

## **FOUR HEROIC PRESIDENTS**

**Grade Level:** Kindergarten

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**Length of Unit:** Five Lessons (2-3 days each lesson)

### **I. ABSTRACT**

This unit focuses on the lives of four famous presidents, and especially on each president's heroic quality. Students will listen to true stories about George Washington, Thomas Jefferson, Abraham Lincoln, and Theodore Roosevelt and do related activities. It is recommended that this unit be taught around the time of the Presidents' Day holiday in February. The unit addresses the Core Knowledge scope for these four Presidents, as well as bringing in some math, and literature.

### **II. OVERVIEW**

#### **A. Concept Objectives for this unit**

1. Develop an awareness of the leaders of our country.
2. Develop an appreciation for the heroic qualities of four United States presidents.
3. Recognize how positive heroic qualities can improve each student's personal development.
4. Understand the importance of rules and why we need them in our lives.
5. Develop an awareness of maps and measuring tools.

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

1. George Washington
  - a. The "Father of Our Country"
  - b. Brave president
2. Thomas Jefferson
  - a. Author of the Declaration of Independence
  - b. Wise president
3. Abraham Lincoln
  - a. "Honest Abe" – honest president
4. Theodore Roosevelt
  - a. Hard-working president

#### **C. Skills to be taught**

1. The student will develop an understanding of heroic attributes.
2. The student will develop vocabulary related to heroic attributes.
3. The student will identify heroes in his or her personal life.
4. The student will show an understanding of George Washington, Thomas Jefferson, Abraham Lincoln, and Theodore Roosevelt as leaders.
5. The student will develop an awareness of the heroic attributes of bravery, wisdom, honesty, and industriousness.
6. The student will understand the importance of rules in his or her personal life.
7. The student will be exposed to measuring tools related to land measurement.
8. The student will develop background knowledge on the making of maps.
9. The student will understand the ruler as a measuring tool.
10. The student will identify George Washington, Thomas Jefferson, and Abraham Lincoln on coins and bills.
11. The student will recognize the differences between a good leader and a bad leader through role-play.

12. The student will be able to identify Abraham Lincoln’s birthplace, Kentucky, on a map of the United States.
13. The student will be able to locate Africa (specifically Egypt) on a map or globe.

### III. BACKGROUND KNOWLEDGE

- A. For Teachers
  1. *What Your Kindergartner Needs to Know*, by E.D. Hirsch, Jr.
  2. *A Picture Book of George Washington, A Picture Book of Thomas Jefferson, and A Picture Book of Abraham Lincoln*, by David A. Adler
  3. *Don’t You Dare Shoot That Bear! A Story of Theodore Roosevelt*, by Robert Quackenbush
- B. For Students
  1. Students will have had prior experience with maps and globes.

### IV. RESOURCES

- A. *A Picture Book of George Washington* by David A. Adler. ISBN #0-580-06772-9.
- B. Aesop’s Fable *The Tortoise and the Hare* (any traditional version)
- C. Map of the United States
- D. *Easy Theme Readers...Famous American...Abraham Lincoln* by Marcia Gresko. ISBN #1-57690-265-X.
- E. *Young Teddy Roosevelt* by Cheryl Harness. ISBN# 0-7922-70940.
- F. Map or globe of the world

### V. LESSONS

#### Lesson One: Heroes in Our Lives

- A. Daily Objectives
  1. Lesson Content
    - a. Background knowledge of word “hero”
    - b. Vocabulary related to heroic attributes
    - c. Heroes in the students’ personal lives
  2. Concept Objectives
    - a. Recognize how positive heroic qualities can improve our personal development.
  3. Skill Objectives
    - a. The student will develop an understanding of heroic attributes.
    - b. The student will develop vocabulary related to heroic attributes.
    - c. The student will identify heroes in his or her personal life.
- B. Materials
  1. Markers
  2. Chart paper
  3. Hats (or pictures) of fireman, policeman, and doctor or nurse.
  4. White 8 ½x 11 paper (1 sheet per student)
  5. Crayons (1 set per student)
- C. Background Notes
  1. Familiarize yourself with heroic qualities.
  2. Become familiar with heroic qualities of firemen, policemen, and doctors or nurses.
- D. Key Vocabulary (adapted from *Children’s Dictionary*)
  1. **brave:** able to overcome fear or pain; courage
  2. **hero:** a person admired for bravery or outstanding accomplishment

3. **honest:** not lying, stealing, or cheating
  4. **industrious:** working hard
  5. **wise:** having or showing good thinking
- E. Procedures/Activities
1. In a large group format, ask students to facilitate a discussion on what is a hero. For example, say:
    - a. When I say “hero”, what does that mean to you?
    - b. Tell me some things a hero does.
  2. Discuss hero vocabulary more specifically, as you list the vocabulary on chart paper.
  3. Have the hats (or pictures) of a fireman, policeman, and doctor or nurse available.
    - a. Have one child at a time come to the front to model the fireman’s hat. (Use picture and discuss if not using hat)
    - b. Have students identify the character that this child is portraying.
    - c. Ask the question, “How is the fireman a hero?”
    - d. Continue this discussion with the other two hats (or pictures).
  4. The teacher will cite an example of a hero in his or her personal life and tell why that person is a hero to him or her.
  5. Discuss what heroes exist in the students’ personal lives. Ask the questions:
    - a. Can you think of a person that you know that could be a hero?
    - b. Referring to the chart, remind them of the attributes that have been discussed, and then ask, “Why do you think this person could be a hero?”
- F. Evaluation/Assessment
1. With crayons and paper, the student will draw a picture of his or her hero.

## **Lesson Two: George Washington, A Brave President**

- A. Daily Objectives
1. Lesson Content
    - a. An overview of George Washington’s life
    - b. George Washington’s heroic qualities
    - c. George Washington as a leader and “Father of our country”
    - d. Importance of rules in our lives
    - e. Exposure to measuring tools and map making
    - f. Exposure to the picture of George Washington on a quarter and dollar bill
  2. Concept Objectives
    - a. Develop an awareness of George Washington’s bravery.
    - b. Develop an understanding of George Washington as first president of our country.
    - c. Develop an understanding of the importance of rules in our lives.
    - d. Develop an awareness of measuring tools and map making.
  3. Skill Objectives
    - a. The student will understand the importance of rules in our lives.
    - b. The student will develop an awareness of George Washington’s bravery.
    - c. The student will show an understanding of George Washington as a leader.
    - d. The student will be exposed to measuring tools related to land measurement.
    - e. The student will develop background knowledge on the making of maps.

- f. The student will understand the ruler as a measuring tool.
- g. The student will identify George Washington on the quarter and the dollar bill.

B. Materials

- 1. *A Picture Book of George Washington*
- 2. Surveyor tools
- 3. Map of the United States
- 4. Ruler
- 5. Assortment of coins and bills including the dollar and the quarter
- 6. Appendix A – George Washington Time Line (1 per student) (Adapted from *Literature Notes for a Picture Book of George Washington*)
- 7. Crayons (1 set per student)
- 8. Scissors (1 per student)
- 9. Glue sticks (1 per student)

C. Background Notes

- 1. George Washington was born on February 22, 1732, in Virginia. As a child he loved to learn. He learned handwriting skills by copying a list of rules such as: “Think before you speak.” He especially enjoyed riding horses and breaking them in. His father taught him the trade of surveying, and when his father died, he used this skill to make maps. As an adult, he fought in wars and was a hero because of his bravery. He became the most loved leader in America and was elected president for two terms.

D. Key Vocabulary (adapted from *Children’s Dictionary*)

- 1. **army:** a large group of soldiers organized and trained to fight on land for a country
- 2. **brave:** able to overcome fear or pain; courage
- 3. **hero:** a person admired for bravery or outstanding accomplishment
- 4. **leader:** someone who guides or shows how to lead
- 5. **map:** a drawing that shows where things are
- 6. **measure:** to find the size
- 7. **president:** the leader of a country
- 8. **rules:** a list of ways to do something
- 9. **soldier:** a person who is in the army
- 10. **state:** a group of people living in a certain area
- 11. **surveyor:** a person who measures the size of land
- 12. **war:** fighting between two groups of people

E. Procedures/Activities

- 1. Review the former lesson on **heroes**.
- 2. Discuss hero qualities as they relate to leaders and presidents.
  - a. Ask the question, “What hero qualities would make a good leader?”
  - b. Introduce the vocabulary words **leader** and **president**.
- 3. Read aloud the book *A Picture Book of George Washington*
- 4. Review the story. (Words in bold should be introduced as vocabulary words.)
  - a. Show the class the first page and ask, “What did George Washington like to do best when he was a child?”
  - b. Turn to the next page and look at the picture of the students in school and ask, “What were the students copying?” (rules)
    - 1) “How would you describe what a **rule** is?” (see vocabulary)

- 2) “One of the rules George Washington copied was, ‘Think before you speak’. Would that be a good rule for us to follow today? Why or why not?”
  - c. Turn to the next page and ask, “What is George Washington doing in this picture?”
    - 1) Show surveying tools at this point if they are available.
    - 2) Talk about how they are used to **measure** land.
  - d. Turn to the next page and discuss how measuring helps a **surveyor** to make a **map**. (Show a map of the United States and point out Virginia.)
  - e. Display a **ruler** and ask, “Could you measure land with this? What could you measure with a ruler?” (At this point, measure something with the ruler that a student thinks could be measured.)
  - f. Turn to the next page and review with students that George Washington joined the **army** and fought **bravely** in some **wars**.
  - g. After the war, George Washington was known as a brave **leader** and the people wanted him to be the **president** of their land.
  - h. He is remembered as the ‘The Father of the Country.’ “Why do you think he is called this?”
  - i. “Where do we find the face of George Washington in our everyday lives?” (Give clues as necessary.) Show the dollar bill and the quarter.
- F. Evaluation/Assessment
1. The teacher will display before the class an assortment of coins and bills. The students will take turns coming forward to identify the coin and bill on which there is a picture of George Washington.
  2. Make a time line, using Appendix A.
    - a. Discuss pictures in Appendix A, reviewing heroic qualities, measuring tools, and rules.
    - b. Have the students color and cut apart the pictures.
    - c. Glue the pictures in chronological order.

### Lesson Three: Thomas Jefferson, Wise President

- A. Daily Objectives
1. Lesson Content
    - a. An overview of Thomas Jefferson’s life
    - b. Thomas Jefferson’s heroic qualities
    - c. Thomas Jefferson as a wise president and author of “The Declaration of Independence
    - d. Exposure to the picture of Thomas Jefferson on the nickel
  2. Concept Objectives
    - a. Develop an awareness of Thomas Jefferson’s wisdom as a President.
    - b. Develop an understanding of Thomas Jefferson’s role in writing the Declaration of Independence.
  3. Skill Objectives
    - a. The student will recognize the differences between a good leader and a bad leader.
    - b. The student will name one heroic quality about Thomas Jefferson.
    - c. The student will identify Thomas Jefferson on the nickel.
- B. Materials
1. An assortment of coins and bills including the nickel, quarter, and one-dollar bill

2. Appendix B – Color page of Thomas Jefferson (1 per student) (Adapted from *The New Book of Knowledge, Vol. 10 (J-K)*)
  3. Crayons (1 set per student)
  4. Pencil (1 per student)
- C. Background Notes
1. Thomas Jefferson was born in Virginia, on April 13, 1743. You can see his picture on the nickel, and he was the third President of the United States. He was very curious and was an avid learner. He also enjoyed horseback riding, exploring, music, and dancing. He became an inventor, a lawyer, and also wrote many books. He is the author of the Declaration of Independence.
- D. Key Vocabulary (adapted from *Children's Dictionary*)
1. **Declaration of Independence:** a written paper that states all men are created equal, have the right to be free, and can choose their own leaders
  2. **equal:** the same
  3. **explore:** to search out what a person wants to know
  4. **free:** not controlled by others
  5. **hero:** a person admired for bravery or outstanding accomplishment
  6. **lawyer:** a person who is trained in the rules of the land
  7. **president:** the leader of a country
  8. **wise:** being able to make good choices
- E. Procedures/Activities
1. Review the previous discussions on heroic qualities, especially as related to George Washington.
  2. In a large group format, the teacher will lead a discussion on classroom rules.
    - a. Good rules, such as:
      - 1) Clean up after work
      - 2) No fighting
      - 3) Free-play when work is finished
      - 4) Work quietly
    - b. Bad rules, such as:
      - 1) No free play
      - 2) Extra work when finished
      - 3) No drinks or bathroom time
      - 4) Not allowed to leave seat
  3. The teacher will choose two students to play the role of good and bad leaders. (Direct these students in how they will play their leadership roles.)
  4. Draw names to divide class into two groups and assign a group to each leader.
  5. The teacher will make a seatwork assignment and allow leaders to rule their groups for approximately 15 minutes. (Teacher will help guide students as necessary.)
  6. Discuss with the class how they felt under a their respective leaders and start discussion about wise leadership.
    - a. Ask the group led by the bad leader the following questions:
      - 1) “How did you feel when the other group got to have free play and you didn’t?”
      - 2) “How did you feel when you had to do extra work?”
      - 3) “How did you feel toward your leader?”
      - 4) “How did you feel when you had to stay in your seat?”
    - b. Ask the group led by the good leader the following questions:
      - 1) “How did you feel toward your leader?”

- 2) “Did you think he or she was fair?”
- 3) “How did you feel knowing that the other group was being treated badly?”
- c. Continue the discussion introducing the vocabulary words: **equal, free,** and **wise**. Ask questions, such as:
  - 1) “Which leader would you rather have and why?”
7. Introduce Thomas Jefferson.
  - a. Show a picture of Thomas Jefferson and explain how he became a **wise** leader.
  - b. The teacher will use the remaining vocabulary words (**Declaration of Independence, explore,** and **lawyer**) as a base for discussing heroic attributes of Jefferson’s life.
  - c. Relating back to the role-play activity, ask, “Which leader would be most like Thomas Jefferson?”
8. “Where do we find the face of Thomas Jefferson in our everyday lives?” (Give clues as necessary.) Show the nickel.
- F. Evaluation/Assessment
  1. The teacher will display before the class an assortment of coins and bills. The students will come forward to identify the coins and bill on which are the pictures of George Washington and Thomas Jefferson.
  2. After coloring a picture of Thomas Jefferson, (Appendix B) the student will write one word describing an heroic quality in Jefferson’s life.

#### **Lesson Four: Abraham Lincoln, “Honest Abe”**

- A. Daily Objectives
  1. Lesson Content
    - a. An overview of Abraham Lincoln’s life
    - b. Abraham Lincoln’s heroic qualities
    - c. Exposure to the picture of Abraham Lincoln on the penny and five dollar bill
  2. Concept Objectives
    - a. Develop an awareness of Abraham Lincoln’s honesty and industriousness.
    - b. Develop an understanding of heroic qualities that resulted from hardship in Abraham Lincoln’s life.
  3. Skill Objectives
    - a. The student will name at least one heroic quality that resulted from hardship.
    - b. The student will be able to identify Abraham Lincoln’s birthplace, Kentucky, on a map of the United States.
    - c. The student will identify Abraham Lincoln on the penny and the five-dollar bill.
- D. Materials
  1. Aesop’s Fable *The Hare and the Tortoise* (any traditional version)
  2. Snow-sledding saucer
  3. Teacher-created rabbit ears to fit one student
  4. *Easy Theme Reader...Abraham Lincoln*
  5. Prepared oral story of Lincoln’s life (as is suitable to the teacher)
  6. Map of the United States

7. An assortment of coins and bills including the penny, nickel, quarter, one-dollar bill, and five-dollar bill
8. Appendix C – United States map (1 per student)
9. Appendix D – Money worksheet (1 per student)

B. Background Notes

1. Abraham Lincoln was born on February 12, 1809, in a one-room log cabin in Kentucky. As a child, he had a passion for books, although books were hard to come by, and he was not able to attend school much. Other than a Bible, his family did not own any books.
2. When he was young, he helped his father clear land, and build their homes. After studying on his own, he became a successful lawyer.
3. Abraham Lincoln became known as “Honest Abe” because of stories like the following. While working in a store, he walked three miles to a lady’s house to return six cents that she had overpaid. Another time he worked for three days in a farmer’s cornfield in order to earn money to pay for a book he had borrowed, because it had accidentally gotten wet. This shows how honest and industrious he was.
4. As sixteenth president of the United States, he led the country through the Civil War. Lincoln suffered several personal losses and failures. However, he continued to forge ahead in his desire to overcome his lack of formal education and poverty. He died by an assassin’s bullet on April 15, 1865.

E. Key Vocabulary (adapted from *Children’s Dictionary*)

1. **hero:** a person admired for bravery or outstanding accomplishment
2. **honest:** not lying, stealing, or cheating
3. **industrious:** working hard
4. **lawyer:** a person who is trained in the rules of the land
5. **president:** the leader of a country

C. Procedures/Activities

1. Review the heroic qualities of George Washington and Thomas Jefferson.
2. Read Aesop’s Fable *The Hare and the Tortoise*. (any traditional version)
3. Play-act the fable.
  - a. Choose two students to portray the hare and the tortoise.
  - b. Have the tortoise wear a sledding saucer on his back.
  - c. Have the rabbit wear long ears made from construction paper.
  - d. Have the remainder of the students be the spectators for the race.
  - e. Teacher should prompt students as necessary.
4. After a few ‘performances’, ask the following questions:
  - a. “Why do you think the hare thought he could win the race?”
  - b. “Why would it be difficult for the tortoise to win the race?”
  - c. “Why was it possible for the tortoise to win the race anyway?”
  - d. “What heroic qualities did the tortoise have?”
5. Using the book *Easy Theme Readers...Abraham Lincoln*, and the background notes, orally tell the story of Abraham Lincoln’s life.
  - a. Use the pictures in the book as illustrations for the story. (Be sure to include the attributes of **honesty**, and **industriousness**.)
  - b. Ask the following questions:
    - 1) “Why do you think the people wanted Abraham Lincoln to become the President?”
    - 2) “What heroic qualities did Abraham Lincoln have?”
    - 3) “How was the tortoise in the fable like Abraham Lincoln?”

6. Show a map of the United States and point out Kentucky.
  7. “Where do we find the face of Abraham Lincoln in our everyday lives?” (Give clues as necessary.) Show the penny and the five-dollar bill.
- D. Evaluation/Assessment
1. In a large group setting, orally set up a brief scenario for the students. Have them decide, “What would ‘Honest Abe’ do?”  
Ideas might be as follows: (as suited to the class)
    - a. “John found a quarter on the playground during recess.  
What would ‘Honest Abe’ do?”
    - b. “Jane broke a dish in the kitchen play area during playtime.  
What would ‘Honest Abe’ do?”
  2. At his or her seat, each student will be given two worksheets concerning money and map skills - Appendices C and D. (teacher directed as per directions on worksheets)

### **Lesson Five: Hard-Working T. R.**

- A. Daily Objectives
1. Lesson Content
    - a. Theodore Roosevelt’s heroic qualities, especially that of hard working
    - b. Identification of heroic qualities in students’ personal lives, and recognition of how they can be developed.
    - c. Work with maps and/or globe
    - d. Vocabulary development
  2. Concept Objectives
    - a. Develop an awareness of the life of Theodore Roosevelt.
    - b. Develop an appreciation for Theodore Roosevelt’s heroic qualities.
    - c. Recognize how important heroic qualities can improve our personal development.
  3. Skill Objectives
    - a. Students will increase their knowledge of Theodore Roosevelt as a person and president.
    - b. Students will develop vocabulary related to the life of Theodore Roosevelt.
    - c. Students will learn about the relative location of places on a map or globe and be able to show where the continent of Africa, and the country of Egypt are located.
    - d. Students will identify examples of heroism, and especially the willingness to work hard.
- B. Materials
1. World map and/or globe
  2. *Young Teddy Roosevelt* by Cheryl Harness
  3. Chart with vocabulary words
  4. Teddy bear
  5. Teddy bear shaped cookies (Teddy Grahams)
  6. Appendix E – Script for Theodore Roosevelt
  7. Costume for story telling: (See details under E, #3.)
  8. Stuffed bird (optional)
  9. Appendix F – “Hero” Bear (laminated, optional)
- C. Background Notes

1. Theodore Roosevelt, the 26<sup>th</sup> President of the United States, was famous as an orator, statesman, historian, cowboy, explorer, hunter, naturalist, and philanthropist. He believed that every person must work hard, no matter whether born to a life of labor or luxury. He was opposed to laziness. In five years, he rose from being the Police Commissioner of New York City to serving as President of the United States. In his lifetime he wrote over 30 books on a wide range of topics. He lived his sixty years to the fullest, because he believed that life is a precious gift. He learned this in childhood, since he had to struggle for breath night after night due to asthma. He learned courage by overcoming his fear and strength by overcoming his physical weakness. Later in his life he said, "In this world the only thing supremely worth having is the opportunity coupled with the capacity to do well and worthily a piece of work, the doing of which is of vital consequence to the welfare of mankind." -- adapted from *Don't You Dare Shoot that Bear! A Story of Theodore Roosevelt* by Robert Quackenbush

D. Key Vocabulary (adapted from *Children's Dictionary*)

1. **asthma**: a disease that makes it hard to breathe
2. **lazy**: not willing to work
3. **inspire**: to fill with the desire to do good
4. **overcome**: to conquer problems and find good solutions
5. **character**: the combination of qualities that makes one person different from another
6. **museum**: a place for showing interesting things
7. **century**: one hundred years
8. **deeds**: action; work

E. Procedures/Activities

1. Teach and discuss vocabulary from a teacher-made chart.
2. Teacher will dress in costume and perform Theodore Roosevelt script (see Appendix E).
  - a. Teacher should be familiar enough with the script to perform it without notes so it comes across as an eyewitness account. The narrator (storyteller) is Theodore Roosevelt's eldest sister, Anna - 'Bamie'. (If a male teacher is playing this part, he could be Elliot - 'Ellie,' Theodore's younger brother. The script could also be adapted to be Theodore himself.)
  - b. The storyteller needs to dress in character, by wearing early 20<sup>th</sup> century American East Coast upper class clothes.
    - 1) Suggestions for female: long, Victorian-style dress, pretty straw hat, long white gloves, hair in bun
    - 2) Suggestions for male: long sleeved white shirt, tie (medium width), vest, suit jacket, dress pants, black hat, (nose-pinch eyeglasses if playing Theodore)
    - 3) The story is told in the present tense to make the events come more alive, however, later in the lesson the teacher needs to clarify when Theodore Roosevelt lived.

F. Evaluation/Assessment

1. Ask students review questions from the story and the vocabulary list. (Reward students who answer correctly with Teddy Grahams.)

Questions can include:

  - a. "What did T.R. stand for?"
  - b. "What problem did he have with his body when he was young?"

- c. “How did he overcome this problem?”
  - d. “Did he have to work hard to overcome this problem?”
  - e. “What did he do when on a houseboat in Egypt?”
  - f. “Who can show me where Africa and Egypt are on our map?” (or globe)
  - g. “Who is this bear named after?” (Hold up bear.)
  - h. “What were some special things T.R. did as a grown-up?”
  - i. “Did he have to work hard to do these special things?”
  - j. “How else do you think he worked hard in his life?”
2. Give each student a laminated bear sign that has HERO written across the front of the bear (see Appendix F). Instruct them to hold up their signs each time they think someone is being a hero in the following scenarios:
- a. “The teacher asks several students who are early to help take down the stacked chairs and put them at the students’ tables, which they do. Are they heroes?”
  - b. “Jim forgot his lunch, so Susan offers to have her sandwich cut in half so Jim can have half of her sandwich. Is Susan a hero?”
  - c. “Bob is new at school. He is feeling a little afraid, but he tries to be kind and helpful to all the students and the teacher even though he feels afraid. Is Bob a hero?”
  - d. “Judy finds a quarter on the floor in the classroom and quietly slips it into her pocket without telling anybody. Is Judy a hero?”
  - e. “Sally knows she should raise her hand and wait for the teacher to call on her before she calls out the answers, but instead she yells out the answer and does not wait for permission from the teacher. Is Sally a hero?”
  - f. “Sam really works hard on learning to write his name neatly even though it takes lots of practice and it is hard at first. Is Sam a hero?”

## VI. CULMINATING ACTIVITY

- A. Learn President’s song (see Appendix G)
- B. Optional activities:
  - 1. Move body in rhythm to the song (clapping, marching, etc.)
  - 2. Oral quiz (leave out names of Presidents; class or individuals fill in)

## VII. HANDOUTS/WORKSHEETS/APPENDICES

- A. Appendix A: George Washington Timeline
- B. Appendix B: Coloring picture of Thomas Jefferson
- C. Appendix C: Map of the United States
- D. Appendix D: Money Worksheet
- E. Appendix E: Theodore Roosevelt script
- F. Appendix F: HERO Bear
- G. Appendix G: Words to President’s Song

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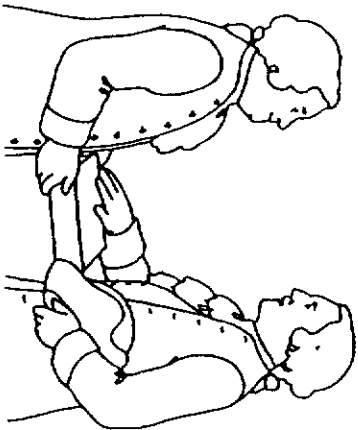
Name \_\_\_\_\_

Sequencing

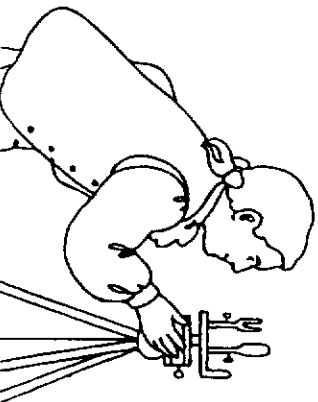
# George Washington Time Line

Color and cut out the pictures. Make a time line by gluing them in order.

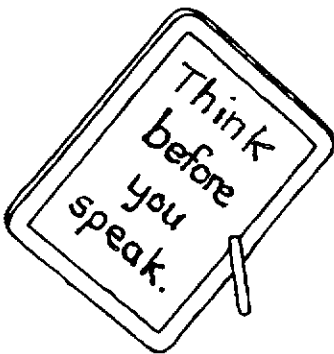
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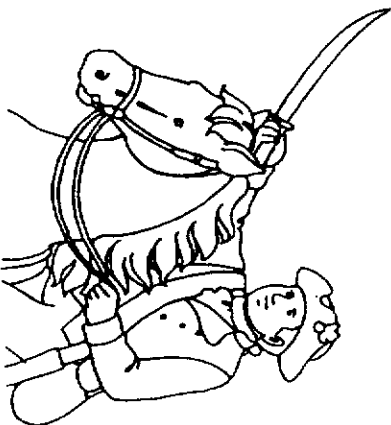
Washington was president.



Washington was a surveyor.

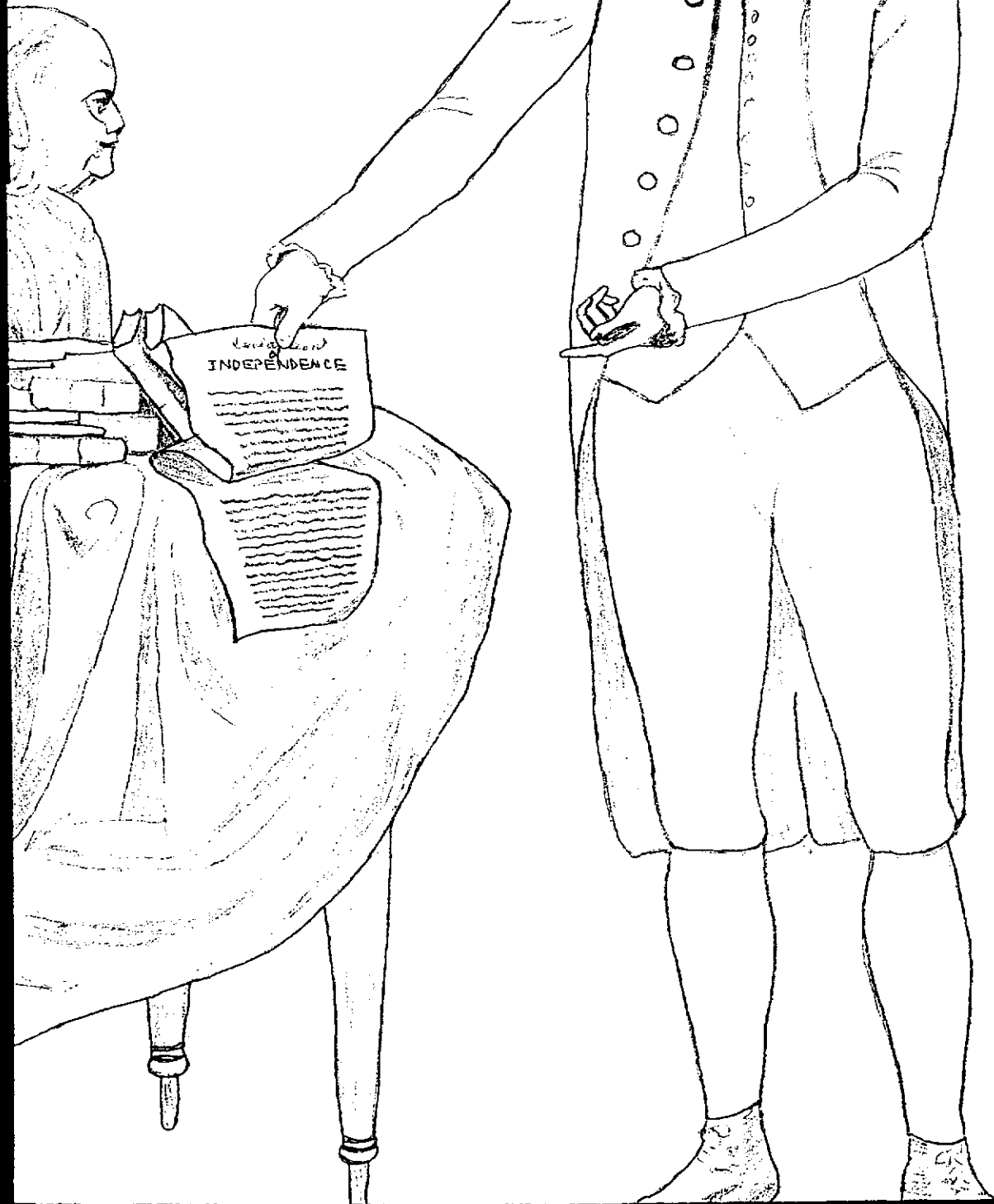


Washington copied rules.



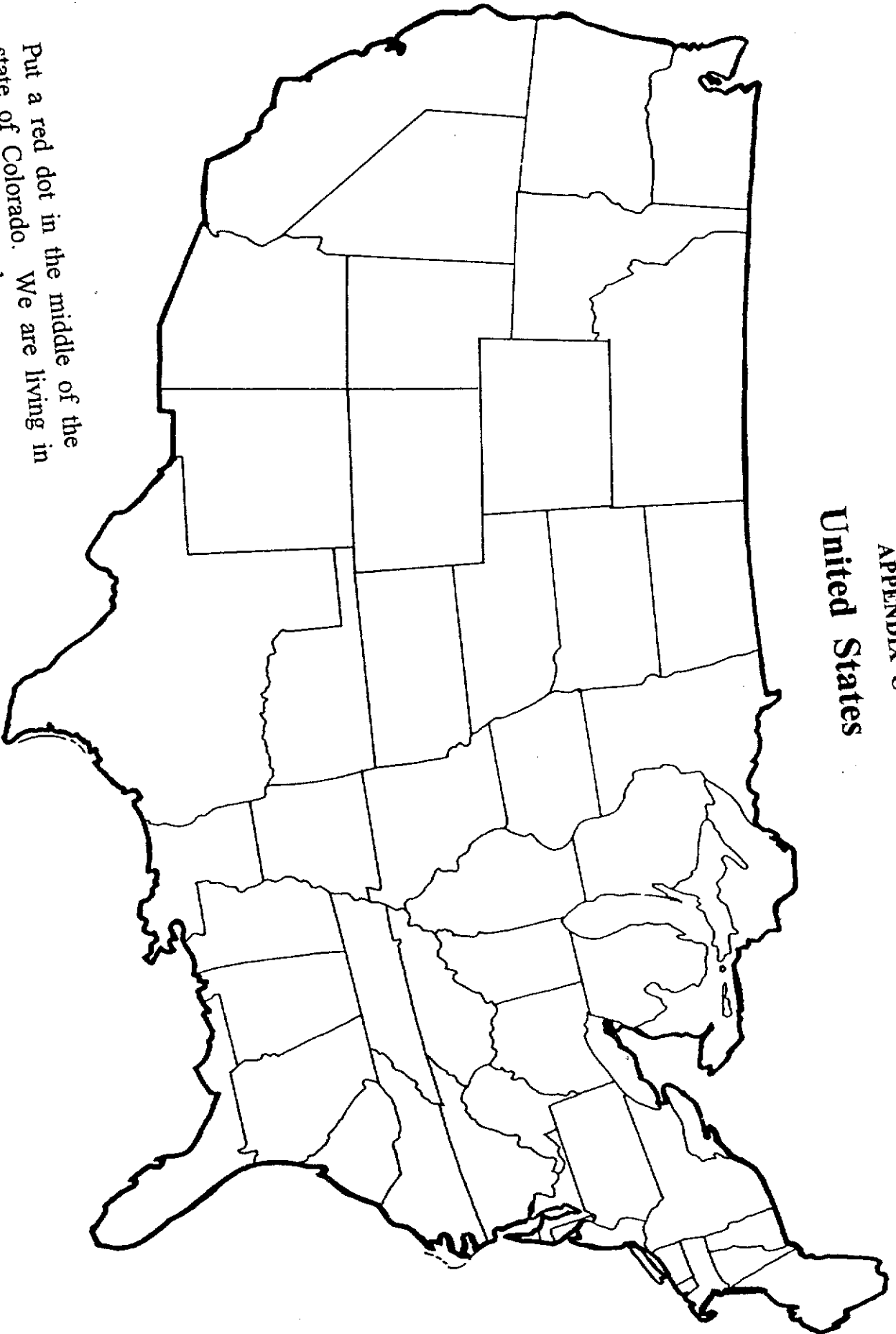
Washington led the army.

# Thomas Jefferson



Name \_\_\_\_\_

APPENDIX C  
United States



Put a red dot in the middle of the state of Colorado. We are living in the state of Colorado.

Abraham Lincoln was born in the state of Kentucky. Color the state of Kentucky blue.

Name \_\_\_\_\_

Name \_\_\_\_\_

Here are some coins and bills.

Find the picture of George Washington on two quarters.

Color these quarters red.

Find the picture of George Washington on two bills.

Use your orange crayon to trace around these bills.

Find the picture of Thomas Jefferson on three nickels.

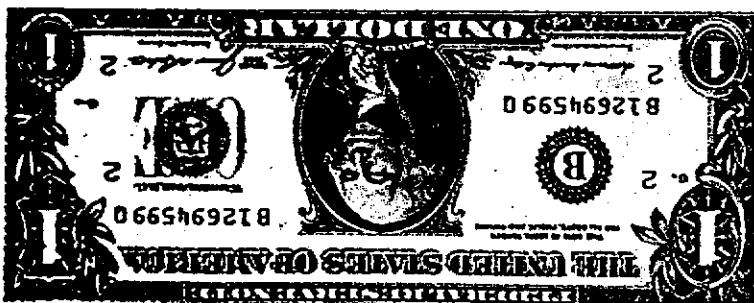
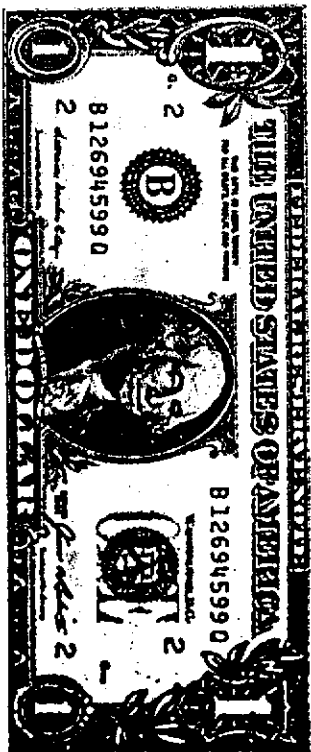
Color these nickels blue.

Find the picture of Abraham Lincoln on four pennys.

Color these pennys brown.

Find the picture of Abraham Lincoln on one bill.

Use your green crayon to trace around this bill.



## APPENDIX E

### Script for Theodore Roosevelt

“Good day, boys and girls. I have been invited by your teacher to tell you about my brother, T.R. I am so proud of him! Well, ‘T’ and ‘R’ are really his initials. Those are the first letters of his first and last names. So many people call him T.R. The ‘T’ is for Teddy, or really Theodore. The ‘R’ is for Roosevelt. Theodore Roosevelt, Jr., to be exact. Oh, but he has been such an interesting person that he has lots of nicknames: ‘Four Eyes’ (because he wears eyeglasses), and ‘Colonel Cyclone’ (for all his churning energy while leading volunteer soldiers in the Spanish-American War). T.R. is always so full of energy and works so hard! Do you know (*hold up a teddy bear*), we call these stuffed bears Teddy bears after my brother! But I’ll tell you more about that later.

T.R. once said, “The joy of living is his who has the heart to demand it.” Well, let me tell you what that means. You see, my brother, Teddy, was not always so strong. Oh, no. When he was your age and even a bit older, his body was weak. The scary part was at night. He had asthma, and for him that meant he could not breathe sometimes! In those days, people thought if he would puff on a cigar, or sip some coffee, he would get better. Well, his breathing got better when Daddy rushed him into our horse-drawn wagon and they would ride through the streets of New York City at night so Teddy could gulp some fresh air! (*Show related picture on page seven in Young Teddy Roosevelt and map.*)

T.R. could not go to school as you boys and girls can. His body was just too weak. Mom and Dad had special teachers called tutors come to our home to teach him. Did that slow my brother from learning? Oh, no. Teddy never likes laziness in anyone. He believes everyone should work really hard. Teddy was an excellent student and he read all kinds of books! His favorite book was *Livingstone’s Missionary Travels and Reaches in Africa*. Boy, that book was so big and heavy, it was a challenge for Teddy to carry it from room to room! He sure loved that book, and when he got older, he too went to Africa and saw all kinds of wild animals. (*Show Africa on the map.*) Teddy let books inspire him to dream about his future. After reading about cowboys, he decided that some day he would be a cowboy. Sure enough, when he was a young man, he bought a ranch in the Dakota Territory and rounded up cattle with the rest of the cowboys. (*Show pages 19 through 24 in Young Theodore Roosevelt.*) One time he even led a 100-mile chase on horseback through the prairies and captured three thieves at gunpoint! Teddy was even willing to work hard in the saddle and he sure was brave!

You see, Teddy learned to overcome his problems and weaknesses. He learned to be brave and make his body strong. When he was young and his body was still weak, Daddy told him, “Theodore, you have the mind, but you have not the body. You must MAKE your body. I know you can do it.” When Teddy was twelve years old, Daddy bought him a punching bag, weights, and other gymnastic equipment so that he could really work at making his body strong. (*Show related pictures on page 10 in Young Theodore Roosevelt.*) Teddy worked so hard at getting strong, that by the time he went to Harvard for college, he was chosen to be on the college boxing team! Yes, he was willing to overcome his problems and improve himself! Now I think you are beginning to see why he said, “The joy of living is his who has the heart to demand it.”

From an early age, T.R. has loved to be outdoors and explore. He loves a good adventure because he is eager to learn all about new things. He especially likes science, and works hard at

## APPENDIX E

(continued)

learning all he possibly can about animals. When T.R. and I were teenagers, our parents took us and our younger brother and sister, Ellie and Conie, to Egypt! Do you know where Egypt is? (*Show on map or globe.*) The great Nile River runs from further south in Africa and pours out into the salty sea just north of Egypt. This is really a long river! Well that winter, while it was cold in New York City, it was still warm in Egypt and we lived on a houseboat and traveled on the river! When we would stop at the shore, T.R. would scramble all over the place with his shotgun and hunt birds. Then he would bring the birds he shot onto the houseboat and clean out their insides and stuff them, so that he could study them and later display them in his museum upstairs in our house back in New York City. (*Show a real stuffed bird, or the pictures on pages 11 and 12 in Young Theodore Roosevelt.*) Let me tell you, little Conie would hold her nose when T.R. smelled of bird guts and special chemicals! T.R. would just laugh and keep on working! He also crammed notebooks full of his writings about all the things he saw and learned. T.R. is a great writer. He has by now written more than thirty books! Boys and girls, it is so important to learn to read and write, and work hard in school, even if it is hard. Those skills help us to learn so much!

T.R. has hunted and stuffed all kinds of animals, but he also has had big heart for animals and the great outdoors. Remember I was going to tell you how the Teddy bear got to be? When T.R. was already grown up, he was hunting one time when someone else tried to shoot a baby bear. Who knows what a baby bear is called? (*cub*) Well, when T.R. saw that stunned cub, he could have shot it, but he thought that would be mean, so he did not shoot it. When the newspaper people learned of this, they wrote about it in their papers, and a man who made toy stuffed animals, started making bears which he called 'Teddy bears' in honor of my brother! Later still, T.R. made sure our United States government kept a lot of our beautiful land for national parks so there would be lots of places for people to visit, and for wild animals and plants to grow.

I am almost finished telling you about my brother today, but I think it is important that you know that even though T.R. thinks everyone should improve his or her body and mind, he says that far more important is a person's character. He told our whole country exactly that when he was the 26th President of the United States! (*Show pages 35 through 38 in Young Theodore Roosevelt.*) Did you know he was the President of the United States right when our country was starting a new century? That was 100 years ago! Our country sure needed someone who is hard working, brave, and has a big heart, and I am glad to say, boys and girls, that *that* is my brother, T.R.! When we were growing up, our Dad had extra money and he gave a lot of it to build hospitals and museums, and also for food and homes for poor children. He was certainly our hero, and all those good deeds inspired us to do good things for others, too. T.R. desired to work with others for great causes, and when he was President, he did just that, and he worked hard! He had the Panama Canal built so that ships had a waterway to sail through the middle of the Americas, and did not have to go the hard, long way around South America. (*Show on map or globe.*) He created five national parks and made a lot more land to be national forests. He helped improve how big businesses work in our country, and he also helped make our foods and medicines safer.

Boys and girls, I hope you too will learn how important it is to work hard, be brave, and help one another. Thank you for listening to me tell about my brother, T.R."

APPENDIX F



APPENDIX G

**HEROIC PRESIDENTS SONG**

(Tune: Pop Goes the Weasel)

We know heroic presidents,  
And we know them in order.  
First there was George Washington,  
The "Father of our Country".

He was very brave,  
He was our first president.  
Next there was Tom Jefferson  
And he was very wise.

- - - - -

Tom wrote a famous paper  
that stated we were free.  
It's called "The Declaration  
Of Independence".

Other presidents we know  
Served some years later.  
Abe Lincoln was industrious,  
Working very hard.

- - - - -

Lincoln was the president  
We call "Honest Abe".  
Later we had a president  
Who gave us Teddy Bears.

That was 'Teddy' Roosevelt,  
And he got strong from hard work!  
These presidents were all leaders.  
**AND THESE ARE OUR HEROES!**