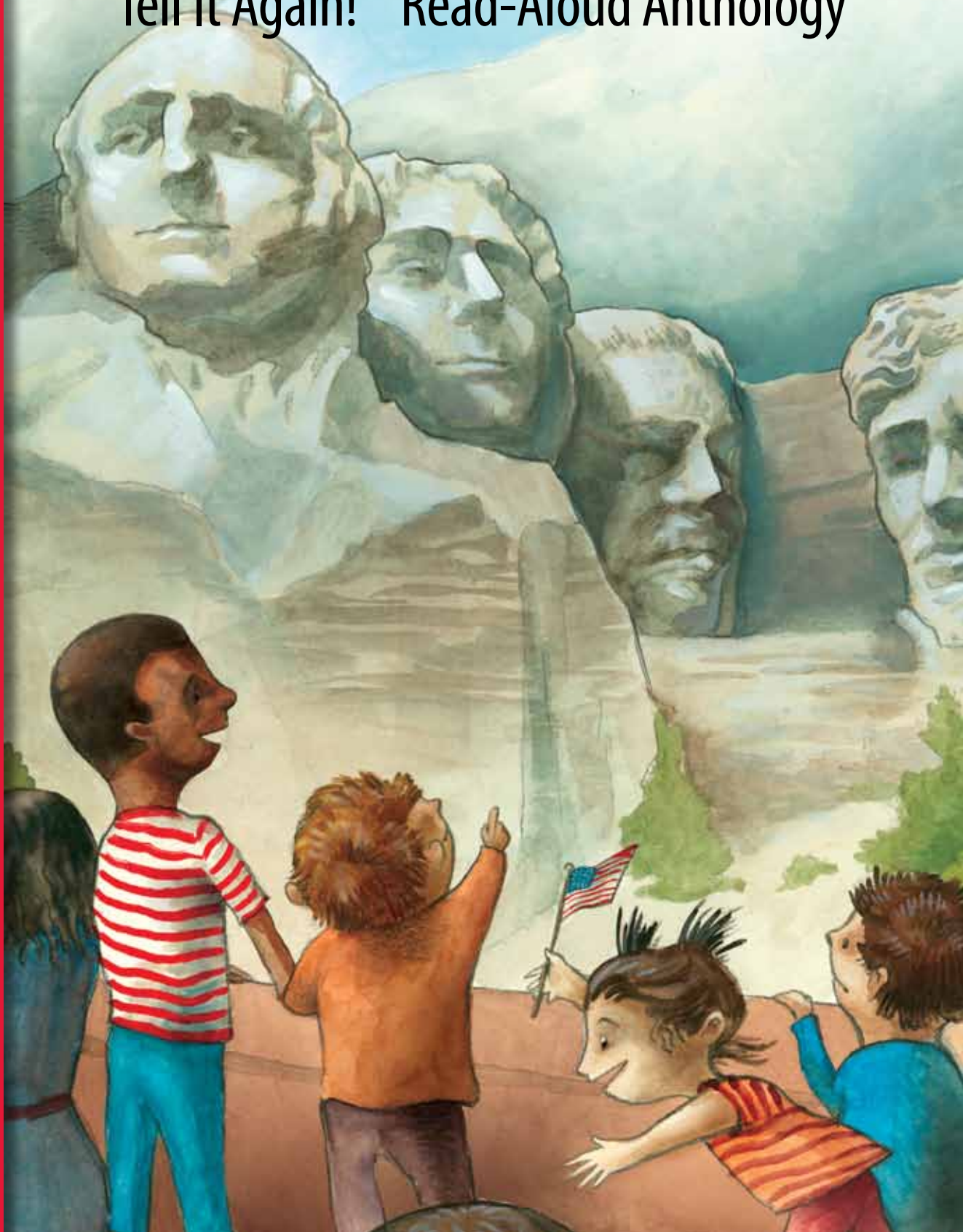




# Presidents and American Symbols

## Tell It Again!™ Read-Aloud Anthology







# Presidents and American Symbols

## Tell It Again!™ Read-Aloud Anthology

Listening & Learning™ Strand  
**KINDERGARTEN**

Core Knowledge Language Arts®  
New York Edition



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# Alignment Chart for Presidents and American Symbols

The following chart contains core content objectives addressed in this domain. It also demonstrates alignment between the Common Core State Standards and corresponding Core Knowledge Language Arts (CKLA) goals.

## Alignment Chart for Presidents and American Symbols

### Lesson

	1	2	3	4	5	6	7	8	9
Core Content Objectives									
Name the current president of the United States	✓								
Identify the White House as the president's home	✓								
Describe Washington, D.C., as the city in which the current president lives and where monuments of past presidents can be found	✓								
Identify the American flag	✓								
Describe the differences between a president and a king	✓								
Name George Washington as someone admired for his honesty		✓							
Identify the cherry tree story as a legend		✓							
Describe George Washington as a general who fought for American independence			✓						
Explain that George Washington led his army to victory even though his army was smaller than the British army			✓						
Identify George Washington as the first president of the United States				✓					
Explain the sacrifices George Washington made for the country				✓					
Identify Thomas Jefferson as the third president of the United States					✓				
Identify Thomas Jefferson as the primary author of the Declaration of Independence					✓				
Describe the purpose of the Declaration of Independence as a statement of America's liberty					✓				
Identify the Statue of Liberty					✓				

## Alignment Chart for Presidents and American Symbols

### Lesson

	1	2	3	4	5	6	7	8	9
Identify Abraham Lincoln as an important president of the United States						✓			
Explain that Abraham Lincoln was known as “Honest Abe” and why he was called that						✓			
Explain Abraham Lincoln’s role during the U.S. Civil War						✓			
Identify Theodore Roosevelt as an important president of the United States							✓		
Describe how Theodore Roosevelt’s childhood affected his life as president							✓		
Describe how Theodore Roosevelt loved the outdoors							✓		
Explain that Theodore Roosevelt worked for nature conservation							✓		
Identify Barack Obama as the forty-fourth president of the United States								✓	
Identify Barack Obama as the first African American to be elected president of the United States								✓	
Explain the importance of education in Barack Obama’s life and presidency								✓	
Identify the Mount Rushmore presidents									✓
Identify Mount Rushmore as a monument									✓
Explain that Mount Rushmore was carved on Native American sacred land									✓










## Reading Standards for Literature: Kindergarten

### Craft and Structure

STD RL.K.5	Recognize common types of texts (e.g., storybooks, poems).								
CLKA Goal(s)	Listen to, understand, and recognize a variety of texts, including fictional stories, fairy tales, fables, nursery rhymes, and poems		✓						


**Alignment Chart for Presidents  
and American Symbols**

**Lesson**

and American Symbols		1	2	3	4	5	6	7	8	9
Reading Standards for Informational Text: Kindergarten										
Key Ideas and Details										
STD RI.K.1		With prompting and support, ask and answer questions about key details in a text.								
CKLA Goal(s)	With prompting and support, ask and answer questions (e.g., <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> ) requiring literal recall and understanding of the details and/or facts of a nonfiction/informational read-aloud									
	Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a nonfiction/informational read-aloud, including answering <i>why</i> questions that require recognizing cause/effect relationships									
STD RI.K.3		With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.								
CKLA Goal(s)	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a nonfiction/informational read-aloud									
Craft and Structure										
STD RI.K.4		With prompting and support, ask and answer questions about unknown words in a text.								
CKLA Goal(s)	With prompting and support, ask and answer questions about unknown words in nonfiction/informational read-alouds and discussions									
STD RI.K.6		Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.								
CKLA Goal(s)	With prompting and support, describe the role of an author and illustrator in a nonfiction/informational text									

# Alignment Chart for Presidents and American Symbols

## Lesson

Alignment Chart for Presidents and American Symbols		1	2	3	4	5	6	7	8	9
Integration of Knowledge and Ideas										
STD RI.K.7	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).									
CKLA Goal(s)	With prompting and support, describe illustrations from a nonfiction/informational read-aloud, using the illustrations to check and support comprehension of the read-aloud		✓		✓			✓	✓	✓
STD RI.K.8	With prompting and support, identify the reasons an author gives to support points in a text.									
CKLA Goal(s)	With prompting and support, identify the reasons or facts an author gives to support points in a nonfiction/informational read-aloud					✓				
STD RI.K.9	With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).									
CKLA Goal(s)	With prompting and support, compare and contrast similarities and differences within a single nonfiction/informational read-aloud or between two or more nonfiction/informational read-alouds	✓				✓			✓	
Range of Reading and Level of Text Complexity										
STD RI.K.10	Actively engage in group reading activities with purpose and understanding.									
CKLA Goal(s)	Actively engage in nonfiction/informational read-alouds									
Writing Standards: Kindergarten										
Text Types and Purposes										
STD W.K.1	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is...</i> ).									
CKLA Goal(s)	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the fiction or nonfiction/informational text they are writing about and state an opinion or preference about the text								✓	






## Alignment Chart for Presidents and American Symbols

### Lesson

		1	2	3	4	5	6	7	8	9
<b>STD W.K.2</b>	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.									
<b>CKLA Goal(s)</b>	Use a combination of drawing, dictating, and writing to present information from a nonfiction/informational read-aloud, naming the topic and supplying some details									✓
<b>STD W.K.3</b>	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.									
<b>CKLA Goal(s)</b>	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened		✓							
<b>Production and Distribution of Writing</b>										
<b>STD W.K.5</b>	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.									
<b>CKLA Goal(s)</b>	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed								✓	
<b>STD W.K.6</b>	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.									
<b>CKLA Goal(s)</b>	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers		✓							
<b>Research to Build and Present Knowledge</b>										
<b>STD W.K.8</b>	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.									
<b>CKLA Goal(s)</b>	With assistance, categorize and organize facts and information within a given domain to answer questions	✓			✓					

**Alignment Chart for Presidents  
and American Symbols**

**Lesson**

		1	2	3	4	5	6	7	8	9
<b>Speaking and Listening Standards: Kindergarten</b>										
<b>Comprehension and Collaboration</b>										
<b>STD SL.K.1</b>	Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and large groups.									
<b>STD SL.K.1a</b>	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).									
<b>CKLA Goal(s)</b>	Use agreed-upon rules for group discussions, e.g., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc.									
<b>STD SL.K.1b</b>	Continue a conversation through multiple exchanges.									
<b>CKLA Goal(s)</b>	Carry on and participate in a conversation over four to five turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age									
<b>STD SL.K.2</b>	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.									
<b>CKLA Goal(s)</b>	Ask and answer questions to clarify information in a fiction or nonfiction/informational read-aloud									
<b>Presentation of Knowledge and Ideas</b>										
<b>STD SL.K.5</b>	Add drawings or other visual displays to descriptions as desired to provide additional detail.									
<b>CKLA Goal(s)</b>	Add drawings or other visual displays to descriptions as desired to provide additional detail									
<b>STD SL.K.6</b>	Speak audibly and express thoughts, feelings, and ideas clearly.									
<b>CKLA Goal(s)</b>	Speak audibly and express thoughts, feelings, and ideas clearly									














**Alignment Chart for Presidents  
and American Symbols**

**Lesson**

		1	2	3	4	5	6	7	8	9
<b>Language Standards: Kindergarten</b>										
<b>Conventions of Standard English</b>										
<b>STD L.K.1</b>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.									
<b>STD L.K.1b</b>	Use frequently occurring nouns and verbs.									
<b>CKLA Goal(s)</b>	Use frequently occurring nouns and verbs in oral language					✓				
<b>STD L.K.1f</b>	Produce and expand complete sentences in shared language.									
<b>CKLA Goal(s)</b>	Answer questions orally in complete sentences					✓				
	Produce and expand complete sentences in shared language					✓				
<b>Vocabulary Acquisition and Use</b>										
<b>STD L.K.4</b>	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Kindergarten reading and content.									
<b>STD L.K.4a</b>	Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb <i>to duck</i> ).									
<b>CKLA Goal(s)</b>	Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb <i>to duck</i> )					✓	✓			
<b>STD L.K.5</b>	With guidance and support from adults, explore word relationships and nuances in word meanings.									
<b>STD L.K.5b</b>	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).									
<b>CKLA Goal(s)</b>	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).		✓							
<b>STD L.K.5c</b>	Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i> ).									
<b>CKLA Goal(s)</b>	Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i> ).					✓				

## Alignment Chart for Presidents and American Symbols

### Lesson

		1	2	3	4	5	6	7	8	9
<b>STD L.K.6</b>	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.									
<b>CKLA Goal(s)</b>	Use words and phrases acquired through conversations, being read to, and responding to texts									
	Learn the meaning of common sayings and phrases									
<b>Additional CKLA Goals</b>										
Listen to and understand a variety of texts, including informational text										
Prior to listening to a read-aloud, identify what they know and have learned that may be related to the specific story or topic to be read aloud										
Distinguish fantasy from realistic text										
Retell important facts and information from a read-aloud										
Evaluate and select read-alouds, books, or poems on the basis of personal choice for rereading										
Distinguish read-alouds that describe events that happened long ago from those that describe contemporary or current events										
Use language to express spatial and temporal relationships ( <i>up, down, before, after, etc.</i> )										
Sequence four to six pictures illustrating events from a non-fiction read-aloud										



These goals are addressed in all lessons in this domain. Rather than repeat these goals as lesson objectives throughout the domain, they are designated here as frequently occurring goals.



# Introduction to Presidents and American Symbols

This introduction includes the necessary background information to be used in teaching the *Presidents and American Symbols* domain. The *Tell It Again! Read-Aloud Anthology* for *Presidents and American Symbols* contains nine daily lessons, each of which is composed of two distinct parts, so that the lesson may be divided into smaller chunks of time and presented at different intervals during the day. The entire lesson will require a total of fifty minutes.

This domain includes a Pausing Point following Lesson 5. At the end of the domain, a Domain Review, a Domain Assessment, and Culminating Activities are included to allow time to review, reinforce, assess, and remediate content knowledge. **You should spend no more than thirteen days total on this domain.**

Week One					
Day 1	Day 2	Day 3	#	Day 4	Day 5
Lesson 1A: “The Home of the President: Washington, D.C.” (35 min.)	Lesson 2A: “A Dishonest Story About an Honest Man” (35 min.)	Lesson 3A: “A Clever General” (35 min.)		Lesson 4A: “George Washington” (35 min.)	Lesson 5A: “Thomas Jefferson” (35 min.)
Lesson 1B: Extensions (15 min.)	Lesson 2B: Extensions (15 min.)	Lesson 3B: Extensions (15 min.)		Lesson 4B: Extensions (15 min.)	Lesson 5B: Extensions (15 min.)
50 min.	50 min.	50 min.		50 min.	50 min.

Week Two					
Day 6	# <sup>Ⓜ</sup>	Day 7	Day 8	Day 9	Day 10
Pausing Point (35 min.)		Lesson 6A: “Abraham Lincoln” (35 min.)	Lesson 7A: “Teddy Roosevelt” (35 min.)	Lesson 8A: “Barack Obama” (35 min.)	Lesson 9A: “Carving Mount Rushmore” (35 min.)
Pausing Point (15 min.)		Lesson 6B: Extensions (15 min.)	Lesson 7B: Extensions (15 min.)	Lesson 8B: Extensions (15 min.)	Lesson 9B: Extensions (15 min.)
50 min.		50 min.	50 min.	50 min.	50 min.

Week Three			
Day 11	#	Day 12	Day 13
Domain Review (35 min.)		Domain Assessment (35 min.)	Culminating Activities (35 min.)
Domain Review (15 min.)		Domain Assessment (15 min.)	Culminating Activities (15 min.)
50 min.		50 min.	50 min.

<sup>Ⓜ</sup> Lessons include Student Performance Task Assessments.

# Lessons require advance preparation and/or additional materials; please plan ahead.

## Domain Components

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Along with this Anthology, you will need:

- *Tell It Again! Media Disk* or the *Tell It Again! Flip Book\** for *Presidents and American Symbols*
- *Tell It Again! Image Cards* for *Presidents and American Symbols*
- *Tell It Again! Supplemental Guide* for *Presidents and American Symbols*

\*The *Tell It Again! Multiple Meaning Word Posters* for *Presidents and American Symbols* are found at the back of the *Tell It Again! Flip Book*.

Recommended Resource:

- *Core Knowledge Kindergarten Teacher Handbook*, edited by E. D. Hirsch, Jr. and Souzanne A. Wright (Core Knowledge Foundation, 2004) ISBN: 978-1890517694

## Why Presidents and American Symbols Are Important

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This domain explores the lives and legacies of five famous presidents and introduces students to several national symbols, including the American flag, the Statue of Liberty, the White House, and Mount Rushmore. Students begin by hearing about the branches of the government, what a president is, what a president does, and how a person becomes president. Students should have learned about monarchies in the *Kings and Queens* domain prior to this domain, providing useful background knowledge on forms of government. By the end of this domain, students will be able to make a comparison between a king and a president.

Students will also be able to build on information learned in the *Columbus and the Pilgrims* domain. They will have already learned about the Pilgrims who chose to leave England and later started a colony in America. This connection is important in two ways: students will realize the Pilgrims wanted the freedom to worship as they pleased instead of doing what the king wanted, and they will also understand what the colonies were. It is important to draw

on this background knowledge so that students can contextualize information about the way in which George Washington and his army fought against Great Britain and won freedom for the colonies, which then became the United States of America.

In the first part of the domain, students will learn about two of our country's founding fathers: George Washington and Thomas Jefferson. They will hear about the legend of Washington and the cherry tree, about Washington's role as a general in the American Revolution, and about his role as the first United States president. They will then learn about Jefferson's role in drafting the Declaration of Independence and his status as the third president of the United States.

Students will also learn that when the colonists decided to fight for their freedom from Great Britain, they themselves were keeping freedom from a large number of African American slaves. The domain then covers Abraham Lincoln, the president of our country during the Civil War, and his role in ending slavery fewer than two hundred years ago.

The domain then focuses on Theodore Roosevelt who remembered, as a child, when Abraham Lincoln died. Students will learn how Roosevelt's early life affected his life as an adult and later his presidency. Students will also learn about Roosevelt's love for the outdoors and how he worked for nature conservation.

Students will then hear about the historic election and re-election of Barack Obama as the nation's first African American president. They will learn how hard work, perseverance, and a good education enabled Obama to become president. They will learn about President Obama's childhood, family, education, and political career.

Finally, students will hear a story about the carving of Mount Rushmore, which commemorates four of the five presidents presented in this domain: George Washington, Thomas Jefferson, Abraham Lincoln, and Theodore Roosevelt.

## Core Vocabulary for Presidents and American Symbols

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The following list contains all of the core vocabulary words in *Presidents and American Symbols* in the forms in which they appear in the read-alouds or, in some instances, in the “Introducing the Read-Aloud” section at the beginning of the lesson. Boldfaced words in the list have an associated Word Work activity. The inclusion of the words on this list does not mean that students are immediately expected to be able to use all of these words on their own. However, through repeated exposure throughout the lessons, they should acquire a good understanding of most of these words and begin to use some of them in conversation.

### Lesson 1

capital  
**liberties**  
monuments  
nation  
president  
symbol

### Lesson 2

confession  
honest  
legend  
national  
**respect**

### Lesson 3

captured  
**clever**  
colonel  
general  
supplies

### Lesson 4

**convince**  
defeated  
monarchy  
rule  
spectacles

### Lesson 5

admired  
authors  
colonists  
declaration  
**independence**

### Lesson 6

proclaim  
reputation  
**serious**

### Lesson 7

compassion  
education  
**expert**  
governor  
judge

### Lesson 8


**accomplishment**  
ancestors  
humble  
politics

### Lesson 9

carved  
**determined**  
mines  
sculptor


## Student Performance Task Assessments

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In the *Tell It Again! Read-Aloud Anthology for Presidents and American Symbols*, there are numerous opportunities to assess students' learning. These assessment opportunities range from informal observations, such as *Think Pair Share* and some Extension activities, to more formal written assessments. These Student Performance Task Assessments (SPTA) are identified in the *Tell It Again! Read-Aloud Anthology* with this icon: . There is also an end-of-domain summative assessment. Use the Tens Conversion Chart located in the Appendix to convert a raw score on each SPTA into a Tens score. On the same page, you will also find the rubric for recording observational Tens Scores.

## Above and Beyond

---

In the *Tell It Again! Read-Aloud Anthology for Presidents and American Symbols*, there are numerous opportunities in the lessons and the Pausing Point to challenge students who are ready to attempt activities that are above grade level. These activities are labeled “Above and Beyond” and are identified with this icon: .

## Supplemental Guide

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Accompanying the *Tell It Again! Read-Aloud Anthology* is a *Supplemental Guide* designed to assist education professionals who serve students with limited English language skills or students with limited home literacy experience, which may include English Language Learners (ELLs) and children with special needs. Teachers whose students would benefit from enhanced oral language practice may opt to use the *Supplemental Guide* as their primary guide in the Listening & Learning strand. Teachers may also choose to begin a domain by using the *Supplemental Guide* as their primary guide before transitioning to the *Tell It Again! Read-Aloud Anthology*, or may choose individual activities from the *Supplemental Guide* to augment the content covered in the *Tell It Again! Read-Aloud Anthology*.

The *Supplemental Guide* activities that may be particularly relevant to any classroom are the Multiple Meaning Word Activities and accompanying Multiple Meaning Word Posters, which help students determine and clarify different meanings of words; Syntactic Awareness Activities, which call students' attention to sentence structure, word order, and grammar; and Vocabulary Instructional Activities, which place importance on building students' general academic, or Tier 2 vocabulary. These activities afford all students additional opportunities to acquire a richer understanding of the English language. Several of these activities have been included as Extensions in the *Tell It Again! Read-Aloud Anthology*. In addition, several words in the *Tell It Again! Read-Aloud Anthology* are underlined, indicating that they are multiple-meaning words. The accompanying sidebars explain some of the more common alternate meanings of these words. *Supplemental Guide* activities included in the *Tell It Again! Read-Aloud Anthology* are identified with this icon: ⇄.

## ***Recommended Resources for Presidents and American Symbols***

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### **Trade Book List**

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The *Tell It Again! Read-Aloud Anthology* includes a number of opportunities in Extensions, the Pausing Point, and in the Culminating Activities for teachers to select trade books from this list to reinforce domain concepts through the use of authentic literature. In addition, teachers should consider other times throughout the day when they might infuse authentic domain-related literature. If you recommend that families read aloud with their child each night, you may wish to suggest that they choose titles from this trade book list to reinforce the domain concepts. You might also consider creating a classroom lending library, allowing students to borrow domain-related books to read at home with their families.

1. *A. Lincoln and Me*, by Louise Borden and illustrated by Ted Lewin (Scholastic Paperbacks, 2009) ISBN 978-0439862776
2. *Abe Lincoln's Dream*, by Lane Smith (Roaring Brook Press, 2012) ISBN 978-1596436084

3. *Abe Lincoln's Hat (Step into Reading, Step 2)*, by Martha Brenner (Random House Books for Young Readers, 1994) ISBN 978-0679849773
4. *Abraham Lincoln (Real People)*, by Pamela Walker (Children's Press, 2000) ISBN 978-0516235868
5. *Abraham Lincoln: The Boy Who Loved Books*, by Kay Winters and illustrated by Nancy Carpenter (Aladdin, 2006) ISBN 978-1416912682
6. *Barack Obama, Son of Promise, Child of Hope*, by Nikki Grimes and illustrated by Bryan Collier (Simon and Schuster Books for Young Readers, 2008) ISBN 978-1442440920
7. *A Big Cheese for the White House: The True Tale of a Tremendous Cheddar*, by Candace Fleming and illustrated by S. D. Schindler (Farrar, Straus, and Giroux, 2004) ISBN 978-0374406271
8. *George Washington*, by Ingri and Edgar Parin d'Aulaire (Beautiful Feet Books, 1996) ISBN 978-0964380318
9. *George Washington (Welcome Books)*, by Philip Abraham (Children's Press, 2002) ISBN 978-0516236032
10. *George Washington's Teeth*, by Deborah Chandra, Madeleine Comora, and Brock Cole (Square Fish, 2007) ISBN 978-0312376048
11. *Grace for President*, by Kelly S. DiPucchio and illustrated by LeUyen Pham (Hyperion Book CH, 2012) ISBN 978-1423139997
12. *I Am George Washington*, by Grace Norwich (Scholastic Paperbacks, 2012) ISBN 978-0545484350
13. *I Pledge Allegiance*, by Bill Martin Jr. and Michael Sampson (Candlewick Press, 2004) ISBN 978-0763625276
14. *If I Ran For President*, by Catherine Stier (Albert Whitman & Company, 2007) ISBN 978-0807535448
15. *If I Were President*, by Catherine Stier and illustrated by DyAnne DiSalvo-Ryan (Albert Whitman & Company, 1999) ISBN 978-0807535424

16. *The Legend of the Teddy Bear*, by Frank Murphy (Sleeping Bear Press, 2000) ISBN 978-1585360130
17. *The Liberty Bell: An American Symbol (All about American Symbols)*, by Alison Eldridge and Stephen Eldridge (Enslow Elementary, 2012) ISBN 978-1464400483
18. *The Mount Rushmore Presidents*, edited by E. D. Hirsch, Jr. (Pearson Learning, 2002) ISBN 978-0769050034
19. *Mr. Lincoln's Whiskers*, by Karen B. Winnick (Boyds Mills Press, 1999) ISBN 978-1563978050
20. *My Teacher for President*, by Kay Winters (Penguin Group, 2004) ISBN 978-0525471868
21. *A Picture Book of Thomas Jefferson (Picture Book Biography)*, by David A. Adler, (Holiday House, 1991) ISBN 978-0823408818
22. *President Amanda's Whistle-Stop Trip*, by Sue Pyatt (Imagination Station Press, 2005) ISBN 978-0974257518
23. *The Star-Spangled Banner*, illustrated by Peter Spier (Dragonfly Books, 1973) ISBN 978-0440406976
24. *The Statue of Liberty: An American Symbol (All about American Symbols)*, by Alison and Stephen Eldridge (Enslow Elementary, 2012) ISBN 978-1464400513
25. *What To Do About Alice?*, by Barbara Kerley (Scholastic Press, 2008) ISBN 978-0439922319
26. *The White House*, by Lloyd G. Douglas (Scholastic Press, 2003) ISBN 978-0516278780
27. *Woodrow, the White House Mouse*, by Peter W. Barnes and Cheryl Shaw Barnes (Vacation Spot Publishing, 1998) ISBN 978-0963768896

## Websites and Other Resources

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### ***Student Resources***

1. **Connect the dots**  
<http://bensguide.gpo.gov/k-2/games/interactive.html>
2. **George Washington Word Search**  
[http://www.learninggamesforkids.com/social\\_studies\\_games/us-presidents/president-george-washingtons-wordsearch.html](http://www.learninggamesforkids.com/social_studies_games/us-presidents/president-george-washingtons-wordsearch.html)
3. **Photo Gallery of Statue of Liberty**  
[http://www.statueofliberty.org/Statue\\_of\\_Liberty\\_Picture.html](http://www.statueofliberty.org/Statue_of_Liberty_Picture.html)
4. **Statue of Liberty Tour**  
<http://www.nps.gov/stli/index.htm>
5. **Thomas Jefferson Word Search**  
[http://www.learninggamesforkids.com/social\\_studies\\_games/us-presidents/president-thomas-jefferson-wordsearch.html](http://www.learninggamesforkids.com/social_studies_games/us-presidents/president-thomas-jefferson-wordsearch.html)

### ***Teacher Resources***

6. **Online White House Tour**  
<http://www.whitehouse.gov/about/inside-white-house/interactive-tour>



# The Home of the President: Washington, D.C.

# 1

## ☑ **Lesson Objectives**

### **Core Content Objectives**

Students will:

- ✓ Name the current president of the United States
- ✓ Identify the White House as the president's home
- ✓ Describe Washington, D.C., as the city in which the current president lives and where monuments of past presidents can be found
- ✓ Identify the American flag
- ✓ Describe the differences between a president and a king

### **Language Arts Objectives**

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ With prompting and support, explain the connection among the president, Congress, and the Supreme Court (RI.K.3)
- ✓ With prompting and support, compare and contrast kings and presidents (RI.K.9)
- ✓ With assistance, categorize and organize facts and information from “The Home of the President: Washington, D.C.” to answer questions about kings and presidents (W.K.8)
- ✓ Explain the meaning of “a dog is man’s best friend” and use in appropriate contexts (L.K.6)

## Core Vocabulary

**capital, *n.*** The city where most of the decisions that affect a state or country are made and where the branches of government are located  
*Example:* The capital of the United States, Washington, D.C., is where many of our country's laws are made.

*Variation(s):* capitals

**liberties, *n.*** Freedoms

*Example:* One of the liberties all people should have is the freedom to talk about their beliefs.

*Variation(s):* liberty

**monuments, *n.*** Statues or buildings made to honor important people or events

*Example:* Our town created two monuments to help us remember our town's heroes.

*Variation(s):* monument

**nation, *n.*** A country

*Example:* Our nation is made up of fifty states.

*Variation(s):* nations

**president, *n.*** The elected leader of a country or group


*Example:* The president often gives speeches to encourage the people.

*Variation(s):* presidents

**symbol, *n.*** A sign or object that stands for something else

*Example:* A four-leaf clover is a symbol for good luck.

*Variation(s):* symbols

At a Glance	Exercise	Materials	Minutes
<b>Introducing the Read-Aloud</b>	Domain Introduction		10
	What Do We Know?	Image Cards 1–5	
	Purpose for Listening		
<b>Presenting the Read-Aloud</b>	The Home of the President: Washington, D.C.	U.S. map; chart paper, chalkboard, or whiteboard	10
<b>Discussing the Read-Aloud</b>	Comprehension Questions		10
	Word Work: Liberties		5
 Complete Remainder of the Lesson Later in the Day			
<b>Extensions</b>	Sayings and Phrases: A Dog Is Man's Best Friend		15
	Venn Diagram	chart paper, chalkboard, or whiteboard	
<b>Take-Home Material</b>	Family Letter	Instructional Masters 1B-1, 1B-2	*



# The Home of the President: Washington, D.C.

1A

## Introducing the Read-Aloud

10 minutes

### Domain Introduction

Begin by reviewing what students learned in the *Kings and Queens* domain, and what they already know about kings and queens, as well as kingdoms. Ask students what they recall about their study of kings and queens by using the following questions to guide the discussion:

- What is a king? (a male ruler of a kingdom)
- What is a queen? (a female ruler of a kingdom or the wife of a king)
- What is a kingdom? (the place and people ruled by a king or queen)
- Where does a king or queen live? (in a palace or castle)
- Once a person is king or queen, how long does s/he remain in that position? (for the rest of his or her life)
- Is the king or queen chosen or elected by the people? (He or she is born into the position.)
- Does the king or queen always try to represent the interests of the people? (not always)

Remind students what they learned in the *Columbus and the Pilgrims* domain. Remind them that the Pilgrims came from England and landed at Plymouth Rock, along the coast of North America. Now ask students if they remember why the Pilgrims chose to leave England and go to America. (The Pilgrims wanted to go to their own church, but the king said they had to go to the Church of England. The Pilgrims decided to leave so they could be happier and worship as they wanted.)

Explain that kingdoms still exist today, but that there were many more kingdoms long ago. Explain that our country, the United States of America, is not a kingdom. Ask students, “Do we have a king? (no) Do you know what we call the leader of our country?”

(the president) Tell students that our country's form of government is a democracy. *Democracy* means rule by the people. "If our country is ruled by the people, what does our president do?"

Tell students that today they are going to hear a read-aloud about what the president of the United States does and about the home of the president in Washington, D.C. Over the next few weeks, students will also learn about several important United States presidents and how these men helped to shape our country.

### **What Do We Know?**

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Show students Image Card 1 (American Flag). Ask, "What is this?" Tell students that they are going to hear more about this important American symbol. Show students Image Card 2 (President George Washington). Explain to students that this is George Washington, who was the first president of the United States, and that he lived long ago. Tell them that the capital of the United States, Washington, D.C., is named after him. The capital is the city in the United States where most of the decisions that affect the country are made and where the government is located.

Tell students the name of the current president and that the president of the United States lives in Washington, D.C. Show Image Card 3 (White House), and explain that this is the building in which the president lives while he or she is president. Then show Image Card 4 (U.S. Capitol Building) and 5 (Washington Monument), and tell students that these structures are also located in Washington, D.C.

Ask students what else they know about Washington, D.C. Ask, "Where is Washington, D.C.? Is it in one of the states?" If a student's response includes inaccurate factual information, acknowledge the response by saying something like, "So you think Washington, D.C., is in Maryland? We'll have to listen very carefully to our read-aloud and find out if that's true!"

### **Purpose for Listening**

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Tell students to listen for details about Washington, D.C., and the different buildings and monuments found in the city. Ask them to also listen carefully to find out how the president of our democracy is different from a king.



## The Home of the President: Washington, D.C.

### Show image 1A-1: American flag

1 A symbol is something that stands for something else. A nation is a country.

2 [Ask students to name the state in which they live and other states they have heard of.]

The American flag is a **symbol** of our **nation**, the United States of America.<sup>1</sup> You can see that the flag is red, white, and blue. You can see that it has red and white stripes. It also has fifty stars, and each star is a symbol for one of the states in the United States of America.<sup>2</sup>



### Show image 1A-2: Washington, D.C.

3 [Show D.C. on a U.S. map.]

4 The president is an important leader in our government. [Name the current president for students.]

There is one very important city in the United States that is not in any of the fifty states. In fact, it is the nation's **capital**. It's the city where most of the decisions that affect the country are made and where the government is located.<sup>3</sup> Our nation's capital city is the part of the United States where the **president** of the United States lives: Washington, D.C.<sup>4</sup>



### Show image 1A-3: Founding Fathers writing the Constitution

Men from each of the original colonies helped write the Constitution, a plan for how the new country should be run. We call these men the "Founding Fathers." The Founding Fathers decided they wanted the country to be run by a president instead of a king. Once a person is king or queen, he or she remains in that position for the rest of his or her life. He or she is not elected by the people and might not represent the interests of the people. The Founding Fathers didn't want one person to tell everyone what to do, as a king does. Instead, they wanted a leader who would listen to what the people wanted and work hard to get them what they needed. To make sure the president didn't become like a king, they decided to write the Constitution, a set of rules for the president to follow. They also decided that the president would have to be elected by the people.<sup>5</sup> The president would

5 *Elected* means voted for or chosen by the people.

not be born into the position like a king is, and he could only be a president for four years before the people would vote for a president again.



← **Show image 1A-4: Early White House**

When the Founding Fathers started to think about where the president would live, they started to worry. If the president lived in the state he was from, it would make that state feel more important than all the others. The Founding Fathers were afraid that one of the states would try to take over and be in charge of the others. They decided to write into the Constitution that a special city should be built, no bigger than ten miles wide, which would serve as the nation's capital.

This capital city would not be in any state, so no one state could say that it was in charge of the country. This city was to be called Washington, in honor of George Washington, our first president. Eventually, Washington grew into the area we now call the District of Columbia, or Washington, D.C.<sup>6</sup>

6 Who was Washington, D.C., named for?



← **Show image 1A-5: White House**

If you visited Washington, D.C., today, you would be able to see the White House, the house where the president lives.<sup>7</sup> The president moves into this house when he or she becomes president and then moves out when the next president is elected. But not just presidents live there. Their families, and even their pets, come with them to live in the White House.

7 Who is our current president?



← **Show image 1A-6: Bo Obama portrait**

Have you ever seen a picture of this dog? His name is Bo, and he lives with President Barack Obama and his family.<sup>8</sup> When President Obama was first chosen to be our president in 2008, he promised his daughters they could get a dog to live with them in the White House. Bo moved into the White House about three months after President Obama and his family moved there, and one of his favorite activities is playing outside with President Obama's daughters.

8 You will hear more about President Obama in a later read-aloud.



← **Show image 1A-7: Oval Office**

- 9 [Draw an oval on a piece of chart paper, a chalkboard, or a whiteboard. Tell students that the shape of the president's office is an oval like the one you just drew.]

The president doesn't just live in the White House; he or she works there, too. The part of the White House where the president works is called the West Wing. The president's office has a special name, too: the Oval Office. Sometimes the president signs laws or gives speeches from the Oval Office.<sup>9</sup>



← **Show image 1A-8: White House, Capitol Building, and Supreme Court**

- 10 To *enforce the rules* means to make sure the rules are followed.
- 11 Liberties are freedoms. Remember, the Pilgrims left England because they didn't have an important liberty. Which liberty, or freedom, did the Pilgrims not have? (the liberty to choose which church to attend)

One of the president's most important jobs is to enforce the rules of the Constitution.<sup>10</sup> The president doesn't run the government alone, however, as a king would. The government is made up of a team of three groups: the president, Congress, and the Supreme Court. The Founding Fathers made sure that all three—the president, the Congress, and the Supreme Court—had equally important jobs so that the president didn't hold all the power like a king, and so that people's **liberties** would be protected.<sup>11</sup>



← **Show image 1A-9: Lincoln Memorial, Jefferson Memorial**

- 12 These statues and other buildings are called *monuments*.
- 13 [Point to the monument on the left side of the image.]

Because so many of our past presidents have lived in Washington, D.C., it is also a place where people often build statues and other buildings to honor them.<sup>12</sup> If you visited Washington, D.C., you would find many **monuments** to past presidents. One famous monument is called the Lincoln Memorial.<sup>13</sup> Another famous monument is the Jefferson Memorial. These monuments are symbols to remind us how important these past presidents were in our nation's history.



← **Show image 1A-10: Washington Monument**

The Washington Monument is one of many people's favorite monuments to visit in Washington, D.C. It is the world's tallest stone building. When you go to the top of the tower, you can see all of Washington, D.C. But you don't have to go to Washington, D.C., to appreciate our country and its leaders. Every time you say the Pledge of Allegiance or sing the National Anthem, you can let everyone around you know that you are proud to be a part of our country.



← **Show image 1A-11: Pledging to the flag**

14 [Ask students to stand and face a flag in your classroom. If no flag is available, show image 1A-1.]

Let's say the Pledge of Allegiance together:<sup>14</sup>

"I pledge allegiance to the flag of the United States of America, and to the Republic for which it stands, one Nation under God, indivisible, with liberty and justice for all."

15 or freedom and fairness

The next time you see the American flag, remember that our fifty states all share a belief in liberty and justice<sup>15</sup> for everyone. And remember that these United States of America all share the same government, which is led by the president, the Congress, and the Supreme Court in Washington, D.C.

## Discussing the Read-Aloud

**15** minutes

### Comprehension Questions

**10** minutes

If students have difficulty responding to questions, reread pertinent passages of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use read-aloud or domain vocabulary in their responses, acknowledge correct responses by expanding the students' responses, using richer and more complex language. Ask students to answer in complete sentences by having them restate the question in their responses.



← **Show image 1A-1: American flag**

1. *Literal* What is this? (the American flag) The fifty stars are symbols of something. What do they represent? (the fifty states of the United States)
2. *Literal* What city is the capital of our country? (Washington, D.C.)
3. *Literal* In which state is Washington, D.C., located? (It's not located in any of the states.)
4. *Inferential* Name three things you have learned about Washington, D.C. (It's where the president lives; it's where the Congress is located; it's one place where monuments of past presidents can be found; etc.)
5. *Literal* Who is currently the president of the United States? (name the current president)

6. *Literal* Where does the current president live? (the White House)
7. *Literal* What are the names of the three parts of the government that work together to protect peoples' liberties, or freedoms? (the president, Congress, and the Supreme Court)
8. *Literal* Who were the Founding Fathers? (the people who helped to create our nation)
9. *Evaluative* Why do you think the Founding Fathers split the government into three parts? (They did not want one person or part of government to tell everyone what to do or have too much power.)

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

10. *Evaluative Think Pair Share:* Why do you think the Founding Fathers wanted the country to have an elected president rather than a king? (They thought that a king had too much power; they wanted a leader chosen by the people, someone who would listen to what the people wanted and would work hard to get them what they needed.)
11. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these questions.]

## Word Work: Liberties

5 minutes

1. In the read-aloud you heard, “The Founding Fathers made sure . . . that people’s *liberties* would be protected.”
2. Say the word *liberties* with me.
3. Liberties are freedoms.
4. One of your liberties as an American is the freedom to practice the religion you believe in.
5. Tell about one of the personal liberties you have at your house. Try to use the word *liberties* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “One of my liberties at home is . . .”]
6. What’s the word we’ve been talking about?

Use a *Sharing* activity for follow-up. Directions: Turn to your partner and talk about the liberties you may have, such as picking out the clothes you want to wear or choosing what you want for breakfast. Talk about the liberties you do not have.

[Explain to students why certain liberties are not theirs until they are older, such as the liberty to vote, the liberty to drive, the liberty to ride certain amusement rides, etc. As students share, be sure they use the word *liberties*.]



**Complete Remainder of the Lesson Later in the Day**



# The Home of the President: Washington, D.C.

1B

## Extensions

15 minutes

### Sayings and Phrases: A Dog Is Man's Best Friend

5 minutes

Proverbs are short, traditional sayings that have been passed along orally from generation to generation. These sayings usually express general truths based on experiences and observations of everyday life. Although some proverbs do have literal meanings—that is, they mean exactly what they say—many proverbs have a richer meaning beyond the literal level. It is important to help students understand the difference between the literal meanings of the words and their implied, or figurative, meanings.



#### ◀ Show image 1A-6: Bo Obama portrait

Remind students that when the president is elected and moves into the White House, he or she brings his or her family. This often includes the family pet, which is often a dog. Ask students if they remember whose dog is pictured in this image. Remind them that when President Obama became president, his family adopted this dog, named Bo.

Ask students if they have ever heard anyone say “a dog is man’s best friend.” Explain to students that dogs are often very loyal, or faithful—sometimes more loyal than people. This saying explains one reason why dogs, such as Bo Obama, are such popular pets, even for presidents. Ask students if any of them have dogs as pets that they consider best friends.

Tell students that when they hear a story about a pet dog that is loved by its owner, they can use the saying “a dog is man’s best friend.”

### Venn Diagram

Draw a Venn diagram on chart paper, a chalkboard, or a whiteboard. Explain that you are going to talk about the read-aloud and that you are going to write down what students say. Remind

students that they are not expected to be able to read what you write, because they are still learning all the rules for decoding. Emphasize that you are writing what they say so that you don't forget, and tell them that you will read the words to them.

Have students compare and contrast kings and presidents. Write *Kings* on the left side of the Venn diagram and *Presidents* on the right side. Ask, "How are kings and presidents alike?" Write students' responses in the center where the two circles overlap. (They lead people in a country; they have a lot of power.) Then ask, "How are they different?" (A president is elected/a king is born into his position; a president shares power with Congress and the Supreme Court/a king decides on the rules or laws on his own; the president of the United States lives in the White House/a king lives in a palace or castle; a president represents the people/a king doesn't always represent the interests of the people.) Record the information in the appropriate area on the Venn diagram.

## ***Take-Home Material***

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### **Family Letter**

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Send home Instructional Masters 1B-1 and 1B-2.



# A Dishonest Story About an Honest Man

# 2

## ✓ Lesson Objectives

### Core Content Objectives

Students will:

- ✓ Name George Washington as someone admired for his honesty
- ✓ Identify the cherry tree story as a legend

### Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ Listen to, understand, and recognize a variety of texts, including legends such as “A Dishonest Story About an Honest Man” (RL.K.5)
- ✓ With prompting and support, describe an illustration of George Washington and use pictures accompanying “A Dishonest Story About an Honest Man” to check and support understanding of the read-aloud (RI.K.7)
- ✓ Use a combination of drawing, dictating, and writing to retell the legend of George Washington and the cherry tree (W.K.3)
- ✓ With guidance and support from adults, explore a variety of digital tools to produce and publish a retelling of the legend of George Washington and the cherry tree (W.K.6)
- ✓ Demonstrate understanding of the verb *respect* by relating it to its opposite, *disrespect* (L.K.5b)
- ✓ Distinguish the legend of George Washington and the cherry tree as fantasy and not a true story

- ✓ Retell important facts and information from “A Dishonest Story About an Honest Man”

## Core Vocabulary

**confession, n.** A statement that admits something or says that a person did something wrong

*Example:* Tim felt better after his confession that he ate the last cupcake.

*Variation(s):* confessions

**honest, adj.** Truthful; trustworthy

*Example:* The honest girl told the true story of what happened.

*Variation(s):* none

**legend, n.** A very old story or set of stories that are not completely true

*Example:* The legend of Paul Bunyan tells us that he was a giant man who had a giant blue ox named Babe.

*Variation(s):* legends

**national, adj.** Having to do with or belonging to a nation


*Example:* Brianna was so proud when she learned all of the words to the National Anthem.

*Variation(s):* none

**respect, v.** To think well of someone because of something he or she did; to admire

*Example:* I respect police officers who risk their lives to save other people.

*Variation(s):* respects, respected, respecting

At a Glance	Exercise	Materials	Minutes
<b>Introducing the Read-Aloud</b>	What Have We Already Learned?		10
	Brainstorming Links		
	Purpose for Listening		
<b>Presenting the Read-Aloud</b>	A Dishonest Story About an Honest Man	U.S. map	10
<b>Discussing the Read-Aloud</b>	Comprehension Questions		10
	Word Work: Respect		5
 Complete Remainder of the Lesson Later in the Day			
<b>Extensions</b>	Retelling a Legend	Image Cards 6–9; drawing paper, drawing tools	15



# A Dishonest Story About an Honest Man

2<sub>A</sub>

## Introducing the Read-Aloud

10 minutes

### What Have We Already Learned?

Remind students that in the last read-aloud they heard about the capital city of Washington, D.C. Ask, “Who is that city named for?” (George Washington) Remind students that a president is the elected or chosen leader of a country. Explain that a president has a lot of responsibilities because s/he helps to lead the country.

Remind students that they also heard about different monuments in Washington, D.C., that were created to honor past presidents. Explain to them that there are other ways to remember and honor people. For example, you can tell stories about the great things they did. Tell students that today’s read-aloud tells about the actions of our first president, George Washington.

### Brainstorming Links

Tell students that our first president had special characteristics, or qualities, that most good presidents have. Ask students, “What does it take to be a good president? What kind of person do you need to be in order to lead a whole country?” Have students share their ideas. Tell students that one important characteristic of a good president is honesty, which they will hear about in today’s read-aloud.

### Purpose for Listening

Tell students to listen carefully to hear about George Washington’s honesty.



1 [Ask students to name the person they see in the picture.]

## A Dishonest Story About an Honest Man

← Show image 2A-1: Portrait of George Washington<sup>1</sup>

Almost everyone likes a good story. Some people especially like true stories that tell how real people did real things. Other people say, “I love made-up stories best. A person who tells this kind of story can decide to leave in only the most interesting parts and even make sure there will be a happy ending.”

However, there is a third kind of story that mixes together true and made-up stories. Today’s story is an example of this third type of story and is what we call a **legend**. It is called, “A Dishonest Story about an **Honest** Man.”<sup>2</sup> This story is about George Washington—a real person—who acts in the story in an honest way as he often acted in real life. The true part of the story is that George Washington was a real person, and he was very honest. The made-up part is that he cut down his father’s cherry tree.

2 *Honest* means truthful or trustworthy. *Dishonest* means not honest. This is going to be a story that’s not really true about a man who really was truthful.



3 This is young George Washington with his father, Augustine Washington.

← Show image 2A-2: George Washington and his father<sup>3</sup>

Augustine Washington loved his farm by the river. He loved the rolling, green meadows in which he raised horses and other animals. He loved the woods. He loved the rich soil that allowed him to grow plants for food on the farm or to sell in town. He loved the fruit trees on his farm that gave him beautiful flowers in spring, delicious fruit through the summer and autumn, and graceful shapes to look at in winter.

Augustine especially loved his cherry trees. When his son George was about five years old, Augustine said, “George, I will teach you which sorts of cherry trees grow best here and how to take care of them so that they will grow tall and strong and give delicious fruit.”<sup>4</sup>

4 Were Augustine’s cherry trees important to him? How can you tell?



← Show image 2A-3: Cherry tree cut down

So you can imagine how upset Augustine was to find one day that someone had chopped down one of his prize trees.

This particular day he was walking with his foreman, a man who worked for him and helped him run his farm. Augustine said, “This was no accident. Someone did it on purpose. Look how neat a job of cutting this was; no wild animal could have done that. Who would do such a thing?”

His foreman replied. “I just can’t imagine who would have the nerve to do it, sir, or the reason.”<sup>5</sup>

Caught up in their conversation, the two men did not notice little George Washington approaching from the house. The boy silently listened to the two grown-ups.<sup>6</sup> He looked at his father’s face and saw disappointment and anger.

5 Who do you think cut down the cherry tree?

6 Where is George hiding in the picture?



← **Show image 2A-4: George confessing**

George stepped forward, looking pale and worried. To the shock of his father and the foreman, George said quietly but firmly, “Father, I cannot tell a lie. I chopped down the tree with my little axe. I wanted to see if I could do it, but now I know it was a bad thing to do.”

Augustine Washington looked at his son. He could see from the expression on his face<sup>7</sup> how badly George felt. Meanwhile, the foreman, surprised by the boy’s **confession**, turned back to look at Augustine Washington.<sup>8</sup> He thought, “Mr. Washington sometimes has a very bad temper. Poor George! I hate to think what is about to happen to him.”

7 or the look on his face

8 George Washington’s confession was when he admitted that he was the one who cut down the tree.



← **Show image 2A-5: George forgiven**

But to his surprise, he heard the father tell his son, “It was a bad thing to do, George, and you should be punished for doing it. However, I so **respect** you<sup>9</sup> for coming forward and telling me the truth that, if you will promise not to do such a thing again, I shall not punish you.”

“I promise, Father,” said George, and he kept that promise.

So you see, even as a young boy, George Washington was honest and took responsibility for his actions.

9 or admire or think well of you

Wouldn't it be wonderful if all of us could be like that?

That is the famous legend of "George Washington and the Cherry Tree." It's important to remember that this story about George Washington and the cherry tree is a legend because it is partly true and partly made-up.<sup>10</sup>

- 10 What part of the story was true?  
What part of the story was made up?



← **Show image 2A-6: Portrait of Washington**

You might ask, "Was George Washington really an honest man?" Actually, he was! After he grew up and became president of the United States, one of the things for which he was most famous was his honesty.

What is even more interesting is the way in which people looked up to the real George Washington.<sup>11</sup> Washington was not perfect. He made mistakes, as everyone does at times. A few times he made decisions with which his friends disagreed. When that happened, they usually said, "We would have chosen differently, but we know he made this choice for a good reason and not just to help himself."

- 11 *Looked up to* is another way of saying respected. What does the word *respected* mean?



← **Show image 2A-7: George Washington and George III**

Even the king of Great Britain, King George III, admired Washington.<sup>12</sup> After King George lost control of the colonies to the people there, who now thought of themselves as Americans, he expected Washington to make himself king of the new nation. Instead, Washington decided to give up control of the army he led and go home to Mount Vernon, his farm in northern Virginia. When King George heard George Washington's plan, he said, "If he can do that, he is the greatest man in the world!"<sup>13</sup>

- 12 Washington fought against the king of Great Britain's armies for many years and won. That's how the colonies (started by the Pilgrims and others) became the United States, a country free from the rule of the king of Great Britain.

- 13 Do you think King George respected George Washington? Why or why not?

George Washington is often described as "first in war, first in peace, and first in the hearts of his countrymen." There are many reasons for that: George Washington was the most important leader in winning the war that freed us from the control of Great Britain and the king.<sup>14</sup> Washington was one of the most important people involved in setting up the new government and starting the new country in the right direction. He was also the most admired

- 14 The American colonies no longer had to follow the king of Great Britain's laws. They now had the liberty, or freedom, to make their own laws.



and trusted person in that new country.

← **Show image 2A-8: George Washington's legacy**

15 *National* means having to do with a nation.

16 [Show the state of Washington on a U.S. map.]

Today, we still look up to George Washington. In fact, he is considered one of our greatest **national** heroes.<sup>15</sup> His face is on the front of the one-dollar bill and on the front of the quarter. All across America there are cities, towns, and streets named after him, from Washington, D.C., to the state of Washington.<sup>16</sup> More than two hundred years after he died, some people still ask, “What would Washington do?” when making important decisions. George Washington never chopped down that cherry tree, but he left us something that blossoms brightly in all seasons: the example of a brave and honest man.

## ***Discussing the Read-Aloud***

**15** minutes

### **Comprehension Questions**

**10** minutes

If students have difficulty responding to questions, reread pertinent passages of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use read-aloud or domain vocabulary in their responses, acknowledge correct responses by expanding the students' responses, using richer and more complex language. Ask students to answer in complete sentences by having them restate the question in their responses.

1. *Literal* What kind of story is the story of George Washington and the cherry tree? (a legend)
2. *Literal* Is a legend a completely true story, a completely made-up story, or a mix of both? (a story that mixes together truth and made-up events)
3. *Inferential* Why is the story of George Washington and the cherry tree considered a legend? (It is true that he was an honest person, but it is not true that he chopped down a cherry tree.)
4. *Literal* In this legend, who cut down the cherry tree? (Augustine's son, George Washington)

5. *Inferential* In this legend, how do you think George Washington felt when he realized what he did was wrong? (He felt sorry; he was worried that he might be in trouble; he felt determined to tell the truth.)
6. *Evaluative* In this legend, why do you think George's father forgave him? (He knew George felt guilty already and was truly sorry for what he had done; he respected George's honesty when he confessed what had really happened.)

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

7. *Evaluative Think Pair Share:* In real life, why do you think George Washington did not make himself king? (He knew that he and others fought to free the people from a king, so making himself a king would be wrong.)
8. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these questions.]

### **Word Work: Respect**

**5 minutes**

1. In the read-aloud you heard Augustine Washington say to his son, "However, I so *respect* you for coming forward and telling me the truth that, if you will promise not to do such a thing again, I shall not punish you."
2. Say the word *respect* with me.
3. To respect means to think well of someone because of something he or she did, or for who they are.
4. I respect my friend for being honest, especially when it isn't easy.
5. You probably do things every day that show you respect your friends, a member of your family, and your teacher. You can

show that you respect someone by doing something nice for them, or by listening to them when they are talking, or by treating them with kindness. What do you do that shows you respect your teacher? Try to use the word *respect* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students' responses: "I respect [insert your name here] by . . ."]

6. What's the word we've been talking about?

Use an *Antonyms* activity for follow-up. Directions: The opposite of *respect* is *disrespect*, meaning "to not think well of or admire someone or something." If what I say is an example of *respect*, say, "\_\_\_\_\_ respects . . ." If what I say is an example of *disrespect*, say, "\_\_\_\_\_ disrespects . . ." [You may wish to model this for students prior to the first sentence.]

1. Sally does not talk back to her parents. (Sally respects her parents.)
2. Chris trips people on the playground. (Chris disrespects people on the playground.)
3. Rania took the toy from her sister without asking. (Rania disrespects her sister.)
4. The student raised his hand so that he would not interrupt his teacher. (The student respects his teacher.)
5. Jonathan's mother felt proud of him when he admitted that he broke the vase. (Jonathan's mother respects him.)



**Complete Remainder of the Lesson Later in the Day**



# A Dishonest Story About an Honest Man

2<sub>B</sub>

## Extensions

15 minutes

### Retelling a Legend

Show students Image Cards 6 (Young George Washington), 7 (Cut-Down Cherry Tree), 8 (George Confessing), and 9 (Augustine Forgiving George) in random order.

Explain to students that these images tell part of the legend of George Washington and the cherry tree. Remind students that a legend is a story that is part truth and part fiction. Even though George Washington never actually cut down his father's cherry tree and then honestly admitted to it, he really lived and was known to be a very honest man.

Distribute crayons and pieces of paper folded in thirds to students. Ask students to retell the legend of George Washington and the cherry tree, using the four image cards as a guide. Explain to students that they should draw three pictures, one in each segment of their folded paper, with the beginning of the story in the first segment, the middle in the second segment, and the end in the final segment.

After students have drawn their three pictures, have each student share his or her legend with a partner or with the class.

✈ Above and Beyond: For those students who are able to do so, have them write a word or phrase that describes their pictures.

**Note:** For this activity, explore with students various digital tools to create and/or publish their retellings of the legend. Such tools include various student-publishing software and web-based publishing programs.



# A Clever General

3

## ✓ **Lesson Objectives**

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### **Core Content Objectives**

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Students will:

- ✓ Describe George Washington as a general who fought for American independence
- ✓ Explain that General Washington led his army to victory even though his army was smaller than the British army

### **Language Arts Objectives**

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The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ With prompting and support, describe the connections between George Washington and Henry Knox (RI.K.3)
- ✓ Evaluate and select read-alouds on the basis of personal choice for rereading
- ✓ Distinguish “A Clever General” as a read-aloud that describes events that happened long ago from those that describe contemporary or current events

## Core Vocabulary

**captured, v.** Took control of a person, thing, or area

*Example:* She captured the frog with a jar, but then she let it go.

*Variation(s):* capture, captures, capturing

**clever, adj.** Smart

*Example:* The clever cat easily outsmarted the angry dog and got away.

*Variation(s):* cleverer, cleverest

**colonel, n.** [KER-nel] An army officer who answers to a general

*Example:* The colonel followed the general's orders for how to fight the battle.

*Variation(s):* colonels

**general, n.** An army officer who is in charge of the soldiers


*Example:* The general led the army to win the battle.

*Variation(s):* generals

**supplies, n.** Resources that are available for use

*Example:* Our family keeps emergency food and water supplies in the basement in case of a bad storm.

*Variation(s):* supply

At a Glance	Exercise	Materials	Minutes
<b>Introducing the Read-Aloud</b>	What Have We Already Learned?		10
	Essential Background Information or Terms	Image Cards 10, 11	
	Purpose for Listening		
<b>Presenting the Read-Aloud</b>	A Clever General		10
<b>Discussing the Read-Aloud</b>	Comprehension Questions		10
	Word Work: Clever		5
 Complete Remainder of the Lesson Later in the Day			
<b>Extensions</b>	Vocabulary Instructional Activity: Additional	green marker; red marker; pictures associated with <i>additional</i> [This exercise requires advance preparation.]	15
	Student Choice		



# A Clever General

3A

## Introducing the Read-Aloud

10 minutes

### What Have We Already Learned?

Ask students why the Pilgrims chose to leave England and go to America. (The Pilgrims wanted to go to their own church, but the king said they had to go to the Church of England. The Pilgrims decided to leave so they could be happier and have the freedom to choose how they wanted to worship.) Tell them that the Pilgrims were one of many groups of people to set up colonies in North America. The colonies became the United States of America, a new nation. In the previous read-aloud, students learned that George Washington fought against the army of the king of Great Britain and won freedom from the king for the colonists.

Ask, “Did our Founding Fathers make George Washington king of the United States? What were some of the reasons why the Founding Fathers wanted a president rather than a king?” Remember to repeat and expand upon each response, using richer and more complex language, including, if possible, any read-aloud vocabulary. If a student’s response includes inaccurate factual information, refer back to earlier read-alouds and/or illustrations to correct any misunderstandings.

Explain that the United States of America is not a kingdom ruled by a king. Its form of government is a democracy. Have students repeat the word *democracy*. Unlike a kingdom that is ruled by a king, a democracy is a form of government ruled by the people. Ask, “What does it mean that the president would have to be elected by the people? In the first read-aloud, you also heard that the Founding Fathers wrote the Constitution, a set of rules for the government to follow, so that the president couldn’t become like a king. Does the president work alone to make all of the laws or rules and make sure the rules are followed?” (No, the Founding Fathers made sure that all three parts of the government—the president, the Congress, and

the Supreme Court—have important jobs to play so the president doesn’t have all the power like a king and so that people’s liberties are protected.) Ask, “Who can tell me what liberties are? Can you give me an example of a liberty that you have?”

### **Essential Background Information or Terms**

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Tell students that in this read-aloud they will hear about events that took place a long time ago. Show Image Card 10 (King George III), and ask if anyone remembers who this king was. Explain that King George III ruled Great Britain, the American colonies, and other places a long time ago. Show Image Card 11 (General Washington in the American Revolution). Explain that the American Revolution was the name of the war that George Washington fought because the people of the American colonies wanted their freedom from the king of Great Britain. Explain that the war the colonies fought against Great Britain is called the American Revolution, or the Revolutionary War.

Explain that before George Washington became the first president of America, he was a leader in the American Revolution. He fought for the American colonies in the American Continental Army.

Remind students that in the previous read-aloud about the legend of the cherry tree, they learned that George Washington was known for his honesty. Tell students that in this next read-aloud, they will also learn about another one of his qualities: being clever. Ask, “What does it mean to be clever?”

### **Purpose for Listening**

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This read-aloud is about General George Washington and a man named Henry Knox who worked under Washington. Tell students to listen carefully for the clever way in which General George Washington and Colonel Henry Knox tricked the British army.



## A Clever General

← Show image 3A-1: Knox and Washington<sup>1</sup>

- 1 [Point out Henry Knox and George Washington.]
- 2 Another word for *clever* is *smart*.
- 3 The American Revolution was when people fought to start a new government.
- 4 *Colonel* and *General* are titles given to leaders in the army. A colonel answers to a general because a general is in charge.

Henry Knox was a **clever** man.<sup>2</sup> Before the American Revolution began, he and his wife had owned a bookshop in the city of Boston, Massachusetts.<sup>3</sup> Henry Knox had loved the quiet, peaceful life of a bookseller, but all that was in the past now. Henry Knox, bookseller, had become **Colonel** Henry Knox of the American Continental Army. He worked directly with **General** George Washington, another clever man who commanded that army, and the two men had become great friends.<sup>4</sup>



← Show image 3A-2: Strategizing

- 5 Henry Knox was puzzled, or unsure, about how to solve a problem.

At the Continental camp just outside the city of Boston, Henry Knox had a puzzled look on his face.<sup>5</sup> Looking at General Washington, he asked, “But, sir, how can we keep the larger British army from marching out from Boston and destroying our soldiers here? We don’t even have enough bullets or gunpowder for all our soldiers. If the British only knew . . .”

George Washington answered him. “Yes, Colonel, ‘if they only knew.’ But they do *not* know. The British think we have more men than we really have.

“They do not know that many of those whom we *do* have lack anything to shoot at them with, as you mentioned.<sup>6</sup> So we must make sure that they do not find out. Let them think we are stronger than we are, so that they will wish to stay comfortably in Boston through this long, cold winter, at least until we are ready for them. But in order for us to get ready, we need more gunpowder and bullets.”

- 6 Even though the Continental soldiers had guns, they didn’t have any gunpowder or bullets left.



← Show image 3A-3: Boston and Ticonderoga

Colonel Knox thought for a few moments and then smiled.

“General,” he asked, “would fifty cannons, and the cannonballs and gunpowder to use with them, help?”

7 or surprised

8 A fort is a protected building or small town set up by an army during a war.

9 or have taken control of

10 So the Americans had captured one of the British forts, and now they are going to get their cannons, too! Was this a clever idea?

Washington looked startled.<sup>7</sup> “Where could we get . . . ?” He stopped. A light of understanding shone in his eyes. “Fort Ticonderoga [ty-KAHN-dur-O-gah]!” he exclaimed.<sup>8</sup> “Brilliant, Colonel! Now that we have **captured**<sup>9</sup> Fort Ticonderoga from the British, we have captured their cannons, too. You are to gather a team of carefully chosen men. In the morning, you will leave to bring those cannons here. Travel as quickly as you can!”<sup>10</sup>

“Meanwhile, my job here will be to convince the British general, General Howe, that we are too strong for him to attack.” Washington knew his small army could not win against General Howe’s larger army, so he had to find a clever way to convince General Howe that Washington’s army was much larger than it really was.



◀ **Show image 3A-4: Washington’s ruse**

11 or huge piles

12 [Point out the American Continental Army and the British ships in the picture. Explain what the British army could and could not see.]

“I will order our men to build high mounds<sup>11</sup> of dirt in front of our camp. General Howe will not be able to see past the dirt. Then I will march our men up and down at either end. He will not know we are moving the same men from place to place. Instead, he will think we have more soldiers than we really do.”<sup>12</sup> By putting up the dirt mounds, we also will appear to be settling in for a long time.



◀ **Show image 3A-5: General Howe**

“General Howe will think, ‘Those colonial soldiers are expecting to keep us trapped here in Boston. They are certainly sure of themselves.’ He may think that it would be better to leave Boston on board his ships rather than stay.

“If we can force the British to leave, we will be in charge of the harbor again.”<sup>13</sup> Then, unlike the British, we can bring in **supplies** from other American cities on the coast.<sup>14</sup> We will move the supplies to our armies all across the countryside, because our friends there will help us.”<sup>15</sup> Washington went over the idea in his mind. “It might work,” he said. “It *must* work!”

13 A harbor is a protected body of water where ships can easily dock.

14 The ships can sail along the coast, which is where the land meets the ocean.

15 The supplies would include anything the army might need, such as food, water, or guns.



16 [Show the path from Boston to Fort Ticonderoga.]



17 Here the word *line* means a group of people that are waiting to move forward. The word *line* can also mean a long mark.



18 Do you think Washington's clever plan worked? Did he keep the British from attacking until the cannons arrived by making them think they had a lot of soldiers behind the dirt pile?

19 Great Britain was no longer in charge of the city; Americans were.

### ← Show image 3A-6: Boston and Ticonderoga

It did work! Colonel Knox and his men marched off through the cold New England winter and returned in a little less than two months with cannons and supplies.<sup>16</sup> They had loaded these things onto carts and used huge, heavy animals called oxen to pull the carts back to Washington's camp outside of Boston.

### ← Show image 3A-7: Knox returns

When they arrived, the waiting American soldiers sent up a mighty cheer. Hearing the noise, Washington came out of his tent. Seeing Henry Knox riding his horse at the head of the line of men, oxen, and supplies, Washington stepped forward to greet him.<sup>17</sup> "Welcome back, Colonel. I am glad to see you—and our cannons."

Knox climbed down from his horse, turned, and saluted. "Thank you, sir. It is good to see you, too, and to know that I will not have to spend another night on the march. And I have additional good news; we have also brought enough gunpowder and bullets so that our soldiers here will finally have something to fire out of their gun barrels."

Over in Boston, the British guards heard the shouts of joy, too, and ran to tell General Howe, "Something is going on, General, but we cannot see what it is because of the dirt mounds the colonists built."

### ← Show image 3A-8: Washington's victory<sup>18</sup>

Later that same day, however, General Howe looked up to see fifty-nine cannons aimed his way from on top of the dirt mounds. "Now," he thought, "there is no way to safely attack Washington and his men." Of course, he did not know that he might have done that successfully anytime in the two months it had taken Henry Knox to bring the cannons. Soon afterward, the British left Boston. The plan of Washington and Knox had worked.

Afterward, several things changed in important ways. First, the city of Boston was back in American hands.<sup>19</sup> This was great news for the people there, and it also made Americans throughout the thirteen colonies think, "If we are strong enough to force British

soldiers out of Boston, maybe we can win our freedom after all.” Though some American colonists remained loyal to Great Britain and chose to leave with General Howe, many Americans who had been afraid before came forward to help. They had begun to hope that they really could defeat the British.



← **Show image 3A-9: Map of the American colonies**

The second change was that George Washington had learned something important. “The British army almost always wins when they fight on an open battlefield. From now on, we will attack and then quickly move away to attack in another place; or we will trap them up on the coast, as we did in Boston. If we can keep them cooped up in coastal areas,<sup>20</sup> they cannot come onto land to attack us. If they cannot attack us, they cannot beat us. If they cannot beat us, they will grow tired of this war and leave us in peace.”

20 or areas next to the water, as shown on this map



← **Show image 3A-10: Knox and Washington**

There was a third change, too. Washington called in Colonel Knox and told him, “Congratulations, Henry. I am making you a general. I am putting you in charge of all of our cannons, not just the ones you brought from Fort Ticonderoga.”<sup>21</sup>

21 Who has more authority, or power: a general or a colonel?

George Washington and Henry Knox, the wealthy farmer from Virginia and the bookseller from Boston, became lifelong friends. General Knox helped General Washington win the American Revolution. A few years later, when Washington became president, he asked Henry Knox to become America’s first Secretary of War, a person who helps the president keep soldiers and sailors ready in case there should be another war. However, having fought one war already, the two friends worked together and made a wonderful peace instead.

## Comprehension Questions

10 minutes

If students have difficulty responding to questions, reread pertinent passages of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use read-aloud or domain vocabulary in their responses, acknowledge correct responses by expanding the students' responses, using richer and more complex language. Ask students to answer in complete sentences by having them restate the question in their responses.



◀ **Show image 3A-1: Knox and Washington**

1. *Literal* Who was in charge of the Continental Army in the beginning of the read-aloud: George Washington or Henry Knox? (General George Washington)
2. *Literal* Which army was led by General Howe: the colonists' army or the British army? (British army)
3. *Inferential* Whose army was larger: George Washington's or General Howe's? (General Howe's army)



◀ **Show image 3A-3: Boston and Ticonderoga**

4. *Inferential* What clever idea did Henry Knox have? (to go to Fort Ticonderoga and bring back cannons)



◀ **Show image 3A-5: General Howe**

5. *Inferential* Whose army won the battle—General Howe's larger army or George Washington's smaller army? (General Washington's smaller army) How did clever George Washington trick General Howe into thinking Washington's army had more soldiers and supplies than they actually had? (General Washington had the soldiers build giant mounds, or piles, of dirt so that General Howe could not see the Continental Army well. He had the soldiers march back and forth to look like there were great numbers of them.)
6. *Literal* What did George Washington do to reward Henry Knox after the colonists won back the city of Boston? (He made him a general.)

7. *Evaluative* Does this read-aloud describe events that happened long ago or ones that happened just a short time ago? (long ago) How do you know? (Answers may vary.)

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

8. *Evaluative Think Pair Share:* Why do you think George Washington and Henry Knox worked so well together? (Answers may vary but may include that the men were both very clever and worked hard for their country, and the two of them liked each other, which helped them to work well together.)
9. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these questions.]

### Word Work: Clever

5 minutes

1. In the read-aloud you heard, "Henry Knox was a *clever* man."
2. Say the word *clever* with me.
3. *Clever* means smart.
4. Juanita showed she was clever when she was able to figure out how to solve the puzzle in a short time.
5. Tell about a clever person you know and why you think he or she is clever. Try to use the word *clever* when you tell about him or her. [Ask two or three students. If necessary, guide and/or rephrase the students' responses: "\_\_\_\_\_ is clever because . . ."]
6. What's the word we've been talking about?

Use a *Making Choices* activity for follow-up. Directions: I am going to say several sentences. If what I say describes someone or something that is clever, say, "He or she is clever." If what I say

describes someone or something that is not clever, say, “He or she is not clever.”

1. a person who figures out the answer to a math problem (He is clever.)
2. someone who crossed the street without looking both ways (He is not clever.)
3. a student who asks questions when he or she doesn’t understand something (She is clever.)
4. a person who only eats junk food all the time (She is not clever.)
5. a person who spends a lot more time reading than watching television (She is clever.)



**Complete Remainder of the Lesson Later in the Day**



# A Clever General

3<sub>B</sub>

## Extensions

15 minutes

### ↔ Vocabulary Instructional Activity

#### *Word Web: Additional*

**Materials:** chart paper; green marker, red marker; pictures associated with *additional*

1. In the read-aloud you heard, “And I have *additional* good news; we have also brought enough gunpowder and bullets so that our soldiers here will finally have something to fire out of their gun barrels.”
2. *Additional* means more or something added to something you already have.
3. We will make a Word Web for the word *additional*. [If you have pictures illustrating the concept of *additional* available, use the pictures. Otherwise, write the word *additional* in the center of the paper and circle it.]
4. [Explain that you are going to write down what students say, but that they are not expected to be able to read what you write because they are still learning all the rules for decoding. Tell them it is important for you to remember what they have said, and that you will read the words to them.]
5. Tell me what you think of when you hear the word *additional*. [For words that have similar meanings to *additional*, like *more*, *added*, and *extra*, write these words at the top of *additional* and use green lines to connect these words to the center. If students have difficulty thinking of such examples, guide them with examples such as, “If you wanted some additional carrots for lunch, you might ask, ‘May I please have some \_\_\_\_\_ carrots?’”]
6. Tell me what you think is the opposite of *additional*. [For words that have opposite senses to *additional*, like *less*, *fewer*, and *taken away from*, write these words at the bottom of *additional* and use red lines to connect these words to the center.]

7. Talk with your partner using the word *additional* and discuss what you have learned about the word *additional* from the Word Web. Try to use complete sentences.

[Throughout this domain, encourage students to continue thinking about this word and add any additional words that are related to, similar to, and opposite of *additional*.]

### Student Choice

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Ask students which read-aloud they have heard recently that they would like to hear again. If necessary, reread the titles or show key illustrations from previous read-alouds to help them make their choices. You may also want to choose one yourself.

Reread the text that is selected. Feel free to pause at different places in the read-aloud this time and talk about vocabulary and information that you did not discuss previously during the read-aloud.

After the read-aloud, ask students if they noticed anything new or different during the second reading that they did not notice during the first reading. Also, ask them to try to express why they like this read-aloud. Remember to repeat and expand upon each response using richer and more complex language, including, if possible, any read-aloud vocabulary.



# George Washington

# 4

## ✓ **Lesson Objectives**

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### **Core Content Objectives**

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Students will:

- ✓ Identify George Washington as the first president of the United States
- ✓ Explain the sacrifices George Washington made for the country

### **Language Arts Objectives**

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The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ With prompting and support, describe an illustration of George Washington and use pictures accompanying “George Washington” to check and support comprehension of the read-aloud (RI.K.7)
- ✓ With assistance, categorize and organize facts and information about George Washington into a timeline depicting significant points in his life (W.K.8)
- ✓ Use language to express temporal relationships (*first, next, last*)
- ✓ Sequence pictures illustrating events from the life of George Washington

## Core Vocabulary

**convince, v.** To make someone believe something is true

*Example:* Sasha and her brother tried to convince their parents to send them to summer camp.

*Variation(s):* convinces, convinced, convincing

**defeated, v.** Beaten in a game, contest, or battle

*Example:* Zhou's soccer team defeated its opponent in the last game of the year.

*Variation(s):* defeat, defeats, defeating

**monarchy, n.** A form of government led by a king or queen

*Example:* Great Britain used to be a monarchy and was ruled by King George III during the Revolutionary War.

*Variation(s):* monarchies

**rule, n.** The control over an area or a group of people


*Example:* The British king or queen's rule includes control of the countries of England, Scotland, Wales, and part of Ireland.

*Variation(s):* none

**spectacles, n.** Eyeglasses

*Example:* Gerald put on his spectacles to read the small print.

*Variation(s):* none

At a Glance	Exercise	Materials	Minutes
<b>Introducing the Read-Aloud</b>	What Have We Already Learned?		10
	Purpose for Listening		
<b>Presenting the Read-Aloud</b>	George Washington		10
<b>Discussing the Read-Aloud</b>	Comprehension Questions		10
	Word Work: Convince		5
 Complete Remainder of the Lesson Later in the Day			
<b>Extensions</b>	George Washington Timeline	Image Cards 2, 6, 11; chart paper, chalkboard, or whiteboard	15



# George Washington

4<sub>A</sub>

## ***Introducing the Read-Aloud***

**10** minutes

### **What Have We Already Learned?**

Remind students that they have learned about how George Washington led the American Continental Army in fighting the American Revolution against the British armies and king. Tell students that it is General Washington's dedication to the American people that helps him in today's read-aloud.

Ask students to describe what they have learned so far about George Washington's character, or personal qualities. Have them give examples of his honesty, bravery, and cleverness from previous read-alouds. Remember to repeat and expand upon each response, using richer and more complex language, including, if possible, any read-aloud vocabulary. If a student's response includes inaccurate information, refer back to earlier read-alouds and/or illustrations to correct any misunderstandings.

### **Purpose for Listening**

Tell students to listen for the way in which George Washington's spectacles, or glasses, helped him to lead others to take his side. Ask them to notice how people in the crowd seem to feel when Washington starts speaking and how they feel when he is finished speaking.

**Note:** Please be aware that one of Washington's slaves, Billy Lee, is mentioned briefly in this read-aloud. If students raise questions about slaves or slavery, you may wish to explain that they will hear about slaves and slavery in a later read-aloud (Lesson 6). You may also wish to tell them that, although slavery was widely accepted throughout the United States at this point in the country's history, we now know that slavery was terribly wrong.



## George Washington

### ◀ Show image 4A-1: 18<sup>th</sup>-century spectacles

- 1 Spectacles are eyeglasses. How do you think his spectacles help George Washington talk to his friends?

Sometimes even close friends can disagree with one another. But even when you disagree, it helps to remember that the other person *is* your friend. Friends are people with whom you can disagree while you still trust and like one another. Here is a true story about friendship and trust between a group of soldiers and their general, George Washington. In this story, George Washington uses his **spectacles** to help him talk to his friends.<sup>1</sup>



- 2 [Ask students to describe the way George Washington looks in this picture.]

### ◀ Show image 4A-2: Fatigued George Washington<sup>2</sup>

George Washington's slave, Billy Lee, was worried. He had never before seen a look such as this one on Washington's face. Billy thought, "For the first time, General Washington looks old. It's this hard war he's been fighting, I guess, but he has never looked like this."



### ◀ Show image 4A-3: Heroic George Washington

Billy was right. George Washington looked tired. Before the war, George Washington had been known for his strength and bravery. On horseback, he could jump over logs or fences that were too risky for other horsemen, and he could bend an iron horseshoe with his bare hands. For eight years now, Washington had led the Continental Army, trying to free America from having to follow the orders of the king of Great Britain. All this time, although he became more and more tired, Washington had seemed like a man whose courage would always be strong. With Washington leading them, his soldiers kept going even when they lost some battles, or when they did not have enough food or blankets during freezing cold winters. Finally, Washington had led them when they **defeated**<sup>3</sup> the biggest army the British king had sent to fight against them. Now George Washington was not only tired, but also restless. He thought, "How strange! We defeated our enemies, but now my *friends* may ruin everything I have worked for."<sup>4</sup>

- 3 or won a victory over

- 4 What do you think George Washington meant by this?



← **Show image 4A-4: Billy Lee gives Washington his spectacles**

- 5 George Washington began wearing glasses because he was getting older and his eyesight was getting worse. Some people, even younger people, wear glasses for many different reasons.

Washington picked up some papers from his desk and slipped them into his pocket. He asked impatiently, “Where are my spectacles, Billy?” Billy handed him the reading glasses Washington had begun using only a week before.<sup>5</sup> Placing them in his coat pocket, Washington went outside where a soldier had his horse ready. Billy watched the general and the soldier ride away.



← **Show image 4A-5: General Gates’s speech**

- 6 or got down from his horse

- 7 [Point to the man on the stage.]

- 8 You learned about a chief in our study of Native Americans. What is a chief? (the person in charge of a group)

- 9 Gates was trying to lead the soldiers to think the way he did.

Soon they reached a large building, where Washington dismounted.<sup>6</sup> Handing the reins of his horse to the soldier, Washington entered the building through a side door. He could hear the loud voice of General Horatio Gates,<sup>7</sup> who was a very important officer in the army. General Gates thought that he, not Washington, should be the army’s chief.<sup>8</sup> Now General Gates was trying to **convince** the other soldiers to change the way their new nation, the United States of America, would work.<sup>9</sup>

Washington wanted to stop this from happening. He thought, “I hope I am not too late,” as he stepped onto the stage where General Gates was standing.



← **Show image 4A-6: Washington takes center stage**

Facing the stage were many soldiers who had been with Washington through the long, dangerous war. When they saw him, they gasped in surprise. “Why has he come?” they wondered.

General Gates was surprised, too, and left the stage. Washington looked out at the soldiers he knew so well. “They look angry,” he thought.

He was right. For years, these soldiers had been away from home, risking their lives to win the American Revolution so that they, their families, and their friends would be free to start a new country.



← **Show image 4A-7: Washington and his men**

The soldiers missed their families, but they knew this was important work, so they had kept at it. George Washington had led them the whole time. Now they had defeated, or beaten, the largest group of British soldiers yet. Some of Washington's friends were meeting with British leaders to end the war. But Washington thought, "The British still have one army left. Until they sign the paper agreeing that we are free to begin our own country, they could change their minds and attack again. We have to make sure the war is really over before we all go home."



← **Show image 4A-8: Unhappy men**

But while all this had been happening, something else had *not* happened. The new American government had not paid the soldiers in a long time. Some soldiers had been unpaid for as many years as you have been alive! Now some of them, led by General Gates, were mumbling, "Maybe we should take over the new country. Then we *know* we'll be paid. We have our guns. We could make everyone do what we want them to do."<sup>10</sup>

10 Do you think that the soldiers taking over the country would be a good idea?

George Washington had heard about this. He thought, "I am proud of being a soldier, but I do not want soldiers to use their guns to tell other people what to do. That would be no better than the old kind of **rule**<sup>11</sup> of a **monarchy** or a king. We want a country in which the people decide together what to do, not kings or queens or armies. I will work to make sure my soldiers get paid, but first I must stop them from trying to take over our government."

11 or leadership



← **Show image 4A-9: Washington takes center stage**

Washington took out some of the papers he had brought along and began to read them aloud. When he finished, no one cheered or clapped. "I failed!" he thought. "They are too angry to listen to what I say." Then he remembered something. "Wait!" he told the soldiers, "I have one more paper to read to you."

He took out that paper, but the writing was smaller than on the other papers, and he could not see it clearly. He held it away from himself, then closer, but nothing helped.



12 Why does Washington need his spectacles?

◀ **Show image 4A-10: Washington puts on his spectacles**

Then, to the soldiers' surprise, Washington took out the spectacles they had never before seen him use.<sup>12</sup> Fumbling to open them, Washington said, "Gentlemen, you will permit me to put on my spectacles, for I have not only grown gray, but almost blind, in the service of my country."

In that moment, his soldiers felt ashamed. They remembered how strong George Washington had always been, and how he had always helped them. Like Billy Lee, they thought, "He has worn himself out fighting for our freedom. He has given up as much as we have." Many of the soldiers were so ashamed that they began to cry. They told one another, "If George Washington can wait a little longer to get paid, we can, too. He is right: the important thing is to make sure we start a country in which the people work together to help make decisions, not just a king or queen or an army."



13 How did Washington's spectacles show how much he had sacrificed for the country?

◀ **Show image 4A-11: 18th-century spectacles**

What the words written on those pages had not done, Washington had done by putting on his spectacles.<sup>13</sup> The soldiers agreed to do as he asked, and later they did get paid.



◀ **Show image 4A-12: Portrait of George Washington**

A few years later, after the war was over and Americans were choosing the first president of the United States of America, people knew whom they could trust. They asked George Washington to be the first president. "We need you just a little while longer," they told him, "not as a general, but as our president." And, as always, when the American people needed him, George Washington said yes.

### Comprehension Questions

10 minutes

If students have difficulty responding to questions, reread pertinent passages of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use read-aloud or domain vocabulary in their responses, acknowledge correct responses by expanding the students' responses, using richer and more complex language. Ask students to answer in complete sentences by having them restate the question in their responses.

1. *Literal* Describe what George Washington was known for *before* the war. (strength, bravery)
2. *Inferential* How did the war affect, or change, George Washington? (He became older, more tired, had graying hair, and was losing his sight.)
3. *Inferential* Why did the soldiers want to take over the country? (They were angry because they hadn't gotten paid; they wanted the power to do whatever they wanted to do.)
4. *Inferential* Why did George Washington think having the army take over the country was a bad idea? (The Americans had fought for their freedom from a king. He wanted to help create a country where the people decided things together. He did not want a country where a king, queen, or army forced people to do things.)
5. *Inferential* How did seeing George Washington's spectacles convince the soldiers to support his position? (The soldiers saw how much Washington had sacrificed for them and their country. They felt ashamed and realized that they should continue to follow Washington's leadership.)
6. *Literal* Who became the first president of the United States? (George Washington)

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

7. *Evaluative Think Pair Share:* How do you think George Washington felt when the soldiers decided to follow him? (He felt happy, proud, and relieved.)
8. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these questions.]

### Word Work: Convince

5 minutes

1. In the read-aloud you heard, "Now Gates was trying to *convince* the other soldiers to change the way their new nation, the United States of America, would work."
2. Say the word *convince* with me.
3. To *convince* means to make someone believe something is true.
4. I was able to convince my sister that I could run faster than she could.
5. Tell about a time you had to convince someone of something. Try to use the word *convince* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students' responses: "Once, I had to convince \_\_\_\_\_ to . . ."]
6. What's the word we've been talking about?

Use a *Making Choices* activity for follow-up. Directions: If you are immediately willing to do something I ask you to do, say, "okay." If you need me to try to convince you to do something I ask you to do, say, "You need to convince me." (Answers may vary for all. For any statements that students answer "You need to convince me," have students explain why they may be reluctant to perform the activity without being convinced to do so.)

1. Clap your hands twice.
2. Give me all the money in your piggy bank.
3. Look left, then right.
4. Come to school on Saturday.
5. Jump up and down.



**Complete Remainder of the Lesson Later in the Day**



# George Washington

4<sub>B</sub>

## Extensions

15 minutes

### George Washington Timeline

Tell students that you are going to ask them to help you create a timeline about George Washington's life. Write "George Washington" at the top of the chart paper, chalkboard, or whiteboard. Underneath his name, draw a horizontal line with three vertical notches. Tell students that each notch stands for an event on the timeline. Then ask the class to help you place a few events in George Washington's life in order from left to right on the timeline.

Show Image Cards 6 (Young Washington), 11 (General Washington in the American Revolution), and 2 (President George Washington) in random order. As a class, sequence the cards so that the events are in chronological order. Have volunteers tape up each event under the appropriate notch on the timeline. Go through the three events, using the terms *first*, *next*, and *last* to reinforce temporal order.



# Thomas Jefferson

5

## ✓ Lesson Objectives

### Core Content Objectives

Students will:

- ✓ Identify Thomas Jefferson as the third president of the United States
- ✓ Identify Thomas Jefferson as the primary author of the Declaration of Independence
- ✓ Describe the purpose of the Declaration of Independence as a statement of America's liberty
- ✓ Identify the Statue of Liberty

### Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ With prompting and support, describe the role of an author (RI.K.6)
- ✓ With prompting and support, identify the reasons Thomas Jefferson gives to support his view that the colonists needed to start a new country (RI.K.8)
- ✓ With prompting and support, compare and contrast Thomas Jefferson and John Adams (RI.K.9)
- ✓ Identify new meanings for the word *turn* and apply them accurately (L.K.4a)

## Core Vocabulary

**admired, v.** Thought of with respect; looked up to

*Example:* John admired his older sister because she worked hard and did well in school.

*Variation(s):* admire, admires, admiring

**authors, n.** Writers of books, reports, or articles

*Example:* My favorite authors write books about animals.

*Variation(s):* author

**colonists, n.** A group of people who live in a colony in a new country or area, but are still ruled by the country they came from

*Example:* The early American colonists had to follow English laws.

*Variation(s):* colonist

**declaration, n.** A statement or announcement


*Example:* The boy made a declaration to his teacher that he would never again be late for class.

*Variation(s):* declarations

**independence, n.** Freedom from the control of another

*Example:* American colonists fought for their independence from Great Britain so they could rule themselves.

*Variation(s):* none

At a Glance	Exercise	Materials	Minutes
<b>Introducing the Read-Aloud</b>	<b>What Have We Already Learned?</b>		10
	<b>Purpose for Listening</b>		
<b>Presenting the Read-Aloud</b>	<b>Thomas Jefferson</b>		10
<b>Discussing the Read-Aloud</b>	<b>Comprehension Questions</b>	Image Card 12	10
	<b>Word Work: Independence</b>		5
 <b>Complete Remainder of the Lesson Later in the Day</b>			
<b>Extensions</b>	<b>Multiple Meaning Word Activity: Turn</b>	Poster 2M (Turn)	15
	<b>Domain-Related Trade Book</b>	trade book	



# Thomas Jefferson

5<sub>A</sub>

## ***Introducing the Read-Aloud***

**10** minutes

### **What Have We Already Learned?**

Review with students some of the key moments in George Washington's life. Ask students what they think were the most important moments, and why they think those moments were important. Remind students that George Washington wasn't the only Founding Father of our country. Each of the Founding Fathers had a special role to play—each person had a special talent that helped him to help the country. Tell students that in today's read-aloud, they will learn about another one of our Founding Fathers, who became the third president of the United States. Explain that this man's name was Thomas Jefferson, and one of his talents was writing.

### **Purpose for Listening**

Tell students to listen for details about Thomas Jefferson's talent and what he did with his talent. Ask them to consider why his talent would make him a good leader.



## Thomas Jefferson

### ◀ Show image 5A-1: 18<sup>th</sup>-century library

You are learning to read and write. One day you will be able to pick up almost any book, open it, and start to read the words. How wonderful! Of course, someone wrote those words. People who write books are called **authors**.<sup>1</sup>

1 *Author* is another word for *writer*.



### ◀ Show image 5A-2: Portrait of Thomas Jefferson

Our third president, Thomas Jefferson, was a great reader. Because he wanted to learn about many different things, he owned more books than anyone else in the country. He once said, “I cannot live without books.”<sup>2</sup> Thomas Jefferson was also one of the best writers ever to live in the United States. He wrote words that are still famous all around the world, even though he wrote them a long time ago. Let me tell you about the most famous words he ever wrote.

2 How many of you feel that you cannot live without books?



### ◀ Show image 5A-3: Jefferson pacing at the inn

It was long past midnight. The guests at the inn wanted to sleep, but they could not. Thomas Jefferson was keeping them awake. They could hear him pacing in his room and talking to himself.<sup>3</sup> The guests thought, “We will complain to the manager of the inn tomorrow. She must ask Mr. Jefferson to be quiet. At least he has stopped playing his fiddle.”<sup>4</sup> He says it helps him think, but it keeps us awake.”

3 *Pacing* means walking back and forth, over and over again. Why do you think Jefferson was pacing?

4 A fiddle is a violin.



### ◀ Show image 5A-4: Jefferson the writer

Thomas Jefferson was a wonderful writer. He wrote about what he grew on his farm and how he grew it; he wrote about music and art; he wrote about the best ways to design and construct houses and buildings; he wrote about animals and birds; he wrote about how to be a good friend; and he wrote about the Native Americans who had come to America long before the **colonists**.<sup>5</sup> He wrote about nearly everything, because nearly everything interested him.

5 Colonists are people who, like the Pilgrims, left one country to settle in another, but are still ruled by the country from which they came.



← **Show image 5A-5: Jefferson pacing at the inn**

6 A declaration is a statement or announcement. *Independence* is another word for *freedom*.

7 You learned the word *liberty* in the first read-aloud of this domain. What does *liberty* mean? (freedom)

At the time, however, Jefferson was trying to write a very important document, or paper, that is now famous in American history, the **Declaration of Independence**.<sup>6</sup> Thomas Jefferson believed people should be free to make most decisions for themselves, without a king or queen telling them what to do all the time. As he wrote the Declaration of Independence, he used an important word: *liberty*.<sup>7</sup> In writing about liberty, Jefferson wanted to choose the best words so that people reading his writing would understand and agree with his ideas.

Why was Thomas Jefferson writing this document? Like his friend George Washington, Jefferson thought it was time to start a new country and not be a part of Great Britain any longer. Not everyone in the colonies felt this way, though. Jefferson, along with a few others, needed to give good, strong reasons to make this big change. They were hoping to persuade, or urge, most of the colonists to believe the same thing. Leaders from all over the thirteen colonies met to talk about what to say. They chose five people to work on a document explaining the reasons for a new nation.



← **Show image 5A-6: Portrait of John Adams**

One of the people working with Jefferson was John Adams. Jefferson and Adams were great friends, although Adams was as different as he could be from Jefferson. John Adams lived in the north, Thomas Jefferson in the south. Adams was short and older; Jefferson was tall and younger. Adams loved to talk, especially in front of a crowd; Jefferson loved to read and write but was shy in front of a crowd. However, they were alike in at least one thing: they agreed it was time to start a new nation. Because John Adams was older, Jefferson suggested, “John, you should write the paper explaining our ideas.”

“No, Thomas,” Adams replied. “I have angered so many people by arguing for a new country that some of them do not like me. They might not want to help us start a country if they know that I wrote the paper announcing it. Everyone likes you, though, so they will be more

likely to help. Besides, you are a better writer than I am. You will find the best way to say everything.”



← **Show image 5A-7: Jefferson writing in the inn**

So on this particular night at the inn, Thomas Jefferson wanted to make this important document the very best thing he had ever written. In the Declaration of Independence, Jefferson wanted to explain to people that America could be different from any other nation in the world. He thought about every word before he wrote it down. That is why he was walking up and down in his room, speaking aloud the words he was deciding to use. “Life, liberty, and . . . what should come next? The pursuit of happiness,” he told himself. At last he began to write.



← **Show image 5A-8: Jefferson, Adams, and the Declaration of Independence**

On the second of July, Jefferson finished his declaration and showed it to John Adams and the others working with him, who suggested a few small changes.<sup>8</sup> Jefferson’s declaration said that every person should feel safe to live, to be free, and to decide what to do in order to be happy. He wrote that everyone, not only kings or queens, had the right to do these things. Jefferson’s declaration said that this was the reason to start a new nation: the United States of America. His friend John Adams smiled and said, “I told you, Thomas; you were the man to write it.”

8 So, with a little help from some others, Jefferson wrote his declaration.



← **Show image 5A-9: Signing of the Declaration of Independence**

Two days after Jefferson finished the Declaration of Independence—on the fourth of July—the other leaders voted to officially begin this new country that would be independent from Great Britain. That is why we call the Fourth of July “Independence Day.”<sup>9</sup>

After the new nation was born, Americans read Thomas Jefferson’s document again and again whenever they were deciding how the country should work. People in other countries said, “We want to be free, too,” and followed America’s example by making changes in their countries. Jefferson’s words about liberty changed people’s lives all over the world.

9 Independence Day is the day we declared our independence, or freedom, from Britain.



← **Show image 5A-10: The first three presidents**

Thirteen years after Thomas Jefferson wrote the Declaration of Independence and after the colonists won the American Revolution against Great Britain, George Washington became the first president of the United States. Later, when Washington announced, “I have been president long enough. Let someone else have a turn,” Jefferson’s friend John Adams became our second president.<sup>10</sup> Four years later, Thomas Jefferson became the third president of the United States, and many people believe he was one of the best presidents America has had.

10 Here the word *turn* means a chance to do something in a certain order. The word *turn* can also mean to move in a different direction.



← **Show image 5A-11: Declaration of Independence**

Whenever he was not sure about what to do, Jefferson read the words he himself had written. They always helped him make good decisions, and they are still helping us today.



← **Show image 5A-12: Statue of Liberty**

Do you recognize this statue? It’s the Statue of Liberty. When America celebrated the one hundredth birthday of the Declaration of Independence, the government of France gave the nation the Statue of Liberty as a gift for America’s birthday. France wanted to show how much they **admired**<sup>11</sup> America’s love of freedom and liberty, which Thomas Jefferson wrote about so beautifully in the Declaration of Independence. This statue still stands in New York Harbor, welcoming thousands of visitors each year. So, whenever you see this famous statue, remember how hard Thomas Jefferson worked to declare that every person should have liberty, or be free.

11 or thought of with respect

### Comprehension Questions

10 minutes

If students have difficulty responding to questions, reread pertinent passages of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use read-aloud or domain vocabulary in their responses, acknowledge correct responses by expanding the students' responses, using richer and more complex language. Ask students to answer in complete sentences by having them restate the question in their responses.

1. *Literal* What was Thomas Jefferson's talent? (writing)
2. *Inferential* Why was Jefferson pacing in the hotel? (He was writing the Declaration of Independence and wanted to do a good job; he was trying to decide on the best words to use.)
3. *Literal* What does an author do? (write a book, report, article, etc.)
4. *Literal* What was Jefferson's main goal as the author in writing the Declaration of Independence? (to explain why it was important to start a new country, free from British rule)
5. *Inferential* What were some of the reasons Jefferson gave in the Declaration of Independence to explain why we needed to have a new country? (He argued that people had the right to feel safe to live, to be free, and to decide what to think and do in order to be happy, without a king telling them how to live.)
6. *Evaluative* How were John Adams and Thomas Jefferson alike? (They believed that they needed to start a new nation.) How were they different? (Adams was short, older, and liked to talk; Jefferson was tall, younger, shy, and liked to write.)
7. *Literal* Name the first three presidents of the United States. (George Washington, John Adams, Thomas Jefferson)

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

I am going to ask a couple of questions. I will give you a minute to think about the questions. Then I will ask you to turn to your neighbor and discuss the questions. Finally, I will call on several of you to share what you discussed with your partner.

7. *Evaluative Think Pair Share:* [Show Image Card 12 (Statue of Liberty).] What is this? (It's the Statue of Liberty.) What do you think of when you see this statue? (Answers may vary.)
8. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these questions.]

### Word Work: Independence

5 minutes

1. In the read-aloud you heard, "At the time, however, Jefferson was trying to write a very important document, or paper, that is now famous in American history, the Declaration of *Independence*."
2. Say the word *independence* with me.
3. *Independence* means freedom from the control of another.
4. A person who shows independence is able to take care of himself.
5. Now that you are older, what things can you do for yourself that show independence? Try to use the word *independence* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students' responses: "I show my independence when I . . . without my parent's help."]
6. What's the word we've been talking about?

Use a *Making Choices* activity for follow-up. Directions: I am going to name a task. If it is something that you can do by yourself, you will say, "That shows independence." If it describes something that you rely on someone else to help you do and that you can't yet do by yourself, you will remain silent. (Answers may vary for all.)

1. feeding yourself
2. getting dressed
3. washing your clothes
4. cleaning up your toys
5. making dinner
6. tying your shoes



### Complete Remainder of the Lesson Later in the Day



# Thomas Jefferson

5<sub>B</sub>

## Extensions

15 minutes

### ↔ Multiple Meaning Word Activity

#### **Multiple Choice: Turn**

[Have students hold up one, two, or three fingers to indicate which image on the poster shows the meaning of the word being discussed.]

1. [Show Poster 2M (Turn).] In the read-aloud you heard, “I have been president long enough. Let someone else have a *turn*.”
2. Which picture shows this meaning of the word *turn* in which people have the chance to do something or use something in a particular order, before or after other people? (one)
3. *Turn* also means other things. *Turn* can also mean to change direction or go in another direction. Which picture shows things turning in a new direction? (three)
4. *Turn* also describes a place where a road or path changes direction. Which picture shows this type of turn? (two)

Now that we have gone over the different meanings for *turn*, quiz your neighbor on these different meanings. Try to use complete sentences. For example, you could say, “I will take my turn in line at the movie theater.” And your neighbor should respond, “That’s ‘one’.”

### Domain-Related Trade Book

Refer to the list of recommended trade books in the Introduction at the front of this Anthology and choose one to read aloud to the class. As you read, use the same strategies that you have been using when reading the read-aloud selections in this Anthology—pause and ask occasional questions; rapidly clarify critical vocabulary within the context of the read-aloud; etc. After you

finish reading the trade book aloud, lead students in a discussion as to how the story or information in this book relates to the read-alouds in this domain.

Explain to students that the person who wrote the book is called the author. Tell students the name of the author of the book.

Explain to students that the person who makes the pictures for the book is called an illustrator. Tell students the name of the illustrator. Show students where you can find this information on the cover or the title page of the book.



# Pausing Point



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## ***Note to Teacher***

You should pause here and spend one day reviewing, reinforcing, or extending the material taught thus far.

You may have students do any combination of the activities listed below, but it is highly recommended that you use the Mid-Domain Student Performance Task Assessment to assess students' knowledge of *Presidents and American Symbols*. The other activities may be done in any order. You may also choose to do an activity with the whole class or with a small group of students who would benefit from the particular activity.

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## ***Core Content Objectives Up to This Pausing Point***

Students will:

- ✓ Name the current president of the United States
- ✓ Identify the White House as the president's home
- ✓ Describe Washington, D.C., as the city where the current president lives and where monuments of past presidents can be found
- ✓ Identify the American flag
- ✓ Describe the differences between a president and a king
- ✓ Name George Washington as someone admired for his honesty
- ✓ Identify the cherry tree story as a legend
- ✓ Describe George Washington as a general who fought for American independence
- ✓ Explain that General Washington led his army to victory even though his army was smaller than the British army
- ✓ Identify George Washington as the first president of the United States
- ✓ Explain the sacrifices George Washington made for the country

- ✓ Identify Thomas Jefferson as the third president of the United States
- ✓ Identify Thomas Jefferson as the primary author of the Declaration of Independence
- ✓ Describe the purpose of the Declaration of Independence as a statement of America's liberty
- ✓ Identify the Statue of Liberty

## ***Student Performance Task Assessment***

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### **10 George Washington's Life**

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#### **Materials: drawing paper, drawing tools**

Distribute to each student drawing tools and a piece of paper divided into four segments.

Ask students to think about the timeline of the life of George Washington you created as a class. Tell them that they will be creating a story of the life of George Washington by drawing four pictures of actual events in the life of Washington. Remind students that the cherry tree story is a legend and is not an event that actually happened. Remind them that, like the timeline you created, it is important to put the events in the order in which they happened. Remind them of the temporal words you used, such as *first*, *next*, and *last*.

## ***Activities***

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### **Image Review**

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Show the Flip Book images from any read-aloud, again and have students retell the read-aloud using the images. Encourage students to use domain-related vocabulary as they describe the images.

### **Image Card Review**

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#### **Materials: Image Cards 1–13**

In your hand, hold Image Cards 1–13 fanned out like a deck of cards. Ask a student to choose a card but to not show it to anyone else in the class. The student must then perform an action or

give a clue about the picture s/he is holding. For example, for the White House, a student may pretend to be a president or a member of the president's family who lives in the White House, or a person visiting the White House. The rest of the class will guess what place is being described. Proceed to another card when the correct answer has been given.

## Riddles for Core Content

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Ask students riddles such as the following to review core content:

- I was the first president of the United States and the person the capital of the United States was named after. Who am I? (George Washington)
- We are the names of two positions in the army, and one of us is in charge of the other. What are we? (general and colonel)
- When George Washington took me out of his pocket during his speech, the angry soldiers realized how much Washington had sacrificed while fighting for his country. What am I? (spectacles)
- I loved books and was also a good writer. I wrote the Declaration of Independence. Who am I? (Thomas Jefferson)
- I was admired for my honesty and have a cherry tree legend about me. Who am I? (George Washington)

## Key Vocabulary Brainstorming

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**Materials: Chart paper, chalkboard, or whiteboard**

Give students a key domain concept or vocabulary word such as *spectacles*. Have them brainstorm everything that comes to mind when they hear the word, such as *George Washington*, *eyeglasses*, *speech*, *war*, etc. Record their responses on chart paper, a chalkboard, or a whiteboard for reference.

## Domain-Related Trade Book or Student Choice

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**Materials: Trade book**

Read an additional trade book to review a particular president, symbol, or event; refer to the books listed in the Introduction. You may also choose to have the students select a read-aloud to be heard again.

## **Class Book: Presidents and American Symbols**

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### **Materials: Drawing paper, drawing tools**

Tell the class or a group of students that they are going to make a class book to help them remember what they have learned in this domain. Have students brainstorm important information about the U.S. presidents and related American symbols. Have each student choose one idea to draw a picture of and ask him or her to write a caption for the picture. Bind the pages to make a book to put in the class library for students to read again and again.

## **You Were There: A Clever General, George Washington, Thomas Jefferson**

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Have students pretend that they were at one of the important events involving a president and/or American symbol. Ask students to describe what they saw and heard. For example, for “George Washington,” students may talk about seeing and hearing the speech Washington gave to the troops.

## **On Stage: A Dishonest Story About an Honest Man, A Clever General, George Washington, Thomas Jefferson**

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Have a group of students plan and then act out any of the following: the battle between the British and the Americans in which George Washington and Henry Knox acted as clever leaders; the speech of George Washington when he took out his spectacles; the story of Thomas Jefferson keeping people awake at the inn while he paced around writing the Declaration of Independence.



# Abraham Lincoln

6

## ☑ **Lesson Objectives**

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### **Core Content Objectives**

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Students will:

- ✓ Identify Abraham Lincoln as an important president of the United States
- ✓ Explain that Abraham Lincoln was known as “Honest Abe” and why he was called that
- ✓ Explain Abraham Lincoln’s role during the U.S. Civil War

### **Language Arts Objectives**

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The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ With prompting and support, describe the connection between slavery and the U.S. Civil War (RI.K.3)
- ✓ Identify new meanings for the word *head* and apply them accurately (L.K.4a)

## Core Vocabulary

**proclaim, v.** To announce for the public to hear

*Example:* Pratima's four-year-old brother held up four fingers as he got ready to proclaim, "I am four!"

*Variation(s):* proclaims, proclaimed, proclaiming

**reputation, n.** The main quality seen by others about a person


*Example:* George Washington had a reputation for being honest.

*Variation(s):* reputations

**serious, adj.** Not cheerful or smiling

*Example:* The serious look on Tim's face made Cindy realize he had something important to say.

*Variation(s):* none

<i><b>At a Glance</b></i>	<b>Exercise</b>	<b>Materials</b>	<b>Minutes</b>
<i><b>Introducing the Read-Aloud</b></i>	<b>What Have We Already Learned?</b>		10
	<b>Essential Background Information or Terms</b>	world map or globe	
	<b>Purpose for Listening</b>		
<i><b>Presenting the Read-Aloud</b></i>	<b>Abraham Lincoln</b>		10
<i><b>Discussing the Read-Aloud</b></i>	<b>Comprehension Questions</b>	Image Card 14	10
	<b>Word Work: Serious</b>		5
 <b>Complete Remainder of the Lesson Later in the Day</b>			
<i><b>Extensions</b></i>	<b>Multiple Meaning Word Activity: Head</b>	Poster 3M: Head	15
	<b>Syntactic Awareness Activity: Prepositions</b>		
<i><b>Take-Home Material</b></i>	<b>Family Letter</b>	Instructional Master 6B-1	*



# Abraham Lincoln

6<sub>A</sub>

## ***Introducing the Read-Aloud***

**10** minutes

### **What Have We Already Learned?**

Start by reviewing what students have already learned about two of the Founding Fathers of our country: George Washington and Thomas Jefferson. Remind students that the Pilgrims were one of many groups of people to set up colonies in North America, and that there were thirteen colonies in which the colonists lived, and they all had to answer to the king of Great Britain.

Explain that the colonists were tired of answering to the king and wanted freedom to make decisions for themselves. Remind students that in the last read-aloud they heard about the talents and struggles of Thomas Jefferson. Ask, “What important document did Thomas Jefferson write?” (Declaration of Independence) “From what country did the colonies declare independence?” (Great Britain)

After the Declaration of Independence was approved on the fourth of July, the colonies became a new nation. Explain to students that when we celebrate the Fourth of July today, we are celebrating the birthday of our country. Ask, “After Thomas Jefferson finished the Declaration of Independence, who was the general of the army and the Founding Father who led our country in the American Revolution and helped win the colonists their liberty?” Hint: He later became our first president. (George Washington)

Remember to repeat and expand upon each response, using richer and more complex language, including, if possible, any read-aloud vocabulary. If a student’s response includes inaccurate factual information, refer back to earlier read-alouds and/or illustrations to correct any misunderstandings.

Remind students that when our Founding Fathers wrote the Constitution, a set of laws for the country to follow, they decided

the United States would not become a kingdom. Ask, “What is the name given to our kind of government?” (a democracy) Unlike a kingdom that is ruled by the king, a democracy is a country ruled by the people. Ask, “How does someone get to be president of the United States?” (He or she must be elected or chosen by the people.) Ask students to name the first three presidents of the United States. (George Washington, John Adams, and Thomas Jefferson)

Now explain that although we won our freedom from the British and elected many presidents after Thomas Jefferson, there were people in the United States who still were not free people.

### **Essential Background Information or Terms**

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Explain that over a hundred years ago some people in our country were slaves. Slaves are people who are forced to work without being paid and are not free to decide how to live their lives. Tell students that today slavery is against the law, and people know it is wrong, but long ago it was not against the law. People from Africa were brought to America on ships as slaves for the colonists. Point to the continent of Africa on a world map or globe. When the colonists decided to fight for their freedom from Great Britain, they themselves were keeping freedom from a large number of slaves. Many of the Founding Fathers realized that slavery was wrong, yet they did not vote to get rid of it as they should have done. Many farmers had slaves to do the work on farms, especially in the South where they had large areas of land to farm. Slaves could not leave the farms without permission, and they were not free to make their own choices.

Explain to students that about two hundred years ago, one of the biggest issues Americans were arguing about was slavery. Many people in the northern states thought slavery was wrong, whereas many people in the southern states felt that they needed slavery. Explain to students that about one hundred and fifty years ago, northern states and southern states fought a war over slavery. This war was called a civil war because it was fought between people who lived in the same country.

### **Purpose for Listening**

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Tell students that they will hear about Abraham Lincoln, who was the president of our country during this important time. Tell students that Abraham Lincoln often wore a very tall hat, and they should listen carefully to find out what President Lincoln had in his hat and why it was so important.



## Abraham Lincoln

### ◀ Show image 6A-1: Lincoln and his hat

- 1 Here the word *head* means the part of your body that contains your brain and face. The word *head* can also mean to go in a specific direction.

If I asked you what you kept under your hat, you might laugh and say, “My head! What else would I keep under my hat?”<sup>1</sup>

President Abraham Lincoln kept his head under his hat, too. You may have seen pictures of a tall, bearded man wearing his tall, black hat. But sometimes Mr. Lincoln kept something more than his head under there, too. Here is the story of what lay beneath Abraham Lincoln’s hat.<sup>2</sup>

- 2 What do you think is under his hat?



### ◀ Show image 6A-2: Lincoln and his advisors

- 3 You heard the word *chief* before. What does the word *chief* mean? (the person in charge)

Abraham Lincoln was a busy man, surrounded by many other busy men who helped him make important decisions. They grew impatient when they had to wait to meet with the president. So, on this particular day, as they waited to see their chief, President Abraham Lincoln, they were not in a good mood.<sup>3</sup>

They became even angrier when they entered President Lincoln’s office and found him in his rocking chair, his long legs stretched out before him, holding a book and laughing aloud. Each man thought, “We are in the middle of a war. Does the president think we have nothing better to do than to listen to him laugh? We do not like war! We do not like sending people off to fight! We worry all the time about whether we are doing the best jobs we can, yet he does not look worried, even though he is in charge of the whole war.”<sup>4</sup>

- 4 The war they were in was the U.S. Civil War, between the northern states and southern states. Lincoln and his men fought for the northern states and were against slavery.

Lincoln asked the men to sit down. He said, “Welcome, gentlemen. Before we get down to business, listen to this joke.” The men listened as the president read the joke out loud. Then he laughed again, but no one else laughed. One man said, “Mister President, did you ask us here in order to read us a joke? That is a waste of our time.”

5 *Serious* means not smiling or happy.



Lincoln set down his book. His face became **serious**.<sup>5</sup> “That is not why I called you here,” he said. “But running a war, knowing that people will get hurt or killed, is a sad business. When I can laugh, I do, for if I do not laugh, I might cry. I thought you could use a laugh, too.”

← **Show image 6A-3: What was under Lincoln’s hat**

He stood up, all six feet, four inches of him—that was a lot taller than most men in his time. Walking to his desk, he picked up his tall, black hat and reached inside. Pulling out a folded piece of paper, he said, “I have been carrying this paper inside my hatband for more than three months, waiting for the right day to show it to you. Today is that day. I have word that our army has won a great battle. Perhaps we are beginning to win this terrible war at last. Now I feel safe in telling people what I want to do next.”<sup>6</sup>

6 What is the “terrible war” Lincoln is talking about?

7 Slavery is the situation in which people, called slaves, are forced to work for someone else without pay and without having the freedom to live their lives the way they want.



When George Washington, Thomas Jefferson, and others started the United States a hundred years earlier, they tried to make a country in which people could be free to do as they wished and to travel wherever they chose to go. They did many wonderful things, but they failed to do one important thing: they did not end slavery in America.<sup>7</sup>

← **Show image 6A-4: Slaves**

Being a slave was the worst thing a person could be. A slave had to do whatever he or she was told. The slave did not get paid to work, but only received very plain food to eat, clothes to wear—often, old clothes—and a place to sleep. The slave could not choose to leave or decide how to live his or her life.



← **Show image 6A-5: Constitutional debate**

Some of the people who started the United States said, “Slavery is a terrible thing! We must not allow it in our new country. We believe in freedom. How could we have slaves here?” But other people answered, “Slavery is fine. The rest of us will be free to decide things for ourselves, but slaves will not. If you say there

8 People thought they needed slaves to help them do their work, especially the farmers in the South.

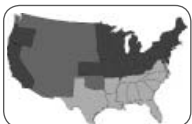
9 Why do you think Jefferson called slavery a tornado?



← **Show image 6A-6: Abraham Lincoln**

will be no slavery, we will not help start the new country.” George Washington, Thomas Jefferson, and their friends knew slavery was wrong, but they thought, “We need slaves to help us start the country. Afterward, we can end slavery.”<sup>8</sup> But after America was born, year after year, many people still held onto slavery. The year before Thomas Jefferson died, he called slavery “a tornado that will burst on us sooner or later.” He feared there would be a war between those who wanted to end slavery and those who supported it.<sup>9</sup>

10 Your reputation is how most people think of you. Who else have you heard about who had a reputation for being honest?



← **Show image 6A-7: Map of the United States during the Civil War**

Abraham Lincoln was born in Illinois the year Jefferson finished being president. Lincoln was born to a poor family living in the forest in a tiny cabin made of logs. His parents did not know how to read or write. Lincoln had to work hard to help them, and since he was a fair, honest person, he grew up believing everyone who worked should be paid fairly and treated fairly. Later, as a young lawyer, he gained a **reputation** of being the most honest lawyer in Illinois and was known by the nickname “Honest Abe.”<sup>10</sup> Lincoln hated slavery. However, he also hated war, and when he became president, he tried to prevent the war from starting. But too many people on both sides were angry about many different issues, including slavery.

11 colored in blue on the map

12 colored in gray on the map

In the South there were large areas of land to farm, and that is the area where there were the most slaves. Because of this, the nation divided the north<sup>11</sup> against the south.<sup>12</sup> People in most southern states decided, “We’ll start our own country that allows slavery.” The North, with Lincoln as president, refused to let the South do that, saying, “We should be one country, and we should not allow slavery.” The war Thomas Jefferson had warned against began. This was the U.S. Civil War.



← **Show image 6A-8: What was under Lincoln’s hat**

On the day that President Lincoln invited these men from the

13 or let everyone know

14 or set free

government to his office, he told them, “I am going to announce that slaves in southern states will now be free, according to the law. I wrote that law on the paper I have been carrying in my hat. I call the law the Emancipation Proclamation. I’ll **proclaim**<sup>13</sup> that the slaves are emancipated.<sup>14</sup> Anyone who doesn’t let them go is breaking the law.”

President Lincoln went on, “Everyone must understand that America is truly a land of life, liberty, and the pursuit of happiness, just as Thomas Jefferson wrote.”

The other men replied, “Mr. President, we will gladly listen to your jokes if this is what happens afterward.”



◀ **Show image 6A-9: The Emancipation Proclamation**

But even after President Lincoln told everyone about the new law, many people who supported slavery would not give up. It took nearly three more years of war before the army of the South surrendered to Lincoln’s northern army. The war ended. Now, slavery was over. And the important paper that had helped make it happen was what Abraham Lincoln had been carrying under his hat.

## Discussing the Read-Aloud

**15** minutes

### Comprehension Questions

**10** minutes

1. *Literal* What was the main issue over which the U.S. Civil War was fought? (slavery)
2. *Literal* [Show students Image Card 14 (Abraham Lincoln).] Who was the president during the U.S. Civil War? (Abraham Lincoln)
3. *Inferential* Describe Abraham Lincoln as a young man. (He worked hard; he was fair and honest.)
4. *Inferential* What was Abraham Lincoln’s nickname? (Honest Abe) Why do you think he was given that nickname? (He was honest.)
5. *Inferential* In the read-aloud you heard Lincoln proclaim something very important. What does the word *proclaim*

mean? (let everyone know) What did the paper under Lincoln's hat proclaim? (It was a statement for everyone to know that slaves would be set free.)

6. *Evaluative* How do you think Lincoln felt when the northern states won the war and slavery ended? (He felt happy, relieved, and proud.)

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

I am going to ask you a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

7. *Evaluative Think Pair Share:* Was the fight to free slaves important? Why? (Yes, because slavery was and is wrong.)
8. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these questions.]

### Word Work: Serious

5 minutes

1. In the read-aloud you heard, "[Lincoln's] face became *serious*."
2. Say the word *serious* with me.
3. *Serious* means not cheerful or smiling.
4. Someone might have a serious look on his or her face if he or she is angry or upset, or when he or she has something important to say.
5. Tell about a time when you felt serious. Try to use the word *serious* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students' responses: "I was serious when . . ."]
6. What's the word we've been talking about?

Use a *Making Choices* activity for follow-up. Directions: I am going to describe some people. If the person I describe is serious, say,

“He or she is serious.” If the person I describe is not serious, say, “He or she is not serious.”

1. a playful clown (He is not serious.)
2. a laughing baby (He is not serious.)
3. someone asking for help after getting hurt (He is serious.)
4. someone having fun at a birthday party (He is not serious.)
5. an angry friend (He is serious.)
6. your parents asking you to clean up (They are serious.)



**Complete Remainder of the Lesson Later in the Day**



# Abraham Lincoln

6<sub>B</sub>

## Extensions

15 minutes

### ↔ Multiple Meaning Word Activity

#### *Multiple Choice: Head*

[Have students hold up one, two, or three fingers to indicate which image on the poster shows the meaning of the word being discussed.]

1. [Show Poster 3M: Head.] In the read-aloud you heard, “My *head*! What else would I keep under my hat?”
2. Which picture shows this meaning of the word *head* meaning the part of the body containing the brain and face? (two)
3. *Head* also means other things. *Head* can also mean to go in a specific direction. Which picture shows someone or something going in a specific direction? (three)
4. *Head* also can mean the leader of a group of people or an organization, such as the government. Which picture shows this type of head? (one)

Now that we have gone over the different meanings for *head*, quiz your neighbor on these different meanings. Try to use complete sentences. For example, you could say, “I would like to be the head of the government one day.” And your neighbor should respond, “That’s ‘one’.”

### ↔ Syntactic Awareness Activity: Prepositions of Movement (toward, away, to, from)

Directions: Today we are going to practice using words that are used to show relationships between other words. We will practice using these small words—*toward*, *away*, *to*, *from*— to help us describe the direction in which something is moving.

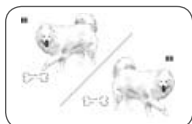
**Note:** There may be variations in the sentences created by your

class. Allow for these variations and restate students' sentences so that they are grammatical.



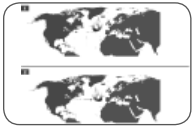
◀ **Show image 6B-1: A fish and a castle**

1. What do you see in this picture? (a fish and a castle)
2. There are some special words we use to talk about the direction in which things are moving. The word *toward* is a word we use to talk about the direction in which something is moving.
3. [Point to image 1 on the left.] The fish is swimming *toward* the castle. The word *toward* is a word we use to talk about the direction in which something is moving. When something is moving *toward* an object, it means it is getting closer to that object.
4. Which word did we use to talk about the direction in which the fish is swimming in this picture? (*toward*)
5. [Point to image 2 on the right.] The fish is swimming *away* from the castle in this picture. The word *away* is a word we use to talk about the direction in which something is moving. When something is moving *away* from an object, it means it is getting farther from that object.
6. Which word did we use to talk about the direction in which the fish is swimming in this picture? (*away*)



◀ **Show image 6B-2: A dog and a bone**

7. What do you see in this picture? (a dog and a bone)
8. [Point to image 1 on the left.] In what direction is the dog moving in this picture? [Allow students to respond, and then restate student responses for proper sentence structure.] (The dog is moving *toward* the bone.)
9. Which word did we use to talk about the direction in which the dog is moving? (*toward*)
10. [Point to image 2 on the right.] In which direction is the dog moving in this picture? [Allow students to respond, and then restate student responses for proper sentence structure.] (The dog is moving *away* from the bone.)
11. Which word did we use to talk about the direction which the dog is moving? (*away*)



◀ **Show image 6B-3: North America and explorer's ship**

12. What do you see in this picture? (North America and an explorer's ship)
13. There are some other special words we use to talk about the direction in which things are moving. The word *to* is a word we use to talk about the direction in which something is moving.
14. [Point to image 1 in the top half of this image.] The explorer is sailing *to* North America. The word *to* is a word we use to talk about the direction in which something is moving. When something is moving *to* a place, it is heading toward, or closer to, that place.
15. Which word did we use to talk about the direction in which the explorer's ship is sailing? (*to*)
16. [Point to image 2 in the bottom half of this image.] The explorer's ship is sailing *from* North America. The word *from* is a word we use to talk about the direction in which something is moving. When something is moving *from* a place, it means it is leaving that place.
17. Which word did we use to talk about the direction in which the ship is sailing in this picture? (*from*)



◀ **Show image 6B-4: A school bus and a house**

18. What do you see in this picture? (a school bus and a house)
19. [Point to image 1 in the top half of this image.] In what direction is the bus moving in this picture. [Allow students to respond and then restate student responses for proper sentence structure.] (The bus is going *to* the house.)
20. Which word did we use to talk about the direction in which the bus is moving? (*to*)
21. [Point to image 2 in the bottom half of this image.] In which direction is the bus moving in this picture? [Allow students to respond, and then restate student responses for proper sentence structure.] (The bus is going *from* the house.)
22. Which word did we use to talk about the direction which the bus is moving? (*from*).

## ***Take-Home Material***

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### **Family Letter**

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Send home Instructional Master 6B-1.



# Teddy Roosevelt

7

## ☑ **Lesson Objectives**

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### **Core Content Objectives**

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Students will:

- ✓ Identify Theodore Roosevelt as an important president of the United States
- ✓ Describe how Theodore Roosevelt's childhood affected his life as president
- ✓ Describe how Theodore Roosevelt loved the outdoors
- ✓ Explain that Theodore Roosevelt worked for nature conservation

### **Language Arts Objectives**

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The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ With prompting and support, describe the connection between Abraham Lincoln and Theodore Roosevelt (RI.K.3)
- ✓ With prompting and support, describe a picture of young Teddy Roosevelt watching President Lincoln's funeral procession and use illustrations accompanying "Teddy Roosevelt" to check and support comprehension of the read-aloud (RI.K.7)
- ✓ Retell important facts from "Teddy Roosevelt"

## Core Vocabulary

**compassion, n.** A feeling of concern for others

*Example:* He felt great compassion for his friend, whose father was sick in the hospital.

*Variation(s):* none

**education, n.** The act or process of acquiring knowledge

*Example:* Because of her good education, Leah knew a lot about history.

*Variation(s):* educations

**expert, n.** Someone who knows a lot about a subject

*Example:* The zookeeper is an expert on wild animals and can tell you why they behave the way they do.

*Variation(s):* experts

**governor, n.** The elected leader of a state


*Example:* The kind governor helped make laws in the state to support poor people.

*Variation(s):* governors

**judge, v.** To form an opinion about a person or a situation

*Example:* You should not judge a person by his or her looks; you should get to know the person.

*Variation(s):* judges, judged, judging

<i><b>At a Glance</b></i>	<b>Exercise</b>	<b>Materials</b>	<b>Minutes</b>
<i><b>Introducing the Read-Aloud</b></i>	<b>What Have We Already Learned?</b>		10
	<b>Purpose for Listening</b>		
<i><b>Presenting the Read-Aloud</b></i>	<b>Teddy Roosevelt</b>	world map	10
<i><b>Discussing the Read-Aloud</b></i>	<b>Comprehension Questions</b>		10
	<b>Word Work: Expert</b>		5
 <b>Complete Remainder of the Lesson Later in the Day</b>			
<i><b>Extensions</b></i>	<b>Image Review</b>		15



# Teddy Roosevelt

7<sub>A</sub>

## ***Introducing the Read-Aloud***

**10** minutes

### **What Have We Already Learned?**

Remind students that they have heard the stories of three former U.S. presidents so far in this domain. Tell students that you are going to say a statement about one of these great men and they are to name which of the three presidents the statement is about. Tell students their three choices: George Washington, Thomas Jefferson, and Abraham Lincoln.

- This president was admired for his honesty, and he was the first president of the United States. (George Washington)
- These two presidents were two of the Founding Fathers who helped create the United States of America. (George Washington and Thomas Jefferson)
- This man had a talent for writing and wrote the Declaration of Independence, a statement saying that the colonists were free from Great Britain and had the right to live, to be free, and to be happy. (Thomas Jefferson)
- This general fought Great Britain for American independence during the American Revolution. (George Washington)
- This man became the first president of the United States. (George Washington)
- This man became the third president of the United States. (Thomas Jefferson)
- This man, known as “Honest Abe,” was president during the U.S. Civil War and hid a paper under his hat that said slaves were set free. (Abraham Lincoln)

### **Purpose for Listening**

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Tell students that today they will hear about another great president named Theodore Roosevelt. Ask students to listen carefully to hear about Roosevelt's early life, how that affected his life as president, and why he is considered an important president.



## Teddy Roosevelt

### ◀ Show image 7A-1: Theodore Roosevelt

1 His given name was Theodore, but he had a lot of nicknames, didn't he? Another nickname for the name *Theodore* is *Teddy*.

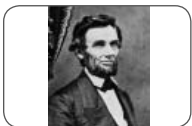
2 An education is what someone has learned.



3 Describe what you see in the picture.

4 A funeral is when people gather to honor someone who has died.

5 What is something good that Abraham Lincoln did?



### ◀ Show image 7A-2: Young Roosevelt watches Lincoln's funeral train<sup>3</sup>

Today we know him as Theodore ("Teddy") Roosevelt, the twenty-sixth president of the United States. But when he was young, his mother called him "Theodore" when she introduced him to her friends. His friends called him "T.R." and his father called him "Teedie"—especially when he wanted his son to remember something important.<sup>1</sup> "Teedie," he might say, "there is nothing more important than a good **education**."<sup>2</sup> And Teddy would listen. Teddy Roosevelt always listened to what his father said.

When he was six years old, Teddy, his younger brother, and a friend were visiting their grandparents in New York City, but one day the children did not play as they usually did. On this day they stood by a window with Teddy's father and watched as a train rolled slowly by. Mr. Roosevelt told the children, "Inside that train is Abraham Lincoln, the president of the United States." President Lincoln had died, and the train was taking him back to his home state for his funeral.<sup>4</sup> "A lot of people loved Abraham Lincoln," Mr. Roosevelt continued, "and thought he was a very good man."<sup>5</sup> People were sorry that President Lincoln died. They gathered along the train tracks to show how much they would miss him.

### ◀ Show image 7A-3: Abraham Lincoln

Teddy thought about this for a minute and then asked his father, "Do *you* think President Lincoln was a good man, Father?" Teddy greatly admired his father, so he wanted to know how he felt about the president.

Mr. Roosevelt replied, "I think Abraham Lincoln was a *great* man and a great president." He continued, "A great president can help a lot of people and do a lot of good things. Abraham Lincoln came from a poor family, but he worked hard. He was smart and

6 or form an opinion about



← **Show image 7A-4: Young Roosevelt**

kind. So many people thought highly of him that he was elected president.” Mr. Roosevelt told Teddy that Abraham Lincoln was a perfect example of why he should not **judge**<sup>6</sup> someone by the kind of clothes they wore or whether they lived in a fancy part of town. He said, “Judge them instead by what they do and why.”

Teddy Roosevelt had asthma, a medical condition that made it hard for him to breathe. Because of his illness, he rarely got out when he was young to meet different kinds of people in different parts of town. His father told his son that he shouldn’t let his health issue keep him from living an active life. He said, “Build up your body and don’t be afraid to push it too hard.”



← **Show image 7A-5: Active Roosevelt**

Once again, Teddy listened to his father. He worked very hard to build up his body. He spent more time outdoors, climbing mountains, hiking for miles, and fishing and hunting. Teddy built up his mind, too. He loved the outdoors and became an **expert** in the subjects of wild animals, birds, and fish.<sup>7</sup>

7 An expert is someone who knows a lot about a subject.

When he was seventeen, Teddy went to college and received the fine education his father had talked about. Throughout his life, he made sure to give his mind as much exercise as he gave his body. Teddy wrote more than twenty books and many, many newspaper and magazine articles. Teddy remembered the things his father taught him. He never forgot what his father had taught him that day when President Lincoln went by.



← **Show image 7A-6: Theodore Roosevelt and Alice Lee**

Two months after he finished college, on his twenty-second birthday, Teddy married a young woman named Alice Lee, and they had a little girl. They named her Alice, too. Teddy’s wife, Alice, died when little Alice was still a baby, but a few years later Teddy got married again to a friend named Edith Carow (*CARE*-oh).



← **Show image 7A-7: Roosevelt as a young politician**

8 Here the word *right* means correct. The word *right* can also mean the side of your body away from your heart. [Raise your right hand, and explain that this side of your body is the right side. Ask students to point to their right leg.]

As a young man with a family, Teddy had to decide what to do with his life. He told himself, “My father was right. I must use every day I have in this world to do important things.”<sup>8</sup> Teddy decided to work in government so he could help people. He did not know it then, but he himself would one day become president of the United States.



← **Show image 7A-8: Roosevelt and children on a nature walk**

9 *Explore* means to learn more about a place.

Teddy and his new wife, Edith, had five children together, giving Teddy’s daughter Alice some sisters and brothers. Teddy often led the children outdoors to explore the woods or play on the lawn.<sup>9</sup> He taught them about birds, animals, and plants, and played lively games with them. Once, when another woman was visiting his wife, they heard laughter outside. Looking out the window, they saw Teddy and the children playing dress-up and running across the lawn. Edith Roosevelt smiled and told her friend, “I have no trouble controlling the children, but controlling Theodore is impossible.”<sup>10</sup>

10 His wife also called him “Theodore,” like his mother did.



← **Show image 7A-9: Roosevelt in New York**

In those days in New York, making sure that the government was doing a good job was a tough business. Because so many dishonest people worked in government, Teddy’s friends told him that nice people like him did not get involved. Teddy said, “Things will get better only when good people make them so.” To start, he became the head of the New York City Police Department. He toured the streets to make sure police officers were doing their jobs fairly and honestly.

A few years later, the president of the United States, William McKinley, made Teddy Roosevelt the Assistant Secretary of the U.S. Navy. Teddy felt the United States needed a strong navy to show the world that it was a powerful country.



← **Show image 7A-10: Roosevelt, the Rough Rider**

Later, Teddy left his job with the navy and went West. He went

11 A governor is the elected leader of a state.



12 The vice president assists the president and is just one step below the president.

13 If the president of the United States dies, the vice president becomes president.



to lead cowboys and other people from the West. They joined the army together, and other soldiers began calling them the “Rough Riders.” Teddy led his Rough Riders in battle and was so brave that when he returned home, people called him a hero. They elected him **governor** of the state of New York.<sup>11</sup> As governor, he helped make many new laws to help everyone: rich and poor, old and young, male and female.

← **Show image 7A-11: Roosevelt’s inauguration**

Later, Teddy Roosevelt became vice president of the United States.<sup>12</sup> Six months after he became vice president, President McKinley died. At age forty-two, Theodore Roosevelt became the twenty-sixth president of the United States.<sup>13</sup> He is the youngest man to ever serve as president.

As president, Roosevelt set out to help working people and poor people who had to pay too much for things they bought. President Roosevelt also tried to be a peacemaker. People said, “Teddy wants America to be strong enough to win wars, but he thinks peaceful talking is better.” As he put it himself, “Speak softly, but carry a big stick.”

← **Show image 7A-12: Yosemite National Park**

Busy as he was, President Roosevelt still found time for the outdoor activities he loved as a child. He once said, “All Americans deserve clean air, clean water, and beautiful outdoor spaces to explore. We should set aside special places now, while they are still natural and wild, so our children and grandchildren may know the joy of the outdoors.” President Roosevelt believed one of the most important things a president could do was to keep making the country a better place. He asked, “What will happen [if one day] our forests are gone?”

Under President Roosevelt’s direction, the government created huge parks and protected forests, lakes, and rivers to keep them clean and natural. He set up special parts of the government to protect America’s lakes and rivers, and to guard the wild creatures.

14 Theodore Roosevelt conserved parks and places in nature for people to enjoy, where no one could build, or cut down trees.



15 *Compassion* means a feeling of concern for someone or something.

This effort was called “conserving,” or saving, nature. Today, we still enjoy the parks and wild places President Roosevelt saved.<sup>14</sup>

◀ **Show image 7A-13 Early teddy bear**

Teddy Roosevelt helped in another way, too. Once, while he and some friends were out hunting, President Roosevelt showed **compassion** by refusing to kill a black bear.<sup>15</sup>

When people heard this story, they wrote about it in the newspapers. Some people in New York City who sold toys began selling stuffed toy bears. They called them “teddy bears” in honor of President Roosevelt.

So, Teddy Roosevelt conserved nature for us to enjoy the outdoors. And he left us with teddy bears to hug indoors. No wonder we say, “There was a great president!”

## ***Discussing the Read-Aloud***

**15** minutes

### **Comprehension Questions**

**10** minutes

1. *Literal* As a young boy, Theodore Roosevelt watched a train carrying a president who had died. Which president was that? (Abraham Lincoln)
2. *Inferential* Why did Teddy’s father admire Abraham Lincoln? (Lincoln came from a poor family, worked hard, was a good leader, and was a kind, honest man.)
3. *Inferential* What was Teddy’s problem as a child? (He had asthma, a medical condition that made it hard for him to breathe.) What do you think gave Teddy the courage to build up his body and mind, even though he was a sick child? (the love and support of his father)
4. *Literal* What kinds of things did Teddy do because he enjoyed the outdoors? (climbed mountains; hiked; hunted; fished; learned about wildlife; etc.)
5. *Inferential* What events in his childhood helped Teddy Roosevelt later become president of the United States? (He saw President

Lincoln's funeral train and heard his father's view of the ways presidents can help people; he strengthened both his body and his mind by exercising and reading many books; and he took his father's advice about getting a good education.)

6. *Inferential* How did Theodore Roosevelt become president? (President McKinley died and Roosevelt was vice president at the time.)
7. *Inferential* What did Teddy Roosevelt's love of nature lead him to do? (conserve and protect nature, create national parks, refuse to shoot the black bear)

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

I am going to ask you a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

8. *Evaluative Think Pair Share:* What qualities did you hear about Teddy Roosevelt that probably helped him when he became president? (Answers may vary.)
9. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these questions.]

### Word Work: Expert

5 minutes

1. In the read-aloud you heard, "[Teddy Roosevelt] loved the outdoors and became an *expert* in the subjects of wild animals, birds, and fish."
2. Say the word *expert* with me.
3. An expert is someone who knows a lot about a topic.
4. Someone is an expert if he or she knows how to do something very well or can answer most questions about a topic.
5. Tell about someone you know who is an expert in something. Try to use the word *expert* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the

students' responses: "One person I know who is an expert is . . . S/he is an expert in . . ."]

6. What's the word we've been talking about?

Use a *Making Choices* activity for follow-up. Directions: I am going to describe some people. If the person I describe sounds like an expert, say, "S/he is an expert." If the person I describe doesn't sound like an expert, say, "S/he is not an expert."

1. someone who can answer all your questions about any type of bird (She is an expert.)
2. someone who is just beginning to learn to read (She is not an expert.)
3. someone who takes apart a watch, but cannot put it back together again (She is not an expert.)
4. someone who knows how to fix any problem with any computer (She is an expert.)



**Complete Remainder of the Lesson Later in the Day**



# Teddy Roosevelt

7<sub>B</sub>

## Extensions

15 minutes

### Image Review

Show Flip Book images 7A-1 through 7A-13. Have students talk about what they see in each picture and what they have learned that is associated with the picture. As students share, remember to repeat and expand upon each response using richer and more complex language, including, if possible, any read-aloud vocabulary.



# Barack Obama

8

## ✓ Lesson Objectives

### Core Content Objectives

Students will:

- ✓ Identify Barack Obama as the forty-fourth president of the United States
- ✓ Identify Barack Obama as the first African American to be elected president of the United States
- ✓ Explain the importance of education in Barack Obama's life and presidency

### Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ With prompting and support, describe an illustration of Barack Obama on the night of his election and use pictures accompanying "Barack Obama" to check and support understanding of the read-aloud (RI.K.7)
- ✓ With prompting and support, compare and contrast Barack Obama and other American presidents (RI.K.9)
- ✓ Use a combination of drawing, dictating, and writing to compose an opinion piece about the president they most admire and why (W.K.1)
- ✓ With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed (W.K.5)

- ✓ Add drawings to descriptions of a favorite president to provide additional detail (SL.K.5)
- ✓ Explain the meaning of “where there’s a will, there’s a way” and use in appropriate contexts (L.K.6)

## Core Vocabulary

**accomplishment, *n.*** Something that was done successfully or well

*Example:* Juanita practiced many hours to learn to ride a bicycle and was very proud of her accomplishment.

*Variation(s):* accomplishments

**ancestors, *n.*** Family members from the past, such as a great-grandparent or great, great-grandparent

*Example:* My ancestors came to the United States from Ireland many, many years ago.

*Variation(s):* ancestor

**humble, *adj.*** Not high in rank or status; modest


*Example:* The humble little cottage was simple but comfortable.

*Variation(s):* humbler, humblest

**politics, *n.*** The work or study of government

*Example:* Luiz’s mother was always interested in politics, so it was not surprising when she ran for mayor of their town.

*Variation(s):* none

At a Glance	Exercise	Materials	Minutes
<b>Introducing the Read-Aloud</b>	What Have We Already Learned?		10
	Purpose for Listening		
<b>Presenting the Read-Aloud</b>	Barack Obama	world map or globe	10
<b>Discussing the Read-Aloud</b>	Comprehension Questions		10
	Word Work: Accomplishment	drawing paper, drawing tools	5
 Complete Remainder of the Lesson Later in the Day			
<b>Extensions</b>	My Favorite President	drawing paper, drawing tools	15
	Sayings and Phrases: Where There’s a Will, There’s a Way		



# Barack Obama

8<sub>A</sub>

## ***Introducing the Read-Aloud***

**10** minutes

### **What Have We Already Learned?**

Remind students that they have heard about four U.S. presidents: George Washington, Thomas Jefferson, Abraham Lincoln, and Theodore Roosevelt. Ask students what they remember about each of the four presidents. If necessary, use images from the previous read-alouds to remind students of the accomplishments of these four men.

After students discuss a few significant accomplishments of these four presidents, ask, “Which of these four presidents do you admire the most? What things did that man do that make you feel this way?” Remember to repeat and expand upon each response, using richer and more complex language, including, if possible, any read-aloud vocabulary. If a student’s response includes inaccurate factual information, refer back to earlier read-alouds and/or illustrations to correct any misunderstandings.

Tell students that today they will learn about another president of the United States, but one who was elected much more recently. Tell students that today they will hear about President Barack Obama. He is the forty-fourth president of the United States.

### **Purpose for Listening**

Tell students to listen carefully to learn more about Barack Obama and how he came to be elected president.



## Barack Obama

### ◀ Show image 8A-1: Barack Obama elected president

November 4, 2008, was a day of celebration for many Americans. There were parties all across the United States. In Chicago, nearly a million people poured onto the streets. For them, it did not matter that it was cold, nor that it was late. They had something big to celebrate. Some of them waved flags. Some blew party horns and danced in the streets. Some cried for joy. And many chanted three words: “Yes, we can!” This was indeed an unforgettable day because these people were celebrating the election of Barack Obama as the forty-fourth president of the United States.



### ◀ Show image 8A-2: Crowd celebrates Obama election<sup>1</sup>

Of course, there are always parties on election night. But the celebrations in honor of Barack Obama were different. People were not just celebrating his election. They were also celebrating the fact that the United States had just elected an African American man as the next president, which had never been done before. This was an incredible achievement for a young man from a **humble** background, and he had worked very hard to get there.<sup>2</sup>

1 What do you see in this picture?

2 The word *humble* means not fancy or important. *Humble* is used to describe things that are plain and simple.



### ◀ Show image 8A-3: Map of Hawaii and Kenya

Barack Obama was born on August 4, 1961, in Honolulu, Hawaii.<sup>3</sup> His mother was from Kansas, and his father was from Kenya.<sup>4</sup> His parents met at the University of Hawaii. Shortly after they were married, they had a son and named him Barack Hussein Obama. When Barack was a baby, his father left Hawaii to study at Harvard University, in Massachusetts. When Barack was two years old, his parents divorced. Not long after that, Barack’s father moved back to Kenya. Barack was raised by his mother and his grandparents, who loved him very much. As a young boy, Barack missed his father very much and thought about him often.

3 [Point to the island of Hawaii on the map.] Hawaii is one of the fifty United States, but it is not connected to any of the other states. It is an island in the Pacific Ocean.

4 [Point to the country of Kenya, highlighted on the map of Africa.] Kenya is a country in Africa.



5 What is Hawaii?

6 [Point to the country of Indonesia on a world map or globe, and show its relationship to Hawaii.] Indonesia is a country in Southeast Asia. It is a group of islands like Hawaii.



← **Show image 8A-4: Hawaii**

While Barack Obama was a child growing up in Hawaii, he loved to go to the beach.<sup>5</sup> He loved to play with his friends, many of whom were from different parts of the world. For a while, he and his mom moved to Indonesia.<sup>6</sup> Although this was an exciting time for young Barack, he also saw how hard life could be for some people. He began to wonder about how to make the world a fairer place. He began to dream about a better future for everyone.

← **Show image 8A-5: Columbia University and Harvard University**

All his life, Barack had been told by his family that education was the most precious gift. Barack listened to these words and worked very hard in school. Barack received good grades and eventually went on to study at Columbia University and Harvard Law School.

When Barack was twenty-one years old, his father died. Barack was sad that he never really got to know his father. He went on a trip to Africa to meet some of his family members and learn about the land his **ancestors** called home.<sup>7</sup> It was during this visit that he dreamed about a better future for all Americans. He would work very hard to make this dream a reality.

7 Ancestors are members of someone's family from long ago.



← **Show image 8A-6: Barack and Michelle Obama**

While Barack was attending Harvard Law School, he met Michelle Robinson. Barack and Michelle were married in 1992 and later had two daughters, Malia and Sasha. Barack Obama became a lawyer and, eventually, went on to teach law in Chicago, Illinois.

During that time in America, it was sometimes difficult for African Americans to go to college or to get jobs. Barack became a community leader in Chicago. He helped many people who were poor or who needed help. He encouraged young people to stay in school. He became interested in **politics**, and he began to work very hard to get more people to vote in elections.<sup>8</sup> Barack Obama believed that if enough people voted for change, then change would happen. He became a U.S. senator, representing the state of Illinois, in Washington, D.C.<sup>9</sup> Now his voice was being heard.

8 Politics is the work of people who are part of the government.

9 A senator is an important person in the government who helps make laws.



← **Show image 8A-7: Candidate Barack Obama**

10 An accomplishment is something that was done well or successfully.

In 2007, Barack Obama decided to run for president. He worked very hard to win the election, and he won it. It was a great **accomplishment** for President Obama.<sup>10</sup> But it was also a great accomplishment for the United States. Barack Obama became the first African American president of the United States.

President Obama wanted to make sure everyone had the chance to get the type of good education he had been able to receive. He once said, “[N]othing is more important than giving everyone the best education possible—from the day they start preschool to the day they start their career.”



← **Show image 8A-8: Obama family and Bo**

11 [Point to the image of the Obama family.]

12 [Point to the image of Bo.]

13 This means that many, many Americans thought President Obama should be the president of the United States for another four years.

Being the president of the United States is a very important job. President Obama works very hard. He travels to many different countries and is always very busy helping to run the government of the United States. Nevertheless, he tries to spend as much time as he can with his wife and daughters.<sup>11</sup> Whenever possible, they eat dinner together, watch movies and sports, and play with the family dog, Bo.<sup>12</sup>

On November 7, 2012, Barack Obama was re-elected president.<sup>13</sup> Once again, many people celebrated long into the night. And once again, they chanted the words “Yes, we can!”

### Comprehension Questions

10 minutes

1. *Literal* Who is Barack Obama? (forty-fourth president of the United States; first African American to be elected president of the United States)
2. *Literal* In what state was Barack Obama born and where he lived much of his childhood? (Hawaii)
3. *Inferential* Although he came from a humble background, Barack Obama was able to work hard and get something that allowed him to become president. What was he able to get? (a good education)
4. *Inferential* What was one of the things President Obama wanted to accomplish as president? (make sure everyone would have access to a good education)
5. *Inferential* Although the job of president is a very busy one, what types of things do President Obama and his family like to do together? (eat dinner, watch movies and sports, and play with Bo, the dog)

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

I am going to ask you a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

6. *Evaluative Think Pair Share:* In what ways was Barack Obama similar to the other presidents you learned about? In what ways was he different? (Answers may vary.)
7. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these questions.]

## Word Work: Accomplishment

5 minutes

1. In the read-aloud you heard, “It was a great *accomplishment* for President Obama.”
2. Say the word *accomplishment* with me.
3. An accomplishment is something that was done successfully or well.
4. One of my biggest accomplishments was learning to read.
5. Tell about one of your greatest accomplishments. Try to use the word *accomplishment* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “One of my biggest accomplishments was when I . . .”]
6. What’s the word we’ve been talking about?

Use a *Drawing* activity for follow-up. Directions: Draw a picture of one of the accomplishments you achieved this year in Kindergarten.



**Complete Remainder of the Lesson Later in the Day**



# Barack Obama

8<sub>B</sub>

## Extensions

15 minutes

### My Favorite President

Remind students that they have heard about five United States presidents: George Washington, Thomas Jefferson, Abraham Lincoln, Theodore Roosevelt, and Barack Obama. Ask students to think about what they learned about each of these men and his accomplishments. Tell students to select one of the five presidents that they admire most and draw at least three pictures explaining what they admire about that president.

When students have completed their illustrations, ask several students to present them to the class. Encourage classmates to ask questions and make suggestions to the student presenting as a way to clarify and strengthen the message being conveyed through the illustrations.

✈ Above and Beyond: For students who are able to do so, have them write simple words or phrases describing their illustrations.

### Sayings and Phrases: Where There's a Will, There's a Way

Proverbs are short, traditional sayings that have been passed along orally from generation to generation. These sayings usually express general truths based on experiences and observations of everyday life. Although some proverbs do have literal meanings—that is, they mean exactly what they say—many proverbs have a richer meaning beyond the literal level. It is important to help students understand the difference between the literal meanings of the words and their implied or figurative meanings.

Ask students if they have ever heard anyone say “where there’s a will, there’s a way.” Have students repeat the saying. Define *will* as desire, or something you really want. Explain that this proverb is another way of saying that when you want something really badly and don’t give up, you will find a way to get it.

Remind students that President Obama was determined to find a way to get a good education and be able to help people. Tell students that although President Obama was from a humble background, he knew that if he could get a good education he would be able to have a job where he would help people. Getting that good education wasn't always easy, though. He had to work hard, get into some of the best schools in the country, and then work hard in those schools. President Obama worked hard and accomplished his goals because "where there's a will, there's a way."

Ask students if they can think of times when they or someone they know kept on trying even though it was hard, and things worked out for them. Ask two or three students to provide examples using the saying.

Any day that your class has worked hard or persevered or found and worked through a solution to a tough problem, be sure to use the saying to describe their efforts.



# Carving Mount Rushmore

9

## ✓ Lesson Objectives

### Core Content Objectives

Students will:

- ✓ Identify the Mount Rushmore presidents
- ✓ Identify Mount Rushmore as a monument
- ✓ Explain that Mount Rushmore was carved on Native American sacred land

### Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ With prompting and support, describe the connection between Mount Rushmore and George Washington, Thomas Jefferson, Abraham Lincoln, and Theodore Roosevelt (RI.K.3)
- ✓ With prompting and support, describe a picture of Mount Rushmore and use illustrations accompanying “Carving Mount Rushmore” to check and support comprehension of the read-aloud (RI.K.7)
- ✓ Use a combination of drawing, dictating, and writing to present information about Mount Rushmore and supply some details about the topic (W.K.2)
- ✓ Retell important facts from “Carving Mount Rushmore”

## Core Vocabulary

**carved, v.** Cut out

*Example:* Haley carved a face into her pumpkin with a knife.

*Variation(s):* carve, carves, carving

**determined, adj.** Firmly trying to follow through with a decision

*Example:* The determined woman pushed through the pain and finished the long race.

*Variation(s):* none

**mines, n.** Places where people dig in the ground to remove coal and other minerals


*Example:* Miners spend many hours digging in the mines, looking for gold.

*Variation(s):* mine

**sculptor, n.** Someone who shapes things into objects or designs

*Example:* The sculptor formed the shape of a person with clay.

*Variation(s):* sculptors

<i><b>At a Glance</b></i>	<b>Exercise</b>	<b>Materials</b>	<b>Minutes</b>
<i><b>Introducing the Read-Aloud</b></i>	<b>Brainstorming Links</b>	Image Cards 2, 13–16	10
	<b>Essential Background Information or Terms</b>		
	<b>Purpose for Listening</b>		
<i><b>Presenting the Read-Aloud</b></i>	<b>Carving Mount Rushmore</b>	U.S. map	10
<i><b>Discussing the Read-Aloud</b></i>	<b>Comprehension Questions</b>		10
	<b>Word Work: Determined</b>		5
 <b>Complete Remainder of the Lesson Later in the Day</b>			
<i><b>Extensions</b></i>	<b>Drawing the Read-Aloud</b>	drawing paper, drawing tools	15



# Carving Mount Rushmore

9<sub>A</sub>

## Introducing the Read-Aloud

10 minutes

### Brainstorming Links

Tell students that they are going to review the five presidents that they have learned about in this domain. Hold up Image Card 2 (President George Washington). Have students name the president that they see on the Image Card. Ask students what details of Washington's life they can remember. Have students share their thoughts.

Repeat the activity with Image Cards 13 (President Thomas Jefferson), 14 (President Abraham Lincoln), 15 (President Theodore Roosevelt), and 16 (President Barack Obama). Have students discuss the details of the lives of these presidents and share their thoughts with the class.



### Essential Background Information or Terms

#### ◀ Show image 9A-1: Mount Rushmore

Tell students that four of the five presidents that they have learned about are the four presidents whose faces are carved onto Mount Rushmore, a rock mountain in South Dakota. Explain that Mount Rushmore is a national monument—a work of art made to remember a person or event. Point to each face on the monument, and have students say the name of each president represented. (Presidents Washington, Jefferson, Roosevelt, and Lincoln)

**Note:** Explain to students that the fifth president they learned about—President Obama—is not represented on Mount Rushmore. He became president many years after Mount Rushmore was carved.

### **Purpose for Listening**

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Tell students that in this read-aloud they will hear about the making of Mount Rushmore. Have students listen carefully for details about how Mount Rushmore was created and who was involved.



## Carving Mount Rushmore

### ◀ Show image 9A-1: Mount Rushmore

1 This is Mount Rushmore. Let's name the four people shown.

2 [Point to South Dakota on a U.S. map]



3 What is happening in this picture?

### ◀ Show image 9A-2: Explosion<sup>3</sup>

Today I am going to tell you a story about a wonderful monument. This is a special monument of four of the presidents you have been learning about: George Washington, Thomas Jefferson, Theodore Roosevelt, and Abraham Lincoln.<sup>1</sup> This monument is **carved**, or cut out of rock, on Mount Rushmore in the Black Hills of South Dakota.<sup>2</sup>

“BOOM!” Everyone near the mountain was covering their ears, but they still heard the thunderous explosion, followed by loud crashes. “BOOM!” It happened again. Gutzon Borglum (*GUHT*-son *BAWR*-glum) was blowing up a mountain.



### ◀ Show image 9A-3: The Black Hills and Borglum

4 A sculptor is someone who creates a work of art by carving or molding clay or stone.

Gutzon Borglum was a well-known American **sculptor**.<sup>4</sup> He created many statues of important people in history. One of his statues of Abraham Lincoln is on display inside the U.S. Capitol building in Washington, D.C. Gutzon Borglum usually used a hammer and chisels with sharp points to make sculptures out of rock. But this statue was different. This time, Gutzon Borglum was using dynamite to blow away huge pieces of rock from the side of a gigantic mountain.



### ◀ Show image 9A-4: Doane Robinson and a senator

5 [pronounced Dwayne]

It all began with a man who had a big idea—a very big idea. Doane<sup>5</sup> Robinson loved his home state of South Dakota. He loved hearing stories about South Dakota from long ago. He loved South Dakota so much that he wanted people from all over America to visit and learn about his home state. “I know a way to get people to come to South Dakota,” thought Robinson. “People will come to see a giant statue carved into the side of one of our big mountains.”

Robinson thought the sculpture should feature well-known people from South Dakota's past. Maybe a Native American chief. Or a hero from the Wild West. Or perhaps explorers like Lewis and Clark. He wasn't quite sure who the statue should feature, but he knew one thing: it would have to be so big that people could see it from miles away.

Robinson knew that he would need to get permission to build such an enormous statue. He would also need money to pay for the project, and a sculptor to design it. The first person Robinson talked to was the United States senator from South Dakota.<sup>6</sup> The senator thought it was a wonderful idea. "I will help get the United States government to agree with your plan," the senator told Robinson. "I will also ask my friends in the South Dakota government for their support, too."

Not everyone thought the idea to carve a giant statue in the mountains of South Dakota was a good one. For many, many years, various Native American tribes lived on the land around Mount Rushmore. Many Native Americans, including the Lakota Sioux, believed the area of the Black Hills where Mount Rushmore was to be carved was sacred, or holy, land. They did not think it was right that their sacred land was first taken away from them years earlier. And now, they did not believe that a statue should be carved into the mountain.



← **Show image 9A-5: Borglum's suggestion**

Despite the Native Americans' objections, Robinson and the senator moved forward with their plan to find a sculptor.<sup>7</sup> They found the perfect man for the job: Gutzon Borglum.<sup>8</sup>

Gutzon Borglum came to South Dakota to see the mountains for himself. He liked the idea of carving a huge statue into the Black Hills. But he believed this project should be even bigger than Robinson and the senator first imagined.

"To attract people from all over America," said the sculptor, "we should carve statues of people who are familiar across the country—not just well-known in South Dakota." Robinson and the senator liked Borglum's idea. It was Borglum who suggested

6 [Point out the senator on the left and Robinson on the right.]

7 That means the Native Americans did not want them to carve the mountain, but they did it anyway.

8 Remember, he was a well-known sculptor. [Ask students to repeat his name. (GUHT-SON BAWR-glum)]

9 This means that he wanted to protect the land, water, air, and animals in nature.

four presidents who he felt symbolized the first one hundred fifty years of America: Presidents Washington, Jefferson, Lincoln, and Roosevelt. President George Washington was our first president. President Thomas Jefferson wrote the Declaration of Independence. President Lincoln was the president during the Civil War, and President Roosevelt—a personal favorite of Borglum and Robinson—worked for nature conservation.<sup>9</sup>

With the others' support, Gutzon Borglum began to search the Black Hills for the right spot to carve his monument. "No," he thought, "the rock in this one is not the right kind for carving. It will crumble and fall apart."

"That mountain has the right kind of rock, but it cannot be seen well from a distance."

Finally, Borglum announced, "We shall carve Mount Rushmore. American history will march along that mountaintop!"



◀ **Show image 9A-6: Calvin Coolidge**

Now the only thing the group needed was the money to pay for the project. As luck would have it, Calvin Coolidge, the U.S. president at the time, and his wife came to South Dakota on vacation. To make sure that President and Mrs. Coolidge enjoyed their visit, the senator and his friends secretly moved extra fish into the stream outside the Coolidges' vacation cabin. They hoped the president would catch lots of fish and would want to stay in South Dakota longer. It worked! While he was there, Gutzon Borglum and Doane Robinson went to ask the president to help raise money for their project. President Coolidge liked the idea, too. He gave a speech about their plan so people from all across the country would read about it and send money to help. Finally, Gutzon Borglum could begin carving the mountainside monument.



◀ **Show image 9A-7: Hammer and chisel**

10 Hammers and chisels are tools that a sculptor uses.

This carving was too big to create with a hammer and chisel, the way Borglum sculpted other statues.<sup>10</sup> Some of the chunks of rock he wanted to cut away from the mountainside were as

big and heavy as a truck. He would have to blow them away with dynamite.



← **Show image 9A-8: Borglum teaching his workers**

11 People in mines dig into the ground to find coal and minerals. In order to dig through the ground, they needed to cut through rock.

Gutzon Borglum had about four hundred people helping him. Many had worked in **mines** and knew about cutting rock.<sup>11</sup> Others had used dynamite to blow open holes for mines. But they told Borglum, “Nobody has ever asked us to shape a mountain before. We do not know where to set the dynamite so it will explode in the right direction. We don’t know how to blow up just the right amount of rock, but not too much.”

Borglum had to figure out how to do that himself and teach his workers. Every step had to be done very carefully. If they cut too much rock, they could not put it back. After the dynamite did its job, some workers smoothed the surface, while others cleaned up the rocks and dust left from the explosions.



← **Show image 9A-9: Mount Rushmore under construction**

12 He did not give up on the work to finish the monument.

It took more than fourteen years to complete the project—from beginning to end. Unfortunately, Gutzon Borglum died in March 1941, just six months before the giant faces were done. Thankfully, his son, Lincoln, who Borglum had named after the president, was **determined** to finish what his father had begun.<sup>12</sup>



← **Show image 9A-10: Mount Rushmore**

13 [Name a familiar location about sixty miles away to provide reference.]

Today, millions of people from all across America and all around the world visit Mount Rushmore every year to see the enormous images of Washington, Jefferson, Roosevelt, and Lincoln. The carved faces sit five hundred feet above the ground and measure sixty feet long. That’s the height of a six-story building from forehead to chin. Even more amazing, the monument can be seen from sixty miles away!<sup>13</sup>

Doane Robinson had dreamed that people would come. The senator worked tirelessly to make it happen. And Gutzon Borglum and his son, Lincoln Borglum, brought the dream to life.



### Comprehension Questions

10 minutes

◀ Show image 9A-8: Borglum teaching his workers

1. *Literal* What monument is Gutzon Borglum famous for creating? (Mount Rushmore) What was Borglum's job? (He was a sculptor.)
2. *Literal* Doane Robinson first had the idea to carve heroes that were well known by the people of South Dakota. What was Gutzon Borglum's idea for the sculpture? (He thought that they should carve statues of people who were familiar across the country—not just well-known in South Dakota; he thought they should carve the four presidents to represent the first one hundred fifty years of the country; etc.)



◀ Show image 9A-1: Mount Rushmore

3. *Literal* Which four presidents were chosen to be on Mount Rushmore? (George Washington, Thomas Jefferson, Theodore Roosevelt, and Abraham Lincoln)
4. *Literal* Which group of people did not like the idea to carve Mount Rushmore because the land is sacred, or holy, to them? (many Native Americans; the Lakota Sioux)
5. *Inferential* What methods did sculptors use to carve Mount Rushmore? (Sculptors used a hammer and chisel as well as dynamite to blast away big chunks of rock.)
6. *Inferential* Was carving Mount Rushmore an easy task or a difficult task? (difficult) How do you know? (It took a long time; Borglum's son had to finish the task.)

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

I am going to ask you a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

7. *Evaluative Think Pair Share*: Why is Mount Rushmore important? (It

is a national monument.) Do you think this monument should have been carved, or should the people who carved it have listened to the Native Americans' wish not to carve it? (Answers may vary.)

8. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these questions.]

### Word Work: Determined

5 minutes

1. In the read-aloud you heard, "Thankfully, [Gutzon Burglum's] son, Lincoln, . . . was *determined* to finish what his father had begun."
2. Say the word *determined* with me.
3. *Determined* means firmly trying to follow through with a task or decision.
4. Someone might be determined to do well in school, or someone might be determined to succeed in life.
5. Tell about a time you were determined to do something. Try to use the word *determined* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase students' responses: "Once, I was determined to . . ."]
6. What's the word we've been talking about?

Use a *Making Choices* activity for follow-up. Directions: I am going to describe some people. If I describe someone who is determined, say, "\_\_\_\_\_ is determined." If I describe someone who is not determined, say, "\_\_\_\_\_ is not determined."

1. Erin works very hard to learn how to read. (Erin is determined.)
2. Joshua doesn't want to go to his swimming lesson because he thinks he will never learn how to swim. (Joshua is not determined.)
3. Rory practices every day to learn how to play the piano. (Rory is determined.)
4. Gabriela exercises every day to get ready for a big race. (Gabriela is determined.)



**Complete Remainder of the Lesson Later in the Day**



# Carving Mount Rushmore

9<sub>B</sub>

## Extensions

15 minutes

### Drawing the Read-Aloud

Show Image Card 17 (Mount Rushmore). Ask students to think about the read-aloud that they listened to earlier in the day. Have them draw three things that they remember about the read-aloud. They may wish to draw the four presidents on Mount Rushmore, the workers using dynamite to carve out the mountain, etc. Allow students to share their drawings with a partner or with the class.

✈ Above and Beyond: For those students who are able to do so, have them write a word or simple phrase describing their illustration.



# Domain Review

DR

## ***Note to Teacher***

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You should spend one day reviewing and reinforcing the material in this domain. You may have students do any combination of the activities provided, in either whole-group or small-group settings.

## ***Core Content Objectives Addressed in This Domain***

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Students will:

- ✓ Name the current president of the United States
- ✓ Identify the White House as the president's home
- ✓ Describe Washington, D.C. as the city where the current president lives and where monuments of past presidents can be found
- ✓ Identify the American flag
- ✓ Describe the differences between a president and a king
- ✓ Name George Washington as someone admired for his honesty
- ✓ Identify the cherry tree story as a legend
- ✓ Describe George Washington as a general who fought for American independence
- ✓ Explain that General Washington led his army to victory even though his army was smaller than the British army
- ✓ Identify George Washington as the first president of the United States
- ✓ Explain the sacrifices George Washington made for the country
- ✓ Identify Thomas Jefferson as the third president of the United States
- ✓ Identify Thomas Jefferson as the primary author of the Declaration of Independence

- ✓ Describe the purpose of the Declaration of Independence as a statement of America's liberty
- ✓ Identify the Statue of Liberty
- ✓ Identify Abraham Lincoln as an important president of the United States
- ✓ Explain that Abraham Lincoln was known as "Honest Abe" and why he was called that
- ✓ Explain Abraham Lincoln's role during the U.S. Civil War
- ✓ Identify Theodore Roosevelt as an important president of the United States
- ✓ Describe how Theodore Roosevelt's childhood affected his life as president
- ✓ Describe how Theodore Roosevelt loved the outdoors
- ✓ Explain that Theodore Roosevelt worked for nature conservation
- ✓ Identify Barack Obama as the forty-fourth president of the United States
- ✓ Identify Barack Obama as the first African American to be elected president of the United States
- ✓ Explain the importance of education in Barack Obama's life and presidency
- ✓ Identify the Mount Rushmore presidents
- ✓ Identify Mount Rushmore as a monument
- ✓ Explain that Mount Rushmore was carved on Native American sacred land

## ***Review Activities***

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### **Image Review**

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Show the Flip Book images from any read-aloud again, and have students retell the read-aloud using the images.

## Image Card Review

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### Materials: Image Cards 1–17

In your hand, hold Image Cards 1–17 fanned out like a deck of cards. Ask a student to choose a card but to not show it to anyone else in the class. The student must then perform an action or give a clue about the picture s/he is holding. For example, for the White House, a student may pretend to be a president or a member of the president's family who lives in the White House, or a person visiting the White House. The rest of the class will guess what place is being described. Proceed to another card when the correct answer has been given.

## Domain-Related Trade Book or Student Choice

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### Materials: Trade book

Read an additional trade book to review a particular president, symbol, or event; refer to the books listed in the Introduction. You may also choose to have students select a read-aloud to be heard again.

## Key Vocabulary Brainstorming

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### Materials: Chart paper, chalkboard, or whiteboard

Give students a key domain concept or vocabulary word such as *spectacles*. Have them brainstorm everything that comes to mind when they hear the word, such as *George Washington*, *eyeglasses*, *speech*, *war*, etc. Record their responses on chart paper, a chalkboard, or a whiteboard for reference.

## Riddles for Core Content

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Ask students riddles such as the following to review core content:

- I was the first president of the United States and the person the capital of the United States was named after. Who am I? (George Washington)
- We are the names of two positions in the army, and one of us is in charge of the other. What are we? (general and colonel)

- When George Washington took me out of his pocket during his speech, the angry soldiers realized how much Washington too had sacrificed while fighting for his country. What am I? (spectacles)
- I loved books and was also a talented writer. I was asked to write the Declaration of Independence. Who am I? (Thomas Jefferson)
- I kept a very important paper in my hat called the Emancipation Proclamation, and worked very hard to stop slavery. Who am I? (Abraham Lincoln)
- I was admired for my honesty and was the first president of the United States. Who am I? (George Washington)
- I was sick as a child but listened to my father's advice to live my life the way I wanted to. Who am I? (Theodore Roosevelt)
- I was named after "Teddy" Roosevelt because he worked to conserve, or save, animals and nature. What am I? (a teddy bear)
- We are the four presidents who were carved as statues into Mount Rushmore. Who are we? (George Washington, Thomas Jefferson, Theodore Roosevelt, and Abraham Lincoln)
- I was the first African American to be elected president of the United States. Who am I? (Barack Obama)

### **Class Book: Presidents and American Symbols**

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#### **Materials: Drawing paper, drawing tools**

Tell the class or a group of students that they are going to make a class book to help them remember what they have learned in this domain. Have the students brainstorm important information about the U.S. presidents and related American symbols. Have each student choose one idea to draw a picture of, and ask him or her to write a caption for the picture. Bind the pages to make a book to put in the class library for students to read again and again.



# Domain Assessment

# DA

This domain assessment evaluates each student's retention of domain and academic vocabulary words and the core content targeted in *Presidents and American Symbols*. The results should guide review and remediation the following day.

There are three parts to this assessment. You may choose to do the parts in more than one sitting if you feel this is more appropriate for your students. Part I (vocabulary assessment) is divided into two sections: the first assesses domain-related vocabulary; and the second assesses academic vocabulary. Parts II and III of the assessment address the core content targeted in *Presidents and American Symbols*.

## 10 Part I (Instructional Master DA-1)

Directions: I am going to say a sentence using a word you have heard in the read-alouds and the domain. First I will say the word and then use it in a sentence. If I use the word correctly in my sentence, circle the smiling face. If I do not use the word correctly in my sentence, circle the frowning face. I will say each sentence two times. Let's do number one together.

1. **Liberties:** Thomas Jefferson talked about some of our liberties, or freedoms, in the Declaration of Independence. (smiling face)
2. **President:** The president of the United States lives in a castle and serves as president his whole life. (frowning face)
3. **Monument:** Many of our most important presidents have a monument built and named after them. (smiling face)
4. **Honest:** An honest person does not tell the truth. (frowning face)
5. **Monarchy:** In a monarchy, the king usually lives in a castle and makes the laws for everyone. (smiling face)

6. **Colonists:** Some of the early colonists were Pilgrims, who came to America to live and go to the church they wanted to attend. (smiling face)
7. **Independence:** Children show independence by having a family member tie their shoelaces for them. (frowning face)
8. **Education:** A good education, or learning many things at a good school, can help someone become president of the United States. (smiling face)
9. **Carved:** The mountain at Mount Rushmore was carved so it looked like four very important presidents. (smiling face)
10. **Sculptor:** A sculptor is a person who paints pretty pictures. (frowning face)

Directions: I am going to read more sentences using other words you have heard and practiced. First I will say the word and then use it in a sentence. If I use the word correctly in my sentence, circle the smiling face. If I do not use the word correctly in my sentence, circle the frowning face. I will say each sentence two times.

11. **Clever:** A clever person would not know how to solve a tricky puzzle. (frowning face)
12. **Respect:** Most people respect, or think well of, a president who is smart, honest, and hard-working. (smiling face)
13. **Additional:** Every year there are additional, or more, new students in the class. (smiling face)
14. **Convince:** It is often difficult to convince someone to do something they like to do. (frowning face)
15. **Accomplishment:** Learning to read is an important accomplishment. (smiling face)

## 10 Part II (Instructional Master DA-2)

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Review Image Cards 2 (President George Washington), 13 (President Thomas Jefferson), 14 (President Abraham Lincoln), 15 (President Theodore Roosevelt), and 16 (President Barack Obama). Tell students that today they are going to get a chance to show how much they have learned about the presidents they see on these Image Cards.

Tell students that you are going to read aloud a statement about one of the five presidents you have just shown them. Explain to students that they should listen carefully and then circle the picture of the president that the statement is describing.

1. This president was the first president of the United States. (Washington)
2. This president freed the slaves. (Lincoln)
3. This president was the talented writer of the Declaration of Independence. (Jefferson)
4. There is a legend about this president cutting down his father's cherry tree. (Washington)
5. This president is known as Honest Abe. (Lincoln)
6. This president loved the outdoors and worked to help protect nature. (Roosevelt)
7. This president had a stuffed bear toy named after him. (Roosevelt)
8. This president was a general during the American Revolution. (Washington)
9. This president was the president during the Civil War. (Lincoln)
10. This president was the first African American to be elected president. (Obama)

### **10 Part III (Instructional Master DA-3)**

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Review Image Cards 1 (American flag), 3 (White House), 12 (Statue of Liberty), and 17 (Mount Rushmore).

Tell students that today they are going to get a chance to show how much they have learned about the American symbols they see on these Image Cards.

Tell students that you are going to say some statements about the American symbols they have learned about. If the statement you say is correct, they are to circle the smiling face. If the statement you say is not correct, they are to circle the frowning face.

1. The American flag is a symbol of our nation; it has fifty stars, one for each state. (smiling face)

2. A king and queen live in the White House in Washington, D.C.  
(frowning face)
3. The Statue of Liberty is a famous symbol of freedom. (smiling face)
4. Mount Rushmore is a national monument of a giant eagle.  
(frowning face)



# Culminating Activities



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## **Note to Teacher**

Please use this final day to address class results of the Domain Assessment. Based on the results of the Domain Assessment and students' Tens scores, you may wish to use this class time to provide remediation opportunities that target specific areas of weakness for individual students, small groups, or the whole class.

Alternatively, you may also choose to use this class time to extend or enrich students' experience with domain knowledge. A number of enrichment activities are provided below in order to provide students with opportunities to enliven their experiences with domain concepts.

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## **Remediation**

You may choose to regroup students according to particular area of weakness, as indicated from Domain Assessment results and students' Tens scores.

Remediation opportunities include:

- targeting Review Activities
- revisiting lesson Extensions
- rereading and discussing select read-alouds
- reading the corresponding lesson in the *Supplemental Guide*, if available

## **Enrichment**

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### **You Were There: A Clever General, George Washington, Thomas Jefferson, Abraham Lincoln, Teddy Roosevelt, Barack Obama, Carving Mount Rushmore**

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Have students pretend that they were at one of the important events involving a president and/or American symbol. Ask students to describe what they saw and heard. For example, for “Carving Mount Rushmore,” students may talk about seeing and hearing the explosions of the rocks on the mountain or watching the faces of the presidents being sculpted.

### **On Stage: A Dishonest Story About an Honest Man, A Clever General, George Washington, Thomas Jefferson, Abraham Lincoln, Teddy Roosevelt, Barack Obama**

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Have a group of students plan and then act out any of the following: the battle between the British and the Americans in which George Washington and Henry Knox acted as clever leaders; the speech of George Washington when he took out his spectacles; the story of Thomas Jefferson keeping people awake at the inn while he paced around writing the Declaration of Independence; Abraham Lincoln carrying the Emancipation Proclamation under his hat; etc.



**For Teacher Reference Only:**  
Copies of *Tell It Again! Workbook*







Dear Family Member,

Your child will be learning about U.S. presidents at school. S/he will learn what a president does, what the significance is of the city of Washington D.C., and what was important about George Washington, the first president of the United States. Your child will also learn about another Founding Father of our country, Thomas Jefferson, as well as other important presidents, including Abraham Lincoln, Theodore Roosevelt, and Barack Obama.

Below are some suggestions for activities that you may do at home to reinforce what your child is learning about the presidents.

### **1. Use the Word *Respect***

Your child will use the word *respect* to talk about the feelings that many people have for the country's Founding Fathers. Ask your child, "Who was George Washington? Why do so many people respect him?" Encourage your child to use this word in situations other than when talking about the Founding Fathers and presidents of the United States. Ask, "What are some qualities you respect in other people? What are some qualities you respect in yourself?"

### **2. Imagine the Feeling**

Have your child close his/her eyes and imagine what it might feel like to lead an army, as George Washington did. Ask your child what feelings s/he might have before a great battle. Ask him/her what feelings s/he might have after learning that America was free from the control of the king of Great Britain.

### **3. Draw a Story**

Ask your child what his/her favorite story about George Washington is. Fold a piece of paper in thirds and give it to your child. Have your child draw his/her favorite Washington story. Guide your child to draw the beginning of the story in the first section, the middle of the story in the second section, and the end of the story in the last section. Use the terms *beginning*, *middle*, and *end* to reinforce the understanding of the terms used when talking about a story.

#### **4. Read Aloud Each Day**

Set aside time to read to your child each day. Reading to your child is the single most important thing you can do to encourage his or her literacy development. The local library has a variety of books about presidents and American symbols, and a list of books and other resources relevant to this topic is attached to this letter.

Be sure to let your child know how much you enjoy hearing about what s/he is learning at school.

## ***Recommended Resources for Presidents and American Symbols***

### **Trade Book List**

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1. *A. Lincoln and Me*, by Louise Borden and illustrated by Ted Lewin (Scholastic Paperbacks, 2009) ISBN 978-0439862776
2. *Abe Lincoln's Dream*, by Lane Smith (Roaring Brook Press, 2012) ISBN 978-1596436084
3. *Abe Lincoln's Hat (Step into Reading, Step 2)*, by Martha Brenner (Random House Books for Young Readers, 1994) ISBN 978-0679849773
4. *Abraham Lincoln (Real People)*, by Pamela Walker (Children's Press, 2000) ISBN 978-0516235868
5. *Abraham Lincoln: The Boy Who Loved Books*, by Kay Winters and illustrated by Nancy Carpenter (Aladdin, 2006) ISBN 978-1416912682
6. *Barack Obama, Son of Promise, Child of Hope*, by Nikki Grimes and illustrated by Bryan Collier (Simon and Schuster Books for Young Readers, 2008) ISBN 978-1442440920
7. *A Big Cheese for the White House: The True Tale of a Tremendous Cheddar*, by Candace Fleming and illustrated by S. D. Schindler (Farrar, Straus, and Giroux, 2004) ISBN 978-0374406271
8. *George Washington*, by Ingri and Edgar Parin d'Aulaire (Beautiful Feet Books, 1996) ISBN 978-0964380318
9. *George Washington (Welcome Books)*, by Philip Abraham (Children's Press, 2002) ISBN 978-0516236032
10. *George Washington's Teeth*, by Deborah Chandra, Madeleine Comora, and Brock Cole (Square Fish, 2007) ISBN 978-0312376048
11. *Grace for President*, by Kelly S. DiPucchio and illustrated by LeUyen Pham (Hyperion Book CH, 2012) ISBN 978-1423139997

12. *I Am George Washington*, by Grace Norwich (Scholastic Paperbacks, 2012) ISBN 978-0545484350
13. *I Pledge Allegiance*, by Bill Martin Jr. and Michael Sampson (Candlewick Press, 2004) ISBN 978-0763625276
14. *If I Ran For President*, by Catherine Stier (Albert Whitman & Company, 2007) ISBN 978-0807535448
15. *If I Were President*, by Catherine Stier and illustrated by DyAnne DiSalvo-Ryan (Albert Whitman & Company, 1999) ISBN 978-0807535424
16. *The Legend of the Teddy Bear*, by Frank Murphy (Sleeping Bear Press, 2000) ISBN 978-1585360130
17. *The Liberty Bell: An American Symbol (All about American Symbols)*, by Alison Eldridge and Stephen Eldridge (Enslow Elementary, 2012) ISBN 978-1464400483
18. *The Mount Rushmore Presidents*, edited by E. D. Hirsch, Jr. (Pearson Learning, 2002) ISBN 978-0769050034
19. *Mr. Lincoln's Whiskers*, by Karen B. Winnick (Boyd's Mills Press, 1999) ISBN 978-1563978050
20. *My Teacher for President*, by Kay Winters (Penguin Group, 2004) ISBN 978-0525471868
21. *A Picture Book of Thomas Jefferson (Picture Book Biography)*, by David A. Adler, (Holiday House, 1991) ISBN 978-0823408818
22. *President Amanda's Whistle-Stop Trip*, by Sue Pyatt (Imagination Station Press, 2005) ISBN 978-0974257518
23. *The Star-Spangled Banner*, illustrated by Peter Spier (Dragonfly Books, 1973) ISBN 978-0440406976
24. *The Statue of Liberty: An American Symbol (All about American Symbols)*, by Alison and Stephen Eldridge (Enslow Elementary, 2012) ISBN 978-1464400513
25. *What To Do About Alice?*, by Barbara Kerley (Scholastic Press, 2008) ISBN 978-0439922319
26. *The White House*, by Lloyd G. Douglas (Scholastic Press, 2003) ISBN 978-0516278780

27. *Woodrow, the White House Mouse*, by Peter W. Barnes and Cheryl Shaw Barnes (Vacation Spot Publishing, 1998) ISBN 978-0963768896

## **Websites and Other Resources**

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### ***Student Resources***

1. **Connect the dots**  
<http://bensguide.gpo.gov/k-2/games/interactive.html>
2. **George Washington Word Search**  
[http://www.learninggamesforkids.com/social\\_studies\\_games/us-presidents/president-george-washingtons-wordsearch.html](http://www.learninggamesforkids.com/social_studies_games/us-presidents/president-george-washingtons-wordsearch.html)
3. **Photo Gallery of Statue of Liberty**  
[http://www.statueofliberty.org/Statue\\_of\\_Liberty\\_Picture.html](http://www.statueofliberty.org/Statue_of_Liberty_Picture.html)
4. **Statue of Liberty Tour**  
<http://www.nps.gov/stli/index.htm>
5. **Thomas Jefferson Word Search**  
[http://www.learninggamesforkids.com/social\\_studies\\_games/us-presidents/president-thomas-jefferson-wordsearch.html](http://www.learninggamesforkids.com/social_studies_games/us-presidents/president-thomas-jefferson-wordsearch.html)

### ***Family Resources***

6. **Online White House Tour**  
<http://www.whitehouse.gov/about/inside-white-house/interactive-tour>





Dear Family Member,

Your child is continuing to learn about U.S. presidents at school. S/he is learning, and will continue to learn, about George Washington, Thomas Jefferson, Abraham Lincoln, Theodore Roosevelt, and Barack Obama. Your child will also learn that four of the five presidents that s/he has studied have been memorialized on Mount Rushmore.

Below are some suggestions for activities that you may do at home to reinforce what your child is learning about these U.S presidents.

### **1. Use the Word *Admired***

Your child has learned and has been using the word *admired* to talk about some of the most memorable presidents. Ask your child, "Which U.S. president do you admire most? Why?" Encourage your child to use this word in situations other than ones in which you talk about important presidents. Ask, "Who do you admire most in your class? What are some qualities of this person that you admire?"

### **2. Imagine the Founding Fathers' Hard Times**

Have your child describe the struggles of either George Washington or Thomas Jefferson, who helped found our country. Have him/her imagine s/he is one of the Founding Fathers, and have him/her describe what s/he is feeling during this difficult time. Then ask him/her, "Can you imagine what it might have been like to be one of the Founding Fathers? Are you glad that they fought for our freedom? Why?"

### **3. Discuss Freedom**

Your child has learned about slavery, the U.S. Civil War, President Lincoln's role during the War, and the Emancipation Proclamation. Discuss with your child what slavery means, and talk about why we no longer have slavery in the United States of America. Discuss the importance of freedom for all and not just for some.





















### **4. Favorite President**

Ask your child which president that s/he learned about is her/his favorite. Ask, "Why do you admire him?" Have your child talk about why the president s/he chose is a hero to many people, and why your child respects this person.

## **5. Read Aloud Each Day**

Set aside time to read to your child every day. Please refer to the list of books and other resources sent home with the previous family letter, recommending resources related to presidents and American symbols.














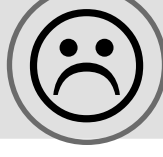






Be sure to let your child know how much you enjoy hearing about what s/he is learning at school.

1.		
2.		
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Directions: Listen to your teacher's instructions.



Directions: Listen to your teacher's instructions.

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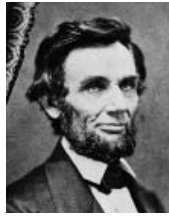
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Directions: Listen to the statements your teacher reads for you about the five presidents s/he has just shown you. Listen carefully, and circle the picture of the president that the statement describes.

1.



2.



3.



4.



5.



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6.



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6.



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8.



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9.



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10.



Directions: Listen to the statements your teacher reads for you about the five presidents s/he has just shown you. Listen carefully, and circle the picture of the president that the statement describes.

1.



2.



3.



4.



5.



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6.



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6.



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8.



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9.



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10.



Directions: Listen to the statements your teacher reads to you about American symbols. If the statement is correct, circle the smiling face. If the statement is not correct, circle the frowning face.

1.



2.



3.



4.





Directions: Listen to the statements your teacher reads to you about American symbols. If the statement is correct, circle the smiling face. If the statement is not correct, circle the frowning face.

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# Tens Recording Chart

Use this grid to record Tens scores. Refer to the Tens Conversion Chart that follows.

[illegible]

# Tens Conversion Chart

		Number Correct																				
		0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Number of Questions	1	0	10																			
	2	0	5	10																		
	3	0	3	7	10																	
	4	0	3	5	8	10																
	5	0	2	4	6	8	10															
	6	0	2	3	5	7	8	10														
	7	0	1	3	4	6	7	9	10													
	8	0	1	3	4	5	6	8	9	10												
	9	0	1	2	3	4	6	7	8	9	10											
	10	0	1	2	3	4	5	6	7	8	9	10										
	11	0	1	2	3	4	5	5	6	7	8	9	10									
	12	0	1	2	3	3	4	5	6	7	8	8	9	10								
	13	0	1	2	2	3	4	5	5	6	7	8	8	9	10							
	14	0	1	1	2	3	4	4	5	6	6	7	8	9	9	10						
	15	0	1	1	2	3	3	4	5	5	6	7	7	8	9	9	10					
	16	0	1	1	2	3	3	4	4	5	6	6	7	8	8	9	9	10				
	17	0	1	1	2	2	3	4	4	5	6	6	7	7	8	8	9	9	10			
	18	0	1	1	2	2	3	3	4	4	5	6	6	7	7	8	8	9	9	10		
	19	0	1	1	2	2	3	3	4	4	5	5	6	6	7	7	8	8	9	9	10	
	20	0	1	1	2	2	3	3	4	4	5	5	6	6	7	7	8	8	9	9	10	10

Simply find the number of correct answers the student produced along the top of the chart and the number of total questions on the worksheet or activity along the left side. Then find the cell where the column and the row converge. This indicates the Tens score. By using the Tens Conversion Chart, you can easily convert any raw score, from 0 to 20, into a Tens score.

Please note that the Tens Conversion Chart was created to be used with assessments that have a defined number of items (such as written assessments). However, teachers are encouraged to use the Tens system to record informal observations as well. Observational Tens scores are based on your observations during class. It is suggested that you use the following basic rubric for recording observational Tens scores.

9–10	Student appears to have excellent understanding
7–8	Student appears to have good understanding
5–6	Student appears to have basic understanding
3–4	Student appears to be having difficulty understanding
1–2	Student appears to be having great difficulty understanding
0	Student appears to have no understanding/does not participate

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# Presidents and American Symbols

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