocus the students and allow a few to share with the class. If they have a difficult time, give them an example.
7. Tell the students that they will continue with the next page of their book. Demonstrate to the students how to properly color in and cut out the Mount Rushmore picture. Students may bubble cut. Students then glue the Mount Rushmore picture on the new piece of black construction paper. As students finish, collect, making sure the name is on the paper, and then pass back page 2. It will have the map of the United States on one side. Next, give them the sentence, “Mount Rushmore is in South Dakota.” (Appendix G) They will glue that sentence on the back of page two. (The page with the map of the United States on it.) Students may write the sentence instead of just gluing. Pass out the writing paper (Appendix D) for

those who are able to write a legible sentence. As you collect the pages, have students read the sentence to you.

8. Bring the students back to the rug and close with the following questions:
  - a. *Where is Mount Rushmore located?* (In the Black Hills of South Dakota)
  - b. Point to South Dakota on the map. Choose one or more students to point to South Dakota on the political map of the United States.

9. **See appendix T for the order of the book pages.**

E. *Assessment/Evaluation*

1. As the students are working on their coloring page, call them back one at a time and have them answer the following questions:
  - a. Showing them a picture of Mount Rushmore, ask them, “*What is the name of this monument?*” (Mount Rushmore)
  - b. *In what state is Mount Rushmore located?* (South Dakota)

**Lesson Three: George Washington-** (Two days- 30 minutes each day)

A. *Daily Objectives*

1. Concept Objective(s)
  - a. Students will know the chronological order of events and people in history. (Adapted from CSS, History 1.1)
  - b. Students will read and respond to a variety of literature such as legends. (Adapted from CSS, Reading and Writing 6.1)
2. Lesson Content
  - a. History and Geography: Kindergarten- Presidents, Past and Present (p. 13)
    - i. George Washington
      - a. The “Father of His Country”
      - b. The Legend of George Washington and the cherry tree.
3. Skill Objective(s)
  - a. Students will be able to identify George Washington as one of the figures on Mount Rushmore.
  - b. Students will be able to explain why he is known as the father of our country.

B. *Materials*

1. Pingry, Patricia A., *Meet George Washington*
2. Video- *Animated Hero Classics: George Washington* (Optional)
3. Legend of the cherry tree: one for the teacher (Appendix K)
4. Picture of Mount Rushmore.
5. A map of the local area.
6. Coloring page of George Washington: one for each student (Appendix I)
7. “George Washington was the first president.”- one for each student. (Appendix J)
8. (Optional) Writing paper: one ½ sheet per student- (Appendix F).
9. Page three of their Mount Rushmore book.
10. Di-cut leaves: one per student.
11. Brown butcher paper: approximately 3-4 feet.

C. *Key Vocabulary*

1. A *surveyor* is a person who measures a piece of land in order to make a map. (Day one)
2. A *general* is a high-ranking officer in the military. (Day one)
3. An *election* is the process of choosing someone by vote. (Day one)
4. When you *vote*, you make a choice in an election. (Day one)
5. The *president* is the leader of a country. (Day one)

6. A *legend* is a story handed down from earlier times and is often based in fact, but is not entirely true. (Day two)

**D. Procedures/ Activities**

1. **Prior to the lesson, create a 2-3 foot tree out of butcher paper and mount somewhere in the room or hallway. Label it, “Honesty tree.” It will be use in day 2 of this lesson.**
2. **Day One**- Open the lesson by showing a picture of Mount Rushmore and asking the students the following questions:
  - a. “Who can tell me the name of this monument?”(Mount Rushmore)
  - b. “What state is Mount Rushmore located in?” (South Dakota)
  - c. “Why was Mount Rushmore built?” (To bring visitors to South Dakota. or. To honor the four presidents.)
3. Tell the students that today they are going to learn about one of the four presidents on Mount Rushmore.
4. Teach the following vocabulary words:
  - a. A *surveyor* is a person who measures a piece of land in order to make a map. Show the students a map. Tell the students that the person who makes maps is called a surveyor.
  - b. A *general* is a high-ranking officer in the military.
  - c. An *election* is the process of choosing someone by vote.
  - d. When you *vote*, you make a choice in an election. Do a quick mock election. Draw an apple, an orange and a banana on the board. Have the students vote for their favorite piece of fruit. Tally the total and give them the results. Tell them that that was similar to how an election is done. Stress the importance that every vote is equal and that they may only vote once.
  - e. The *president* is the leader of a country. Show a picture of our current president and tell them that he/she was elected president though the voting process.
5. Take a picture walk through the book, *Meet George Washington*, allowing the students to comment on the pictures they see.
6. **Read aloud**- Read the story, *Meet George Washington*, to the students. Pause when you come to a vocabulary word to review its meaning. Stop and answer any questions the students may have.
7. Pass out the coloring page of George Washington and the blank black construction paper. Demonstrate how you want them to color in and cut out the picture of George Washington. Have them glue it on the blank piece of black construction paper. Collect the page and make sure their name is on it. Pass out the sentence, “George Washington was the first president.” (Appendix J) and the third page. (It is the page with Mount Rushmore glued on one side). Have the students glue the sentence on the back of the third page (the one with Mount Rushmore on one side). You can have higher-level students write the sentence on the writing sheet (Appendix F) and glue that on the black construction paper instead of the pre-typed sentence.
8. **See appendix T for the order of the book pages.**
9. As you collect the pages, have the students read the sentence to you.
10. Back at the rug, ask the students the following questions:
  - a. *Who was George Washington?* (The Father of our country. The first president. A general. A surveyor. A farmer.)
  - b. *What jobs did he have before he was president?* (Farmer. Surveyor. General.)

- c. *Why is he known as the Father of our Country?* (He was the first elected president of the United States.)

11. **Day two-** Open the lesson with the following review questions:

- a. *Who was George Washington?* (The Father of our country. The first president. A general. A surveyor. A farmer.)
- b. *What jobs did he have before he was president?* (Farmer. Surveyor. General.)
- c. *Why is he known as the Father of our Country?* (He was the first elected president of the United States.)

12. Tell the students that although George Washington is a real person, there are stories about him that are not true. These stories are sometimes called *legends*. The most famous legend about him is the cherry tree.

13. Ask the students to think about a time when they did something wrong. Did they try to hide it or did they tell the truth? Were they honest? Teacher gives an example of when they did something wrong and told the truth. Allow students to share with their neighbor.

14. **Read Aloud-** Read the legend of George Washington and the cherry tree. (Appendix K).

15. After reading the story, ask the students the following questions:

- a. *What did George Washington do?* (Cut down his father's cherry tree.)
- b. *In the end, did he tell his father the truth?* (yes)
- c. *Who can remember the type of story this is called?* (A legend)

16. Now have the students share with the class a time when they did something wrong, but told the truth. Not all students have to share.

17. You may do one or both of the following activities:

- a. Show the video- *Animated Hero Classics: George Washington*
- b. Give each student one sheet of blank paper and allow them to create an illustration of when they did something wrong and then told the truth.

18. As the students are either watching the video or working on the illustration, call them back one at a time and ask them to tell you about a time when they did something wrong but told the truth. Scribe it on a di-cut leaf and staple it to the "Honesty tree."

19. Close the lesson by either allowing the students to share their illustrations or sharing what the students stated on the leaves.

**E. Assessment/Evaluation**

1. **Day one-** As the students work on their pictures of George Washington, call them back one at a time and ask them, "*Who was George Washington?*" (The first president. The father of our country.)

2. **Day two-** As the students are watching the video or working on their drawing, pull the back one at a time and ask them if the story of the cherry tree is true or not.

**Lesson Four: Thomas Jefferson-** (Two days- 30 minutes each.)

**A. Daily Objectives**

1. Concept Objective(s)

- a. Students will know the chronological order of events and people in history. (Adapted from CSS, History 1.1)

2. Lesson Content

- a. History and Geography: Kindergarten- Presidents, Past and Present (p. 13)
  - iii. Thomas Jefferson, author of Declaration of Independence

3. Skill Objective(s)
    - a. Students will be able to identify Thomas Jefferson as one of the figures on Mount Rushmore.
    - b. Students will be able to state the Thomas Jefferson was the author of the Declaration of Independence.
- B. *Materials*
1. Fink, Sam, *The Declaration of Independence: The words that made America*.
  2. Giblin, James Cross, *Thomas Jefferson: A Picture Book Biography*
  3. Ribke, Simone T, *Thomas Jefferson*
  4. St. George, Judith, *The Journey of the one and only Declaration of Independence*.
  5. Dry erase markers with a minimum of 10 different colors for use by the teacher.
  6. Picture of Mount Rushmore.
  7. Black construction paper: one per student.
  8. Page 4 of their Mount Rushmore book.
  9. Thomas Jefferson coloring page (Appendix L)
  10. Sentence, "Thomas Jefferson wrote the Declaration of Independence." (Appendix M)
- C. *Key Vocabulary*
1. The *Declaration of Independence* is an important document in American history declaring the freedom of the 13 colonies from British rule.
  2. A *colony* is made up of people who leave their homes and move to a new place.
  3. The *congress* is a group of elected officials that make the laws for the United States.
- D. *Procedures/ Activities*
1. **Day one**- Open the lesson by showing a picture of Mount Rushmore and asking the students the following questions:
    - a. "Who can tell me the name of this monument?"(Mount Rushmore)
    - b. "What state is Mount Rushmore located in?" (South Dakota)
    - c. "Why was Mount Rushmore built?" (To bring visitors to South Dakota. or. To honor the four presidents.)
  2. Tell the students that today they are going to learn about one of the four presidents on Mount Rushmore.
  3. Review the following vocabulary terms:
    - a. The *Declaration of Independence* is an important document in American history declaring the freedom of the 13 colonies from British rule. Explain the importance of the Declaration to the American people.
    - b. A *colony* is made up of people who leave their homes and move to a new place. Tell the students that before the states were called states, they were known as the 13 colonies.
    - c. The *congress* is a group of elected officials that make the laws for the United States.
  4. Take a picture walk through the book, *Thomas Jefferson*, allowing the students to comment on the pictures they see.
  5. **Read Aloud**- Read the story, *Thomas Jefferson*, to the students. Pause when you come to a vocabulary word to review its meaning. Stop and answer any questions the students may have.
  6. Pass out the coloring page of Thomas Jefferson and the blank black construction paper. Demonstrate how you want them to color in and cut out the picture of Thomas Jefferson. Then have them glue it on the blank piece of construction

paper. Collect the page and make sure their name is on it. Pass out the sentence, “Thomas Jefferson wrote the Declaration of Independence.” (Appendix M) and the fourth page (It is the page with George Washington glued on it). Have the students glue the sentence on the back of the fourth page (it has George Washington on it). You can have higher level students write the sentence on the writing sheet (Appendix F), and glue that on the back of the construction paper, instead of the pre-typed sentence.

7. **See appendix T for the order of the book pages.**
8. As you collect the pages, have the students read the sentence to you.
9. Back at the rug, ask the students the following question:
  - a. *Who was Thomas Jefferson?* (A man who wrote the Declaration of Independence *or* A president).
10. **Day Two-** Open the lesson with the following review question:
  - a. *Who was Thomas Jefferson?* (A man who wrote the Declaration of Independence *or* A president).
11. Tell the students that today they will learn a little about the Declaration of Independence. Let them know that it is one of the most important documents in American history and that it allowed us to govern ourselves. Because of the Declaration, we as a country were allowed to make up our own rules.
12. Take a picture walk through the book, *The Declaration of Independence: The words that made America*, allowing the students to comment of the illustrations.
13. **Read Aloud-** Read the story, *The Declaration of Independence: The words that made America*. Now, this book is the actual words of the Declaration put in story form so many of the words may be challenging. I only read a few pages to give them an idea of what the Declaration was about. I usually get through about 1/4 of it before I move on the next activity. I let them know that the Declaration is a long document with a lot of long fancy words that tell England, “We want to be our own country and make up our own rules (laws).”
14. Review with the students what congress does (day one of this lesson) and tell them that they are going to pretend that they are in congress. They are going to be able to make a new law. Ask the students, “*If there was one law that you could make or change, what would it be?*” Write the students response on the board. Use a different color marker for each response. They may have a hard time in the beginning so you may need to give them an example or two. So responses I have had are:
  - a. “The adults have to do what the kids say.”
  - b. “Candy for breakfast.”
  - c. “Go to school on Saturday and Sunday and have Monday through Friday as the weekend.”
15. Pass out appendix N and their Thomas Jefferson page from yesterday. They may either choose one of the sentences on the board to copy, or they may create their own. They need to write their new law on the appendix N sheet. When they are done, they may cut off the extra paper and glue the new law under the picture of Thomas Jefferson.
16. Back at the rug, students may come up to the front of the class and share their new law with the class.
17. Collect the pages, making sure their names are on it.
18. Close the lesson with the reading of the story, *The Journey of the one and only Declaration of Independence*.

**E. Assessment/Evaluation**

1. **Day one**- As the students work on their pictures of Thomas Jefferson, call them back one at a time and ask them, “Who was Thomas Jefferson?” (A man who wrote the Declaration of Independence).
2. **Day two**- Did the student write a legible sentence?

**Lesson Five: Theodore Roosevelt** (Two days, 30 minutes each)

**A. Daily Objectives**

1. Concept Objective(s)
  - a. Students will know the chronological order of events and people in history. (Adapted from CSS, History 1.1)
  - b. Students will organize and revise their writing. (Adapted from CSS, Reading and Writing 2.2 and 2.4)
2. Lesson Content
  - a. History and Geography: Kindergarten- Presidents, Past and Present (p.13)
    - i. Theodore Roosevelt
3. Skill Objective(s)
  - a. Students will be able to identify Theodore Roosevelt as one of the figures on Mount Rushmore.
  - b. Students will be able to state that he created the National Parks program.
  - c. Students will be able to explain why the teddy bear was created and why it was named after Theodore Roosevelt.

**B. Materials**

1. Pictures of various regional National Parks. I use Mesa Verde, Rocky Mountain and Yellowstone National Park.
2. Harness, Cheryl, *Young Teddy Roosevelt*.

**C. Key Vocabulary**

1. A *naturalist* is a person who studies animals and plants
2. *Taxidermy* means to stuff an animal that has died and put it on display.
3. A *cattleman* is a person who breeds and cares for cattle
4. *The Rough Riders* were a volunteer army

**D. Procedures/Activities**

1. **Day one**- Open the lesson by showing a picture of Mount Rushmore and asking the students the following questions:
  - a. “Who can tell me the name of this monument?”(Mount Rushmore)
  - b. “What state is Mount Rushmore located in?” (South Dakota)
  - c. “Why was Mount Rushmore built?” (To bring visitors to South Dakota. or. To honor the four presidents.)open the lesson with
2. Tell the students that today we are going to learn about another one of the presidents on Mount Rushmore.
3. Teach the following vocabulary words:
  - a. A *naturalist* is a person who studies animals and plants.
  - b. *Taxidermy* means to stuff an animal that has died and put it on display.
  - c. A *cattleman* is a person who breeds and cares for cattle
  - d. *The Rough Riders* were a volunteer army.
4. Take a picture walk through the book, *Young Teddy Roosevelt*, allowing the students to comment on the pictures they see.

5. **Read Aloud**-Read the story, *Young Teddy Roosevelt*. Pause when you come to a vocabulary word to review its meaning. Stop and answer any questions the students may have.
6. Tell the students they will continue with the next page of their book. Demonstrate to the students how to properly color in and cut out the picture of Theodore Roosevelt (Appendix O). Have them glue it on the blank piece of black construction paper. Collect all the pictures and make sure their name is on it. Pass out the sentence, "Theodore Roosevelt saved our national parks." (Appendix O) and page 5 of their book (it is the one with Thomas Jefferson on one side). Have the students glue the sentence on the back of page 5. You can have higher level students write the writing sheet (Appendix D) and glue that on instead of the pre written sentence.
7. **See appendix T for the order of the book pages.**
8. As you collect the pages, have them read the sentence to you.
9. Back at the rug, ask the following questions:
  - a. Show a picture of Theodore Roosevelt and ask, "*Who is this person?*" (A president. A man on Mount Rushmore. Teddy Roosevelt or Theodore Roosevelt.)
  - b. *What did he like study?* (Plants and animals)
  - c. *What famous monument is he on?* (Mount Rushmore)
10. **Remind the students that they will need to bring in their favorite teddy bear for the next lesson. I usually put a day or two in between the lessons so I can remind parents to have the students bring in the teddy bears.**
11. **Day Two**- Review with the students the previous days objectives:
  - a. Show a picture of Theodore Roosevelt and ask, "*Who is this person?*" (A president. A man on Mount Rushmore. Teddy Roosevelt or Theodore Roosevelt.)
  - b. *What did he like study?* (Plants and animals)
  - c. *What famous monument is he on?* (Mount Rushmore)
12. Hold up the teddy bear you brought in. Ask them, "*What is this?*" (A teddy bear)
13. Ask them, "*Do any of you have a favorite teddy bear?*" "*Why is it your favorite?*" Allow the students to share with a neighbor why the bear is their favorite. Call on a few students to share with the class as to why that particular teddy bear is their favorite.
14. Tell them that the teddy bear was made and named after one of our presidents. Ask them if they can guess which one (Theodore Roosevelt).
15. Today they are going to listen to a story about how the first teddy bear was created and why. They will also find out why it was named after President Theodore Roosevelt.
16. Take a picture walk through, *The First Teddy Bear*. Allow the students to comment on the pictures they see.
17. **Read Aloud**- Read the story *The first Teddy Bear*. Pause when you come to a vocabulary word to review its meaning. Stop and answer any questions the students may have.
18. **Review**- *Why did they make the first teddy bear?* (With assistance, have the students retell what happened in the story).
19. **Teddy Bear Picnic**- With a friend, have the students share their teddy bear and why it is their favorite. Then have a picnic lunch with their friends and their bears.

**E. Assessment/Evaluation**

1. **Day One-** While the students are coloring in Theodore Roosevelt, call them up one at a time and ask them who they are coloring in and one event in his life. (Theodore Roosevelt. He studied plants and animals. He saved our National parks. If they say the name of one of the parks, that is acceptable.)

**Lesson Six: Abraham Lincoln** (Two days, 30 minutes each)

**A. Daily Objectives**

1. Concept Objective(s)
  - a. Students will know the chronological order of events and people in history. (Adapted from CSS, History 1.1)
  - b. Students will organize and revise their writing. (Adapted from CSS, Reading and Writing 2.2 and 2.4)
2. Lesson Content
  - a. History and Geography: Kindergarten- Presidents, Past and Present (p. 13)
    - i. Abraham Lincoln
      - a. humble origins
      - b. "Honest Abe"
3. Skill Objective(s)
  - a. Students will be able to identify Abraham Lincoln as one of the four presidents on Mount Rushmore.
  - b. Students will be able to list some of the reasons Abraham Lincoln was known as "Honest Abe."

**B. Materials**

1. IPingry, Patricia, *Meet Abraham Lincoln*
2. The Animated Hero Classics: Abraham Lincoln.
3. Abraham coloring page. (Appendix Q).
4. "Abraham was known as, "Honest Abe." (Appendix R).
5. Page 6 of Mount Rushmore book.
6. Black construction paper: one per student
7. Crayons, markers or coloring pencils.
8. Scissors: one per student.
9. Glue sticks: one per student
10. Picture of Mount Rushmore.

**C. Key Vocabulary**

1. A *flatboat* is a boat made out of logs and was used to carry food across rivers.
2. A *debate* is when you talk to another person and don't agree with them.
3. The *Emancipation Proclamation* was a document that was meant to end slavery.
4. The *13<sup>th</sup> Amendment* made slavery illegal in the United States.
5. When you are *furiosus*, you are angry.

**D. Procedures/Activities**

1. **Day One-** Open the lesson by showing a picture of Mount Rushmore and asking the students the following questions:
  - a. "Who can tell me the name of this monument"(Mount Rushmore)
  - b. "What state is Mount Rushmore located in?" (South Dakota)

- c. “*Why was Mount Rushmore built?*” (To bring visitors to South Dakota or To honor the four presidents.)
2. Tell the students that today they are going to learn about one of the four presidents on Mount Rushmore.
3. Teach the following vocabulary words:
  - a. A *flatboat* is a boat made out of logs and was used to carry food across rivers.
  - b. A *debate* is when you talk to another person and don’t agree with them.
  - c. The *Emancipation Proclamation* was a document that was meant to end slavery.
  - d. The *13<sup>th</sup> Amendment* made slavery illegal in the United States.
  - e. When you are *furiosus*, you are angry.
4. Take a picture walk through the book, *Meet Abraham Lincoln*, allowing the students to comment on the pictures they see.
5. **Read Aloud-** Read the story, *Meet Abraham Lincoln*, to the students. Pause when you come to a vocabulary word to review its meaning. Stop and answer any questions the students may have.
6. Pass out the coloring page of Abraham Lincoln, (Appendix Q), and the blank black construction paper. Demonstrate how you want them to color in and cut out the picture of Abraham Lincoln. Have them glue it on the blank sheet of black construction paper. Collect the page and make sure their name is on it. Pass out the sentence, “Abraham Lincoln was known as, “Honest Abe.”(Appendix Q) and page 6 of their book (the one with Roosevelt’s picture on it). Have them glue the back of page 6, (the one with Roosevelt’s picture on it). You can have higher level students write the sentence on the writing sheet (Appendix D) and glue that on instead of the pre-typed sentence.
7. **See appendix for the order of the book pages.**
8. As you collect the sentence, have the students read the sentence to you.
9. Back at the rug, ask the students the following questions:
  - a. Who was Abraham Lincoln? (A president. A farmer. He worked in a store. He freed the slaves. The president who was shot.
  - b. Why was he known as “Honest Abe?” (He was honest with people and always told the truth).
10. **Day Two-** Review the previous days objectives:
  - a. Who was Abraham Lincoln? (A president. A farmer. He worked in a store. He freed the slaves. The president who was shot.
  - b. Why was he known as “Honest Abe?” (He was honest with people and always told the truth).
11. Tell the students that they are going to get to watch a short video about Abraham Lincoln.
12. As the students are watching the video, have them finish any pages not yet completed in their book. You will staple to pages together for them.
13. When the video is over, ask the students:
  - a. What was Abraham Lincoln best known for? (Freeing the slaves. Always telling the truth. He was shot in the head).
14. Tell the students they are going to create a cover for their book. Pass out the book (you should staple them during the video) and allow the students to thumb through it and share with their friends. Demonstrate how you want them to glue on the book cover page onto the front cover of the book. Pass out book cover (Appendix

R), and allow the students to color it in and write their name on it. Watch to make sure the students glue on the cover page on the front cover and not the back cover. When all the students are done, guide the students in a class reading of their book. If time allows, have them share with another class.

**E. Assessment/Evaluation**

- 1. Day One-** While the students are coloring in Abraham Lincoln, call them back one at a time and have them answer the following question:
  - a.** Show a picture of Mount Rushmore, point to Abraham Lincoln and ask them to identify the man you are pointing to.
  - b.** Ask, “What is Abraham Lincoln best know for?” (Freeing the slaves. Always telling the truth. He was shot in the head).

**VI. CULMINATING ACTIVITY**

- 1.** The unit will end with a class reading of the book the students created. If applicable , have the students share their book with students from another, preferably older, class

**VII. HANDOUTS/WORKSHEETS**

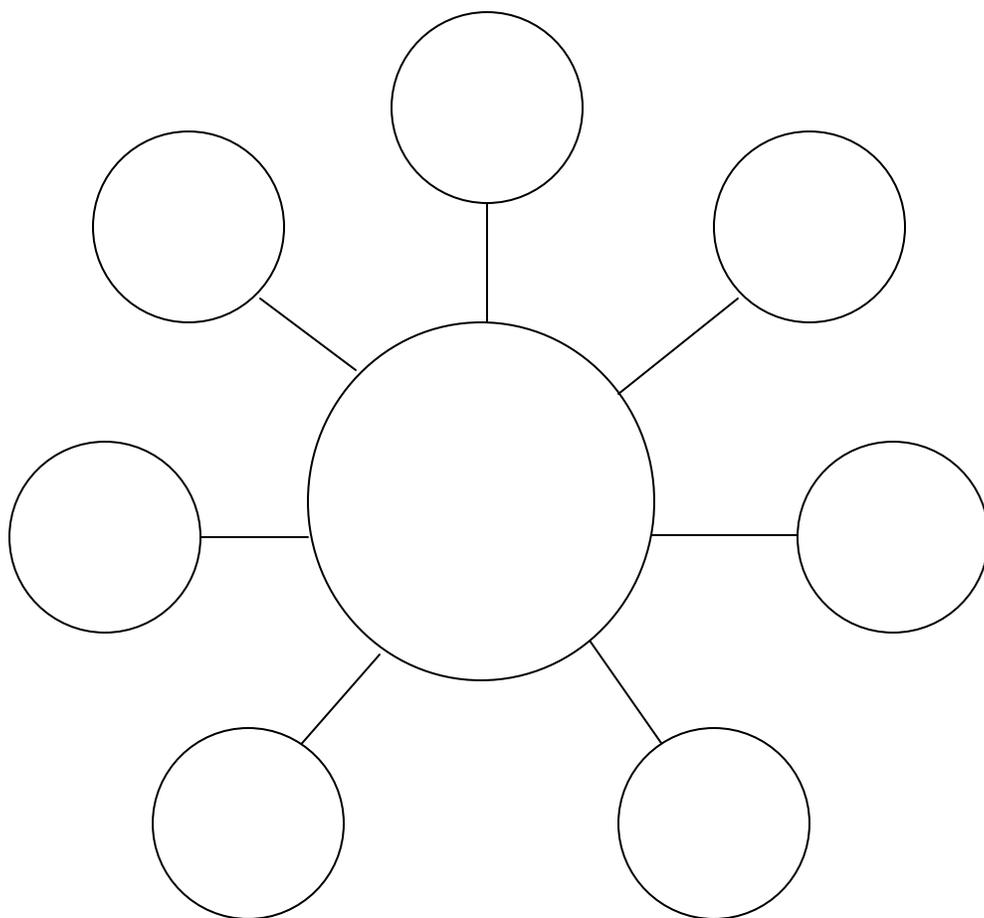
- 1.** Appendix A- Bubble map example.
- 2.** Appendix B- South Dakota coloring map.
- 3.** Appendix C- “This is South Dakota.”- sentence
- 4.** Appendix D- United States coloring page.
- 5.** Appendix E- “It is part of the United States.”- sentence.
- 6.** Appendix F- Writing template
- 7.** Appendix G- Mount Rushmore coloring page.
- 8.** Appendix H- “Mount Rushmore is in South Dakota.” - sentence
- 9.** Appendix I- George Washington coloring page.
- 10.** Appendix J- “George Washington was the first president.” - sentence
- 11.** Appendix K- The legend of George Washington and the cherry tree.
- 12.** Appendix L- Thomas Jefferson coloring page.
- 13.** Appendix M- “Thomas Jefferson wrote the Declaration of Independence.” - sentence
- 14.** Appendix N- New laws activity sheet.
- 15.** Appendix O- Theodore Roosevelt coloring page.
- 16.** Appendix P- “Theodore Roosevelt saved our National Parks.” - sentence
- 17.** Appendix Q- Abraham Lincoln coloring page.
- 18.** Appendix R- “Abraham Lincoln was known as ‘Honest Abe’”.
- 19.** Appendix S- Front cover sheet.
- 20.** Appendix T- Mount Rushmore book layout.

## VII. BIBLIOGRAPHY

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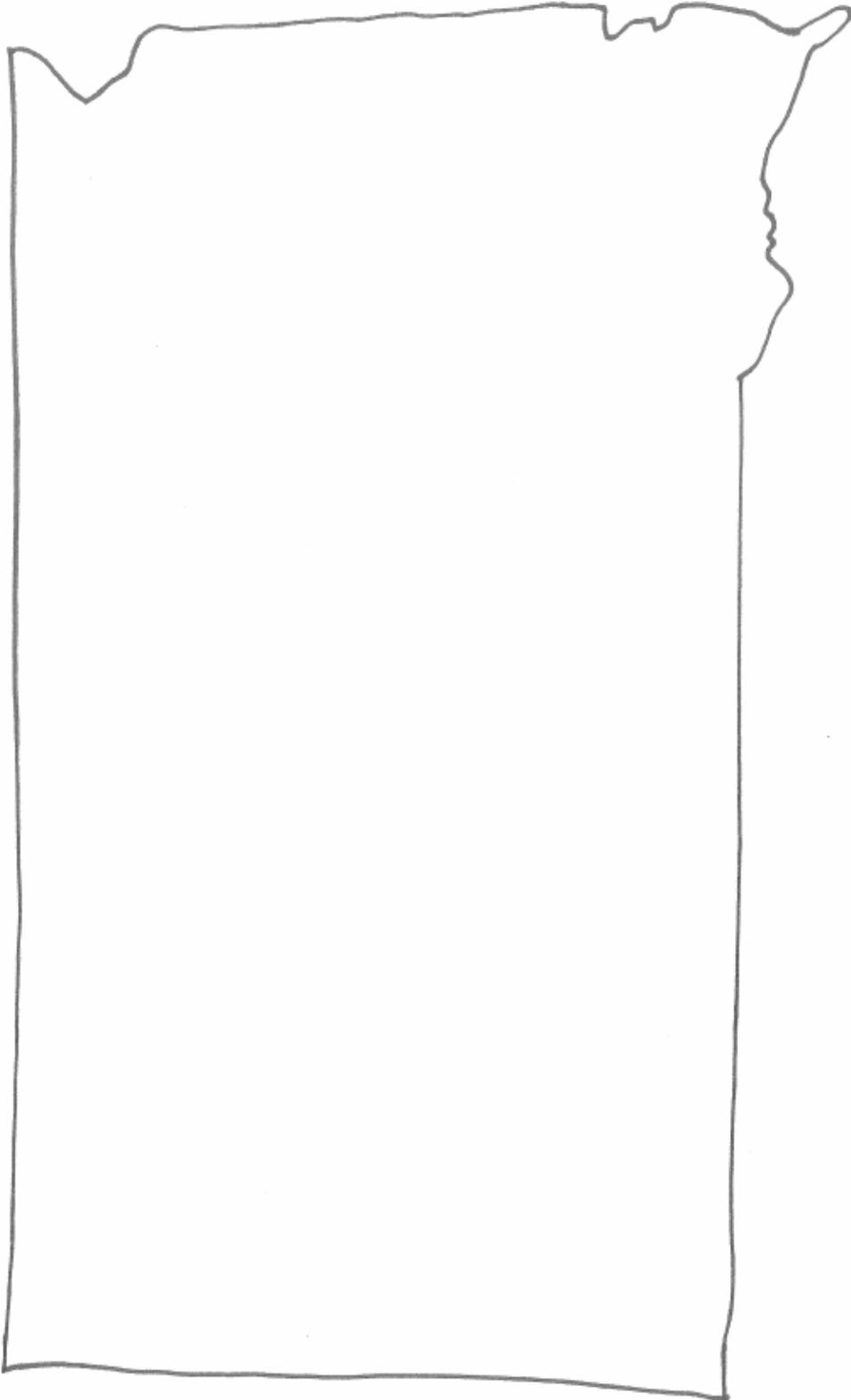
## Appendix A

This is an example of what a bubble map looks like. Recreate it on large chart paper.



Appendix B

South Dakota coloring map.



**This is South Dakota.**

Appendix D  
United States coloring map



**It is part of the United States.**

Appendix F  
Writing template.

The image shows a writing template with ten sets of horizontal lines. Each set consists of three lines: a solid top line, a dashed middle line, and a solid bottom line. These lines are evenly spaced and extend across the width of the page, providing a guide for letter height and placement.

Appendix G

Mount Rushmore coloring page.



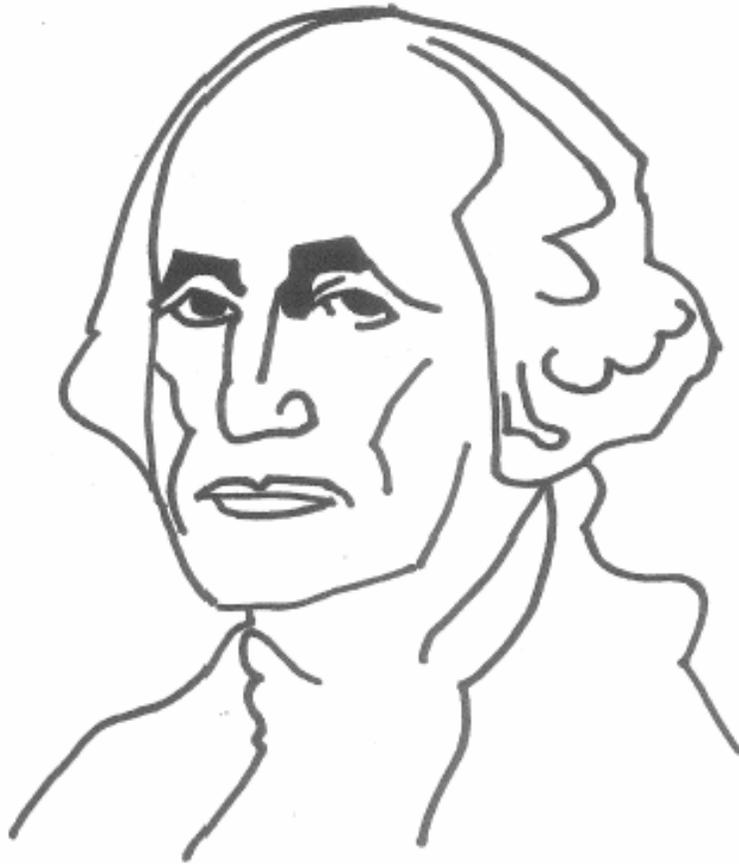
**Mount Rushmore is  
in South Dakota.**

**Mount Rushmore is  
in South Dakota.**

**Mount Rushmore is  
in South Dakota.**

Appendix I

Coloring page of George Washington.



**George Washington was  
the first president.**

## Appendix K

### The Legend of George Washington and the cherry tree.

When George Washington was a young boy, his father gave him a wonderful gift. George received a hatchet. Throughout the next days and weeks, George went around chopping anything that came his way.

One day, George went out into the garden and began hacking at his mother's garden. Eventually, he came to his father's beautiful, English cherry tree. His father was very fond of the wonderful cherry tree. George thought that his father would not notice if he had tried just one swing of his hatchet on the little cherry tree. Sadly, one swing was all it took for the little tree to fall down.

Some time later, George's father had discovered what had happened to his beloved cherry tree. He became very angry. He stormed into the house and asked his children who was responsible for cutting down his beautiful cherry tree.

Just then, George and his little hatchet came into the room.

"George," asked his father, "Do you know who cut down my beloved cherry tree?"

This question was hard to answer, for George knew the truth. For a moment George thought about not telling the truth. Then, he began to cry.

"I cannot tell a lie, Father. I did it with my favorite hatchet."

The anger melted away from his father. He knelt down, took George in his arms and said, "My son, you are not afraid to tell me the truth, and that is worth more to me than a thousand beautiful cherry trees."

Appendix L

Thomas Jefferson coloring page.



**Thomas Jefferson wrote the Declaration of Independence.**

Appendix N

What new law would you make?

Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line, repeated seven times.

Appendix O  
Roosevelt Picture



**Theodore Roosevelt saved  
our National Parks.**

Appendix Q

Abraham Lincoln coloring page.



**Abraham Lincoln was known as, "Honest Abe."**

# The Four Presidents.

Written and Illustrated by:

---

# The Four Presidents.

Written and illustrated by:

---

Appendix T

Book layout

	Front	Back
Cover	Title page	blank
Page 1	South Dakota coloring page. “This is South Dakota”	It is part of the United States.
Page 2	United States coloring map.	Mount Rushmore is in South Dakota.
Page 3	Mount Rushmore coloring page.	George Washington was the first president.
Page 4	George Washington coloring page.	Thomas Jefferson wrote the Declaration of Independence.
Page 5	Thomas Jefferson coloring page.	Theodore Roosevelt saved out National Parks.
Page 6	Theodore Roosevelt coloring page.	Abraham Lincoln was known as “Honest Abe.”
Page 7	Abraham Lincoln coloring page.	blank