



The Mount Rushmore Presidents

Carving Mount Rushmore



Teacher Guide



George Washington



Thomas Jefferson

Mount Rushmore



The Mount Rushmore Presidents

Teacher Guide



Core Knowledge

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The background of the page features a green-tinted illustration. On the left, a large, detailed portrait of Abraham Lincoln is shown from the waist up, wearing his signature top hat and a dark suit with a bow tie. He is looking slightly to the right. In the lower right foreground, there is a smaller illustration of a crowd of people. A woman in the immediate foreground wears a wide-brimmed hat and a high-collared dress. Behind her, several men are visible, some wearing top hats. The overall style is that of a historical engraving or painting.

The Mount Rushmore Presidents

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The Mount Rushmore Presidents

Teacher Guide

Core Knowledge History and Geography™ K

Introduction

ABOUT THIS UNIT

The Big Idea

The president is the leader of the United States. People in the United States vote to elect the president. Four of our greatest presidents are honored at Mount Rushmore.

This unit focuses on the characters and lives of four important U.S. presidents and on what made them distinctive leaders. George Washington, Thomas Jefferson, Abraham Lincoln, and Theodore Roosevelt embody important values, such as honesty, curiosity, hard work, and conserving natural resources.

What Students Should Already Know

Students in Core Knowledge schools should be familiar with the following:

- what maps and globes represent and how they are used
- rivers, lakes, and mountains: what they are and how they are represented on maps and globes
- the locations of the Atlantic and Pacific Oceans
- the locations of the North and South Poles
- the meaning of some basic terms of spatial orientation necessary for working with maps
- the names and relative locations of the seven continents and some familiar associations with each continent, such as wildlife, landmarks, etc.
- the cultures of the Eastern Woodlands, American Southwest, and Pacific Northwest Native Americans, including how they lived, what they wore and ate, what their homes were like, what their beliefs and stories were/are, and what their status is today
- the voyage of Columbus in 1492
- the Pilgrims
- July 4, Independence Day

What Students Need to Learn

The Mount Rushmore Presidents

- George Washington
 - the “Father of Our Country”
 - the legend of George Washington and the cherry tree
- Thomas Jefferson, author of Declaration of Independence
- Abraham Lincoln
 - humble origins
 - “Honest Abe”
- Theodore Roosevelt

American Symbols

- Recognize and become familiar with the significance of:
 - Mount Rushmore
 - the American flag
 - the Statue of Liberty
 - the White House

AT A GLANCE

The most important ideas in Unit 4:

- Both the legends and true stories about earlier presidents can be used as the basis for discussions about important values: honesty, curiosity, hard work, and conservation.
- George Washington was our first president and is known as the “Father of Our Country.”
- Thomas Jefferson’s ideas in the Declaration of Independence are the cornerstone of the nation’s democracy.
- Abraham Lincoln is an example of how hard work can overcome humble origins.
- Theodore Roosevelt, an early advocate of the conservation of natural resources, put his ideas into practice.
- Americans hold dear national symbols such as Mount Rushmore, the flag, the Statue of Liberty, and the White House.

WHAT TEACHERS NEED TO KNOW

Specific background information about each president and symbol will be provided for teachers in the chapter introductions, text, and additional activities that follow. Kindergartners do not need to know extensive information regarding each president and/or symbol. They should be able to recognize the name and the face of each president and to connect each president with an achievement, a distinctive virtue, or a story. Similarly, for each symbol, Kindergartners should be able to name and briefly describe each symbol.

UNIT RESOURCES

Teacher Components

The Mount Rushmore Presidents Teacher Guide—This Teacher Guide includes a general unit introduction, followed by specific instructional guidance. Primary focus objectives, geographical and/or historical background information for teachers, Core Vocabulary, a lesson introduction, and the Student Book text to be read aloud—in the form of actual replicated Student Book pages—are included for each chapter. The Read Aloud sections of the Student Book are divided into segments so that the teacher can pause and discuss each part of the Read Aloud with students. It is important to discuss the images that accompany the text with the students too.

The instructional guidance for each chapter also includes a Check for Understanding and, when appropriate, Additional Activities, such as virtual field trips, short film clips, and art activities, that may be used to reinforce students’ understanding of the content. These Additional Activities are intended to provide choices for teachers and should be used selectively.

A Culminating Activity, Unit Assessment, Performance Task Assessment, and Student Activity Pages and instructions for My Passport for each student are included at the end of this Teacher Guide in Teacher Resources, beginning on page 62. The Activity Pages are numbered to correspond with the chapter for recommended use and also indicate the recommended order. For example, AP 1.1 is a letter to family designed to be used at the start of this unit.

- » The Culminating Activity is a multistep activity that provides students an opportunity to review unit content knowledge prior to the Unit or Performance Task Assessments. Students will have a chance to play a unit-related game, learn and sing a song about the unit, or create a collaborative classroom mural and/or museum of craft projects they have made to represent artifacts from the time period and culture studied. At the end of the Culminating Activity, students will also assemble and discuss a mini-book version of the Student Book that they can take home to share with family members.
- » The Unit Assessment tests knowledge of the entire unit, using a standard testing format. The teacher reads aloud multiple-choice questions or fill-in-the-blank statements, and students are then asked to answer these questions by circling a picture representing the correct response on the Unit Assessment Student Answer Sheet.
- » The Performance Task Assessment allows students to apply and demonstrate the knowledge learned during the unit by drawing and talking about images representing key content.
- » My Passport is a tangible reminder and souvenir of the various places and events that students using the Core Knowledge History and Geography™ (CKHG™) series at their grade level will have visited and learned about over the course of the school year. Note that prior to reading Chapter 1 of each unit aloud, you will be prompted to ask your students to pretend that they are boarding an airplane in real time to travel to a particular place in the world; this approach will be used in units that focus on modern-day cultures, including geography. For units that focus on historical events, you will be prompted to ask students to pretend they are boarding a “time machine” to travel “back in time” with you to visit each historical period and culture studied. Guidance will be provided at the end of every unit, directing teachers how to assist students in creating and updating their passports. The passport template can be downloaded from www.coreknowledge.org/ckhg-online-resources. Teachers will need to make sufficient copies for each student before conducting the passport activity.
- » The Activity Pages are designed to reinforce and extend content taught in specific chapters. The Teacher Guide lessons provide clear direction as to when to use specific Activity Pages. Teachers will need to make sufficient copies of the Activity Pages they choose to use for all students in their class.

Student Component

The Mount Rushmore Presidents Student Book includes five chapters, intended to be read aloud by the teacher as the students look at images on each page.

As you will note when you examine the Student Book, minimal text is included on each page. Instead, colorful photos and engaging illustrations dominate the Student Book pages. The design of the Student Book in this way is intentional because students in Kindergarten–Grade 2 are just learning to read. At these grade levels, students are learning how to decode written words, so the complexity and amount of text that these young students can actually read is quite limited.

While some advanced students may be able to read words on a given page of the Student Book, as a general rule, students should not be expected or asked to read aloud the text on the Student Book pages. The text in the Student Book is there so that teachers and parents can read it when sharing the Student Book with students.

The intent of the Grades K–2 CKHG lessons is to build students’ understanding and knowledge of specific historical time periods, people, and events, as well as of associated geographical concepts and skills. It is for this very reason that in Grades K–2 CKHG, the historical and geographical knowledge of each lesson is delivered to students using a teacher Read Aloud, accompanied by detailed images.

Cognitive science research has clearly documented the fact that students’ listening comprehension far surpasses their reading comprehension well into the late elementary and early middle school grades. Said another way, students are able to understand and grasp far more complex ideas and text that they hear read aloud than they would ever be able to read or comprehend when they read to themselves.

For a more thorough discussion of listening and reading comprehension and the underlying cognitive science research, teachers may want to refer to Appendix A of the Common Core State Standards for English Language Arts, noting in particular the Speaking and Listening section of the appendix.

Use this link to download the CKHG Online Resources for this unit, where the specific link to this appendix can be found:

www.coreknowledge.org/ckhg-online-resources

USING THE TEACHER GUIDE

Pacing

The Mount Rushmore Presidents unit is one of four world and American history and geography units in the Grade K CKHG series that we encourage teachers to use over the course of the school year.

We have intentionally left the pacing and timing needed to teach the content presented in the Teacher Guide and Student Book very flexible. Teachers can choose how much they read aloud and discuss in a single instructional period, as well as how often each week they use the CKHG materials.

In many instances, it is likely that the teacher will be able to read aloud and discuss a complete chapter from the Student Book in a single instructional period. At other times, teachers may choose to spread the Read Aloud and discussion of a longer chapter over two instructional periods.

At the end of this unit introduction, you will find a blank Pacing Guide on pages 10–11 that you may use to plan how you might pace reading aloud and discussing each chapter, as well as when to use the various other resources in this unit. We strongly recommend that you preview this entire unit and create your pacing guide before teaching the first lesson. As a general rule of thumb, we recommend that you spend no more than ten to twenty days teaching *The Mount Rushmore Presidents* unit. This unit is intended to be the final unit in the Grade K CKHG series.

Reading Aloud

Within each Read Aloud, the text to be read aloud to students is in roman text in the Teacher Guide (like this); instructions intended only for the teacher are in boldface (**like this**). Core Vocabulary words appear in boldface color (**like this**). You may sometimes wish to preview one or two of these vocabulary words before reading aloud a page from the chapter. In most instances, however, it may be more effective to pause and explain the meaning of the words as they are encountered when you read aloud.

It is important to note that students at this grade level are not expected to give definitions of the Core Vocabulary words. Rather, the intent is for the teacher to model the use of Core Vocabulary in the Read Aloud and in discussions about the Read Aloud to expose students to challenging, domain-specific vocabulary. If students hear these words used in context by the teacher over the entire unit, they will gain an increasingly nuanced understanding of these words. With support and encouragement by the teacher, students may even begin to use these same words in their own oral discussions of the unit.

Interspersed throughout the Read Aloud, you will note instances in which instructional guidance is included. This guidance may call the teacher's attention to Core Vocabulary and idiomatic or figurative language that may be confusing and therefore require explanation. In other instances, Supports may direct the teacher to call attention to specific aspects of an image—as shown on a page in the Student Book. And, in some instances, a Challenge, usually a more demanding task or question, may be included for teachers' optional use.

You will also notice within the Read Aloud segments that the Teacher Guide directs you to pause occasionally to ask questions about what students have just heard. By using this carefully scaffolded approach to reading aloud and discussing a portion of the content a bit at a time, you will be able to observe and ensure that all students understand what they have heard before you proceed to the next section of the Read Aloud.

Turn and Talk

Specific instances in the Read Aloud portion of the lesson are designated as Turn and Talk opportunities. During these times, teachers should direct students to turn and talk to a partner to discuss specific things. These types of discussion opportunities will allow students to more fully engage with the content and will bring to life the topics and events being discussed.

Big Questions and Core Vocabulary

At the beginning of each Read Aloud segment in the Teacher Guide, you will find a Big Question. The answer to each Big Question is included as part of the Read Aloud in each chapter of the Student Book. At the end of each Read Aloud segment, you will be prompted to formally reask the Big Question for students to discuss during the Check for Understanding. Key vocabulary, phrases, and idioms are also identified in each lesson of the Teacher Guide.

Read Aloud Chapters	Big Questions	Core Vocabulary
Chapter 1: Four Great Presidents	How does someone become the president of the United States?	presidents, honored, carved, blasted, vote, honest, inventor, store clerk, cowboy, capital
Chapter 2: George Washington	Why is George Washington called the “Father of Our Country”?	hatchet, surveyor, British, free nation
Chapter 3: Thomas Jefferson	What was the name of the important letter that Thomas Jefferson wrote?	lawyer, invent, Declaration of Independence, approved
Chapter 4: Abraham Lincoln	What was Abraham Lincoln’s life like as a boy?	pennies, government, state laws
Chapter 5: Theodore Roosevelt	What did Teddy Roosevelt want people to take care of?	ranches, round up, bison

Activity Pages

Activity Pages



AP 1.1

AP 1.2

AP 1.3

AP CA.1

The following activity pages can be found in Teacher Resources, pages 93–100. They are to be used with the lesson specified for additional class work or in some instances may be sent home to be make parents aware of what students are studying. Be sure to make sufficient copies for your students before conducting the activities.

- Chapter 1—Letter to Family (AP 1.1)
- Chapters 1–2—World Map (AP 1.2)
- Chapters 1, 3–4—Map of the United States (AP 1.3)
- Culminating Activity—Tic-Tac-Toe Game Boards (AP CA.1)

Additional Activities and Website Links

An Additional Activities section, related to material the students are studying, may be found at the end of most chapters in this Teacher Guide. Even though there are multiple suggested activities, it is advised that you choose activities based on your students’ interests and needs, as well as on the instructional time available. Many of the activities include website links, and you should check the links before using them in class.



A SPECIAL NOTE ABOUT *THE PATHWAY TO CITIZENSHIP*

A critical goal of the *Core Knowledge Curriculum Series™*, of which these materials are a part, is to ensure that students acquire the foundational knowledge needed to become literate citizens able to contribute to a democratic society.

We have therefore included important content in our American history units that will help students deepen their understanding of U.S. history, laws, and government. In Grades 3–6, we denote content related to this civics instruction with an American flag icon. For Grades K–2, we have shaped each American history unit as a whole to provide basic, foundational information key to civics instruction.

In choosing the specific content in our American history units, we have been guided by the *Core Knowledge Sequence*. The *Sequence* topics align well with the civics test developed by the U.S. Citizenship and Immigration Services, which is required for all immigrants wishing to become naturalized American citizens.

Students who have used our American history materials throughout the *Core Knowledge Curriculum Series™* have the opportunity to take an analogous citizenship test to demonstrate that they have acquired the knowledge fundamental to becoming a participatory American citizen.

Use this link to download the CKHG Online Resources for this unit, where the specific link for the USCIS Citizenship Resource Center may be found:

www.coreknowledge.org/ckhg-online-resources

Books

George Washington

- Adler, David A. *A Picture Book of George Washington (Picture Book Biography)*. Illustrated by John and Alexandra Wallner. New York: Holiday House, 2018.
- Burgess, Linda. *Mount Vernon's Magnificent Menagerie*. Illustrated by Maggie Dunlap. Mount Vernon, VA: Mount Vernon Ladies Association of the Union Library, 2012.
- Chandra, Deborah, and Madeline Comora. *George Washington's Teeth*. Illustrated by Brock Cole. New York: Square Fish, 2007.
- Gilpin, Caroline Crosson. *National Geographic Readers: George Washington*. Washington, D.C.: National Geographic Explorer, 2014.
- Keating, Frank. *George: George Washington, Our Founding Father*. Illustrated by Mike Wimmer. New York: Simon & Schuster, 2012.
- Murphy, Frank. *George Washington and the General's Dog*. Illustrated by Richard Walz. New York: Random House, 2002.
- St. George, Judith. *Take the Lead, George Washington: An Inspirational Biography of the Childhood Years of the First U.S. President!* Illustrated by Daniel Powers. London: Puffin Books, 2015.

Thomas Jefferson

- Adler, David. *A Picture Book of Thomas Jefferson (Picture Book Biography)*. Illustrated by John and Alexandra Wallner. New York: Holiday House, 2018.
- Clickard, Carrie. *Thomas Jefferson and the Mammoth Hunt: The True Story of the Quest for America's Biggest Bones*. Illustrated by Nancy Carpenter. New York: Simon & Schuster, 2019.
- Kalman, Maira. *Thomas Jefferson: Life, Liberty and the Pursuit of Everything*. London: Penguin, 2014.

Abraham Lincoln

- Adler, David. *A Picture Book of Abraham Lincoln (Picture Book Biography)*. Illustrated by John and Alexandra Wallner. New York: Holiday House, 1990.
- Brenner, Martha F., and Donald Cook. *Abe Lincoln's Hat*. Illustrated by Donald Cook. New York: Random House, 1994.
- Kalman, Maira. *Looking at Lincoln*. London: Puffin Books, 2017.
- Gilpin, Carolina Crosson. *National Geographic Readers: Abraham Lincoln*. Washington, D.C.: National Geographic Explorer, 2012.
- Winnick, Karen. *Mr. Lincoln's Whiskers*. Columbus, OH: Boyds Mills Press, 1999.
- Winters, Kay. *Abraham Lincoln: The Boy Who Loved Books*. Illustrated by Nancy Carpenter. New York: Simon & Schuster, 2006.

Theodore Roosevelt

- Brown, Don. *Teedie: The Story of Young Teddy Roosevelt*. Boston: HMH Books for Young Readers, 2017.
- Murphy, Frank. *The Legend of the Teddy Bear (Myths, Legends, Fairy and Folktales)*. Illustrated by Gijbert van Frankenhuyzen. Ann Arbor, MI: Sleeping Bear Press, 2000.
- Murphy, Frank. *Take a Hike, Teddy Roosevelt!* Illustrated by Richard Walz. New York: Random House, 2015.

American Symbols

- Bauer, Marion Dane. *Mount Rushmore (Wonders of America)*. Illustrated by John Wallace. New York: Simon & Schuster, 2007.
- Eggers, Dave. *Her Right Foot*. Illustrated by Shawn Harris. San Francisco, CA: Chronicle Books, 2017.
- Glaser, Linda. *Emma's Poem: The Voice of the Statue of Liberty*. Illustrated by Claire A. Nivola. Boston: HMH for Young Readers, 2013.
- Herman, John. *Red, White, and Blue: The Story of the American Flag*. Illustrated by Robin Roraback. New York: Penguin, 1998.
- Maestro, Betsy. *The Story of the Statue of Liberty*. Illustrated by Giulio Maestro. New York: HarperCollins, 1989.

THE MOUNT RUSHMORE PRESIDENTS PACING GUIDE

_____’s Class

Note to Teacher: *The Mount Rushmore Presidents* is intended to be taught as the fourth and final unit of Grade K CKHG.

Week 1

Day 1

Day 2

Day 3

Day 4

Day 5

The Mount Rushmore Presidents

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Week 2

Day 6

Day 7

Day 8

Day 9

Day 10

The Mount Rushmore Presidents

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Week 3

Day 11

Day 12

Day 13

Day 14

Day 15

The Mount Rushmore Presidents

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THE MOUNT RUSHMORE PRESIDENTS PACING GUIDE

_____’s Class

Week 4

Day 16

Day 17

Day 18

Day 19

Day 20

The Mount Rushmore Presidents

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CHAPTER 1

Four Great Presidents

Primary Focus Objectives

- ✓ Identify the Mount Rushmore presidents. (SL.K.2, SL.K.3)
- ✓ Recognize the White House as the president's home. (SL.K.2, SL.K.3)
- ✓ Name the current president of the United States. (SL.K.2, SL.K.3)
- ✓ Understand the meaning of the following domain-specific vocabulary: *presidents, honored, carved, blasted, vote, honest, inventor, store clerk, cowboy, and capital.* (L.K.4, L.K.5)

Materials Needed

Activity Pages



AP 1.1

AP 1.2

AP 1.3

- internet access
- U.S. postage stamps or coins that feature famous or historical figures
- individual student copies of *The Mount Rushmore Presidents Student Book*
- individual student copies of Letter to Family (AP 1.1)
- teacher and individual student copies of World Map (AP 1.2)
- teacher and individual student copies of Map of the United States (AP 1.3)
- image of the current president and video clip about Mount Rushmore

Use this link to download the CKHG Online Resources for this unit, where the specific links to the image of the president and Mount Rushmore video may be found:

[www.coreknowledge.org/
ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)

What Teachers Need to Know

Mount Rushmore, in the Black Hills of South Dakota, is a monument to four U.S. presidents: George Washington, Thomas Jefferson, Theodore Roosevelt, and Abraham Lincoln. It is worth noting that the Black Hills are considered a sacred site by Native Americans—the Sioux—who lived and still live in this area.

Carved in the granite side of the mountain, the faces are five hundred feet above the ground, and each face rises sixty feet high. The monument can be seen from sixty miles away. The project was originally begun as a way to bring tourists to South Dakota, but sculptor Gutzon Borglum saw it as a monument to the greatness of the nation. When the first carved head—that of Washington—was dedicated in 1930, the phrase “Shrine of Democracy” was coined to describe the monument. It has been called a memorial to “the foundation, preservation, and continental expansion of the United States.”

THE CORE LESSON

Introduce *The Mount Rushmore Presidents* and Chapter 1: “Four Great Presidents”

Ask students if they have ever heard the word *president*. Many students will have heard the word, and some may even know who the current president is, but clarify with them that the president is the leader of our country, the United States of America. Ask them to name any presidents they know about.

If students don’t name the current president, ask them if they know who the current president is.

SUPPORT—Display an image of the current president, and tell students the president’s name. To find the image, follow the link in the CKHG Online Resources for Chapter 1, and click on the name of the current president to obtain the image.

Tell students that while we have had lots of presidents (more than forty), in this unit they are going to learn about four especially famous presidents.

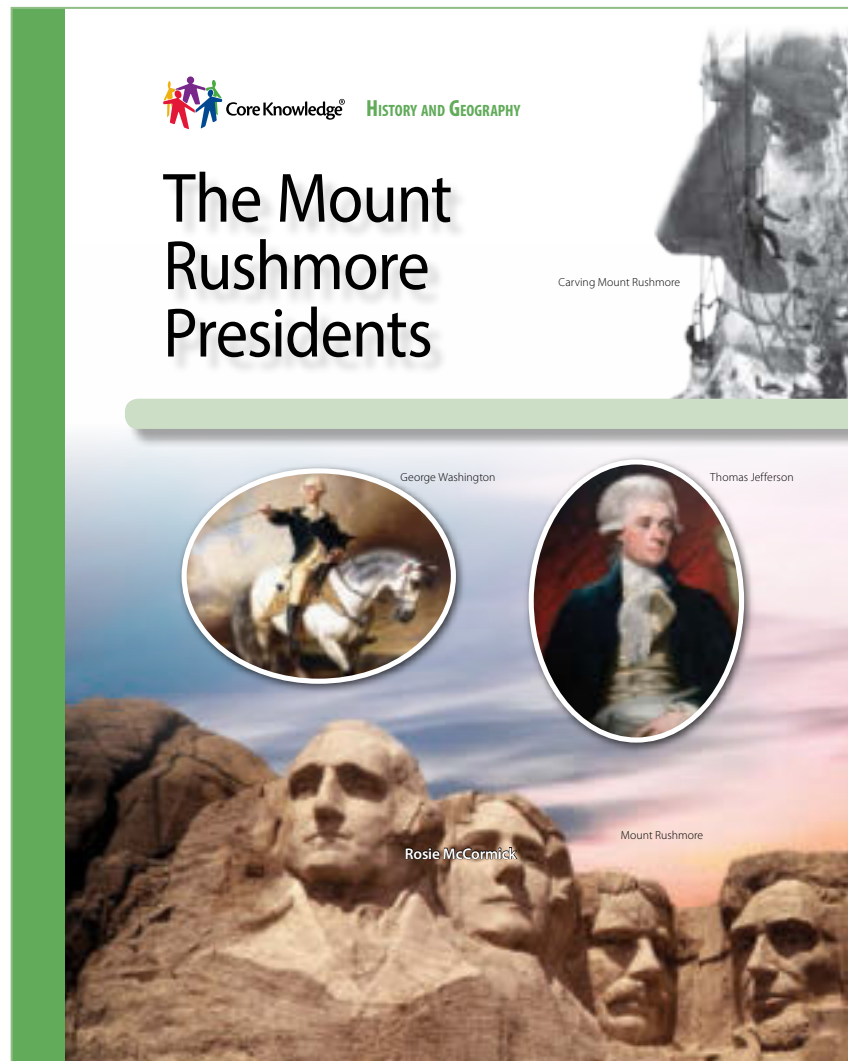
CORE VOCABULARY—Explain that the president of the United States is the person who leads and makes important decisions for the country. Remind students that adding an *s* to the end of the word makes the word plural. **Presidents** means more than one president, or more than one leader of the United States.

Distribute copies of the Student Book, *The Mount Rushmore Presidents*, to the class, and tell students the title of the book. Ask students to look at the cover. Explain that the pictures on the cover show different people who have been presidents of the United States in the past.

Ask if any students recognize and know the names of any of the people or other images depicted on the cover. If students do not respond, point out and identify by name George Washington and Thomas Jefferson.

SUPPORT—Explain that these images show how wealthy and important men dressed when Washington and Jefferson lived. Both men are also wearing white wigs, another sign of their status.

Call special attention to the image of Mount Rushmore on the cover, and explain that this is a special mountain named *Mount Rushmore*. Ask students what they notice about this mountain. (It shows the faces of several people.)



Tell students that in the first chapter, they will learn more about Mount Rushmore and who these people are.

Tell students that you are going to pretend that you are going to travel on an airplane to visit Mount Rushmore, which is located in the United States.

Activity Pages



AP 1.2
AP 1.3



SUPPORT—Display the World Map (AP 1.2). Point to and name the continent of North America, and then point to the location of the United States.



CHALLENGE—Display the Map of the United States (AP 1.3). Name and point out the state where you and the students live, and then point out the location of South Dakota, the state in which Mount Rushmore is located, on the map.

Ask students to close their eyes and make sure that they are “buckled in” so that they can travel by plane. Count backward, saying, “3 . . . 2 . . . 1 . . . Take-off! We’re on our way to visit Mount Rushmore.” Then ask students to open their eyes.

Big Question

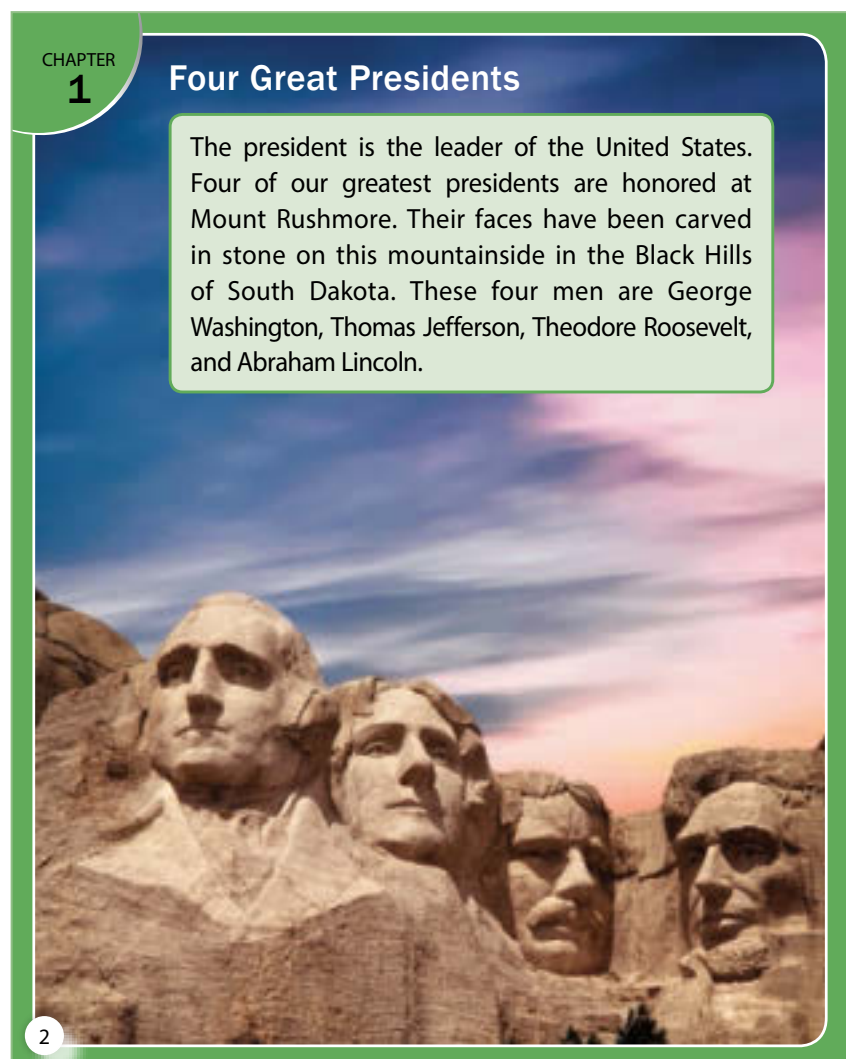
How does someone become the president of the United States?

Core Vocabulary

presidents honored carved blasted vote honest inventor
store clerk cowboy capital

Chapter 1: “Four Great Presidents”

Ask students to turn to page 2 of the Student Book and look at the image as you read aloud. Tell them that the title of this chapter is “Four Great Presidents.”



CORE VOCABULARY—Explain that **honored** means shown thanks and respect, usually in a way that others can see.

SUPPORT—Tell students about ways in which we honor and remember people and the good things they did. Most cities and towns have statues, streets, and schools named for famous people. Explain that postage stamps and coins show important and well-known people too, including famous leaders, scientists, writers, and artists. **Show students examples of stamps and coins that have images of famous or historical people on them.** Explain that this is one way we honor or thank people. Then tell students that Mount Rushmore is another way we have honored some of our greatest presidents.

CORE VOCABULARY—Explain that **carved** means cut out very carefully.

SUPPORT—**Have students study the image on page 2.** Read aloud the names of the presidents on Mount Rushmore, and guide students to point to each man as you read his name.

Ask students the following questions:

LITERAL—Who are the Mount Rushmore presidents?

- » The Mount Rushmore presidents are George Washington, Thomas Jefferson, Theodore Roosevelt, and Abraham Lincoln.

EVALUATIVE—Why do you think the faces of these presidents were carved into Mount Rushmore?

- » Answers may vary but may include that the faces of these presidents were carved into Mount Rushmore because people wanted to honor them, or because people thought that these presidents were important or great.

Now ask students to look at the images on page 3 as you read aloud.

It took over fourteen years to finish carving the faces. Workers blasted huge chunks of rock off the mountain to make four head shapes. The men who carved the stone had to hang from ropes high above the ground.



They used special tools to carve the eyes, noses, and mouths. The noses on the faces they carved are taller than a person!

3

CORE VOCABULARY—Explain that **blasted** means blew up or exploded. “Workers blasted—blew up or exploded—huge chunks of rock off the mountain.”

SUPPORT—Point out that fourteen years is a long time to work on a project. For five- or six-year-olds, that’s more than twice as long as they’ve lived already.

SUPPORT—**Have students study the pictures on the page.** Ask them to describe what they think the men are doing. Discuss how easy, hard, or dangerous students think it would be to make these large sculptures.

Ask students the following question:

LITERAL—How was Mount Rushmore made?

- » Mount Rushmore was made by blasting the mountain and then carving the rock into the shapes of faces.

Ask students to look at the images on page 4 as you read aloud.

How does a person get to be the president? In the United States, the people elect, or choose, the president. In some countries, people don't get to choose their own leader. You probably have heard about kings and queens.



To become a king or queen, usually your father or mother was a king or queen. But to become an American president, the people of the United States have to vote for you.

4

CORE VOCABULARY—Explain that to **vote** means to make a decision or give your opinion about something. There are different ways that people can vote. When Americans vote for a person to become the president, they go to a special place near where they live. When it is their turn to vote, they choose the name of the person they think will be the best president.

SUPPORT—Illustrate the process of voting and holding an election by having students choose the ice cream that they like best. **Write four choices on the board or chart paper, and let each student put a tally mark next to his or her choice.** (You'll need to remind students that they can only choose one.) Then help students total the votes for each ice cream and decide which was the class's favorite ice cream.

Ask students the following questions:

LITERAL—How does a person become president of the United States?

» A person becomes president of the United States when people vote for him or her.

CHALLENGE—How are presidents the same as kings or queens? How are they different?

- » Presidents, kings, and queens are alike in that they are all leaders of their country. But presidents are different from kings and queens because people choose and vote for their presidents. In a country ruled by kings and queens, the people do not choose or vote for them; these rulers become a king or queen usually because their mother or father was a queen or king.

Now ask students to look at the images on page 5 as you read aloud.

What kind of person do you think the president should be?
Most people would say that the president should be honest, smart, fair, and brave. Who can become president?

Can a farmer become president?
Yes—George Washington was once a farmer.



Can an inventor become president?
Yes—Thomas Jefferson was an inventor.

How about a store clerk? Yes—Abraham Lincoln worked in a store when he was young.



And how about a cowboy?
Yes—Theodore Roosevelt once worked as a cowboy.

5

CORE VOCABULARY—Explain that **honest** means truthful, or telling the truth. Honest people don't lie, steal, or cheat.

CORE VOCABULARY—Explain that an **inventor** is someone who thinks of and makes something that no one else has ever made before. Thomas Jefferson invented a tool for farming, a chair that swivels (spins), and a machine that makes macaroni pasta.

CORE VOCABULARY—Explain that a **store clerk** is a person who works in a store. Store clerks usually sell what is in the store and help customers.

CORE VOCABULARY—Explain that a **cowboy** is a person who takes care of horses and cows on a ranch. There are cowboys who work on ranches today.

SUPPORT—Since all four Mount Rushmore presidents are men, students might ask if the president has to be a man. Explain that men or women may be elected president. At the time Mount Rushmore was built, only men had been elected president. The president must be someone who was born a U.S. citizen, who has lived in the country for fourteen years, and who is at least thirty-five years old. These are the only requirements.

Ask students the following questions:

LITERAL—What kind of person should a president be?

» Most people want our presidents to be honest, smart, fair, and brave.

CHALLENGE—Who can become president of the United States?

» Answers may vary but may include some of the following information: men and women who are at least thirty-five years old, who were born as U.S. citizens, and who have lived here for at least fourteen years can become president.

Ask students to look at the image on page 6 as you read aloud.

The president of the United States works in our nation's capital, Washington, D.C. He lives and works in a building called the White House. You may have seen the White House on television or in magazines or newspapers. It's very large, with many rooms.



6

CORE VOCABULARY—Explain that the **capital** is the city where a state or country's leaders meet.

SUPPORT—Have students study the image on page 6. Then ask them to describe the White House in their own words. Students may describe it as white, big, fancy, etc.

Activity Page



AP 1.3



SUPPORT—On the Map of the United States (AP 1.3), point out the location of Washington, D.C.

Ask students the following question:

LITERAL—What is the name of the building where the president lives and works?

» The building where the president lives and works is called the White House.

Now ask students to look at the images on page 7 as you read aloud.



The president helps to run the country. The Oval Office, where the president works, is shaped like an egg.

The White House has its own bowling alley and movie theater. And when presidents travel, they can take a helicopter from the lawn of the White House.



7

SUPPORT—Draw students' attention to the top image on page 7, and point out the image of the eagle in a blue circle on the carpet. The same image is on the dark blue flag behind the president and also on the helicopter in the bottom image on the page. Explain that this design is called the Presidential Seal. The seal and the eagle on it are symbols of the United States.

Ask students the following question:

LITERAL—What is one additional fact that you learned about the president or the White House from listening to this page read aloud?

- » Answers may vary but may include that the president works in a room in the White House called the Oval Office, the White House has its own bowling alley and movie theater, and when the president travels, he can leave by helicopter from the lawn of the White House.

If classroom internet access is available and time permits, show the three-minute video clip of Mount Rushmore from the CKHG Online Resources to sum up the chapter.



CHECK FOR UNDERSTANDING: BIG QUESTION

TURN AND TALK—How does someone become the president of the United States?

- » People in the United States vote for a person to become president.

Activity Page

Note to Teacher: Distribute copies of Letter to Family (AP 1.1) for students to take home.



AP 1.1

Additional Activities

Getting to Know the White House

Materials Needed: internet access; capability to display internet in the classroom; sufficient copies of the White House coloring page; crayons, colored pencils, or markers



Background for Teachers: Use this link to download the CKHG Online Resources for this unit, where the specific links to video and coloring page may be found:

www.coreknowledge.org/ckhg-online-resources

Play the video, *White House Facts for Kids*. Start at 2:25, and play until 6:59. Ask volunteers to share the fact that they found most interesting.

Then distribute copies of the White House coloring page. Give students time to color their page.

Save the drawings for the classroom mural at the end of the unit.

CHAPTER 2

George Washington

Primary Focus Objectives

- ✓ Recognize George Washington as the first president of the United States and as the “Father of Our Country.” (SL.K.2, SL.K.3)
- ✓ Tell the story of George Washington and the cherry tree, and explain what the story shows about the kind of person George Washington was. (SL.K.2, SL.K.3)
- ✓ Understand the meaning of the following domain-specific vocabulary: *hatchet*, *surveyor*, *British*, and *free nation*. (L.K.4, L.K.5)

Materials Needed

Activity Page



AP 1.2

- individual student copies of *The Mount Rushmore Presidents Student Book*
- teacher and individual student copies of World Map (AP 1.2)
- several U.S. quarters and a dollar bill for students to examine

What Teachers Need to Know

Born to the life of a country gentleman in Virginia, George Washington became a land surveyor. He served as an officer on the western frontier during the early days of the French and Indian War. He was a member of the Virginia House of Burgesses from 1759 to 1774. His fellow Virginians selected him as a delegate to the First Continental Congress in 1774. In 1775, the Second Continental Congress chose him to be commander in chief of the Continental Army. Washington’s task was to turn poorly trained volunteers and militias with little equipment into an effective army. He succeeded so well that the Americans defeated the British in 1781. He was elected president of the Constitutional Convention in 1787, and then when the new nation elected its first president in 1789, Washington was chosen unanimously by the Electoral College.

During his time in office, Washington set certain precedents for the presidency and for how the government should function that remain in effect today. Among them are that the president: 1) be addressed as “Mr. President,” not as “Your Highness” or a similar title of reverence that would make him appear to be a monarch; 2) have at most two terms in office, which held true until Franklin Roosevelt was elected to a third term in the 1940s; 3) be advised by a group of experienced counselors (the cabinet); and 4) have a place in formulating and urging the passage of legislation, even though Congress is responsible for making the laws.

One of the more famous stories about Washington alleges that he chopped down a cherry tree when he was a boy and, when questioned by his father, admitted what he had done, replying, “I cannot tell a lie.” Modern scholars have shown that the cherry tree episode almost certainly did not happen. It seems to have been invented by an admiring biographer named Parson Weems. However, it has become part of cultural literacy and should be taught to students as a legend that illustrates Washington’s honesty.

On the issue of Washington's honesty, Thomas Jefferson said: "His integrity was most pure . . . no motives of interest or [family ties], of friendship or hatred, being able to bias his decision." Washington is known as the "Father of Our Country" because he led the army during the Revolutionary War, participated in the making of the Constitution, and served as the nation's first president. Because he took the lead in so many different activities related to our nation's founding, Washington is often described as "first in war, first in peace, and first in the hearts of his countrymen." Washington is pictured on the quarter and also on the one-dollar bill.

Note to Teacher: This lesson addresses the presence of slavery in American history. Discussing slavery with younger students is a very challenging task. Slavery, which has existed for thousands of years in many cultures, is by definition an inhumane practice—people are reduced to property, to be bought and sold, and often treated with brutality and violence.

Classroom discussion of slavery should acknowledge its cruelty while remaining mindful of the age of the students. In CKHG materials, we have attempted to convey the inhumane and sad practices of slavery without overly graphic depictions.

Please also note that recently, some historians have questioned the language used to talk about slavery. Some contemporary historians urge that we refer not to *slaves* but instead to *enslaved persons* or *enslaved workers*. The term *slave*, these historians argue, implies a commodity, a thing, while *enslaved person* or *enslaved worker* reminds us of the humanity of people forced into bondage and deprived of their freedom. Other historians, however, argue that by avoiding the term *slave*, we may unintentionally minimize the horror of humans being treated as though they were someone else's property. In CKHG, we acknowledge the logic of both perspectives, and sometimes refer to *slaves* while at other times referring to *enslaved persons* or *enslaved workers*.

THE CORE LESSON

Introduce "George Washington"

Ask students to look at the image of Mount Rushmore on the cover of their books and to recall what they learned about Mount Rushmore and presidents in the previous Read Aloud.

(Answers may vary, but students may name the individual presidents depicted on Mount Rushmore, explain that the president runs the country, or explain that in the United States, people choose the president by voting.)

Point to the image of George Washington on the cover, and explain that in this Read Aloud, students will hear more about George Washington, who became the first president of the United States.

Explain to students that you are going to pretend that you have a special time machine so that you can all travel back to the times when George Washington and the other presidents depicted on Mount Rushmore lived. Count backward, saying, "3 . . . 2 . . . 1 . . . Blast off! We're on our way back to the times when the Mount Rushmore presidents were alive," and then ask students to open their eyes.

Tell students to listen carefully to today's Read Aloud to find out why George Washington is called the "Father of Our Country."

Big Question

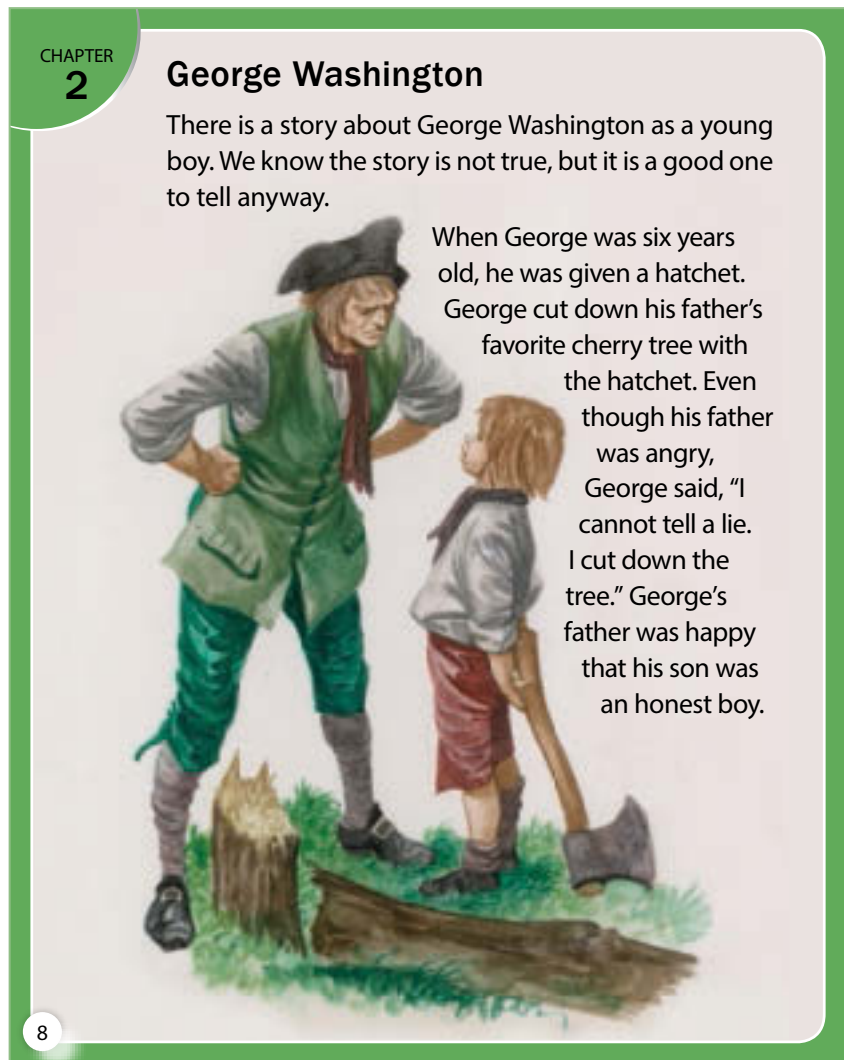
Why is George Washington called the “Father of Our Country”?

Core Vocabulary

hatchet **surveyor** **British** **free nation**

Chapter 2: “George Washington”

Distribute copies of the Student Book. Ask students to turn to page 8 of the Student Book and look at the image as you read aloud. Tell students that the title of this chapter is “George Washington.”



CORE VOCABULARY—Explain that a **hatchet** is a small axe with a handle and a sharp edge used for cutting and chopping wood. **Point out the hatchet in the image on page 8.** Students in Core Knowledge schools may recall learning about hatchets in the Kindergarten unit *Native Americans*.

SUPPORT—Students heard the word *honest* in the previous Read Aloud. Help them remember what it means. (*truthful, or telling the truth*)

SUPPORT—Explain to students that even though the story about George Washington and the cherry tree did not really happen, many people continue to tell this story because it explains the kind of person George Washington was, even as a child. Kindergartners in Core Knowledge schools may already be familiar with other legends, such as those about Johnny Appleseed and Casey Jones, stories about famous people that are not necessarily true.

Ask students the following questions:

LITERAL—What story have people continued to tell about George Washington when he was a child?

- » People say that George Washington cut down his father's favorite cherry tree. When his father saw that the tree had been cut down and asked George what had happened, George said that he "could not tell a lie"; he admitted that he had cut down the tree.

EVALUATIVE—What does this story say about George Washington?

- » This story shows that George Washington was an honest person.

Now ask students to look at the image on page 9 as you read aloud.

When George grew up, he became a surveyor, or a person who measures big pieces of land in order to make maps. George loved doing this job because he could go off exploring. George explored Virginia and bought land there.



9

CORE VOCABULARY—Explain that a **surveyor** is a person who measures big pieces of land in order to make maps.

SUPPORT—**Point out the tool with three legs that Washington is standing behind.** Explain to students that this is one of the tools he used to survey, or measure, land.

Ask students the following question:

LITERAL—What did George Washington do when he grew up?

» When George Washington grew up, he became a surveyor.

Ask students to look at the image on page 10 as you read aloud.

When George married, he and his wife, Martha, lived in Virginia. They lived on a large farm named Mount Vernon. Mount Vernon is on the Potomac River and is close to Washington, D.C.



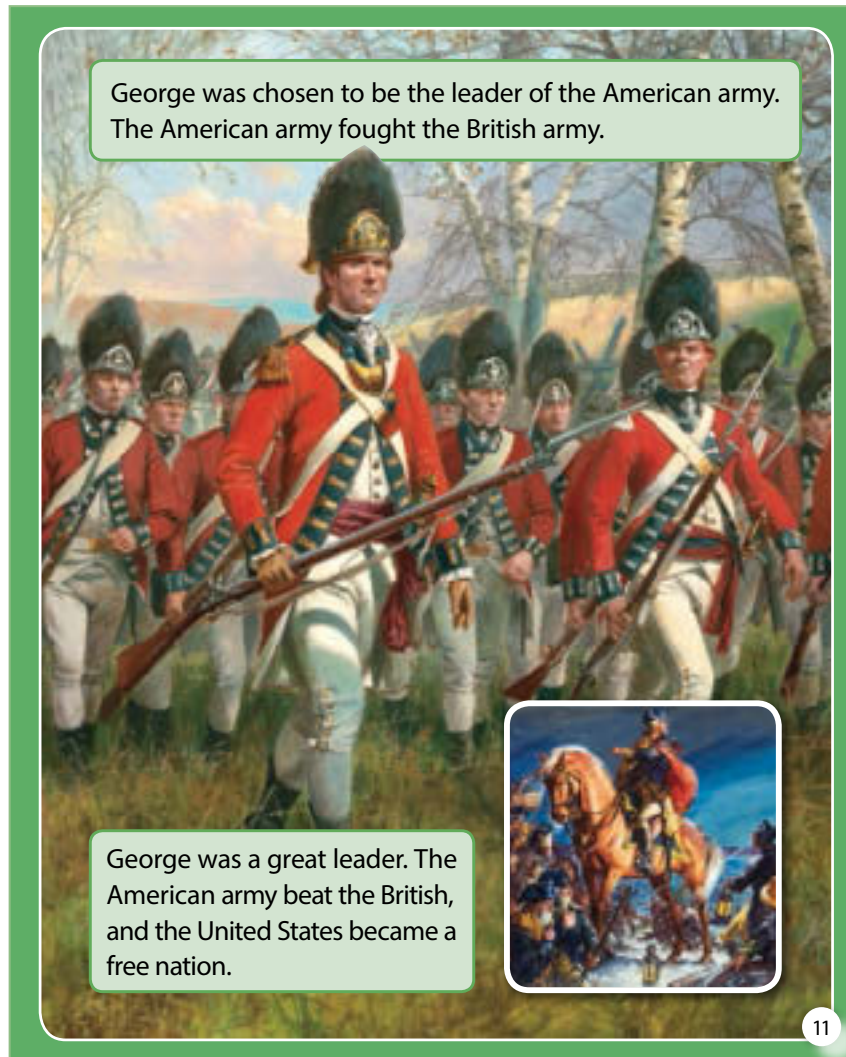
10

SUPPORT—**Have students study the picture of Mount Vernon.** Ask several volunteers to describe it. Then ask students if it looks like a farm. You may wish to explain that this kind of large farm was known as a plantation and that most of the people who worked on such plantations were enslaved. Then explain that this image only shows the house where George Washington and his family lived. The image does not show all the land around the house, where enslaved people did the farming and grew the crops. If you did not complete the Grade K *Exploring and Moving to America* unit, which introduces the subject of slavery in the United States, you may not want to

address this topic. The topic of slavery and its inhumane practices will be addressed in later grades using CKHG.

If students ask about the people in the image, explain that many years after George Washington died, Mount Vernon was opened to the public so that people could visit it and learn about the country's first president. The image shows some of these visitors. Tell students that Mount Vernon is still open for visitors today.

Now ask students to look at the images on page 11 as you read aloud.



CORE VOCABULARY—Explain that **British** refers to people from Great Britain, which is a country in Europe.

Activity Page



AP 1.2



SUPPORT—On the World Map (AP 1.2), point out the location of Great Britain.

Use your finger to draw a line from Great Britain to the United States.

Tell students that they will learn more in the next Read Aloud about why the American army was fighting with the British army.

CORE VOCABULARY—Explain that *free* means not controlled by another person or country. *Nation* is another word for country. So, a **free nation** means a country that is not under anyone else's control.

SUPPORT—Direct students to the main image on page 11. Explain that the army in the image is the British army. The smaller picture shows George Washington leading the American army.

Ask students to look at the image on page 12 as you read aloud.

When the United States needed its first president, the people chose George. They knew that he was an honest man, a hard worker, and a good soldier.



Because George Washington was our first president, he is called the “Father of Our Country.”

12

SUPPORT—Guide students in recalling the meaning of the word *president* that they learned in the first Read Aloud. (*The president of the United States is the person who leads and makes important decisions for the country.*) Also prompt students to recall how the president is chosen. (*The president is chosen by people voting for him or her.*)

SUPPORT—Direct students’ attention to the image on the page. Explain that George Washington is the man in the yellow vest. The image shows George Washington being sworn in as president, after the people voted for him. To be sworn in is to make a special promise to do a job right or well.

SUPPORT—Remind students that one way we honor and remember George Washington as the first president and the “Father of Our Country” is by having his face carved on Mount Rushmore. **Now tell students that we honor and remember him in other ways, as well, and show students the images of George Washington on the face of the one-dollar bill and on quarters.**



CHECK FOR UNDERSTANDING: BIG QUESTION

TURN AND TALK—Why is George Washington called the “Father of Our Country”?

- » George Washington is called the “Father of Our Country” because he was the first president of the United States.

Additional Activities



Visit Mount Vernon

Materials Needed: internet access, capability to display internet in the classroom



Background for Teachers: This is an interactive site. Please preview and explore the site in advance, guided by the directions below. It is necessary to click through the various rooms and other locations on the Mount Vernon plantation. It is also possible to click on additional links in each room. Click purposefully so that students do not lose interest. If you did not complete the Grade K *Exploring and Moving to America* unit, which introduces the subject of slavery in the United States, you may want to avoid clicking on or discussing the presence of slaves at Mount Vernon. The topic of slavery and its inhumane practices will be addressed in later grade levels in schools using CKHG.

Use this link to download the CKHG Online Resources for this unit, where the specific link to the website may be found:

www.coreknowledge.org/ckhg-online-resources

Remind students that George Washington and his family lived on a big farm or plantation called Mount Vernon. Tell students that today they are going to “visit” George Washington’s home.

Display the Mount Vernon virtual tour website.

From the outside of the building, click on the Central Passage. This will take you inside the front door. Play the video by clicking on the link on the bottom step of the staircase. This video describes how there were always guests at Mount Vernon. Other interesting features on the Central Passage are the lantern and the stair railing.

Click to go to the Dining Room. An interesting feature here is the portrait of the Washington family hanging above the fireplace. Have students notice the bright green paint of the dining room.

Go to the Old Chamber next. Read the story of the cup of tea to students. This will give insight into who George Washington was, beyond being president of the United States.


Go back to the Central Passage, and then go up the stairs. Take a peek inside the Yellow Room. Then go into the Chintz Room. Ask students what they think of the chintz—the fabric with the bold floral design. Use your mouse to turn around and go inside the Blue Room for a quick peek. Then go back to the Second Floor Passage.

Find your way to the Third Floor Passage. Read the overview, and then look inside the Garret Bedchamber. This is where Martha slept after George’s death.

Finally, go up top to the Cupola. Watch the video that explains the purpose of the cupola—a pre-air conditioning system. Use your mouse to rotate the view from the cupola.

The American Flag

Materials Needed: internet access, capability to display internet in the classroom

 **Background for Teachers:** Use this link to download the CKHG Online Resources for this unit, where the specific links to the images and video may be found:

www.coreknowledge.org/ckhg-online-resources

Explain to students that once America became a free nation, people wanted to have their own flag.

First, show the painting of Betsy Ross and George Washington. Explain to students that this painting shows a scene that is based on a story about George Washington asking a woman named Betsy Ross to make the first American flag, although we don't know if the story is true.

Then show students the image of the country's first, or original, flag. Point out that the blue section of the flag has thirteen stars and that there are thirteen alternating red and white stripes.

Finally, play the video, *Preschool Learning: American Flag Patterns*, which shows and describes a modern American flag. Ask students to pay particular attention to the ways in which the modern flag is the same as or different from the original flag.

Afterward, **ask:**

- What is the pattern on the American flag? (*red stripe, white stripe, red stripe, white stripe, and so on*) How many stripes are there? (*thirteen*) How many stars are on the flag? (*fifty*)
- How is the modern American flag the same as the original flag?
 - » It has the same colors, there are white stars on a blue background, and there are thirteen red and white stripes.
- How is the modern American flag different from the original flag?
 - » The modern flag has more white stars that are arranged in a rectangle instead of in a circle.

CHAPTER 3

Thomas Jefferson

Primary Focus Objectives

- ✓ Recognize Thomas Jefferson as an important president of the United States. (SL.K.2, SL.K.3)
- ✓ Identify Thomas Jefferson as the primary author of the Declaration of Independence. (SL.K.2, SL.K.3)
- ✓ Understand the meaning of the following domain-specific vocabulary: *lawyer, invent, Declaration of Independence, and approved*. (L.K.4, L.K.5)

Materials Needed

Activity Page



AP 1.3

- individual student copies of *The Mount Rushmore Presidents Student Book*
- teacher and individual student copies of the Map of the United States (AP 1.3)
- several nickels and/or a two-dollar bill for students to examine

What Teachers Need to Know

Like Washington, Thomas Jefferson was a Virginian who served in the House of Burgesses, the Virginia Colony's legislature, from 1769 to 1774. Jefferson was also a delegate to the First Continental Congress and served in the Second Continental Congress as well. He was chair of the committee instructed by the Second Continental Congress to draft a document explaining why the colonies were severing their ties with Great Britain. Because of his skills, most of the actual writing fell to him.

The resulting Declaration of Independence has four parts. The preamble states that the colonists believed it necessary to explain why they were declaring their independence from Great Britain. The next part explains the political ideas behind their action. The third, and longest part, lists all the charges against the king, and the fourth section lists all the rights that the new nation was claiming for itself as a nation.

Most Americans are familiar with the beginning of the second part:

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their creator with certain unalienable rights, that among these are life, liberty, and the pursuit of happiness.

Jefferson served as governor of Virginia from 1779 to 1781, and after the American Revolution, he was elected a senator to the new U.S. Congress. In 1785, he became minister to France, and from 1790 to 1793, he served as Washington's secretary of state.

Jefferson ran for president in 1796. Although he had more popular votes, Jefferson lost to John Adams in the Electoral College. Jefferson became vice president. The election of 1800 was decided by the House of Representatives after Jefferson and Aaron Burr tied in Electoral College votes. Jefferson was declared the winner over Burr and President Adams.

During his term as president, Jefferson acquired the Louisiana Territory from France, almost doubling the size of the country. Jefferson sent Lewis and Clark to explore the new territory.

After his term ended, he worked on his remarkable house, Monticello, and founded the University of Virginia. Both Monticello and the “academical village” at the University of Virginia are considered among the most beautiful buildings in the United States.

One of Jefferson’s great virtues was his curiosity. He was an avid reader who once said, “I cannot live without books.” By reading, observing, measuring, and experimenting, he learned much about his world. According to family legend, he filled his pockets each morning with items that he could use to measure anything he found during the day. These were small in scale and included a thermometer, a surveying compass, a scale, drawing instruments, a notebook, pencil, and sometimes even a tiny globe.

Jefferson is depicted on the nickel, with Monticello on the reverse side, and his image is also on the two-dollar bill.

THE CORE LESSON

Introduce “Thomas Jefferson”

Ask students to look at the image of George Washington on the cover of their Student Books and to describe what they remember from the previous Read Aloud. (*Answers may vary, but students may state that George Washington was the first president of the United States and that he is known as the “Father of Our Country.” Students may recall that he is remembered for his honesty and leadership, lived at Mount Vernon, and his picture is on the quarter and on the one-dollar bill.*)

Now point to the image of Thomas Jefferson on the cover, and tell students that in this Read Aloud, they will learn more about another famous president, Thomas Jefferson. Tell students that Thomas Jefferson was a very good writer. Ask them to listen carefully to find out the name of an important letter that Thomas Jefferson wrote.

Big Question

What was the name of the important letter that Thomas Jefferson wrote?

Core Vocabulary

lawyer invent Declaration of Independence approved

Chapter 3: “Thomas Jefferson”

Distribute copies of the Student Book. Ask students to turn to page 13 of the Student Book and look at the images as you read aloud. Tell students that the title of this chapter is “Thomas Jefferson.”

CHAPTER
3

Thomas Jefferson

Thomas Jefferson was born in Virginia many years before the United States became a country. Thomas had six sisters and three brothers.



The family lived on a large farm. Thomas didn't go to school. A tutor, or teacher, came to his house, and they read together. Many people today visit Thomas's childhood home.



13

Activity Page



AP 1.3



SUPPORT—Show students the **Map of the United States (AP 1.3)**, and guide them in finding **Virginia**. Remind students that George Washington lived in Virginia too. Explain to students that many people lived in Virginia at this time.

SUPPORT—Talk with students about what it might be like to have so many brothers and sisters. Explain that at this time, many families had lots of children.

Ask students the following question:

LITERAL—What was Thomas Jefferson's life like when he was growing up? (Hint: Think about his family, where he lived, and how he learned to read.)

- » Thomas Jefferson had lots of brothers and sisters. He lived on a farm. He was taught by a tutor at his house.

Now ask students to look at the images on page 14 as you read aloud.

When Thomas was seventeen years old, he went to the College of William and Mary in Virginia. He was a hardworking student.



Thomas learned many languages, including Italian, Spanish, and French. His favorite subject was math. Thomas became a lawyer.



14

SUPPORT— Direct students' attention to the top image on the page, and ask if this looks like a school to them. Explain that the College of William and Mary, which Thomas Jefferson attended, is the second oldest college in the United States. It is still a college today. Students might be surprised to see cows in the image. Explain that at that time, many people in Virginia had cows for milk and meat, including schools such as William and Mary.

Now direct students' attention to the image of Thomas Jefferson at the bottom of the page. Remind students that although Jefferson's appearance (wearing a white wig, ruffled shirt, etc.) may seem strange to them, this is the way men dressed at that time in history.

CORE VOCABULARY— Explain that a **lawyer** has the job of helping people understand the law. Lawyers can help people with important papers, help people understand their rights, or help people who are accused of breaking the law.

SUPPORT— Tell students that it was typical for college students to learn several languages in Thomas Jefferson's time.

SUPPORT—Ask students if any of them know a language other than English. Discuss the different languages that Thomas Jefferson learned: Italian is a language from Italy, Spanish is a language from Spain, and French is a language from France. These languages were—and are—spoken in countries located in Europe. They also were—and are—spoken in many other places around the world.

Ask students the following questions:

LITERAL—What was Thomas Jefferson like as a student?

» Thomas Jefferson was a hardworking student. He learned many languages.

CHALLENGE—Why do you think Thomas Jefferson learned so many different languages?

» Accept any reasonable answer, such as he wanted to be able to talk to people who lived in different countries, he was interested in learning about people in different countries, and he wanted to read books written in many languages.

Ask students to look at the images on page 15 as you read aloud.

Thomas planned and built a family home in Virginia named Monticello. The word *Monticello* means “little mountain” in Italian. Thomas lived at Monticello with his wife, Martha, and their children.



Today, many people visit Monticello to learn about Thomas's life.

Thomas liked to invent things. He invented a machine that could make two copies of a handwritten letter.



15

SUPPORT—Call students' attention to each image as you read, and guide them in describing what they see. Explain that like George Washington, Thomas Jefferson lived on a plantation too.

CORE VOCABULARY—Explain that to **invent** is to think of or make something for the first time. Remind students that in the first Read Aloud, they learned that Thomas Jefferson was an inventor, a person who thinks about and makes new things that have not been made before. Tell students that the word *inventor* is related to the word *invent*.

SUPPORT—Be sure students understand that at the time Thomas Jefferson lived, there were no copy or Xerox® machines that could automatically copy what was written on a piece of paper. That is why his invention was so special.

Now ask students to look at the images on page 16 as you read aloud.

Before Thomas Jefferson became the third president of the United States, he wrote the Declaration of Independence.



This important letter was sent to the British king, George III, to explain why Americans were going to fight him for their freedom.



16

CORE VOCABULARY—Explain that the **Declaration of Independence** was an important letter that America's leaders asked Thomas Jefferson to write, telling Great Britain's King George III that Americans did not want to follow his laws.

Ask students to turn back to page 11 in the Student Book and look at the images. Remind them that George Washington led an American army to fight against British soldiers. Explain that the reason George Washington and his men fought the British soldiers was that the king of Great Britain was making the rules and laws for Americans. The people living in America did not think this was fair; they did not want the king of Great Britain to be in charge. The British, however, saw the Americans as defying, or not following, the laws.

The Declaration of Independence—the letter that Thomas Jefferson wrote—explained that Americans wanted to make their own rules and laws.

George Washington and his army fought the British soldiers so that America could be a free nation or country.

SUPPORT—Have students describe what Thomas Jefferson is doing in the top image. Help students to understand that back then, everything was written by hand using a feather quill and ink. Point out the ink well on the desk. Describe how people would dip the sharp end of the quill in the ink and then write with it. Tell students that electricity was not invented yet, and people had to use candles for light.

SUPPORT—Tell students that we remember Thomas Jefferson today because he wrote the Declaration of Independence and because he was an American president. **Show students the front side of a nickel, and say that we honor Thomas Jefferson by having his picture on the front of a nickel coin.** Then show students the back of the nickel, and ask if they recognize what building is pictured. (*Monticello*) If available, show a two-dollar Jefferson bill to students, explaining that this also honors him.

Ask students the following questions:

LITERAL—What is the name of the important letter that Thomas Jefferson wrote to the British king?

- » The letter that Thomas Jefferson wrote to the British king is called the Declaration of Independence.

LITERAL—What did the Declaration of Independence tell the British king?

- » The Declaration of Independence told the British king that Americans were going to fight for their freedom.

Ask students to look at the images on page 17 as you read aloud.



CORE VOCABULARY—Explain that **approved** means that something was accepted and is now final. Many people read and looked at the Declaration of Independence, and on July 4, 1776, they accepted it and agreed that it was ready to send to the king.

SUPPORT—**Direct students' attention to the images on page 17.** Point out the flags in the smaller image and the Statue of Liberty in the larger image. Tell students that both the flag and the Statue of Liberty are important American symbols.

SUPPORT—Explain that just as a birthday celebrates the day we were born, so too does July 4 celebrate America's birthday, the day in 1776 when Americans declared that they were free. That is why it's called Independence Day.

SUPPORT—**Ask students about the different ways they celebrate the Fourth of July.** Do they go to a parade? Do they watch fireworks? Do they barbecue food with their family? Do they wear red, white, and blue clothing? Do they wave the American flag? Explain that all of these activities on July 4 help us to remember and honor America.

Ask students the following questions:

EVALUATIVE—Why is the Fourth of July called America’s birthday?

- » The Fourth of July is called America’s birthday because it is the day when people approved the Declaration of Independence.

LITERAL—What are some ways we celebrate and honor America on the Fourth of July?

- » We celebrate and honor America on the Fourth of July with parades, the American flag, and fireworks.



CHECK FOR UNDERSTANDING: BIG QUESTION

TURN AND TALK—What was the name of the important letter that Thomas Jefferson wrote?

- » The important letter that Thomas Jefferson wrote was called the Declaration of Independence.

Additional Activities

More About Thomas Jefferson and Monticello

Materials Needed: internet access, capability to display internet in the classroom



Background for Teachers: This video will give students another glimpse into the life of Thomas Jefferson and his time spent at Monticello. If you did not complete the Grade K *Exploring and Moving to America* unit, which introduced the subject of slavery in the United States, you may want to avoid discussing the presence of slaves at Monticello. The topic of slavery and its inhumane practices will be addressed in later grade levels in schools using CKHG.

Use this link to download the CKHG Online Resources for this unit, where the specific link to the video may be found:

www.coreknowledge.org/ckhg-online-resources

Remind students that Thomas Jefferson’s home is called Monticello. Tell students that you are going to take them on a virtual field trip to explore Monticello.

Go to the link for the tour. On the landing page, there is a video stream of the site. Allow the video to play through one loop. Then go to the Menu drop-down, and select “A Day in the Life of Thomas Jefferson.” Go to the page “I Rise with the Sun.” For each heading (Record Keeping, Morning Preparations, etc.), click through the images and videos that you think will be of interest to your students, reading the caption for each.

Guide students in understanding that Thomas Jefferson used his knowledge and love for learning to study the world around him, to create things that made life easier or more interesting, and to make the most of his time. Emphasize that Thomas Jefferson was always doing something, from sunup to sundown. His idea of relaxing was reading a book, playing a game such as chess, listening to music, or

tinkering with one of his inventions. He also enjoyed spending time outside on his farm. He had flower gardens and “pet trees”—over 160 different trees that he planted on his land.



Visit the Statue of Liberty

Activity Page



AP 1.3

Materials Needed: internet access, capability to display internet in the classroom, teacher copy of Map of the United States (AP 1.3) or classroom map of the United States

Note to Teacher: Questions about the Statue of Liberty are included in the Culminating Activity; therefore, teachers are encouraged to use this Additional Activity. If this activity is not used, the questions pertaining to the Statue of Liberty may be removed.



Background for Teachers: Use this link to download the CKHG Online Resources for this unit, where the specific link to the videos may be found:

www.coreknowledge.org/ckhg-online-resources

Start out by asking students if they know what the Statue of Liberty is. Ask if any students have seen it in pictures or have visited it in person. Explain that the statue is a very important symbol of America and that it is located on Liberty Island in New York Harbor. Show students the approximate location of New York Harbor on Map of the United States (AP 1.3).

Tell students that they are going on a virtual field trip to explore the statue.

Play the video, *Virtual Field Trip: Statue of Liberty*.

Note to Teacher: The video does contain one error. It says that France is across the Pacific Ocean. It is not. It is across the Atlantic Ocean from the East Coast of the United States.

Afterward, **ask:**

- What is one interesting fact that you learned about the Statue of Liberty?
- Who is taller, the Statue of Liberty or (insert teacher's name)? (*Statue of Liberty*)
- What is the Statue of Liberty a symbol of? (*freedom and/or independence*)
- Why do we think about the Statue of Liberty when we think about the Fourth of July?
 - » Accept any reasonable answer, including that the date of July 4 is written on the tablet or book that the statue is holding, both the Statue of Liberty and July 4 are symbols for freedom and/or independence, etc.

Then display the Statue of Liberty live webcam. This will show students what the statue looks like at the current moment. Maneuver through the various views at the bottom of the page. The Torch cam also has several views you can click on.

Explain to students that the location of the statue was special for many people coming to America for the first time. People moving from other countries came by boat before there were airplanes, and the boats would arrive in New York Harbor. The people would see the statue, and it would be a symbol of freedom and a new life for them.

CHAPTER 4

Abraham Lincoln

Primary Focus Objectives

- ✓ Recognize Abraham Lincoln as an important president of the United States. (SL.K.2, SL.K.3)
- ✓ Explain why Abraham Lincoln is known as “Honest Abe.” (SL.K.4)
- ✓ Understand the meaning of the following domain-specific vocabulary: *pennies*, *government*, and *state laws*. (L.K.4, L.K.5)

Materials Needed

Activity Page



AP 1.3

- individual student copies of *The Mount Rushmore Presidents Student Book*
- teacher and individual student copies of Map of the United States (AP 1.3)
- several Lincoln pennies and a five-dollar bill

What Teachers Need to Know

Unlike Washington and Jefferson, who were born into established families in Virginia, Abraham Lincoln was born into poverty on the frontier in Kentucky. As a child, Lincoln moved with his family to Indiana, where they lived in a log cabin that his father had built. There was no mandatory public education at the time, and children were expected to work in the family business, whether it was a farm or a store. However, as a boy Lincoln taught himself to read and write by firelight at the end of his long workdays on the farm.

Lincoln is often cited as proof that in America, anybody can become president, no matter how humble his or her origins. Lincoln himself went from a one-room log cabin with a dirt floor to the White House. He was successful in part because he was willing to work hard and educate himself. As a boy, Lincoln plowed fields, carrying a book in his back pocket for reading during breaks. One of his favorite books was Parson Weems’s biography of George Washington. The Bible and Shakespeare’s plays were additional favorites.

Lincoln’s nickname was “Honest Abe.” There are two legends about his honesty that have become part of cultural literacy over time. In one, he borrowed a book, which was accidentally damaged when he stored it in between the logs of the cabin and it got wet. Lincoln immediately returned the book to the owner and offered to pay for it. In the second story, a customer paid him six cents too much for a purchase. He walked six miles to return the money.

At age twenty-two, Lincoln moved to New Salem, Illinois. He taught himself the law while supporting himself by working in a store, as a surveyor, and as postmaster. In time, Lincoln became a much-respected attorney in the state. Lincoln was first elected to public office in 1834, when his district sent him to the state legislature. He served there until 1841. Lincoln ran successfully for the U.S. House of Representatives in 1846 but was turned out of office in the next election because of his opposition to the Mexican War.

Although defeated in his Senate bid in 1858 by Democrat Stephen A. Douglas, Lincoln's oratorical skills and his opposition to the expansion of slavery won him attention from the national Republican Party, which nominated him for president in 1860.

Lincoln was president throughout the Civil War, during which he issued the Emancipation Proclamation, freeing slaves in the rebellious Southern states. He also made a famous speech in honor of Union soldiers killed at Gettysburg, known as the Gettysburg Address, in which he succinctly expressed what the soldiers' sacrifices were all about. Lincoln was assassinated by a Southern sympathizer a few days after the main Southern army surrendered. Lincoln is depicted on the penny, with the Lincoln Memorial on the reverse side, and his image is also on the five-dollar bill.

THE CORE LESSON

Introduce "Abraham Lincoln"

Ask students to look at the image of Thomas Jefferson on the cover of their Student Books and to describe what they remember from the previous Read Aloud. (*Answers may vary, but students may say that Thomas Jefferson liked to invent things, built and lived in a house called Monticello, wrote the Declaration of Independence, and was also a president.*)

Now point to Abraham Lincoln's face on the picture of Mount Rushmore on the cover, and tell students that in today's Read Aloud, they will hear about another famous president, Abraham Lincoln. Ask students to listen carefully to the Read Aloud and to look at the pictures so that they will be able to describe what Lincoln looked like and what kind of person he was.

Big Question

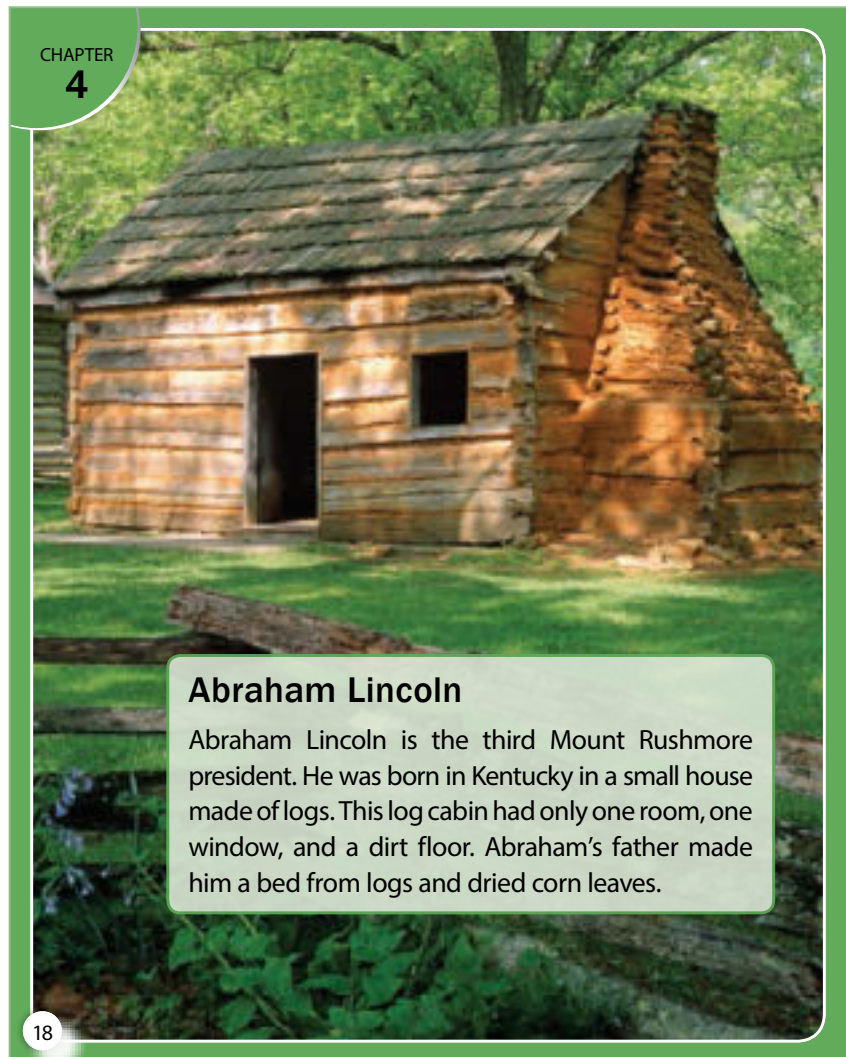
What was Abraham Lincoln's life like as a boy?

Core Vocabulary

pennies government state laws

Chapter 4: “Abraham Lincoln”

Distribute copies of the Student Book. Ask students to turn to page 18 of the Student Book and look at the image as you read aloud. Tell students that the title of this chapter is “Abraham Lincoln.”



Activity Page



AP 1.3



SUPPORT—Help students locate Kentucky on their Map of the United States (AP 1.3).

SUPPORT—Have students study the image of Lincoln’s cabin. Ask them to describe it. Students should see that it is made of logs, which come from trees. Emphasize that the cabin’s floor was just dirt. There was no carpet or wood flooring.

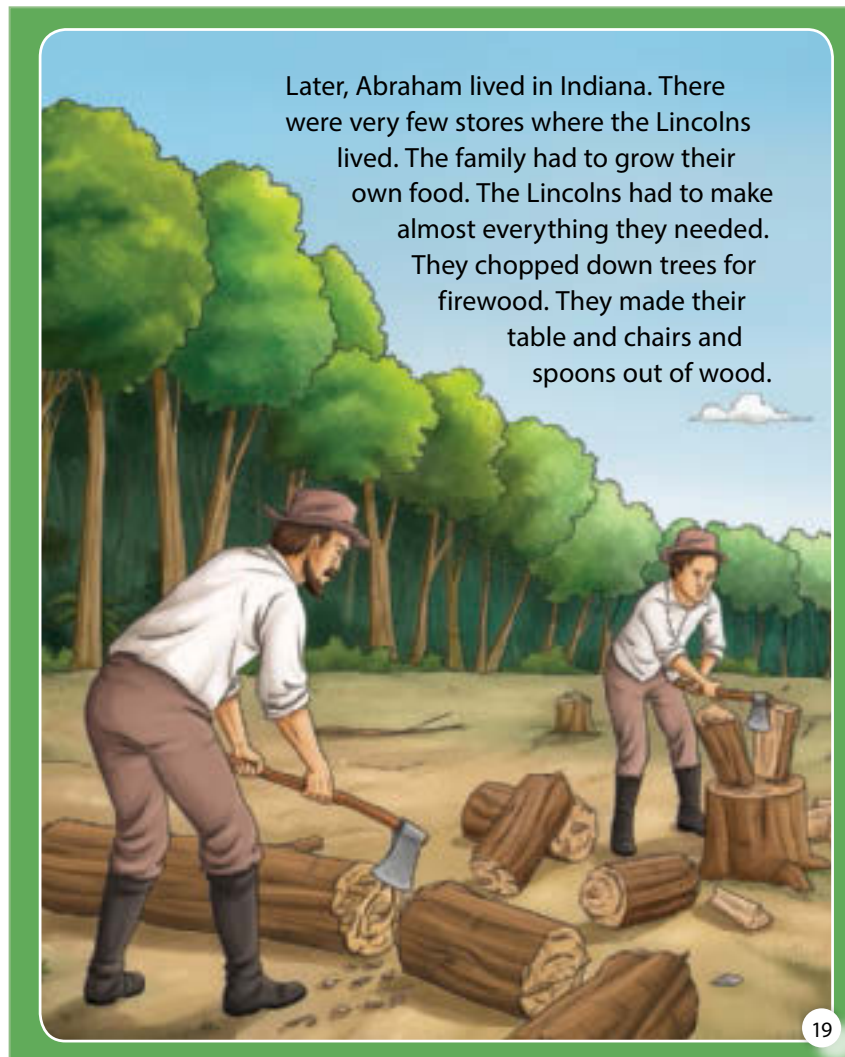
Discuss with students what life would be like in a one-room log cabin. Remind them that this was in the days before electricity, heating, and air conditioning. **Reread the sentence at the bottom of the page that describes the bed that Lincoln slept on as a boy. Ask students if they think sleeping on dried leaves would be comfortable or not.**

Ask students the following question:

LITERAL—What was Lincoln's home like when he was growing up?

- » Lincoln's home was a log cabin with one room, one window, and dirt floors. His bed was made from logs and dried corn leaves.

Now ask students to look at the image on page 19 as you read aloud.



Later, Abraham lived in Indiana. There were very few stores where the Lincolns lived. The family had to grow their own food. The Lincolns had to make almost everything they needed. They chopped down trees for firewood. They made their table and chairs and spoons out of wood.

SUPPORT—Ask students to describe what Lincoln and his father are doing in the image on page 19. Talk about how they might use the wood. (*for repairing their home, building furniture, heating the log cabin, cooking, etc.*)

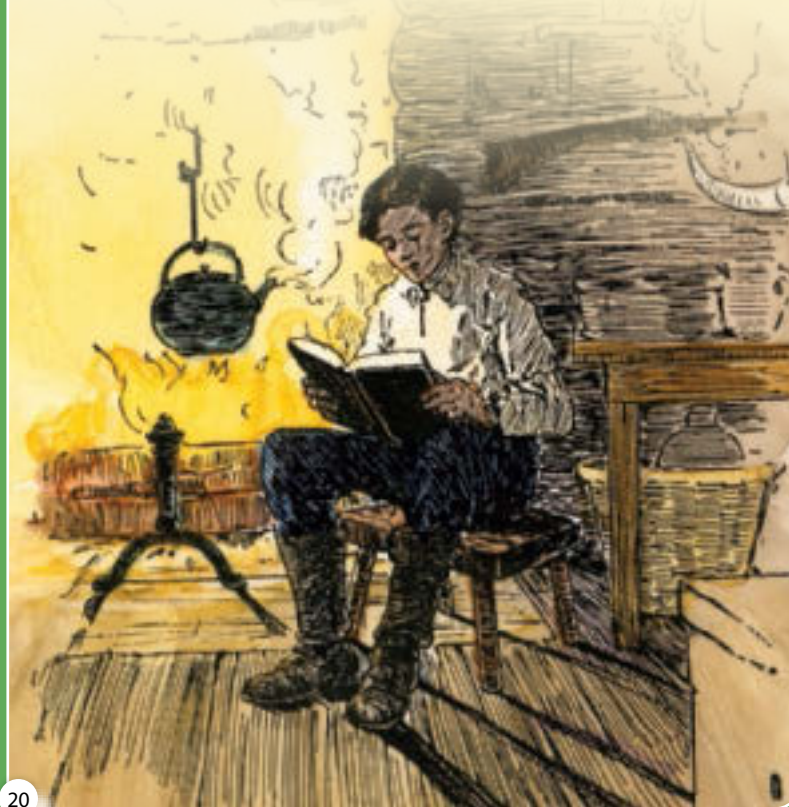
Ask students the following question:

LITERAL—What did the Lincolns have to do because there were very few stores where they lived?

- » The Lincolns had to grow their own food and make almost everything they needed.

Ask students to look at the image on page 20 as you read aloud.

Abraham was often called Abe. Abe learned how to read and write. He made a pen from a turkey feather and used berry juice for ink. Abe had few books of his own, but his family had a Bible. Abe read it over and over. Abe taught himself many things by reading.



20

SUPPORT—Point out the contrast between Thomas Jefferson’s education and Lincoln’s. Jefferson’s family had enough money to hire a tutor to teach Jefferson. Lincoln’s family did not have enough money for that, so Lincoln taught himself.

SUPPORT—Use the image to help students visualize the interior of the log cabin. Explain that there was a fireplace in the one room. The fire would heat the cabin, as well as provide fuel for cooking. Food was often cooked in a kettle over the fire, as opposed to in an oven or on a stove. The fire could also provide light, as is seen here with Abe reading a book by the fire.

Now ask students to look at the image on page 21 as you read aloud.

Once, Abe borrowed a book from a neighbor. At home, he stored it between the logs of the cabin near his bed. But water came through the logs and soaked the book. Abe was sad. He went to his neighbor and told him what had happened. The neighbor asked Abe to do some chores for him, and then he gave the book to Abe. The book was *The Life of George Washington*.



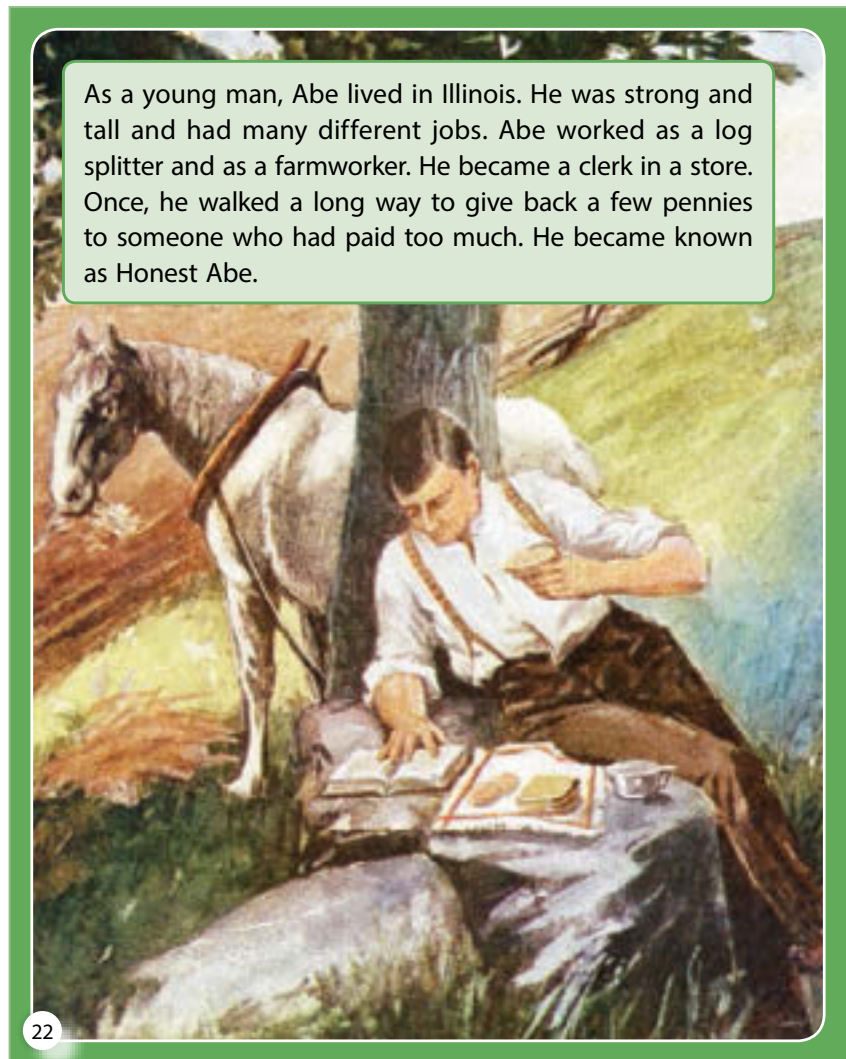
SUPPORT—Talk about what it means to borrow something. When you borrow something, such as a book or toy, you keep it for a while and then return it to its owner. It is not something you keep forever. When you return it, it should be in the same condition that it was when you first borrowed it. Taking good care of things that you borrow is using your best manners.

Ask students the following question:

INFERENTIAL—Remind students that being honest means being truthful, or telling the truth. How was Abe Lincoln honest?

- » Abe Lincoln was honest because he told his neighbor the truth about what had happened to the book.

Ask students to look at the image on page 22 as you read aloud.



CORE VOCABULARY—Explain that **pennies** are a form of money. They are coins that are worth only one cent. **Show students one or more pennies.** Point out that Abraham Lincoln is pictured on our pennies today. Also show students a five-dollar bill, and point out that his image is also on this bill.

SUPPORT—Explain that Abraham Lincoln was known for being honest and that he is often referred to now as Honest Abe.

Ask students the following question:

EVALUATIVE—What is an example of Lincoln's honesty?

- » When Lincoln was working at a store, someone paid too much. He walked a long way to give the extra pennies back to the person who had paid too much.

Note to Teacher: Students may also mention the time that Lincoln told the truth about a book that he had borrowed from a neighbor that was accidentally ruined. Lincoln did some chores for the neighbor to pay for the ruined book.

Ask students to look at the image on page 23 as you read aloud.

Abe really wanted to be a lawyer. He studied hard to become one. He worked for the Illinois government and helped to write state laws.



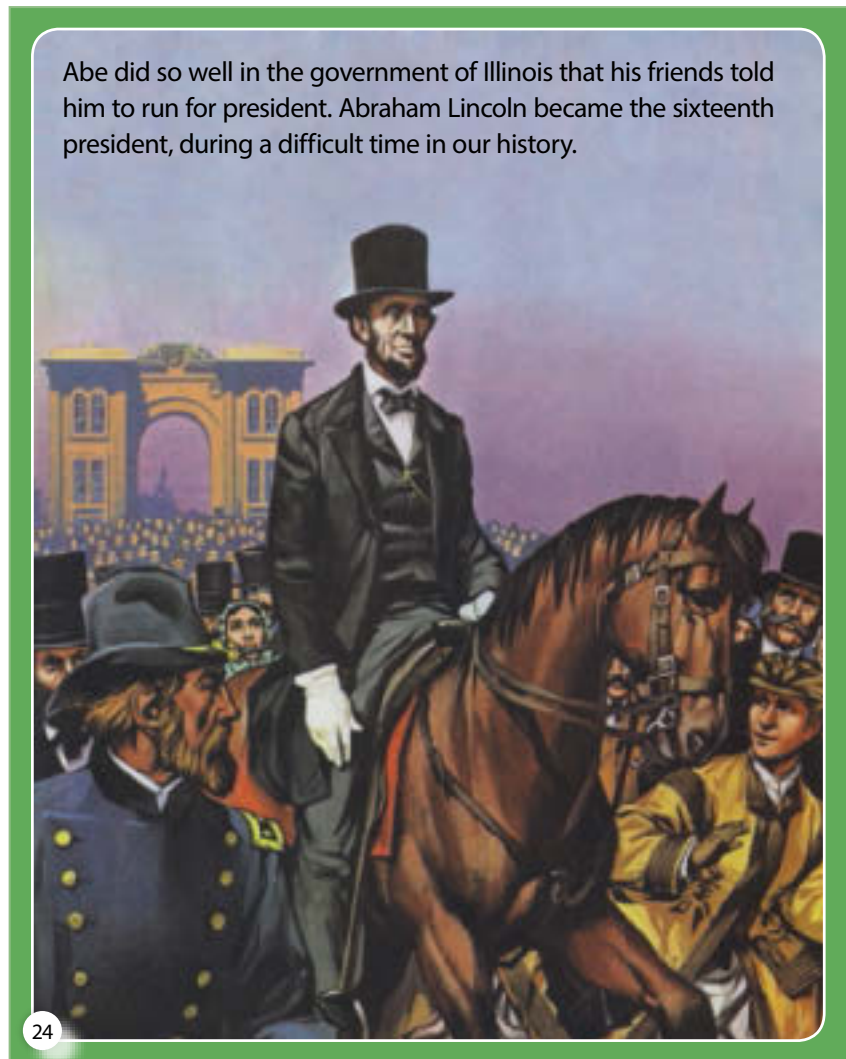
23

CORE VOCABULARY—Explain that a **government** is a group of people who make rules and decisions for a country, state, or city.

CORE VOCABULARY—Explain that **state laws** are rules made by the state government for the people who are in the state.

SUPPORT—**Ask students if they remember what a lawyer is.** (*A lawyer has the job of helping people understand the law.*) **Then ask students if they remember hearing about another lawyer who became president.** (*Thomas Jefferson was a lawyer who became president.*)

Now ask students to look at the image on page 24 as you read aloud.



Ask students the following question:

LITERAL—What did Abraham Lincoln's friends tell him that he should do?

» Abraham Lincoln's friends told him that he should run for president.



CHECK FOR UNDERSTANDING: BIG QUESTION


TURN AND TALK—What was Abraham Lincoln's life like as a boy?

» Abraham Lincoln grew up in a log cabin and worked very hard, even as a boy. He wasn't able to go to school, and he taught himself to read. He did trustworthy things, such as returning money when someone paid too much for something or telling the truth about a book that he had borrowed that got damaged. People started to call him Honest Abe.

Additional Activities

More About Honest Abe

Materials Needed: internet access, capability to display internet in the classroom

 **Background for Teachers:** Use this link to download the CKHG Online Resources for this unit, where the specific link to the videos may be found:

www.coreknowledge.org/ckhg-online-resources

Tell students they will learn more about Honest Abe by watching two fun and informative videos.

Play the first video, *Abraham Lincoln for Kids—Part 1 (Childhood)*. Afterward, **ask:**


- How did Lincoln spend his free time as a kid? (*reading*)
- How did he remember new words? (*by repeating them in his head and writing them down*)
- What did his mom teach him? (*Learning is very important.*)
- What talent did he learn from his father? (*how to tell a good story*)

Play the second video, *Biography of Young Abraham Lincoln for Kids*. This is a cartoon version that has some of the same stories but also one additional story. Abe helped a young boy put muddy footprints on the wall and ceiling of their cabin; fortunately, his stepmother thought it was funny rather than getting mad at him.

After the video, **ask:** Where is Lincoln’s memorial (statue)? (*Washington, D.C.*)

Abraham Lincoln’s Log Cabin

Materials Needed: internet access; capability to display internet in the classroom; Lincoln Logs® (optional); Lincoln’s log cabin coloring page; crayons, colored pencils, or markers

 **Background for Teachers:** The video may be a little high-level for students, but it gives an interesting perspective of how scientists study older buildings and try to link them to historical people. Many people believed that a specific log cabin in Hodgenville, Illinois, was the one that Lincoln grew up in, but recent studies have shown that the Hodgenville cabin was actually built when Lincoln was an adult.

Use this link to download the CKHG Online Resources for this unit, where the specific link to the image and video may be found:

www.coreknowledge.org/ckhg-online-resources

Remind students that Abraham Lincoln grew up in a one-room log cabin in Kentucky.

Play the video, *Lincoln Slept Here?*, from CBS Sunday Morning. Ask students if they have any questions about the video. Draw a crosscut of a tree stump on the board, with rings circling from the middle outward. Explain that a tree typically adds one growth ring each year. Describe how scientists use this to determine the age of trees.

If Lincoln Logs® are available, introduce them to students. Explain the toy's name. Discuss the process of building a pioneer home, including selecting a site, felling the trees, cutting the "logs" to size, notching the logs, "cementing" the gaps between logs with mud, and so on. Place the logs in an accessible location for students to build replicas of Lincoln's cabin.

Then distribute copies of the image of Lincoln's log cabin to students. Tell them to color or decorate the cabin so that it looks like it did when Lincoln was a child. Collect the images when students are done, and save them for the mural at the end of the unit.

Theodore Roosevelt

Primary Focus Objectives

- ✓ Recognize Theodore Roosevelt as an important president of the United States. (SL.K.2, SL.K.3)
- ✓ Understand that Theodore Roosevelt overcame childhood health problems, loved the outdoors, and promoted taking care of the environment. (SL.K.4)
- ✓ Understand the meaning of the following domain-specific vocabulary: *ranches*, *round up*, and *bison*. (L.K.4, L.K.5)

Materials Needed

- individual student copies of *The Mount Rushmore Presidents* Student Book
 - video clip of a roundup and image of a bison
- Use this link to download the CKHG Online Resources for this unit, where the specific links to the image and video may be found:
- www.coreknowledge.org/ckhg-online-resources

What Teachers Need to Know

Theodore Roosevelt became president following the assassination of President William McKinley in 1901. Teddy—or T. R., as he was known—was born and grew up in New York. He became a lawyer and was elected to the New York State legislature in 1881. When his wife died in 1884, he moved to the Dakota Territory to become a rancher. The blizzards of 1885–1886 wiped out most of his cattle. He sold his ranch and moved back to New York, where he resumed his interest in politics.

However, Roosevelt never lost his love for the beauty of the West. He was a naturalist and an environmentalist long before these terms were commonly used. During his time in public office, he championed conservation of the nation’s natural resources. Under his administration, more than two hundred million acres of public land were withdrawn from sale and became part of the national forest. He persuaded Congress to set aside money to establish irrigation projects and to set up the Inland Waterways Commission to conserve and develop the nation’s lakes, rivers, and canals.

One story about Roosevelt that has become a legend is that he and some of his aides went hunting with a group of reporters, who were along to cover the story. After many hours, the president had not shot anything. His aides found a bear and herded it toward the president to shoot, but Roosevelt refused to kill the confused and frightened bear. Members of the press relayed this story back to their papers. A Brooklyn store owner saw a cartoon of the incident and made a stuffed bear for his store window. He put a sign along with it that said “Teddy’s bear.” Thus, the teddy bear was born.

Introduce “Theodore Roosevelt”

Ask students to look at the image of Mount Rushmore on the cover of their Student Books and name the three presidents whom they have learned about so far—George Washington, Thomas Jefferson, and Abraham Lincoln. Ask students to describe Abraham Lincoln and what they remember from the previous Read Aloud. (*Answers may vary, but students may say that Abraham Lincoln lived in a log cabin, worked hard splitting logs, liked to read, and was known as Honest Abe.*)

Now point to Theodore Roosevelt’s face on the picture of Mount Rushmore on the cover, and tell students that in today’s Read Aloud, they will hear about the remaining president depicted on Mount Rushmore: Theodore Roosevelt. Ask students to listen carefully to the Read Aloud to find out about what interested Theodore Roosevelt.

Big Question

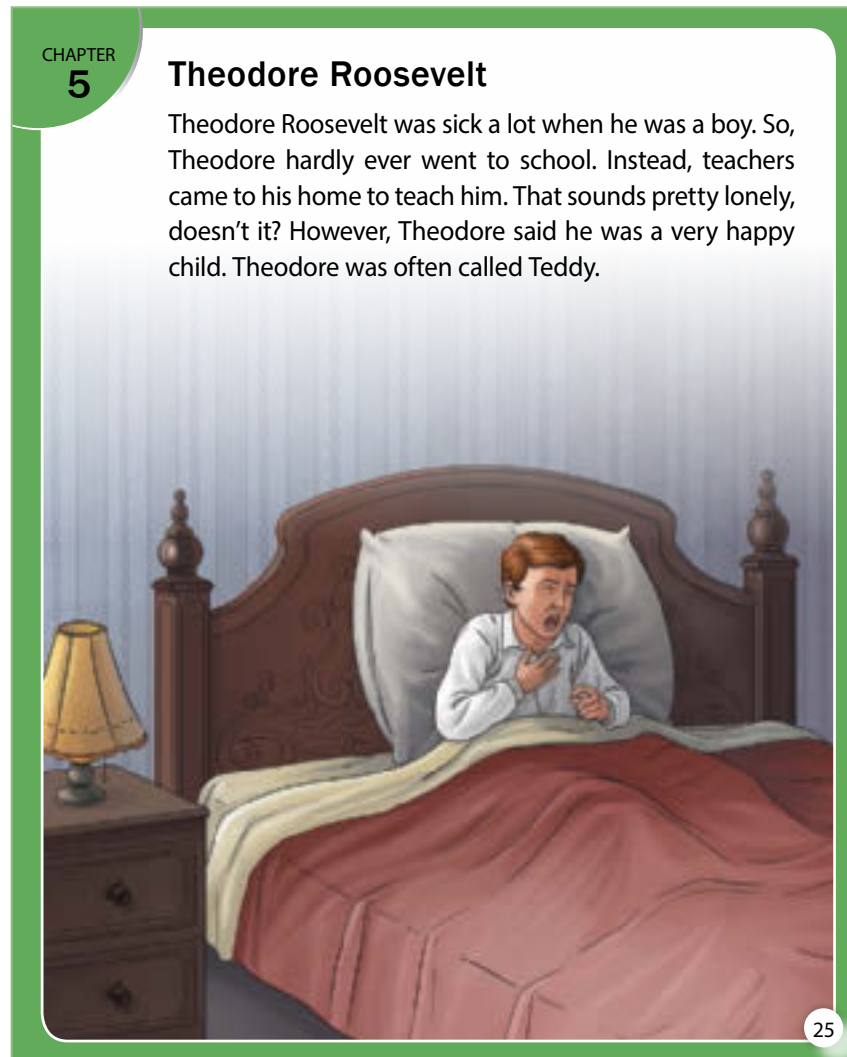
What did Teddy Roosevelt want people to take care of?

Core Vocabulary

ranches round up bison

Chapter 5: “Theodore Roosevelt”

Distribute copies of the Student Book. Ask students to turn to page 25 of the Student Book and look at the image as you read aloud. Tell students that the title of this chapter is “Theodore Roosevelt.”



SUPPORT—Invite students to talk about what it would be like to be sick a lot as a child.

Would it be difficult to keep up with schoolwork? How would they feel if they weren't able to go outside and play because they were sick? What kinds of things would they do if they were stuck in their room or in their house all the time?

Ask students the following questions:

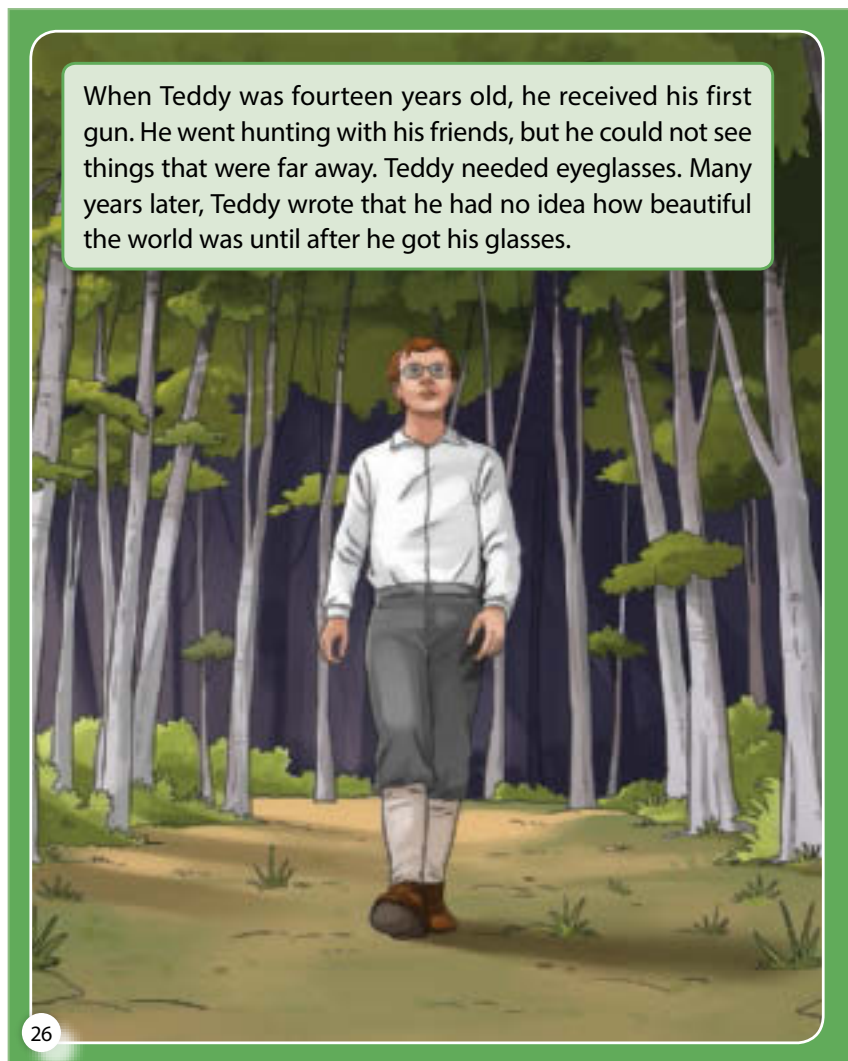
LITERAL—Why did Theodore Roosevelt hardly ever go to school when he was growing up?

» Roosevelt was sick a lot. Teachers came to his home to work with him.

LITERAL—What was Theodore Roosevelt called?

» He was often called Teddy.

Now ask students to look at the image on page 26 as you read aloud.



SUPPORT—Invite students who wear glasses to talk about how glasses have helped them. Encourage a discussion about how difficult it would be not to see well. Remind students to be respectful of others who wear glasses or who have difficulty seeing.

Ask students to look at the image on page 27 as you read aloud.

Although he had been sick as a young boy, Teddy exercised and grew up to become a strong man who loved being outdoors. He started working in the government in New York. A few years later, he bought two ranches out west. He wore cowboy clothes and rode horses to round up his cattle. He hunted bison.



CORE VOCABULARY—Explain that **ranches** are large farms where animals such as horses and cows are raised. There are many ranches in the western United States.

CORE VOCABULARY—Explain that to **round up** cattle is to gather them into a central area by riding around the outside of them. Cowboys round up cattle using horses. **If there is access to internet in the classroom, show students approximately one minute of the video depicting a cowboy roundup. The link can be found in the CKHG Online Resources.**

CORE VOCABULARY—Explain that **bison** are big animals with curved horns on the sides of their heads. **Show students the image of a bison from the CKHG Online Resources.**

Ask students the following question:

LITERAL—What were some of the things Roosevelt did as an adult?

» As an adult, Roosevelt owned a ranch, hunted bison, and worked in government.

Ask students to look at the image on page 28 as you read aloud.

Teddy went back to New York City and became the head of the police force. Then Spain and the United States went to war against each other. Teddy Roosevelt joined the army. He was the leader of a group of soldiers called the Rough Riders.



28

Ask students the following questions:

LITERAL—What did Teddy do in New York City?

» Teddy became the head of the police force in New York City.

LITERAL—What group of soldiers did Teddy lead?

» Teddy was the leader of a group of soldiers called the Rough Riders.

Now ask students to look at the image on page 29 as you read aloud.

Teddy Roosevelt came to see how important the land is to all living things. Once he took a trip into the mountains. There he saw forests filled with plants and animals. He worried that someday they would all be gone.



When Teddy Roosevelt became the twenty-sixth president, he made new rules for areas of forest in America. On this special land, people could not harm trees or animals.

29

SUPPORT—Roosevelt wanted to keep nature safe. He also wanted people to enjoy nature as much as he did. Roosevelt is remembered and honored for his actions in helping the environment.

Ask students the following question:

LITERAL—What did Teddy Roosevelt do as president?

- » As president, Roosevelt made new rules that said people could not harm trees or animals on special areas of land.



CHECK FOR UNDERSTANDING: BIG QUESTION


TURN AND TALK—What did Teddy Roosevelt want people to take care of?

- » Teddy Roosevelt wanted people to take care of the land and the plants and animals that lived there.

Additional Activities

More Stories About Teddy Roosevelt

Materials Needed: internet access, capability to display internet in the classroom, teddy bear (optional)

 **Background for Teachers:** Use this link to download the CKHG Online Resources for this unit, where the specific link to the videos may be found:

www.coreknowledge.org/ckhg-online-resources

Tell students that they will hear more stories about Teddy Roosevelt. On the board or chart paper, write “Theodore Roosevelt’s Museum of Natural History.”

Play the video, *Theodore Roosevelt for Kids*.

Afterward, **ask:**

- What else is Roosevelt known for as president? (*He was the youngest president.*)
- Who visited him at the White House? (*explorers, cowboys, and artists*)
- What are some animals that he kept at the White House? (*Possible answer: rabbits, roosters, and snakes*)
- How did Roosevelt learn about birds when he couldn’t see them very well? (*He listened to their sounds.*)
- What is one national park that Roosevelt created? (*the Grand Canyon*)


Then point to the board, and discuss what natural history is. Natural history is the study of plants and animals in their environment. Invite several volunteers to come up and draw on the board or chart paper something that Roosevelt had in his “natural history museum” as a child. (*insects, birds’ nests, and tadpoles*)

Next, ask students to raise their hand if they have a stuffed teddy bear at home. Ask them if they can guess how teddy bears got their name. Play the second video, *Story of the Teddy Bear*. Keep in mind that some children may be troubled by the practice of hunting. If necessary, summarize the story with students: Teddy Roosevelt was out hunting and wasn’t able to shoot a bear. His hunting dogs tracked a bear and attacked it, making it easy for Teddy to shoot it. Teddy refused to do so because he felt sorry for the bear. A cartoonist drew a cartoon showing this scene, and it was published in newspapers across the country. A toymaker asked Teddy if he could make a stuffed bear and name it after him. And that is the story of the first teddy bear.



Visit Teddy Roosevelt’s Home

Materials Needed: internet access, capability to display internet in the classroom

 **Background for Teachers:** Use this link to download the CKHG Online Resources for this unit, where the specific link to the website may be found:

www.coreknowledge.org/ckhg-online-resources

Tell students that you will now take them on a tour through Teddy Roosevelt's childhood home.

Display the virtual tour of the Theodore Roosevelt Birthplace National Historic Site.

As you click through the rooms, read or summarize the caption text for students. Some things to note during the tour:

- The gymnasium set outside the nursery and the exercise bike in the office show that Roosevelt felt strongly about making sure he was active and fit and had a strong body.
- Roosevelt's grandmother taught him about sharing and giving back to others; the Roosevelt family did a lot to raise money to help people in need.
- There were lots of books in the library; there is a funny story about Roosevelt reading an entire book while chasing thieves for three days on the Missouri River.
- Roosevelt had many conversations at the dining table, and these shaped his views of the United States and the world.

Teacher Resources

Culminating Activity: The Mount Rushmore Presidents

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Answer Key: *The Mount Rushmore Presidents*—Unit Assessment 101

Looking for more teaching ideas using CKHG or to connect with other teachers? Check out the Core Knowledge Community at <https://www.coreknowledge.org/community/>. You will find a Teacher Workroom with ideas for different activities, chat rooms where you can communicate with other Core Knowledge teachers, and a map of the United States so that you can see who else may be using Core Knowledge near you!

Culminating Activity: *Mount Rushmore Presidents*

Who Am I? Tic-Tac-Toe: Famous Presidents and American Symbols

Activity Page



AP CA.1

Materials Needed: sufficient copies of Tic-Tac-Toe Game Boards (AP CA.1); pens, pencils, or crayons



Background for Teachers: You will lead a game of tic-tac-toe with students. Begin by displaying a game board on an overhead projector. Then ask four to six of the questions below as examples, and model how to answer each question by drawing an 'X' on the game board so that students understand how to play the game. With additional practice, students may also understand that there can be strategy involved in choosing which picture to mark with an 'X' in order to complete a row of X's.

Make sufficient copies of the five game boards before class. Make sure students can identify who or what is in each game board image.

Divide the class into five teams. Distribute copies of the same game board to students on the same team. Each team should have a different game board.

Read each of the "Who am I?" facts about the presidents and symbols below. Students will mark the picture of the correct response on the game board with an 'X.' (Since identical images are repeated on each game board, students may choose to mark any correct image on the game board that corresponds to the question, but they should only mark one image per question.)

The first team that gets a complete row of X's across or down yells, "Tic-tac-toe!," and is designated the "American History Scholars" team for that round (or whatever else you can think of).

"Who am I?" facts:

- I was the first president of the United States. (*Washington*)
- I am the mountain that has the faces of four presidents carved on it. (*Mount Rushmore*)
- I led the American army against the British army. (*Washington*)
- I was a cowboy and owned ranches out west. (*Roosevelt*)
- I wrote an important letter called the Declaration of Independence. (*Jefferson*)
- The noses that are carved on me are taller than a person. (*Mount Rushmore*)
- I am the place where the president lives and works. (*White House*)
- I am known as the "Father of Our Country." (*Washington*)
- I am red, white, and blue. (*American flag*)
- I worked hard growing up, chopping wood and farming. (*Lincoln*)
- Presidents can travel on a helicopter from here. (*White House*)
- I wanted to make sure people take care of land and animals. (*Roosevelt*)
- I invented all kinds of new things. (*Jefferson*)

- I built a house and farm in Virginia and called it Monticello. (*Jefferson*)
- I was born in a log cabin. (*Lincoln*)
- A famous story says that I cut down my father's favorite cherry tree but could not tell a lie. (*Washington*)
- I have a stuffed animal named after me. (*Roosevelt*)
- I did really well in school and learned to speak several different languages. (*Jefferson*)
- I stand in New York Harbor. (*Statue of Liberty*)
- Betsy Ross made me. Or, maybe she didn't. (*American flag*)
- I was very sick as a child. (*Roosevelt*)
- The Oval Office is here. (*White House*)
- I am located in Washington, D.C. (*White House*)
- I lived with my family at a place called Mount Vernon. (*Washington*)
- Workers blasted huge chunks of rock off a mountain to build me. (*Mount Rushmore*)
- I am made of copper, like a penny. (*Statue of Liberty*)
- People wave me when they celebrate the Fourth of July. (*American flag*)

Classroom Mural

Materials Needed: sufficient copies of *The Mount Rushmore Presidents* coloring book pages; crayons, markers, or colored pencils; butcher-block paper; tape, glue, or stapler



Background for Teachers: Print out coloring pages about the Mount Rushmore presidents. Use this link to download the CKHG Online Resources for this unit, where the links to the coloring pages may be found:

www.coreknowledge.org/ckhg-online-resources

Organize the class into small groups. Distribute the coloring pages evenly across the groups. Have each group color its assigned pages.

Hang a piece of butcher-block paper on the wall. Work with students to affix their colored pages to the butcher-block paper to create a collage. The coloring pages of the White House and Lincoln's log cabin that you saved from the chapter's additional activities can also be added to the mural.

Once the collage is completed, invite each group of students to tell the rest of the class about the images they colored. What do the images represent?

You may wish to schedule the presentations for a separate day and invite parents or other grade-level students to attend. Students could dress up in costumes for their presentations.

My Book About *The Mount Rushmore Presidents*

Materials Needed: sufficient copies of *My Book About The Mount Rushmore Presidents* (see pages 67–81), crayons for each student, stapler

Note to Teacher: To save instructional time, you may want to preassemble and staple a book for each student prior to class.

Distribute a copy of My Book About *The Mount Rushmore Presidents* and crayons to each student. Explain that this is a mini-book version of the Student Book that they have been using in class.

Tell students that they will have a chance to personalize the cover of the book by writing their name and drawing a picture on the cover. Ask students to think about the different things that they have learned about the Mount Rushmore presidents and American symbols that they might draw on the cover. Prompt students (if needed) to consider drawing any of the following images:

- Mount Rushmore
- the American flag
- a cherry tree and hatchet
- fireworks
- log cabin
- books
- quill pen
- a teddy bear

Allow students approximately ten to fifteen minutes to draw their cover.

Then divide students into five groups. Assign one chapter to each group of students, telling students that with the members of their group, they should look at just their chapter images and quietly talk about what is depicted, as well as about any information they heard read aloud.

Tell students that they will have about five minutes to talk to one another in a small group and then you will call the entire class back together, asking one member from each group to explain their chapter to the rest of the class. All students should follow along in their own book as the images and pages for each chapter are discussed.

Prompt and elaborate on what students say about each chapter to make sure the following points are made:

Chapter 1

- The four presidents on Mount Rushmore are George Washington, Thomas Jefferson, Abraham Lincoln, and Theodore Roosevelt.
- It took a lot of people and a lot of years to carve Mount Rushmore.
- A person can become president by being voted for, or chosen, by the people.
- Many different kinds of people can become president, but they should be honest, brave, smart, and fair.
- The president lives and works in the White House, which is in our capital city of Washington, D.C.

Chapter 2

- George Washington was an honest boy, as told in the story of him cutting down his father's cherry tree.
- He was the first president of the United States.
- He is called the "Father of Our Country."

Chapter 3

- Thomas Jefferson was an inventor and made many new things.
- He wrote the Declaration of Independence, telling the British king that Americans wanted to be free.

Chapter 4

- Abraham Lincoln grew up in a log cabin.
- He taught himself many things by reading books.
- He was very honest and he was a hard worker.

Chapter 5

- Theodore Roosevelt was a very sick child, but he later worked very hard at staying active and healthy.
- He owned ranches out west and was a cowboy.
- He loved the outdoors and wanted to protect nature.

Tell students that they may take their book home. Encourage students to talk about the book at home with their family in the same way that they have in class.

My Book

About

The Mount Rushmore Presidents

by _____

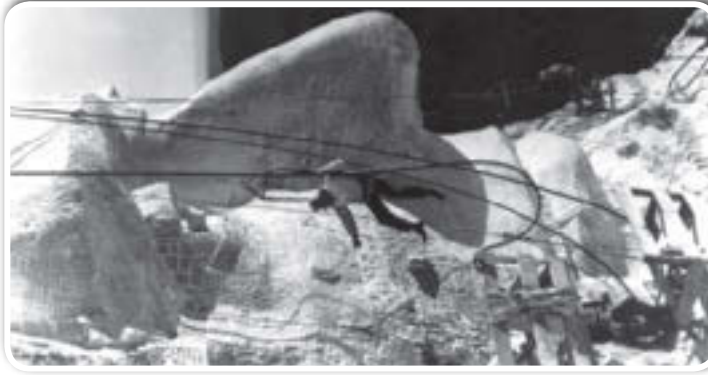
Four Great Presidents

The president is the leader of the United States. Four of our greatest presidents are honored at Mount Rushmore. Their faces have been carved in stone on this mountainside in the Black Hills of South Dakota. These four men are George Washington, Thomas Jefferson, Theodore Roosevelt, and Abraham Lincoln.



2

It took over fourteen years to finish carving the faces. Workers blasted huge chunks of rock off the mountain to make four head shapes. The men who carved the stone had to hang from ropes high above the ground.



They used special tools to carve the eyes, noses, and mouths. The noses on the faces they carved are taller than a person!

3

How does a person get to be the president? In the United States, the people elect, or choose, the president. In some countries, people don't get to choose their own leader. You probably have heard about kings and queens.



To become a king or queen, usually your father or mother was a king or queen. But to become an American president, the people of the United States have to vote for you.



4

What kind of person do you think the president should be? Most people would say that the president should be honest, smart, fair, and brave. Who can become president?

Can a farmer become president?

Yes—George Washington was once a farmer.



Can an inventor become president?

Yes—Thomas Jefferson was an inventor.



How about a store clerk? Yes—Abraham Lincoln worked in a store when he was young.



And how about a cowboy?

Yes—Theodore Roosevelt once worked as a cowboy.

5

The president of the United States works in our nation's capital, Washington, D.C. He lives and works in a building called the White House. You may have seen the White House on television or in magazines or newspapers. It's very large, with many rooms.



6



The president helps to run the country. The Oval Office, where the president works, is shaped like an egg.

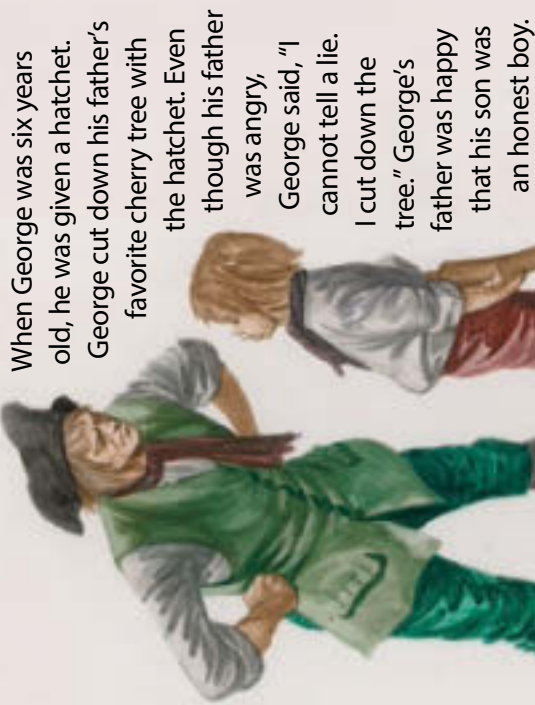


The White House has its own bowling alley and movie theater. And when presidents travel, they can take a helicopter from the lawn of the White House.

7

George Washington

There is a story about George Washington as a young boy. We know the story is not true, but it is a good one to tell anyway.



When George grew up, he became a surveyor, or a person who measures big pieces of land in order to make maps. George loved doing this job because he could go off exploring. George explored Virginia and bought land there.



When George married, he and his wife, Martha, lived in Virginia. They lived on a large farm named Mount Vernon. Mount Vernon is on the Potomac River and is close to Washington, D.C.



10

George was chosen to be the leader of the American army. The American army fought the British army.



George was a great leader. The American army beat the British, and the United States became a free nation.

11

When the United States needed its first president, the people chose George. They knew that he was an honest man, a hard worker, and a good soldier.



Because George Washington was our first president, he is called the "Father of Our Country."

12

CHAPTER 3

Thomas Jefferson

Thomas Jefferson was born in Virginia many years before the United States became a country. Thomas had six sisters and three brothers.

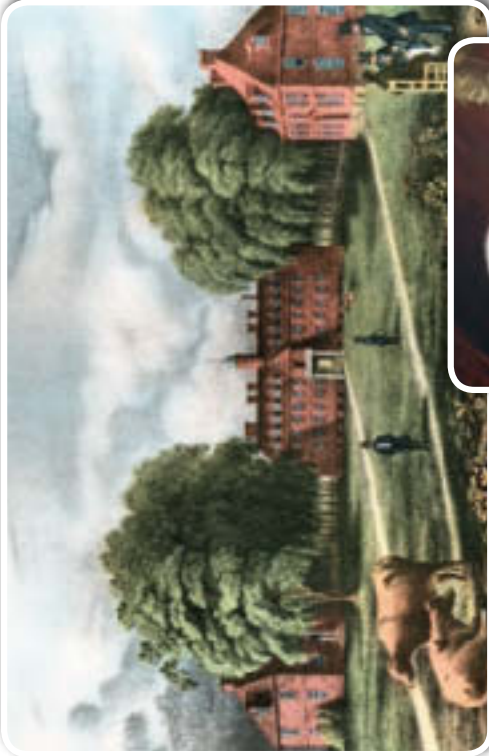


The family lived on a large farm. Thomas didn't go to school. A tutor, or teacher, came to his house, and they read together. Many people today visit Thomas's childhood home.



13

When Thomas was seventeen years old, he went to the College of William and Mary in Virginia. He was a hardworking student.



Thomas learned many languages, including Italian, Spanish, and French. His favorite subject was math. Thomas became a lawyer.



14

Thomas planned and built a family home in Virginia named Monticello. The word *Monticello* means "little mountain" in Italian. Thomas lived at Monticello with his wife, Martha, and their children.



Today, many people visit Monticello to learn about Thomas's life.



Thomas liked to invent things. He invented a machine that could make two copies of a handwritten letter.

15

Before Thomas Jefferson became the third president of the United States, he wrote the Declaration of Independence.



This important letter was sent to the British king, George III, to explain why Americans were going to fight him for their freedom.



16

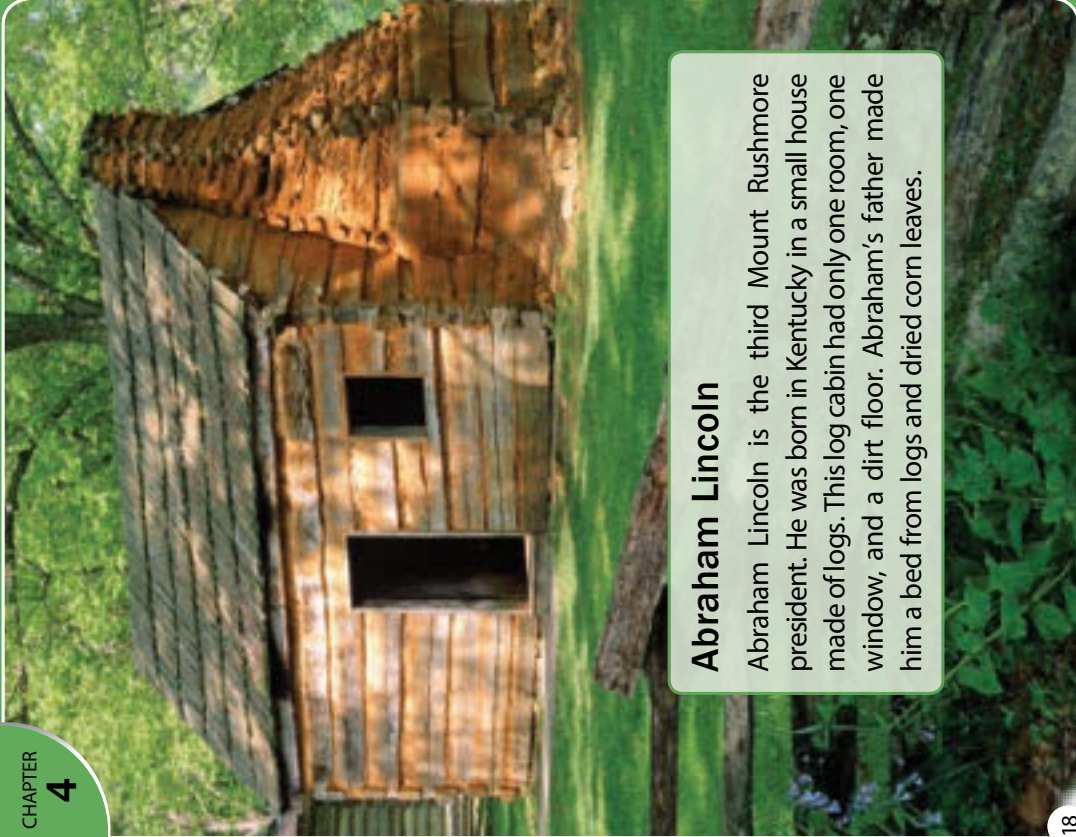
The Declaration of Independence was approved on July 4, 1776, the first Independence Day. That is why we call the Fourth of July our nation's birthday.



American flags, fireworks, and parades all help us celebrate and honor our country.



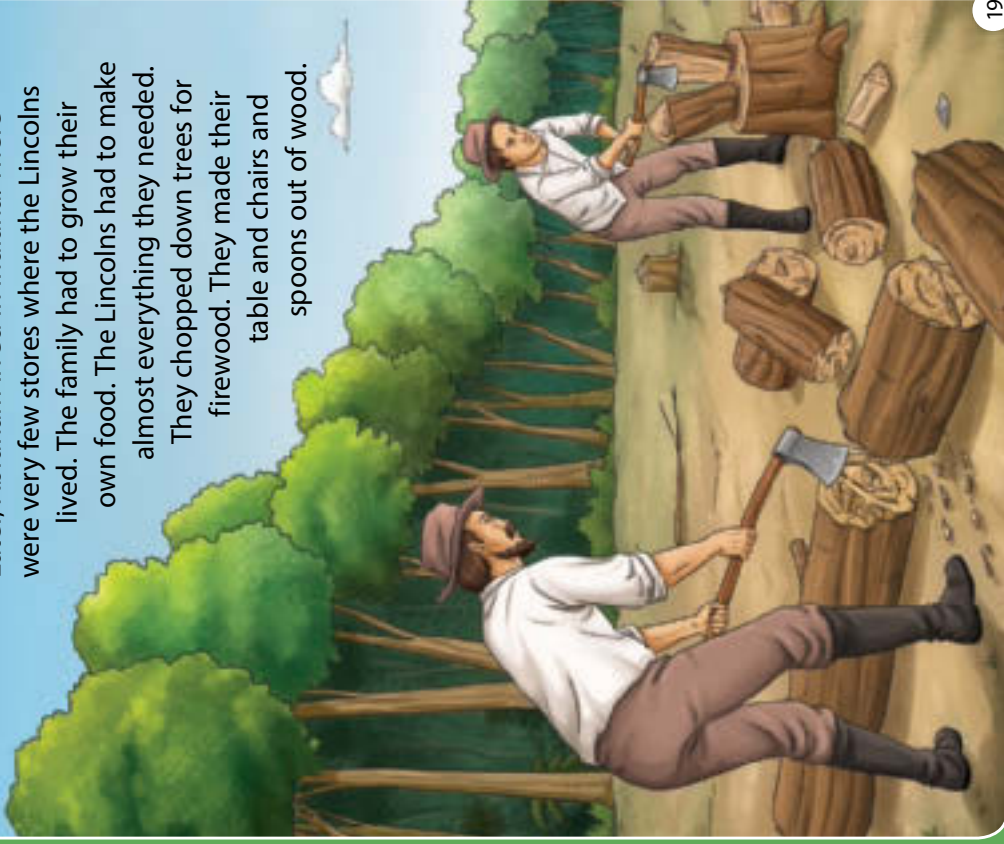
17



Abraham Lincoln

Abraham Lincoln is the third Mount Rushmore president. He was born in Kentucky in a small house made of logs. This log cabin had only one room, one window, and a dirt floor. Abraham's father made him a bed from logs and dried corn leaves.

Later, Abraham lived in Indiana. There were very few stores where the Lincolns lived. The family had to grow their own food. The Lincolns had to make almost everything they needed. They chopped down trees for firewood. They made their table and chairs and spoons out of wood.



Abraham was often called Abe. Abe learned how to read and write. He made a pen from a turkey feather and used berry juice for ink. Abe had few books of his own, but his family had a Bible. Abe read it over and over. Abe taught himself many things by reading.



20

Once, Abe borrowed a book from a neighbor. At home, he stored it between the logs of the cabin near his bed. But water came through the logs and soaked the book. Abe was sad. He went to his neighbor and told him what had happened. The neighbor asked Abe to do some chores for him, and then he gave the book to Abe. The book was *The Life of George Washington*.



21

As a young man, Abe lived in Illinois. He was strong and tall and had many different jobs. Abe worked as a log splitter and as a farmworker. He became a clerk in a store. Once, he walked a long way to give back a few pennies to someone who had paid too much. He became known as Honest Abe.



22

Abe really wanted to be a lawyer. He studied hard to become one. He worked for the Illinois government and helped to write state laws.



23

Abe did so well in the government of Illinois that his friends told him to run for president. Abraham Lincoln became the sixteenth president, during a difficult time in our history.



24

CHAPTER 5

Theodore Roosevelt

Theodore Roosevelt was sick a lot when he was a boy. So, Theodore hardly ever went to school. Instead, teachers came to his home to teach him. That sounds pretty lonely, doesn't it? However, Theodore said he was a very happy child. Theodore was often called Teddy.



25

When Teddy was fourteen years old, he received his first gun. He went hunting with his friends, but he could not see things that were far away. Teddy needed eyeglasses. Many years later, Teddy wrote that he had no idea how beautiful the world was until after he got his glasses.



26

Although he had been sick as a young boy, Teddy exercised and grew up to become a strong man who loved being outdoors. He started working in the government in New York. A few years later, he bought two ranches out west. He wore cowboy clothes and rode horses to round up his cattle. He hunted bison.



27

Teddy went back to New York City and became the head of the police force. Then Spain and the United States went to war against each other. Teddy Roosevelt joined the army. He was the leader of a group of soldiers called the Rough Riders.



28

Teddy Roosevelt came to see how important the land is to all living things. Once he took a trip into the mountains. There he saw forests filled with plants and animals. He worried that someday they would all be gone.



When Teddy Roosevelt became the twenty-sixth president, he made new rules for areas of forest in America. On this special land, people could not harm trees or animals.

29

Unit Assessment Questions: *The Mount Rushmore Presidents*

Make sufficient copies of the Student Answer Sheet for each student; see pages 84–87 of this Teacher Guide. Read each sentence or question aloud with the answer choices. Instruct students to point to each picture on the answer sheet as you read the choice aloud. Reread the question or sentence and answer choices aloud a second time, and tell students to circle the picture that shows the correct answer.

1. What is carved on Mount Rushmore?
 - a) the Statue of Liberty
 - b) the White House
 - c) the faces of four presidents
2. Which president led the American army in its fight against the British army for freedom?
 - a) George Washington
 - b) Abraham Lincoln
 - c) Theodore Roosevelt
3. The president of the United States lives in _____.
 - a) a log cabin
 - b) Mount Vernon
 - c) the White House
4. A famous story tells about George Washington's honesty. What other president is famous for being honest?
 - a) Thomas Jefferson
 - b) Theodore Roosevelt
 - c) Abraham Lincoln
5. Which president is called the "Father of Our Country"?
 - a) Abraham Lincoln
 - b) George Washington
 - c) Theodore Roosevelt
6. Who wrote the Declaration of Independence?
 - a) Thomas Jefferson
 - b) Abraham Lincoln
 - c) George Washington
7. Which president liked to invent things?
 - a) Theodore Roosevelt
 - b) Abraham Lincoln
 - c) Thomas Jefferson

- 8.** Which president grew up in a log cabin?
- a)** Thomas Jefferson
 - b)** Abraham Lincoln
 - c)** Theodore Roosevelt
- 9.** Which president do we think of when we see a toy teddy bear?
- a)** George Washington
 - b)** Theodore Roosevelt
 - c)** Thomas Jefferson
- 10.** Which president made rules to protect special areas of land, plants, and animals?
- a)** Theodore Roosevelt
 - b)** George Washington
 - c)** Abraham Lincoln

Name _____ Date _____

Unit Assessment Student Answer Sheet: *The Mount Rushmore Presidents*

1.

a.



b.



c.



2.

a.



b.



c.



3.

a.



b.



c.



Name _____

Date _____

Unit Assessment Student Answer Sheet: *The Mount Rushmore Presidents*

4.

a.



b.



c.



5.

a.



b.



c.



6.

a.



b.



c.



Name _____

Date _____

Unit Assessment Student Answer Sheet: *The Mount Rushmore Presidents*

7.

a.



b.



c.



8.

a.



b.



c.



9.

a.



b.



c.



Name _____ Date _____

Unit Assessment Student Answer Sheet: *The Mount Rushmore Presidents*

10. **a.**



b.



c.



Performance Task: *The Mount Rushmore Presidents*

Materials Needed: four blank 5" × 8" index cards per student, pencils, assorted thin-tipped colored markers, individual student copies of *The Mount Rushmore Presidents Student Book*

Teacher Directions: In this unit, students learned about the Mount Rushmore presidents: George Washington, Thomas Jefferson, Abraham Lincoln, and Theodore Roosevelt. They learned that Washington was the first president of the United States, led an army against the British, and lived in a house called Mount Vernon. They learned that Jefferson was a smart, inventive man who wrote the Declaration of Independence and was the third president of the United States. They learned that Abraham Lincoln was poor as a child but taught himself many things by reading and worked hard to become the sixteenth president of the United States. They learned that Roosevelt had a very strong love for the outdoors and nature and that he did a lot of things to protect the environment during his time as president. They also learned about American symbols, such as Mount Rushmore, the White House, the Statue of Liberty, and the American flag.

Have students reflect back on what they learned during this unit by flipping through the pages of the Student Book. Tell students to imagine they are traveling back in time to visit the Mount Rushmore presidents. They will share the sights, sounds, and smells of these different times in America with their friends and family back home by creating four different postcards on 5" × 8" index cards. Remind students that postcards are like condensed versions of large travel posters. The postcards should show the most important or most interesting details about the Mount Rushmore presidents. Students should identify in their postcards the most important details about the lives of these presidents that make these times and places exciting to visit and think about.

Have students draw images of the Mount Rushmore presidents and American symbols on one side of each card and dictate a brief message about them for the other side.

Note to Teacher: We suggest that you allocate two instructional periods for the completion of this performance-based assessment. Students will work at different paces. The teacher should circulate throughout the room and be available to discuss each card and take dictation as individual students finish each postcard.

Prompt each student to talk about his or her drawing by saying, "Tell me about what you drew and what it tells about the Mount Rushmore presidents." It is not necessary for the teacher to write verbatim what the student says but rather to capture bullet points that can later be used with the Performance Assessment Rubric that follows.

Performance Task Scoring Rubric

Note to Teacher: Students should be evaluated on the basis of their postcard drawings, along with what they say that they have drawn and why, using the rubric.

Above Average	<p>Response is accurate and detailed. Student demonstrates strong understanding of the Mount Rushmore presidents and American symbols, identifying four of the following details in drawing and/or dictation:</p> <ul style="list-style-type: none">• Mount Rushmore is a mountain carved with the faces of four presidents as a way to honor them.• The president of the United States works and lives in the White House.• George Washington was the first president of the United States and is known as the “Father of Our Country.” He helped Americans fight to be a free nation.• Thomas Jefferson wrote the Declaration of Independence.• Abraham Lincoln was called Honest Abe.• Theodore Roosevelt did a lot to protect nature.• The Statue of Liberty and the American flag are symbols of the United States.
Average	<p>Response is mostly accurate and somewhat detailed. Student demonstrates solid understanding of the Mount Rushmore presidents and American symbols, noting three of the details listed above.</p>
Adequate	<p>Response is mostly accurate but lacks detail. Student demonstrates a very basic understanding of the Mount Rushmore presidents and American symbols, noting two of the details listed above.</p>
Inadequate	<p>Response is incomplete and demonstrates a minimal understanding of the content in the unit, noting only one of the details listed above.</p>

Directions for Making My Passport

If this is the first Grade K CKHG unit you have completed with your students, please download and print the Grade K My Passport. Use this link to download the CKHG Online Resources for this unit, where the specific link to the passport PDF may be found:

www.coreknowledge.org/ckhg-online-resources

To save instructional time, prepare a passport for each student in advance. Download and print the Passport PDF pages. Photocopy the pages back to back, according to the specifications on your printer. Staple pages together.



Introducing My Passport to Students

Materials Needed: sufficient folded copies of Grade K My Passport, pencils, glue sticks, thin-tipped markers*, an actual passport if available

Use this link to download the CKHG Online Resources for this unit, where the specific link to the My Passport may be found:

www.coreknowledge.org/ckhg-online-resources

*If you prefer, you may take a photograph of each student and print a small copy to distribute to each student instead of having them use the markers to draw a picture of themselves.

Tell students that when people travel, especially to countries outside of the United States, they bring a little booklet with them that is called a passport.

Show students an actual passport, if available, as you continue to explain that a passport has many pages inside. On the first page, there is usually a photograph of the person to whom the passport belongs, as well as personal identification information, such as when the person was born and where the person lives. Explain that as people visit each new place/country, they show the page with their identification information to an official and then often receive a stamp in their passport to show that they have visited that place.

Explain to students that today they are going to make a pretend passport that they will use as they “travel” to different places and times in history this year using CKHG. Distribute materials to each student. Examine and discuss the cover of the passport.

Have students turn to the first page inside, and tell them that this page has space for their own personal identification information. Explain each portion of this page, guiding students in personalizing their passport by either drawing a picture of themselves or gluing a photograph in the designated space. Guide students in completing the remaining information, such as their name, date of birth, and remaining information.

SUPPORT—Provide prompts for students as needed by writing examples of their correct date of birth and how to spell the name of their town, state, country, and continent.

Next, have students examine the remaining passport pages as you read the titles at the top of each page. Explain that each page lists the name of one of the places they will “visit” as they use the Grade K CKHG materials this year. Tell students that once they finish each unit, they will have a chance to glue small pictures in their passport as a reminder or souvenir of the places they have visited.

Collect all passports, and keep them in a safe place until you are ready to have students complete the passport page for *The Mount Rushmore Presidents*.

My Passport Activity for *The Mount Rushmore Presidents*

Materials Needed: personalized copies of Grade K My Passport for each student, sufficient copies of *The Mount Rushmore Presidents* Passport Images, pencils, and glue sticks for each student

Note to Teacher: Please download and print *The Mount Rushmore Presidents* Passport Images. Use this link to download and print the CKHG Online Resources for this unit, where the specific link to *The Mount Rushmore Presidents* Passport Images may be found:

www.coreknowledge.org/ckhg-online-resources

You will need to print sufficient copies of each page and then cut the images apart on the dotted lines prior to class.

Tell students that today they will each complete the page in their passport that is about the Mount Rushmore Presidents. Ask students to turn to page 11 of their passport.

Show students the individual *The Mount Rushmore Presidents* Passport Images, and ask students to name or describe each image. Explain that you will give each student a copy of every image. Direct students to use their glue sticks to carefully glue each image onto *The Mount Rushmore Presidents* page of the passport in whatever order they would like.

As students finish, encourage them to share their passport with a partner, showing and describing the images on *The Mount Rushmore Presidents* page and what they represent. Suggest students talk to one another about what they saw and what they liked best about their time travel to meet the Mount Rushmore presidents.

If time permits, encourage partners to look back at the images on the passport pages for previous units to discuss similarities and differences between those places and the places that relate to the Mount Rushmore presidents.

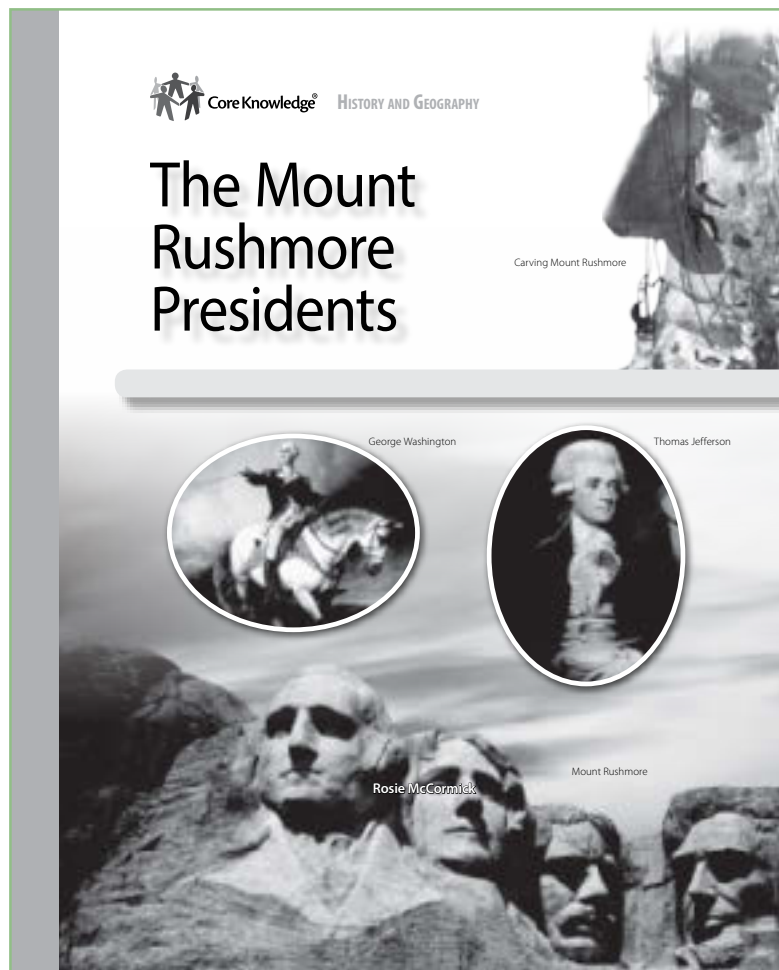
Activity Page 1.1

Use with Chapter 1

Letter to Family

During the next few weeks, as a part of our study of Core Knowledge History and Geography, your child will be learning about the U.S. presidents who are memorialized on Mount Rushmore. They will learn that these four presidents—George Washington, Thomas Jefferson, Abraham Lincoln, and Theodore Roosevelt—played important roles in American history.

Your child will learn how Mount Rushmore was made, as well as how the president is chosen and where the president lives. He or she will learn why George Washington is called the “Father of Our Country” and that Thomas Jefferson wrote the Declaration of Independence. Your child will learn that Abraham Lincoln came from humble beginnings and was known as Honest Abe. Your child will also learn about Theodore Roosevelt, a sickly child who grew up to become the twenty-sixth president, and who set aside and protected forests in America.

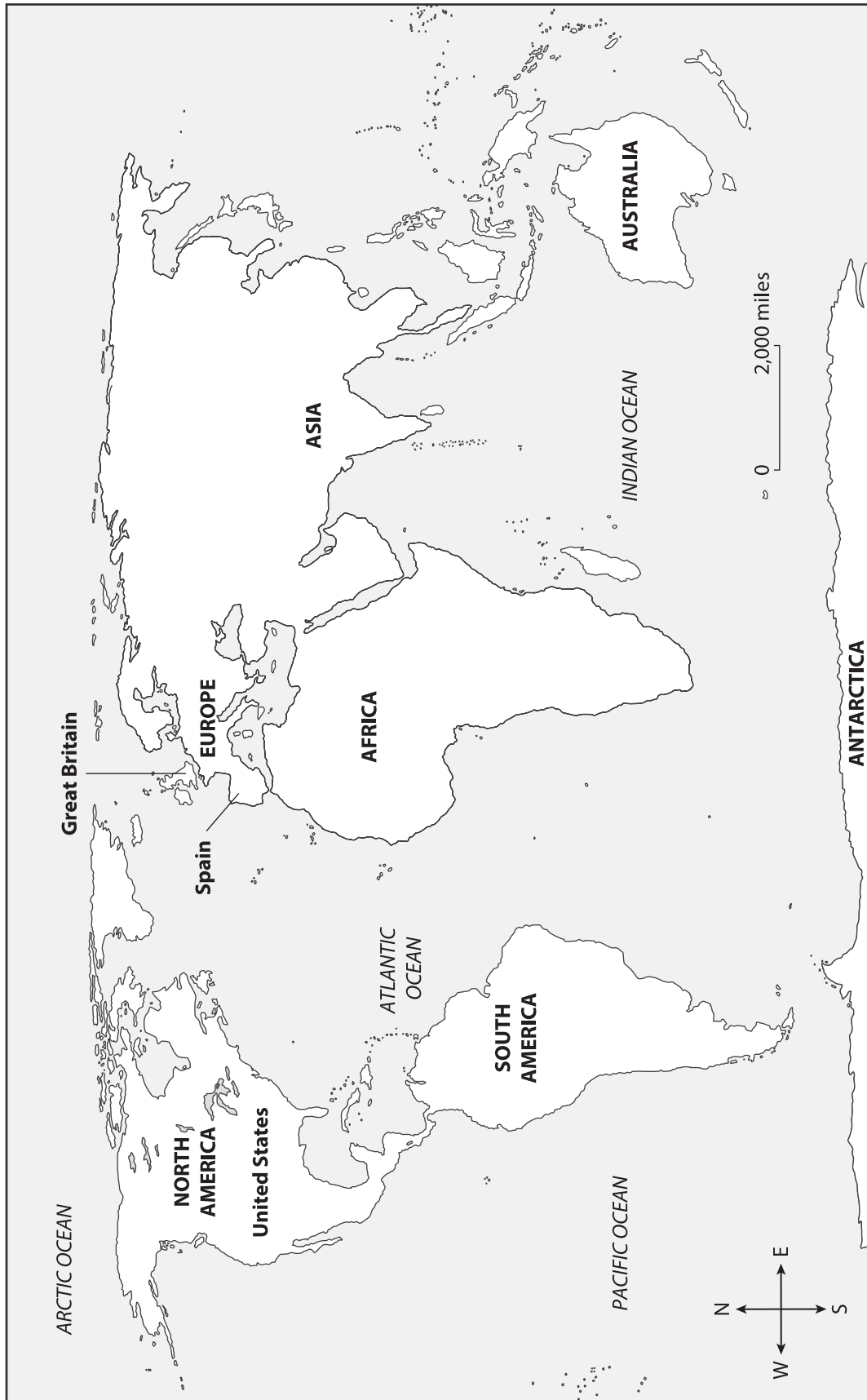


These events are presented as historical and cultural information in an age-appropriate way.

Please let us know if you have any questions.

Name _____ Date _____

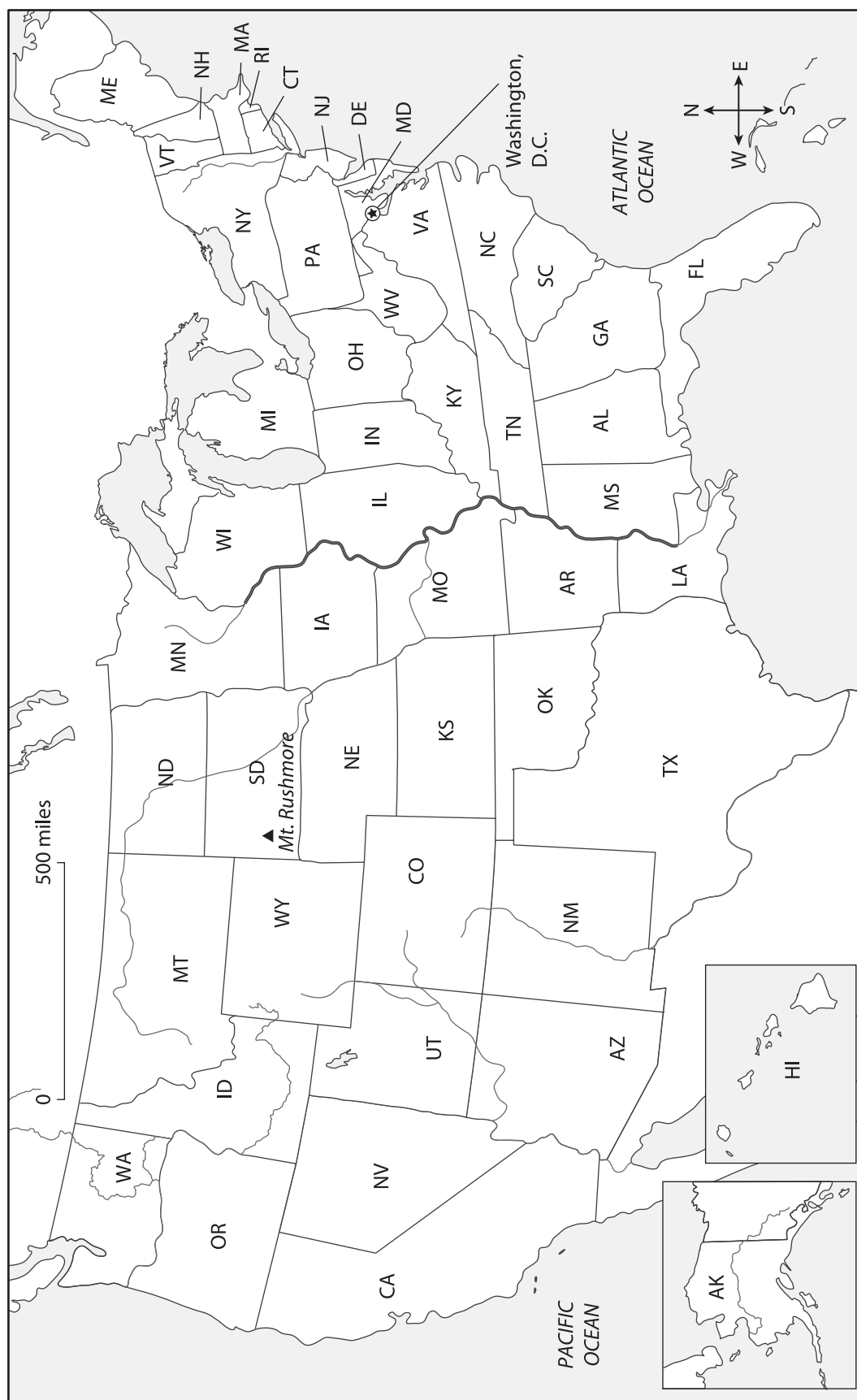
World Map



Name

Date

Map of the United States



















Name _____

Date _____

Activity Page CA.1 (page 1 of 5)

Use with Culminating Activity

Tic-Tac-Toe Game Boards

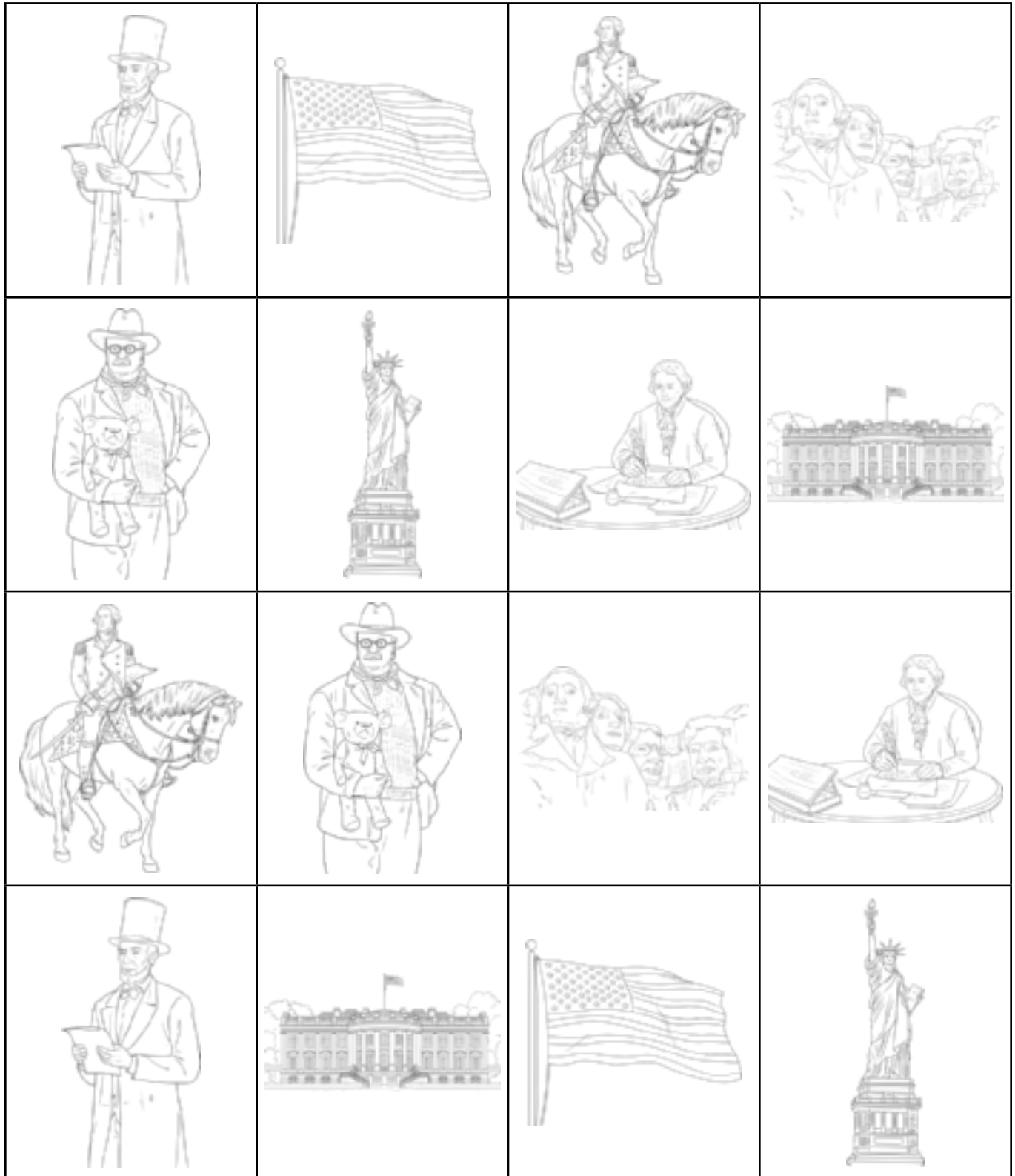
Name _____

Date _____

Activity Page CA.1 (page 2 of 5)

Use with Culminating Activity

Tic-Tac-Toe Game Boards



















Name _____

Date _____

Activity Page CA.1 (page 3 of 5)

Use with Culminating Activity

Tic-Tac-Toe Game Boards

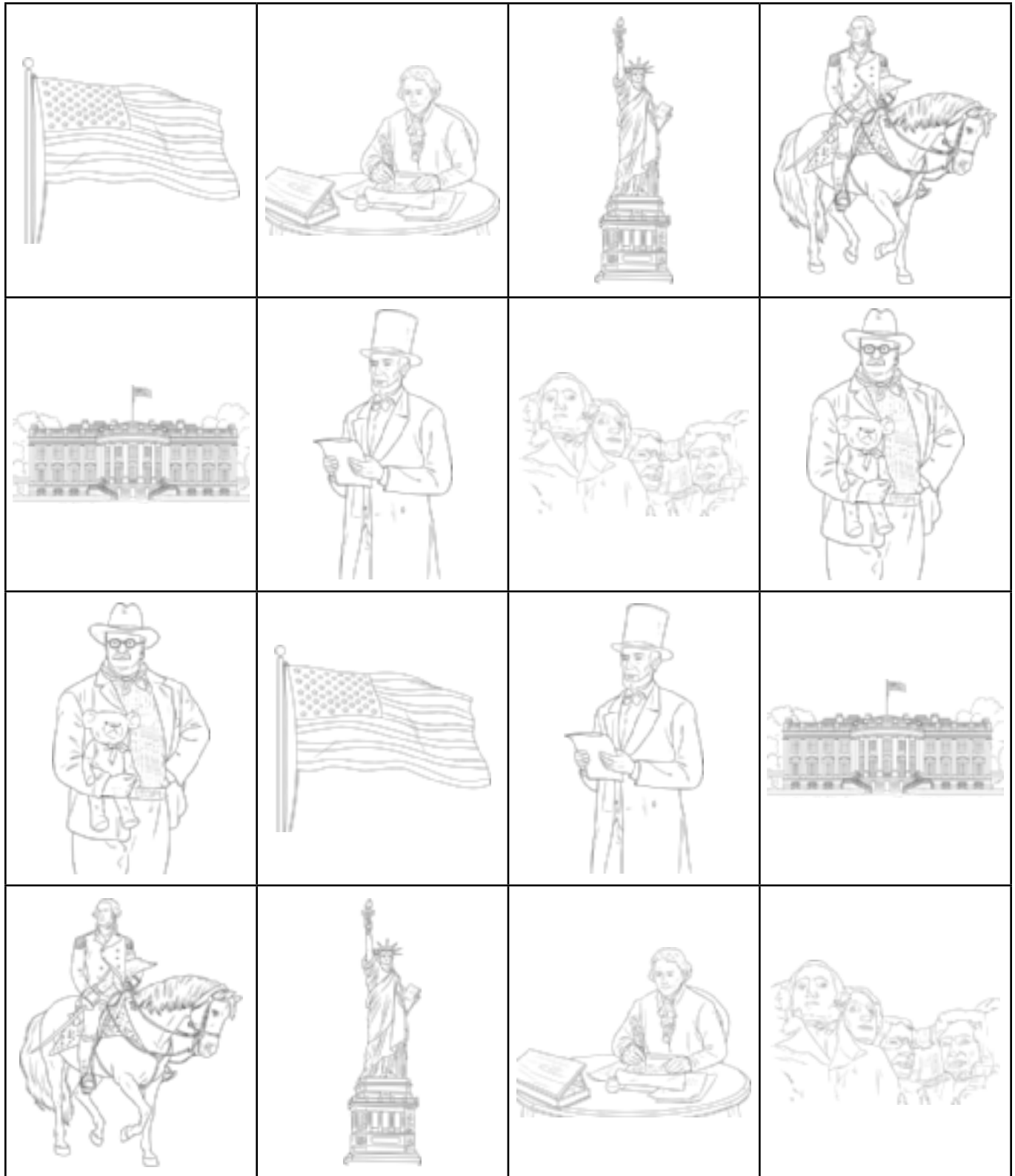
Name _____

Date _____

Activity Page CA.1 (page 4 of 5)

Use with Culminating Activity

Tic-Tac-Toe Game Boards



















Name _____

Date _____

Activity Page CA.1 (page 5 of 5)

Use with Culminating Activity

Tic-Tac-Toe Game Boards

Answer Key: *The Mount Rushmore Presidents*

Unit Assessment

(pages 82–83)

1. c 2. a 3. c 4. c 5. b 6. a 7. c 8. b 9. b 10. a



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Core Knowledge **HISTORY AND GEOGRAPHY™**

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Abraham Lincoln rides into Gettysburg (colour litho), McBride, Angus (1931–2007) / Private Collection / © Look and Learn / Bridgeman Images: i, iii, 50, 79a, 84e, 85c, 85d, 85h, 86b, 86e, 87c

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College of William and Mary in 1839, 1920 (lithograph), American School, (20th century) / Private Collection / Photo © GraphicaArtis / Bridgeman Images: 35a, 74a

Crossing the Delaware River on Christmas Night, McConnell, James Edwin (1903–95) / Private Collection / © Look and Learn / Bridgeman Images: 28b, 72c

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Dennis Cox / Alamy Stock Photo: 36b, 74d

George Washington being sworn in as the first President of America in New York (gouache on paper), English School, (20th century) / Private Collection / © Look and Learn / Bridgeman Images: 29, 73a, 84d, 85e, 85i, 86g, 87b

George Washington, having cut down the cherry tree, with his father (gouache on paper), Jackson, Peter (1922–2003) / Private Collection / © Look and Learn / Bridgeman Images: 25, 71a

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Officer of the 23rd Regiment of Foot Royal Welsh Fusiliers 1775, 2005 (oil on canvas), Troiani, Don (b.1949) / Private Collection / Bridgeman Images: 28a, 72b

Portrait of George Washington taking the Salute at Trenton, (oil on canvas), Faed, John (1820–1902) / Private Collection / Photo © Christie's Images / Bridgeman Images: Cover B, 14b, 19a, 69c, 93b

Portrait of Thomas Jefferson, 1786 (oil on canvas), Brown, Mather (1761–1831) / National Portrait Gallery, Washington DC, USA / Photo © GraphicaArtis / Bridgeman Images: Cover C, 14c, 35b, 74b, 85a, 86d, 86i, 93c

Robert Wyatt / Alamy Stock Photo: 20, 70a, 84b, 84i

roberto galan / Alamy Stock Photo: 39b, 75d

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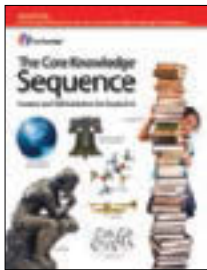
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