

AMERICAN HISTORY CELEBRATIONS

Grade Level: Kindergarten (History)
Written by: Krista Berry, Excel Academy Charter School, Arvada, CO
Length of Unit: 11 lessons (30-45 minutes each)

I. ABSTRACT

American History has always been an exciting and intriguing part of any school’s curriculum. The *Core Knowledge Sequence* for Kindergarten focuses on many very important figures in American History. By using stories, hands-on projects, self-discovery, and student choice, Kindergarten students will have a better understanding of past and present presidents and famous American symbols.

II. OVERVIEW

A. Concept Objectives

1. Understand and recognize the significance of major civic leaders. (**Excel Academy Standard HB-4-K**)
2. Understand and recognize the significance of major American symbols. (**Excel Academy Standard HC-1-K**)

B. Content from the *Core Knowledge Sequence*

1. George Washington (page 13)
 - a. The “Father of His Country”
 - b. Legend of George Washington and the cherry tree
2. Thomas Jefferson (page 13)
 - a. Author of the Declaration of Independence
3. Abraham Lincoln (page 13)
 - a. Humble origins
 - b. “Honest Abe”
4. Theodore Roosevelt (page 13)
5. Current U.S. President (page 13)
6. American Flag (page 13)
7. Statue of Liberty (page 13)
8. Mount Rushmore (page 13)
9. The White House (page 13)
10. July 4th “Independence Day” (page 12)

C. Skill Objectives

1. Students will understand who the “president” is. (**Excel Academy Standard HC-2-K**)
2. Students will understand the responsibilities of the president.
3. Students will write and illustrate a short narrative about what they would do if they were the president. (**Excel Academy Standard ED-1-K**)
4. Students will understand how the president is chosen.
5. Students will recognize the White House. (**Excel Academy Standard HC-1-K**)
6. Students will understand the significance of the White House. (**Excel Academy Standard HC-1-K**)
7. Students will construct a replica of the White House by using either white play dough or craft sticks. (**Modern Red School House Standard FA-A-1**)
8. Students will recognize the importance of George Washington. (**Excel Academy Standards HC-2-K, HB-4-K**)
9. Students will understand the meaning of honesty.
10. Students will assembly a book-like collage of George Washington.

11. Students will recognize the importance of the American Flag. **(Excel Academy Standard HC-1-K)**
12. Students will understand why the flag was created.
13. Students will become familiar with Betsy Ross, the creator of the flag.
14. Students will create an original symbol for America. **(Modern Red School House Standard FA-A-1)**
15. Students will recognize Thomas Jefferson. **(Excel Academy Standard HB-4-K)**
16. Students will understand the impact of the Declaration of Independence.
17. Students will write, together with a partner, one piece of a classroom Declaration of Independence. **(Excel Academy Standard ED-1-K)**
18. Students will understand why we celebrate the 4th of July.
19. Students will learn when the birthday of our nation is.
20. Students will write about and illustrate how they celebrate the fourth of July. **(Excel Academy Standard ED-1-K)**
21. Students will recognize the importance of Abraham Lincoln. **(Excel Academy Standards HC-2-K, HB-4-K)**
22. Students will assemble a book-like collage about Abraham Lincoln.
23. Students will recognize the Statue of Liberty as a major American symbol. **(Excel Academy Standard HC-1-K)**
24. Students will understand why the Statue of Liberty was built in France.
25. Students will write about what the Statue of Liberty means to them. **(Excel Academy Standard ED-1-K)**
26. Students will recognize Theodore Roosevelt. **(Excel Academy Standard HB-4-K)**
27. Students will sort teddy bears according to attributes. **(Excel Academy Standard MA-1-K)**
28. Students will graph the teddy bears according to the attributes that they are sorted by. **(Excel Academy Standard MB-1-K)**
29. Students will recognize the faces on Mount Rushmore. **(Excel Academy Standards HB-1-K, HC-1-K)**
30. Students will understand how long it took to create and construct Mount Rushmore.
31. Students will, together with a partner, construct a simplified version of Mount Rushmore out of play dough. **(Modern Red School House Standard FA-A-1)**
32. The students will recognize our newest president, George W. Bush. **(Excel Academy Standard HB-4-K)**
33. Students will write about and illustrate one thing that they hope President Bush will do during his presidency. **(Excel Academy Standard ED-1-K)**

III. BACKGROUND KNOWLEDGE

- A. For Teachers
 1. St. George, Judith. *So You Want to be President?*
 2. Hirsch, Jr., E.D. *What Your Kindergartner Needs to Know*
 3. Appendix A: Background Knowledge of American Symbols
- B. For Students
 1. Students need to know they live in the United States.
 2. Students need to know that the United States has a history that is very fun to learn.

IV. RESOURCES

- A. Adler, D. *A Picture Book of Abraham Lincoln*. New York: Holiday House, 1989. 0-8234-0801-9. (Lesson Seven)
- B. Adler, D. *A Picture Book of George Washington*. New York: Holiday House, 1989. 0-8234-0732-2. (Lesson Three)
- C. Adler, D. *A Picture Book of Thomas Jefferson*. New York: Holiday House. 0-8234-0881-7. (Lesson Five)
- D. American History for Children Video Series. *American Independence*. Bala Cynwyd, PA: Schlessinger Video Productions, 1996. 1-57225-060-7. (Lesson Five)
- E. American History for Children Video Series. *National Observances*. Bala Cynwyd, PA: Schlessinger Video Productions, 1996. 1-57225-068-2.
- F. Curlee, L. *Rushmore*. New York: Scholastic Press, 1998. (Lesson Ten)
- G. Gormley, B. *President George W. Bush, Our Forty-Third President*. New York: Aladdin, 2001. 0-689-84123-X. (Lesson Eleven)
- H. Green, C. *Thomas Jefferson: Author, Inventor, President*. Chicago, IL: Children's Press, 1991. 0-516-04224-6.
- I. Hirsch, E.D., Jr. *What Your Kindergartner Needs To Know*. New York: Core Knowledge Foundation, 1996. 0-385-31841-3. (Lessons Three, Five, Six, and Seven)
- J. Kay, H. *The First Teddy Bear*. Owing Mills, MA: Stemmer House, 1985. 0-88045-042-8. (Lesson Nine)
- K. Krensky, S. *Maiden Voyage: The Story of the Statue of Liberty*. New York: Atheneum, 1985. 0-689-3111-7. (Lesson Eight)
- L. Nason, T. *Our Statue of Liberty*. Modern Curriculum Press, 1986. (Lesson Eight)
- M. Pascoe, E. *First Facts About The Presidents*. Woodbridge, CT: Blackbirch Press, 1996. 1-56711-167-X. (Lessons Three, Five, Seven, and Nine)
- N. Spencer, E. *A Flag For Our Country*. New York: Dialogue Systems, Inc., 1993. 0-8114-7211-6. (Lesson Four)
- O. Spies, K. *Our National Holidays*. Brookfield, CT: Blackbirch Graphics, 1992. 1-878841-88-2. (Lesson Six)
- P. St. George, J. *So You Want To Be President?* New York: Philomel, 2000. 0-399-23407-1. (Lesson One)
- Q. Thompson, K. *Portrait of America: South Dakota*. Austin, TX: Steck-Vaughn, 1996. 0-8114-7387-2. (Lesson Ten)
- R. Waters, K. *The Story of the White House*. New York: Scholastic, 1991. 0-590-43335-0. (Lesson Two)
- S. Wukovits, J. *George W. Bush*. San Diego, CA: Lucent Books, 2000. 1-56006-693-8. (Lesson Eleven)

V. LESSONS

Lesson One: Who is the President?

- A. *Daily Objectives*
 - 1. Concept Objective
 - a. Understand and recognize the significance of major civic leaders.
 - 2. Lesson Content
 - a. Presidents, past and present
 - b. The White House
 - 3. Skill Objectives
 - a. Students will understand who the "president" is.
 - b. Students will understand the responsibilities of the president.
 - c. Students will write and illustrate a short narrative about what they would do if they were the president.

- d. Students will understand how the president is chosen.
- B. *Materials*
1. St. George, Judith. *So You Want to be President?*
 2. Any colored construction paper (18" X 24") folded in half (hamburger fold) for each student
 3. Appendices B-F (one copy for each student)
 4. Glue
 5. Scissors
 6. Crayons, markers, or colored pencils (student's choice)
 7. Pencil
- C. *Key Vocabulary*
1. President: the man (or woman) who is chosen to lead the United States
 2. White House: the house where the president and his family live during his presidency
 3. Voting: how the president is chosen by the people
- D. *Procedures/Activities*
1. Introduce new theme unit by asking a few open-ended questions. Possible questions could be:
 - a. Who do you think the president is?
 - b. What do you think the president does?
 - c. How do we choose the president?
 2. Allow appropriate time for all students to have the chance to think about and answer the questions that are asked.
 3. Introduce the vocabulary word president, and define it for the children.
 4. Read the book, *So You Want to be President?* by Judith St. George.
 5. Have a discussion about the content of the book. Possible discussion questions could be:
 - a. Does it matter what type of job you have if you want to be president?
 - b. Do you have to be rich to become president?
 - c. Tell me a few things you learned from this book.
 6. Introduce the vocabulary word White House, and define it for the children.
 7. Ask the children if they have ever heard of the White House.
 8. Hold a very brief discussion about the White House and where it is located. Possible things to discuss:
 - a. The location of the White House
 - b. What city the White House is in
 - c. Who lives in the White House and how does the White House tie in with the President?
 9. Introduce the vocabulary word voting, and define it for the children.
 10. Discuss with the children the purpose of voting and who it is that votes. Possible discussion themes could be:
 - a. Adults—how old you have to be to vote
 - b. Why people vote
 - c. How voting decides the next president
 11. After appropriate time has been allowed for the discussion, prepare students for the activity.
 12. Introduce activities to the children:
 - a. Students will create a book about the president.
 - i. Appendix B: Students need to color and cut out. When cut out, the students need to glue it to the front of the folded construction paper. (This makes a president book.)

- ii. Appendix C: Students need to color and decorate the White House. When finished, the students need to put it into their president book.
 - iii. Appendix D: Students need to dress the president doing one of his many jobs. When finished, the students need to put it into their president book.
 - iv. Appendix E: Students need to color the voting ballot. When finished, the students need to put it into their president book.
 - b. Students will write and illustrate a short narrative piece about what they would do if they were the president (Appendix F).
 - 13. When students are finished with their president books, collect them for documentation and then send home.
 - 14. When students are finished with the narrative piece, write an adult translation of their words, if it is needed. Keep this piece for the student's portfolio.
- E. *Assessment/Evaluation*
- 1. The teacher will look for participation during group discussion time.
 - 2. The teacher will check for completion of the narrative piece to put into student's portfolio.

Lesson Two: Where Does the President Live?

- A. *Daily Objectives*
- 1. Concept Objective
 - a. Understand and recognize the significance of major American Symbols.
 - 2. Lesson Content
 - a. The White House
 - 3. Skill Objectives
 - a. Students will recognize the White House.
 - b. Students will understand the significance of the White House.
 - c. Students will construct a replica of the White House by using either white play dough or craft sticks.
- B. *Materials*
- 1. Waters, Kate. *The Story of the White House*.
 - 2. Pictures of changes to the White House, found on page 14 of *The Story of the White House*
 - 3. White play dough (enough for each student that wants to use play dough)
 - 4. Craft sticks (LOTS!! There should be enough for each student that wants to use craft sticks.)
 - 5. Glue (Elmer's school glue or craft glue)
 - 6. White tempera paint
- C. *Key Vocabulary*
- 1. White House: the house that the president and his family live in during his presidency
- D. *Procedures/Activities*
- 1. Review yesterday's lesson about the president. Possible review questions could be:
 - a. Who is the "president?"
 - b. What are some jobs the president does?
 - c. Where does the president live?
 - 2. Allow appropriate time for students to think about and respond to the questions that are asked.
 - 3. Introduce vocabulary word White House, and define it for the children.

4. Read the book, *The Story of the White House*, by Kate Waters.
 5. Have a discussion about the content of the book. Possible questions could be:
 - a. Have all of the presidents lived in the White House?
 - b. Who lives in the White House?
 - c. What kinds of things occur or happen in the White House?
 - d. Can you visit the White House?
 - e. What city is the White House in?
 6. After appropriate time has been allowed for discussion, prepare students for activity.
 7. Introduce activity to the children.
 - a. Students will construct a replica of the White House out of play dough or craft sticks. If students are using craft sticks, they need to paint the sticks white after the glue has dried.
 - i. The construction of the White House replica is left up to the student's own interpretation of how the White House looks to them. There is no right or wrong way to make the replica. This is an individual project, so each child's replica will be different and unique.
 - ii. If the children need some guidance on this project, direct them to a picture of the White House. How they construct the replica is up to them.
- E. *Assessment/Evaluation*
1. The teacher will check for completion of the White House replica and display the replica when it is dry.

Lesson Three: George Washington, The "Father of His Country"

- A. *Daily Objectives*
1. Concept Objective
 - a. Understand and recognize the significance of major civic leaders.
 2. Lesson Content
 - a. George Washington
 - i. The "Father of His Country"
 - ii. Legend of George Washington and the cherry tree
 3. Skill Objectives
 - a. Students will recognize the importance of George Washington.
 - b. Students will understand the meaning of honesty.
 - c. Students will assemble a book-like collage about George Washington.
- B. *Materials*
1. Adler, David A. *A Picture Book of George Washington*
 2. Hirsch, E.D., Jr. *What Your Kindergartner Needs To Know* (Pages 147-148)
 3. Pascoe, Elaine. *First Facts About the Presidents*
 4. White construction paper (18" X 24") folded in half (hamburger fold), one for each student
 5. Red construction paper (cut 4" X 9"), one for each student
 6. Blue construction paper (cut 4" X 9"), one for each student
 7. Profile of George Washington (Appendix G)
 8. Black construction paper with George Washington's profile traced onto it in pencil
 9. Scissors
 10. Glue stick
 11. Crayons, colored pencils, or markers (students' choice)

12. Collage Material, one page for each student (Appendix H)
- C. *Key Vocabulary*
1. Honesty: telling the truth
 2. Father of our Country: creator or founder of America who is identified as George Washington
 3. Collage: a collection of materials about a person
- D. *Procedures/Activities*
1. Review pervious days' lessons. Possible review questions could be:
 - a. What does the president do?
 - b. Where does he live?
 - c. Who is the president?
 2. Introduce today's lesson by showing a picture of George Washington. (This is found on page 8 in *First Facts About the Presidents*, by Elaine Pascoe.) Ask the children:
 - a. Who is this?
 - b. What did he do for America?
 - c. Can you tell me something that his face is on? (For example: the quarter, the dollar bill, Mount Rushmore, etc.)
 3. Introduce vocabulary word honesty, and define it for the children.
 4. Read about George when he was young. Read pages 147-148 from *What Your Kindergartner Needs To Know*, by E.D. Hirsch, Jr.
 5. When finished reading, discuss the story with the children. Possible discussion questions could be:
 - a. How was George honest in the story?
 - b. Was it good that George told the truth?
 - c. Tell me about a time when you have been honest in your life.
 6. Allow appropriate time for discussion of these questions.
 7. When discussion is finished, introduce the vocabulary word Father of our Country, and define it for the children.
 8. Read about the rest of George's life. Read *A Picture Book of George Washington*, by David A. Adler.
 9. Discuss this story with the children. Possible discussion questions could be:
 - a. What did George do for our country?
 - b. How was he the "Father of our Country"?
 - c. What did he do before he was president?
 - d. Was George Washington a good man?
 10. After appropriate time has been allowed for discussion, prepare students for the activity.
 11. Introduce activity to the children.
 - a. Students will assemble a collage about George Washington.
 - b. To assemble the front cover of the book-like collage, do the following:
 - i. Students need to glue red strip (4" X 9") of construction paper to the top third of the folded white paper.
 - ii. Students need to glue blue strip (4" X 9") of construction paper to the bottom third of the white paper.
 - iii. Students need to cut out the profile of George Washington and glue it to the front of the white paper. It should be glued on top of the red and blue strips.
 - iv. When finished with the front cover of the book, open the book up to place collage material. Students then need to color collage

material (Appendix H), cut them out, and glue to the inside of the white paper.

- E. *Assessment/Evaluation*
1. The teacher will check for completion of the collage. Appropriate construction includes making sure all of the collage material is included.
 2. The teacher will also observe participation during the class discussion.

Lesson Four: The Stars and Stripes

A. *Daily Objectives*

1. Concept Objective
 - a. Understand and recognize the significance of major American symbols.
2. Lesson Content
 - a. American Flag
3. Skill Objectives
 - a. Students will recognize the importance of the American Flag.
 - b. Students will understand why the flag was created.
 - c. Students will become familiar with Betsy Ross, the creator of the flag.
 - d. Students will create an original symbol for America. This symbol should be very meaningful to the child and should represent something about America.

B. *Materials*

1. Spencer, Eve. *A Flag For Our Country*
2. White paper (8 1/2" X 11"), one for each student
3. Pencil
4. Crayons, markers or colored pencils (students' choice)

C. *Key Vocabulary*

1. Flag: the symbol of America

D. *Procedures/Activities*

1. Review yesterday's lesson about George Washington. Possible discussion questions could be:
 - a. Was George in the Army?
 - b. What did he do in the Army?
 - c. Was George our first President?
2. Introduce the vocabulary word flag, and define it for the children.
3. Point out the American flag in the room. Ask the children:
 - a. What does the flag stand for?
 - b. Are there other flags then just that American Flag?
 - c. Tell me what you know about flags.
4. Read *A Flag for our Country*, by Eve Spencer.
5. When finished reading have a discussion with the children about the content of the book. Possible discussion questions could be:
 - a. Who was Betsy Ross?
 - b. Did she love her country?
 - c. How did she show her love for the country?
 - d. Did she help America by creating the flag?
6. After appropriate time has been allowed for discussion, prepare students for the activity.
7. Introduce the activity to the children.
 - a. Students will create an original symbol for America. The symbol that is created is left up to student interpretation. The symbol should not be teacher directed, but left up to student choice. The symbol should

represent America to the child. All of the symbols will be different and unique, which makes the project very meaningful to both the teacher and the students.

- i. This symbol should be original and meaningful to the child.
- ii. The symbol should be created on the white paper, using whatever means the child chooses.
- iii. The symbol should represent something about America.

E. *Assessment/Evaluation*

1. The teacher will check for completion of the American symbol. The teacher will then hang the symbol on the wall for the whole school to see.

Lesson Five: Thomas Jefferson and the Great Idea

A. *Daily Objectives*

1. Concept Objective
 - a. Understand and recognize the significance of major civic leaders.
2. Lesson Content
 - a. Thomas Jefferson
 - i. Author of the Declaration of Independence
3. Skill Objectives
 - a. Students will recognize Thomas Jefferson.
 - b. Students will understand the impact of the Declaration of Independence.
 - c. Students will write, together with a partner, one piece of a classroom Declaration of Independence.

B. *Materials*

1. Adler, David A. *A Picture Book of Thomas Jefferson*
2. Hirsch, E.D. Jr. *What Your Kindergartner Needs To Know*
3. Pascoe, Elaine. *First Facts About the Presidents*
4. American History for Children Video Series: *American Independence*
5. Pencil
6. Writing paper (classroom lined paper), one sheet per group

C. *Key Vocabulary*

1. Declaration of Independence: document that declared America's freedom from England
2. Freedom: the ability to govern ourselves
3. Democracy: the rule of the people

D. *Procedures/Activities*

1. Review what a president is and what he does. Possible questions could be:
 - a. Who was the 1st president?
 - b. Where does the president live?
 - c. What does the president do?
2. After appropriate time has been allowed for discussion, introduce the vocabulary word freedom.
3. Ask the children what that word means. When all of the children have had a chance to respond, define the word for them.
4. Review with the children that the first president, George Washington, fought for that freedom for the United States.
5. Introduce Thomas Jefferson
 - a. Begin by introducing him as another man who fought for freedom in America.
 - b. Show a picture of him. A picture of Jefferson can be found on page 14 in *First Facts About the Presidents*, by Elaine Pascoe.

- c. Ask if anyone has ever heard of or seen him before.
 - d. Allow appropriate time for the children to respond to this question.
 6. Read *A Picture Book of Thomas Jefferson*, by David A. Adler.
 7. Discuss the content of the book with the children. Possible discussion questions could be:
 - a. What did Thomas Jefferson do for America?
 - b. Was Thomas Jefferson a president of the United States?
 - c. Did he fight in a war for our country?
 - d. What was the name of the document or paper that Thomas Jefferson wrote for the United States?
 8. Introduce the vocabulary word Declaration of Independence, and define it for the children.
 9. Introduce the vocabulary word democracy, and briefly define it for the children.
 10. Hold a discussion about the importance of the Declaration of Independence. Possible discussion questions could be:
 - a. What did it do for America?
 - b. Why was that document important?
 - c. Why was it necessary for Thomas Jefferson to write this document?
 - d. Do you think that America would be the same if Thomas Jefferson hadn't written the document?
 11. When appropriate time has been spent on the class discussion, prepare students for the activity.
 12. Introduce the activity to the students.
 - a. The students will, with a partner, write one piece of a Declaration of Independence for their classroom.
 - i. The students should write a rule for the classroom that is fair and just to everyone in the room.
 - ii. The rule should be something that the children feel strongly about and that they feel needs to be added to the current class rules.
 - iii. The students should sign their names to the bottom of the paper to make it official.
 13. When everyone is finished, have students watch the American History for Children Video Series: *American Independence*. (This will explain in further detail the need for the Declaration of Independence and the signing of the Declaration.)
 14. When the video is finished, have a discussion about the video with the children. Possible discussion questions could be:
 - a. Why did Thomas Jefferson write the Declaration of Independence?
 - b. Did the Declaration of Independence make America a separate country from Europe?
 - c. Why do you think it was important for Thomas Jefferson to write the document?
- E. *Assessment/Evaluation*
1. The teacher will analyze the student's contribution to the Declaration of Independence. The teacher will then compile all of the amendments into a classroom Declaration of Independence.

Lesson Six: Free At Last!

- A. *Daily Objectives*
1. Concept Objective
 - a. Understand and recognize the significance of major American symbols.
 2. Lesson Content
 - a. July 4th “Independence Day”
 - b. Democracy
 3. Skill Objectives
 - a. Students will understand why we celebrate the 4th of July.
 - b. Students will learn when the birthday of our nation is.
 - c. Students will write about and illustrate how they celebrate July 4th.
- B. *Materials*
1. Hirsch, E.D. Jr. *What Your Kindergartner Needs To Know*
 2. Spies, Karen. *Our National Holidays*
 3. American History for Children Video Series: *National Observances*
 4. Paper
 5. Crayons, markers, or colored pencils (students’ choice)
 6. Pencil
- C. *Key Vocabulary*
1. Independence Day: July 4th, the day the Declaration of Independence was signed
 2. Celebration: a day of having fun and remembering
 3. Democracy: rule of the people
- D. *Procedures/Activities*
1. Review yesterday’s lesson about Thomas Jefferson and the Declaration of Independence with the children. Possible discussion questions could be:
 - a. Who was Thomas Jefferson?
 - b. What was the Declaration of Independence?
 - c. What did it do for America?
 - d. What did the term democracy mean?
 2. Introduce the vocabulary word Independence Day, and define it for the children.
 3. Ask the children if they have ever heard of that day and what they do on that day.
 4. Introduce the vocabulary word celebration, and define it for the children.
 5. Watch the video, American History for Children Video Series: *National Observances*.
 6. When the video is over, read *Our National Holidays*, pages 5-11, by Karen Spies, and read *What Your Kindergartner Needs To Know*, pages 144-146, by E.D. Hirsch, Jr.
 7. After reading, have a discussion about both the movie and the books. Possible discussion questions could be:
 - a. Why do we celebrate July 4th?
 - b. What is a national holiday?
 - c. Is the Declaration of Independence the reason for our independence?
 - d. How do you celebrate July 4th?
 8. After appropriate time has been allowed for discussion, prepare students for the activity.
 9. Introduce activity to the children.
 - a. Students will write about and illustrate how they celebrate July 4th.
 - b. When students are finished, write adult translation under their words, if needed.

- E. *Assessment/Evaluation*
1. The teacher will observe participation during class discussions.
 2. The teacher will collect the writing samples and keep for student's portfolios.

Lesson Seven: Honest Abraham Lincoln

A. *Daily Objectives*

1. Concept Objective
 - a. Understand and recognize the significance of major civic leaders.
2. Lesson Content
 - a. Abraham Lincoln
 - i. Humble origins
 - ii. "Honest Abe"
3. Skill Objectives
 - a. Students will recognize the importance of Abraham Lincoln.
 - b. Students will understand the meaning of honesty.
 - c. Students will assemble a book-like collage about Abraham Lincoln.

B. *Materials*

1. Adler, David A. *A Picture Book of Abraham Lincoln*
2. Hirsch, E.D., Jr. *What Your Kindergartner Needs To Know*
3. Pascoe, Elaine. *First Facts About The Presidents*
4. White construction paper (18" X 24") folded in half (hamburger fold), one for each student
5. Red construction paper (cut 4" X 9"), one for each student
6. Blue construction paper (cut 4" X 9"), one for each student
7. Profile of Abraham Lincoln (Appendix I)
8. Black construction paper with Abraham Lincoln's profile traced onto it in pencil
9. Scissors
10. Glue stick
11. Crayons, colored pencils, or markers (student's choice)
12. Collage material, one page for each student (Appendix J)

C. *Key Vocabulary*

1. Honesty: telling the truth
2. Collage: a collection of materials about a person
3. Humble: not rich

D. *Procedures/Activities*

1. Review the presidents that have been studied thus far. Possible review questions could be:
 - a. Who was the first president?
 - b. What was Thomas Jefferson?
 - c. Why were these people important for America? (For example, the penny, Mount Rushmore, etc.)
2. Introduce today's lesson by showing a picture of Abraham Lincoln. (This can be found on page 48 in *First Facts About The Presidents*, by Elaine Pascoe.) Ask the children:
 - a. Who is this?
 - b. What did he do for America?
 - c. Can you tell me something that his face is on?
3. Introduce the vocabulary word honest, and define it for the children.
4. Introduce the vocabulary word humble, and define it for the children.
5. Read *A Picture Book of Abraham Lincoln*, by David A. Adler, and *What Your Kindergartner Needs To Know*, pages 149-150, by E.D. Hirsch, Jr.

6. When finished reading, discuss the two stories with the children. Possible discussion questions could be:
 - a. Why did people call Abraham Lincoln “Honest Abe?”
 - b. What did Abraham Lincoln do for America?
 - c. Was he a president?
 - d. Did Abraham Lincoln live to be really old? If not, what happened to him?
 - e. Was Abraham Lincoln a very important part of history?
 7. After appropriate time has been allowed for discussion, prepare students for the activity.
 8. Introduce activity to the children.
 - a. Students will assemble a book-like collage about Abraham Lincoln.
 - b. To assemble the front cover of the book-like collage, do the following:
 - i. Students need to glue red strip (4” X 9”) of construction paper to the top third of the folded white paper.
 - ii. Students need to glue blue strip (4” X 9”) of construction paper to the bottom third of the white paper.
 - iii. Students need to cut out the profile of Abraham Lincoln and glue it to the front of the white paper. It should be glued on top of the red and blue strips.
 - iv. When finished with the front cover of the book, open the book up to place collage material. Students then need to color collage material (Appendix J), cut them out, and glue to the inside of the white paper.
- E. *Assessment/Evaluation*
1. The teacher will check for completion of the collage. Appropriate construction includes making sure all of the collage material is included.
 2. The teacher will also observe participation during class discussion time.

Lesson Eight: Lady Liberty

- A. *Daily Objectives*
1. Concept Objectives
 - a. Understand and recognize the significance of major American symbols.
 2. Lesson Content
 - a. The Statue of Liberty
 3. Skill Objectives
 - a. Students will recognize the Statue of Liberty as a major American symbol.
 - b. Students will understand why the Statue of Liberty was built in France.
 - c. Students will write about what the Statue of Liberty means to them.
- B. *Materials*
1. Krensky, Stephen. *Maiden Voyage: The Story of the Statue of Liberty*
 2. Nason, Thelma. *Our Statue of Liberty*
 3. Pencil
 4. Paper (preferably with an outline of the Statue of Liberty to write in)
- C. *Key Vocabulary*
1. Statue of Liberty: a figure that stands for freedom
 2. Freedom: the ability to make our own choices
- D. *Procedures/Activities*
1. Review yesterday's lesson about Abraham Lincoln. Possible review questions could be:

- a. Was Abraham Lincoln a famous president?
- b. Why was Abraham Lincoln a good president?
- c. What is one thing you remember about Abraham Lincoln?
2. When appropriate time has been allowed for discussion, proceed with today's lesson.
3. Introduce the vocabulary word freedom, and define it for the children.
4. Remind the children that Abraham Lincoln was famous for freeing the slaves. Freedom is very important to Americans and lots of other people across the world.
5. Introduce the vocabulary word Statue of Liberty, and define it for the children.
6. Show the cover of the book *Maiden Voyage: The Story of the Statue of Liberty*, by Stephen Krenksy.
7. Ask the children if anyone has ever been to the Statue of Liberty. Ask if anyone has ever seen a picture of the Statue of Liberty.
8. Read *Our Statue of Liberty*, by Thelma Nason.
9. When finished reading, discuss what was read. Possible discussion questions could be:
 - a. Why did the French want to build the statue for the United States?
 - b. What does the statue stand for?
 - c. Did it take a long time for the statue to be built?
 - d. How did the French get the statue to the United States?
10. After appropriate time has been allowed for discussion, prepare students for the activity.
11. Introduce the activity.
 - a. Students will write about what the Statue of Liberty means to them on the Statue of Liberty paper.
 - b. When students are finished, write an adult translation under their words, if needed.
- E. *Assessment/Evaluation*
 1. The teacher will observe participation during class discussion.
 2. The teacher will collect the Statue of Liberty writing papers to display around the room.

Lesson Nine: America's First Teddy Bear

- A. *Daily Objectives*
 1. Concept Objective
 - a. Understand and recognize the significance of major civic leaders.
 2. Lesson Content
 - a. Theodore Roosevelt
 3. Skill Objectives
 - a. Students will recognize Theodore Roosevelt.
 - b. Students will sort teddy bears according to attributes.
 - c. Students will graph the teddy bears according to the attributes that they are sorted by.
- B. *Materials*
 1. Kay, Helen. *The First Teddy Bear*
 2. Pascoe, Elaine. *First Facts About The Presidents*
 3. Students' own teddy bears (brought from home the day the lesson is taught)
 4. Crayons, markers, or colored pencils (student's choice)
 5. Pencil
 6. Chart tablet paper

- C. *Key Vocabulary*
1. Attributes: size, shape, or color of a bear
- D. *Procedures/Activities*
1. A day before doing this lesson, send a note home to the parents asking that each child bring their favorite teddy bear to school the next day. Remind them that it is very important that each child bring a teddy bear because the lesson depends on it.
 2. Review what presidents have been studied thus far. Possible review questions could be:
 - a. Who was the first president?
 - b. What was Abraham Lincoln famous for?
 - c. What did Thomas Jefferson do for America?
 - d. What was your favorite thing that the presidents we have studied did during their presidency?
 3. After appropriate time has been allowed for discussion, move students into today's lesson.
 4. Introduce Theodore Roosevelt by showing a picture of him. (This can be found on page 68 in *First Facts About The Presidents*, by Elaine Pascoe.)
 5. Ask the students a few questions about Theodore Roosevelt. Possible questions could be:
 - a. Do you know who this is?
 - b. Do you think that he was a president?
 - c. Do you know why he was famous?
 6. Read *The First Teddy Bear*, by Helen Kay.
 7. When finished reading discuss the content of the book with the children. Possible discussion questions could be:
 - a. Why is the teddy bear named after President Roosevelt?
 - b. What did President Roosevelt do one day while he was hunting?
 - c. Why is Theodore Roosevelt a famous president?
 8. When appropriate time has been allowed for discussion, prepare students for the activity.
 9. Introduce the activity to the students.
 - a. Students will be using their teddy bears in a sorting and graphing activity.
 - i. Students need to put their teddy bears in a pile in the middle of the room.
 - ii. As a class, sort the bears first by color. Take each bear and put it in a pile depending on what color it is.
 - iii. When every bear has been sorted and counted in its color pile, make a class graph on the chart tablet paper.
 - iv. Continue this process with each of the other attributes: size and shape. Make sure you make a graph of each of the attributes.
 - v. When the lesson is concluded, make sure that each person gets his or her own teddy bear back.
- E. *Assessment/Evaluation*
1. The teacher will observe participation during the class discussion time.
 2. The teacher will check to make sure that everyone brought a teddy bear to use in the activity and that everyone participated in the graphing and sorting activities.

Lesson Ten: The Beautiful Faces on Mount Rushmore!

A. *Daily Objectives*

1. Concept Objective
 - a. Understand and recognize the significance of major American symbols.
2. Lesson Content
 - a. Mount Rushmore
3. Skill Objectives
 - a. Students will recognize the faces on Mount Rushmore.
 - b. Students will understand how long it took to create and construct Mount Rushmore.
 - c. Students will, together with a partner, construct a simplified version of Mount Rushmore out of play dough.

B. *Materials*

1. Curlee, Lynn. *Rushmore*
2. Thompson, Kathleen. *Portrait of America: South Dakota*
3. Play Dough (lots of any color)

C. *Key Vocabulary*

1. Mount Rushmore: a figure, in a mountain, in South Dakota that shows the faces of four very famous presidents, that took many years to create and finish

D. *Procedures/Activities*

1. Review the four presidents that have been studied about. Possible review questions could be:
 - a. Who was the first president?
 - b. Who wrote the Declaration of Independence?
 - c. Who freed the slaves during his presidency?
 - d. Who is famous for having a bear named after him?
2. After appropriate time has been allowed for discussion, move students into today's lesson.
3. Introduce the vocabulary word Mount Rushmore, and define it for the children.
4. Show the cover of the book, *Portrait of America: South Dakota*, by Kathleen Thompson, to the children.
5. Ask them if anyone has ever been to Mount Rushmore or has ever heard of Mount Rushmore.
6. Read the pages 20-23 of *Portrait of America: South Dakota*, by Kathleen Thompson.
7. When finished, read *Rushmore*, by Lynn Curlee.
8. After reading both books, discuss the content of the stories with the children. Possible discussion questions could be:
 - a. How long did it take to build Mount Rushmore?
 - b. Did one man do all of the carving or did he have people help him?
 - c. Whose faces are on Mount Rushmore?
 - d. Do you think it would look better if it were officially finished?
9. After appropriate time has been allowed for discussion, prepare the students for the activity.
10. Introduce the activity to the children.
 - a. The students will, with a partner, construct a simplified version of Mount Rushmore out of any colored play dough.
 - b. This project is left up to the student's interpretation of how the president's faces look. The faces will all be done very simply and that is fine. As long as the students are going through the process of constructing the mountain, the product is not the main concern.

- c. When the mountains are finished, let them dry, and then display them around the room.
- E. *Assessment/Evaluation*
 - 1. The teacher will observe participation during class discussion time.
 - 2. The teacher will note completion of the Mount Rushmore project and display the completed projects around the room.

Lesson Eleven: Welcome George W. Bush

- A. *Daily Objectives*
 - 1. Concept Objective
 - a. Students will understand and recognize the significance of major civic leaders.
 - 2. Lesson Content
 - a. Current United States President
 - 3. Skill Objectives
 - a. The students will recognize our newest president, George W. Bush.
 - b. Students will write about and illustrate one thing that they hope President Bush will do during his presidency.
- B. *Materials*
 - 1. Gormley, Beatrice. *President George W. Bush, Our Forty-Third President*
 - 2. Wukovits, J. *George W. Bush*
 - 3. Writing paper, one sheet for each student
 - 4. Pencil
 - 5. Crayons, colored pencils, or markers (student's choice)
- C. *Key Vocabulary*
 - 1. George W. Bush: our newly elected forty-third president
- D. *Procedures/Activities*
 - 1. Review all of the presidents that we have learned thus far. Possible review questions could be:
 - a. Who was the first president?
 - b. What did Thomas Jefferson do for the United States?
 - c. Which president freed the slaves?
 - d. Who had a bear named after him?
 - 2. After appropriate discussion time has been allowed, proceed with today's lesson.
 - 3. Ask the children if we have a president right now. If they say yes, ask who he is.
 - 4. Show the cover of *President George W. Bush, Our Forty-Third President*, by Beatrice Gormley.
 - 5. Ask children if they know who is in this picture.
 - 6. Introduce vocabulary word George W. Bush, and define it for the children.
 - 7. Read from page 146 until the end of the book of *President George W. Bush, Our Forty-Third President*, by Beatrice Gormley.
 - 8. When finished reading, have a discussion about the content of what was read. Possible discussion questions could be:
 - a. When was George W. Bush elected president?
 - b. What was George W. Bush before he became president?
 - c. What do you think he will do during his presidency?
 - 9. When appropriate time has been allowed for discussion, prepare students for the activity.
 - 10. Introduce the activity to the children.
 - a. Students will write about and illustrate one thing that they hope President Bush will do during his presidency.

- b. When students are finished writing and illustrating, write an adult translation under their words, if needed.
- E. *Assessment/Evaluation*
 - 1. The teacher will observe participation during the class discussion time.
 - 2. The teacher will collect the writing samples and put into student's portfolios.

VI. CULMINATING ACTIVITY (Optional)

- A. Invite the families of the children in the class to a picnic to celebrate. You would be celebrating the freedom of America, and that we live in a wonderful country. Have the perfect conclusion to the students learning about the wonderful country that we live in.

VII. HANDOUTS/WORKSHEETS

- A. Appendix A: Background Information
- B. Appendix B: The President
- C. Appendix C: The White House
- D. Appendix D: The President's Responsibilities
- E. Appendix E: Voting
- F. Appendix F: If I Were President...
- G. Appendix G: George Washington's Profile
- H. Appendix H: George Washington Collage Material
- I. Appendix I: Abraham Lincoln's Profile
- J. Appendix J: Abraham Lincoln Collage Material

VIII. BIBLIOGRAPHY

- A. Adler, D. *A Picture Book of Abraham Lincoln*. New York: Holiday House, 1989. 0-8234-0801-9.
- B. Adler, D. *A Picture Book of George Washington*. New York: Holiday House, 1989. 0-8234-0732-2.
- C. Adler, D. *A Picture Book of Thomas Jefferson*. New York: Holiday House. 0-8234-0881-7.
- D. American History for Children Video Series. *American Independence*. Bala Cynwyd, PA: Schlessinger Video Productions, 1996. 1-57225-060-7.
- E. American History for Children Video Series. *National Observances*. Bala Cynwyd, PA: Schlessinger Video Productions, 1996. 1-57225-068-2.
- F. Curlee, L. *Rushmore*. New York: Scholastic Press, 1998.
- F. Gormley, B. *President George W. Bush, Our Forty-Third President*. New York: Aladdin, 2001. 0-689-84123-X.
- G. Green, C. *Thomas Jefferson: Author, Inventor, President*. Chicago, IL: Children's Press, 1991. 0-516-04224-6.
- H. Hirsch, E.D., Jr. *What Your Kindergartner Needs To Know*. New York: Core Knowledge Foundation, 1996. 0-385-31841-3.
- I. Kay, H. *The First Teddy Bear*. Owing Mills, MA: Stemmer House, 1985. 0-88045-042-8.
- J. Krensky, S. *Maiden Voyage: The Story of the Statue of Liberty*. New York: Atheneum, 1985. 0-689-3111-7.
- K. Nason, T. *Our Statue of Liberty*. Modern Curriculum Press, 1986.
- L. Pascoe, E. *First Facts About The Presidents*. Woodbridge, CT: Blackbirch Press, 1996. 1-56711-167-X.
- M. Spencer, E. *A Flag For Our Country*. New York: Dialogue Systems, Inc., 1993. 0-8114-7211-6.

- N. Spies, K. *Our National Holidays*. Brookfield, CT: Blackbirch Graphics, 1992. 1-878841-88-2.
- O. St. George, J. *So You Want To Be President?* New York: Philomel, 2000. 0-399-23407-1.
- P. Thompson, K. *Portrait of America: South Dakota*. Austin, TX: Steck-Vaughn, 1996. 0-8114-7387-2.
- Q. Waters, K. *The Story of the White House*. New York: Scholastic, 1991. 0-590-43335-0.
- R. Wukovits, J. *George W. Bush*. San Diego, CA: Lucent Books, 2000. 1-56006-693-8.

Appendix A - American History Celebrations Background Information

1. **The White House:**

Construction began on the White House on October 13, 1792. By the year 1801, Thomas Jefferson's presidency, construction was mostly finished. However, in 1812, it was burned by the British. The White House had to be rebuilt and repainted to cover the smoke. It was repainted white, henceforth the name "White House." The White House is known as a symbol of our country. It stands for freedom and democracy. Many things occur in the White House. Among them are the laws that are signed, the parties that are held, and the meetings with other important leaders. The White House is open to tourists who visit Washington D.C.

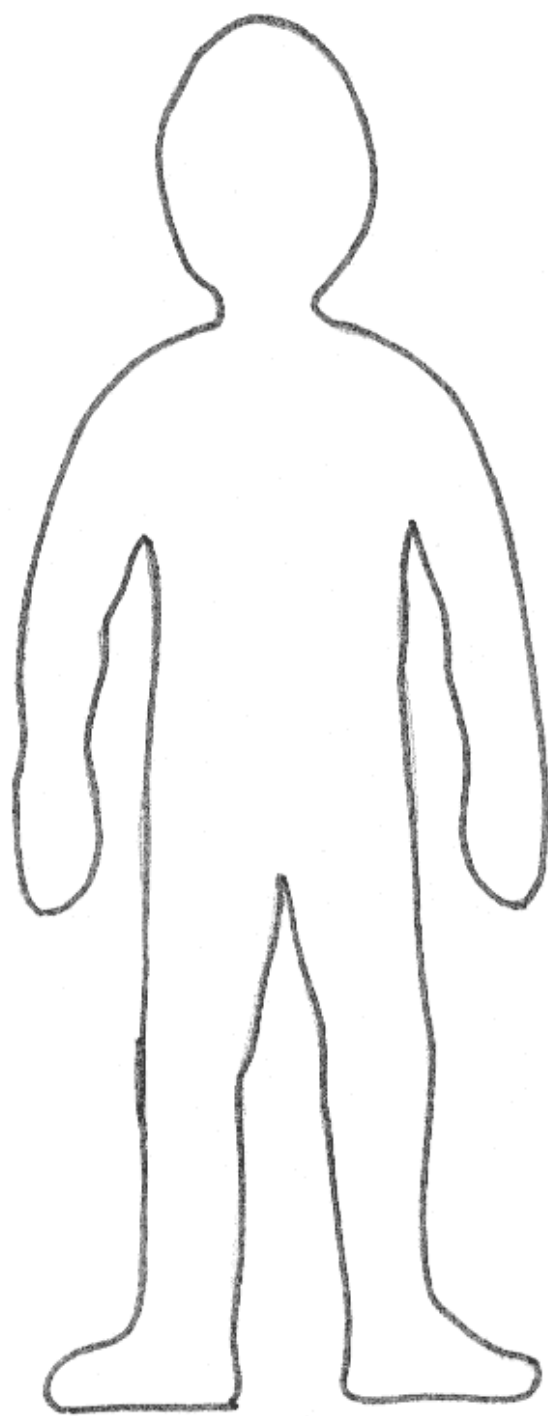
2. **The Statue of Liberty:**

The Statue of Liberty is a national symbol of freedom for the United States. It stands alone in the New York harbor. The construction of the statue began in France. Edouard Laboulaye wanted to remind the French of their lack of freedom, so he wanted to build a symbol of freedom for the United States. Frederic Auguste Bartholdi was a sculptor who wanted to build something big. The two teamed up and the Statue of Liberty began. The idea made very slow progress, however the French and the Americans began to respond with money. The statue was brought to America in pieces and cost over \$102,000.00. On October 28, 1886, it was unveiled and finished in New York harbor.

3. **Mount Rushmore**

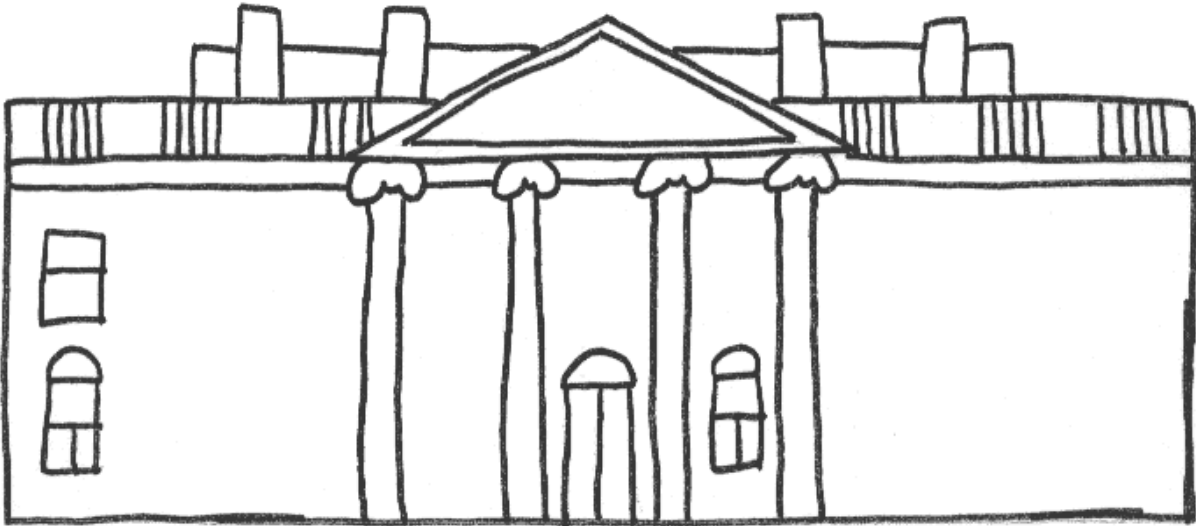
Donald Robinson came up the idea in 1923. Mr. Robinson gave his idea to a sculptor, Gutzon Borglum. Mr. Borglum wanted to put the sculpture on a mountain; Mount Rushmore was selected. The sculpture is used to honor George Washington, Thomas Jefferson, Abraham Lincoln, and Theodore Roosevelt. The work began in October 1927. The builders used dynamite to strip away surface rock to get to granite that was carvable. 350 worked with Mr. Borglum to create Mount Rushmore. The United States almost paid the \$989,992.32 entirely. Mr. Borglum died in March of 1941. His son, Lincoln, finished the carvings. The carving stopped in October of 1941, over 14 years after it had begun. An interesting side-note: the memorial is not finished. Mr. Borglum had intended for the statues to be full figured.

Appendix B - American History Celebrations
The President



The President

Appendix C - American History Celebrations
The White House



The White House is where the president lives.

The White House has 132 rooms.

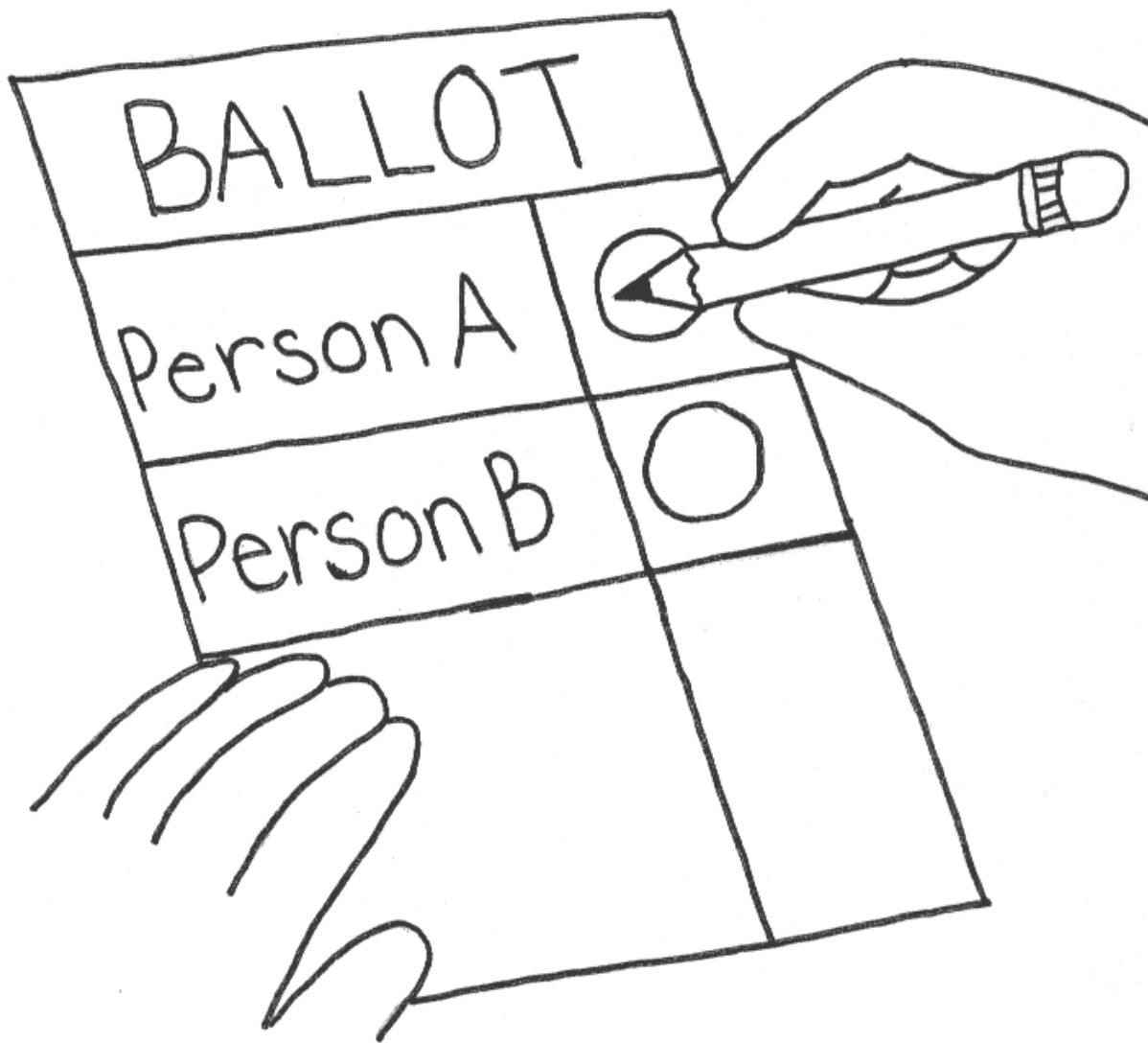
Many people work in the White House with the president.

I can visit the White House when I go to Washington D.C.

Appendix D - American History Celebrations
The President's Responsibilities

The president has many responsibilities.
He works with other leaders, he leads the
armed forces, he hears and reads reports,
he helps make new laws, and he makes
America a nice place to live.

Appendix E - American History Celebrations
Voting



Many grownups in the United States vote to
choose the next president.

Appendix F - American History Celebrations
If I Were President...

If I were the president, I would _____

Appendix G - American History Celebrations
George Washington's Profile



Appendix H - American History Celebrations
George Washington Collage Material

★ Washington was a general in the army.

George

★ Washington is called "The Father of Our Country."

Washington

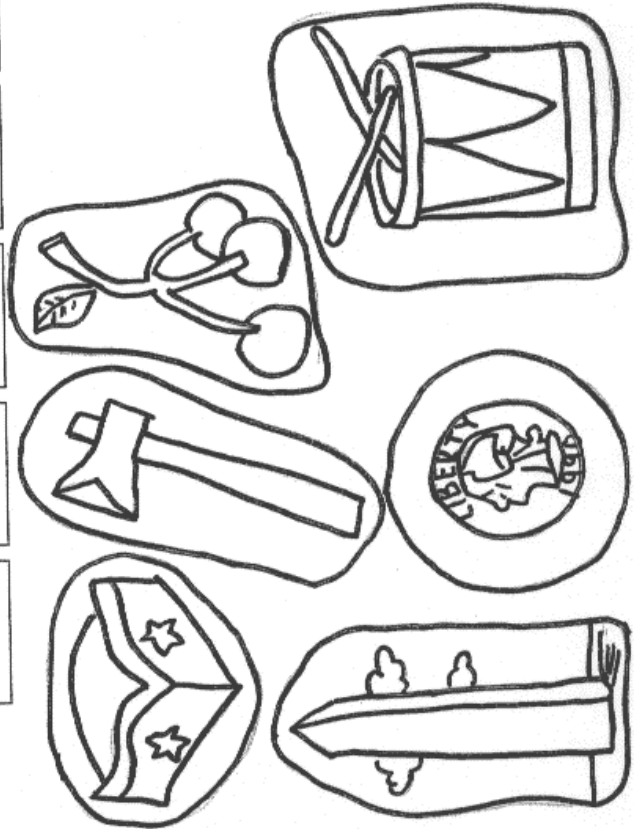
★ Washington was born on February 22, 1732.

★ Washington worked as a surveyor while he was young.

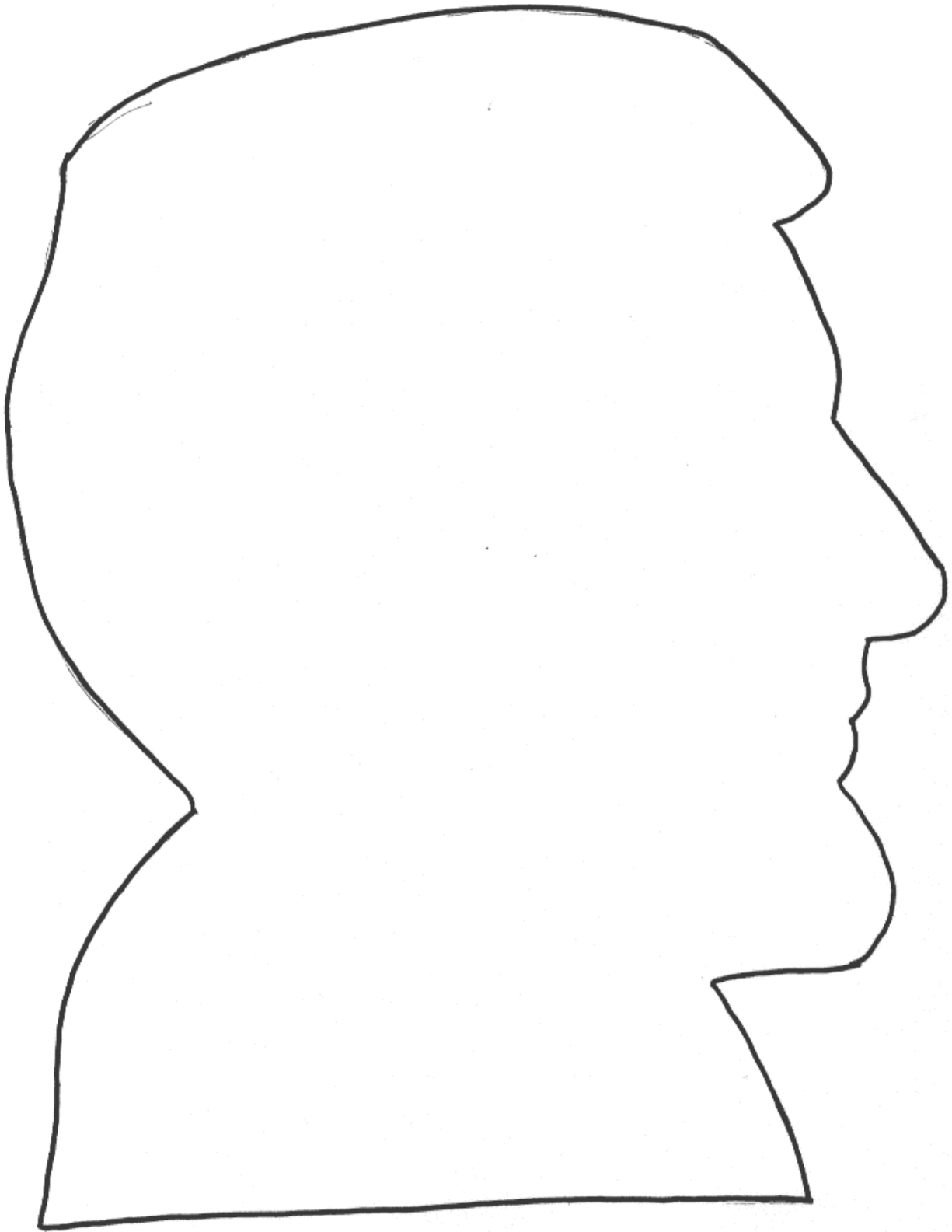
★ Washington led the army during the Revolutionary War.

★ The Washington Monument stands in Washington D.C.

★ Washington D.C. is named for George Washington.



Appendix I - American History Celebrations
Abraham Lincoln's Profile



Appendix J - American History Celebrations
Abraham Lincoln Collage Material

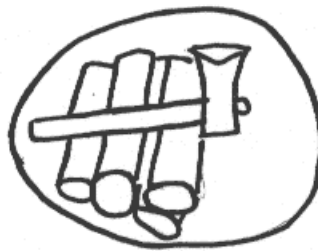
☆ Lincoln was our sixteenth President.

Abraham

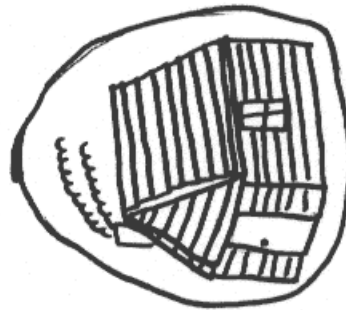
☆ Lincoln was a lawyer in Illinois.

Lincoln

☆ Lincoln was a congressman and senator.

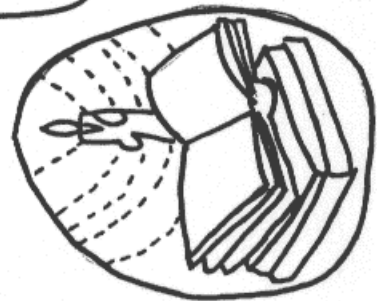


☆ Lincoln was born in a log cabin.



☆ Lincoln became President in 1860.

☆ Lincoln's most famous speech is the Gettysburg Address.



☆ Lincoln was assassinated in 1865.

