

Domain-Based Unit Overview

Title of Domain: The Mount Rushmore Presidents

Learning Time: 12 Days

Big Idea

The president is the leader of the United States. People in the United States vote to elect the president. Four of our greatest presidents are honored at Mount Rushmore.

What Students Need to Learn

The Mount Rushmore Presidents

- George Washington – the “Father of Our Country” – the legend of George Washington and the cherry tree
- Thomas Jefferson, author of Declaration of Independence
- Abraham Lincoln – humble origins – “Honest Abe”
- Theodore Roosevelt American Symbols
- Recognize and become familiar with the significance of: – Mount Rushmore – the American flag – the Statue of Liberty – the White House

MN Academic Standards

0.1.2.2.1 The civic identity of the United States is shaped by historical figures, places and events, and by key foundational documents and other symbolically important artifacts.

Pre-Assessment

Display a KWL chart on the smartboard and fill out together about what students already know about presidents and/or Mount Rushmore.

Domain Lesson 1

Chapter 1: Four Great Presidents (3 Days)

MN Academic Standards	0.1.2.2.1 The civic identity of the United States is shaped by historical figures, places and events, and by key foundational documents and other symbolically important artifacts.
Objectives	<p><i>Identify the Mount Rushmore presidents.</i></p> <ul style="list-style-type: none"> ✓ <i>Recognize the White House as the president's home.</i> ✓ <i>Name the current president of the United States.</i>
Vocabulary	presidents, honored, carved, blasted, vote, honest, inventor, store clerk, cowboy, capital
Procedure	<p>Day 1:</p> <ul style="list-style-type: none"> ● Introduce The Mount Rushmore Presidents and Chapter 1: “Four Great Presidents” ● Follow discussion questions in Teacher Guide in Core Lesson section ● Display World Map (AP 1.2) ● Display the Map of the United States (AP 1.3) ● Have students turn to page 2 in the Student Book. Read page 2 & 3 in Student Book and follow Teacher Guide discussion questions. ● Optional: Show 3 minute video clip of Mt. Rushmore from the CKHG Online Resources ● TURN AND TALK: Why do you think the faces of these presidents were carved into Mount Rushmore? ● Create Mount Rushmore craft Need: Attachment of president pictures and 1 paper bag per student. <p>Day 2:</p> <ul style="list-style-type: none"> ● Review Mount Rushmore and what it means to be a president ● Pass out Student Book and have students open up to page 4. ● Read page 4 & 5 and read through the discussion and vocab. ● Illustrate the process of voting and holding an election by having students choose the ice cream that they like best. Write four choices on the board or chart paper, and let each student put a tally mark next to his or her choice. (You'll need to remind students that they can only choose one.) Then help students total the votes for each ice cream and decide which was the class's favorite ice cream. ● TURN AND TALK: What kind of person should a president be? Who can become president? <p>Day 3:</p>

	<ul style="list-style-type: none"> ● Pass out Student Book and read page 6 & 7 and follow discussion questions. ● show Map of the United States (AP 1.3) and point out the location of Washington D.C. ● Read page 7 and follow discussion questions ● TURN & TALK: How does someone become the president of the United States ● Optional: Play the video “White House Facts for Kids” (start at 2:25 and play until 6:59) from CKHG Online Resources ● Distribute White House coloring page
Poetry	<i>If Applicable</i>
Fiction	<i>If Applicable</i>
Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>

Domain Lesson 2	Chapter 2: George Washington (3 Days)
MN Academic Standards	0.1.2.2.1 The civic identity of the United States is shaped by historical figures, places and events, and by key foundational documents and other symbolically important artifacts.
Objectives	<p>✓ <i>Recognize George Washington as the first president of the United States and as the “Father of Our Country.” (SL.K.2, SL.K.3)</i></p> <p>✓ <i>Tell the story of George Washington and the cherry tree, and explain what the story shows about the kind of person George Washington was. (SL.K.2, SL.K.3)</i></p>
Vocabulary	hatchet, surveyor, British, free nation
Procedure	<p>Day 1: All About George</p> <ul style="list-style-type: none"> ● Review previous lessons and recall what students have learned about Mount Rushmore and presidents ● Introduce George Washington, objectives, the big question, and key vocabulary ● Begin read aloud, pausing to ask questions and review vocabulary throughout. Students should follow along in their reader and look at pictures. Follow the Teacher Guide to analyze pictures and vocabulary as needed. Make connections to slavery, and other previous topics used ● Pause read aloud on page 11, show students where Great Britain is on a world map. ● TURN AND TALK—Why is George Washington called the “Father of Our Country”?

	<ul style="list-style-type: none"> Optional Extension: Explore Mount Vernon www.coreknowledge.org/ckhg-online-resources <p>Day 2:</p> <ul style="list-style-type: none"> Read <u>Betsy Ross</u> By: Alexandra Wallner Complete fact sheet on The American Flag <p>Day 3: George Washington and the Cherry Tree</p> <ul style="list-style-type: none"> Read <u>A Dishonest Story from an Honest Man</u> from CKLA <p>Listening and Learning (Presidents and American Symbols)</p>
Poetry	<i>If Applicable</i>
Fiction	<p><u>Betsy Ross</u> By: Alexandra Wallner https://www.amazon.com/Betsy-Ross-Alexandra-Wallner/dp/0823410714/ref=pd_sbs_14_8?encoding=UTF8&pd_rd_i=0823410714&pd_rd_r=56568d75-218e-4242-a276-3191294dfe8e&pd_rd_w=9f4PM&pd_rd_wg=hl1Gv&pf_rd_p=7cd8f929-4345-4bf2-a554-7d7588b3dd5f&pf_rd_r=ZM3T22HR86YADFBYTVYW&psc=1&refRID=ZM3T22HR86YADFBYTVYW</p>
Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>

Domain Lesson 3	Chapter 3: Thomas Jefferson (2 days)
MN Academic Standards	0.1.2.2.1 The civic identity of the United States is shaped by historical figures, places and events, and by key foundational documents and other symbolically important artifacts.
Objectives	<p>✓ <i>Recognize Thomas Jefferson as an important president of the United States. (SL.K.2, SL.K.3)</i></p> <p>✓ <i>Identify Thomas Jefferson as the primary author of the Declaration of Independence. (SL.K.2, SL.K.3)</i></p> <p>✓ <i>Understand the meaning of the following domain-specific vocabulary: lawyer, invent, Declaration of Independence, and approved. (L.K.4, L.K.5)</i></p>
Vocabulary	lawyer, invent, Declaration of Independence, approved
Procedure	<p>Day 1: All About Thomas & the 4th of July</p> <ul style="list-style-type: none"> Review previous lessons and recall what students have learned about George Washington and presidents Introduce Thomas Jefferson, objectives, the big question, and key vocabulary Show students where Virginia is on a US map

	<ul style="list-style-type: none"> ● Begin read aloud, pausing to ask questions and review vocabulary throughout. Students should follow along in their reader and look at pictures. Follow the Teacher Guide to analyze pictures and vocabulary as needed. ● TURN AND TALK—Why was the Declaration of Independence important? ● Optional Extension: Explore Thomas Jefferson’s home at Monticello (www.coreknowledge.org/ckhg-online-resources) <p>Day 2: STATUE OF LIBERTY</p> <ul style="list-style-type: none"> ● Read <u>The Story of the Statue of Liberty</u> By Betsy Maestro, Giulio Maestro ● Complete fact sheet about Statue of Liberty <p>Optional: Penny experiment (see attachment)</p>
Poetry	<i>If Applicable</i>
Fiction	<u>The Story of the Statue of Liberty</u> By Betsy Maestro, Giulio Maestro https://www.amazon.com/Story-Statue-Liberty-Rise-Shine/dp/0688087469/ref=sr_1_1?keywords=The+Story+of+the+Statue+of+Liberty+By+Betsy+Maestro%2C+Giulio+Maestro&qid=1582053763&sr=8-1
Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>

Domain Lesson 4	Chapter 4: Abraham Lincoln (2 days)
MN Academic Standards	0.1.2.2.1 The civic identity of the United States is shaped by historical figures, places and events, and by key foundational documents and other symbolically important artifacts.
Objectives	<p>✓ <i>Recognize Abraham Lincoln as an important president of the United States. (SL.K.2, SL.K.3)</i></p> <p>✓ <i>Explain why Abraham Lincoln is known as “Honest Abe.” (SL.K.4)</i></p> <p>✓ <i>Understand the meaning of the following domain-specific vocabulary: pennies, government, and state laws. (L.K.4, L.K.5)</i></p>
Vocabulary	pennies, government, state laws
Procedure	<p>Day 1: All About Abe</p> <ul style="list-style-type: none"> ● Review previous lessons and recall what students have learned about George Washington and Thomas Jefferson ● Introduce Abraham Lincoln, objectives, the big question, and key vocabulary ● Show students where Kentucky is on a US map

	<ul style="list-style-type: none"> ● Begin read aloud, pausing to ask questions and review vocabulary throughout. Students should follow along in their reader and look at pictures. Follow the Teacher Guide to analyze pictures and vocabulary as needed. ● TURN AND TALK—What was Abraham Lincoln’s life like as a boy? ● Optional Extension: Videos about Abraham Lincoln (www.coreknowledge.org/ckhg-online-resources) <p>Day 2: Emancipation Proclamation and Abraham Lincoln</p> <ul style="list-style-type: none"> ● Read <u>Abraham Lincoln</u> lesson from CKLA Listening and Learning (Presidents and American Symbols) ● Optional: I would hide under Abe Lincoln’s hat writing activity (attached).
Poetry	<i>If Applicable</i>
Fiction	<i>If Applicable</i>
Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>

Domain Lesson 5	Chapter 5: Theodore Roosevelt (2 Days)
MN Academic Standards	0.1.2.2.1 The civic identity of the United States is shaped by historical figures, places and events, and by key foundational documents and other symbolically important artifacts.
Objectives	<p>✓ <i>Recognize Theodore Roosevelt as an important president of the United States. (SL.K.2, SL.K.3)</i></p> <p>✓ <i>Understand that Theodore Roosevelt overcame childhood health problems, loved the outdoors, and promoted taking care of the environment. (SL.K.4)</i></p>
Vocabulary	ranches, round up, bison
Procedure	<p>Day 1: All About Theodore Roosevelt</p> <ul style="list-style-type: none"> ● Review previous lessons and recall what students have learned about George Washington, Thomas Jefferson, Abraham Lincoln, and Mount Rushmore ● Introduce Theodore Roosevelt, objectives, the big question, and key vocabulary ● Begin read aloud, pausing to ask questions and review vocabulary throughout. Students should follow along in their reader and look at pictures. Follow the Teacher Guide to analyze pictures and vocabulary as needed. ● TURN AND TALK—What did Teddy Roosevelt want people to take care of?

	<ul style="list-style-type: none"> • Optional Extension: Explore Theodore’s Home (www.coreknowledge.org/ckhg-online-resources) <p>Day 2: Teddy Bear</p> <ul style="list-style-type: none"> • Play Story of the Teddy Bear video www.coreknowledge.org/ckhg-online-resources • Make paper teddy bear craft (see attachment)
Poetry	<i>If Applicable</i>
Fiction	<i>If Applicable</i>
Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>