

On Top of Mount Rushmore

Grade Level or Special Area: Kindergarten, American History

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Length of Unit: Five lessons (approximately 30-40 minutes each)

I. ABSTRACT

In this unit, students will learn about each of the Mount Rushmore Presidents, as well as their importance in American history. Students will examine each president individually and learn something special about each one of them. Students will be able to identify all four of the Mount Rushmore Presidents, as well as the current President of the United States.

II. OVERVIEW

A. Concept Objectives

1. Students understand how economic, political, cultural, and social processes interact to shape patterns of human populations, interdependence, cooperation, and conflict. (Colorado State Geography Standard #4)
2. Students understand the chronological organization and know how to organize events, and people into major eras to identify and explain historical relationships. (Colorado State History Standard #1)
3. Students understand that societies are diverse and have changed over time. (Colorado State History Standard #3)

B. Content from the *Core Knowledge Sequence*

1. Kindergarten History and Geography: American History and Geography (p. 13)
 - a. Presidents, Past and Present
 - i. George Washington
 - a) The “Father of His Country”
 - b) Legend of George Washington and the cherry tree
 - ii. Thomas Jefferson, author of the Declaration of Independence
 - iii. Abraham Lincoln
 - a) Humble origins
 - b) “Honest Abe”
 - iv. Theodore Roosevelt
 - v. Current United States president
 - b. Symbols and Figures
 - i. Recognize and become familiar with the significance of
 - a) Mount Rushmore
 - b) White House

C. Skill Objectives

1. Students will identify the four Presidents of Mount Rushmore.
2. Students will recognize the White House as the home of the President.
3. Students will correctly name the current President of the United States.
4. Students will identify George Washington as the First President of the United States.
5. Students will recognize George Washington as the Father of our Country.
6. Students will recognize Thomas Jefferson as an important President of the United States.
7. Students will identify Thomas Jefferson as the author of the Declaration of Independence.
8. Students will recognize Abraham Lincoln as an important President of the United States.

9. Students will learn why Abraham Lincoln was known as Honest Abe.
10. Students will recognize Theodore Roosevelt as an important President of the United States.
11. Students will learn why Theodore Roosevelt inspired the teddy bear.

III. BACKGROUND KNOWLEDGE

- A. For Teachers
 1. Hirsch, E.D., Jr. *Pearson Learning Core Knowledge History and Geography*
- B. For Students
 1. Democracy (rule of the people): Americans wanted to rule themselves instead of being ruled by a faraway king.

IV. RESOURCES

- A. *Pearson Learning Core Knowledge History and Geography*, by E.D. Hirsch, Jr. (Lessons One through Five)
- B. *George Washington and the General's Dog* by Frank Murphy (Lesson Two)
- C. *Abe Lincoln's Hat* by Martha Brenner (Lesson Four)
- D. *A Picture Book of Thomas Jefferson* by David Alder (Lesson Three)

V. LESSONS

Lesson One: Introduction to Mount Rushmore (approximately 30 minutes)

- A. *Daily Objectives*
 1. Concept Objective(s)
 - a. Students understand the chronological organization and know how to organize events, and people into major eras to identify and explain historical relationships.
 - b. Students understand that societies are diverse and have changed over time.
 2. Lesson Content
 - a. Symbols and Figures
 - i. Mount Rushmore
 - b. Presidents, Past and Present
 - i. Current United States President
 3. Skill Objective(s)
 - a. Students will identify the four Presidents of Mount Rushmore.
 - b. Students will recognize the White House as the home of the President.
 - c. Students will correctly name the current President of the United States.
- B. *Materials*
 1. Chart paper for KWL chart
 2. Marker
 3. *The Mount Rushmore Presidents* by E.D. Hirsch, Jr. (Pearson Learning)
 4. *The Mount Rushmore Presidents (Teacher's Guide)* by E.D. Hirsch, Jr. (Pearson Learning)
 5. One copy of Appendix A for each student
 6. Pencils – one for each student
 7. Crayons
- C. *Key Vocabulary*
 1. Honor – to recognize, appreciate, thank
- D. *Procedures/Activities*
 1. Seat the students on the floor for a class discussion.
 2. Ask the students if they have ever heard the word *President*.

3. Ask the students if they know who the President is. Many students may have heard the word, and some may even know what it means.
4. Clarify with the students that the President is the leader of our country.
5. Ask the students to name any of the Presidents that they know. Ask the students if they know the name of the current President. Explain to the students that we have had over 40 Presidents.
6. Say: *Many of our Presidents did wonderful things for our country. We are going to be learning about four of the most famous Presidents.*
7. Before continuing, have students help you fill out a KWL chart.
8. Using a marker, divide a piece of chart paper into three columns. Label the first column *What I Know About Presidents*. Ask students: *What do you already know about the Presidents?*
9. Allow students time to respond. As the students are responding, record their answers in the first column.
10. After students have completed the first column, label the second column *What I Want To Know About Presidents*. Ask students: *What do you still want to know about the Presidents.*
11. Allow students time to respond. As the students are responding, record their answers in the second column.
12. Say: *Now we are going to read about four famous Presidents.*
13. Read *The Men on the Mountain* on page four of the teacher's guide in Pearson Learning's *The Mount Rushmore Presidents*.
14. While you are reading, you will also want to show students the pictures in the big book *The Mount Rushmore Presidents*. Show page two of the student book during the read aloud.
15. After reading the read aloud section, use the discussion portion from the guide. It reads as follows:
 - a. How do we remember people and the good things they did? *Statues, streets or buildings named after people, postage stamps, coins.*
 - b. Explain to the students that this is one way we honor or thank people.
16. Continue reading from the teacher's guide. Read *Mount Rushmore During Construction* on page four in Pearson Learning's *The Mount Rushmore Presidents*.
17. While you are reading, show students page three in the big book *The Mount Rushmore Presidents*.
18. After reading the read aloud section, discuss with students why it is important to honor great heroes of our past. Some possible discussion questions are:
 - a. Why do we need to honor great heroes of our past?
 - b. What would happen if we did not honor those people?
 - c. Who are some heroes from our past that we still honor today?
 - d. Are all of the people that we honor Presidents?
 - e. Does someone have to be a President to be honored?
19. After the discussion, ask the students the following review questions:
 - a. Who are the Mount Rushmore Presidents? *George Washington, Abraham Lincoln, Theodore Roosevelt, Thomas Jefferson*
 - b. Why were these Presidents carved into Mount Rushmore? *To honor or thank them because they were important Presidents, and we should be thankful to them*
 - c. Who is our President today? *Current President's name*
20. Ask the students if they know where the President lives? Say: *We are going to read about where the President lives.*

21. Read *The White House* on page five and six in Pearson Learning's *The Mount Rushmore Presidents*. While you are reading, show students page four in the big book *The Mount Rushmore Presidents*.
 22. After reading the read aloud section, have students sit at desks or tables to do seat work.
 23. Pass out one copy of Appendix A per student.
 24. Read the top portion of the paper to the students.
 25. Say: *The President is the leader of our country. He helps make our laws. He lives and works in the White House.*
 26. Say: *In the box, I want you to draw a picture of the President. At the bottom of the page, I would like you to write our President's name. Who can tell us his name?*
 27. Allow students to answer. Write the President's name on the board for students to copy.
 28. Say: *On the back of your paper, I want you to draw a picture of the home you live in and the school where you work.*
 29. Allow students to begin working.
 30. Collect papers when all of the students are finished working.
- E. *Assessment/Evaluation*
1. Appendix A – The President
 2. Appendix B – Checklist for Appendix A

Lesson Two: George Washington (approximately 30 minutes)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students understand the chronological organization and know how to organize events, and people into major eras to identify and explain historical relationships.
 - b. Students understand that societies are diverse and have changed over time.
 2. Lesson Content
 - a. Presidents, Past and Present
 - i. George Washington
 - a) The “Father of His Country”
 - b) Legend of George Washington and the cherry tree
 3. Skill Objective(s)
 - a. Students will identify George Washington as the First President of the United States.
 - b. Students will recognize George Washington as the Father of our Country.
- B. *Materials*
1. KWL chart
 2. Marker
 3. *The Mount Rushmore Presidents* by E.D. Hirsch, Jr. (Pearson Learning)
 4. *The Mount Rushmore Presidents (Teacher's Guide)* by E.D. Hirsch, Jr. (Pearson Learning)
 5. *George Washington and the General's Dog* by Frank Murphy
 6. One copy of Appendix C for each student
 7. Pencils – one for each student
 8. Crayons
 9. Dollar bill

10. Quarter
- C. Key Vocabulary
None
- D. Procedures/Activities
1. Seat students on the floor for a class discussion.
 2. Say: *Would anyone like to add something to the last column of our KWL chart. Allow students to add to the last column "What I Learned About Presidents".*
 3. As the students are responding, record their answers using a marker.
 4. Say: *Today we are going to focus on our first President of the United States. This President's picture is on the quarter and the dollar bill. Show students an example of each. Remind students that putting someone's picture on money or coins is another way of honoring that person. Can anyone tell me who that would be? Allow students time to respond.*
 5. *That's right! George Washington was our first President. Does anyone already know something about George Washington that they would like to share?*
 6. Allow students time to respond.
 7. Say: *We are going to learn about George Washington and why he is called the Father of Our Country.*
 8. Read the three read aloud sections about George Washington on pages seven and eight of the teacher's guide in Pearson Learning's *The Mount Rushmore Presidents*.
 9. While you are reading, show students the corresponding pictures in the big book *The Mount Rushmore Presidents*.
 10. Following the read aloud, have a class discussion with the students. Some possible discussion questions are:
 - a. What are some of the similarities between the way we learn in school and the way George Washington learned in school?
 - b. Would you rather be a surveyor or a soldier? Explain your answer.
 - c. What does the story about moving the log say about what kind of person George Washington was? Was he a good man? Was he an honest man?
 - d. What was Washington's job before he was a soldier? *A surveyor.*
 - e. Why is George Washington called the Father of Our Country? *He led our army and won the fight for freedom. George Washington was chosen by the people to be the first President of the United States.*
 11. Say: *The story about George Washington moving the log shows that he was helpful. I am going to read to you another story about how helpful and honest George Washington was.*
 12. Read *George Washington and the General's Dog* by Frank Murphy.
 13. After reading the story, say: *Does this story tell you more about the type of man that George Washington was? Accept all answers.*
 14. Say: *If you were President, what type of a person would you like to be? Accept all answers.*
 15. Have students sit at desks or tables to do seat work. Pass out one copy of Appendix B to each student.
 16. Tell students that they are going to complete the sentence on the page.
 17. Say: *The sentence says "If I were President". I want you to think about what you would do or how you would act if you were President. Can anyone give me an example of what his or her sentence could say?*
 18. Allow students time to respond. If none of the students respond, give the students some examples.

19. Allow students to begin working. If students need help with their sentence, you may choose to write words or sentences on the board to help them.
 20. Collect papers when all of the students are finished working.
- E. *Assessment/Evaluation*
1. Appendix C – George Washington

Lesson Three: Thomas Jefferson (approximately 30 minutes)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students understand the chronological organization and know how to organize events, and people into major eras to identify and explain historical relationships.
 - b. Students understand that societies are diverse and have changed over time.
2. Lesson Content
 - a. Presidents, Past and Present
 - i. Thomas Jefferson, author of the Declaration of Independence
3. Skill Objective(s)
 - a. Students will recognize Thomas Jefferson as an important President of the United States.
 - b. Students will identify Thomas Jefferson as the author of the Declaration of Independence.

B. *Materials*

1. KWL Chart
2. Marker
3. Two pieces of chart paper labeled “Our Classroom Declaration”
4. One copy of Appendix D for teacher
5. *The Mount Rushmore Presidents* by E.D. Hirsch, Jr. (Pearson Learning)
6. *The Mount Rushmore Presidents (Teacher’s Guide)* by E.D. Hirsch, Jr. (Pearson Learning)
7. *A Picture Book of Thomas Jefferson* by David Alder
8. Nickel

C. *Key Vocabulary*

None

D. *Procedures/Activities*

1. Seat the students on the floor for a class discussion.
2. Remind students that bills and coins of the United States often honor famous people. Show students a nickel that depicts Thomas Jefferson on one side and his home, Monticello, on the other side.
3. Ask students if anyone would like to add anything to the KWL chart.
4. Say: *Is there anyone who would like to add something to the last column of our KWL chart?*
5. Allow students time to respond. As students are responding, record their answers in the last column of the chart using a marker.
6. Say: *Today we are going to learn about another important American President, Thomas Jefferson.*
7. Read the three read aloud sections about Thomas Jefferson on pages 10-12 of the teacher’s guide in Pearson Learning’s *The Mount Rushmore Presidents*.
8. While you are reading, show students the corresponding pictures in the big book *The Mount Rushmore Presidents*.

9. After reading the read aloud section, have a class discussion with the students. Some possible discussion questions are:
 - a. What birthday was most important to Thomas Jefferson? *His country's birthday*
 - b. On what day do we celebrate our country's birthday? *Fourth of July*
 - c. What do you like to do to celebrate the Fourth of July? *Accept all answers*
 - d. Why do you think Thomas Jefferson was a popular President? *Accept all answers*
 - e. What is one of the most important things Thomas Jefferson is remembered for? *Writing the Declaration of Independence*
 - f. What did the Declaration of Independence tell the king of England? *Why America had decided to become it's own country*
 - g. Why is the Fourth of July called America's birthday? *It's the day when the people approved the Declaration of Independence*
 10. Read *A Picture Book of Thomas Jefferson* by David Alder.
 11. Remind the students that Thomas Jefferson wrote one of America's most famous papers, the Declaration of Independence. Tell the students that the Declaration of Independence was like a list of rules.
 12. Say: *We are going to do as project as a class today. We are going to write our own declaration for our classroom.*
 13. Show students the chart paper labeled "Our Classroom Declaration".
 14. Explain to the students that a declaration is like a list of rules. Jefferson also wrote a list of ten rules for leading a good life. Discuss the rules that are listed below with the students and ask them to give examples of how they could follow these rules.
 - a. Never put off for tomorrow what you can do today.
 - b. Never trouble another for what you can do yourself.
 - c. When angry, count to ten before you speak; if very angry, count to 100.
 15. Discuss the meaning of these rules with the students. Tell the students that they are now going to come up with rules for the classroom.
 16. Say: *We will start with a rough draft, and we will write down everyone's ideas. Then we will vote on the best rules and narrow it down to ten rules. I will then re-write the final choices on another piece of chart paper.*
 17. Using a marker, begin writing down the student's ideas for a classroom declaration. Ideas should revolve around the classroom atmosphere, such as respect, sharing, involving everyone, etc.
 18. Allow all students to respond. Do not turn down any idea.
 19. After all students have responded, read all ideas to the class.
 20. Say: *Now we are going to vote. I want you to vote for your five favorites.*
 21. Read each statement again, and allow students to vote.
 22. After reading and voting on each item, tell the children which ones will become the classroom declaration.
 23. Re-write the top ten ideas on a new piece of chart paper.
 24. After lesson, fill out Appendix D, anecdotal notes.
- E. *Assessment/Evaluation*
1. Appendix D – Anecdotal Notes

Lesson Four: Abraham Lincoln (approximately 30 minutes)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students understand the chronological organization and know how to organize events, and people into major eras to identify and explain historical relationships.
 - b. Students understand that societies are diverse and have changed over time.
2. Lesson Content
 - a. Presidents, Past and Present
 - i. Abraham Lincoln
 - a) Humble origins
 - b) “Honest Abe”
3. Skill Objective(s)
 - a. Students will recognize Abraham Lincoln as an important President of the United States.
 - b. Students will learn why Abraham Lincoln was known as Honest Abe.

B. *Materials*

1. KWL chart
2. Marker
3. Penny
4. Five dollar bill
5. Appendix E – one copy for each student
6. Appendix F – one copy for each student
7. Pencils – one for each student
8. Crayons
9. *The Mount Rushmore Presidents* by E.D. Hirsch, Jr. (Pearson Learning)
10. *The Mount Rushmore Presidents (Teacher’s Guide)* by E.D. Hirsch, Jr. (Pearson Learning)
11. *Abe Lincoln’s Hat* by Martha Brenner

C. *Key Vocabulary*

1. Honest – to be truthful

D. *Procedures/Activities*

1. Seat students on the floor for a class discussion.
2. Ask students if anyone would like to add something to the KWL chart.
3. Say: *Did anyone learn something new yesterday? Would anyone like to add something to the last column of our KWL chart?*
4. Allow students time to respond. As the students are responding, record the student’s answers in the last column of the chart using a marker.
5. Say: *Today we are going to learn about a very important President. He was known as Honest Abe. Show students a penny and a five-dollar bill. Can anyone tell me the name of this President?*
6. Allow students time to respond.
7. Say: *That’s right! Today we will be learning more about Abraham Lincoln. Does anyone already know something about Abe Lincoln and would like to share it with the class?*
8. Allow students time to share.
9. Read the read aloud sections on pages 13-14 of the teacher’s guide in Pearson Learning’s *The Mount Rushmore Presidents*.
10. While you are reading, show students the corresponding pictures in the big book *The Mount Rushmore Presidents*.

11. After reading the read aloud sections, have a class discussion. Some possible discussion questions are:
 - a. What would life be like if you lived in a log cabin? *Accept all answers; remind students that this was before the days of electricity and power tools.*
 - b. Why was Abraham Lincoln called Honest Abe? *Because once he walked several miles to give back a few pennies to someone who had paid him too much; he admitted that he had damaged a book about George Washington.*
 - c. Name three chores that Abe Lincoln did as a child. *Chopped wood, built fires, carried water, planted crops.*
 - d. What words would you use to describe Abraham Lincoln? *Accept all answers; possible answers would be honest, hardworking, a good speaker.*
 12. Say: *One thing that is famous about Abraham Lincoln is his tall black hat. Now I am going to read you a story about Lincoln and his hat.*
 13. Read *Abe Lincoln's Hat* by Martha Brenner.
 14. After reading the story, discuss the part of the story that told about Abe Lincoln carrying important papers in his hat.
 15. Say: *What if you had a hat like Abraham Lincoln's? What do you think you would carry in your hat?*
 16. Allow students time to respond.
 17. Have students sit at desks or tables for seatwork.
 18. Pass out one copy of Appendix E to each student.
 19. Explain to students that they are going to draw a picture inside of the outline of Abraham Lincoln's hat.
 20. Say: *Think about something that you would carry in your hat. Then, draw that item inside the hat. After you have drawn your picture, I want you to complete the sentence at the top of the page.*
 21. *The first part of the sentence says, "In my hat I would carry". If you need help sounding out your words, please raise your hand.*
 22. Allow students to begin working. If students need help completing their sentence, you may choose to write words on the board.
 23. Collect student's papers when they are finished working.
- E. *Assessment/Evaluation*
1. Appendix E – Abe Lincoln's Hat
 2. Appendix F – Rubric for Abe Lincoln's Hat

Lesson Five: Theodore Roosevelt (approximately 30 minutes)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students understand the chronological organization and know how to organize events, and people into major eras to identify and explain historical relationships.
 - b. Students understand that societies are diverse and have changed over time.
 2. Lesson Content
 - a. Presidents, Past and Present
 - i. Theodore Roosevelt

3. Skill Objective(s)
 - a. Students will recognize Theodore Roosevelt as an important President of the United States.
 - b. Students will learn why Theodore Roosevelt inspired the teddy bear.
- B. *Materials*
1. KWL Chart
 2. Marker
 3. Teddy Bear
 4. Appendix G – one copy for each student
 5. Pencils – one for each student
 6. Crayons
 7. Appendix H – one copy for each student
 8. *The Mount Rushmore Presidents* by E.D. Hirsch, Jr. (Pearson Learning)
 9. *The Mount Rushmore Presidents (Teacher’s Guide)* by E.D. Hirsch, Jr. (Pearson Learning)
- C. *Key Vocabulary*
None
- D. *Procedures/Activities*
1. **Note to teacher: It would be fun to allow students to bring their teddy bears to school with them on the day you talk about Teddy Roosevelt.**
 2. Seat students on the floor for a class discussion.
 3. Ask students if anyone has anything to add to the KWL chart.
 4. Say: *Does anyone have anything that they would like to add to the last column of our KWL chart?*
 5. Allow time for students to respond. As students are responding, record their responses in the last column of the KWL chart.
 6. Say: *Today we are going to learn about the last President on Mount Rushmore.*
 7. Show students a teddy bear. Ask students to identify it by name.
 8. Say: *Today you will learn about the fourth President on Mount Rushmore, Theodore Roosevelt, who gave the teddy bear its name.*
 9. Read the read aloud sections on pages 16-17 of the teacher’s guide in Pearson Learning’s *The Mount Rushmore Presidents*.
 10. While you are reading show students the corresponding pictures in the big book *The Mount Rushmore Presidents*.
 11. After reading the read aloud sections, have a class discussion with the students. Some possible discussion questions are:
 - a. Why do you think Teddy Roosevelt said he had no idea how beautiful the world was until after he got his eyeglasses? *He could not see as well without his eyeglasses.*
 - b. Who were the “Rough Riders”? *A group of soldiers in the war against Spain.*
 - c. What did Theodore Roosevelt like to do outdoors? *Walking, learn about nature, watch birds and wild animals, learn how they animals lived.*
 - d. What special rule did Theodore Roosevelt make about large areas of land? *He made a law that said on special land, people could no longer cut down any trees or kill any birds.*
 - e. What were some of Theodore Roosevelt’s health problems when he was a child? *Often sick, difficulty breathing, couldn’t see well.*
 - f. How did the teddy bear get its name? *From President Roosevelt’s decision not to shoot an injured bear.*

12. Discuss with the students Teddy Roosevelt's love for the outdoors and for animals.
 13. Say: *It was because of Teddy Roosevelt's love for animals that he decided not to shoot the injured bear. And then the teddy bear was named after him.*
 14. Ask students to think about something that they really like or enjoy. Maybe they love horses, baseball, reading, etc.
 15. Tell students that they are going to create a bear to be named after them. For example, if Tim loves baseball, his bear should be holding a ball and bat. He could name it the Timmy Bear.
 16. Have students sit at desks or tables for seatwork.
 17. Pass out one copy of Appendix G to each student.
 18. Say: *I want you to think about something that you really love and enjoy. Teddy Roosevelt really enjoyed the outdoors and the animals.*
 19. *Now, I want you to draw a picture of what it is that you love becoming a part of your bear.*
 20. *After you have colored in your drawing, start thinking about how it could be named after you. If you need help, please raise your hand.*
 21. Allow students to begin working.
 22. Collect student's papers when they have finished working.
- E. *Assessment/Evaluation*
1. Appendix G – My New Bear
 2. Appendix H – Checklist for My New Bear

VI. CULMINATING ACTIVITY

- A. Unit Test
- B. Lincoln or Washington – Using the picture cards on Appendix I, copy one of each card for each student. Pass out the cards to the students. Say short statements about each President, and ask the students to hold up the patriotic bear card for George Washington and the log cabin card for Abraham Lincoln. They can hold up both cards if the statement tells about both Presidents. Some possible statements are: lived long ago, was a lawyer, was a leader of the Army, called the Father of Our Country, was born in a log cabin, was a President, walked miles to borrow books, was honest, liked math.

VII. HANDOUTS/WORKSHEETS

- A. Appendix A: The President
- B. Appendix B: Checklist for The President
- C. Appendix C: If I were President
- D. Appendix D: Anecdotal Notes
- E. Appendix E: Abe Lincoln's Hat
- F. Appendix F: Rubric for Abe Lincoln's Hat
- G. Appendix G: My New Bear
- H. Appendix H: Checklist for My New Bear
- I. Appendix I: Lincoln or Washington Picture Cards
- J. Appendix J: Unit Test
- K. Appendix K: Unit Test Key

VIII. BIBLIOGRAPHY

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Appendix A

Name _____

The President

The President is the leader of our country.
He helps make our laws.
He lives and works in the White House.

Draw a picture of the President.

Our President's name is

Now, draw a picture of the home you live in and the school you work where you work.

(adapted from Best Buy Bargain Books: Social Studies)

Appendix B

Checklist For Appendix A

Student name _____

Did student include his/her name on paper? Y/N

Did student include a drawing of the President? Y/N

Did student use acceptable handwriting when writing the President's name? Y/N

Did student include a picture of his/her home and school? Y/N

Total _____/4

Teacher comments:

Appendix C

Name _____

George Washington
Our First President
Father of Our Country

If I were President

(adapted from Best Buy Bargain Books: Social Studies)

Appendix D

Anecdotal Notes

Thomas Jefferson

Classroom Declaration

Date Evaluated _____

Did all students participate in the class discussion? Y/N

Comments:

Were there any students who did not participate at all? Y/N

If so, what did you do to attempt to engage the student in the discussion?

Were there any students who did not understand the concept of a classroom declaration? Y/N

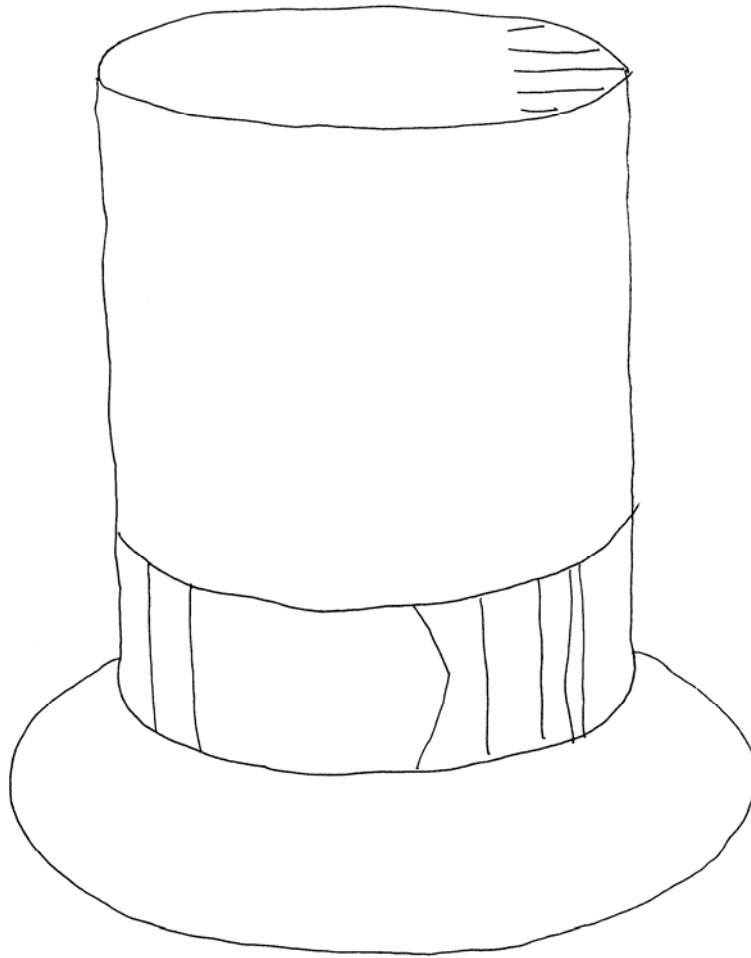
Comments:

Additional comments/concerns:

Appendix E

Name _____

Abe Lincoln's Hat



In my hat I would carry

(adapted from Making Memories Month by Month)

Appendix F

**Rubric for
Abe Lincoln's Hat**

Student name _____

Date _____

3 points	2 points	1 point
Students wrote first name correctly with no mistakes.	Student wrote first name with one mistake.	Student wrote first name with more than one mistake.
Student drew and colored an item that he/she would carry in their hat.	Student drew an item that he/she would carry in their hat, but it was not colored.	Student did not draw an item.
Student completed his/her sentence with no mistakes.	Student completed his/her sentence with one mistake.	Student completed his/her sentence with more than one mistake.

Total Points: _____

Appendix G

Name _____

My New Bear



_____ 's Bear

Appendix H

Checklist for My New Bear

Student Name _____

Did the student draw an item(s) with the bear that shows something that he/she enjoys?

Y/N

Did the student accurately name the new bear at the bottom of the page?

Y/N

Did the student do his/her best work?

Y/N

Comments:

Lincoln or Washington Picture Cards



Lincoln or Washington Picture Cards



Unit Test

1. What is on Mount Rushmore?

Basketball players White House Four Presidents

2. General Washington led the colonies in the fight for freedom from what country?

Great Britain France Spain

3. Which President is called the Father of Our Country?

Abraham Lincoln George Washington Columbus

4. Who wrote our country's Declaration of Independence?

Theodore Roosevelt Abe Lincoln Thomas Jefferson

5. What was Thomas Jefferson's house called?

White House Log Cabin Monticello

Appendix J, page 2

6. Which President grew up in a log cabin as a child?

Thomas Jefferson Theodore Roosevelt Abe Lincoln

7. Which President had a teddy bear made because of him?

George Washington Theodore Roosevelt Thomas Jefferson

8. Which President is known as an honest man?

Abe Lincoln George Washington Thomas Jefferson

9. What is the name of the house where the President lives?

Gold House White House Green House

10. How many Presidents have we had?

Three Twelve More than 40

Unit Test Key

1. What is on Mount Rushmore?

Basketball players White House

Four Presidents

2. General Washington led the colonies in the fight for freedom from what country?

Great Britain

France

Spain

3. Which President is called the Father of Our Country?

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Columbus

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Log Cabin

Monticello

Appendix K, page 2

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