

# “WE Have a Dream!”- Inspirational Americans for Preschoolers

**Special Area:** Preschool, Level II  
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**Length of Unit:** Five lessons (approximately 20-25 minutes per lesson)

## I. ABSTRACT

Students will participate in activities and skills outlined in the *Core Knowledge Preschool Sequence* to recognize and learn about George Washington, Abraham Lincoln, Betsy Ross, and the Reverend Martin Luther King Jr..

## II. OVERVIEW

- A. Content from the *Core Knowledge Preschool Sequence*
  - 1. Storybook Reading (page 47)
    - a. George Washington
    - b. Betsy Ross
    - c. Abraham Lincoln
    - d. Martin Luther King Jr.
    - e. Choose a book according to cover.
    - f. Attend and listen to picture books.
  - 2. Orientation in Time (page 71)
    - a. Sequence story events using pictures.
  - 3. Mathematical Reasoning (page 61)
    - a. Identify a penny, quarter and dollar bill.
    - b. Sort according to a single criterion.
  - 4. Autonomy and Social Skills (page 17)
    - a. Work in a group to complete an activity.
  - 5. Oral Language (page 29)
    - a. Given an oral description of a scene, recreate the scene in pictures.

## III. BACKGROUND KNOWLEDGE

- A. For Teachers
  - 1. *Core Knowledge Preschool Sequence*
  - 2. *50 American Heroes Every Kid Should Meet*
  - 3. Sequence story cards - George Washington, Betsy Ross, Abraham Lincoln, and Martin Luther King Jr.

## IV. PREREQUISITE PRIOR KNOWLEDGE FOR STUDENTS

- A. Fine motor skills- drawing and coloring

## V. RESOURCES

- A. *George Washington* by Wil Mara (Lesson One)
- B. Six quarters (play money or real) for each child in small baggies (Lesson One)
- C. Six \$1 bills (play money) for each child (Lesson One)
- D. George Washington story cards (Lesson One)
- E. Rookie Readers- Abraham Lincoln, George Washington, Martin Luther King Jr. (Lessons One, Two, Four, and Five)
- F. Recording of *The Star Spangled Banner* (Lesson Two)
- G. *Betsy Ross* by Alexandra Wallner (Lesson Two)

- H. Sequence story cards (Lessons Two, Three, Four)
- I. *Abraham Lincoln* by Wil Mara (Lesson Three)
- J. One penny for each child (Lesson Three)
- K. *Martin Luther King Jr.* by Wil Mara (Lesson Four)
- L. Tape or CD player with microphone for recording (Lesson Four)

## VI. LESSONS

### Lesson One: George Washington (approximately 20 minutes)

- A. *Daily Objective(s)*
  - 1. Recognize a picture of George Washington.
  - 2. Recognize a quarter and dollar bill.
- B. *Grouping*
  - 1. Large group and small group
- C. *Materials and Preparation*
  - 1. *George Washington* by Wil Mara
  - 2. Six quarters (play money or real) for each child in small baggies
  - 3. Six \$1 bills (play money) for each child hidden around the room (*Note: only hide one bill per child and then during small group time, give them the remaining five bills*)
  - 4. George Washington story cards
  - 5. Picture of George W. Bush (Appendix B)
  - 6. Various items in housekeeping labeled with tags showing \$1.00 or .25 (using Appendix C)
  - 7. Rookie Reader-George Washington
- D. *Language of Instruction*
  - 1. Teacher: bill, coin, money, dollar, quarter
  - 2. Students: dollar, quarter
- E. *Procedures/Activities*
  - 1. In a large group setting, show the children a picture of George Washington (use Rookie Reader book or story cards).
  - 2. Ask them to look carefully at the picture of the person because you want them to find another object in the room with a picture of the same person.
  - 3. Give the children another clue by telling them that the object they are going to find is shaped like a rectangle. Show a rectangle if necessary.
  - 4. Send children around the room to find a dollar bill. Remind them that when they find one, they should come back to the carpet.
  - 5. When all children are back on the carpet, ask them why they think that man is on a dollar bill. (He's important, he's famous etc...) Some children may not have an answer and that is fine too.
  - 6. Show the story cards for George Washington. Tell the children that you are going to tell them a story about the man on the dollar bill.
  - 7. Say "This man's name is George Washington. He was our very first president. President means the person who is in charge of our country. Right now, our president is George W. Bush (show picture) but our first president was George Washington."
  - 8. Hold up pictures of George Washington and George W. Bush. Ask them to point to the picture of George Washington, our first president.
  - 9. Read the story cards and as each card is read, lay it on the floor with the picture facing the children. Continue with all cards, making a long line from the children's left to right to show the sequence of the story.

10. After reading the story, divide the children into two groups. Group one will stay on the carpet to work on story sequencing and will hear another story about George Washington (Rookie Reader version). Group two will go to the housekeeping area to learn about quarters and dollar bills.
  11. Group One: Work with children on retelling the story through trial and error. Let children work together to put the pictures in the order they think they belong in and then retell the story in their own words. Help them decide if the story makes sense by asking questions that would lead them to the right response. Example, "Could George be sorry for chopping down the tree before he cuts it down?" (no) After sequencing, read the Rookie Reader version if there is time.
  12. Group Two: Show children items in the housekeeping area with price tags on them. Give each child an additional five \$1 dollar bills and six quarters. Show an item that costs \$1. Tell the children that in order for them to buy that item, they will need to give you a \$1 dollar bill. Ask again "Who is on the \$1 dollar bill?" (George Washington) Now show them an item that shows a price tag of .25. Tell them that in order to buy that item, they will need to give you .25 cents. Ask them to show you which item in their bags is .25 cents. (They should show the quarter) Tell them that another name for .25 cents is a quarter. Have them repeat after you. Do they recognize who is on the quarter? (George Washington) Call children one at a time to "go shopping" in housekeeping. When they choose their item, they will need to give you the right money, either a \$1 dollar bill or a quarter. Whichever they give you, ask them what the name of the money is and who is on the front.
  13. Switch groups and repeat.
- F. *Go A Little Further*
1. For children who have difficulty with sequencing activity, only choose three cards to sequence and retell. Those who have difficulty with money activity, modify by only using the \$1 bill and only labeling items with the \$1 price tag.
  2. For children who excel with the sequencing activity, have them sequence on their own and tell the story. For those who excel with the money activity, teach them how they can use four quarters to make \$1 and they can choose how to pay for items.
- G. *Assessment/Evaluation*
1. Assess child's ability to recognize a picture of George Washington, quarters and dollar bills during the cumulative activity. Record on Assessment sheet (Appendix A).

**Lesson Two: Betsy Ross (approximately 15 minutes)**

- A. *Daily Objective(s)*
1. Recognize symbol (American flag).
  2. Use cover illustrations to find a book.
- B. *Grouping*
1. Large group
- C. *Materials and Preparation*
1. *Betsy Ross* by Alexandra Wallner
  2. Sequence story cards
  3. White felt stars (see Appendix D for pattern), one per child; use hole punch to evenly space holes around the stars
  4. 9" x 12" blue felt piece, one per child (*Note: place the star on top of the blue felt before punching hole; that way, children can easily line up the holes for lacing*)

5. Red lacing, 12" for each child with a knot tied in one end so it will not go through a hole
  6. Recording of *The Star Spangled Banner*
  7. CD or tape player
- D. *Language of Instruction*
1. Teacher: cover
  2. Student: none
- E. *Procedures/Activities*
1. Give each child the materials to lace with (star, felt square, red lacing).
  2. Show children how to place their star on top of the blue felt and line up the holes.
  3. Tell children that they are going to pretend to be a famous person today. Ask if they remembered the famous person they learned about yesterday (George Washington).
  4. Say "The person you are going to be today, was alive at the same time as George Washington and she helped him with a very special project. She is said to have made the very first flag!" "Her name was Betsy Ross".
  5. Point to the flag in your classroom and remind them that the flag is called the American flag.
  6. Tell children that while you are reading the story of Betsy Ross, you would like them to "sew" their star on their blue square. Tell them that if they finish before the story is over, they should lay their sewing in their lap.
  7. Begin playing the CD of The Star Spangled Banner. *Note: If using a CD I would suggest pressing the "repeat" button so the song plays over again.*
  8. As the music plays in the background, and the children are sewing, read the story cards about Betsy Ross. Don't worry about sequencing the pictures as the children will mostly be listening and not looking at the pictures.
  9. When the story is finished, most children should be done with their sewing. Write the child's name on the back of the felt and cut off any extra lacing.
  10. Children can either take the sewing home, or for a fun activity, make a class flag. See Appendix E for directions.
- F. *Go A Little Further*
1. For children who have difficulty, modify by spending one on one time after the activity to help the child lace their star. Take note of fine motor difficulties or comprehension difficulty.
  2. For children who excel, allow them to work on the "Class Flag" project.
- G. *Assessment/Evaluation*
1. Assess children's ability to find a book using cover illustration clues and recognition of the American Flag, during the cumulative activity. Record on Assessment sheet (Appendix A).

**Lesson Three: Abraham Lincoln (approximately 20 minutes)**

- A. *Daily Objective(s)*
1. Recognize a picture of Abraham Lincoln.
  2. Given an oral description of a scene, recreate the scene in pictures.
  3. Act out a story.
- B. *Grouping*
1. Small group
- C. *Materials and Preparation*
1. *Abraham Lincoln* by Wil Mara
  2. Sequence story cards
  3. One penny for each child

4. Paper for each child
  5. Copper crayons for each child
  6. Lincoln logs
  7. Four pictures of Abraham Lincoln (one for each center)
  8. Rookie Reader-Abraham Lincoln
- D. *Language of Instruction*
1. Teacher: coin, penny
  2. Student: penny
- E. *Procedures/Activities*
1. Divide children into three groups.
  2. Group One: Children will work with teacher by listening to story of Abraham Lincoln using sequence story cards. Discuss with children why he was called “Honest Abe” and ways that they could show honesty.
  3. Group Two: Children will work with an aide or teacher on penny rubbings. Children will put a penny under a piece of paper and use a copper colored crayon to rub over the top. Children should do six rubbings on their paper. Help children as necessary. As children are working, the teacher should talk about the picture of Abraham Lincoln. Explain to children that he was a president, just like George Washington, and that is why he is on the penny.
  4. Group Three: Children will recreate a log cabin working together as a small group. Tell children that they can call the logs “Abraham Lincoln Logs” while they are building a home for him!
  5. After giving each group about five or six minutes in each center, gather them to the carpet and show a picture of Abe Lincoln. Ask children to name him.
  6. Show a penny and ask children who they see on the front of the penny (Abe Lincoln).
  7. Ask them why Abe Lincoln is on the penny (he was a president).
  8. Keep pennies, Lincoln logs, Rookie Reader version of story, and sequence cards available in centers for children to use during free time.
- F. *Go A Little Further*
1. For children who have difficulty, focus on one activity instead of three and only require them to recognize an actual picture instead of both a picture and the penny.
  2. For children who excel, allow them to role play the story of Abe Lincoln as it is portrayed on the story cards.
- G. *Assessment/Evaluation*
1. Assess children’s ability to recognize Abraham Lincoln and a penny during the cumulating activity. Record on Assessment sheet (Appendix A).

**Lesson Four: Reverend Dr. Martin Luther King Jr. (approximately 20 minutes)**

- A. *Daily Objective(s)*
1. Work in a group to complete a project.
- B. *Grouping*
1. Large group
- C. *Materials and Preparation*
1. *Martin Luther King Jr.* by Wil Mara
  2. Story sequence cards
  3. Large butcher paper with words “WE Have A Dream!” written at the top
  4. Crayons or markers
  5. Tape or CD player with microphone for recording
  6. Cassette tape or CD

7. Rookie Reader-Martin Luther King Jr.
- D. *Language of Instruction*
1. Teacher: none
  2. Student: none
- E. *Procedures/Activities*
1. Read the story of Martin Luther King Jr. from the sequence story cards.
  2. Ask the children if they remember what Dr. King said during one of his speeches (I have a dream). If children do not remember, reread that part of the story and emphasize the words “I have a dream”.
  3. “What was his dream?” (That everyone would get along, kids would play together etc...)
  4. “Do you think his dream has come true?” (yes, no, many possible answers)  
“Why or why not?”
  5. “Let’s pretend that we are Martin Luther King and we have a dream to make this world a happier place. What are some things that you think would make this world a happier place?”
  6. As children give answers, give them a microphone and record their responses.
  7. You will save this tape for future use.
  8. When children have given their responses, have them draw a picture on the butcher paper to represent what they said.
  9. Tell them that you have a dream that they will all work together on this project and share their crayons and their space!
- F. *Go A Little Further*
1. For children who have difficulty, allow them to work independently or in a smaller group.
  2. For children who excel, allow them to work in large groups during subsequent activities to see if they can continue to work well in large groups.
- G. *Assessment/Evaluation*
1. Record child’s ability to work in a group setting on the Assessment page (Appendix A), question #8.

**Lesson Five: Proud to Be An American (approximately 30 minutes)**

- A. *Daily Objective(s)*
1. Attend and listen to picture books.
- B. *Grouping*
1. Small group
- C. *Materials and Preparation*
1. Copies of all Rookie Reader stories used in this unit
  2. Four parents or staff members, dressed as George Washington, Abe Lincoln, Betsy Ross, and Martin Luther King Jr.
  3. Pictures of each person the children learned about
  4. Large butcher paper (See Appendix F for sample of completed chart)
  5. Camera
- D. *Language of Instruction*
1. Teacher: none
  2. Student: none
- E. *Procedures/Activities*
1. Divide children into four groups.
  2. Assign each character to a group.
  3. Each group will see and hear story cards about their character and each child will have their picture taken with each character.

4. After the story, characters will ask the following questions:
  5. George Washington:
    - a. What did I cut down that I was not supposed to? (cherry tree)
    - b. What did I tell my father? (I cannot tell a lie.)
    - c. What money do you see my face on? (quarter and dollar bill) If help is needed, character should hold up a quarter and dollar bill for visual clue.
  6. Abe Lincoln
    - a. What kind of house did I live in? (log cabin)
    - b. What did I like to do the most? (read books)
    - c. What money do you see my face on? (penny)
  7. Betsy Ross
    - a. What did George Washington ask me to make for him? (a flag)
    - b. What colors do you see on the flag? (red, white, blue)
    - c. What shapes do you see? (stars, rectangles, square)
  8. Martin Luther King Jr.
    - a. What did I want most in the whole world? (peace)
    - b. What did I say that became very famous? (I have a dream)
  9. After all groups have rotated, gather all children and characters together in a group. Tell them that there are many things that all the characters have in common.
  10. Work with the group to figure out what some commonalities are between all the characters. As a child gives a suggestion, ask each character if it is true about them. If all characters say yes, write it on the chart paper.
- F. *Go A Little Further*
1. For students who have difficulty, focus on only two of the characters.
  2. For students who excel, give them the opportunity to compare and contrast the characters using a Venn diagram.
- G. *Assessment/Evaluation*
1. Record child's ability to participate in the group discussion by using Assessment question #9 (Appendix A).

## **VII. CULMINATING ACTIVITY**

- A. Assessment
1. After developing the pictures of each child with the characters, call each child over to you one at a time.
  2. Show the child the pictures and ask them to identify who each of the characters are in the picture.
  3. Lay a penny, quarter, and dollar bill on the table. Ask the child to pick out the money you ask for.
  4. With many different books on the table, ask the child to pick out the book you ask for using the picture cues on the cover. Make sure to have the Rookie Reader books for Abe Lincoln, George Washington, and Martin Luther King Jr. as well as a book about Betsy Ross that clearly shows a woman sewing a flag. (The one used in the resource section is a good choice.)
  5. Ask the child to point to the American flag located in your room.

## **VIII. HANDOUTS/WORKSHEETS**

- A. Appendix A: Assessment  
 B. Appendix B: George W. Bush  
 C. Appendix C: Price Tags  
 D. Appendix D: Star lacing pattern

- E. Appendix E: Class Flag instructions
- F. Appendix F: Sample Chart
- G. Appendix G: George Washington
- H. Appendix H: Abraham Lincoln
- I. Appendix I: Betsy Ross
- J. Appendix J: Martin Luther King Jr.
- K. Appendix K: George Washington Coloring Page
- L. Appendix L: Abraham Lincoln Coloring Page
- M. Appendix M: Betsy Ross Coloring Page
- N. Appendix N: Martin Luther King Jr. Coloring Page

## IX. BIBLIOGRAPHY

- A. Core Knowledge Foundation, *Core Knowledge Preschool Sequence*. Charlottesville, VA; 2000 ISBN 1-8095/7-21-6
- B. Denenberg, Dennis and Roscoe, Lorraine. *50 American Heroes Every Kid Should Meet*. Brookfield, CT; Millbrook Press, 2001 ISBN 0-7613-1612-4
- C. Mara, Wil. *Abraham Lincoln*. New York; Children's Press, 2002 ISBN 0-516-22518-9
- D. Mara, Wil. *George Washington*. New York; Children's Press, 2002 ISBN 0-516-22519-7
- E. Mara, Wil. *Martin Luther King Jr.* New York; Children's Press, 2002 ISBN 0-516-22517-0
- F. Wallner, Alexandra. *Betsy Ross*. New York; Holiday House, 1994 ISBN 0-8234-1071-4
- G. [www.whitehousekids.gov](http://www.whitehousekids.gov)
- H. [www.friendsacrossamerica.com](http://www.friendsacrossamerica.com)

## Appendix A Assessment

Name☺ \_\_\_\_\_ Teacher Assessing☺ \_\_\_\_\_

Date: \_\_\_\_\_ Need to reassess any areas? \_\_\_\_\_

1. Child recognizes the following characters from history:
  - a. George Washington NY/P/C
  - b. Abe Lincoln NY/P/C
  - c. Betsy Ross NY/P/C
  - d. Martin Luther King Jr. NY/P/C
  
2. Child can identify:
  - a. quarter NY/P/C 4KD-MR-H2
  - b. penny NY/P/C 4KD-MR-H1
  - c. dollar bill NY/P/C
  
3. Child can identify the American flag: NY/P/C
  
4. Child can locate a book using pictures: NY/P/C 4LD-SR-C2
  
5. Child showed ability to work in a group: NY/P/C 4SD-AS-B3
  
6. Child showed ability to participate in a group setting: NY/P/C

Appendix B

**George W. Bush**



**White House photo by Eric Draper**

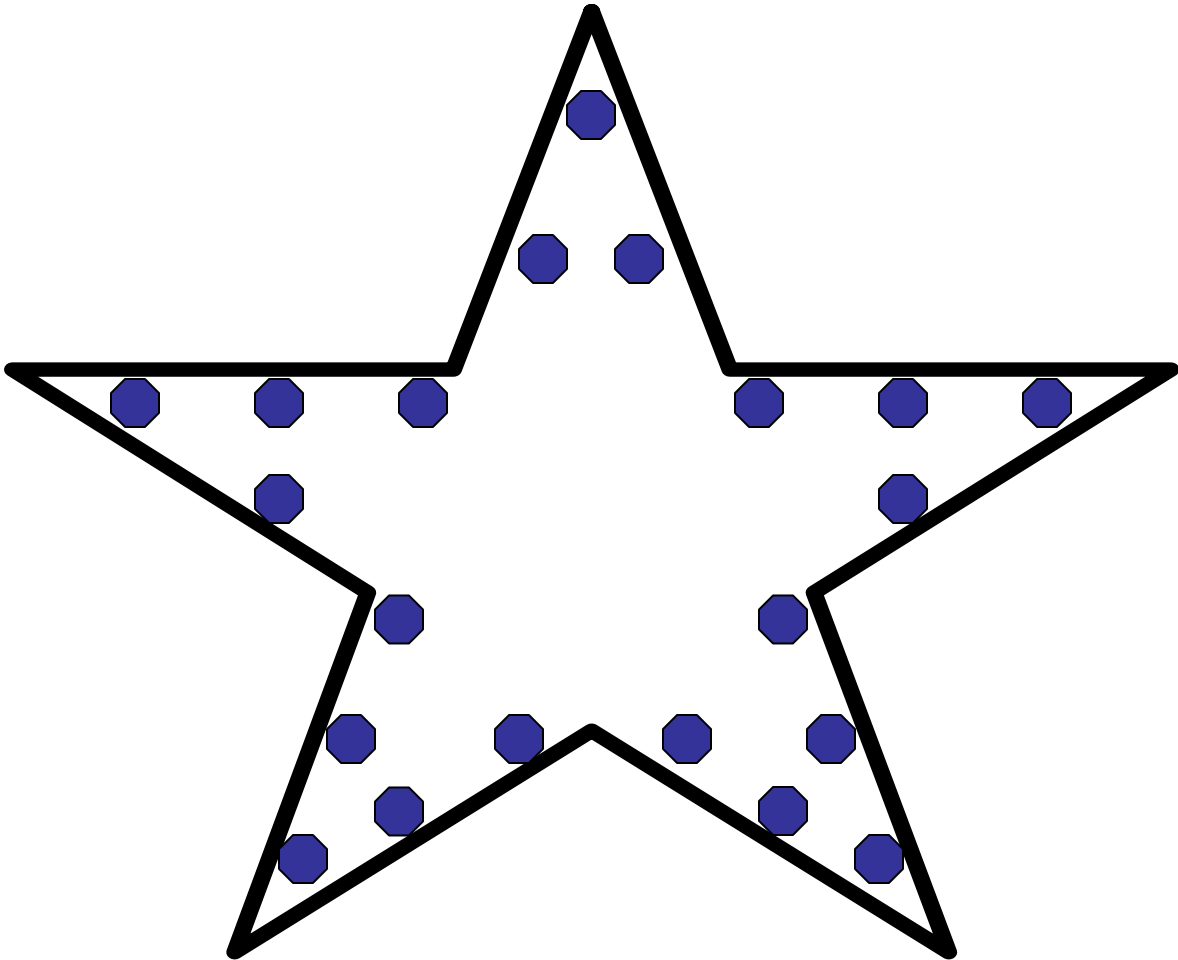
Appendix C

Price Tags



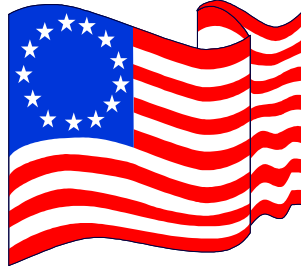
Appendix D

Star Pattern for Felt



## Appendix E

### Class Flag Instructions



What you need:

Red and white felt

Hole punch

Lacing

Star projects

Glue

Cut 7 strips of red felt, 2 feet long

Cut 6 strips of white felt, 2 feet long

Use hole punch to evenly space holes along felt strips.

Give children red or white lace to “sew” the strips together.

Glue 4 of the star projects onto the top left corner of the flag.

Display your flag in the classroom!

Option: To use all the star projects, have children work in groups to create 4 or 5 flags that can be displayed as a bulletin board

“We Worked Together!”

## Appendix F

### Sample Chart

George Washington, Abraham Lincoln, Betsy Ross, Martin Luther King Jr.

What is the same?

(possible answers)

They all lived in the past.

They all had a dream.

They are all famous.

They are all Americans.

They all helped people.

They all loved their country.

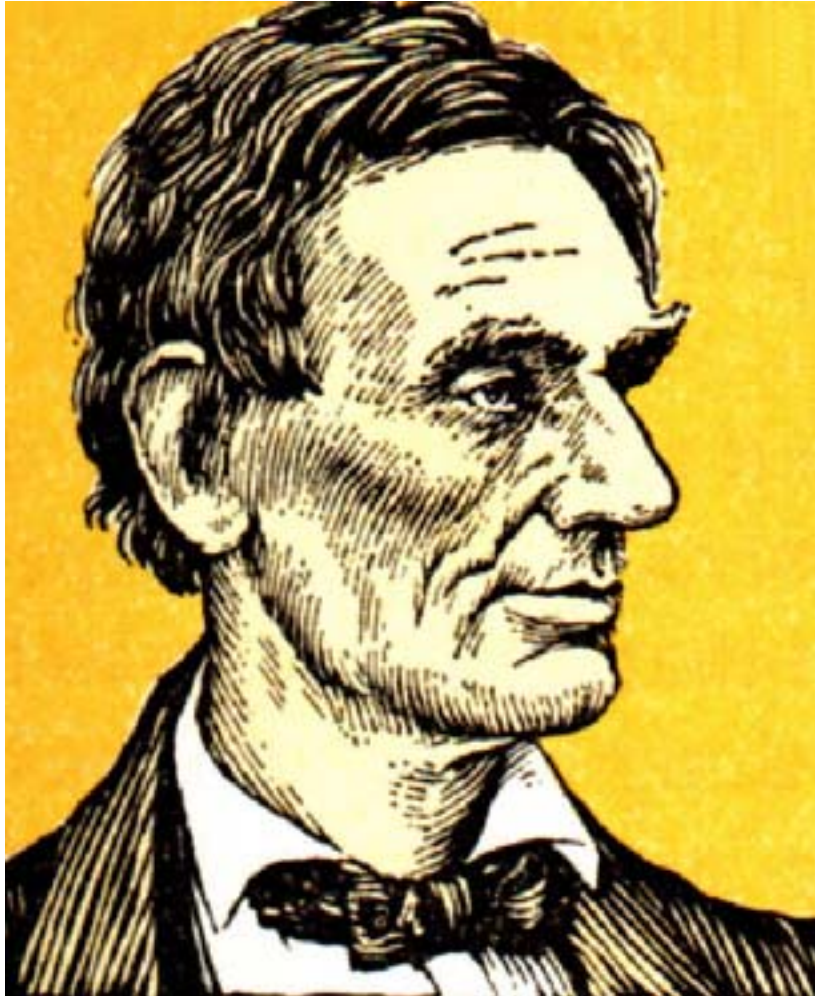
Appendix G

**George Washington**



Appendix H

**Abraham Lincoln**



Appendix I  
Betsy Ross

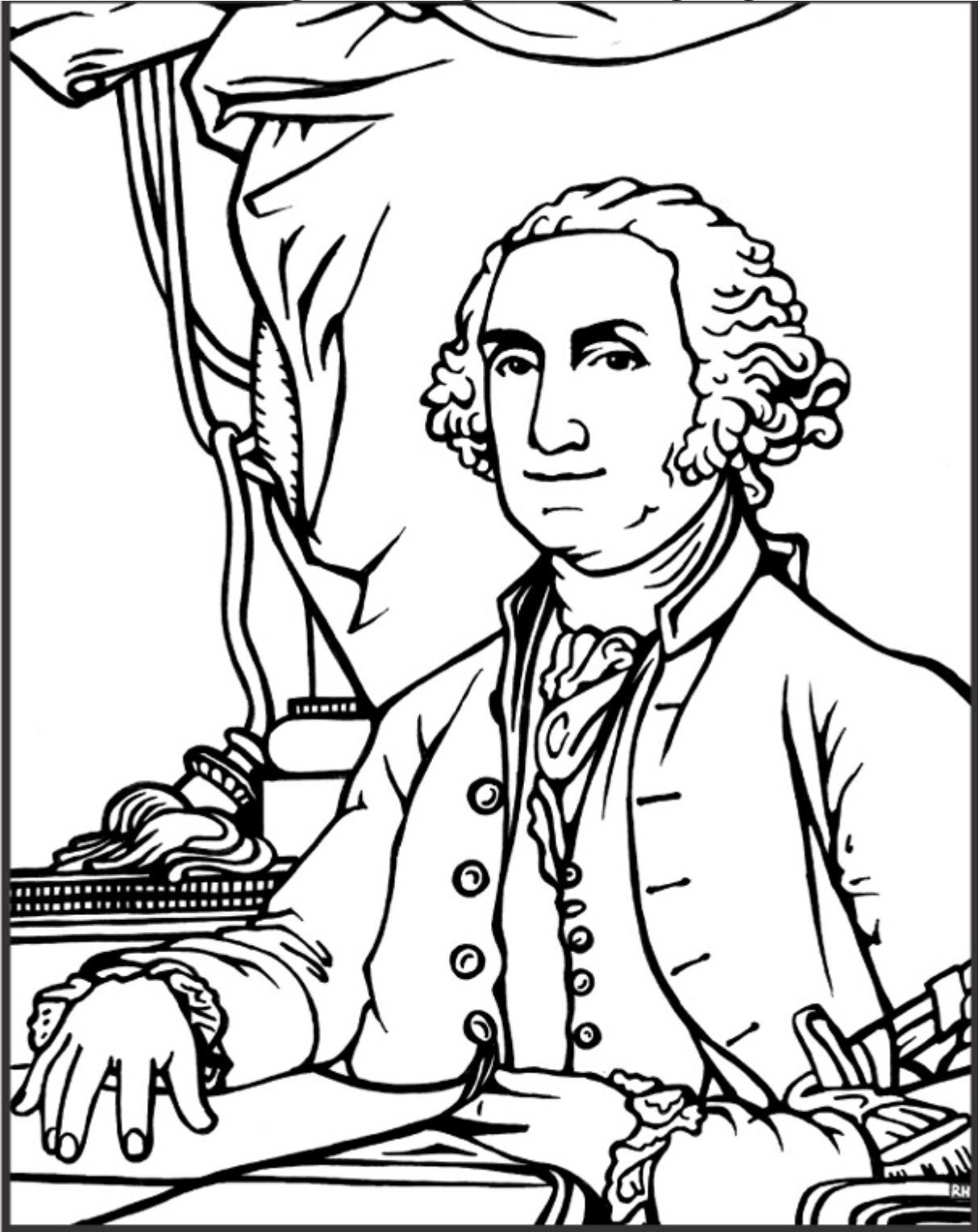


Appendix J

**Martin Luther King Jr.**



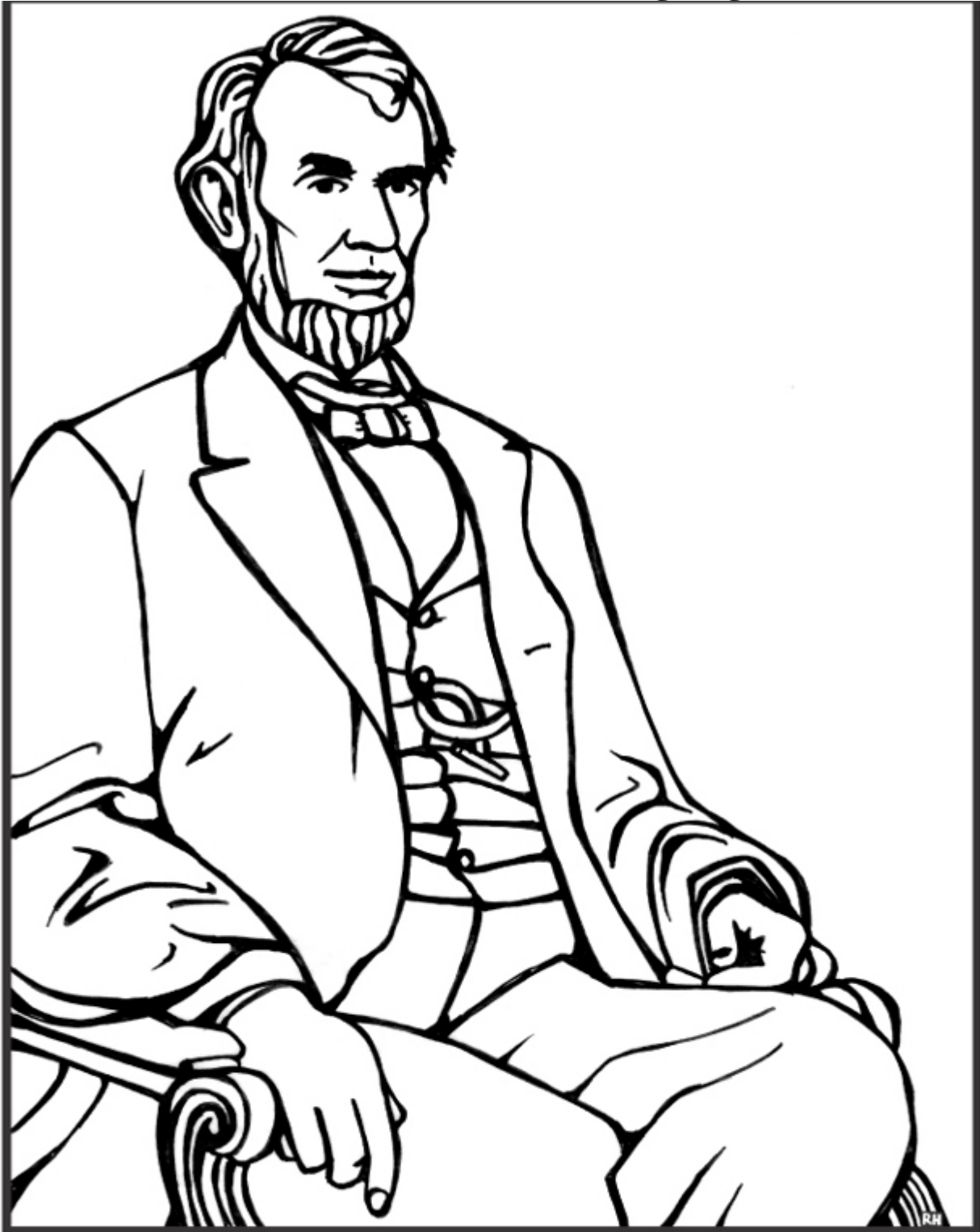
Appendix K  
George Washington Coloring Page



1. George Washington 1789–1797

[www.whitehousekids.gov](http://www.whitehousekids.gov) 

Appendix L  
**Abraham Lincoln Coloring Page**



**16. Abraham Lincoln 1861–1865**

[www.whitehousekids.gov](http://www.whitehousekids.gov) 

Appendix M  
**Betsy Ross Coloring Page**



"Betsy Ross sewed the first American flag. When we view the flag, we think of liberty, freedom and pride, and Betsy Ross. The American flag flies on the moon, sits atop Mount Everest, is hurtling out in space. The flag is how America signs her name. It is no surprise that Betsy Ross has become one of the most cherished figures of American History"....

Appendix N  
**Martin Luther King Jr. Coloring Page**



**Dr. Martin Luther King, Jr.**, was a minister, civil rights leader, and recipient of the Nobel Peace Prize. King believed in equal rights and worked very hard for the benefit of African Americans. He said that all people should be treated equally and with respect. Nine years after his death, the United States honored him with the Congressional Medal of Freedom and declared his birthday a national holiday.