

Kindergarten

Knowledge 11 | Teacher Guide

**Presidents and American Symbols:
Uniquely American**

Kindergarten

Knowledge 11

Presidents and American Symbols: Uniquely American

Teacher Guide

Notice and Disclaimer: The agency has developed these learning resources as a contingency option for school districts. These are optional resources intended to assist in the delivery of instructional materials in this time of public health crisis. Feedback will be gathered from educators and organizations across the state and will inform the continuous improvement of subsequent units and editions. School districts and charter schools retain the responsibility to educate their students and should consult with their legal counsel regarding compliance with applicable legal and constitutional requirements and prohibitions.

Given the timeline for development, errors are to be expected. If you find an error, please email us at **texashomelearning@tea.texas.gov**.

ISBN 978-1-68391-917-9

This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License.

You are free:

to Share—to copy, distribute, and transmit the work

to Remix—to adapt the work

Under the following conditions:

Attribution—You must attribute any adaptations of the work in the following manner:

This work is based on original works of Amplify Education, Inc. (amplify.com) and the Core Knowledge Foundation (coreknowledge.org) made available under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License. This does not in any way imply endorsement by those authors of this work.

Noncommercial—You may not use this work for commercial purposes.

Share Alike—If you alter, transform, or build upon this work, you may distribute the resulting work only under the same or similar license to this one.

With the understanding that:

For any reuse or distribution, you must make clear to others the license terms of this work. The best way to do this is with a link to this web page:

<https://creativecommons.org/licenses/by-nc-sa/4.0/>

© 2020 Amplify Education, Inc.
amplify.com

Trademarks and trade names are shown in this book strictly for illustrative and educational purposes and are the property of their respective owners. References herein should not be regarded as affecting the validity of said trademarks and trade names.

Printed in the USA
01 LSCOW 2021

Contents

| PRESIDENTS AND AMERICAN SYMBOLS: UNIQUELY AMERICAN | | |
|---|---|---|
| Introduction | | 1 |
| Lesson 1 The Home of the President: Washington, D.C. | | 6 |
| Introducing the Read-Aloud (10 min.) <ul style="list-style-type: none">• Domain Introduction• Core Connections | Read-Aloud (30 min.) <ul style="list-style-type: none">• Purpose for Listening• “The Home of the President: Washington, D.C.”• Comprehension Questions• Word Work: <i>Liberties</i> | Application (20 min.) <ul style="list-style-type: none">• Sayings and Phrases: “A Dog Is a Man’s Best Friend”• Venn Diagram |
| Lesson 2 A Dishonest Story About an Honest Man | | 21 |
| Introducing the Read-Aloud (10 min.) <ul style="list-style-type: none">• What Have We Already Learned?• Brainstorming Links | Read-Aloud (30 min.) <ul style="list-style-type: none">• Purpose for Listening• “A Dishonest Story About an Honest Man”• Comprehension Questions• Word Work: <i>Respect</i> | Application (20 min.) <ul style="list-style-type: none">• Sequencing Events |
| Lesson 3 A Clever General | | 33 |
| Introducing the Read-Aloud (10 min.) <ul style="list-style-type: none">• What Have We Already Learned?• Essential Background Information or Terms | Read-Aloud (30 min.) <ul style="list-style-type: none">• Purpose for Listening• “A Clever General”• Comprehension Questions• Word Work: <i>Clever</i> | Application (20 min.) <ul style="list-style-type: none">• Publishing Activity |
| Lesson 4 George Washington | | 47 |
| Introducing the Read-Aloud (10 min.) <ul style="list-style-type: none">• What Have We Already Learned? | Read-Aloud (30 min.) <ul style="list-style-type: none">• Purpose for Listening• “George Washington”• Comprehension Questions• Word Work: <i>Monarchy</i> | Application (20 min.) <ul style="list-style-type: none">• George Washington Timeline |

Lesson 5 Thomas Jefferson

59

Introducing the Read-Aloud (10 min.)

- What Have We Already Learned?

Read-Aloud (30 min.)

- Purpose for Listening
- “Thomas Jefferson”
- Comprehension Questions
- Word Work: *Independence*

Application (20 min.)

- Multiple Meaning Word Activity: *Turn*
- Drawing the Read-Aloud

Pausing Point (3 Days)

72

Lesson 6 Abraham Lincoln

76

Introducing the Read-Aloud (10 min.)

- What Have We Already Learned?
- Essential Background Information or Terms

Read-Aloud (30 min.)

- Purpose for Listening
- “Abraham Lincoln”
- Comprehension Questions
- Word Work: *Serious*

Application (20 min.)

- Lincoln Portrait

Lesson 7 Teddy Roosevelt

90

Introducing the Read-Aloud (10 min.)

- What Have We Already Learned?

Read-Aloud (30 min.)

- Purpose for Listening
- “Teddy Roosevelt”
- Comprehension Questions
- Word Work: *Expert*

Application (20 min.)

- Sequencing Events

Lesson 8 Barack Obama

104

Introducing the Read-Aloud (10 min.)

- What Have We Already Learned?

Read-Aloud (30 min.)

- Purpose for Listening
- “Barack Obama”
- Comprehension Questions
- Word Work: *Accomplishment*

Application (20 min.)

- Sayings and Phrases: “Where There’s a Will, There’s a Way”
- My Favorite President

Lesson 9 Carving Mount Rushmore

115

Introducing the Read-Aloud (10 min.)

- Brainstorming Links
- Essential Background Information or Terms

Read-Aloud (30 min.)

- Purpose for Listening
- “Carving Mount Rushmore”
- Comprehension Questions
- Word Work: *Determined*

Application (20 min.)

- Mount Rushmore Puzzle

| | |
|--|------------|
| Domain Review (1 Day) | 129 |
| Domain Assessment (1 Day) | 132 |
| Culminating Activities (2 Days) | 135 |
| Teacher Resources | 137 |

Introduction

This introduction includes the necessary background information to be used in teaching the *Presidents and American Symbols: Uniquely American* domain. The Teacher Guide for *Presidents and American Symbols: Uniquely American* 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. Each entire lesson will require a total of sixty minutes.

This domain includes a Pausing Point following Lesson 5, after George Washington and Thomas Jefferson have been introduced. 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 sixteen days total on this domain.

DOMAIN COMPONENTS

Along with this Teacher Guide, you will need:

- Flip Book for *Presidents and American Symbols: Uniquely American*
- Image Cards for *Presidents and American Symbols: Uniquely American*
- Activity Book for *Presidents and American Symbols: Uniquely American*
- Digital Components for *Presidents and American Symbols: Uniquely American*

Additional resources that you may wish to integrate into your classroom instruction are:

- Trade Book Guide for *If I Were President* by Catherine Stier
- Read-Aloud Videos for *Presidents and American Symbols: Uniquely American*

All domain components materials can also be found on the program's digital components site.

WHY PRESIDENTS AND AMERICAN SYMBOLS ARE IMPORTANT

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 and the role of the 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 compare a king and a president.

Students will also build on information learned in the *Colonial Towns and Townspeople: Once Upon America* domain. It is important to draw on this background knowledge so that students can contextualize information about how 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, Washington's role as a general in the American Revolution, and his role as the first United States president. They will then learn about Jefferson's presidency and his role in drafting the Declaration of Independence.

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 enslaved African Americans. The domain covers Abraham Lincoln 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.

This domain also provides opportunities for students to build content knowledge and draw connections to the social studies subject area but it does not explicitly teach the Texas Essential Knowledge and Skills standards for Social Studies. At times throughout the unit, you may wish to build on class discussions to support students in making cross-curricular connections to the strand of History from the social studies discipline.

CORE CONTENT OBJECTIVES FOR PRESIDENTS AND AMERICAN SYMBOLS: UNIQUELY AMERICAN

Students will:

- Describe the White House and Washington, D.C., as the place where the president lives
- Identify the American flag
- Explain 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 how General Washington and Colonel Knox worked together during the American Revolution
- 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 primary author of the Declaration of Independence and as the third president of the United States
- Describe the purpose of the Declaration of Independence as a statement of America's liberty
- Identify the Statue of Liberty
- Explain why Abraham Lincoln was an important president of the United States
- Explain Abraham Lincoln's role during the U.S. Civil War
- Explain why Theodore Roosevelt was an important president of the United States
- 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
- Identify the Mount Rushmore presidents
- Identify Mount Rushmore as a monument
- Explain that Mount Rushmore was carved on sacred Native American land

CORE VOCABULARY FOR PRESIDENTS AND AMERICAN SYMBOLS: UNIQUELY AMERICAN

The following list contains all of the core vocabulary words in *Presidents and American Symbols: Uniquely American* 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. Bold-faced 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 nation president symbol | Lesson 4 defeated monarchy spectacles | Lesson 7 education expert governor judge |
| Lesson 2 confession honest national respect | Lesson 5 admired authors colonists declaration independence | Lesson 8 accomplishment ancestors humble politics |
| Lesson 3 captured clever colonel general | Lesson 6 proclaim reputation serious | Lesson 9 carved determined mines sculptor |

WRITING

In this domain, students will focus on written communication through drawing detailed pictures, exchanging feedback with peers, and writing short phrases or sentences. With assistance from the teacher as scribe, students will complete a Venn Diagram and several timelines about events in American history as well as events in the lives of individual presidents. Students will also demonstrate an understanding of the information they learned from the Read-Aloud text by drawing pictures and discussing them with the class. Students will complete several sequencing activities, do a Mount Rushmore puzzle, and “publish” a legend.

The following activities may be added to students’ writing portfolios to showcase student writing within and across domains:

- Venn Diagram (Lesson 1)
- Sequencing Activities (Lessons 2, 4, 7)
- Drawing the Read-Aloud (Lessons 5, 6, 8)
- Mount Rushmore Puzzle (Lesson 9)
- any additional writing completed during the Pausing Point, Domain Review, or Culminating Activities

1

PRESIDENTS AND AMERICAN SYMBOLS:
UNIQUELY AMERICANThe Home of
the President:
Washington, D.C.

PRIMARY FOCUS OF LESSON

Speaking and Listening

Students will review details about kings and queens, and the Pilgrims.

 **TEKS K.1.A; TEKS K.1.C**

Reading

Students will describe Washington, D.C., and will explain the differences between a president and a king.

 **TEKS K.1.A; TEKS K.5.A; TEKS K.6.C**

Language

Students will demonstrate an understanding of the Tier 3 word *liberties*.

 **TEKS K.3.B**

Reading

Students will describe differences and similarities between monarchs and presidents.


 **TEKS K.1.C; TEKS K.5.H; TEKS K.7.A**

FORMATIVE ASSESSMENT

Exit Pass

Oral Students will compare kings and queens to presidents.

 **TEKS K.1.C; TEKS K.5.H; TEKS K.7.A**

 **TEKS K.1.A** Listen actively and ask questions to understand information and answer questions using multi-word responses; **TEKS K.1.C** Share information and ideas by speaking audibly and clearly using the conventions of language; **TEKS K.5.A** Establish purpose for reading assigned and self-selected texts with adult assistance; **TEKS K.6.C** Use text evidence to support an appropriate response; **TEKS K.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings; **TEKS K.5.H** Synthesize information to create new understanding with adult assistance; **TEKS K.7.A** Discuss topics and determine the basic theme using text evidence with adult assistance.

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|---|-------------|---------|--|
| Introducing the Read-Aloud (10 min.) | | | |
| Domain Introduction | Whole Group | 10 min. | ❑ Image Cards 1–5 |
| Core Connections | | | |
| Read-Aloud (30 min.) | | | |
| Purpose for Listening | Whole Group | 30 min. | ❑ U.S. map ❑ Flip Book: 1A-1–1A-11 |
| “The Home of the President: Washington, D.C.” | | | |
| Comprehension Questions | | | |
| Word Work: <i>Liberties</i> | | | |
| This is a good opportunity to take a break. | | | |
| Application (20 min.) | | | |
| Sayings and Phrases: “A Dog Is a Man’s Best Friend” | Whole Group | 20 min. | ❑ Flip Book: 1A-6 ❑ Venn diagram (Digital Components) |
| Venn Diagram | | | |
| Take-Home Material | | | |
| Family Letter | | | ❑ Activity Page 1.1 |

ADVANCE PREPARATION

Read-Aloud

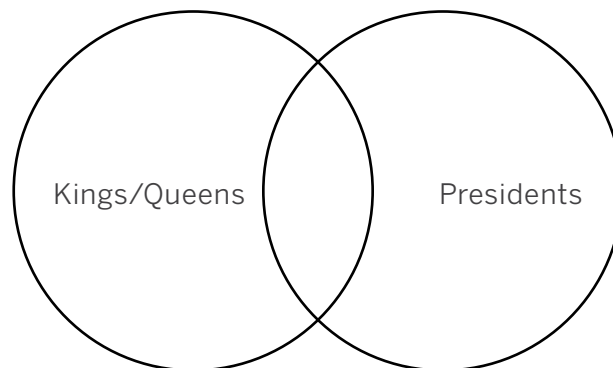
- Prepare to locate Washington, D.C., on a U.S. map for students.

Note to Teacher

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.

Application

- Prepare a Venn diagram on the board/chart paper for use in this lesson. Alternatively, you may access a digital version in the Digital Components for this domain.



Universal Access

- Consider displaying a U.S. map for use throughout this domain.
- Gather different books about Washington, D.C., and the national monuments to keep in the classroom for the duration of this domain. The school or local library may be a good resource.

CORE VOCABULARY

capital, n. the most important city of a country or state; the city where the government is located and where most of the decisions that affect a state or country are made

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

nation, n. a country

Example: Our nation is made up of fifty states.

Variation(s): nations

president, n. the elected leader of a country

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

Variation(s): presidents

symbol, n. a picture or object that represents a word or idea

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

Variation(s): symbols

Vocabulary Chart for "The Home of the President: Washington, D.C."

| Type | Tier 3 Domain-Specific Words | Tier 2 General Academic Words | Tier 1 Everyday Speech Words |
|------------------------|--|--|---------------------------------|
| Vocabulary | liberties (<i>libertades</i>) nation (<i>nación</i>) | president (<i>presidente</i>) symbol (<i>símbolo</i>) | |
| Multiple Meaning | capital (<i>capital</i>) | | |
| Sayings and Phrases | Founding Fathers The White House The Oval Office The Supreme Court Lincoln Memorial Jefferson Memorial Washington Monument Pledge of Allegiance | | |

Lesson 1: The Home of the President: Washington, D.C.



Introducing the Read-Aloud

Speaking and Listening: Students will review details about kings and queens, and the Pilgrims.



TEKS K.1.A; TEKS K.1.C

DOMAIN INTRODUCTION (5 MIN.)

- Tell students that in this domain, they are going to learn about the United States of America, some of its presidents, and some of its important symbols.

Show Image Card 1 (American Flag)

- Ask students to identify what is in the picture.
 - Tell students that this is the American flag, and they are going to hear more about this important American symbol in this domain.

Show Image Card 2 (President George Washington)

- Ask students if they recognize the man in this picture.
 - Explain to students that this is George Washington, who was the first president of the United States. Tell students that he lived long ago.
- Tell students that the capital of the United States, Washington, D.C., is named after George Washington.
 - Explain that 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.
- Ask students if they can name the current president.
 - Tell students the name of the current president, and explain that the president of the United States lives in Washington, D.C.

Show Image Card 3 (White House)

- Ask students if they recognize the building in this picture.
 - Explain that this is the building in which presidents live while they are presidents.

Image Cards 1–5



TEKS K.1.A Listen actively and ask questions to understand information and answer questions using multi-word responses;
TEKS K.1.C Share information and ideas by speaking audibly and clearly using the conventions of language.

Show Image Cards 4 (U.S. Capitol Building) and 5 (Washington Monument)

- Tell students that these structures are also located in Washington, D.C.
- Ask students if they know where Washington, D.C., is located. Ask if it is in one of the fifty states.
 - If a student's response includes inaccurate 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!"

CORE CONNECTIONS (5 MIN.)

- Review what students learned in the *Kings and Queens* domain, and what they already know about kings and queens, as well as kingdoms.
- Promote discussion about kings and queens by asking the following questions:
 - What is a king? (*A king is a male ruler of a kingdom.*)
 - What is a queen? (*A queen is a female ruler of a kingdom.*)
 - What is a kingdom? (*A kingdom is the place and people ruled by a king or queen.*)
 - Where does a king or queen live? (*A king and queen live in a palace or castle.*)
 - Once a person is king or queen, how long do they remain in that position? (*They are king or queen for the rest of their lives.*)
 - Is the king or queen elected, or chosen, by the people? (*No, They are born into the position.*)
- Remind students that the Pilgrims came from England and landed at Plymouth Rock, along the coast of North America.
- 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 there are still kingdoms today, but there were many more kingdoms long ago.
- Explain that our country, the United States of America, is not a kingdom.



Speaking and Listening

Exchanging Information and Ideas

Beginning

Ask students yes/no questions about the United States of America, and encourage them to ask their own questions about the United States.

Intermediate

Encourage students to build on what the previous student has said about the United States of America.

Advanced/Advanced High

Challenge students to use learned vocabulary and say something more about what the previous student has said about the United States of America.

ELPS 2.G; ELPS 3.E;

ELPS 3.F

- Promote discussion about the United States of America by asking the following questions:
 - Do we have a king? (*no*)
 - Do you know what we call the leader of our country? (*We call the leader of our country the president.*)
- Tell students that our country's form of government is a democracy.
- Explain that *democracy* means ruled by the people.
- Ask students what they think our president does if the country is ruled by the people.
- Invite students to share any clarifying questions that they may have about the United States.
- 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.



Check for Understanding

Thumbs-Up/Thumbs-Down: Is the leader of the United States of America a king? (*thumbs-down*)

Is the leader of the United States a president? (*thumbs-up*)

Does the leader of the United States live in a castle? (*thumbs-down*)

Does the leader of the United States live in the White House? (*thumbs-up*)

Lesson 1: The Home of the President: Washington, D.C.

Read-Aloud



Reading: Students will describe Washington, D.C., and will explain the differences between a president and a king.

TEKS K.1.A; TEKS K.5.A; TEKS K.6.C

Language: Students will demonstrate an understanding of the Tier 3 word *liberties*.

TEKS K.3.B

PURPOSE FOR LISTENING

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

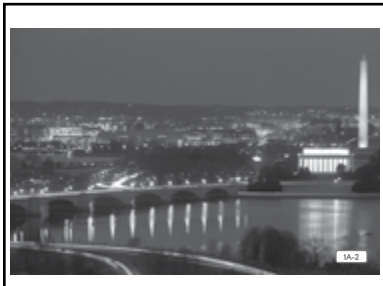
“THE HOME OF THE PRESIDENT: WASHINGTON, D.C.” (15 MIN.)



Show Image 1A-1: American flag

The American flag is a **symbol** of our **nation**, the United States of America. *A symbol is a picture or object that represents a word or idea. A nation is a country.* 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. *[Ask students to name the state in which they live and other states they have heard of.]*



Show Image 1A-2: Washington, D.C.

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.

[Show D.C. on a U.S. map.] Our nation's capital

TEKS K.1.A Listen actively and ask questions to understand information and answer questions using multi-word responses; **TEKS K.5.A** Establish purpose for reading assigned and self-selected texts with adult assistance; **TEKS K.6.C** Use text evidence to support an appropriate response; **TEKS K.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings.

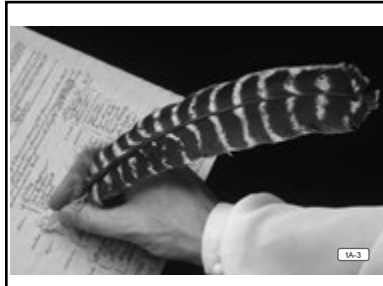
city is the part of the United States where the **president** of the United States lives: Washington, D.C. *The president is the elected leader of our country. This means that the president was chosen by the people of our nation.*

Challenge

Have students name the current president.

Support

Reinforce that *elected* means voted for or chosen by the people.



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, they remain in that position for the rest of their lives. They are 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. The president would 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

What do you see in this picture? [Explain to students that this picture shows what the White House looked like long ago.]

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



Show Image 1A-5: White House

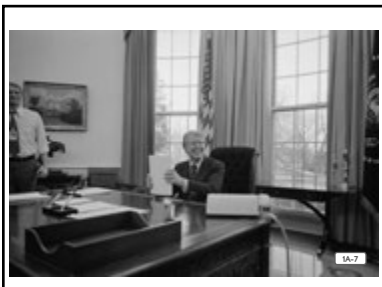
If you visited Washington, D.C., today, you would be able to see the White House, the house where the president lives. Presidents move into this house when they become presidents and then move out when the next president is elected. But not just presidents live there. Their families, and even their pets, come with them to live in the White House.



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. *You will hear more about President Obama in a later Read-Aloud.* 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.



Show Image 1A-7: Oval Office

The president doesn't just live in the White House; they work 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. *[Draw an oval*

on the board/chart paper. Tell students that the shape of the president's office is an oval like the one you just drew.]



Show Image 1A-8: White House, Capitol Building, and Supreme Court

One of the president's most important jobs is to enforce the rules of the Constitution. *To enforce the rules means to make sure the rules are followed.* The president doesn't run the government alone as a king would.

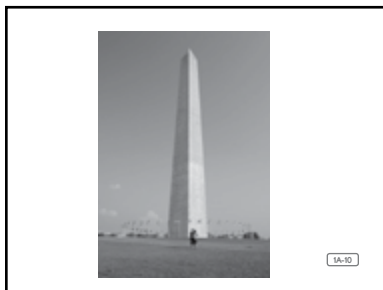
[As you name each of the three groups in the next sentence, point to the corresponding building.] The government is made up of a team of three groups: the president, Congress, and the Supreme Court. The Founding Fathers made sure that all three—the president, the Congress, and the Supreme Court—had equally important jobs so that the president didn't hold all the power like a king, and so that people's **liberties** would be protected. *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)*



Show Image 1A-9: Lincoln Memorial, Jefferson Memorial

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. *These statues and other buildings are called monuments.* If you visited Washington, D.C., you would find many

monuments to past presidents. One famous monument is called the Lincoln Memorial. *[Point to the monument on the left side of the image.]* Another famous monument is the Jefferson Memorial. *[Point to the monument on the right side of the image.]* 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

Let's say the Pledge of Allegiance together: *[Ask students to stand and face a flag in your classroom. If no flag is available, show Image 1A-1.]*

"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."

The next time you see the American flag, remember that our fifty states all share a belief in liberty and justice *or freedom and fairness* 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.



Check for Understanding

Recall: What is a president? *(the elected leader of a country)*

Where does the president live? *(the White House in Washington, D.C.)*

Who were the Founding Fathers? *(the people who helped to create our nation)*

Support

If students have difficulty responding to questions, reread pertinent lines of the Read-Aloud and/or refer to specific images.

COMPREHENSION QUESTIONS (10 MIN.)

Show Image 1A-1: American flag

- Literal.** What is this? *(It is the American flag.)* The fifty stars are symbols of something. What do they represent? *(They represent the fifty states of the United States of America.)*
- Literal.** What city is the capital of our country? *(Washington, D.C., is the capital of our country.)* In which state is Washington, D.C., located? *(It's not located in any of the states.)*

Flip Book 1A-1





Reading

Offering Opinions

Beginning

Provide students sentence frames using a small set of learned phrases (e.g., “The Founding Fathers wanted . . .”).

Intermediate

Provide students sentence frames using an expanded set of learned phrases (e.g., “The Founding Fathers wanted a president because . . .”).

Advanced/Advanced High

Provide minimal support and guidance for open responses.

ELPS 4.F; ELPS 4.J

3. **Literal.** Name three things you have learned about Washington, D.C. *(Answers may vary, but may include that Washington, D.C., is where the president lives; it’s where Congress is located; it’s one place where monuments of past presidents can be found; it is not located in a state; and it was named after George Washington.)*
4. **Literal.** What are the names of the three parts of the government that work together to protect people’s liberties, or freedoms? *(The three parts of the government are the president, Congress, and the Supreme Court.)*
 - **Literal.** Who is currently the president of the United States? *(The current president is [name of the current president].)*
5. **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.)*

WORD WORK: LIBERTIES (5 MIN.)

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. Turn to your partner and talk about the liberties you have in America. [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*.]

Lesson 1: The Home of the President: Washington, D.C.

Application



Reading: Students will describe differences and similarities between monarchs and presidents.

TEKS K.1.C; TEKS K.5.H; TEKS K.7.A

SAYINGS AND PHRASES: “A DOG IS A MAN’S BEST FRIEND” (5 MIN.)

Show Image 1A-6: Bo Obama portrait

- Remind students that when presidents are elected and move into the White House, they bring their 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 a 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 a man’s best friend.”

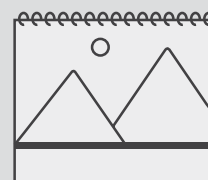
VENN DIAGRAM (15 MIN.)

TEKS K.7.A

- Display the Venn diagram you prepared in advance.
- 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 you will read the words to them.

TEKS K.1.C Share information and ideas by speaking audibly and clearly using the conventions of language; **TEKS K.5.H** Synthesize information to create new understanding with adult assistance; **TEKS K.7.A** Discuss topics and determine the basic theme using text evidence with adult assistance.

Flip Book 1A-6



Challenge

Ask students if they can remember other phrases you’ve learned in past domains. Have students explain the literal and figurative meanings of the sayings they remember.

Support

Have students discuss the similarities and differences with a partner.

ENGLISH
LANGUAGE
LEARNERS



Speaking and Listening

Exchanging Information and Ideas

Beginning

Ask students yes/no questions about the similarities and differences between kings and queens and presidents.

Intermediate

Encourage students to build on what the previous student has said about the similarities and differences between kings and queens and presidents.

Advanced/Advanced High

Challenge students to say something more about what the previous student has said about the similarities and differences between kings and queens and presidents.

ELPS 1.F; ELPS 2.G

Activity Page 1.1



- Have students compare and contrast kings and presidents.
- Use the following questions to promote discussion:
 - How are kings and presidents alike? (*They lead people in a country; they have a lot of power.*)
 - 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.



Exit Pass

Have students generate an oral statement comparing kings and queens to presidents. **TEKS K.7.A**

End Lesson

Lesson 1: The Home of the President: Washington, D.C.

Take-Home Material

FAMILY LETTER

- Send home Activity Page 1.1.



TEKS K.7.A Discuss topics and determine the basic theme using text evidence with adult assistance.

PRESIDENTS AND AMERICAN SYMBOLS: UNIQUELY AMERICAN

A Dishonest Story About an Honest Man

PRIMARY FOCUS OF LESSON

Speaking and Listening

Students will review details about Washington, D.C., and will describe important characteristics of presidents.

 **TEKS K.1.A; TEKS K.7.A**

Reading

Students will identify the story of George Washington and the cherry tree as a legend, will experience first-person voice and third-person voice in the text, and will describe facts about George Washington.

 **TEKS K.1.A; TEKS K.5.A; TEKS K.5.F; TEKS K.9.E**

Language

Students will demonstrate an understanding of the Tier 2 word *respect*.

 **TEKS K.3.B**

Reading

Students will retell the legend of George Washington and the cherry tree in a drawing.


 **TEKS K.6.D; TEKS K.8.F; TEKS K.10.E**

FORMATIVE ASSESSMENT

Activity Page 2.1

Sequencing Events Students will draw the beginning, middle, and end of the legend of George Washington and the cherry tree.

 **TEKS K.6.D**

 **TEKS K.1.A** Listen actively and ask questions to understand information and answer questions using multi-word responses; **TEKS K.7.A** Discuss topics and determine the basic theme using text evidence with adult assistance; **TEKS K.5.A** Establish purpose for reading assigned and self-selected texts with adult assistance; **TEKS K.5.F** Make inferences and use evidence to support understanding with adult assistance; **TEKS K.9.E** Listen to and experience first- and third-person texts; **TEKS K.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings; **TEKS K.6.D** Retell texts in ways that maintain meaning; **TEKS K.8.F** Recognize characteristics of multimodal and digital texts; **TEKS K.10.E** Share writing.

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|---|-------------|---------|--|
| Introducing the Read-Aloud (10 min.) | | | |
| What Have We Already Learned? | Whole Group | 10 min. | |
| Brainstorming Links | | | |
| Read-Aloud (30 min.) | | | |
| Purpose for Listening | Whole Group | 30 min. | <input type="checkbox"/> U.S. map <input type="checkbox"/> Flip Book: 2A-1–2A-8 |
| “A Dishonest Story About an Honest Man” | | | |
| Comprehension Questions | | | |
| Word Work: <i>Respect</i> | | | |
| This is a good opportunity to take a break. | | | |
| Application (20 min.) | | | |
| Sequencing Events | Independent | 20 min. | <input type="checkbox"/> Image Cards 6–9 <input type="checkbox"/> Activity Page 2.1 <input type="checkbox"/> drawing tools |

ADVANCE PREPARATION

Read-Aloud

- Prepare to locate the state of Washington on a U.S. map for students.

Note to Teacher

The activity in the Application section will be continued in Lesson 3, where students will be asked to publish their work.

CORE VOCABULARY

confession, n. the act of admitting something and telling the truth, especially when you are wrong

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

Variation(s): confessions

honest, adj. truthful or trustworthy; not lying or cheating

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

Variation(s): none

national, adj. having to do with a nation

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

Variation(s): none

respect, v. to admire or think well of someone or something

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

Variation(s): respects, respected, respecting

Vocabulary Chart for “A Dishonest Story About an Honest Man”

| Type | Tier 3 Domain-Specific Words | Tier 2 General Academic Words | Tier 1 Everyday Speech Words |
|------------------------|---|---|---------------------------------|
| Vocabulary | national (<i>nacional</i>) | confession (<i>confesión</i>) honest (<i>honestidad</i>) respect (<i>respeto</i>) | |
| Multiple Meaning | | | |
| Sayings and Phrases | on purpose “first in war, first in peace, and first in the hearts of his countrymen” | | |

Lesson 2: A Dishonest Story About an Honest Man



Introducing the Read-Aloud

Speaking and Listening: Students will review details about Washington, D.C., and will describe important characteristics of presidents.



TEKS K.1.A; TEKS K.7.A

WHAT HAVE WE ALREADY LEARNED? (5 MIN.)

- Remind students that in the last Read-Aloud they heard about the capital city of Washington, D.C.
- Ask students if they have any questions about Washington D.C. and/or the role of the president.



Check for Understanding

Recall: Who is Washington, D.C. named for? (*George Washington*)

- Ask students what a president is. (*A president is the elected or chosen leader of a country.*)
- Explain that presidents have a lot of responsibilities because they help 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 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.

Support

Remind students that monuments are statues or buildings made to honor important people or events.



TEKS K.1.A Listen actively and ask questions to understand information and answer questions using multi-word responses;
TEKS K.7.A Discuss topics and determine the basic theme using text evidence with adult assistance.



BRAINSTORMING LINKS (5 MIN.)

TEKS K.7.A

- Tell students that our first president had special characteristics, or qualities, that most good presidents have.
- Promote discussion about what qualities make a good president by asking the following questions:
 - 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?
- Tell students that one important characteristic of a good president is honesty, which they will hear about in today's Read-Aloud.



ENGLISH
LANGUAGE
LEARNERS

Speaking and Listening

Exchanging Information and Ideas

Beginning

Ask students yes/no questions about what makes a good president, and encourage them to ask their own questions about the subject.

Intermediate

Encourage students to build on what the previous student has said about what makes a good president.

Advanced/Advanced High

Challenge students to say something more about what the previous student has said about what makes a good president.

ELPS 2.D; ELPS 2.G;

ELPS 3.G



TEKS K.7.A Discuss topics and determine the basic theme using text evidence with adult assistance.

Lesson 2: A Dishonest Story About an Honest Man

Read-Aloud



Reading: Students will identify the story of George Washington and the cherry tree as a legend, will experience first-person voice and third-person voice in the text, and will describe facts about George Washington.

✚ **TEKS K.1.A; TEKS K.5.A; TEKS K.5.F; TEKS K.9.E**

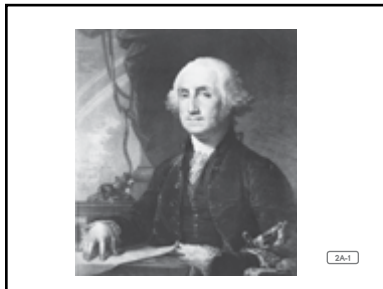
Language: Students will demonstrate an understanding of the Tier 2 word *respect*.

✚ **TEKS K.3.B**

PURPOSE FOR LISTENING

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

"A DISHONEST STORY ABOUT AN HONEST MAN" (15 MIN.)



Show Image 2A-1: Portrait of George Washington

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

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**."

Honest means truthful or trustworthy. This is going to be a story that's not really true about a man who really was truthful.

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.

Challenge

Ask students what *dishonest* means if *honest* means truthful or trustworthy. (*Dishonest means not honest, so not truthful or trustworthy.*)

✚ **TEKS K.1.A** Listen actively and ask questions to understand information and answer questions using multi-word responses; **TEKS K.5.A** Establish purpose for reading assigned and self-selected texts with adult assistance; **TEKS K.5.F** Make inferences and use evidence to support understanding with adult assistance; **TEKS K.9.E** Listen to and experience first- and third-person texts; **TEKS K.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings.



Show Image 2A-2: George Washington and his father

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

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. *A narrator is telling this story about George Washington. We can tell because the narrator uses the words he and him when he is talking about Washington.*

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 they will grow tall and strong and give delicious fruit." *Who is telling George that he will teach George how to take care of the cherry trees? Augustine, George's father is saying this. We can tell he is talking because he uses the word I to refer to himself. Were Augustine's cherry trees important to him? How can you tell?*

TEKS K.9.E



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." *Who do you think cut down the cherry tree?*

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. *Where is George hiding in the picture?* He looked at his father's face and saw disappointment and anger.

Support

Explain that *confession* means the act of admitting something and telling the truth, especially when you are wrong.



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 *or the look on his face* how badly George felt. Meanwhile, the foreman, surprised by the boy’s **confession**, turned back to look at Augustine Washington. *George Washington’s confession was when he admitted that he was the one who cut down the tree.* He thought, “Mr. Washington sometimes has a very bad temper. Poor George! I hate to think what is about to happen to him.”



Show Image 2A-5: George forgiven

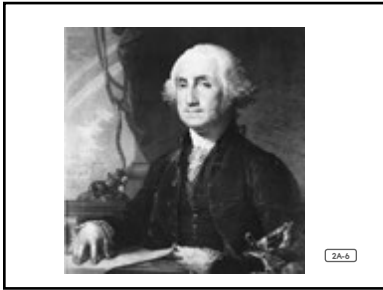
But to his surprise, he heard the father tell his son, “It was a bad thing to do, George, and you should be punished for doing it. However, I so **respect** you *or admire or think well of you* for coming forward and telling me the truth that, if you will promise not to do such a thing again, I shall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

“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.

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



Show Image 2A-7: George Washington and George III

Even the king of Great Britain, King George III, admired Washington. 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. 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!” 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 the American colonies from the control of Great Britain and the king. 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. 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 and trusted person in that new country.



Show Image 2A-8: George Washington's legacy

Today, we still look up to George Washington. In fact, he is considered one of our greatest **national** heroes. *National means having to do with a nation.* 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. *[Show the state of Washington on a U.S. map.]* 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.



Check for Understanding

One-Word Answer: What kind of story is the story of George Washington and the cherry tree? (*legend*)

COMPREHENSION QUESTIONS (10 MIN.)

1. **Inferential.** Why is the story of George Washington and the cherry tree considered a legend? (*The story is considered a legend because parts of it are true and parts of it are not true. It is true that George Washington was an honest person, but it is not true that he chopped down a cherry tree.*)
 - **Literal.** Is a legend a completely true story, a completely made-up story, or a mix of both? (*A legend is a story that mixes together truth and made-up events.*)
 - **Literal.** In this legend, who cut down the cherry tree? (*Augustine's son, George Washington, cut down the cherry tree.*)
2. **Evaluative.** Why is George Washington remembered today? Why is he considered one of our greatest national heroes? (*Answers may vary, but may include that George Washington is remembered today because he was an honest man who was "first in war, first in peace, and first in the hearts of his countrymen"; Washington was the most important leader in winning the war that freed America from the control of Great Britain; and Washington was one*

Support

If students have difficulty responding to questions, reread pertinent lines of the Read-Aloud and/or refer to specific images.

of the most important people involved in setting up the new government and starting the new country in the right direction.)

3. **Evaluative.** *Think-Pair-Share:* In real life, why do you think George Washington did not make himself king? (*George Washington did not make himself king because he knew that he and others fought to free the people from a king, so making himself a king would be wrong.*)

WORD WORK: RESPECT (5 MIN.)

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. *Respect* means to admire or think well of someone or something.
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 someone? 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 _____ by . . .”]
6. What’s the word we’ve been talking about?

Use an Antonyms activity for follow-up. The opposite of *respect* is *disrespect*, meaning to not admire or think well of 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.]

- Amelia does not talk back to her parents. (*Amelia respects her parents.*)
- Demetrius trips people on the playground. (*Demetrius disrespects people on the playground.*)
- Rania took the toy from her sister without asking. (*Rania disrespects her sister.*)
- Mitra raised her hand so that she would not interrupt her teacher. (*Mitra respects her teacher.*)
- Jonathan’s uncle felt proud of him when he admitted that he broke the vase. (*Jonathan’s uncle respects him.*)



ENGLISH
LANGUAGE
LEARNERS

Reading

Offering Opinions

Beginning

Provide students sentence frames using a small set of learned phrases (e.g., “He is remembered because . . .”).

Intermediate

Provide students sentence frames using an expanded set of learned phrases (e.g., “We remember George Washington today because . . .”).

Advanced/Advanced High

Provide minimal support and guidance for open responses.

ELPS 1.F; ELPS 2.E;

ELPS 3.H



Image Cards 6–9

ENGLISH
LANGUAGE
LEARNERSSpeaking and
Listening**Offering Opinions****Beginning**

Provide students sentence frames using a small set of learned phrases (e.g., “This story could not have happened . . .”).

Intermediate

Provide students sentence frames using an expanded set of learned phrases (e.g., “Some parts of this story could not have happened . . .”).

Advanced/Advanced High

Provide minimal support and guidance for open responses.

ELPS 1.F; ELPS 2.E;**ELPS 3.H****Challenge**

Have students write a word or phrase that describes their pictures.

Lesson 2: A Dishonest Story About an Honest Man

Application



Reading: Students will retell the legend of George Washington and the cherry tree in a drawing.

TEKS K.6.D; TEKS K.8.F; TEKS K.10.E

SEQUENCING EVENTS (20 MIN.) **TEKS K.10.E**

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

- Explain to students that these images tell parts of the legend of George Washington and the cherry tree.
- Ask students to explain what a legend is. (*A legend is a story that mixes together truth and made-up events.*)
- 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.
- Have students turn to Activity Page 2.1.
- 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 square, with the beginning of the story in the square labeled 1, the middle in the square labeled 2, and the end in the square labeled 3. Alternatively, students may draw the three pictures on a separate sheet of paper.
- Circulate around the room, asking students questions and helping them add details to their drawings.
- After students have drawn their three pictures, have each student share their legend with a partner or with the class.
- Tell students that in the next lesson they will have a chance to publish their legends.

End Lesson

TEKS K.6.D Retell texts in ways that maintain meaning; **TEKS K.8.F** Recognize characteristics of multimodal and digital texts; **TEKS K.10.E** Share writing.

PRESIDENTS AND AMERICAN SYMBOLS: UNIQUELY AMERICAN

A Clever General

PRIMARY FOCUS OF LESSON

Speaking and Listening

Students will review differences between a president and a king.

 **TEKS K.1.C**

Reading

Students will examine the author's use of text features and will describe how General Washington and Colonel Knox worked together to help win the American Revolution.

 **TEKS K.1.A; TEKS K.5.A; TEKS K.6.C; TEKS K.9.C**

Language

Students will demonstrate an understanding of the Tier 2 word *clever*.

 **TEKS K.3.B**

Writing

With assistance, students will publish a legend.


 **TEKS K.10.C; TEKS K.10.E; TEKS K.12.E**

FORMATIVE ASSESSMENT

Activity Page 2.1

Publishing Activity With assistance, students will incorporate feedback from peers and publish a legend.

 **TEKS K.10.C; TEKS K.10.E; TEKS K.12.E**

 **TEKS K.1.C** Share information and ideas by speaking audibly and clearly using the conventions of language; **TEKS K.1.A** Listen actively and ask questions to understand information and answer questions using multi-word responses; **TEKS K.5.A** Establish purpose for reading assigned and self-selected texts with adult assistance; **TEKS K.6.C** Use text evidence to support an appropriate response; **TEKS K.9.C** Discuss with adult assistance the author's use of print and graphic features to achieve specific purposes; **TEKS K.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings; **TEKS K.10.C** Revise drafts by adding details in pictures or words; **TEKS K.10.E** Share writing; **TEKS K.12.E** Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|---|-------------|---------|--|
| Introducing the Read-Aloud (10 min.) | | | |
| What Have We Already Learned? | Whole Group | 10 min. | ❑ Image Cards 10 and 11 |
| Essential Background Information or Terms | | | |
| Read-Aloud (30 min.) | | | |
| Purpose for Listening | Whole Group | 30 min. | ❑ Flip Book: 3A-1–3A-10 |
| “A Clever General” | | | |
| Comprehension Questions | | | |
| Word Work: <i>Clever</i> | | | |
| This is a good opportunity to take a break. | | | |
| Application (20 min.) | | | |
| Publishing Activity | Independent | 20 min. | ❑ Activity Page 2.1 ❑ drawing tools ❑ computers (optional) |

ADVANCE PREPARATION

Application

- Return Activity Page 2.1 to students for use in the publishing activity.
- Prepare to divide students into pairs.
- If possible, secure access to computers and help students use publishing software to create a finished version of their legend.
- Consider binding all the legends into a class publication for students to read again and again.

CORE VOCABULARY

captured, v. took control of; trapped

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. 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

Vocabulary Chart for “A Clever General”

| Type | Tier 3 Domain-Specific Words | Tier 2 General Academic Words | Tier 1 Everyday Speech Words |
|---------------------|--|----------------------------------|---------------------------------|
| Vocabulary | colonel (<i>coronel</i>) | clever | |
| Multiple Meaning | general (<i>general</i>) | captured (<i>capturó</i>) | |
| Sayings and Phrases | American Revolution American Continental Army British army Fort Ticonderoga | | |

Lesson 3: A Clever General



Introducing the Read-Aloud

Speaking and Listening: Students will review differences between a president and a king.



TEKS K.1.C

WHAT HAVE WE ALREADY LEARNED? (5 MIN.)

- 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 students that the Pilgrims were one of the first of many groups of people to set up colonies in North America.
- Explain that these colonies became the United States of America, a new nation.
- Remind students that in the previous Read-Aloud, they learned that George Washington fought against the army of the king of Great Britain and won freedom from the king for the colonists.

ENGLISH LANGUAGE LEARNERS



Speaking and Listening

Exchanging Information and Ideas

Beginning

Ask students yes/no questions about the differences between a president and a king, and encourage them to ask their own questions about the subject.

Intermediate

Encourage students to build on what the previous student has said about the differences between a president and a king.

Advanced/Advanced High

Challenge students to say something more about what the previous student has said about the differences between a president and a king.

ELPS 2.D; ELPS 2.G;

ELPS 3.E



Check for Understanding

Thumbs-Up/Thumbs-Down: Did our Founding Fathers make George Washington king of the United States? (*thumbs-down*)

Is the United States of America a kingdom ruled by a king? (*thumbs-down*)



TEKS K.1.C Share information and ideas by speaking audibly and clearly using the conventions of language.

- Ask students to identify some of the reasons why the Founding Fathers wanted a president rather than a king.
 - In their responses, have students identify differences between a president and a king.
- 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.
- Explain that the form of government in the United States of America is a democracy.
- Have students repeat the word *democracy*.
- Explain that unlike a kingdom that is ruled by a king, a democracy is a form of government ruled by the people.
- Ask students what it means that the president would have to be elected by the people.
- Remind students that in the first Read-Aloud, they 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.



Check for Understanding

Thumbs-Up/Thumbs- Down: Does the president work alone to make all of the laws or rules and make sure the rules are followed? (*thumbs-down*)

Is there more than one part of government? (*thumbs-up*)

- Explain that the Founding Fathers made sure that all three parts of the government—the president, the Congress, and the Supreme Court—would have important jobs to play so the president wouldn't have all the power like a king and so that people's liberties would be protected.
- Ask students to recall what liberties are. (*freedoms*)

Image Cards 10, 11



ESSENTIAL BACKGROUND INFORMATION OR TERMS (5 MIN.)

- 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)

- Ask if anyone remembers the name of this king.
- 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.
- Explain that *clever* is another word for smart.

Lesson 3: A Clever General

Read-Aloud



Reading: Students will examine the author's use of text features and will describe how General Washington and Colonel Knox worked together to help win the American Revolution.

✚ **TEKS K.1.A; TEKS K.5.A; TEKS K.6.C; TEKS K.9.C**

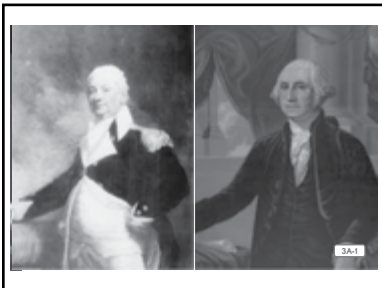
Language: Students will demonstrate an understanding of the Tier 2 word *clever*.

✚ **TEKS K.3.B**

PURPOSE FOR LISTENING

- Explain that 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" (15 MIN.)



Show Image 3A-1: Knox and Washington

[Point out Henry Knox and George Washington.]

Henry Knox was a **clever** man. *Another word for clever is smart.* Before the American Revolution began, he and his wife had owned a bookshop in the city of Boston, Massachusetts. *The American Revolution was when people fought to start a new government.*

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** [/kern*əl/] 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. *Colonel and General are titles given to leaders in the army. A colonel answers to a general because a general is in charge.*

✚ **TEKS K.1.A** Listen actively and ask questions to understand information and answer questions using multi-word responses; **TEKS K.5.A** Establish purpose for reading assigned and self-selected texts with adult assistance; **TEKS K.6.C** Use text evidence to support an appropriate response; **TEKS K.9.C** Discuss with adult assistance the author's use of print and graphic features to achieve specific purposes; **TEKS K.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings.



Show Image 3A-2: Strategizing

At the Continental camp just outside the city of Boston, Henry Knox had a puzzled look on his face. *Henry Knox was puzzled, or unsure, about how to solve a problem.* 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. *Even though the Continental soldiers had guns, they didn’t have any gunpowder or bullets left.* 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.”



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?”

Washington looked startled *or surprised*.

“Where could we get . . . ?” He stopped. A

light of understanding shone in his eyes. “Fort

Ticonderoga [/tie*kon*də*roegə/]!” he exclaimed. *A fort is a protected building or small town set up by an army during a war.* “Brilliant, Colonel! Now that we have **captured** *or have taken control of* 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! *So the Americans had captured one of the British forts, and now they were going to get their cannons, too! Was this a clever idea?*

“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

"I will order our men to build high mounds or huge piles 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.

[Point out the American Continental Army and the British ships in the picture. Explain what the British army could and could not see.] 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. A harbor is a protected body of water where ships can easily dock. Then, unlike the British, we can bring in supplies from other American cities on the coast. The ships can sail along the coast, which is where the land meets the ocean. We will move the supplies to our armies all across the countryside, because our friends there will help us." The supplies would include anything the army might need, such as food, water, or guns. Washington went over the idea in his mind. "It might work," he said. "It must work!"

Support

Remind students that they heard the word *supply* in Domain 11 when they learned about taking care of the earth. Remind students that *supply* means the amount of something that is available for use. In this case, *supplies* means resources that are available for use.



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. [Show the path from Boston to Fort Ticonderoga. Remind

Support

Explain that the word *line* has other meanings. It can also mean a long mark.

students that informational texts use graphic features such as this to help readers visualize the text. Explain that students can see the route the soldiers traveled to get supplies.] 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. **TEKS K.9.C**



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. *The word line means a group of people that are waiting to move*

forward. "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

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?

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.

TEKS K.9.C Discuss with adult assistance the author's use of print and graphic features to achieve specific purposes.

Afterward, several things changed in important ways. First, the city of Boston was back in American hands. *Great Britain was no longer in charge of the city; Americans were.* 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.

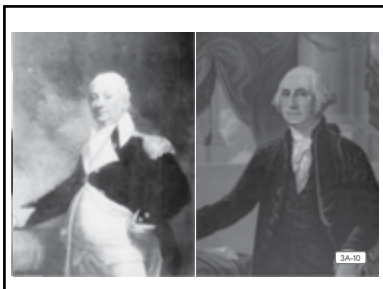


Show Image 3A-9: Map of the American colonies

Show students the map and ask them what it shows. Point out that the areas in a different color are the colonies. Ask students what is on the right of the 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, *or areas next to the water, as shown on this map* 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.” Discuss with students how the map helps them understand

Washington’s plan. **TEKS K.9.C**



Show Image 3A-10: Knox and Washington

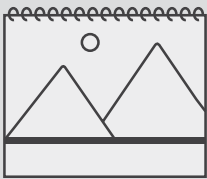
There was a third change, too. Washington called in Colonel Knox and told him, “Congratulations, Henry. I am making you a general. I am putting you in charge of all of our cannons, not just the ones you brought from Fort Ticonderoga.” *Who has more authority, or power: a general or a colonel?*

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

TEKS K.9.C Discuss with adult assistance the author’s use of print and graphic features to achieve specific purposes.

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.

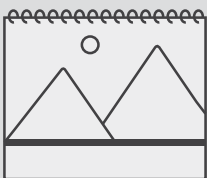
Flip Book 3A-1



Support

If students have difficulty responding to questions, reread pertinent lines of the Read-Aloud and/or refer to specific images.

Flip Book 3A-3 and 3A-5



Check for Understanding

Show Image 3A-1: Knox and Washington

Making Choices: Who was in charge of the Continental Army in the beginning of the Read-Aloud: George Washington or Henry Knox? (*General George Washington*)

Which army was led by General Howe: the colonists' army or the British army? (*British army*)

Whose army was larger: George Washington's or General Howe's? (*General Howe's army*)

COMPREHENSION QUESTIONS (10 MIN.)

Show Image 3A-3: Boston and Ticonderoga

1. **Inferential.** What clever idea did Henry Knox have? (*Colonel Knox had the clever idea to go to Fort Ticonderoga and bring back cannons.*)
2. **Inferential.** What clever idea did George Washington have? (*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.*)

Show Image 3A-5: General Howe

3. **Literal.** What happened as a result of Knox's and Washington's cleverness? (*As a result, George Washington's smaller army was able to beat General Howe's larger army and win the battle. George Washington and Henry Knox worked together to defeat the British army.*)
 - **Literal.** Whose army won the battle—General Howe's larger army or George Washington's smaller army? (*General Washington's smaller army won the battle.*)

4. **Literal.** What did George Washington do to reward Henry Knox after the colonists won back the city of Boston? (*Washington made Knox a general to reward him.*)
5. **Evaluative.** *Think-Pair-Share:* Why do you think this story is called “A Clever General”? Who is the title describing? Why do you think so? (*Answers may vary, but may include that the story is called “A Clever General” because it tells about how George Washington was clever in figuring out a way to trick General Howe, putting off the battle until Colonel Knox returned with cannons. Alternatively, answers may include that the title could be describing Colonel Knox, who was promoted to general by George Washington because of his cleverness in helping to win the battle. Answers may include that both men were clever.*)

WORD WORK: CLEVER (5 MIN.)

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 they are clever. Try to use the word *clever* when you tell about them. [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. I am going to say several sentences. If what I say describes someone who is clever, say, “They are clever.” If what I say describes someone who is not clever, say, “They are not clever.”

- a person who figures out the answer to a math problem (*They are clever.*)
- someone who crossed the street without looking both ways (*They are not clever.*)
- a student who asks questions when they don’t understand something (*They are clever.*)
- a person who only eats junk food all the time (*They are not clever.*)
- a person who spends a lot more time reading than watching television (*They are clever.*)



ENGLISH
LANGUAGE
LEARNERS

Reading

Offering Opinions

Beginning

Provide students sentence frames using a small set of learned phrases (e.g., “The story is called that because . . .”).

Intermediate

Provide students sentence frames using an expanded set of learned phrases (e.g., “The story is called ‘A Clever General’ because it describes . . .”).

Advanced/Advanced High

Provide minimal support and guidance for open responses.

ELPS 3.G; ELPS 4.F;

ELPS 4.J



ENGLISH
LANGUAGE
LEARNERS



Writing

Writing

Beginning

Have students use phrases and familiar vocabulary to describe their drawings.

Intermediate

Have students describe their drawings using short sentences.

Advanced/Advanced High

Have students describe their drawings using longer, more detailed sentences.

ELPS 5.F; ELPS 5.G

Challenge

Have students add words, phrases, and sentences to their legends.

Support

Divide students into pairs or small groups. Have them choose one legend to publish.

Lesson 3: A Clever General

Application



Writing: With assistance, students will publish a legend.



TEKS K.10.C; TEKS K.10.E; TEKS K.12.E



PUBLISHING ACTIVITY (20 MIN.)

TEKS K.10.C; TEKS K.10.E; TEKS K.12.E

- Have students turn to Activity Page 2.1.
- Divide the class into pairs and have students exchange papers.
- Ask students to suggest at least one detail to be added to each picture in the sequence.
- Tell students to give their partner one compliment about their drawings as well.
- Circulate around the room as students exchange feedback, and help them add words and phrases to their drawings where possible.
- Give students time to incorporate feedback into their work.
- Help students explore various digital tools to revise and/or publish their retellings of the legend. Such tools include various student-publishing software and web-based publishing programs.
- Consider binding the legends into a class book that students can read again and again.

End Lesson



TEKS K.10.C Revise drafts by adding details in pictures or words; **TEKS K.10.E** Share writing; **TEKS K.12.E** Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.

**PRESIDENTS AND AMERICAN SYMBOLS:
UNIQUELY AMERICAN**

George Washington

PRIMARY FOCUS OF LESSON**Speaking and Listening**

Students will review details about George Washington.

 **TEKS K.1.A****Reading**

Students will describe George Washington's sacrifices for his country and identify him as the first president of the United States of America.

 **TEKS K.1.A; TEKS K.5.A; TEKS K.5.F****Language**

Students will demonstrate an understanding of the Tier 3 word *monarchy*.


 **TEKS K.3.B****Reading**

With assistance, students will create a timeline to sequence the events in George Washington's life.

 **TEKS K.6.D; TEKS K.8.D.ii; TEKS K.8.D.iii****FORMATIVE ASSESSMENT****Exit Pass**

Drawing Activity Students will draw the event they think is most important in George Washington's life.

 **TEKS K.6.D**

 **TEKS K.1.A** Listen actively and ask questions to understand information and answer questions using multi-word responses; **TEKS K.5.A** Establish purpose for reading assigned and self-selected texts with adult assistance; **TEKS K.5.F** Make inferences and use evidence to support understanding with adult assistance; **TEKS K.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings; **TEKS K.6.D** Retell texts in ways that maintain meaning; **TEKS K.8.D** Recognize characteristics and structures of informational text, including (ii): titles and simple graphics to gain information; (iii) the steps in a sequence with adult assistance.

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|---|-------------|---------|---|
| Introducing the Read-Aloud (10 min.) | | | |
| What Have We Already Learned? | Whole Group | 10 min. | |
| Read-Aloud (30 min.) | | | |
| Purpose for Listening | Whole Group | 30 min. | <input type="checkbox"/> Flip Book: 4A-1–4A-12 |
| “George Washington” | | | |
| Comprehension Questions | | | |
| Word Work: <i>Monarchy</i> | | | |
| This is a good opportunity to take a break. | | | |
| Application (20 min.) | | | |
| George Washington Timeline | Whole Group | 20 min. | <input type="checkbox"/> Timeline <input type="checkbox"/> Image Cards 2, 6, 11 <input type="checkbox"/> tape <input type="checkbox"/> paper <input type="checkbox"/> drawing tools |

ADVANCE PREPARATION

Notes to Teacher

Please be aware that an enslaved person, Billy Lee, is mentioned briefly in this Read-Aloud. If students raise questions about enslaved people or slavery, you may wish to explain that they will hear about enslaved people 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, and still is, terribly wrong.

Application

- Create a timeline on the board/chart paper.
 - Write “George Washington” at the top and draw a horizontal line with three vertical notches underneath his name.
 - Prepare to have students tape Image Cards to different locations on the timeline.

CORE VOCABULARY

defeated, v. won against, or beat, 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

spectacles, n. eyeglasses

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

Variation(s): none

Vocabulary Chart for “George Washington”

| Type | Tier 3 Domain-Specific Words | Tier 2 General Academic Words | Tier 1 Everyday Speech Words |
|------------------------|---------------------------------|----------------------------------|---------------------------------|
| Vocabulary | monarchy (<i>monarquía</i>) | | |
| Multiple Meaning | spectacles | defeated | |
| Sayings and Phrases | | | |

Lesson 4: George Washington

Introducing the
Read-Aloud

Speaking and Listening: Students will review details about George Washington.



TEKS K.1.A

WHAT HAVE WE ALREADY LEARNED? (10 MIN.)

ENGLISH
LANGUAGE
LEARNERS



Speaking and
Listening

**Exchanging Information
and Ideas**

Beginning

Ask students yes/no questions about George Washington's character, and encourage them to ask their own questions about the subject.

Intermediate

Encourage students to build on what the previous student has said about George Washington's character.

Advanced/Advanced High

Challenge students to say something more about what the previous student has said about George Washington's character.

ELPS 2.D; ELPS 2.G;

ELPS 3.E



Check for Understanding

Recall: Who was George Washington? (*George Washington was a general who helped win the American Revolution.*)

- 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.
- Ask students what George Washington did in the last Read-Aloud to help his army win a battle against the British army. (*George Washington had his soldiers build giant piles of dirt so that General Howe of the British army could not see the Continental Army well. He had the soldiers march back and forth to look like there were great numbers of them. This delayed General Howe while Colonel Knox brought more cannons and supplies for the colonies' army.*)
- 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.
- 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.



TEKS K.1.A Listen actively and ask questions to understand information and answer questions using multi-word responses.

Lesson 4: George Washington

Read-Aloud



Reading: Students will describe George Washington's sacrifices for his country and identify him as the first president of the United States of America.

TEKS K.1.A; TEKS K.5.A; TEKS K.5.F

Language: Students will demonstrate an understanding of the Tier 3 word *monarchy*.

TEKS K.3.B

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 students to pay careful attention to how people in the crowd seem to feel when Washington starts speaking and how they feel when he is finished speaking.

"GEORGE WASHINGTON" (15 MIN.)



Show Image 4A-1: 18th-century spectacles

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



Show Image 4A-2: Fatigued George Washington

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

George Washington's enslaved person, Billy Lee, was worried. He had never before seen a

TEKS K.1.A Listen actively and ask questions to understand information and answer questions using multi-word responses; **TEKS K.5.A** Establish purpose for reading assigned and self-selected texts with adult assistance; **TEKS K.5.F** Make inferences and use evidence to support understanding with adult assistance; **TEKS K.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings.

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** the biggest army the British king had sent to fight against them. *Defeated means won against, or beat, in a game, contest, or battle.* 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." *What do you think George Washington meant by this?*



Show Image 4A-4: Billy Lee gives Washington his spectacles

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. *George Washington began wearing*

glasses because his eyesight was getting worse. Many people wear glasses for all sorts of reasons. 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

Soon they reached a large building, where Washington dismounted *or got down from his horse*. 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, *[Point to the man on the stage.]* who was a very important

officer in the army. General Gates thought that he, not Washington, should be the army's chief. *You learned about a chief in our study of Native Americans. What is a chief?* (the person in charge of a group) Now General Gates was trying to convince the other soldiers to change the way their new nation, the United States of America, would work. *Gates was trying to lead the soldiers to think the way he did.*

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

Support

Tell students that the word *convince* means to make someone believe something.

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.”

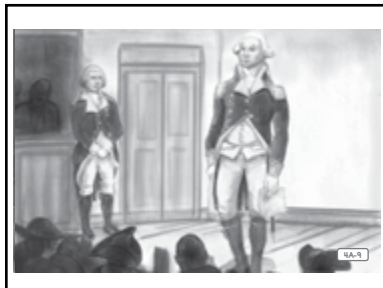


Show Image 4A-8: Unhappy men

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.” *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 *or leadership* 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.”



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.

Challenge

Remind students that they heard the word *rules* when they learned about kings and queens.

In that case, *rules* means leads and makes decisions. Is the meaning of *rule* in this Read-Aloud the same as the meaning you heard previously?



Show Image 4A-10: Washington puts on his spectacles

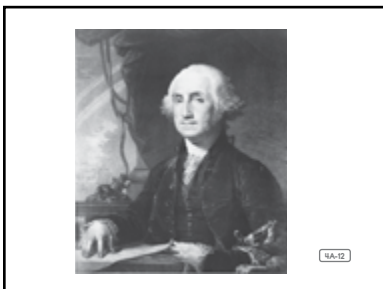
Then, to the soldiers' surprise, Washington took out the spectacles they had never before seen him use. *Why does Washington need his spectacles?* Fumbling to open them, Washington said, "Gentlemen, you will permit me to put on my spectacles, for I have not only grown gray, but almost blind, in the service 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."



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

Support

If students have difficulty responding to questions, reread pertinent lines of the Read-Aloud and/or refer to specific images.

ENGLISH LANGUAGE LEARNERS



Speaking and Listening

Exchanging Information and Ideas

Beginning

Reframe questions as simple yes/no questions (e.g., “Did the soldiers decide to support Washington’s position?”).

Intermediate

Provide students with a specific sentence frame (e.g., “The soldiers supported Washington’s position because . . .”).

Advanced/Advanced High

Encourage students to use key details in complete sentences (e.g., “The soldiers supported Washington’s position because seeing his spectacles made them remember his sacrifice.”).

ELPS 1.F; ELPS 2.I;

ELPS 3.H



Check for Understanding

Recall: Who became the first president of the United States? (George Washington)

COMPREHENSION QUESTIONS (10 MIN.)

- Inferential.** How did the war affect, or change, George Washington? (*The war affected Washington by aging him. He became older, more tired, had graying hair, and was losing his sight.*)
 - Literal.** Describe what George Washington was known for before the war. (*He was known for his honesty, strength, cleverness, and bravery.*)
- 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.*)
- 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.*)
- 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.*)
- Evaluative.** *Think-Pair-Share:* Why do you think the people chose George Washington to be the first president? (*Answers may vary, but may include that the people chose George Washington to be the first president because he was strong, brave, clever, and honest; he was a good leader of the army and helped win the American Revolution; he had sacrificed so much for his country and should be rewarded with a great honor; he had been a good leader in the past, so the people thought he would be a good leader for the country.*)

WORD WORK: MONARCHY (5 MIN.)

1. In the Read-Aloud you heard, “That would be no better than the old kind of rule of a monarchy or a king.”
2. Say the word *monarchy* with me.
3. *Monarchy* means a form of government led by a king or queen.
4. If a country is ruled by a king, then its government is a monarchy.
5. What is an example of a monarchy? Is the form of government in the United States of America a monarchy? Try to use the word *monarchy* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “The United States is not a monarchy because . . .”]
6. What’s the word we’ve been talking about?

Use a Making Choices activity for follow-up. If any of the things I say would be an example of a monarchy, say, “That is a monarchy.” If any of the things I say would not be an example of a monarchy, say, “That would not be a monarchy.”

- a kingdom run by a queen (*That is a monarchy.*)
- a democracy like the United States (*That is not a monarchy.*)
- a king’s empire (*That is a monarchy.*)
- a government with a president (*That is not a monarchy.*)
- a state with a governor (*That is not a monarchy.*)



ENGLISH
LANGUAGE
LEARNERS



Speaking and
Listening

Listening Actively

Beginning

Refer to the image cards and ask students questions to help them recall general details from the previous Read-Alouds.

Intermediate

Ask students questions to help them recall more specific details from the previous Read-Alouds.

Advanced/Advanced High

Encourage students to recall details from the previous Read-Alouds with minimal prompting or support.

ELPS 2.E; ELPS 3.D;

ELPS 4.I

Challenge

Add more images to the timeline, such as Image Card 5 (Washington Monument.).

Lesson 4: George Washington

Application



Reading: With assistance, students will create a timeline to sequence the events in George Washington's life.



TEKS K.6.D; TEKS K.8.D.ii; TEKS K.8.D.iii

GEORGE WASHINGTON TIMELINE (20 MIN.)

- Tell students that they are going help you create a timeline about George Washington's life.
- Explain that each notch stands for an event on the timeline.
- 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 George Washington), 11 (General Washington in the American Revolution), and 2 (President George Washington)

- As a class, sequence the cards so that the events are in chronological order.
- Have students tape 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.



Exit Pass

Have students draw the event in George Washington's life that seems most important.

End Lesson



TEKS K.6.D Retell texts in ways that maintain meaning; **TEKS K.8.D** Recognize characteristics and structures of informational text, including: (ii) titles and simple graphics to gain information; (iii) the steps in a sequence with adult assistance.

PRESIDENTS AND AMERICAN SYMBOLS: UNIQUELY AMERICAN

Thomas Jefferson

PRIMARY FOCUS OF LESSON

Speaking and Listening

Students will review details about George Washington's life and will describe the Founding Fathers. **TEKS K.1.A**

Reading

Students will describe why Thomas Jefferson is considered a Founding Father of the United States of America.

TEKS K.1.A; TEKS K.5.A; TEKS K.5.G

Language

Students will demonstrate an understanding of the Tier 2 word *independence*.

TEKS K.3.B

Writing

Students will use a drawing activity to describe Thomas Jefferson.

TEKS K.3.B; TEKS K.6.B; TEKS K.6.F

FORMATIVE ASSESSMENT

Exit Pass

Drawing the Read-Aloud Students will draw three items that symbolize Thomas Jefferson.

TEKS K.6.B



Writing Studio

If you are using Writing Studio, you may begin Unit 7 Lesson 1 after completing this Knowledge lesson. If you have not done so already, you may wish to review the Writing Studio materials and their connections to this domain.

TEKS K.1.A Listen actively and ask questions to understand information and answer questions using multi-word responses; **TEKS K.5.A** Establish purpose for reading assigned and self-selected texts with adult assistance; **TEKS K.5.G** Evaluate details to determine what is most important with adult assistance; **TEKS K.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings; **TEKS K.6.B** Provide an oral, pictorial, or written response to a text; **TEKS K.6.F** Respond using newly acquired vocabulary as appropriate.

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|---|-----------------------------|---------|--|
| Introducing the Read-Aloud (10 min.) | | | |
| What Have We Already Learned? | Whole Group | 10 min. | |
| Read-Aloud (30 min.) | | | |
| Purpose for Listening | Whole Group | 30 min. | <input type="checkbox"/> Flip Book: 5A-1–5A-12 <input type="checkbox"/> Image Card 12 |
| “Thomas Jefferson” | | | |
| Comprehension Questions | | | |
| Word Work: <i>Independence</i> | | | |
| This is a good opportunity to take a break. | | | |
| Application (20 min.) | | | |
| Multiple Meaning Word Activity: <i>Turn</i> | Whole Group/ Independent | 20 min. | <input type="checkbox"/> Poster 2M: Turn (Flip Book) <input type="checkbox"/> paper <input type="checkbox"/> drawing tools |
| Drawing the Read-Aloud | | | |

ADVANCE PREPARATION

Application

- Prepare Poster 2M for display.

Universal Access

- You may wish to bring in some of the items discussed in the Read-Aloud, such as measuring tools, old books, a map of France, an image of a violin, etc.
- Gather different books about Thomas Jefferson to pass around the class. The school or local library may be good resources.

CORE VOCABULARY

admired, v. respected; 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

Example: My favorite authors write books about animals.

Variation(s): author

colonists, n. people who live in a colony but are ruled by another country

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; the ability to do something on your own without the control or help of another

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

Variation(s): none

Vocabulary Chart for “Thomas Jefferson”

| Type | Tier 3 Domain-Specific Words | Tier 2 General Academic Words | Tier 1 Everyday Speech Words |
|------------------------|---|---|---------------------------------|
| Vocabulary | colonists | admired authors (<i>autores</i>) declaration (<i>declaración</i>) independence (<i>independencia</i>) | |
| Multiple Meaning | | | |
| Sayings and Phrases | “I cannot live without books” “life, liberty, and the pursuit of happiness” Fourth of July Independence Day Statue of Liberty | | |

Lesson 5: Thomas Jefferson



Introducing the Read-Aloud

Speaking and Listening: Students will review details about George Washington's life and will describe the Founding Fathers.



TEKS K.1.A

WHAT HAVE WE ALREADY LEARNED? (10 MIN.)

- 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.
- Ask students who the Founding Fathers were. What did they do? (*The Founding Fathers were men from the original colonies who helped write the Constitution, a plan for how the country should be run. The Founding Fathers decided they wanted the country to be run by a president instead of a king. The Founding Fathers worked together to help found this nation.*)

ENGLISH
LANGUAGE
LEARNERS



Speaking and
Listening

Exchanging Information
and Ideas

Beginning

Ask students yes/no questions about George Washington's life, and encourage them to ask their own questions about the subject.

Intermediate

Encourage students to build on what the previous student has said about George Washington's life.

Advanced/Advanced High

Challenge students to say something more about what the previous student has said about George Washington's life.

ELPS 2.D; ELPS 2.G;

ELPS 3.F



Check for Understanding

Stand Up/Sit Down: Was George Washington a Founding Father? (*stand up*)

Was George Washington the only Founding Father? (*sit down*)

- 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.



TEKS K.1.A Listen actively and ask questions to understand information and answer questions using multi-word responses.

Lesson 5: Thomas Jefferson

Read-Aloud



Reading: Students will describe why Thomas Jefferson is considered a Founding Father of the United States of America.

TEKS K.1.A; TEKS K.5.A; TEKS K.5.G

Language: Students will demonstrate an understanding of the Tier 2 word *independence*.

TEKS K.3.B

PURPOSE FOR LISTENING

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

"THOMAS JEFFERSON" (15 MIN.)



Show Image 5A-1: 18th-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**. 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." *How many of you feel that you cannot live without books?* 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.

TEKS K.1.A Listen actively and ask questions to understand information and answer questions using multi-word responses; **TEKS K.5.A** Establish purpose for reading assigned and self-selected texts with adult assistance; **TEKS K.5.G** Evaluate details to determine what is most important with adult assistance; **TEKS K.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings.



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. *Pacing is walking back and forth, over and over again. Why do you think Jefferson was pacing?* 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. *A fiddle is a violin.* He says it helps him think, but it keeps us awake."



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**. *Colonists are people who live in a colony but are ruled by another country.* He wrote about nearly everything, because nearly everything interested him.



Show Image 5A-5: Jefferson pacing at the inn

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**. *A declaration is a statement or announcement. Independence is another word for freedom.* 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*. *You learned the word liberty in the first Read-Aloud of this domain. What does liberty mean? (freedom)* 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

Challenge

What do you think the Declaration of Independence stated or announced?

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.

Support

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

Support

Explain that *turn* has other meanings. It also means to move in a different direction.



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

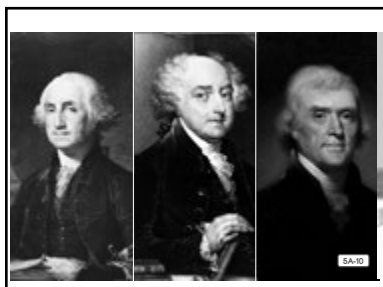
Jefferson's declaration said that every person should feel safe to live, to be free, and to decide what to do in order to be happy. He wrote that everyone, not only kings or queens, had the right to do these things. Jefferson's declaration said that this was the reason to start a new nation: the United States of America. His friend John Adams smiled and said, "I told you, Thomas; you were the man to write it."



Show Image 5A-9: Signing of the Declaration of Independence

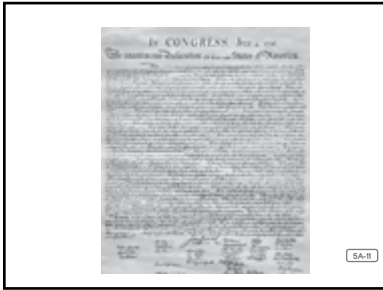
Two days after Jefferson finished the Declaration of Independence—on the fourth of July—the other leaders voted to officially begin this new country that would be independent from Great Britain. That is why we call the Fourth of July "Independence Day."

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.



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. *Here the word turn means a chance to do something in a certain order.* 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.



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** or *thought of with*

respect 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.



Check for Understanding

Recall: What was Thomas Jefferson's talent? (*writing*)

What was the purpose of writing the Declaration of Independence?
(*to explain why it was important to start a new country, free from British rule*)

Support

If students have difficulty responding to questions, reread pertinent lines of the Read-Aloud and/or refer to specific images.

ENGLISH
LANGUAGE
LEARNERS



Speaking and Listening

Exchanging Information and Ideas

Beginning

Reframe questions as simple yes/no questions (e.g., "Is Thomas Jefferson a Founding Father?").

Intermediate

Provide students with a specific sentence frame (e.g., "Thomas Jefferson is a Founding Father because . . .").

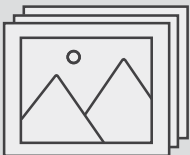
Advanced/Advanced High

Encourage students to use key details in complete sentences (e.g., "Thomas Jefferson is a Founding Father because he wrote the Declaration of Independence.").

ELPS 2.E; ELPS 2.G;

ELPS 3.G

Image Card 12



COMPREHENSION QUESTIONS (10 MIN.)

1. **Literal.** Name the first three presidents of the United States. (*George Washington, John Adams, and Thomas Jefferson were the first three presidents of the United States.*)
2. **Evaluative.** How were John Adams and Thomas Jefferson alike? How were they different? (*They both believed that they needed to start a new nation. Adams was short, older, and liked to talk; Jefferson was tall, younger, shy, and liked to write.*)
3. **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.*)
4. **Inferential.** Why is Thomas Jefferson considered a Founding Father? (*Answers may vary, but may include that Thomas Jefferson is considered a Founding Father because he was the third president of the United States; he was the primary author of the Declaration of Independence; and he helped decide how the new country should be run.*)

Show Image Card 12 (Statue of Liberty)

5. **Evaluative.** *Think Pair Share:* What is this? What do you think of when you see this statue? What is it a symbol for? (*It's the Statue of Liberty. Answers may vary, but may include that the Statue of Liberty is a symbol for liberty, or freedom.*)

WORD WORK: INDEPENDENCE (5 MIN.)

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, or the ability to do something on your own without the control or help 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. I am going to name a task. If doing this shows independence, say, “That shows independence.” If the task does not show independence, say, “That does not show independence.”

- making dinner by yourself (*That shows independence.*)
- asking someone to clean up your mess (*That does not show independence.*)
- making a decision on your own (*That shows independence.*)
- tying your shoes (*That shows independence.*)
- a grown-up traveling on their own to a different country (*That shows independence.*)

Lesson 5: Thomas Jefferson

Application



Writing: Students will use a drawing activity to describe Thomas Jefferson.



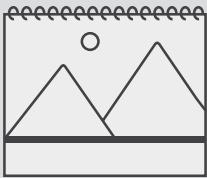
TEKS K.3.B; TEKS K.6.B; TEKS K.6.F

MULTIPLE MEANING WORD ACTIVITY: TURN (5 MIN.)

Show Poster 2M: Turn

- Remind students that in the Read-Aloud they heard, “I have been president long enough. Let someone else have a turn.”
- Ask students to hold up one, two, or three fingers to indicate which image on the poster shows the meaning of the word being discussed.
- Ask students 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*)
- Explain that *turn* also means other things. *Turn* can also mean to change direction or go in another direction.
- Ask students which picture shows things turning in a new direction. (*three*)
- Explain that *turn* also describes a place where a road or path changes direction.
- Ask students which picture shows this type of *turn*. (*two*)
- Have students turn to their neighbor and discuss meanings for *turn*, quizzing each other on these different meanings.
- Tell students to use complete sentences.
 - For example, they could say, “I will take my turn in line at the movie theater.” Their neighbor should respond, “That’s ‘one.’”

Poster 2M



TEKS K.3.B Use illustrations and texts the student is able to read or hear to learn or clarify word meanings; **TEKS K.6.B** Provide an oral, pictorial, or written response to a text; **TEKS K.6.F** Respond using newly acquired vocabulary as appropriate.

DRAWING THE READ-ALOUD (15 MIN.)

- Review the Read-Aloud with students, using the following questions to prompt discussion:
 - Who was the third president of the United States? (*Thomas Jefferson was the third president of the United States.*)
 - What famous document did Thomas Jefferson write? (*Thomas Jefferson wrote the Declaration of Independence.*)
 - What were some of the talents Thomas Jefferson was known for? (*Answers may vary, but should include support from the Read-Aloud.*)
 - Name some items or belongings Thomas Jefferson treasured or liked to have around him. (*Answers may vary, but should include support from the Read-Aloud.*)
- Give students a sheet of paper and ask them to draw three items that symbolize, or represent, Thomas Jefferson.
- Tell students they do not have to draw an entire scene, but do ask them to think carefully about the items they choose.
- Circulate around the room as students work, prompting them with questions and helping them add details to their drawings.

End Lesson

Support

Have students draw fewer items or work with a partner.



**ENGLISH
LANGUAGE
LEARNERS**

Writing

Writing

Beginning

Have students use phrases and familiar vocabulary to describe their drawings.

Intermediate

Have students describe their drawings using short sentences.

Advanced/Advanced High

Have students describe their drawings using longer, more detailed sentences.

ELPS 1.F; ELPS 3.H;

ELPS 5.G

Challenge

Have students add words, phrases, and sentences to their drawings.

Pausing Point

NOTE TO TEACHER

You should pause here and spend three days reviewing, reinforcing, and/or extending the material taught so far.

You may have students do any combination of the activities listed below, but it is highly recommended that you use the Mid-Domain Assessment to assess students' knowledge of *Presidents and American Symbols: Uniquely American*. The other activities may be done in any order. You may wish to do one activity each day on successive days. 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.

CORE CONTENT OBJECTIVES UP TO THIS PAUSING POINT

Students will:

- Describe the White House and Washington, D.C., as the place where the president lives
- Identify the American flag
- Explain 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 how General Washington and Colonel Knox worked together during the American Revolution
- 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 primary author of the Declaration of Independence and as the third president of the United States
- Describe the purpose of the Declaration of Independence as a statement of America's liberty
- Identify the Statue of Liberty

MID-DOMAIN ASSESSMENT

George Washington's Life

Materials: Drawing paper, drawing tools

- Give 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 create 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.
- Tell students 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

Image Review

Show the images from any Read-Aloud again, and have students retell the Read-Aloud using the images.

Image Card Review

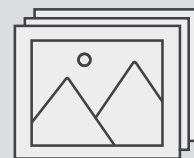
Materials: Image Cards 1-13

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

- 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*)

Image Cards 1–13



- 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 he 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

Materials: Board or chart paper

- 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 (e.g., 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

Materials: Trade book

- Read an additional trade book to review a particular president, symbol, or event. You may also choose to have the students select a Read-Aloud to be heard again.

Class Book: Presidents and American Symbols

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 them 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

- 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

- 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.

6

PRESIDENTS AND AMERICAN SYMBOLS:
UNIQUELY AMERICAN

Abraham Lincoln

PRIMARY FOCUS OF LESSON

Speaking and Listening

Students will review details about the Founding Fathers.

 **TEKS K.1.A**

Reading

Students will explain why Abraham Lincoln was an important president.

 **TEKS K.1.A; TEKS K.5.A; TEKS K.5.G**

Language

Students will demonstrate an understanding of the Tier 2 word *serious*.

 **TEKS K.3.B**

Writing

Students will describe Abraham Lincoln in a drawing that they plan and revise with peer feedback.


 **TEKS K.10.A; TEKS K.10.B; TEKS K.10.C; TEKS K.10.E**

FORMATIVE ASSESSMENT

Activity Page 6.1

Lincoln Portrait Students will draw a detailed portrait of Abraham Lincoln.

 **TEKS K.10.A; TEKS K.10.B; TEKS K.10.C; TEKS K.10.E**

 **TEKS K.1.A** Listen actively and ask questions to understand information and answer questions using multi-word responses; **TEKS K.5.A** Establish purpose for reading assigned and self-selected texts with adult assistance; **TEKS K.5.G** Evaluate details to determine what is most important with adult assistance; **TEKS K.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings; **TEKS K.10.A** Plan by generating ideas for writing through class discussions and drawings; **TEKS K.10.B** Develop drafts in oral, pictorial, or written form by organizing ideas; **TEKS K.10.C** Revise drafts by adding details in pictures or words; **TEKS K.10.E** Share writing.

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|---|-------------------------|---------|---|
| Introducing the Read-Aloud (10 min.) | | | |
| What Have We Already Learned? | Whole Group | 10 min. | <input type="checkbox"/> world map |
| Essential Background Information or Terms | | | |
| Read-Aloud (30 min.) | | | |
| Purpose for Listening | Whole Group | 30 min. | <input type="checkbox"/> Flip Book: 6A-1–6A-9 <input type="checkbox"/> Image Card 14 |
| “Abraham Lincoln” | | | |
| Comprehension Questions | | | |
| Word Work: <i>Serious</i> | | | |
| This is a good opportunity to take a break. | | | |
| Application (20 min.) | | | |
| Lincoln Portrait | Independent/ Partner | 20 min. | <input type="checkbox"/> Activity Page 6.1 <input type="checkbox"/> drawing tools |
| Take-Home Material | | | |
| Family Letter | | | <input type="checkbox"/> Activity Page 6.2 |

ADVANCE PREPARATION

Introducing the Read-Aloud

- Prepare to locate the continent of Africa on a world map for students.

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 way most people think of someone or something

Example: George Washington had a reputation for being honest.

Variation(s): reputations

serious, adj. not smiling or laughing

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

Variation(s): none

Vocabulary Chart for "Abraham Lincoln"

| Type | Tier 3 Domain-Specific Words | Tier 2 General Academic Words | Tier 1 Everyday Speech Words |
|------------------------|--|---|---------------------------------|
| Vocabulary | | proclaim (<i>proclamar</i>) reputation (<i>reputación</i>) serious (<i>serio/a</i>) | |
| Multiple Meaning | | | |
| Sayings and Phrases | enslaved people U.S. Civil War Emancipation Proclamation breaking the law | | |

Lesson 6: Abraham Lincoln

Introducing the Read-Aloud



Speaking and Listening: Students will review details about the Founding Fathers.

 **TEKS K.1.A**

WHAT HAVE WE ALREADY LEARNED? (5 MIN.)

- 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.
- Ask students why the colonists decided to make a new nation. (*The colonists were tired of answering to the king and wanted freedom to make decisions for themselves.*)
- Review what students have already learned about two of the Founding Fathers of our country: George Washington and Thomas Jefferson.
- Remind students that in the last Read-Aloud they heard about the talents and struggles of Thomas Jefferson.



Check for Understanding

Recall: What important document did Thomas Jefferson write? (*Declaration of Independence*)

From what country did the colonies declare independence? (*Great Britain*)

- Explain that 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 Independence Day on the fourth of July each year, we are celebrating the birthday of our country.

 **TEKS K.1.A** Listen actively and ask questions to understand information and answer questions using multi-word responses.



**ENGLISH
LANGUAGE
LEARNERS**

Speaking and Listening

Exchanging Information and Ideas

Beginning

Ask students yes/no questions about George Washington and Thomas Jefferson, and encourage them to ask their own questions about George Washington and Thomas Jefferson.

Intermediate

Encourage students to build on what the previous student has said about George Washington and Thomas Jefferson.

Advanced/Advanced High

Challenge students to say something more about what the previous student has said about George Washington and Thomas Jefferson.

ELPS 2.D; ELPS 2.G;

ELPS 3.F



Check for Understanding

Recall: 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? (*George Washington*)

What else did this person do? (*He became the first president of the United States.*)

- 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 students what our kind of government is called. (*Our kind of government is called a democracy.*)
 - Reinforce that unlike a kingdom that is ruled by the king, a democracy is a country ruled by the people.
- Ask students how someone gets to be president of the United States. (*They 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*)
- 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.
- Encourage students to ask any clarifying questions that they may have before moving on.

ESSENTIAL BACKGROUND INFORMATION OR TERMS (5 MIN.)

- Explain that over a hundred years ago some people in our country were enslaved.
- Ask students if they know what *enslaved* means.
- Tell students that enslaved people 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.
- Explain that people from Africa were brought to America on ships as enslaved people for the colonists.
 - Point to the continent of Africa on a world map.
- Explain that when the colonists decided to fight for their freedom from Great Britain, they themselves were keeping freedom from a large number of enslaved people.
- Tell students that 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.
- Explain that many farmers had enslaved people to do the work on farms, especially in the South where they had large areas of land to farm.
- Tell students that enslaved people could not leave the farms without permission, and they were not free to make their own choices.
- Explain that about two hundred years ago, one of the biggest issues Americans were arguing about was slavery.
 - Tell students that 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.
 - Ask students if they know what this war was called.
 - Tell students that this war was called a civil war because it was fought between people who lived in the same country.

Lesson 6: Abraham Lincoln

Read-Aloud



Reading: Students will explain why Abraham Lincoln was an important president.

✚ **TEKS K.1.A; TEKS K.5.A; TEKS K.5.G**

Language: Students will demonstrate an understanding of the Tier 2 word *serious*.

✚ **TEKS K.3.B**

PURPOSE FOR LISTENING

- Tell students that they will hear about Abraham Lincoln, who was the president of our country during the important time in American history known as the U.S. Civil War.
- 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” (15 MIN.)



Show Image 6A-1: Lincoln and his hat

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?” *The word head means the part of your body that contains your brain and face.*

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. *What do you think is under his hat?*



Show Image 6A-2: Lincoln and his advisors

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

Support

Explain that *head* has other meanings. It can also mean to go in a specific direction.

Lincoln, they were not in a good mood. *You heard the word chief before. What does the word chief mean? (the person in charge)*

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." *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."

Lincoln set down his book. His face became **serious**. *Serious means not smiling or happy.* "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." *What is the "terrible war" Lincoln is talking about?*

When George Washington, Thomas Jefferson, and others started the United States a hundred years earlier, they tried to make a country in which people

 **TEKS K.1.A** Listen actively and ask questions to understand information and answer questions using multi-word responses; **TEKS K.5.A** Establish purpose for reading assigned and self-selected texts with adult assistance; **TEKS K.5.G** Evaluate details to determine what is most important with adult assistance; **TEKS K.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings.

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



Show Image 6A-4: Enslaved people

Being an enslaved person was a terrible experience. An enslaved person had to do whatever they were told. The enslaved person 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. Enslaved people worked very hard and were treated badly.



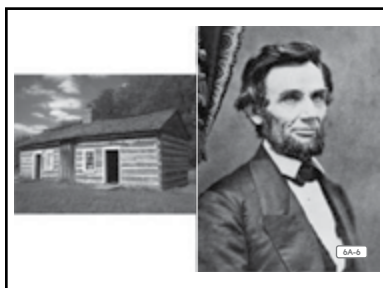
Show Image 6A-5: Constitutional debate

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 enslaved people here?” But other people answered, “Slavery is fine. The rest of us will be free to decide things for ourselves, but enslaved people will not. If

you say there will be no slavery, we will not help start the new country.” George Washington, Thomas Jefferson, and their friends thought, “We need enslaved people to help us start the country. Afterward, we can end slavery.” *People thought they needed enslaved people to help them do their work, especially the farmers in the South.* But after America was born, year after year, many people still did not do the right thing. 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.

Challenge

Ask students why they think Jefferson called slavery a tornado.



Show Image 6A-6: Abraham Lincoln

Abraham Lincoln was born in Kentucky 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.” *Your reputation is how most people think of you. Who else have you heard about who had a reputation for being honest?* 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.



Show Image 6A-7: Map of the United States during the Civil War

In the South there were large areas of land to farm, and that is the area where there were the most enslaved people. Because of this, the nation was divided—the North *colored in blue on the map* against the South. *colored in gray on the map* 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 government to his office, he told them, “I am going to announce that enslaved people 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** *or let everyone know* that the enslaved people are emancipated *or set free*. 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.”

Support

If students have difficulty responding to questions, reread pertinent lines of the Read-Aloud and/or refer to specific images.

Image Card 14



ENGLISH
LANGUAGE
LEARNERS



Reading

Offering Opinions

Beginning

Provide students sentence frames using a small set of learned phrases (e.g., “He was important because . . .”).

Intermediate

Provide students sentence frames using an expanded set of learned phrases (e.g., “Abraham Lincoln was an important president because . . .”).

Advanced/Advanced High

Provide minimal support and guidance for open responses.

ELPS 3.F; ELPS 4.F;

ELPS 4.J



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.



Check for Understanding

Recall: What was Abraham Lincoln's nickname? (*Honest Abe*)

Why do you think he was given that nickname? (*He was honest.*)

COMPREHENSION QUESTIONS (10 MIN.)

Show students Image Card 14 (Abraham Lincoln)

1. **Literal.** What was the main issue over which the U.S. Civil War was fought? (*The main issue was slavery.*)
2. **Literal.** Who was the president during the U.S. Civil War? (*Abraham Lincoln was the president during the U.S. Civil War.*)
3. **Literal.** In the Read-Aloud you heard Lincoln proclaim something very important. What did the paper under Lincoln's hat proclaim? (*It was a statement for everyone to know that enslaved people would be set free.*)
4. **Evaluative.** *Think-Pair-Share:* Why was Abraham Lincoln an important president? (*Answers may vary, but should include that Abraham Lincoln was an important president because he was the president during the U.S. Civil War, and he is the person who is considered responsible for ending slavery and giving freedom to enslaved people in America.*)

WORD WORK: SERIOUS (5 MIN.)

1. In the Read-Aloud you heard, “[Lincoln’s] face became serious.”
2. Say the word *serious* with me.
3. *Serious* means not smiling or laughing.
4. Someone might have a serious look on their face if they are angry or upset, or when they have 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. I am going to describe some people. If the person I describe is serious, say, “They are serious.” If the person I describe is not serious, say, “They are not serious.”

- a playful clown (*They are not serious.*)
- a laughing baby (*They are not serious.*)
- someone asking for help after getting hurt (*They are serious.*)
- someone having fun at a birthday party (*They are not serious.*)
- an angry friend (*They are serious.*)
- your parents asking you to clean up (*They are serious.*).



Support

Tell students that a portrait is a picture of a person.

ENGLISH
LANGUAGE
LEARNERS



Writing

Writing

Beginning

Have students use phrases and familiar vocabulary to describe their drawings.

Intermediate

Have students describe their drawings using short sentences.

Advanced/Advanced High

Have students describe their drawings using longer, more detailed sentences.

ELPS 3.H; ELPS 5.G

Challenge

Have students add words, phrases, and sentences to their portraits of Abraham Lincoln.

Lesson 6: Abraham Lincoln

Application



Writing: Students will describe Abraham Lincoln in a drawing that they plan and revise with peer feedback..



TEKS K.10.A; TEKS K.10.B; TEKS K.10.C; TEKS K.10.E



LINCOLN PORTRAIT (20 MIN.)

**TEKS K.10.A; TEKS K.10.B; TEKS K.10.C;
TEKS K.10.E**

- Review important facts about Abraham Lincoln, using the following questions to prompt discussion:
 - Who was the president of the United States during the Civil War? (*Abraham Lincoln*)
 - What did Abraham Lincoln look like? (*Answers may vary, but may include that he was tall, wore a very tall hat, and had a beard.*)
 - What was the most famous thing Abraham Lincoln did during this presidency? (*Abraham Lincoln was most famous for writing the Emancipation Proclamation, the document that made slavery illegal.*)
- Have students turn to Activity Page 6.1 and ask them to draw a portrait of Abraham Lincoln. Alternatively, students may use a separate sheet of paper for the drawing activity.
- Remind students to use as many details as possible.
- Circulate around the room, prompting students with questions as they draw.
- When students finish, have them exchange papers with a partner.
- Ask students to suggest at least one detail that might be added to the portrait.
- Encourage students to compliment their partners on their drawings as well.
- Give students time to incorporate the feedback from their peers.
- Call on several students to share their drawings.



TEKS K.10.A Plan by generating ideas for writing through class discussions and drawings; **TEKS K.10.B** Develop drafts in oral, pictorial, or written form by organizing ideas; **TEKS K.10.C** Revise drafts by adding details in pictures or words; **TEKS K.10.E** Share writing.

Lesson 6: Abraham Lincoln

Take-Home Material

FAMILY LETTER

- Send home Activity Page 6.2.

Activity Page 6.2



7

PRESIDENTS AND AMERICAN SYMBOLS:
UNIQUELY AMERICAN

Teddy Roosevelt

PRIMARY FOCUS OF LESSON

Speaking and Listening

Students will review details about George Washington, Thomas Jefferson, and Abraham Lincoln.

 **TEKS K.1.A**

Reading

Students will explain why Theodore Roosevelt was an important president.

 **TEKS K.1.A; TEKS K.5.A; TEKS K.5.F**

Language

Students will demonstrate an understanding of the Tier 2 word *expert*.

 **TEKS K.3.B**

Reading

Students will use a sequencing activity to describe the events in Theodore Roosevelt's life.


 **TEKS K.6.D**

FORMATIVE ASSESSMENT

Activity Page 7.1

Sequencing Events Students will use a sequencing activity to describe events in Teddy Roosevelt's life.

 **TEKS K.6.D**

 **TEKS K.1.A** Listen actively and ask questions to understand information and answer questions using multi-word responses; **TEKS K.5.A** Establish purpose for reading assigned and self-selected texts with adult assistance; **TEKS K.5.F** Make inferences and use evidence to support understanding with adult assistance; **TEKS K.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings; **TEKS K.6.D** Retell texts in ways that maintain meaning.

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|---|-------------|---------|--|
| Introducing the Read-Aloud (10 min.) | | | |
| What Have We Already Learned? | Whole Group | 10 min. | |
| Read-Aloud (30 min.) | | | |
| Purpose for Listening | Whole Group | 30 min. | <input type="checkbox"/> Flip Book: 7A-1–7A-13 |
| “Teddy Roosevelt” | | | |
| Comprehension Questions | | | |
| Word Work: <i>Expert</i> | | | |
| This is a good opportunity to take a break. | | | |
| Application (20 min.) | | | |
| Sequencing Events | Independent | 20 min. | <input type="checkbox"/> Activity Page 7.1 <input type="checkbox"/> glue or tape <input type="checkbox"/> scissors <input type="checkbox"/> paper |

ADVANCE PREPARATION

Universal Access

- Have each student bring in their favorite teddy bear.
- Gather different books about Theodore Roosevelt, national parks, and conservation for students to read. The school or local library may be good resources.

CORE VOCABULARY

education, n. what someone has learned; instruction or schooling

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 their looks; you should get to know the person.

Variation(s): judges, judged, judging

Vocabulary Chart for “Teddy Roosevelt”

| Type | Tier 3 Domain-Specific Words | Tier 2 General Academic Words | Tier 1 Everyday Speech Words |
|------------------------|---------------------------------|--|---------------------------------|
| Vocabulary | governor (<i>gobernador</i>) | education (<i>educación</i>) expert (<i>experto/a</i>) judge | |
| Multiple Meaning | | | |
| Sayings and Phrases | | | |

Lesson 7: Teddy Roosevelt

Introducing the Read-Aloud



Speaking and Listening: Students will review details about George Washington, Thomas Jefferson, and Abraham Lincoln.

TEKS K.1.A

WHAT HAVE WE ALREADY LEARNED? (10 MIN.)

- Remind students that they have heard the stories of three former U.S. presidents so far in this domain.



Check for Understanding

Recall: Name the three former U.S. presidents you have learned about so far. (*George Washington, Thomas Jefferson, and Abraham Lincoln*)

- 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.
- Remind students of 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*)

TEKS K.1.A Listen actively and ask questions to understand information and answer questions using multi-word responses.

- 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 enslaved people were set free. (*Abraham Lincoln*)
- Invite students to share any clarifying questions that they may have about the three former U.S. presidents.

Lesson 7: Teddy Roosevelt

Read-Aloud



Reading: Students will explain why Theodore Roosevelt was an important president.

TEKS K.1.A; TEKS K.5.A; TEKS K.5.F

Language: Students will demonstrate an understanding of the Tier 2 word expert.

TEKS K.3.B

PURPOSE FOR LISTENING

- Tell students that today they will hear about Theodore Roosevelt, another great president.
- 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" (15 MIN.)



Show Image 7A-1: Theodore Roosevelt

Today we know him as 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. *His given name was Theodore, but he had a lot of nicknames, didn't he? Another nickname for the name Theodore is Teddy.* "Teedie," he might say, "there is nothing more important than a good **education.**" *An education is what someone has learned.* And Teddy would listen. Teddy Roosevelt always listened to what his father said.

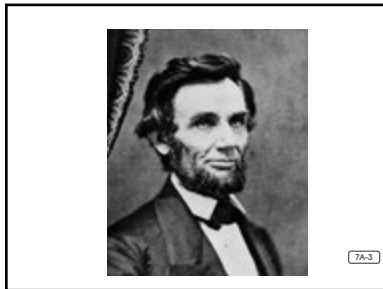
TEKS K.1.A Listen actively and ask questions to understand information and answer questions using multi-word responses; **TEKS K.5.A** Establish purpose for reading assigned and self-selected texts with adult assistance; **TEKS K.5.F** Make inferences and use evidence to support understanding with adult assistance; **TEKS K.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meaning.



Show Image 7A-2: Young Roosevelt watches Lincoln's funeral train

Describe what you see in the picture.

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. *A funeral is when people gather to honor someone who has died.* "A lot of people loved Abraham Lincoln," Mr. Roosevelt continued, "and thought he was a very good man." *What is something good that Abraham Lincoln did?* 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 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** or form an opinion about someone by the kind of clothes they wear or whether they live in a fancy part of town. He said, "Judge them instead by what they do and why."



Show Image 7A-4: Young Roosevelt

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. 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 [/kaer*oe/].



Show Image 7A-7: Roosevelt as a young politician

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." *The word right means correct.* 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.

Support

Explain that *right* has other meanings. It also refers to 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.



Show Image 7A-8: Roosevelt and children on a nature walk

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. *Explore means to learn more about a place.* 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." *His wife also called him "Theodore," like his mother did.*

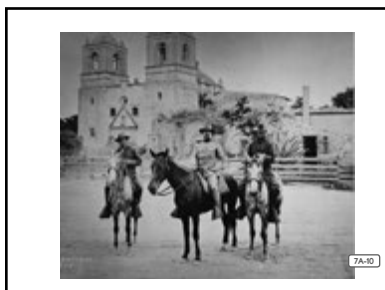


Show Image 7A-9: Roosevelt in New York

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 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. *A governor is the elected leader of a state.* 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. 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. *If the president of the United States dies, the vice president becomes*

president. 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. This effort was called “conserving,” or saving, nature. Today, we still enjoy the parks and wild places President Roosevelt saved. *Theodore Roosevelt conserved parks and places in nature for people to enjoy, where no one could build, or cut down trees.*

Challenge

Ask students what they think the vice president is. (*The vice president assists the president and is just one step below the president.*)

Support

Remind students that they heard the word *compassion* when they learned about stories.

Compassion means concern and the desire to help others, especially when they are having a hard time.



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.

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!”



Check for Understanding

Recall: 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*)

COMPREHENSION QUESTIONS (10 MIN.)

1. **Literal.** What kinds of things did Teddy do because he enjoyed the outdoors? *(He climbed mountains, hiked, hunted, fished, and learned about wildlife.)*
2. **Inferential.** What events in his childhood helped Teddy Roosevelt later become president of the United States? *(Answers may vary, but may include that 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; he took his father's advice about getting a good education.)*
 - **Literal.** As a young boy, Theodore Roosevelt watched a train carrying a president who had died. Which president was that? *(The president was Abraham Lincoln.)*
 - **Literal.** Why did Teddy's father admire Abraham Lincoln? *(Teddy's father admired that Lincoln came from a poor family, worked hard, was a good leader, and was a kind, honest man.)*
 - **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 gave him the courage.)*
3. **Literal.** How did Theodore Roosevelt become president? *(President McKinley died and Roosevelt was vice president at the time, so Theodore Roosevelt was named president.)*
4. **Evaluative.** *Think-Pair-Share:* Why was Theodore Roosevelt an important president? *(Answers may vary, but may include that he was an important president because he cared about the environment and tried to conserve and protect nature; he started the national parks system, which is still protecting nature today.)*

Support

If students have difficulty responding to questions, reread pertinent lines of the Read-Aloud and/or refer to specific images.



**ENGLISH
LANGUAGE
LEARNERS**

Reading

Offering Opinions

Beginning

Provide students sentence frames using a small set of learned phrases (e.g., "He was important because . . .").

Intermediate

Provide students sentence frames using an expanded set of learned phrases (e.g., "Theodore Roosevelt was an important president because . . .").

Advanced/Advanced High

Provide minimal support and guidance for open responses.

ELPS 3.G; ELPS 4.G;

ELPS 4.J

WORD WORK: EXPERT (5 MIN.)

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 subject.
4. Someone is an expert if they know 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 _____. They are an expert in . . .”]
6. What’s the word we’ve been talking about?

Use a Making Choices activity for follow-up. I am going to describe some people. If the person I describe sounds like an expert, say, “They are an expert.” If the person I describe doesn’t sound like an expert, say, “They are not an expert.”

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

Lesson 7: Teddy Roosevelt

Application



Reading: Students will use a sequencing activity to describe the events in Theodore Roosevelt's life.

 **TEKS K.6.D**

SEQUENCING EVENTS (20 MIN.)

- Have each student turn to Activity Page 7.1.
- Ask students to listen carefully to your instructions before they start working.
- Tell students they will describe Theodore Roosevelt's life by putting the pictures in the correct order.
- Have students cut along the dashed lines directly above the pictures.
- Next, have students cut out each picture separately.
- Have students put the pictures in the correct order.
- Ask students to glue or tape each picture in order on a sheet of paper.
- Circulate around the room, and as students complete their sequencing activity, encourage them to retell the events in Theodore Roosevelt's life.
- Encourage the use of temporal words, such as *first*, *next*, and *last*.

~ End Lesson ~

Activity Page 7.1



**ENGLISH
LANGUAGE
LEARNERS**

Reading

Exchanging Information and Ideas

Beginning

Ask students yes/no questions about Theodore Roosevelt's life and encourage them to ask their own questions about Theodore Roosevelt's life.

Intermediate

Encourage students to build on what the previous student has said about Theodore Roosevelt's life.

Advanced/Advanced High

Challenge students to say something more about what the previous student has said about Theodore Roosevelt's life.

ELPS 2.G; ELPS 3.F;

ELPS 4.F

Challenge

Have students include a word, phrase, or sentence that describes the sequence, using the sound-spelling correspondences taught thus far.

 **TEKS K.6.D** Retell texts in ways that maintain meaning.

8

PRESIDENTS AND AMERICAN SYMBOLS:
UNIQUELY AMERICAN

Barack Obama

PRIMARY FOCUS OF LESSON

Speaking and Listening

Students will review the accomplishments of George Washington, Thomas Jefferson, Abraham Lincoln, and Theodore Roosevelt.

 **TEKS K.1.A**

Reading

Students will identify Barack Obama as the forty-fourth president of the United States and the first African-American president of the United States.

 **TEKS K.1.A; TEKS K.5.A**

Language

Students will demonstrate an understanding of the Tier 2 word *accomplishment*.

 **TEKS K.3.B**

Students will demonstrate an understanding of the phrase “where there’s a will, there’s a way.”

 **TEKS K.3.B**

Writing

Students will use a drawing activity to describe their favorite president.


 **TEKS K.1.C; TEKS K.6.B; TEKS K.10.E**

FORMATIVE ASSESSMENT

Drawing Activity

My Favorite President Students will use a drawing activity to describe their favorite president.

 **TEKS K.6.B**

 **TEKS K.1.A** Listen actively and ask questions to understand information and answer questions using multi-word responses; **TEKS K.5.A** Establish purpose for reading assigned and self-selected texts with adult assistance; **TEKS K.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings; **TEKS K.1.C** Share information and ideas by speaking audibly and clearly using the conventions of language; **TEKS K.6.B** Provide an oral, pictorial, or written response to a text; **TEKS K.10.E** Share writing.

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|--|-----------------------------|---------|---|
| Introducing the Read-Aloud (10 min.) | | | |
| What Have We Already Learned? | Whole Group | 10 min. | |
| Read-Aloud (30 min.) | | | |
| Purpose for Listening | Whole Group | 30 min. | <input type="checkbox"/> world map <input type="checkbox"/> Flip Book: 8A-1–8A-8 |
| “Barack Obama” | | | |
| Comprehension Questions | | | |
| Word Work: <i>Accomplishment</i> | | | |
| This is a good opportunity to take a break. | | | |
| Application (20 min.) | | | |
| Sayings and Phrases: “Where There’s a Will, There’s a Way” | Whole Group/ Independent | 20 min. | <input type="checkbox"/> paper <input type="checkbox"/> drawing tools |
| My Favorite President | | | |

ADVANCE PREPARATION

Read-Aloud

- Prepare to locate the country of Indonesia on a world map for students.

Note to Teacher

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.

CORE VOCABULARY

accomplishment, n. something that was done well or successfully

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

Variation(s): accomplishments

ancestors, n. members of someone's family from long ago, 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 fancy or important; simple or modest

Example: The humble little cottage was simple but comfortable.

Variation(s): humbler, humblest

politics, n. the work of people who are part of the 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

Vocabulary Chart for "Barack Obama"

| Type | Tier 3 Domain-Specific Words | Tier 2 General Academic Words | Tier 1 Everyday Speech Words |
|------------------------|---------------------------------|--|---------------------------------|
| Vocabulary | politics | accomplishment (<i>cumplimiento</i>) ancestors humble | |
| Multiple Meaning | | | |
| Sayings and Phrases | | | |



Lesson 8: Barack Obama

Introducing the Read-Aloud



Speaking and
Listening

Exchanging Information
and Ideas

Beginning

Ask students yes/no questions about each of these four presidents, and encourage them to ask their own questions about each of these four presidents.

Intermediate

Encourage students to build on what the previous student has said about each of these four presidents.

Advanced/Advanced High

Challenge students to say something more about what the previous student has said about each of these four presidents.

ELPS 2.D; ELPS 2.G;

ELPS 3.F

Support

If necessary, use images from the previous Read-Alouds to remind students of the accomplishments of these four men.

Speaking and Listening: Students will review the accomplishments of George Washington, Thomas Jefferson, Abraham Lincoln, and Theodore Roosevelt.

 **TEKS K.1.A**

WHAT HAVE WE ALREADY LEARNED? (10 MIN.)



Check for Understanding

Recall: What four U.S. presidents have you learned about so far? (*George Washington, Thomas Jefferson, Abraham Lincoln, and Theodore Roosevelt*)

- Ask students what they remember about each of the four presidents.
- Ask what each of these four men accomplished.
- 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.
- 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.
- Explain that he is the forty-fourth president of the United States.

 **TEKS K.1.A** Listen actively and ask questions to understand information and answer questions using multi-word responses.

Lesson 8: Barack Obama

Read-Aloud



Reading: Students will identify Barack Obama as the forty-fourth president of the United States and the first African American president of the United States.

TEKS K.1.A; TEKS K.5.A

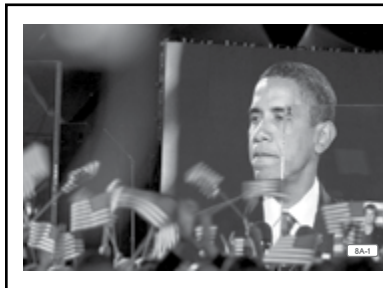
Language: Students will demonstrate an understanding of the Tier 2 word *accomplishment*.

TEKS K.3.B

PURPOSE FOR LISTENING

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

“BARACK OBAMA” (15 MIN.)



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

What do you see in this picture?

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

Challenge

Ask students why they think people were celebrating the election of Barack Obama so much. What was special about this election?

TEKS K.1.A Listen actively and ask questions to understand information and answer questions using multi-word responses; **TEKS K.5.A** Establish purpose for reading assigned and self-selected texts with adult assistance; **TEKS K.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings.

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



Show Image 8A-3: Map of Hawaii and Kenya

Barack Obama was born on August 4, 1961, in Honolulu, Hawaii. *[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.* His mother was from Kansas, and his father was from Kenya. *[Point to the country*

of Kenya, highlighted on the map of Africa.] Kenya is a country in Africa. 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.



Show Image 8A-4: Hawaii

While Barack Obama was a child growing up in Hawaii, he loved to go to the beach. *What is Hawaii?* 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. *[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. 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. *Ancestors are members of someone's family from long ago.* 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.



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. *Politics is the work of people who are part of the government.* 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. *A senator is an important person in the government who helps make laws.* Now his voice was being heard.



Show Image 8A-7: Candidate Barack Obama

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

Being the president of the United States is a very important job. President Obama worked very hard. He traveled to many different countries and was always very busy helping to run the government of the United States. Nevertheless, he tried to spend as much time as he could with his wife and daughters. *[Point to the image of the Obama*

family.] Whenever possible, they ate dinner together, watched movies and sports, and played with the family dog, Bo. *[Point to the image of Bo.]*

On November 7, 2012, Barack Obama was re-elected president. *This means that many, many Americans thought President Obama should be the president of the United States for another four years.* Once again, many people celebrated long into the night. And once again, they chanted the words “Yes, we can!”

Support

Remind students that they heard the word *education* in the previous Read-Aloud. *Education* is what someone has learned; instruction or schooling.



Check for Understanding

Use Evidence: Why is Barack Obama an important president?
(*Barack Obama is an important president because he is the first African-American president of the United States.*)

Support

If students have difficulty responding to questions, reread pertinent lines of the Read-Aloud and/or refer to specific images.

ENGLISH
LANGUAGE
LEARNERS



Speaking and Listening

Exchanging Information and Ideas

Beginning

Reframe questions as simple yes/no questions (e.g., “Did President Obama think getting a good education was important?”).

Intermediate

Provide students with a specific sentence frame (e.g., “President Obama wanted to accomplish . . .”).

Advanced/Advanced High

Encourage students to use key details in complete sentences (e.g., “President Obama wanted to accomplish his goal of making sure everyone would have access to a good education.”).

ELPS 2.C; ELPS 2.G;

ELPS 3.D

COMPREHENSION QUESTIONS (10 MIN.)

1. **Literal.** Who is Barack Obama? (*Barack Obama is the forty-fourth president of the United States; he is the first African-American to be elected president of the United States.*)
2. **Literal.** What is the name of the U.S. state in which Barack Obama was born and spent much of his childhood? (*Barack Obama was born in Hawaii and spent much of his childhood there as well.*)
3. **Literal.** 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? (*He was able to get a good education.*)
4. **Literal.** What was one of the things President Obama wanted to accomplish as president? (*He wanted to make sure everyone would have access to a good education.*)
5. **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, but should include support from the Read-Aloud.*)

WORD WORK: ACCOMPLISHMENT (5 MIN.)

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 well or successfully.
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 Sharing activity for follow-up. Each of the presidents you have learned about had accomplishments. Choose a president and name an accomplishment of his. Be sure to begin your responses with “One accomplishment of President _____ was . . .” or “President _____’s accomplishment was . . .”

Lesson 8: Barack Obama

Application



Language: Students will demonstrate an understanding of the phrase “where there’s a will, there’s a way.”

 **TEKS K.3.B**


Writing: Students will use a drawing activity to describe their favorite president.

 **TEKS K.1.C; TEKS K.6.B; TEKS K.10.E**

SAYINGS AND PHRASES (5 MIN.)

“Where There’s a Will, There’s a Way”

- Ask students if they have ever heard anyone say “where there’s a will, there’s a way.”
- Have students repeat the saying.
- Tell students that the word *will* means 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 an education, he would be able to have a job where he would help people.
- Explain that getting that education wasn’t always easy, though. Obama had to work very hard.
- Tell students that President Obama worked hard and accomplished his goals because he was determined, just like the saying “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.

 **TEKS K.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings; **TEKS K.1.C** Share information and ideas by speaking audibly and clearly using the conventions of language; **TEKS K.6.B** Provide an oral, pictorial, or written response to a text; **TEKS K.10.E** Share writing.

Support

Tell students that when we say someone comes from a humble background, we mean that they did not have a lot of money or fancy things growing up.



**ENGLISH
LANGUAGE
LEARNERS**

Speaking and Listening

Evaluating Language Choices

Beginning

With prompting and substantial support, describe the meaning of the phrase “where there’s a will, there’s a way.”

Intermediate

With prompting and moderate support, describe the meaning of the phrase “where there’s a will, there’s a way.”

Advanced/Advanced High

With some support, describe the meaning of the phrase “where there’s a will, there’s a way.”

ELPS 1.E; ELPS 2.C

- Ask two or three students to provide examples using the saying.
- Any day that your class has worked hard, persevered, or found and worked through a solution to a tough problem, be sure to use the saying to describe their efforts.

MY FAVORITE PRESIDENT (15 MIN.)

- Remind students that they have heard about five United States presidents.



Check for Understanding

Recall: Who are the five United States presidents you have heard about? (*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 a picture 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. **TEKS K.1.C**
- Give students time to incorporate any suggestions made by peers.

Challenge

Have students write simple words or phrases describing their illustrations.

End Lesson



TEKS K.1.C Share information and ideas by speaking audibly and clearly using the conventions of language.

PRESIDENTS AND AMERICAN SYMBOLS: UNIQUELY AMERICAN

Carving Mount Rushmore

PRIMARY FOCUS OF LESSON

Speaking and Listening

Students will review details about George Washington, Thomas Jefferson, Abraham Lincoln, Theodore Roosevelt, and Barack Obama.

 **TEKS K.1.A; TEKS K.6.D**

Reading

Students will describe Mount Rushmore and explain why it is important.

 **TEKS K.1.A; TEKS K.5.A; TEKS K.6.C**

Language

Students will demonstrate an understanding of the Tier 2 word *determined*.

 **TEKS K.3.B**

Reading

Students will identify the faces on Mount Rushmore and discuss key information about the four presidents depicted on the monument.


 **TEKS K.1.C; TEKS K.6.B**

FORMATIVE ASSESSMENT

Activity Pages 9.1, 9.2

Mount Rushmore Puzzle Students will complete a puzzle activity and share facts about the four presidents depicted on Mount Rushmore.

 **TEKS K.1.C; TEKS K.6.B**

 **TEKS K.1.A** Listen actively and ask questions to understand information and answer questions using multi-word responses; **TEKS K.6.D** Retell texts in ways that maintain meaning; **TEKS K.5.A** Establish purpose for reading assigned and self-selected texts with adult assistance; **TEKS K.6.C** Use text evidence to support an appropriate response; **TEKS K.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings; **TEKS K.1.C** Share information and ideas by speaking audibly and clearly using the conventions of language; **TEKS K.6.B** Provide an oral, pictorial, or written response to a text.

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|---|-------------|---------|---|
| Introducing the Read-Aloud (10 min.) | | | |
| Brainstorming Links | Whole Group | 10 min. | <input type="checkbox"/> Image Cards 2, 13–16 <input type="checkbox"/> Flip Book: 9A-1 |
| Essential Background Information or Terms | | | |
| Read-Aloud (30 min.) | | | |
| Purpose for Listening | Whole Group | 30 min. | <input type="checkbox"/> U.S. map <input type="checkbox"/> Flip Book: 9A-1–9A-10 |
| “Carving Mount Rushmore” | | | |
| Comprehension Questions | | | |
| Word Work: <i>Determined</i> | | | |
| This is a good opportunity to take a break. | | | |
| Application (20 min.) | | | |
| Mount Rushmore Puzzle | Independent | 20 min. | <input type="checkbox"/> Flip Book: 9A-10 <input type="checkbox"/> Activity Pages 9.1, 9.2 <input type="checkbox"/> scissors <input type="checkbox"/> glue or tape |

ADVANCE PREPARATION

Read-Aloud

- Prepare to locate South Dakota on a U.S. map for students.

CORE VOCABULARY

carved, v. cut out

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

Variation(s): carve, carves, carving

determined, adj. deciding to do something and not letting anything stop you

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 creates a work of art by carving or molding clay or stone

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

Variation(s): sculptors

Vocabulary Chart for “Carving Mount Rushmore”

| Type | Tier 3 Domain-Specific Words | Tier 2 General Academic Words | Tier 1 Everyday Speech Words |
|------------------------|--|-------------------------------------|---------------------------------|
| Vocabulary | mines (<i>minas</i>) sculptor (<i>escultor/a</i>) | carved | |
| Multiple Meaning | | determined (<i>determinado/a</i>) | |
| Sayings and Phrases | | | |

Lesson 9: Carving Mount Rushmore

Introducing the Read-Aloud



Speaking and Listening: Students will review details about George Washington, Thomas Jefferson, Abraham Lincoln, Theodore Roosevelt, and Barack Obama.



TEKS K.1.A; TEKS K.6.D

BRAINSTORMING LINKS (5 MIN.)

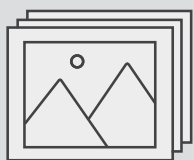
- Tell students that they are going to review the five presidents that they have learned about in this domain.



Check for Understanding

Recall: Which five United States presidents have you learned about? (*George Washington, Thomas Jefferson, Abraham Lincoln, Theodore Roosevelt, and Barack Obama*)

Image Cards 2, 13–16



Show Image Card 2 (President George Washington)

- Have students name the president they see on the Image Card.
- Ask students what details of George Washington's life they can remember.

Show Image Card 13 (President Thomas Jefferson)

- Have students name the president they see on the Image Card.
- Ask students what details of Thomas Jefferson's life they can remember.

Show Image Card 14 (President Abraham Lincoln)

- Have students name the president they see on the Image Card.
- Ask students what details of Abraham Lincoln's life they can remember.

Show Image Card 15 (President Theodore Roosevelt)

- Have students name the president they see on the Image Card.
- Ask students what details of Theodore Roosevelt's life they can remember.



TEKS K.1.A Listen actively and ask questions to understand information and answer questions using multi-word responses;
TEKS K.6.D Retell texts in ways that maintain meaning.

Show Image Card 16 (President Barack Obama)

- Have students name the president they see on the Image Card.
- Ask students what details of Barack Obama's life they can remember.

ESSENTIAL BACKGROUND INFORMATION OR TERMS (5 MIN.)

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 symbol made to remember a person or event.



Check for Understanding

Point and Say It: Point to each face on the monument, and have students say the name of each president represented. (*Presidents Washington, Jefferson, Roosevelt, and Lincoln*)

- Explain that the fifth president they learned about—President Obama—is not represented on Mount Rushmore.
- Tell students that President Obama became president many years after Mount Rushmore was carved.



ENGLISH
LANGUAGE
LEARNERS

Speaking and Listening

Exchanging Information and Idea

Beginning

Ask students yes/no questions about the lives of these five presidents, and encourage them to ask their own questions about the lives of these five presidents.

Intermediate

Encourage students to build on what the previous student has said about the lives of these five presidents.

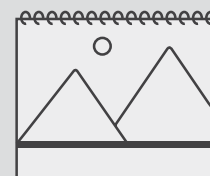
Advanced/Advanced High

Challenge students to say something more about what the previous student has said about the lives of these five presidents.

ELPS 2.G; ELPS 3.D;

ELPS 3.G

Flip Book 9A-1



Lesson 9: Carving Mount Rushmore

Read-Aloud



Reading: Students will describe Mount Rushmore and explain why it is important.

✚ **TEKS K.1.A; TEKS K.5.A; TEKS K.6.C**

Language: Students will demonstrate an understanding of the Tier 2 word *determined*.

✚ **TEKS K.3.B**

PURPOSE FOR LISTENING

- 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.

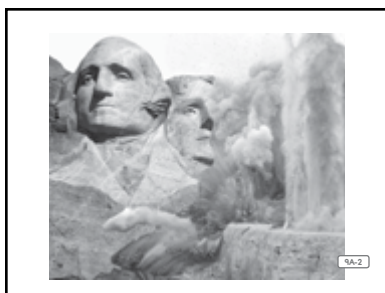
“CARVING MOUNT RUSHMORE” (15 MIN.)



Show Image 9A-1: Mount Rushmore

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

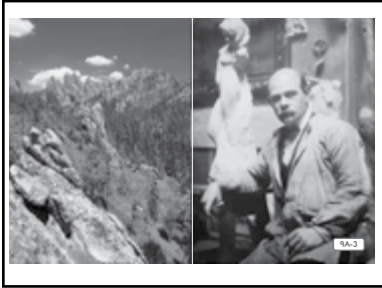
monument is **carved**, or cut out of rock, on Mount Rushmore in the Black Hills of South Dakota. *[Point to South Dakota on a U.S. map.]*



Show Image 9A-2: Explosion *What is happening in this picture?*

“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 [/gut*sun/ /bar*glum/] was blowing up a mountain.

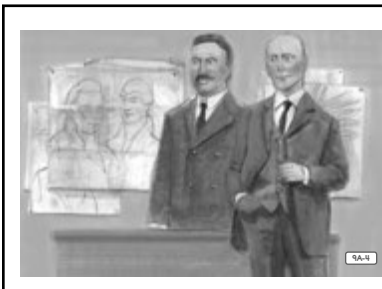
✚ **TEKS K.1.A** Listen actively and ask questions to understand information and answer questions using multi-word responses; **TEKS K.5.A** Establish purpose for reading assigned and self-selected texts with adult assistance; **TEKS K.6.C** Use text evidence to support an appropriate response; **TEKS K.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings.



Show Image 9A-3: The Black Hills and Borglum

Gutzon Borglum was a well-known American **sculptor**. *A sculptor is someone who creates a work of art by carving or molding clay or stone.* 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

It all began with a man who had a big idea—a very big idea. Doane [/dwaen/] 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. *[Point out the senator on the left and Robinson on the right.]* 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. *That means the Native Americans did not want them to carve the mountain, but they did it anyway.* They found the perfect man for the job: Gutzon Borglum. *[Ask students to repeat his name: /gut*sun/ /bar*glum/]*

Support

Remind students that Gutzon Borglum was a well-known American sculptor.

Challenge

Remind students that they heard about nature conservation when they learned about Theodore Roosevelt. Ask students to recall what nature conservation is. *(Nature conservation is protecting the land, water, air, and animals in nature.)*

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 four presidents who he felt symbolized the first one hundred and 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.

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

This carving was too big to create with a hammer and chisel, the way Borglum sculpted other statues. *Hammers and chisels are tools that a sculptor uses.* 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

Gutzon Borglum had about four hundred people helping him. Many had worked in **mines** and knew about cutting rock. *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.* 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.

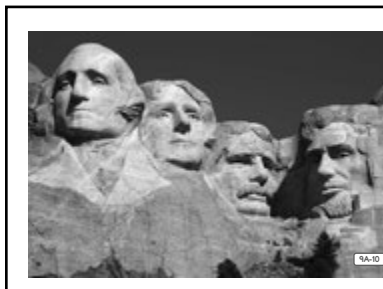


Show Image 9A-9: Mount Rushmore under construction

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. *He decided not give up on the work to finish the monument.*



Show Image 9A-10: Mount Rushmore

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

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.



Check for Understanding

Recall: What monument is Gutzon Borglum famous for creating?
(*Mount Rushmore*)

What was Borglum's job? (*sculptor*)

Where is Mount Rushmore? (*Black Hills of South Dakota*)

COMPREHENSION QUESTIONS (10 MIN.)

Show Image 9A-8: Borglum teaching his workers

1. **Literal.** Doane Robinson first had the idea to carve heroes that were well known by the people of South Dakota. What did Gutzon Borglum believe they should carve? (*He thought that they should carve statues of people who were familiar across the country. He thought they should carve the four presidents to represent the first one hundred and fifty years of the country.*)

Show Image 9A-10: Mount Rushmore

2. **Literal.** Which four presidents were chosen to be on Mount Rushmore? (*George Washington, Thomas Jefferson, Theodore Roosevelt, and Abraham Lincoln were chosen to be on Mount Rushmore.*)
3. **Evaluative.** Why is Mount Rushmore important? (*Mount Rushmore is important because it is a national monument; it is a symbol of the presidents and what they accomplished during the first one hundred and fifty years of the country.*)
4. **Literal.** Which group of people did not like the idea to carve Mount Rushmore because the land was sacred, or holy, to them? (*Many Native Americans did not like the idea because the land was sacred to them.*)
5. **Evaluative.** *Think-Pair-Share:* 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, but should include support from the Read-Aloud.*)

Support

If students have difficulty responding to questions, reread pertinent lines of the Read-Aloud and/or refer to specific images.



ENGLISH
LANGUAGE
LEARNERS

Reading

Offering Opinions

Beginning

Provide students sentence frames using a small set of learned phrases (e.g., "It is important because . . .").

Intermediate

Provide students sentence frames using an expanded set of learned phrases (e.g., "Mount Rushmore is an important national monument because . . .").

Advanced/Advanced High

Provide minimal support and guidance for open responses.

ELPS 1.F; ELPS 2.E;

ELPS 4.G

WORD WORK: DETERMINED (5 MIN.)

1. In the Read-Aloud you heard, “Thankfully, [Gutzon Borglum’s] son, Lincoln . . . was determined to finish what his father had begun.”
2. Say the word *determined* with me.
3. *Determined* means deciding to do something and not letting anything stop you.
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. 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.”

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

Lesson 9: Carving Mount Rushmore

Application



Reading: Students will identify the faces on Mount Rushmore and discuss key information about the four presidents depicted on the monument.

TEKS K.1.C; TEKS K.6.B

MOUNT RUSHMORE PUZZLE (20 MIN.)



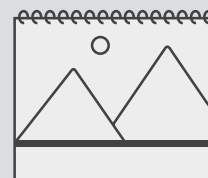
Check for Understanding

Show Image 9A-10: Mount Rushmore

Point and Say It: Point to each president's face, and have students name each of them.

- Hold up Activity Page 9.1 so students can see it clearly. Remind students that these pictures show the presidents' faces on Mount Rushmore.
- Tell students you are going to give them a picture of Mount Rushmore without the faces of the presidents on it.
- Hold up Activity Page 9.2 so students can see the puzzle.
- Tell them they will put the faces in the correct places on the blank Mount Rushmore. (*The order is Washington, Jefferson, Roosevelt, and Lincoln.*)
- Ask students to cut out each picture on Activity Page 9.1 along the dotted line.
- Tell students to place the pictures in the correct order on Activity Page 9.2. If students will be using the Editable PDF activity page, then please have them place the pictures in correct order on a separate sheet of paper.
- Circulate around the room and help students order the faces correctly.
- When students are sure they have the faces in the correct place, they should glue them onto the puzzle.

Flip Book 9A-10



Activity Pages 9.1, 9.2



Challenge

Have students write a word or simple phrase describing their puzzle.

TEKS K.1.C Share information and ideas by speaking audibly and clearly using the conventions of language; **TEKS K.6.B** Provide an oral, pictorial, or written response to a text.



Speaking and Listening

Exchanging Information and Ideas

Beginning

Ask students yes/no questions about each of these four presidents, and encourage them to ask their own questions about each of these four presidents.

Intermediate

Encourage students to build on what the previous student has said about each of these four presidents.

Advanced/Advanced High

Challenge students to say something more about what the previous student has said about each of these four presidents.

ELPS 2.I; ELPS 3.E;

ELPS 3.H

- Once students have glued on the faces, have students compare their work with that of a partner.
- Have students tell their partner a fact about Mount Rushmore they learned from the Read-Aloud.
- Call on several students to share their completed puzzles with the class and to share facts they learned about each president.

~~~~~  
End Lesson  
~~~~~

Domain Review

NOTE TO TEACHER

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

Students will:

- Describe the White House and Washington, D.C., as the place where the president lives
- Identify the American flag
- Explain 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 how General Washington and Colonel Knox worked together during the American Revolution
- 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 primary author of the Declaration of Independence and as the third president of the United States
- Describe the purpose of the Declaration of Independence as a statement of America's liberty
- Identify the Statue of Liberty
- Explain why Abraham Lincoln was an important president of the United States
- Explain Abraham Lincoln's role during the U.S. Civil War
- Explain why Theodore Roosevelt was an important president of the United States
- Explain that Theodore Roosevelt worked for nature conservation
- Identify Barack Obama as the forty-fourth president of the United States

Image Cards 1–17



- Identify Barack Obama as the first African-American to be elected president of the United States
- Identify the Mount Rushmore presidents
- Identify Mount Rushmore as a monument
- Explain that Mount Rushmore was carved on sacred Native American land

REVIEW ACTIVITIES

Image Review

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

Image Card Review

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

Materials: Trade book

- Read an additional trade book to review a particular president, symbol, or event.
- You may also choose to have students select a Read-Aloud to be heard again.

Key Vocabulary Brainstorming

Materials: Board or chart paper

- 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 (George Washington, eyeglasses, speech, war, etc.).
- Record their responses on the board or chart paper for reference.

Riddles for Core Content

- 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 he, 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

Materials: Drawing paper, drawing tools

- Tell the class or a group of students 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 them 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

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: Uniquely American*.



PART I

TEKS K.6.F

Activity Page DA.1



Directions: I am going to ask a question using a word you have heard in the Read-Alouds. If the answer to the question is “yes,” circle thumbs-up. If the answer is “no,” circle thumbs-down. I will ask each question two times. Let’s do number one together.

Note: For students who will be using the Editable PDF Activity Page, please have them answer by typing “yes” if the sentence is correct, and “no” if the sentence is incorrect.

1. **Liberties:** Did Thomas Jefferson talk about some of our liberties, or freedoms, in the Declaration of Independence? (*thumbs-up*)
2. **President:** Does the president of the United States live in a castle and serve as president his whole life? (*thumbs-down*)
3. **Symbol:** Is the American flag a symbol of the United States of America? (*thumbs-up*)
4. **Nation:** Is our school a nation? (*thumbs-down*)
5. **Monarchy:** Is a monarchy ruled by a king or queen who makes the laws for everyone? (*thumbs-up*)
6. **Colonists:** Were some of the early colonists Pilgrims who came to America to live and go to the church they wanted to attend? (*thumbs-up*)
7. **Independence:** If a colony is ruled by a king in another country, does it have independence to make its own decisions and laws? (*thumbs-down*)

8. **Capital:** Is Washington, D.C., the capital of the United States? (*thumbs-up*)
9. **Carved:** Was the mountain at Mount Rushmore carved so it looked like four very important presidents? (*thumbs-up*)
10. **Sculptor:** Is a sculptor a person who paints pretty pictures? (*thumbs-down*)

Directions: I am going to ask more questions using other words you have heard in the Read-Alouds. If the answer is yes, circle thumbs-up. If the answer is no, circle thumbs-down. I will ask each question two times.

11. **Honest:** Does an honest person tell lots of lies? (*thumbs-down*)
12. **Clever:** Would a clever person know how to solve a tricky puzzle? (*thumbs up*)
13. **Respect:** Do most people respect, or think well of, a person who is smart, honest, and hard-working? (*thumbs-up*)
14. **Expert:** If someone does not know very much at all about a subject, does that mean they are an expert on it? (*thumbs-down*)
15. **Accomplishment:** If someone works at something for a long time and finally is able to do it, like learning to read or learning to ride a bicycle, then is that an accomplishment? (*thumbs-up*)



PART II

TEKS K.5.G

Directions: In this domain, you have learned about five different presidents. First, I am going to show you a picture of each of the five presidents. Then, I am going to read a statement about one of the five presidents. Listen carefully, and then circle the picture of the president that the statement is describing. [Show Image Cards 2, 13–16 to students. As you show each card, name the president shown.]

1. This president was the first president of the United States. (*George Washington*)
2. This president freed the enslaved people. (*Abraham Lincoln*)
3. This president was the talented writer of the Declaration of Independence. (*Thomas Jefferson*)
4. There is a legend about this president cutting down his father's cherry tree. (*George Washington*)
5. This president is known as Honest Abe. (*Abraham Lincoln*)

Activity Page DA.2



Image Cards 2, 13-16



6. This president loved the outdoors and worked to help protect nature. *(Theodore Roosevelt)*
7. This president had a stuffed bear toy named after him. *(Theodore Roosevelt)*
8. This president was a general during the American Revolution. *(George Washington)*
9. This president was the president during the Civil War. *(Abraham Lincoln)*
10. This president was the first African American to be elected president. *(Barack Obama)*



PART III

TEKS K.5.G

Activity Page DA.3



Image Cards
1, 3, 12, 17



Directions: In this domain, you have learned about American symbols. First, I am going to show you a picture of different American symbols. Then, I am going to ask a question having to do with one of those symbols. If the answer to the question is yes, circle thumbs-up. If the answer is no, circle thumbs-down. I will ask each question two times. [Show Image Cards 1, 3, 12, and 17. As you show each card, name the American symbol shown.]

Note: For students who will be using the Editable PDF Activity Page, please have them answer by typing “yes” if the sentence is correct, and “no” if the sentence is incorrect.

1. Does the American flag have fifty stars, one for each state? *(thumbs-up)*
2. Do a king and queen live in the White House in Washington, D.C.? *(thumbs-down)*
3. Is the Statue of Liberty a famous symbol of freedom? *(thumbs-up)*
4. Is Mount Rushmore a national monument of a giant eagle? *(thumbs-down)*

Culminating Activities

NOTE TO TEACHER

Please use these final two days to address class results of the Domain Assessment. Based on the results of the Domain Assessment, 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.

REMEDIATION

You may choose to regroup students according to particular areas of weakness, as indicated by Formative and Domain Assessment results.

Remediation opportunities include:

- targeting Review Activities
- revisiting lesson Applications
- rereading and discussing select Read-Alouds
- using the corresponding activities in the Language Studio

ENRICHMENT

Presidents Timeline

Materials: Image Cards 2, 13–16; board or chart paper

- Create a class timeline that shows the order of presidents in this domain.
- Show Image Cards 2 and 13–16 in random order.
- Have students sequence the pictures of the presidents in the correct order based on when the presidents were in office.
- Place the images on the timeline in the correct order.

Image Cards 2, 13–16



Presidents Idea Web

Materials: Board or chart paper

- As a class, list characteristics of the presidents.
- Ask students to discuss what each of the five presidents they learned about have in common. How are they different?
- Record students' ideas on the board or chart paper.

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

- Have students pretend they were at one of the important events involving a president and/or an 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

- 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.

Teacher Resources

| | |
|--------------|--------------|
| Kindergarten | Knowledge 11 |
|--------------|--------------|

Teacher Guide

Teacher Resources

In this section you will find:

- Activity Book Answer Key
- Texas Essential Knowledge and Skills Correlation Chart
- English Language Proficiency Standards Correlation Chart

ACTIVITY BOOK ANSWER KEY

NAME: _____
DATE: _____

7.1 **Activity Page**

1



2



3



4



5

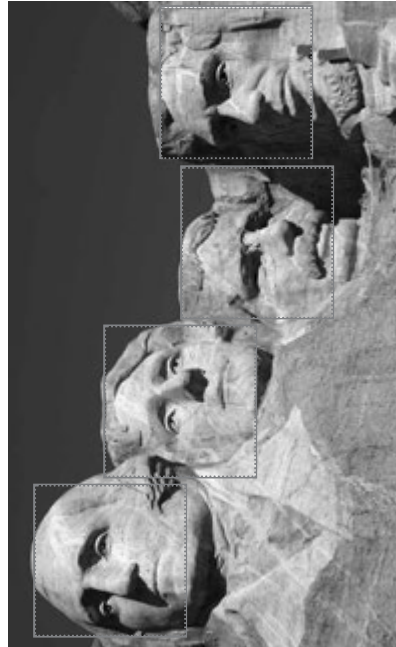


Knowledge 11 Presidents and American Symbols: Uniquely American

Knowledge 11

NAME: _____
DATE: _____

9.2 **Activity Page**



Knowledge 11 Presidents and American Symbols: Uniquely American

Knowledge 11

NAME: _____
DATE: _____

DA.1 **Assessment**

1.



2.



3.



4.



5.



6.



7.



8.



9.



10.



Directions: Listen to your teacher's instructions.

Knowledge 11 Presidents and American Symbols: Uniquely American

Knowledge 11

11.



12.



13.



14.













15.













Knowledge 11 Presidents and American Symbols: Uniquely American






NAME: _____ DA.2 **Assessment**
 DATE: _____

1.     

2.     

3.     






4.     






5.     






Directions: Listen to your teacher's instructions.






Knowledge 11






Knowledge 11 Presidents and American Symbols: Uniquely American

6.     

7.     



8.     



9.     



10.     



Knowledge 11 Presidents and American Symbols: Uniquely American

NAME: _____ DA.3 **Assessment**
 DATE: _____

1.  

2.  

3.  

4.  

Directions: Listen to your teacher's instructions.

Knowledge 11

Knowledge 11 Presidents and American Symbols: Uniquely American

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - KINDERGARTEN

Knowledge 11

Correlation—Teacher's Guide

| | | |
|---|--|---|
| (1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking—oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to: | | |
| TEKS K.1.A | listen actively and ask questions to understand information and answer questions using multi-word responses | D11: p. 6, D11: p. 10, D11: p. 13, D11: p. 21, D11: p. 24, D11: p. 26, D11: p. 33, D11: p. 39, D11: p. 47, D11: p. 50, D11: p. 51, D11: p. 59, D11: p. 62, D11: p. 63, D11: p. 76, D11: p. 79, D11: p. 82, D11: p. 90, D11: p. 93, D11: p. 95, D11: p. 104, D11: p. 107, D11: p. 108, D11: p. 115, D11: p. 118, D11: p. 120 |
| TEKS K.1.B | restate and follow oral directions that involve a short, related sequence of actions | |
| TEKS K.1.C | share information and ideas by speaking audibly and clearly using the conventions of language; | D11: p. 6, D11: p. 10, D11: p. 19, D11: p. 33, D11: p. 36, D11: p. 104, D11: p. 113, D11: p. 114, D11: p. 115, D11: p. 127 |
| TEKS K.1.D | work collaboratively with others by following agreed-upon rules for discussion, including taking turns | |
| TEKS K.1.E | develop social communication such as introducing himself/herself, using common greetings, and expressing needs and wants | |
| (2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to: | | |
| (A) demonstrate phonological awareness by: | | |
| TEKS K.2.A.i | identifying and producing rhyming words | |
| TEKS K.2.A.ii | recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound; | |
| TEKS K.2.A.iii | identifying the individual words in a spoken sentence; | |
| TEKS K.2.A.iv | identifying syllables in spoken words | |
| TEKS K.2.A.v | blending syllables to form multisyllabic words | |
| TEKS K.2.A.vi | segmenting multisyllabic words into syllables | |
| TEKS K.2.A.vii | blending spoken onsets and rimes to form simple words | |
| TEKS K.2.A.viii | blending spoken phonemes to form one-syllable words | |
| TEKS K.2.A.ix | manipulating syllables within a multisyllabic word | |
| TEKS K.2.A.x | segmenting spoken one-syllable words into individual phonemes | |
| (B) demonstrate and apply phonetic knowledge by: | | |
| TEKS K.2.B.i | identifying and matching the common sounds that letters represent | |
| TEKS K.2.B.ii | using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words | |
| TEKS K.2.B.iii | recognizing that new words are created when letters are changed, added or deleted such as <i>it – pit – tip – tap</i> | |
| TEKS K.2.B.iv | identifying and reading at least 25 high-frequency words from a research-based list. | |

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - KINDERGARTEN

Knowledge 11

Correlation—Teacher's Guide

| | | |
|---|--|--|
| (C) demonstrate and apply spelling knowledge by: | | |
| TEKS K.2.C.i | spelling words with VC, CVC, and CCVC | |
| TEKS K.2.C.ii | spelling words using sound-spelling patterns; and | |
| TEKS K.2.C.iii | spelling high-frequency words from a research-based list | |
| (D) demonstrate print awareness by: | | |
| TEKS K.2.D.i | identifying the front cover, back cover, and title page of a book | |
| TEKS K.2.D.ii | holding a book right side up, turning pages correctly, and knowing that reading moves from top to bottom and left to right with return sweep | |
| TEKS K.2.D.iii | recognizing that sentences are comprised of words separated by spaces and recognizing word boundaries | |
| TEKS K.2.D.iv | recognizing the difference between a letter and a printed word | |
| TEKS K.2.D.v | identifying all uppercase and lowercase letters | |
| TEKS K.2.E | develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality | |
| (3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to: | | |
| TEKS K.3.A | use a resource such as a picture dictionary or digital resource to find words | |
| TEKS K.3.B | use illustrations and texts the student is able to read or hear to learn or clarify word meanings | D11: p. 6, D11: p. 13, D11: p. 21, D11: p. 26, D11: p. 33, D11: p. 39, D11: p. 47, D11: p. 51, D11: p. 59, D11: p. 63, D11: p. 70, D11: p. 76, D11: p. 82, D11: p. 90, D11: p. 95, D11: p. 104, D11: p. 108, D11: p. 113, D11: p. 115, D11: p. 120 |
| TEKS K.3.C | identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations. | |
| (4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and interact independently with text for increasing periods of time. | | |
| TEKS K.4 | self-select text and interact independently with text for increasing periods of time | |
| (5) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to: | | |
| TEKS K.5.A | establish purpose for reading assigned and self-selected texts with adult assistance | D11: p. 6, D11: p. 13, D11: p. 21, D11: p. 26, D11: p. 33, D11: p. 39, D11: p. 47, D11: p. 51, D11: p. 59, D11: p. 63, D11: p. 76, D11: p. 82, D11: p. 90, D11: p. 95, D11: p. 104, D11: p. 108, D11: p. 115, D11: p. 120 |
| TEKS K.5.B | generate questions about a text before, during, and after reading to deepen understanding and gain information with adult assistance | |
| TEKS K.5.C | make and confirm predictions using text features and structures with adult assistance | |
| TEKS K.5.D | create mental images to deepen understanding with adult assistance | |

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - KINDERGARTEN

Knowledge 11

Correlation—Teacher's Guide

| | | |
|--|--|---|
| TEKS K.5.E | make connections to personal experiences, ideas in other texts, and society with adult assistance | |
| TEKS K.5.F | make inferences and use evidence to support understanding with adult assistance | D11: p. 21, D11: p. 26, D11: p. 47, D11: p. 51, D11: p. 90, D11: p. 95 |
| TEKS K.5.G | evaluate details to determine what is most important with adult assistance | D11: p. 59, D11: p. 63, D11: p. 76, D11: p. 82 |
| TEKS K.5.H | synthesize information to create new understanding with adult assistance | D11: p. 6, D11: p. 19 |
| TEKS K.5.I | monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down with adult assistance | |
| (6) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to: | | |
| TEKS K.6.A | describe personal connections to a variety of sources | |
| TEKS K.6.B | provide an oral, pictorial, or written response to a text | D11: p. 59, D11: p. 70, D11: p. 104, D11: p. 113, D11: p. 115, D11: p. 127 |
| TEKS K.6.C | use text evidence to support an appropriate response | D11: p. 6, D11: p. 13, D11: p. 33, D11: p. 39, D11: p. 115, D11: p. 120 |
| TEKS K.6.D | retell texts in ways that maintain meaning | D11: p. 21, D11: p. 32, D11: p. 47, D11: p. 58, D11: p. 90, D11: p. 103, D11: p. 115, D11: p. 118 |
| TEKS K.6.E | interact with sources in meaningful ways such as illustrating or writing | |
| TEKS K.6.F | respond using newly acquired vocabulary as appropriate | D11: p. 59, D11: p. 70 |
| (7) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to: | | |
| TEKS K.7.A | discuss topics and determine the basic theme using text evidence with adult assistance | D11: p. 6, D11: p. 19, D11: p. 20, D11: p. 21, D11: p. 24, D11: p. 25 |
| TEKS K.7.B | identify and describe the main character(s) | |
| TEKS K.7.C | identify the elements of plot development including the main events, the problem, and the resolution for texts read aloud with adult assistance | |
| TEKS K.7.D | describe the setting | |
| (8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to: | | |
| TEKS K.8.A | demonstrate knowledge of distinguishing characteristics of well-known children's literature, such as folktales, fables, fairy tales, and nursery rhymes | |
| TEKS K.8.B | discuss rhyme and rhythm in nursery rhymes and a variety of poems | |
| TEKS K.8.C | discuss main characters in drama | |

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - KINDERGARTEN

Knowledge 11

Correlation—Teacher's Guide

| | | |
|--|--|--|
| (D) recognize characteristics and structures of informational text, including | | |
| TEKS K.8.D.i | the central idea and supporting evidence, with adult assistance | |
| TEKS K.8.D.ii | titles and simple graphics to gain information | D11: p. 47, D11: p. 58 |
| TEKS K.8.D.iii | the steps in a sequence with adult assistance. | D11: p. 47, D11: p. 58 |
| TEKS K.8.E | recognize characteristics of persuasive text with adult assistance and state what the author is trying to persuade the reader to think or do | |
| TEKS K.8.F | recognize characteristics of multimodal and digital texts | D11: p. 21, D11: p. 32 |
| (9) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to: | | |
| TEKS K.9.A | discuss with adult assistance the author's purpose for writing text | |
| TEKS K.9.B | discuss with adult assistance how the use of text structure contributes to the author's purpose | |
| TEKS K.9.C | discuss with adult assistance the author's use of print and graphic features to achieve specific purposes | D11: p. 33, D11: p. 39, D11: p. 42, D11: p. 43 |
| TEKS K.9.D | discuss with adult assistance how the author uses words that help the reader visualize | |
| TEKS K.9.E | listen to and experience first- and third-person texts | D11: p. 21, D11: p. 26, D11: p. 27 |
| (10) Composition: listening, speaking, reading, writing, and thinking using multiple texts—writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to: | | |
| TEKS K.10.A | plan by generating ideas for writing through class discussions and drawings | D11: p. 76, D11: p. 88 |
| TEKS K.10.B | develop drafts in oral, pictorial, or written form by organizing ideas | D11: p. 76, D11: p. 88 |
| TEKS K.10.C | revise drafts by adding details in pictures or words | D11: p. 33, D11: p. 46, D11: p. 76, D11: p. 88 |
| (D) edit drafts with adult assistance using standard English conventions, including: | | |
| TEKS K.10.D.i | complete sentences | |
| TEKS K.10.D.ii | verbs | |
| TEKS K.10.D.iii | singular and plural nouns | |
| TEKS K.10.D.iv | adjectives, including articles | |
| TEKS K.10.D.v | prepositions | |
| TEKS K.10.D.vi | pronouns, including subjective, objective, and possessive cases | |
| TEKS K.10.D.vii | capitalization of the first letter in a sentence and name | |
| TEKS K.10.D.viii | punctuation marks at the end of declarative sentences | |
| TEKS K.10.D.ix | correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words | |
| TEKS K.10.E | share writing | D11: p. 21, D11: p. 32, D11: p. 33, D11: p. 46, D11: p. 76, D11: p. 88, D11: p. 104, D11: p. 113 |

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - KINDERGARTEN

Knowledge 11

Correlation—Teacher's Guide

(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:

| | | |
|--|---|------------------------|
| TEKS K.11.A | dictate or compose literary texts, including personal narratives | |
| TEKS K.11.B | dictate or compose informational texts | |
| (12) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to: | | |
| TEKS K.12.A | generate questions for formal and informal inquiry with adult assistance | |
| TEKS K.12.B | develop and follow a research plan with adult assistance | |
| TEKS K.12.C | gather information from a variety of sources with adult assistance | |
| TEKS K.12.D | demonstrate understanding of information gathered with adult assistance | |
| TEKS K.12.E | use an appropriate mode of delivery, whether written, oral, or multimodal, to present results | D11: p. 33, D11: p. 46 |

ENGLISH LANGUAGE PROFICIENCY STANDARDS - KINDERGARTEN

Knowledge 11

Correlation—Teacher's Guide

(1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:

| | | |
|----------|--|---|
| ELPS 1.A | use prior knowledge and experiences to understand meanings in English | |
| ELPS 1.B | monitor oral and written language production and employ self-corrective techniques or other resources | |
| ELPS 1.C | use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, contrasting, and reviewing to acquire basic and grade-level vocabulary | |
| ELPS 1.D | speak using learning strategies such as requesting assistance, employing non-verbal cues, and using synonyms and circumlocution (conveying ideas by defining or describing when exact English words are not known) | |
| ELPS 1.E | internalize new basic and academic language by using and reusing it in meaningful ways in speaking and writing activities that build concept and language attainment | D11: p. 113 |
| ELPS 1.F | use accessible language and learn new and essential language in the process | D11: p. 20, D11: p. 31, D11: p. 32, D11: p. 56, D11: p. 71, D11: p. 125 |
| ELPS 1.G | demonstrate an increasing ability to distinguish between formal and informal English and an increasing knowledge of when to use each one commensurate with grade-level learning expectations | |
| ELPS 1.H | develop and expand repertoire of learning strategies such as reasoning inductively or deductively, looking for patterns in language, and analyzing sayings and expressions commensurate with grade-level learning expectations | |

(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:

| | | |
|----------|---|---|
| ELPS 2.A | distinguish sounds and intonation patterns of English with increasing ease | |
| ELPS 2.B | recognize elements of the English sound system in newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters | |
| ELPS 2.C | learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions | D11: p. 112, D11: p. 113 |
| ELPS 2.D | monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed | D11: p. 25, D11: p. 36, D11: p. 50, D11: p. 62, D11: p. 79, D11: p. 107 |

ENGLISH LANGUAGE PROFICIENCY STANDARDS - KINDERGARTEN

| Knowledge 11 | | Correlation—Teacher's Guide |
|---|--|--|
| ELPS 2.E | use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language | D11: p. 31, D11: p. 32, D11: p. 58, D11: p. 68, D11: p. 125 |
| ELPS 2.F | listen to and derive meaning from a variety of media such as audio tape, video, DVD, and CD-ROM to build and reinforce concept and language attainment | |
| ELPS 2.G | understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar | D11: p. 12, D11: p. 20, D11: p. 25, D11: p. 36, D11: p. 50, D11: p. 62, D11: p. 68, D11: p. 79, D11: p. 103, D11: p. 107, D11: p. 112, D11: p. 119 |
| ELPS 2.H | understand implicit ideas and information in increasingly complex spoken language commensurate with grade-level learning expectations | |
| ELPS 2.I | demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs | D11: p. 56, D11: p. 128 |
| (3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to: | | |
| ELPS 3.A | practice producing sounds of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters to pronounce English words in a manner that is increasingly comprehensible | |
| ELPS 3.B | expand and internalize initial English vocabulary by learning and using high-frequency English words necessary for identifying and describing people, places, and objects, by retelling simple stories and basic information represented or supported by pictures, and by learning and using routine language needed for classroom communication | |
| ELPS 3.C | speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired | |
| ELPS 3.D | speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency | D11: p. 58, D11: p. 112, D11: p. 119 |
| ELPS 3.E | share information in cooperative learning interactions | D11: p. 12, D11: p. 36, D11: p. 50, D11: p. 128 |
| ELPS 3.F | ask and give information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments | D11: p. 12, D11: p. 62, D11: p. 79, D11: p. 86, D11: p. 103, D11: p. 107 |

ENGLISH LANGUAGE PROFICIENCY STANDARDS - KINDERGARTEN

Knowledge 11

Correlation—Teacher's Guide

| | | |
|--|---|---|
| ELPS 3.G | express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics | D11: p. 25, D11: p. 45, D11: p. 68, D11: p. 101, D11: p. 119 |
| ELPS 3.H | narrate, describe, and explain with increasing specificity and detail as more English is acquired | D11: p. 31, D11: p. 32, D11: p. 56, D11: p. 71, D11: p. 88, D11: p. 128 |
| ELPS 3.I | adapt spoken language appropriately for formal and informal purposes | |
| ELPS 3.J | respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce concept and language attainment | |
| (4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to: | | |
| ELPS 4.A | learn relationships between sounds and letters of the English language and decode (sound out) words using a combination of skills such as recognizing sound-letter relationships and identifying cognates, affixes, roots, and base words | |
| ELPS 4.B | recognize directionality of English reading such as left to right and top to bottom | |
| ELPS 4.C | develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials | |
| ELPS 4.D | use prereading supports such as graphic organizers, illustrations, and pretaught topic-related vocabulary and other prereading activities to enhance comprehension of written text | |
| ELPS 4.E | read linguistically accommodated content area material with a decreasing need for linguistic accommodations as more English is learned | |
| ELPS 4.F | use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language | D11: p. 18, D11: p. 45, D11: p. 86, D11: p. 103 |
| ELPS 4.G | demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs | D11: p. 101, D11: p. 125 |
| ELPS 4.H | read silently with increasing ease and comprehension for longer periods | |

ENGLISH LANGUAGE PROFICIENCY STANDARDS - KINDERGARTEN

Knowledge 11

Correlation—Teacher's Guide

| | | |
|--|--|---|
| ELPS 4.I | demonstrate English comprehension and expand reading skills by employing basic reading skills such as demonstrating understanding of supporting ideas and details in text and graphic sources, summarizing text, and distinguishing main ideas from details commensurate with content area needs | D11: p. 58 |
| ELPS 4.J | demonstrate English comprehension and expand reading skills by employing inferential skills such as predicting, making connections between ideas, drawing inferences and conclusions from text and graphic sources, and finding supporting text evidence commensurate with content area needs | D11: p. 18, D11: p. 45, D11: p. 86, D11: p. 101 |
| ELPS 4.K | demonstrate English comprehension and expand reading skills by employing analytical skills such as evaluating written information and performing critical analyses commensurate with content area and grade-level needs | |
| <p>(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:</p> | | |
| ELPS 5.A | learn relationships between sounds and letters of the English language to represent sounds when writing in English | |
| ELPS 5.B | write using newly acquired basic vocabulary and content-based grade-level vocabulary | |
| ELPS 5.C | spell familiar English words with increasing accuracy, and employ English spelling patterns and rules with increasing accuracy as more English is acquired | |
| ELPS 5.D | edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired | |
| ELPS 5.E | employ increasingly complex grammatical structures in content area writing commensurate with grade level expectations such as (i) using correct verbs, tenses, and pronouns/antecedents; (ii) using possessive case (apostrophe -s) correctly; and, (iii) using negatives and contractions correctly | |
| ELPS 5.F | write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired | D11: p. 46 |
| ELPS 5.G | narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired | D11: p. 46, D11: p. 71, D11: p. 88 |

General Manager K-8 Humanities and SVP, Product

Alexandra Clarke

Chief Academic Officer, Elementary Humanities

Susan Lambert

Content and Editorial

Elizabeth Wade, PhD, Director,
Elementary Language Arts Content

Patricia Erno, Associate Director, Elementary ELA Instruction

Maria Martinez, Associate Director, Spanish Language Arts

Baria Jennings, EdD, Senior Content Developer

Christina Cox, Managing Editor

Product and Project Management

Ayala Falk, Director, Business and Product Strategy,
K-8 Language Arts

Amber McWilliams, Senior Product Manager

Elisabeth Hartman, Associate Product Manager

Catherine Alexander, Senior Project Manager, Spanish Language Arts

LaShon Ormond, SVP, Strategic Initiatives

Leslie Johnson, Associate Director, K-8 Language Arts

Thea Aguiar, Director of Strategic Projects, K-5 Language Arts

Zara Chaudhury, Project Manager, K-8 Language Arts

Design and Production

Tory Novikova, Product Design Director

Erin O'Donnell, Product Design Manager

Other Contributors

Patricia Beam, Bill Cheng, Ken Harney, Molly Hensley, David Herubin, Sara Hunt, Kristen Kirchner, James Mendez-Hodes, Christopher Miller, Diana Projansky, Todd Rawson, Jennifer Skelley, Julia Sverchuk, Elizabeth Thiers, Amanda Tolentino, Paige Womack

Texas Contributors

Content and Editorial

Sarah Cloos

Laia Cortes

Jayana Desai

Angela Donnelly

Claire Dorfman

Ana Mercedes Falcón

Rebecca Figueroa

Nick García

Sandra de Gennaro

Patricia Infanzón-
Rodríguez

Seamus Kirst

Michelle Koral

Sean McBride

Jacqueline Ovalle

Sofía Pereson

Lilia Perez

Sheri Pineault

Megan Reasor

Marisol Rodriguez

Jessica Roodvoets

Lyna Ward

Product and Project Management

Stephanie Koleda

Tamara Morris

Art, Design, and Production

Nanyamka Anderson

Raghav Arumugan

Dani Aviles

Olioli Buika

Sherry Choi

Stuart Dalgo

Edel Ferri

Pedro Ferreira

Nicole Galuszka

Parker-Nia Gordon

Isabel Hetrick

Ian Horst

Ashna Kapadia

Jagriti Khirwar

Julie Kim

Lisa McGarry

Emily Mendoza

Marguerite Oerlemans

Lucas De Oliveira

Tara Pajouhesh

Jackie Pierson

Dominique Ramsey

Darby Raymond-
Overstreet

Max Reinhardsen

Mia Saine

Nicole Stahl

Flore Thevoux

Jeanne Thornton

Amy Xu

Jules Zuckerberg

Series Editor-in-Chief

E. D. Hirsch Jr.

President

Linda Bevilacqua

Editorial Staff

Mick Anderson
Robin Blackshire
Laura Drummond
Emma Earnst
Lucinda Ewing
Sara Hunt
Rosie McCormick
Cynthia Peng
Liz Pettit
Tonya Ronayne
Deborah Samley
Kate Stephenson
Elizabeth Wafler
James Walsh
Sarah Zelinke

Design and Graphics Staff

Kelsie Harman
Liz Loewenstein
Bridget Moriarty
Lauren Pack

Consulting Project Management Services

ScribeConcepts.com

Additional Consulting Services

Erin Kist
Carolyn Pinkerton
Scott Ritchie
Kelina Summers

Acknowledgments

These materials are the result of the work, advice, and encouragement of numerous individuals over many years. Some of those singled out here already know the depth of our gratitude; others may be surprised to find themselves thanked publicly for help they gave quietly and generously for the sake of the enterprise alone. To helpers named and unnamed we are deeply grateful.

Contributors to Earlier Versions of These Materials

Susan B. Albaugh, Kazuko Ashizawa, Kim Berrall, Ang Blanchette, Nancy Braier, Maggie Buchanan, Paula Coyner, Kathryn M. Cummings, Michelle De Groot, Michael Donegan, Diana Espinal, Mary E. Forbes, Michael L. Ford, Sue Fulton, Carolyn Gosse, Dorrit Green, Liza Greene, Ted Hirsch, Danielle Knecht, James K. Lee, Matt Leech, Diane Henry Leipzig, Robin Luecke, Martha G. Mack, Liana Mahoney, Isabel McLean, Steve Morrison, Julianne K. Munson, Elizabeth B. Rasmussen, Ellen Sadler, Rachael L. Shaw, Sivan B. Sherman, Diane Auger Smith, Laura Tortorelli, Khara Turnbull, Miriam E. Vidaver, Michelle L. Warner, Catherine S. Whittington, Jeannette A. Williams.

We would like to extend special recognition to Program Directors Matthew Davis and Souzanne Wright, who were instrumental in the early development of this program.

Schools

We are truly grateful to the teachers, students, and administrators of the following schools for their willingness to field-test these materials and for their invaluable advice: Capitol View Elementary, Challenge Foundation Academy (IN), Community Academy Public Charter School, Lake Lure Classical Academy, Lepanto Elementary School, New Holland Core Knowledge Academy, Paramount School of Excellence, Pioneer Challenge Foundation Academy, PS 26R (the Carteret School), PS 30X (Wilton School), PS 50X (Clara Barton School), PS 96Q, PS 102X (Joseph O. Loretan), PS 104Q (the Bays Water), PS 214K (Michael Friedsam), PS 223Q (Lyndon B. Johnson School), PS 308K (Clara Cardwell), PS 333Q (Goldie Maple Academy), Sequoyah Elementary School, South Shore Charter Public School, Spartanburg Charter School, Steed Elementary School, Thomas Jefferson Classical Academy, Three Oaks Elementary, West Manor Elementary.

And a special thanks to the Pilot Coordinators, Anita Henderson, Yasmin Lugo-Hernandez, and Susan Smith, whose suggestions and day-to-day support to teachers using these materials in their classrooms were critical.

Credits

Every effort has been taken to trace and acknowledge copyrights. The editors tender their apologies for any accidental infringement where copyright has proved untraceable. They would be pleased to insert the appropriate acknowledgment in any subsequent edition of this publication. Trademarks and trade names are shown in this publication for illustrative purposes only and are the property of their respective owners. The references to trademarks and trade names given herein do not affect their validity.

All photographs are used under license from Shutterstock, Inc. unless otherwise noted.

Expert Reviewers

J. Chris Arndt

Writers

Matthew Davis, Diane Leipzig, Rosie McCormick, James Weiss

Illustrators and Image Sources

Cover: Amplify Learning, Inc.; 1A-1: Shutterstock; 1A-2: Shutterstock; 1A-3: Shutterstock; 1A-4: Library of Congress, Prints and Photographs, LC-DIG-ppmsca-09502; 1A-5: Shutterstock; 1A-6: The White House/Chuck Kennedy; 1A-7: Library of Congress, Prints and Photographs, U.S. News & World Report, LC-DIG-ppmsca-09763; 1A-8: Shutterstock; 1A-9: Shutterstock; 1A-10: Shutterstock; 1A-11: Shutterstock; 2A-1: Library of Congress, Prints & Photographs Division, LC-USZ62-7265; 2A-2: Dustin Mackay; 2A-3: Dustin Mackay; 2A-4: Dustin Mackay; 2A-5: Dustin Mackay; 2A-6: Library of Congress, Prints & Photographs Division, LC-USZ62-7265; 2A-7 (left): Library of Congress, Prints and Photographs, LC-DIG-pga-03757; 2A-7 (right): Library of Congress, Prints and Photographs, LC-DIG-pga-04155; 2A-8: Shutterstock; 3A-1 (left): Library of Congress, Prints & Photographs Division, Detroit Publishing Company Collection, LC-D416-511; 3A-1 (right): Library of Congress, Prints and Photographs, LC-DIG-pga-03757; 3A-2: Dustin Mackay; 3A-3: Shutterstock; 3A-4: Dustin Mackay; 3A-5: Dustin Mackay; 3A-6: Shutterstock; 3A-6 (inset): Library of Congress, Prints & Photographs Division, Detroit Publishing Company Collection, LC-D416-511; 3A-7: Dustin Mackay; 3A-8: Dustin Mackay; 3A-9: Shutterstock; 3A-10 (left): Library of Congress, Prints & Photographs Division, Detroit Publishing Company Collection, LC-D416-511; 3A-10 (right): Library of Congress, Prints and Photographs, LC-DIG-pga-03757; 4A-1: Shutterstock; 4A-2: Dustin Mackay; 4A-3: Shutterstock; 4A-4: Dustin Mackay; 4A-5: Dustin Mackay; 4A-6: Dustin Mackay; 4A-7: Library of Congress, Prints and Photographs, LC-USZC2-3793; 4A-8: Dustin Mackay; 4A-9: Dustin Mackay; 4A-10: Dustin Mackay; 4A-11: Shutterstock; 4A-12: Library of Congress, Prints & Photographs Division, LC-USZ62-7265; 5A-1: Shutterstock; 5A-2: original by Rembrandt Peale; 5A-3: Dustin Mackay; 5A-4: Dustin Mackay; 5A-5: Dustin Mackay; 5A-6: original by John Trumbull; 5A-7: Dustin Mackay; 5A-8: Dustin Mackay; 5A-9: Library of Congress, Prints & Photographs Division, Theodor Horydczak Collection, LC-H8-CN-C01-063; 5A-10 (left): Library of Congress, Prints & Photographs Division, LC-USZ62-7265; 5A-10 (middle): Library of Congress, Prints & Photographs Division, LC-USZ62-13002; 5A-10 (right): original by Rembrandt Peale; 5A-11: Shutterstock; 5A-12: Shutterstock; 6A-1: original by Alex Gardner; 6A-2: Dustin Mackay; 6A-3: Dustin Mackay; 6A-4: Library of Congress, Prints and Photographs, LC-USZ62-2574; 6A-5: Library of Congress, Prints and Photographs, LC-USZC4-7216; 6A-6 (left): Shutterstock; 6A-6 (right): Library of Congress, Prints and Photographs, LC-USZ62-7334; 6A-7: Shutterstock; 6A-8: Dustin Mackay; 6A-9: Library of Congress,

Prints & Photographs Division, LC-DIG-pga-02502; 7A-1: Library of Congress, Prints and Photographs, LC-DIG-ppmsca-36423; 7A-2: Dustin Mackay; 7A-3: Library of Congress, Prints and Photographs, LC-USZ62-7334; 7A-4: Dustin Mackay; 7A-5: Dustin Mackay; 7A-6 (left): Library of Congress, Prints and Photographs, LC-DIG-ppmsca-35701; 7A-6 (right): Library of Congress, Prints and Photographs, LC-DIG-ppmsca-35762; 7A-7: Library of Congress, Prints and Photographs, LC-DIG-ppmsca-36130; 7A-8: Dustin Mackay; 7A-9: Dustin Mackay; 7A-10: Library of Congress, Prints and Photographs, LC-USZ62-127283; 7A-11: Library of Congress, Prints & Photographs Division, LC-USZ62-90235; 7A-12: Shutterstock; 7A-13: Shutterstock; 8A-1: Shutterstock; 8A-2: Shutterstock; 8A-3: Shutterstock; 8A-4: Shutterstock; 8A-5: Shutterstock; 8A-6: Shutterstock; 8A-7: Shutterstock; 8A-8 (left): Everett Collection / SuperStock; 8A-8 (right): The White House/Chuck Kennedy; 9A-1: Shutterstock; 9A-2: Shutterstock; 9A-3 (left): Shutterstock; 9A-3 (right): Library of Congress, Prints & Photographs Division, LC-DIG-ggbain-19378; 9A-4: Dustin Mackay; 9A-5: Dustin Mackay; 9A-6: Library of Congress, Prints & Photographs Division, LC-DIG-npcc-12419; 9A-7: Shutterstock; 9A-8: Dustin Mackay; 9A-9: Library of Congress, Prints and Photographs, LC-USZ62-121165; 9A-10: Shutterstock; 7.1 (1): Scott Hammond; 7.1 (2): Scott Hammond; 7.1 (3): Library of Congress, Prints and Photographs, LC-USZ62-127283; 7.1 (4): Library of Congress, Prints & Photographs Division, LC-USZ62-90235; 7.1 (5): Shutterstock; 9.2: Shutterstock; DA.1: Shutterstock; DA.2 (George Washington): Library of Congress, Prints & Photographs Division, LC-USZ62-7265; DA.2 (Thomas Jefferson): Original by Rembrandt Peale; DA.2 (Abraham Lincoln): Library of Congress, Prints and Photographs, LC-USZ62-7334; DA.2 (Teddy Roosevelt): Library of Congress, Prints and Photographs, LC-DIG-ppmsca-36423; DA.2 (Barack Obama): Shutterstock; DA.3: Shutterstock

Regarding the Shutterstock items listed above, please note: "No person or entity shall falsely represent, expressly or by way of reasonable implication, that the content herein was created by that person or entity, or any person other than the copyright holder(s) of that content."

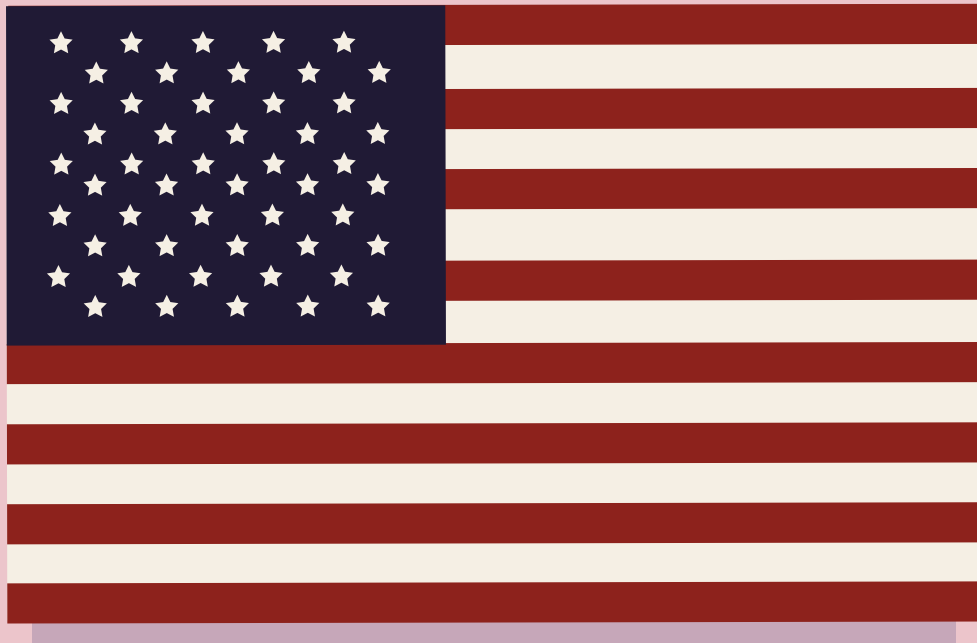


Kindergarten | Knowledge 11 | Teacher Guide
Presidents and American Symbols: Uniquely American

ISBN 9781683919179



9 781683 919179



Kindergarten

Knowledge 11 | Activity Book

**Presidents and American Symbols:
Uniquely American**

Kindergarten

Knowledge 11

Presidents and American Symbols: Uniquely American

Activity Book

Notice and Disclaimer: The agency has developed these learning resources as a contingency option for school districts. These are optional resources intended to assist in the delivery of instructional materials in this time of public health crisis. Feedback will be gathered from educators and organizations across the state and will inform the continuous improvement of subsequent units and editions. School districts and charter schools retain the responsibility to educate their students and should consult with their legal counsel regarding compliance with applicable legal and constitutional requirements and prohibitions.

Given the timeline for development, errors are to be expected. If you find an error, please email us at **texashomelearning@tea.texas.gov**.

ISBN 978-1-64383-791-8

This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License.

You are free:

to Share—to copy, distribute, and transmit the work

to Remix—to adapt the work

Under the following conditions:

Attribution—You must attribute any adaptations of the work in the following manner:

This work is based on original works of Amplify Education, Inc. (amplify.com) and the Core Knowledge Foundation (coreknowledge.org) made available under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License. This does not in any way imply endorsement by those authors of this work.

Noncommercial—You may not use this work for commercial purposes.

Share Alike—If you alter, transform, or build upon this work, you may distribute the resulting work only under the same or similar license to this one.

With the understanding that:

For any reuse or distribution, you must make clear to others the license terms of this work. The best way to do this is with a link to this web page:

<https://creativecommons.org/licenses/by-nc-sa/4.0/>

© 2020 Amplify Education, Inc.
amplify.com

Trademarks and trade names are shown in this book strictly for illustrative and educational purposes and are the property of their respective owners. References herein should not be regarded as affecting the validity of said trademarks and trade names.

Printed in the USA
01 LSCOW 2021

NAME: _____

DATE: _____

1.1

Take-Home

Dear Family Member,

Your student will be learning about U.S. presidents at school. They will learn about the president's job, the significance of the city of Washington, D.C., and the importance of George Washington, the first president of the United States. Your student 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 you may do at home to reinforce what your student is learning about the presidents.

1. Use the Word *Respect*

Your student will use the word *respect* to talk about the feelings that many people have for the country's Founding Fathers. Ask your student, "Who was George Washington? Why do so many people respect him?" Encourage your student 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 student close their eyes and imagine what it might feel like to lead an army, as George Washington did. Ask your student what feelings they might have before a great battle. Ask them what feelings they might have after learning that America was free from the control of the king of Great Britain.

3. Draw a Story

Ask your student to describe their favorite story about George Washington. Fold a piece of paper in thirds and give it to your student. Have your student draw their favorite Washington story. Guide your student 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 student each day. Reading to your student is the single most important thing you can do to encourage their literacy development. The local library has a variety of books about presidents and American symbols.

Be sure to let your student know how much you enjoy hearing about what they have been learning at school.

NAME: _____

DATE: _____

2.1

Activity Page

Directions: Listen to your teacher's instructions.

1

2

3

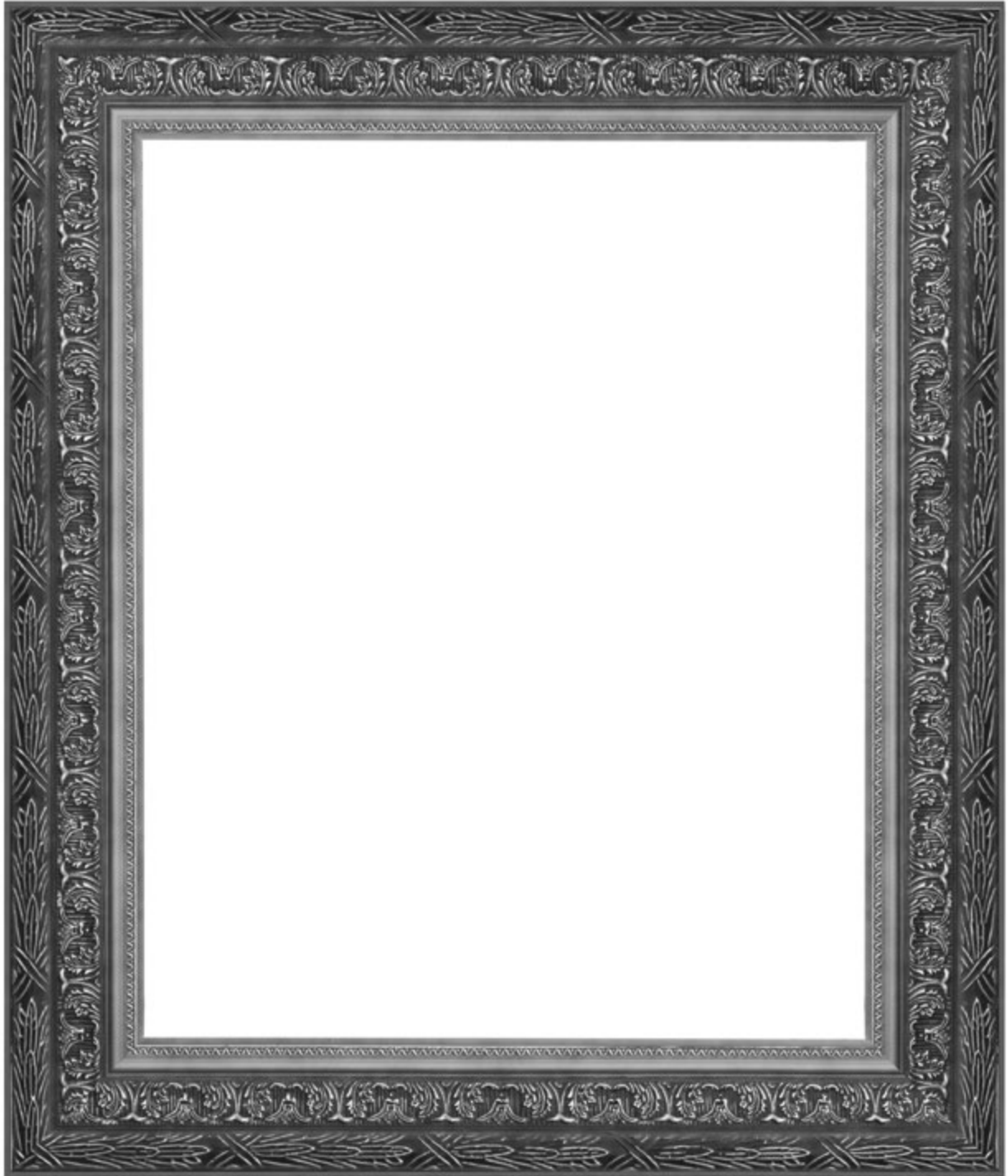
| |
|--|
| |
| |
| |

NAME: _____

DATE: _____

6.1

Activity Page



Directions: Listen to your teacher's instructions.

Knowledge 11

NAME: _____

DATE: _____

Dear Family Member,

Your student is continuing to learn about U.S. presidents at school. They are learning, and will continue to learn, about George Washington, Thomas Jefferson, Abraham Lincoln, Theodore Roosevelt, and Barack Obama. Your student will also learn that four of the five presidents studied have been memorialized on Mount Rushmore.

Below are some suggestions for activities you may do at home to reinforce what your student is learning about these U.S. presidents.

1. Use the Word *Admired*

Your student has learned and has been using the word *admired* to talk about some of the most memorable presidents. Ask your student, “Which U.S. president do you admire most? Why?” Encourage your student to use this word in situations other than ones in which you talk about important presidents. Ask, “Whom 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 student describe the struggles of either George Washington or Thomas Jefferson, who helped found our country. Have them imagine they are one of the Founding Fathers, and have them describe what they are feeling during this difficult time. Then ask them, “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 student has learned about slavery, the U.S. Civil War, President Lincoln’s role during the War, and the Emancipation Proclamation. Discuss with your student 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 student which president that they learned about is their favorite. Ask, “Why do you admire him?” Have your student talk about why the president they chose is a hero to many people, and why your student respects this person.

5. Read Aloud Each Day

Set aside time to read to your student every day.

Be sure to let your student know how much you enjoy hearing about what they have been learning at school.

NAME: _____

DATE: _____

7.1

Activity Page



Directions: Cut out these five pictures about Theodore Roosevelt's life. Put them in the correct order. When you are sure they are in the correct order, glue them onto a separate sheet of paper.

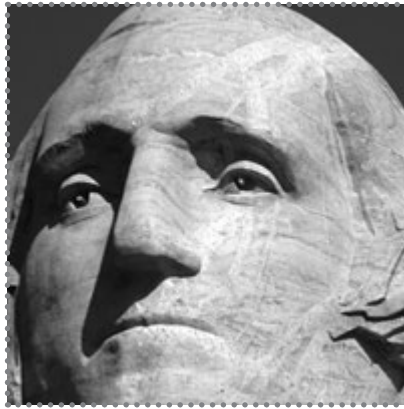


NAME: _____

DATE: _____

9.1

Activity Page



Directions: Listen to your teacher's instructions.

NAME: _____

DATE: _____

9.2

Activity Page



Knowledge 11

NAME: _____

DA.1

Assessment

DATE: _____

1.



2.



3.



4.



5.



6.



7.



8.




9.



10.



Directions: Listen to your teacher's instructions.

| | | |
|-----|--|--|
| 11. |  |  |
| 12. |  |  |
| 13. |  |  |
| 14. |  |  |
| 15. |  |  |

NAME: _____

DATE: _____

DA.2

Assessment

1.



2.



3.



4.



5.



Directions: Listen to your teacher's instructions.

6.



7.



8.



9.



10.



NAME: _____

DA.3

Assessment

DATE: _____

1.



2.



3.



4.



Directions: Listen to your teacher's instructions.

General Manager K-8 Humanities and SVP, Product

Alexandra Clarke

Chief Academic Officer, Elementary Humanities

Susan Lambert

Content and Editorial

Elizabeth Wade, PhD, Director,
Elementary Language Arts Content

Patricia Erno, Associate Director, Elementary ELA Instruction

Maria Martinez, Associate Director, Spanish Language Arts

Baria Jennings, EdD, Senior Content Developer

Christina Cox, Managing Editor

Product and Project Management

Ayala Falk, Director, Business and Product Strategy,
K-8 Language Arts

Amber McWilliams, Senior Product Manager

Elisabeth Hartman, Associate Product Manager

Catherine Alexander, Senior Project Manager, Spanish Language Arts

LaShon Ormond, SVP, Strategic Initiatives

Leslie Johnson, Associate Director, K-8 Language Arts

Thea Aguiar, Director of Strategic Projects, K-5 Language Arts

Zara Chaudhury, Project Manager, K-8 Language Arts

Design and Production

Tory Novikova, Product Design Director

Erin O'Donnell, Product Design Manager

Other Contributors

Patricia Beam, Bill Cheng, Ken Harney, Molly Hensley, David Herubin, Sara Hunt, Kristen Kirchner, James Mendez-Hodes, Christopher Miller, Diana Projansky, Todd Rawson, Jennifer Skelley, Julia Sverchuk, Elizabeth Thiers, Amanda Tolentino, Paige Womack

Texas Contributors

Content and Editorial

Sarah Cloos

Laia Cortes

Jayana Desai

Angela Donnelly

Claire Dorfman

Ana Mercedes Falcón

Rebecca Figueroa

Nick García

Sandra de Gennaro

Patricia Infanzón-
Rodríguez

Seamus Kirst

Michelle Koral

Sean McBride

Jacqueline Ovalle

Sofía Pereson

Lilia Perez

Sheri Pineault

Megan Reasor

Marisol Rodriguez

Jessica Roodvoets

Lyna Ward

Product and Project Management

Stephanie Koleda

Tamara Morris

Art, Design, and Production

Nanyamka Anderson

Raghav Arumugan

Dani Aviles

Olioli Buika

Sherry Choi

Stuart Dalgo

Edel Ferri

Pedro Ferreira

Nicole Galuszka

Parker-Nia Gordon

Isabel Hetrick

Ian Horst

Ashna Kapadia

Jagriti Khirwar

Julie Kim

Lisa McGarry

Emily Mendoza

Marguerite Oerlemans

Lucas De Oliveira

Tara Pajouhesh

Jackie Pierson

Dominique Ramsey

Darby Raymond-
Overstreet

Max Reinhardsen

Mia Saine

Nicole Stahl

Flore Thevoux

Jeanne Thornton

Amy Xu

Jules Zuckerberg

Series Editor-in-Chief

E. D. Hirsch Jr.

President

Linda Bevilacqua

Editorial Staff

Mick Anderson
Robin Blackshire
Laura Drummond
Emma Earnst
Lucinda Ewing
Sara Hunt
Rosie McCormick
Cynthia Peng
Liz Pettit
Tonya Ronayne
Deborah Samley
Kate Stephenson
Elizabeth Wafler
James Walsh
Sarah Zelinke

Design and Graphics Staff

Kelsie Harman
Liz Loewenstein
Bridget Moriarty
Lauren Pack

Consulting Project Management Services

ScribeConcepts.com

Additional Consulting Services

Erin Kist
Carolyn Pinkerton
Scott Ritchie
Kelina Summers

Acknowledgments

These materials are the result of the work, advice, and encouragement of numerous individuals over many years. Some of those singled out here already know the depth of our gratitude; others may be surprised to find themselves thanked publicly for help they gave quietly and generously for the sake of the enterprise alone. To helpers named and unnamed we are deeply grateful.

Contributors to Earlier Versions of These Materials

Susan B. Albaugh, Kazuko Ashizawa, Kim Berrall, Ang Blanchette, Nancy Braier, Maggie Buchanan, Paula Coyner, Kathryn M. Cummings, Michelle De Groot, Michael Donegan, Diana Espinal, Mary E. Forbes, Michael L. Ford, Sue Fulton, Carolyn Gosse, Dorrit Green, Liza Greene, Ted Hirsch, Danielle Knecht, James K. Lee, Matt Leech, Diane Henry Leipzig, Robin Luecke, Martha G. Mack, Liana Mahoney, Isabel McLean, Steve Morrison, Julianne K. Munson, Elizabeth B. Rasmussen, Ellen Sadler, Rachael L. Shaw, Sivan B. Sherman, Diane Auger Smith, Laura Tortorelli, Khara Turnbull, Miriam E. Vidaver, Michelle L. Warner, Catherine S. Whittington, Jeannette A. Williams.

We would like to extend special recognition to Program Directors Matthew Davis and Souzanne Wright, who were instrumental in the early development of this program.

Schools

We are truly grateful to the teachers, students, and administrators of the following schools for their willingness to field-test these materials and for their invaluable advice: Capitol View Elementary, Challenge Foundation Academy (IN), Community Academy Public Charter School, Lake Lure Classical Academy, Lepanto Elementary School, New Holland Core Knowledge Academy, Paramount School of Excellence, Pioneer Challenge Foundation Academy, PS 26R (the Carteret School), PS 30X (Wilton School), PS 50X (Clara Barton School), PS 96Q, PS 102X (Joseph O. Loretan), PS 104Q (the Bays Water), PS 214K (Michael Friedsam), PS 223Q (Lyndon B. Johnson School), PS 308K (Clara Cardwell), PS 333Q (Goldie Maple Academy), Sequoyah Elementary School, South Shore Charter Public School, Spartanburg Charter School, Steed Elementary School, Thomas Jefferson Classical Academy, Three Oaks Elementary, West Manor Elementary.

And a special thanks to the Pilot Coordinators, Anita Henderson, Yasmin Lugo-Hernandez, and Susan Smith, whose suggestions and day-to-day support to teachers using these materials in their classrooms were critical.

Knowledge 11

Credits

Every effort has been taken to trace and acknowledge copyrights. The editors tender their apologies for any accidental infringement where copyright has proved untraceable. They would be pleased to insert the appropriate acknowledgment in any subsequent edition of this publication. Trademarks and trade names are shown in this publication for illustrative purposes only and are the property of their respective owners. The references to trademarks and trade names given herein do not affect their validity.

All photographs are used under license from Shutterstock, Inc. unless otherwise noted.

Expert Reviewer

J. Chris Arndt

Writers

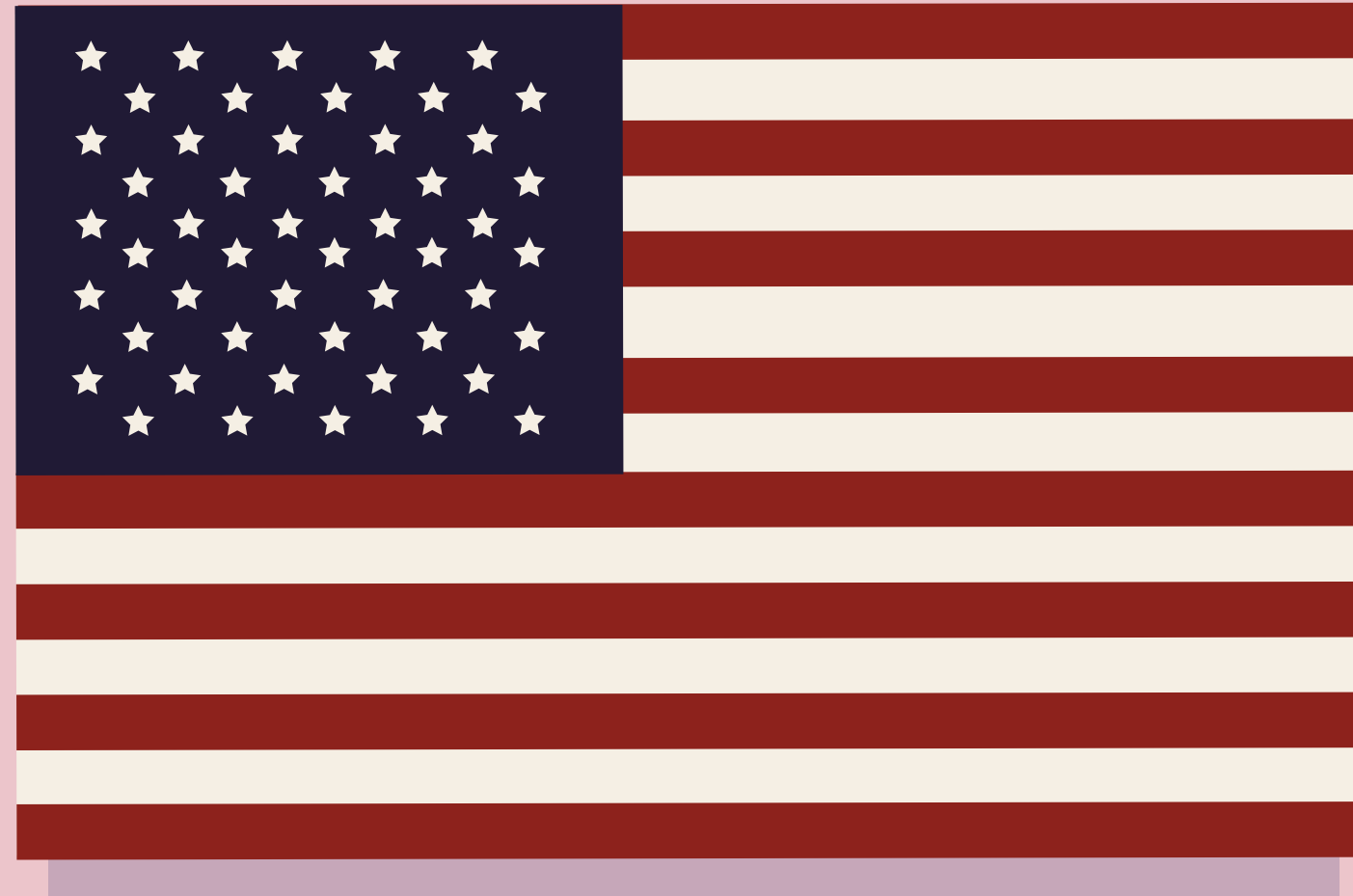
Matthew Davis; Diane Leipzig; Rosie McCormick; James Weiss

Illustrators and Image Sources

Cover: Amplify Learning, Inc.; 6.1: Shutterstock; 7.1 (top left): Scott Hammond; 7.1 (top right): Shutterstock; 7.1 (middle left): Scott Hammond; 7.1 (middle right): Library of Congress, Prints and Photographs, LC-USZ62-127283 ; 7.1 (bottom left): Library of Congress, Prints & Photographs Division, LC-USZ62-90235; 9.1: Shutterstock; 9.2: Shutterstock; DA.1: Shutterstock; DA.2 (George Washington): Library of Congress, Prints & Photographs Division, LC-USZ62-7265; DA.2 (Thomas Jefferson): Original by Rembrandt Peale; DA.2 (Abraham Lincoln): Library of Congress, Prints and Photographs, LC-USZ62-7334; DA.2 (Teddy Roosevelt): Library of Congress, Prints and Photographs, LC-DIG-ppmsca-36423; DA.2 (Barack Obama): Shutterstock

Regarding the Shutterstock items listed above, please note: "No person or entity shall falsely represent, expressly or by way of reasonable implication, that the content herein was created by that person or entity, or any person other than the copyright holder(s) of that content."





Kindergarten

Knowledge 11 | Flip Book

Presidents and American Symbols: Uniquely American

Kindergarten

Knowledge 11

Presidents and American Symbols: Uniquely American

Flip Book

| |
|---|
| <p>General Manager K-8 Humanities and SVP, Product</p> <p>Alexandra Clarke</p> |
| <p>Vice President, Elementary Literacy Instruction</p> <p>Susan Lambert</p> |
| <p>Content and Editorial</p> <p>Elizabeth Wade, PhD, Director, Elementary Language Arts Content</p> <p>Patricia Erno, Associate Director, Elementary ELA Instruction</p> <p>Baria Jennings, EdD, Senior Content Developer</p> <p>Maria Martinez, Associate Director, Spanish Language Arts</p> <p>Christina Cox, Managing Editor</p> |

| | |
|---|---|
| <p>General Manager K-8 Humanities and SVP, Product</p> <p>Alexandra Clarke</p> | <p>Texas Contributors</p> |
| <p>Content and Editorial</p> <p>Sarah Cloos</p> <p>Laia Cortes</p> <p>Jayana Desai</p> <p>Angela Donnelly</p> <p>Claire Dorfman</p> <p>Ana Mercedes Falcón</p> <p>Rebecca Figueroa</p> <p>Nick García</p> <p>Sandra de Gennaro</p> <p>Patricia Infanzón-Rodríguez</p> <p>Seamus Kirst</p> | <p>Michelle Koral</p> <p>Sean McBride</p> <p>Jacqueline Ovalle</p> <p>Sofía Pereson</p> <p>Lilia Perez</p> <p>Sheri Pineault</p> <p>Megan Reasor</p> <p>Marisol Rodríguez</p> <p>Jessica Roodvoets</p> <p>Lyna Ward</p> |
| <p>Product and Project Management</p> <p>Stephanie Koleda</p> <p>Tamara Morris</p> | <p>Product and Project Management</p> <p>Stephanie Koleda</p> <p>Tamara Morris</p> |
| <p>Art, Design, and Production</p> <p>Nanyamka Anderson</p> <p>Raghav Arumugan</p> <p>Dani Aviles</p> <p>Olioli Buika</p> <p>Sherry Choi</p> <p>Stuart Dalgo</p> <p>Edel Ferri</p> <p>Pedro Ferreira</p> <p>Nicole Galuszka</p> <p>Parker-Nia Gordon</p> <p>Isabel Hetrick</p> <p>Ian Horst</p> <p>Ashna Kapadia</p> <p>Jagriti Khirwar</p> <p>Julie Kim</p> <p>Lisa McGarry</p> | <p>Emily Mendoza</p> <p>Marguerite Oerlemans</p> <p>Lucas De Oliveira</p> <p>Tara Pajouhesh</p> <p>Jackie Pierson</p> <p>Dominique Ramsey</p> <p>Darby Raymond-Overstreet</p> <p>Max Reinhardsen</p> <p>Mia Saine</p> <p>Nicole Stahl</p> <p>Flore Thevoux</p> <p>Jeanne Thornton</p> <p>Amy Xu</p> <p>Jules Zuckerberg</p> |

| |
|--|
| <p>Product and Project Management</p> <p>Ayala Falk, Director, Business and Product Strategy, K-8 Language Arts</p> <p>Amber McWilliams, Senior Product Manager</p> <p>Elisabeth Hartman, Associate Product Manager</p> <p>Catherine Alexander, Senior Project Manager, Spanish Language Arts</p> <p>LaShon Ormond, SVP, Strategic Initiatives</p> <p>Leslie Johnson, Associate Director, K-8 Language Arts</p> <p>Thea Aguiar, Director of Strategic Projects, K-5 Language Arts</p> <p>Zara Chaudhury, Project Manager, K-8 Language Arts</p> |
|--|

Design and Production

Tory Novikova, Product Design Director

Erin O'Donnell, Product Design Manager

Other Contributors

Patricia Beam, Bill Cheng, Ken Harney, Molly Hensley, David Herubin, Sara Hunt, Kristen Kirchner, James Mendez-Hodes, Christopher Miller, Diana Projansky, Todd Rawson, Jennifer Skelley, Julia Sverchuk, Elizabeth Thiers, Amanda Tolentino, Paige Womack

Series Editor-in-Chief

E. D. Hirsch Jr.

President

Linda Bevilacqua

Editorial Staff

Mick Anderson

Robin Blackshire

Laura Drummond

Emma Earnst

Lucinda Ewing

Sara Hunt

Rosie McCormick

Cynthia Peng

Liz Pettit

Tonya Ronayne

Deborah Samley

Kate Stephenson

Elizabeth Wafler

James Walsh

Sarah Zelinke

Acknowledgments

These materials are the result of the work, advice, and encouragement of numerous individuals over many years. Some of those singled out here already know the depth of our gratitude; others may be surprised to find themselves thanked publicly for help they gave quietly and generously for the sake of the enterprise alone. To helpers named and unnamed we are deeply grateful.

Contributors to Earlier Versions of These Materials

Susan B. Albaugh, Kazuko Ashizawa, Kim Berrall, Ang Blanchette, Nancy Braier, Maggie Buchanan, Paula Coyner, Kathryn M. Cummings, Michelle De Groot, Michael Donegan, Diana Espinal, Mary E. Forbes, Michael L. Ford, Sue Fulton, Carolyn Gosse, Dorrit Green, Liza Greene, Ted Hirsch, Danielle Knecht, James K. Lee, Matt Leech, Diane Henry Leipzig, Robin Luecke, Martha G. Mack, Liana Mahoney, Isabel McLean, Steve Morrison, Juliane K. Munson, Elizabeth B. Rasmussen, Ellen Sadler, Rachael L. Shaw, Sivan B. Sherman, Diane Auger Smith, Laura Tortorelli, Khara Turnbull, Miriam E. Vidaver, Michelle L. Warner, Catherine S. Whittington, Jeannette A. Williams.

We would like to extend special recognition to Program Directors Matthew Davis and Souzanne Wright, who were instrumental in the early development of this program.

Schools

We are truly grateful to the teachers, students, and administrators of the following schools for their willingness to field-test these materials and for their invaluable advice: Capitol View Elementary, Challenge Foundation Academy (IN), Community Academy Public Charter School, Lake Lure Classical Academy, Lepanto Elementary School, New Holland Core Knowledge Academy, Paramount School of Excellence, Pioneer Challenge Foundation Academy, PS 26R (the Carteret School), PS 30X (Wilton School), PS 50X (Clara Barton School), PS 96Q, PS 102X (Joseph O. Loretan), PS 104Q (the Bays Water), PS 214K (Michael Friedsam), PS 223Q (Lyndon B. Johnson School), PS 308K (Clara Cardwell), PS 333Q (Goldie Maple Academy), Sequoyah Elementary School, South Shore Charter Public School, Spartanburg Charter School, Steed Elementary School, Thomas Jefferson Classical Academy, Three Oaks Elementary, West Manor Elementary.

And a special thanks to the Pilot Coordinators, Anita Henderson, Yasmin Lugo-Hernandez, and Susan Smith, whose suggestions and day-to-day support to teachers using these materials in their classrooms were critical.

| |
|---|
| <p>Credits</p> <p>Every effort has been taken to trace and acknowledge copyrights. The editors tender their apologies for any accidental infringement where copyright has proved untraceable. They would be pleased to insert the appropriate acknowledgment in any subsequent edition of this publication. Trademarks and trade names are shown in this publication for illustrative purposes only and are the property of their respective owners. The references to trademarks and trade names given herein do not affect their validity.</p> <p>All photographs are used under license from Shutterstock, Inc. unless otherwise noted.</p> |
| <p>Expert Reviewer</p> <p>J. Chris Arndt</p> |
| <p>Writers</p> <p>Matthew Davis; Diane Leipzig; Rosie McCormick; James Weiss</p> |

| |
|--|
| <p>Illustrators and Image Sources</p> <p>1A-1: Shutterstock; 1A-1: Shutterstock; 1A-2: Shutterstock; 1A-3: Shutterstock; 1A-4: Library of Congress, Prints and Photographs, LC-DIG-ppmsca-09502; 1A-5: Shutterstock; 1A-6: The White House/Chuck Kennedy; 1A-7: Library of Congress, Prints and Photographs, U.S. News & World Report, LC-DIG-ppmsca-09763; 1A-8: Shutterstock; 1A-9: Shutterstock; 1A-10: Shutterstock; 1A-11: Shutterstock; 2A-1: Library of Congress, Prints & Photographs Division, LC-USZ62-7265; 2A-2: Scott Hammond; 2A-3: Scott Hammond; 2A-4: Scott Hammond; 2A-5: Scott Hammond; 2A-6: Library of Congress, Prints & Photographs Division, LC-USZ62-7265; 2A-7 (left): Library of Congress, Prints and Photographs, LC-DIG-pga-03757; 2A-7 (right): Library of Congress, Prints and Photographs, LC-DIG-pga-04155; 2A-8: Shutterstock; 3A-1 (left): Library of Congress, Prints & Photographs Division, Detroit Publishing Company Collection, LC-D416-511; 3A-1 (right): Library of Congress, Prints and Photographs, LC-DIG-pga-03757; 3A-2: Scott Hammond; 3A-3: Shutterstock; 3A-3 (inset): Library of Congress, Prints & Photographs Division, Detroit Publishing Company Collection, LC-D416-511; 3A-4: Scott Hammond; 3A-5: Scott Hammond; 3A-6: Shutterstock; 3A-6 (inset): Library of Congress, Prints & Photographs Division, Detroit Publishing Company Collection, LC-D416-511; 3A-7: Scott Hammond; 3A-8: Scott Hammond; 3A-9: Shutterstock; 3A-10 (left): Library of Congress, Prints & Photographs Division, Detroit Publishing Company Collection, LC-D416-511; 3A-10 (right): Library of Congress, Prints and Photographs, LC-DIG-pga-03757; 4A-1: Shutterstock; 4A-2: Scott Hammond; 4A-3: Shutterstock; 4A-4: Scott Hammond; 4A-5: Scott Hammond; 4A-6: Scott Hammond; 4A-7: Library of Congress, Prints and Photographs, LC-USZC2-3793.; 4A-8: Scott Hammond; 4A-9: Scott Hammond; 4A-10: Scott Hammond; 4A-11: Shutterstock; 4A-12: Library of Congress, Prints & Photographs Division, LC-USZ62-7265; 5A-1: Shutterstock; 5A-2: original by Rembrandt Peale; 5A-3: Scott Hammond; 5A-4: Scott Hammond; 5A-5: Scott Hammond; 5A-6: public domain; 5A-7: Scott Hammond; 5A-8: Scott Hammond; 5A-9: Library of Congress, Prints & Photographs Division, Theodor Horydczak Collection, LC-H8-CN-C01-063; 5A-10 (left): Library of Congress, Prints & Photographs Division, LC-USZ62-7265; 5A-10 (middle): Library of Congress, Prints & Photographs Division, LC-USZ62-13002; 5A-10 (right): public domain; 5A-11: Shutterstock; 5A-12: Shutterstock; 6A-1: original by Alex Gardner; 6A-2: Scott Hammond; 6A-3: Scott Hammond; 6A-4: Library of Congress, Prints and Photographs, LC-USZ62-2574; 6A-5: Library of Congress, Prints and Photographs, LC-USZC4-7216.; 6A-6 (left): Shutterstock; 6A-6 (right): Library of Congress, Prints and Photographs, LC-USZ62-7334.; 6A-7: Shutterstock; 6A-8: Scott Hammond; 6A-9: Library of Congress, Prints & Photographs Division, LC-DIG-pga-02502; 6B-1: Shutterstock; 6B-2: Shutterstock; 6B-3: Shutterstock; 6B-4: Shutterstock; 7A-1: Library of Congress, Prints and Photographs, LC-DIG-ppmsca-36423; 7A-2: Scott Hammond; 7A-3: Library of Congress, Prints and Photographs, LC-USZ62-7334.; 7A-4: Scott Hammond; 7A-5: Scott Hammond; 7A-6 (left): Library of Congress, Prints and Photographs, LC-DIG-ppmsca-35701; 7A-6 (right): Library of Congress, Prints and Photographs, LC-DIG-ppmsca-35762; 7A-7: Library of Congress, Prints and Photographs, LC-DIG-ppmsca-36130; 7A-8: Scott Hammond; 7A-9: Scott Hammond; 7A-10: Library of Congress, Prints and Photographs, LC-USZ62-127283; 7A-11: Library of Congress, Prints & Photographs Division, LC-USZ62-90235; 7A-12: Shutterstock; 7A-13: Shutterstock; 8A-1: Shutterstock; 8A-2: Shutterstock; 8A-3: Shutterstock; 8A-4: Shutterstock; 8A-5: Shutterstock; 8A-6: Shutterstock; 8A-7: Shutterstock; 8A-8 (left): Everett Collection / SuperStock; 8A-8 (right): The White House/Chuck Kennedy; 9A-1: Shutterstock; 9A-2: Shutterstock; 9A-3 (left): Shutterstock; 9A-3 (right): Library of Congress, Prints & Photographs Division, LC-DIG-ggbain-19378; 9A-4: Scott Hammond; 9A-5: Scott Hammond; 9A-6: Library of Congress, Prints & Photographs Division, LC-DIG-npcc-12419; 9A-7: Shutterstock; 9A-8: Scott Hammond; 9A-9: Library of Congress, Prints and Photographs, LC-USZ62-121165; 9A-10: Shutterstock; Poster 1M: Shutterstock; Poster 2M: Shutterstock; Poster 3M-1: Library of Congress, Prints and Photographs, U.S. News & World Report, LC-DIG-ppmsca-09763; Poster 3M-2: Library of Congress, Prints and Photographs, LC-USZ62-7334; Poster 3M-3: Shutterstock; Poster 4M: Shutterstock</p> |
|--|

| |
|--|
| <p>Illustrators and Image Sources</p> <p>1A-1: Shutterstock; 1A-1: Shutterstock; 1A-2: Shutterstock; 1A-3: Shutterstock; 1A-4: Library of Congress, Prints and Photographs, LC-DIG-ppmsca-09502; 1A-5: Shutterstock; 1A-6: The White House/Chuck Kennedy; 1A-7: Library of Congress, Prints and Photographs, U.S. News & World Report, LC-DIG-ppmsca-09763; 1A-8: Shutterstock; 1A-9: Shutterstock; 1A-10: Shutterstock; 1A-11: Shutterstock; 2A-1: Library of Congress, Prints & Photographs Division, LC-USZ62-7265; 2A-2: Scott Hammond; 2A-3: Scott Hammond; 2A-4: Scott Hammond; 2A-5: Scott Hammond; 2A-6: Library of Congress, Prints & Photographs Division, LC-USZ62-7265; 2A-7 (left): Library of Congress, Prints and Photographs, LC-DIG-pga-03757; 2A-7 (right): Library of Congress, Prints and Photographs, LC-DIG-pga-04155; 2A-8: Shutterstock; 3A-1 (left): Library of Congress, Prints & Photographs Division, Detroit Publishing Company Collection, LC-D416-511; 3A-1 (right): Library of Congress, Prints and Photographs, LC-DIG-pga-03757; 3A-2: Scott Hammond; 3A-3: Shutterstock; 3A-3 (inset): Library of Congress, Prints & Photographs Division, Detroit Publishing Company Collection, LC-D416-511; 3A-4: Scott Hammond; 3A-5: Scott Hammond; 3A-6: Shutterstock; 3A-6 (inset): Library of Congress, Prints & Photographs Division, Detroit Publishing Company Collection, LC-D416-511; 3A-7: Scott Hammond; 3A-8: Scott Hammond; 3A-9: Shutterstock; 3A-10 (left): Library of Congress, Prints & Photographs Division, Detroit Publishing Company Collection, LC-D416-511; 3A-10 (right): Library of Congress, Prints and Photographs, LC-DIG-pga-03757; 4A-1: Shutterstock; 4A-2: Scott Hammond; 4A-3: Shutterstock; 4A-4: Scott Hammond; 4A-5: Scott Hammond; 4A-6: Scott Hammond; 4A-7: Library of Congress, Prints and Photographs, LC-USZC2-3793.; 4A-8: Scott Hammond; 4A-9: Scott Hammond; 4A-10: Scott Hammond; 4A-11: Shutterstock; 4A-12: Library of Congress, Prints & Photographs Division, LC-USZ62-7265; 5A-1: Shutterstock; 5A-2: original by Rembrandt Peale; 5A-3: Scott Hammond; 5A-4: Scott Hammond; 5A-5: Scott Hammond; 5A-6: public domain; 5A-7: Scott Hammond; 5A-8: Scott Hammond; 5A-9: Library of Congress, Prints & Photographs Division, Theodor Horydczak Collection, LC-H8-CN-C01-063; 5A-10 (left): Library of Congress, Prints & Photographs Division, LC-USZ62-7265; 5A-10 (middle): Library of Congress, Prints & Photographs Division, LC-USZ62-13002; 5A-10 (right): public domain; 5A-11: Shutterstock; 5A-12: Shutterstock; 6A-1: original by Alex Gardner; 6A-2: Scott Hammond; 6A-3: Scott Hammond; 6A-4: Library of Congress, Prints and Photographs, LC-USZ62-2574; 6A-5: Library of Congress, Prints and Photographs, LC-USZC4-7216.; 6A-6 (left): Shutterstock; 6A-6 (right): Library of Congress, Prints and Photographs, LC-USZ62-7334.; 6A-7: Shutterstock; 6A-8: Scott Hammond; 6A-9: Library of Congress, Prints & Photographs Division, LC-DIG-pga-02502; 6B-1: Shutterstock; 6B-2: Shutterstock; 6B-3: Shutterstock; 6B-4: Shutterstock; 7A-1: Library of Congress, Prints and Photographs, LC-DIG-ppmsca-36423; 7A-2: Scott Hammond; 7A-3: Library of Congress, Prints and Photographs, LC-USZ62-7334.; 7A-4: Scott Hammond; 7A-5: Scott Hammond; 7A-6 (left): Library of Congress, Prints and Photographs, LC-DIG-ppmsca-35701; 7A-6 (right): Library of Congress, Prints and Photographs, LC-DIG-ppmsca-35762; 7A-7: Library of Congress, Prints and Photographs, LC-DIG-ppmsca-36130; 7A-8: Scott Hammond; 7A-9: Scott Hammond; 7A-10: Library of Congress, Prints and Photographs, LC-USZ62-127283; 7A-11: Library of Congress, Prints & Photographs Division, LC-USZ62-90235; 7A-12: Shutterstock; 7A-13: Shutterstock; 8A-1: Shutterstock; 8A-2: Shutterstock; 8A-3: Shutterstock; 8A-4: Shutterstock; 8A-5: Shutterstock; 8A-6: Shutterstock; 8A-7: Shutterstock; 8A-8 (left): Everett Collection / SuperStock; 8A-8 (right): The White House/Chuck Kennedy; 9A-1: Shutterstock; 9A-2: Shutterstock; 9A-3 (left): Shutterstock; 9A-3 (right): Library of Congress, Prints & Photographs Division, LC-DIG-ggbain-19378; 9A-4: Scott Hammond; 9A-5: Scott Hammond; 9A-6: Library of Congress, Prints & Photographs Division, LC-DIG-npcc-12419; 9A-7: Shutterstock; 9A-8: Scott Hammond; 9A-9: Library of Congress, Prints and Photographs, LC-USZ62-121165; 9A-10: Shutterstock; Poster 1M: Shutterstock; Poster 2M: Shutterstock; Poster 3M-1: Library of Congress, Prints and Photographs, U.S. News & World Report, LC-DIG-ppmsca-09763; Poster 3M-2: Library of Congress, Prints and Photographs, LC-USZ62-7334; Poster 3M-3: Shutterstock; Poster 4M: Shutterstock</p> |
|--|

Regarding the Shutterstock items listed above, please note: “No person or entity shall falsely represent, expressly or by way of reasonable implication, that the content herein was created by that person or entity, or any person other than the copyright holder(s) of that content.”

ISBN 978-1-64383-939-4

This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License.

You are free:

to Share—to copy, distribute, and transmit the work

to Remix—to adapt the work

Under the following conditions:

Attribution—You must attribute any adaptations of the work in the following manner:

This work is based on original works of Amplify Education, Inc. (amplify.com) and the Core Knowledge Foundation (coreknowledge.org) made available under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License. This does not in any way imply endorsement by those authors of this work.

Noncommercial—You may not use this work for commercial purposes.

Share Alike—If you alter, transform, or build upon this work, you may distribute the resulting work only under the same or similar license to this one.

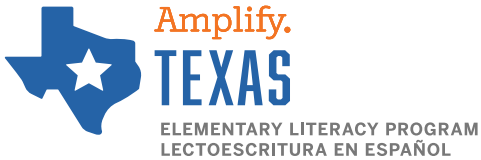
With the understanding that:

For any reuse or distribution, you must make clear to others the license terms of this work. The best way to do this is with a link to this web page: <https://creativecommons.org/licenses/by-nc-sa/4.0/>

© 2020 Amplify Education, Inc. amplify.com

Trademarks and trade names are shown in this book strictly for illustrative and educational purposes and are the property of their respective owners. References herein should not be regarded as affecting the validity of said trademarks and trade names.

Printed in the USA
01 LSCOW 2021

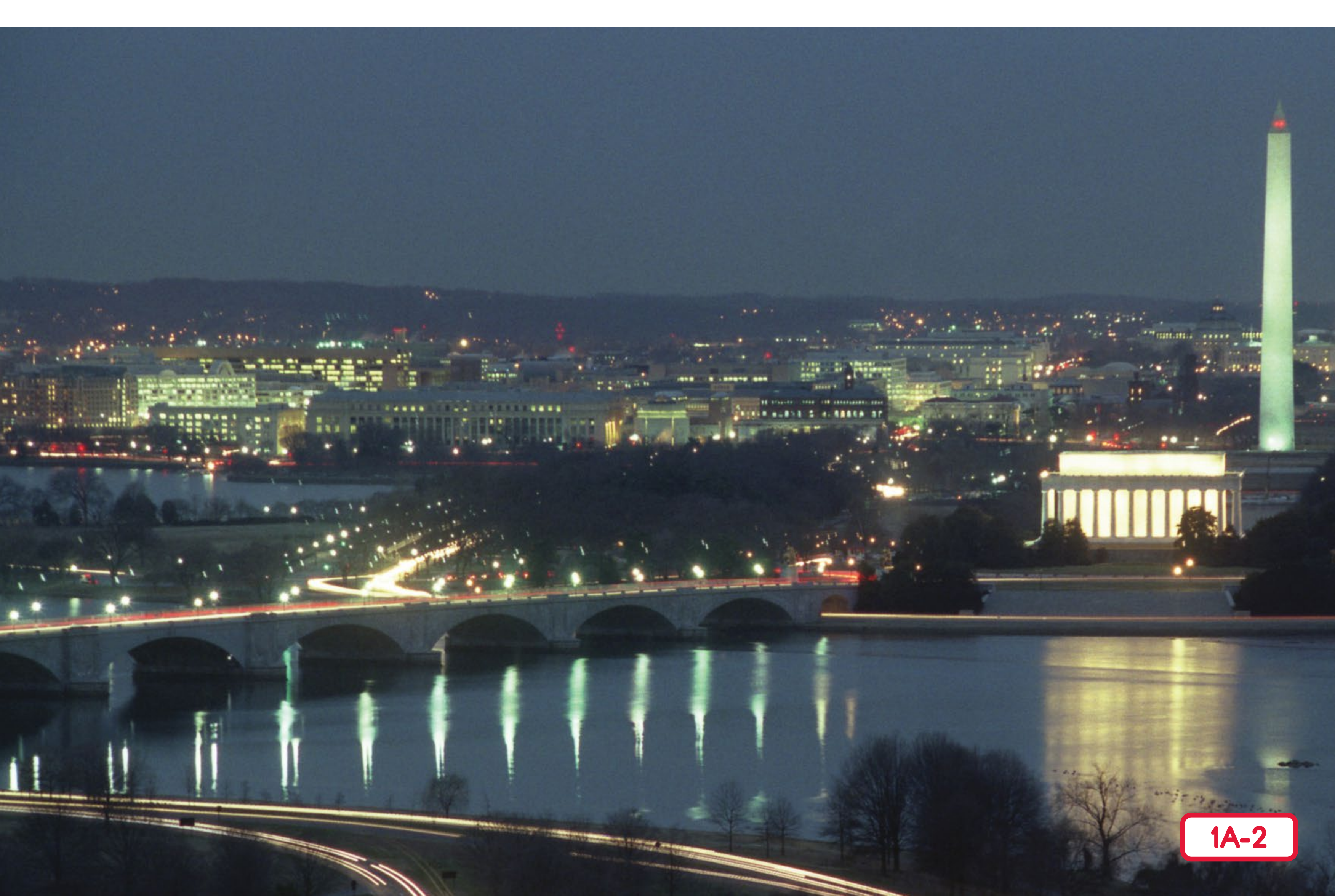


Flip Book Introduction

This Flip Book contains images that accompany the Teacher Guide for *Presidents and American Symbols*. The images are in sequential order. Each image is identified by its lesson number, Read-Aloud letter (A or B), and the number of the image within the particular Read-Aloud. For example, the first image in Read-Aloud 1A is numbered 1A-1. Once you have worked your way through the book to the last page, you will flip the entire book over to view the second half of the images.

Depending on your classroom configuration, you may need to have students sit closer to the Flip Book in order to see the images clearly.











1A-5



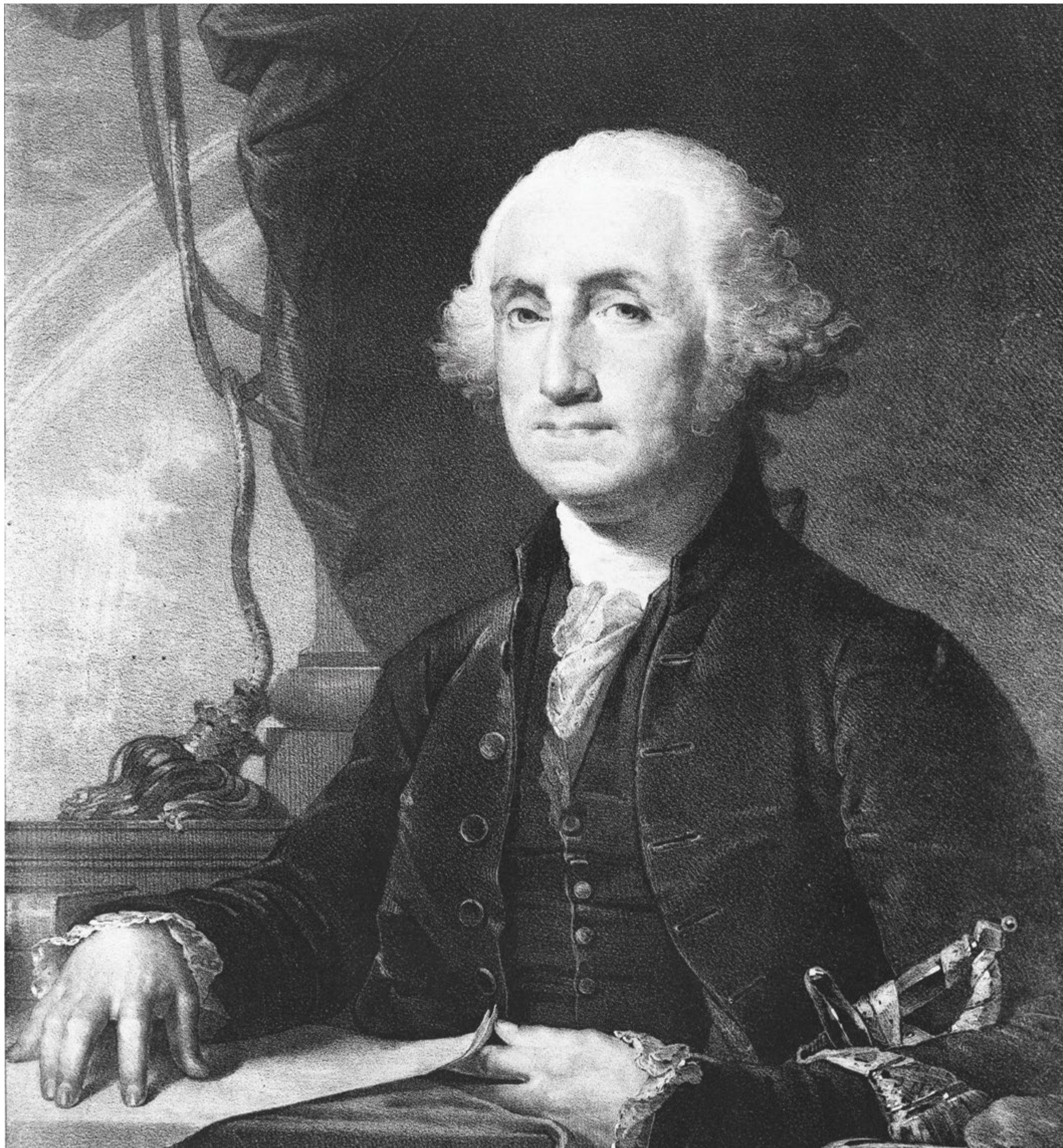




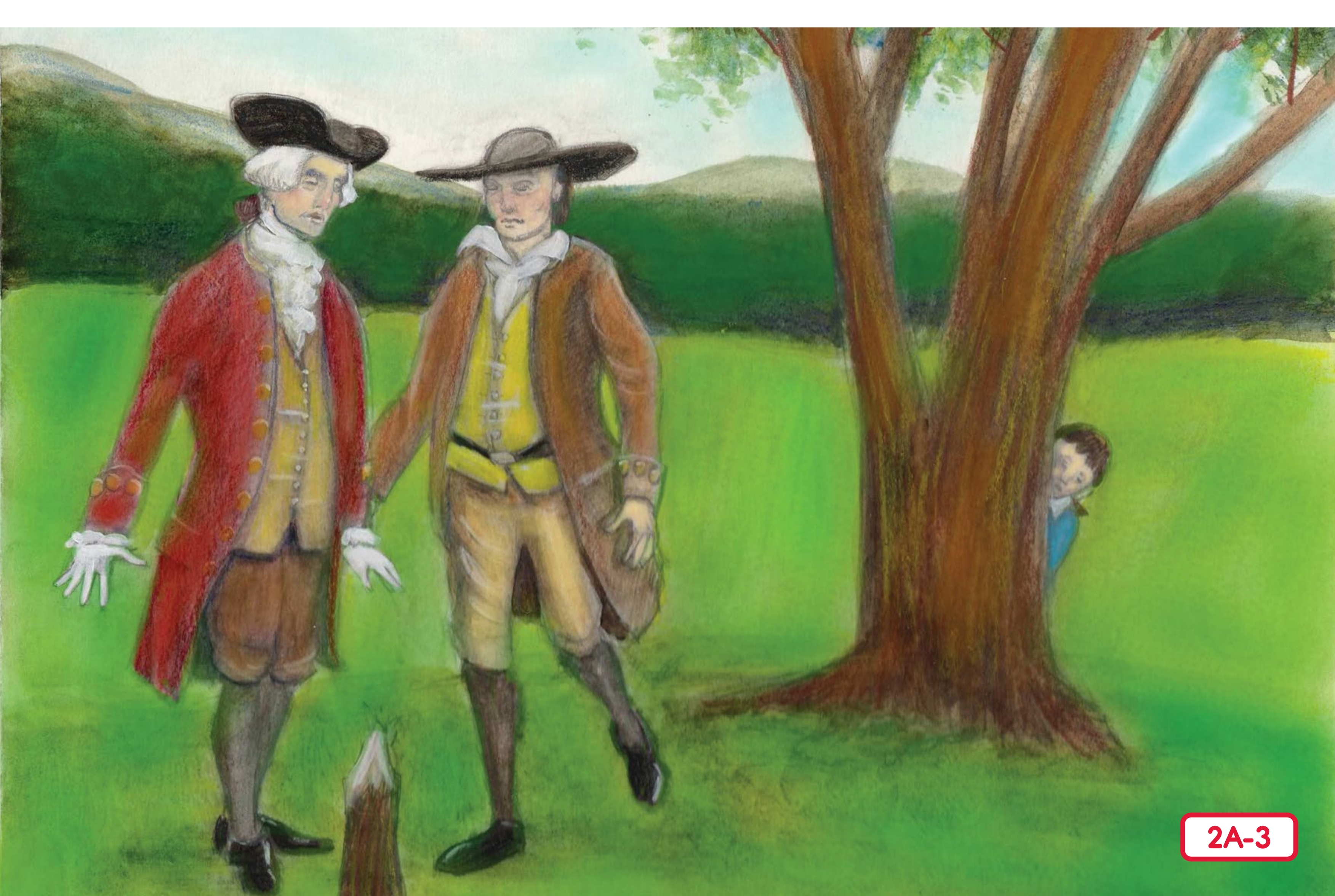






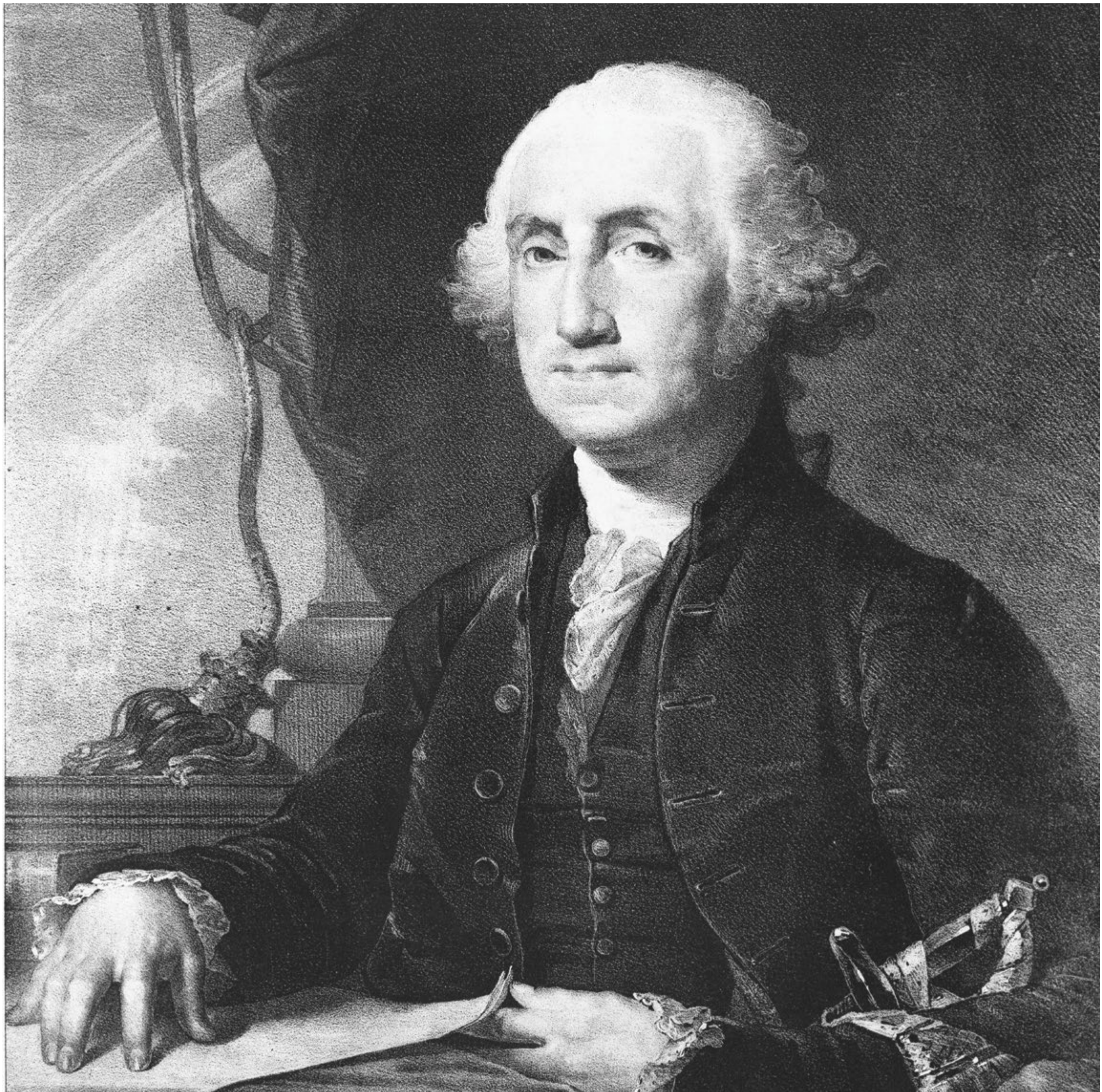






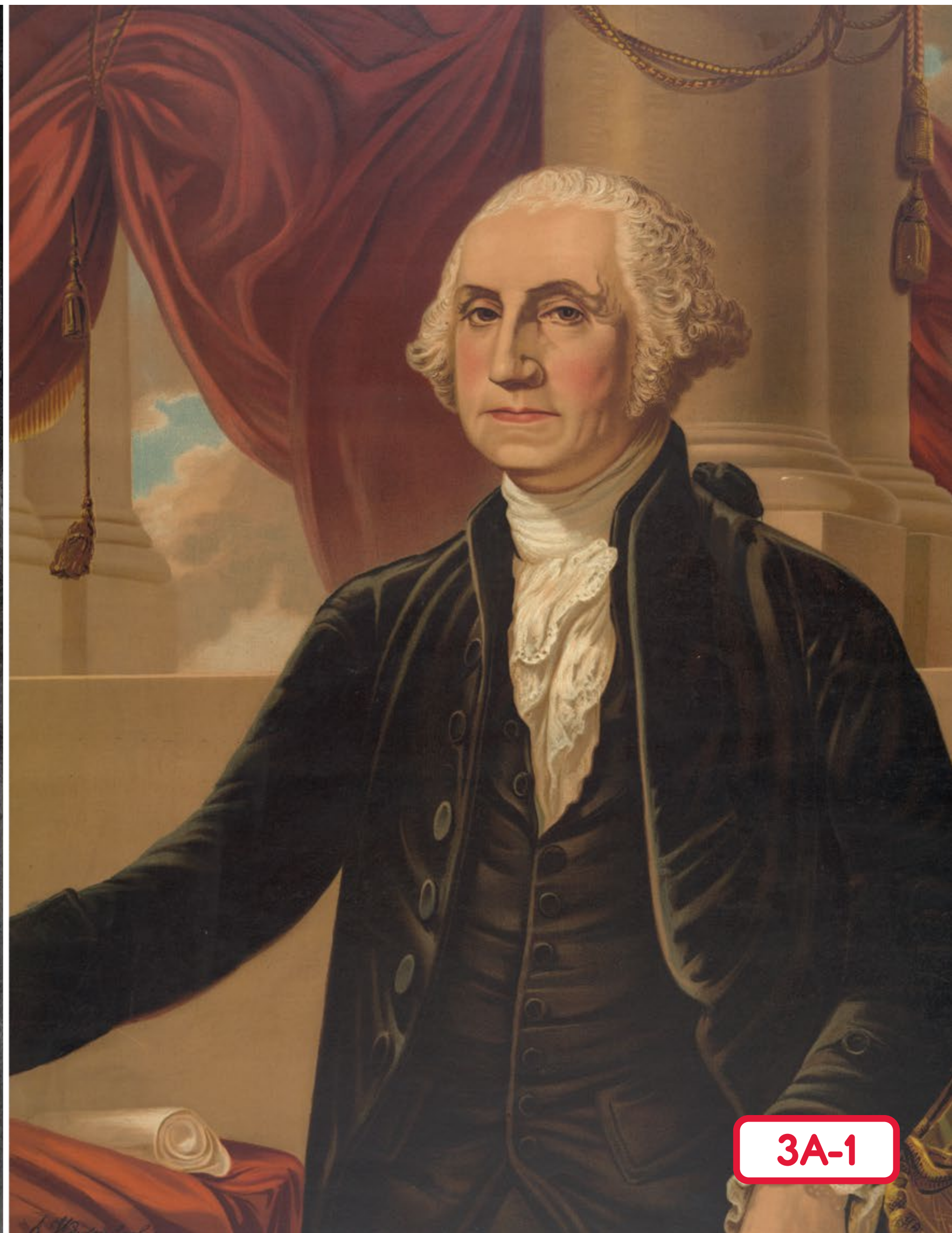




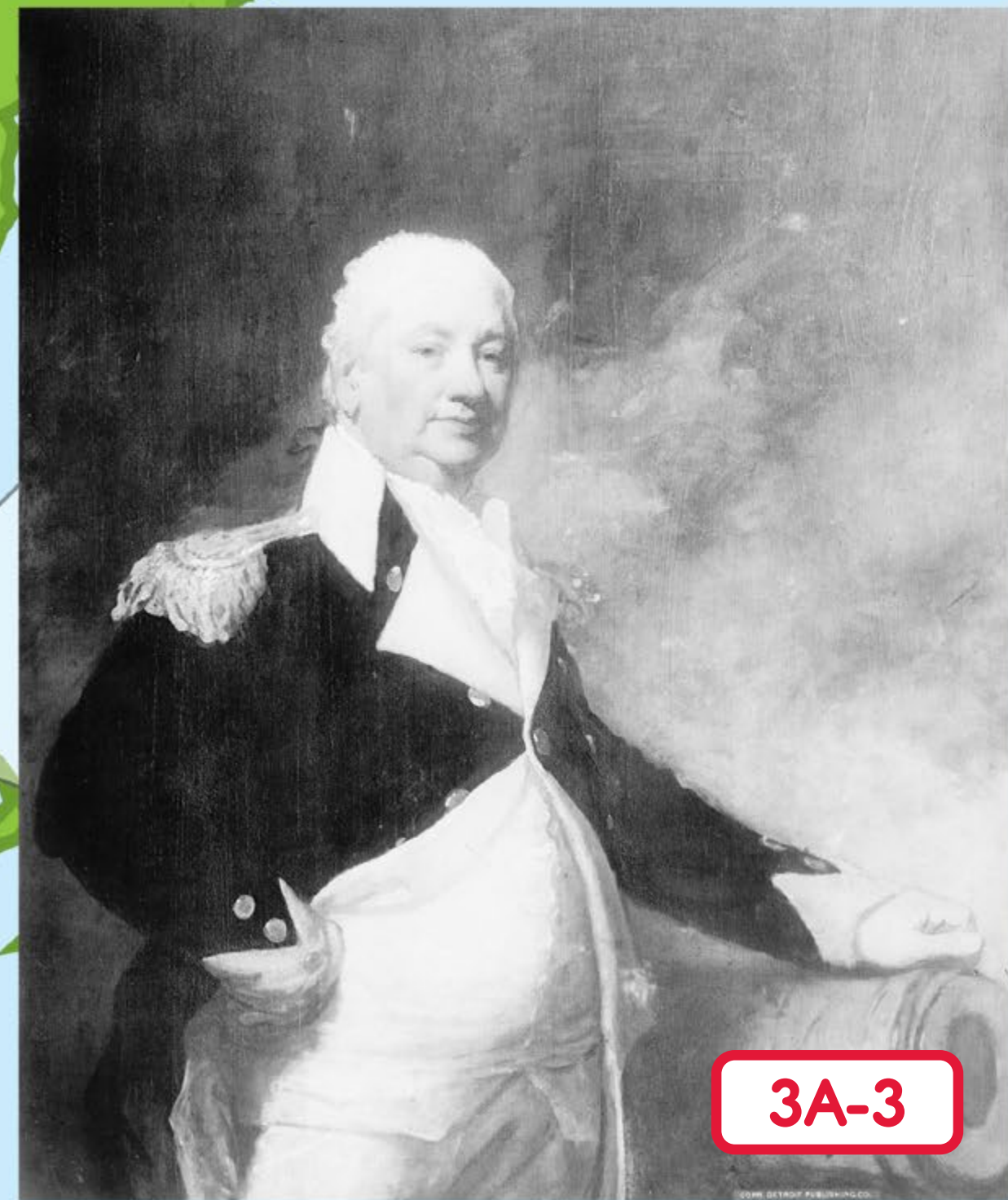
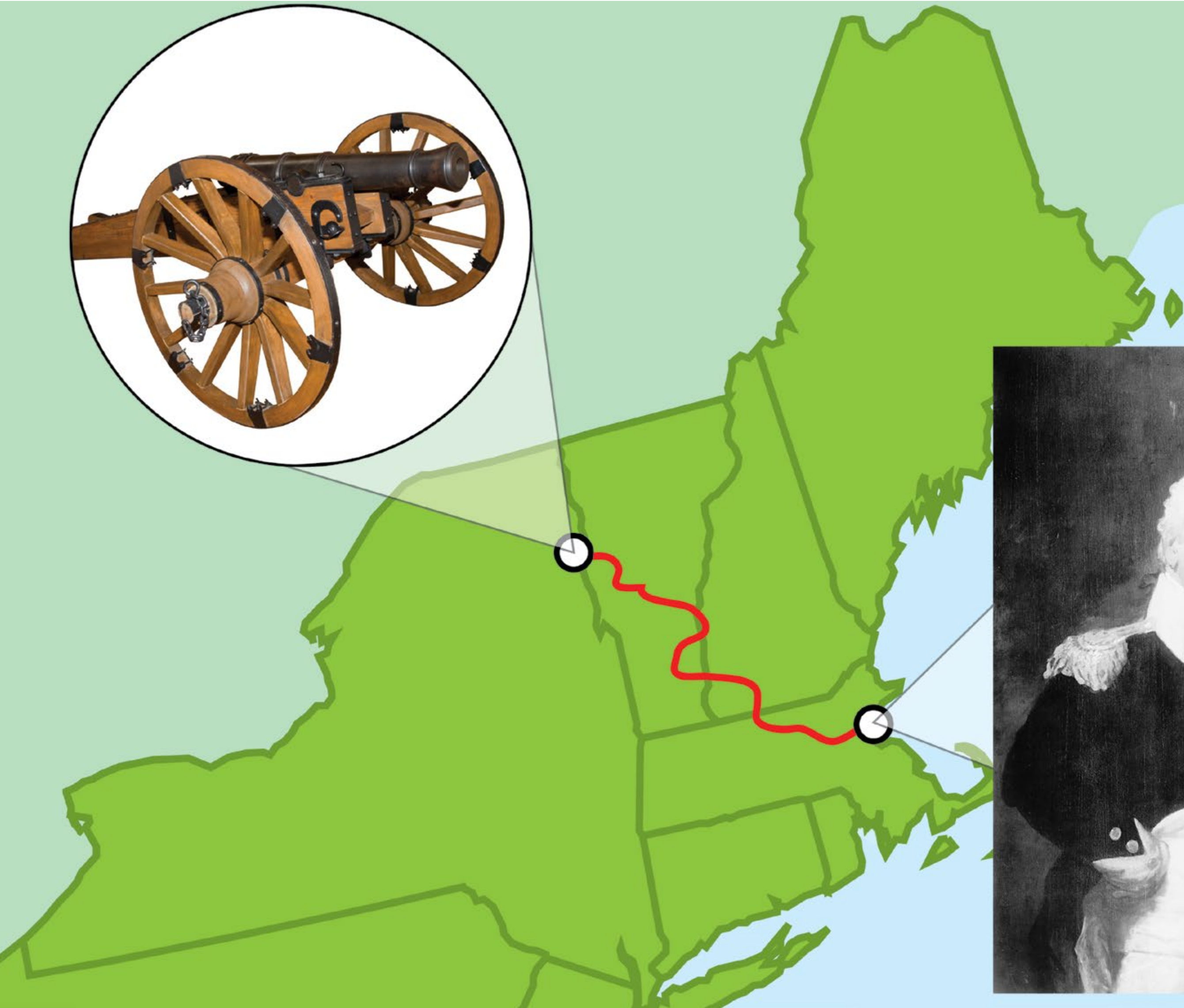
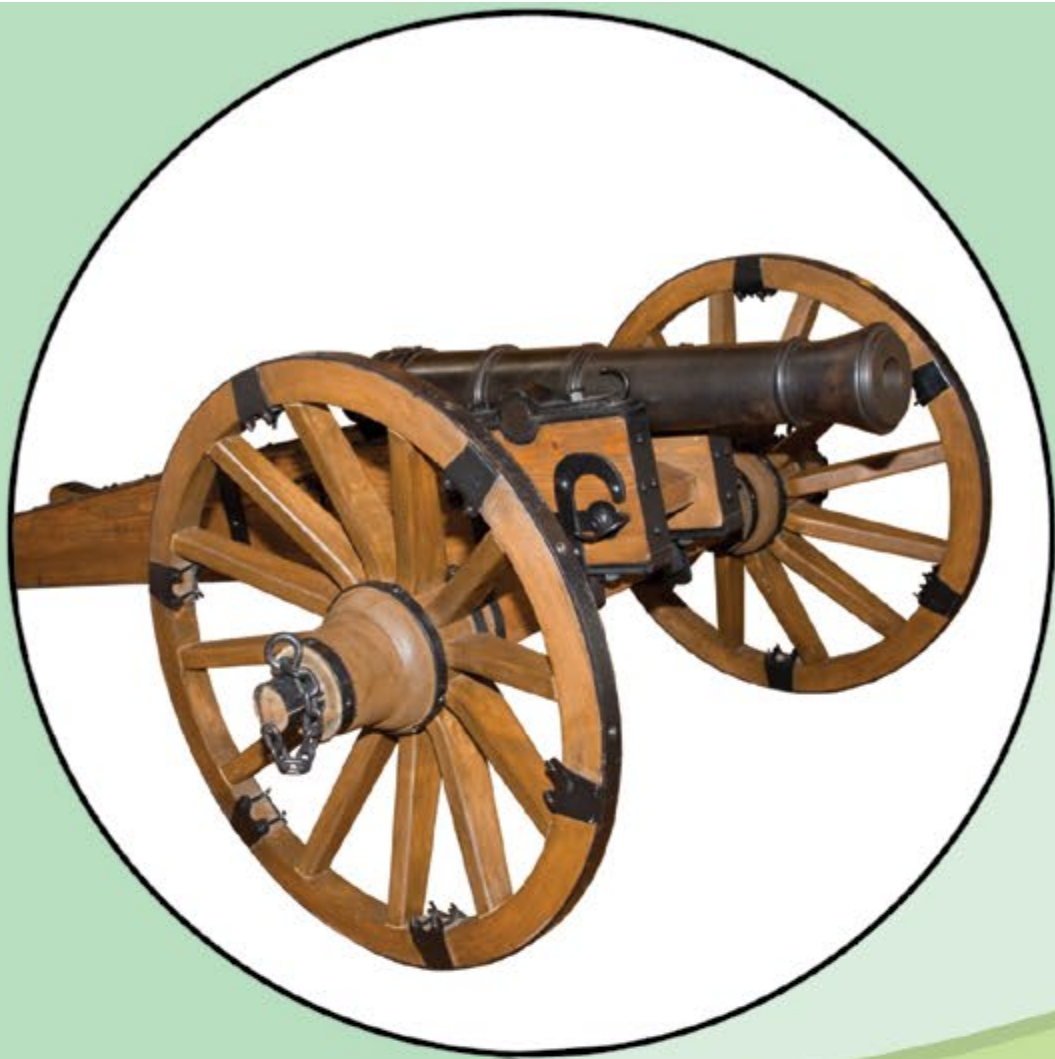






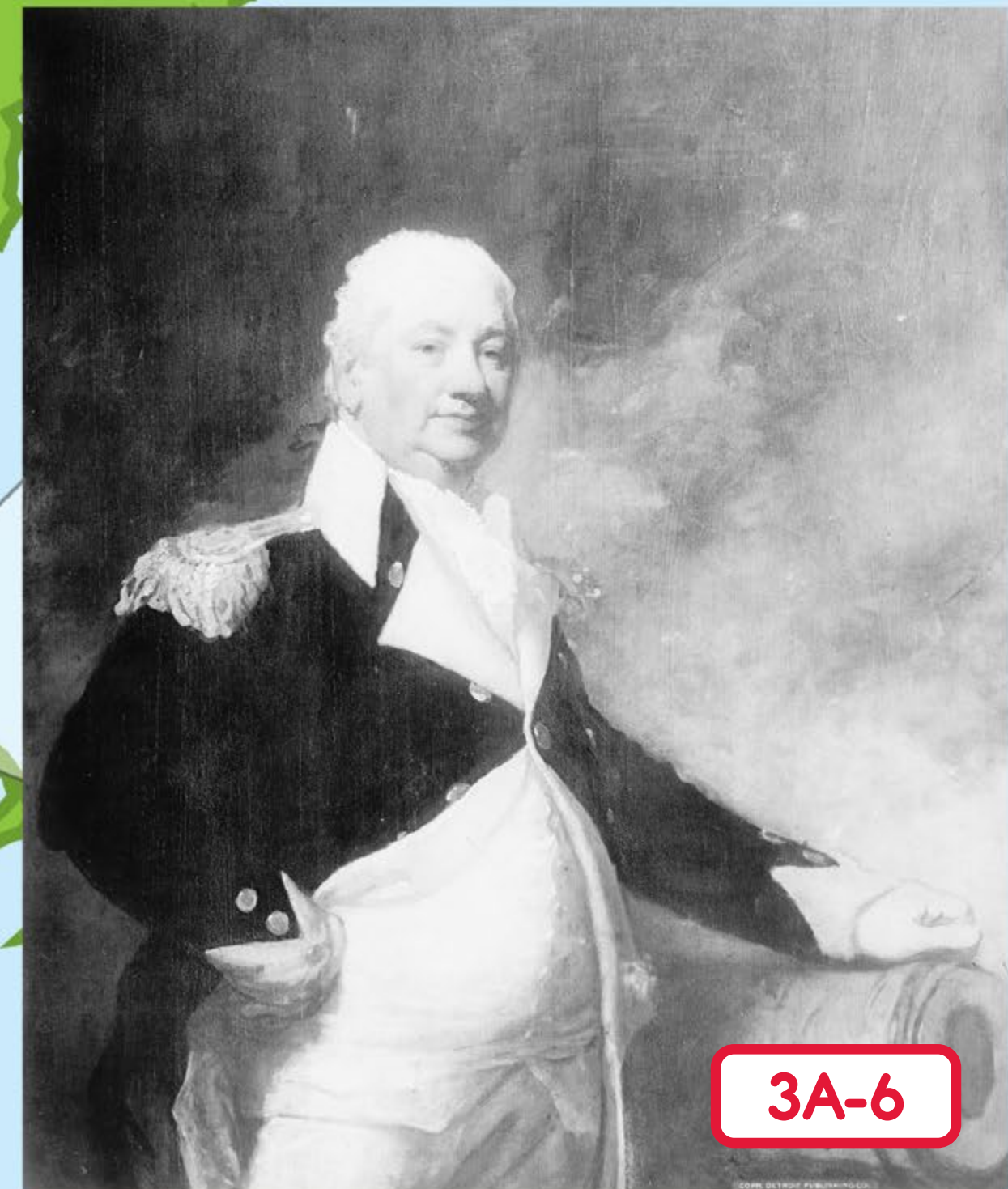
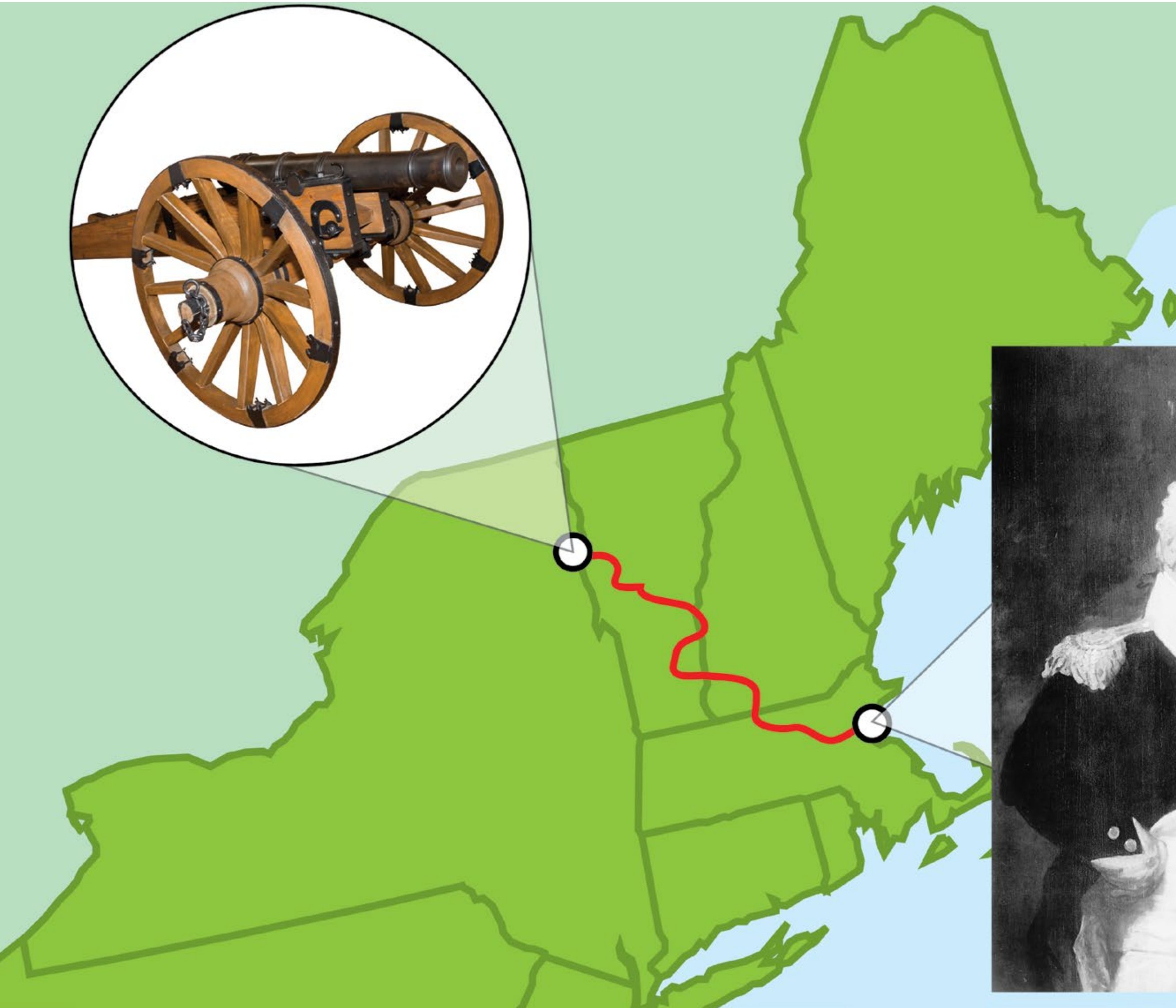
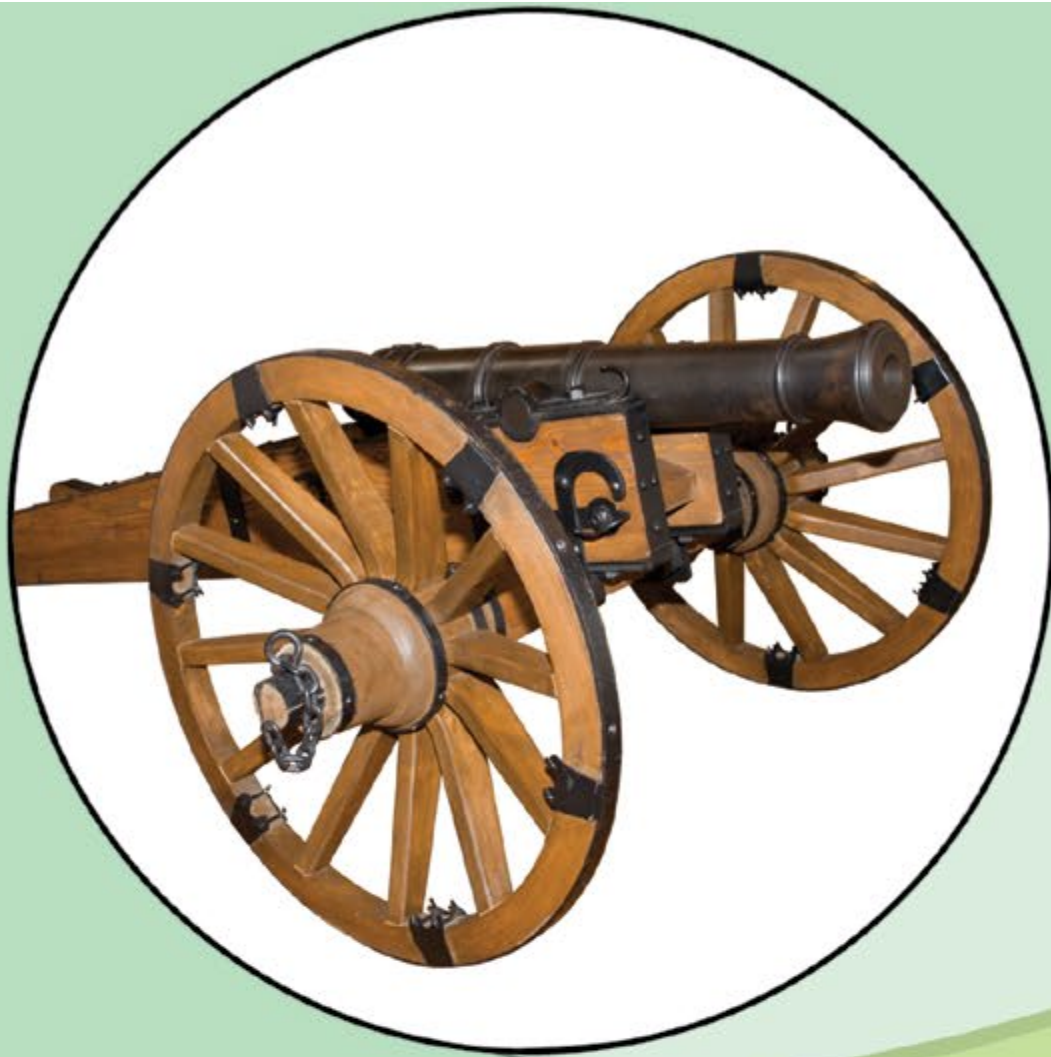






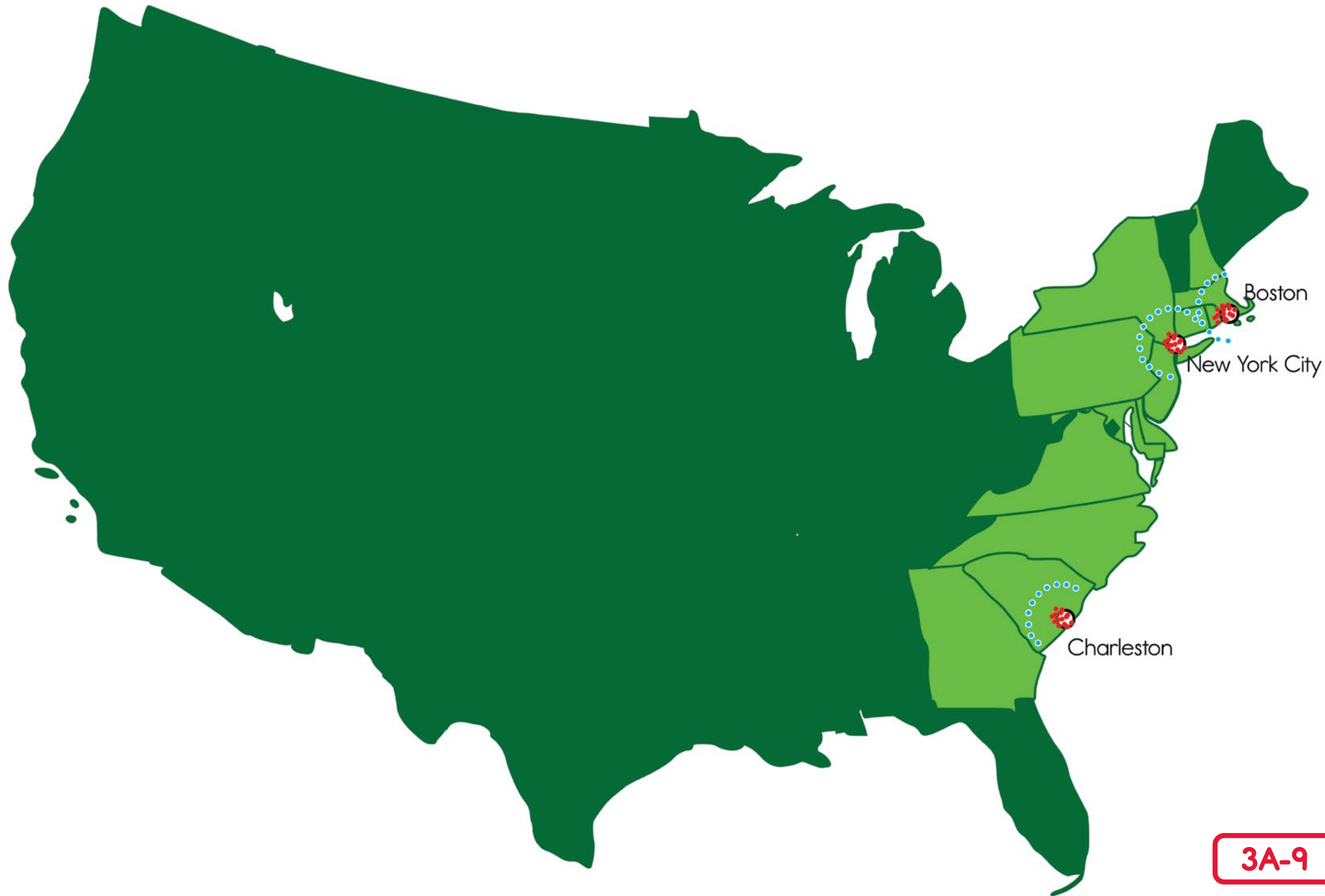


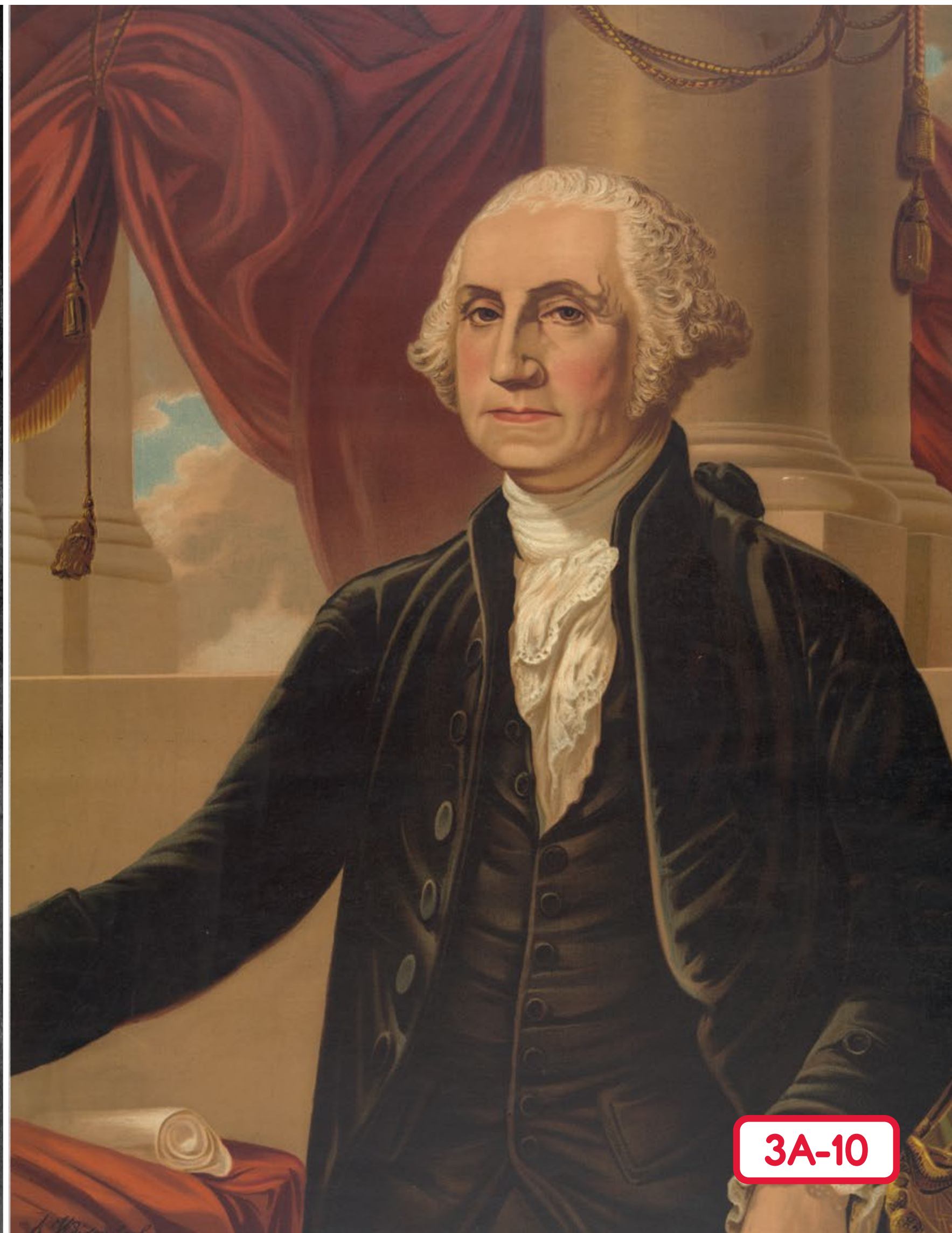












3A-10

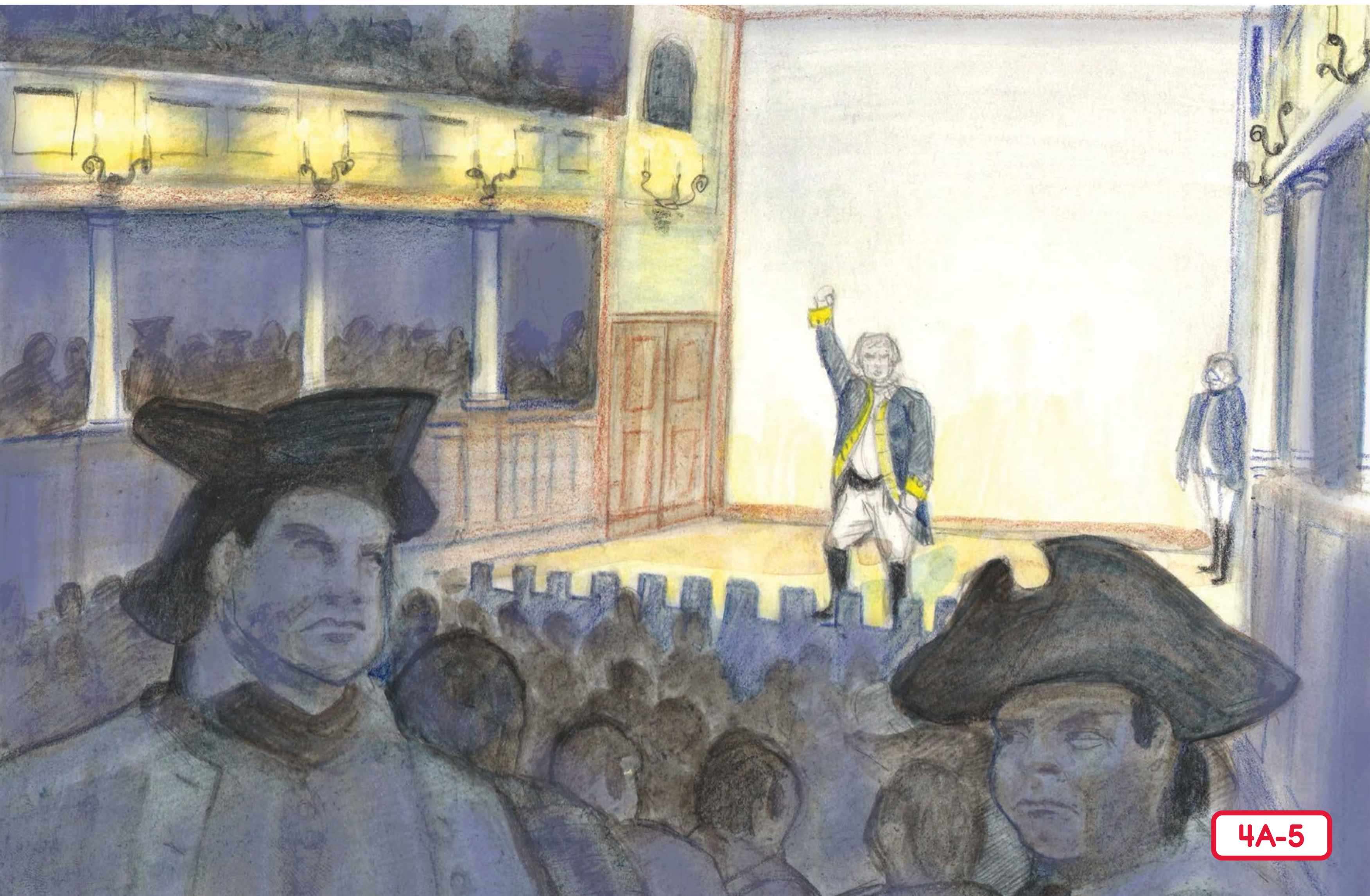


4A-1



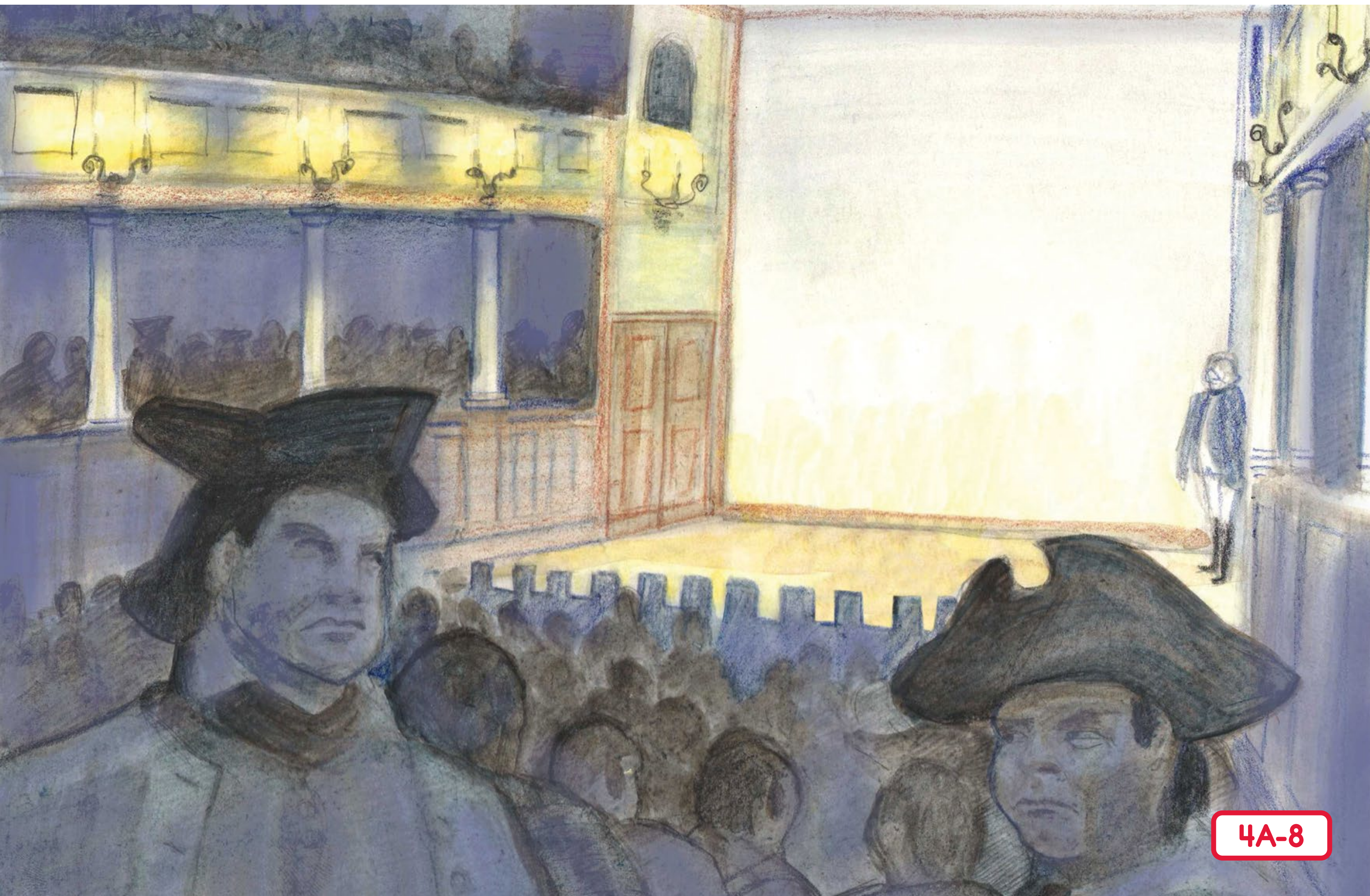


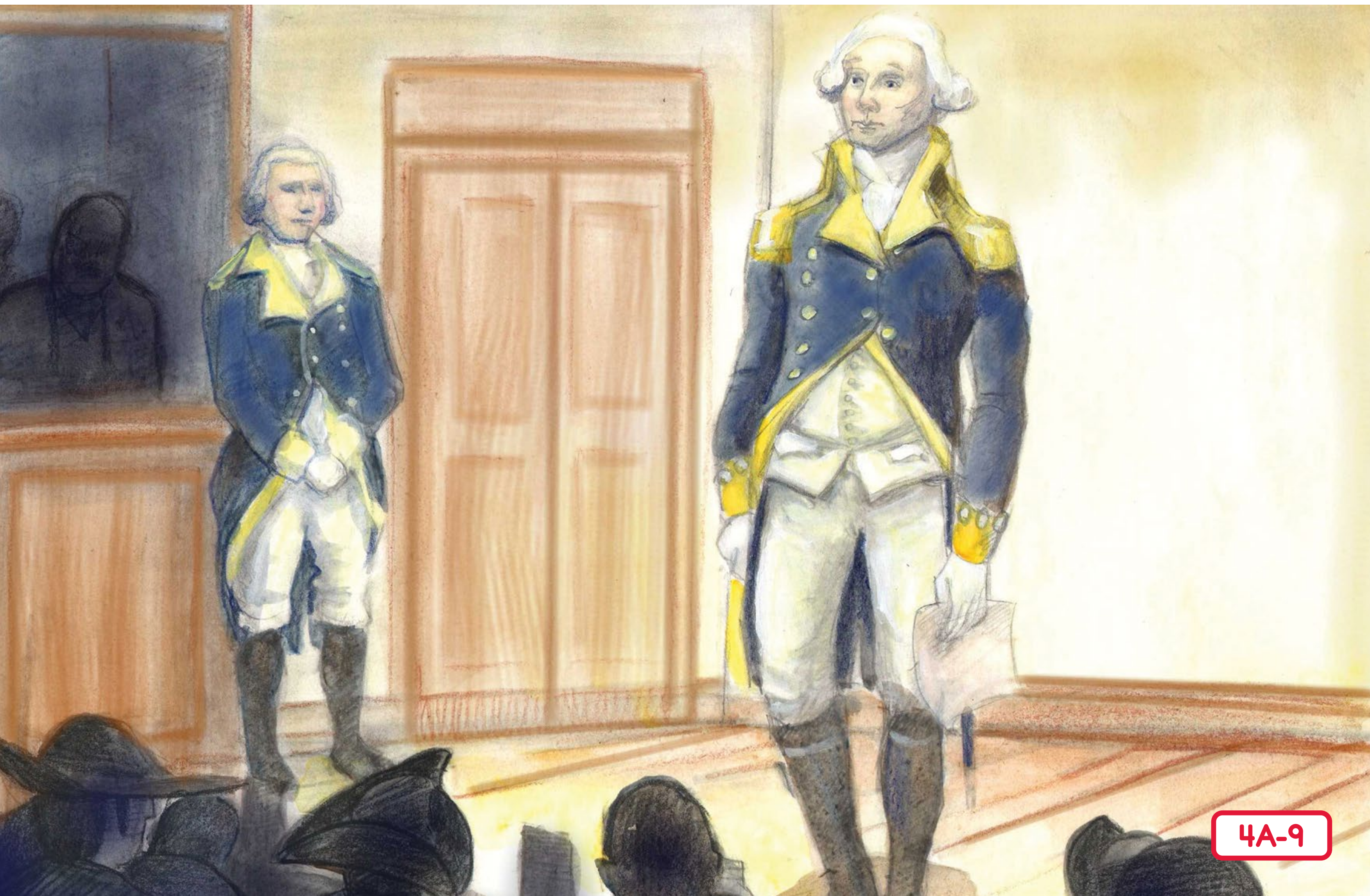








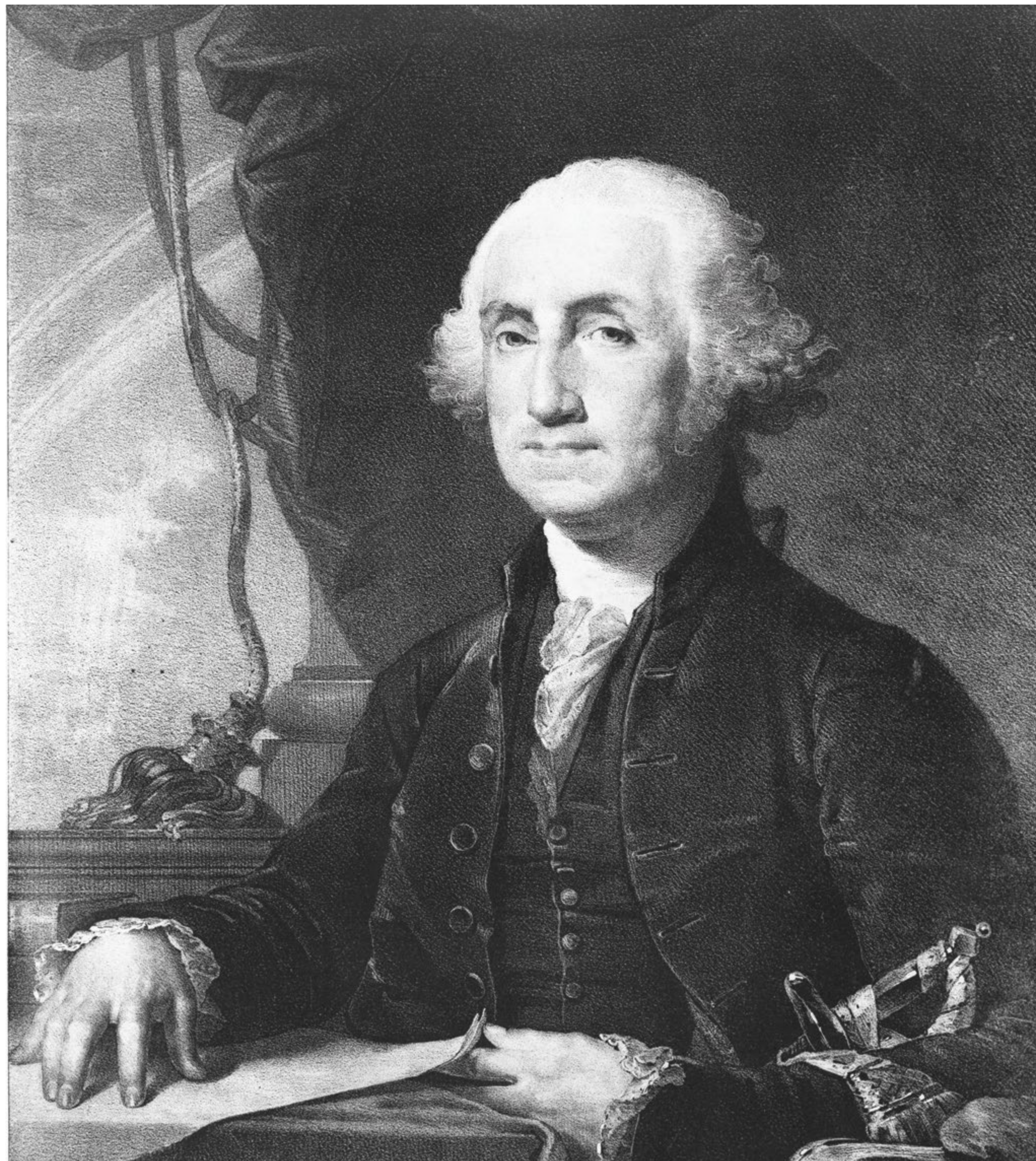




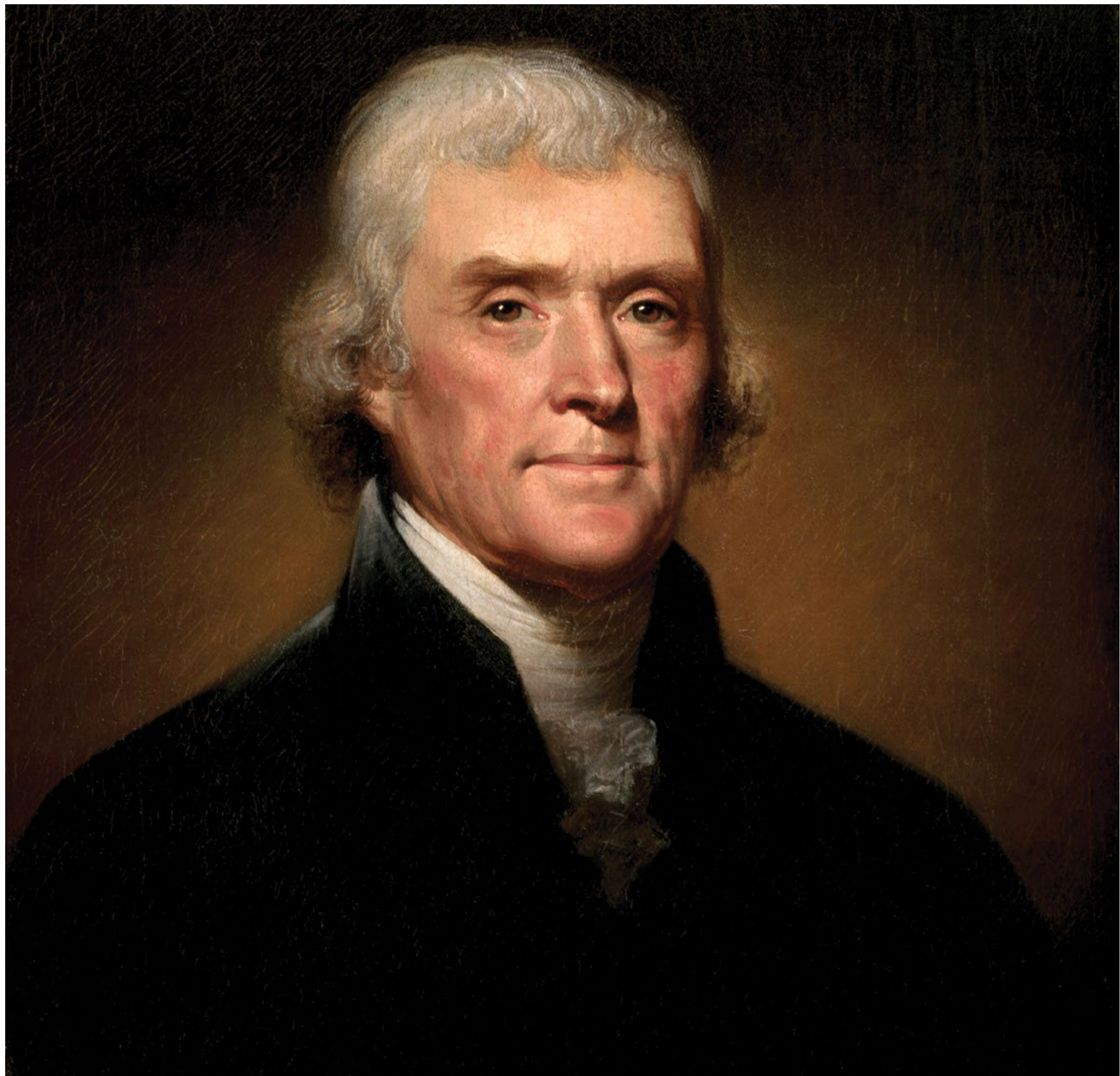




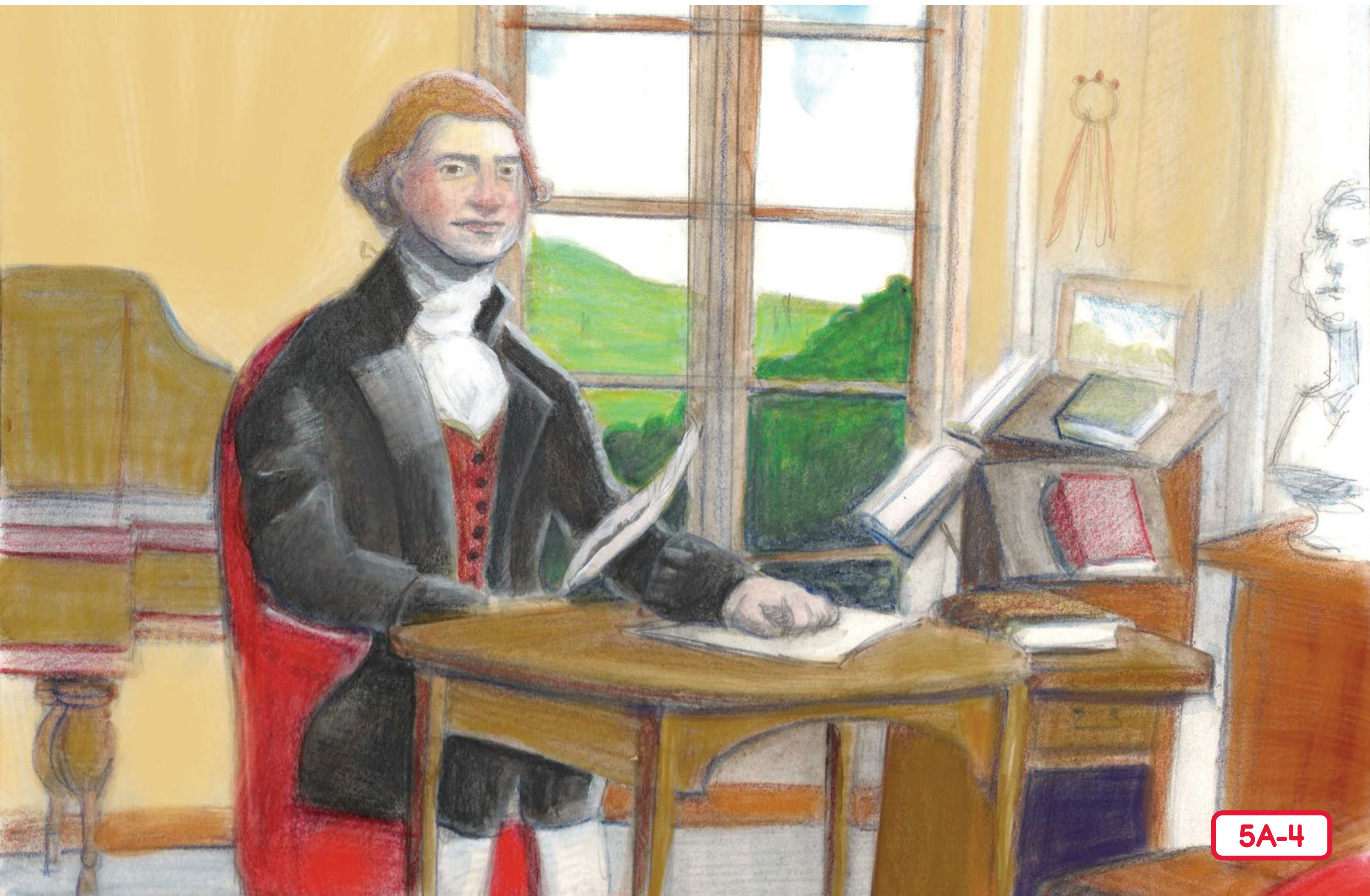
4A-11



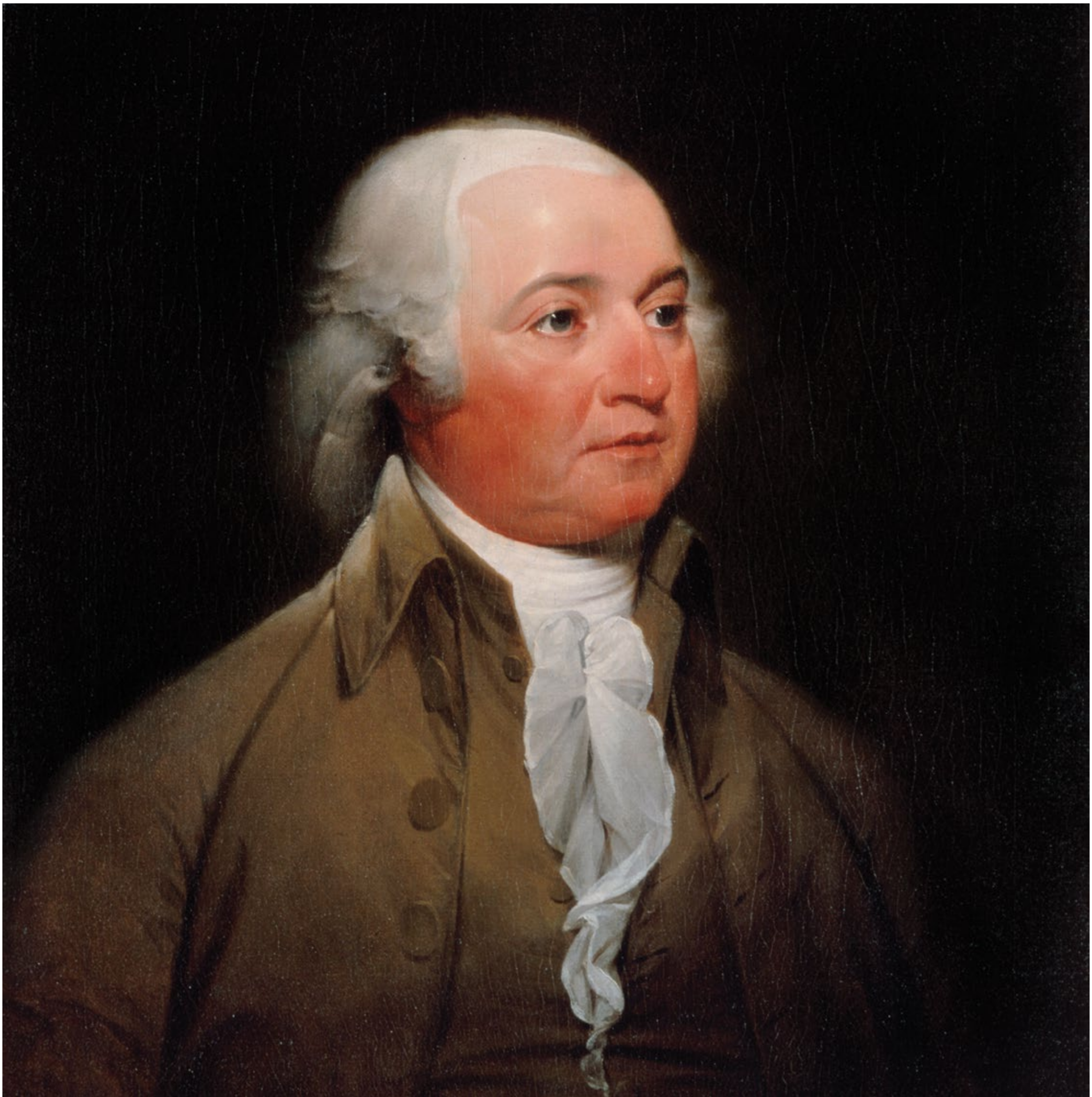








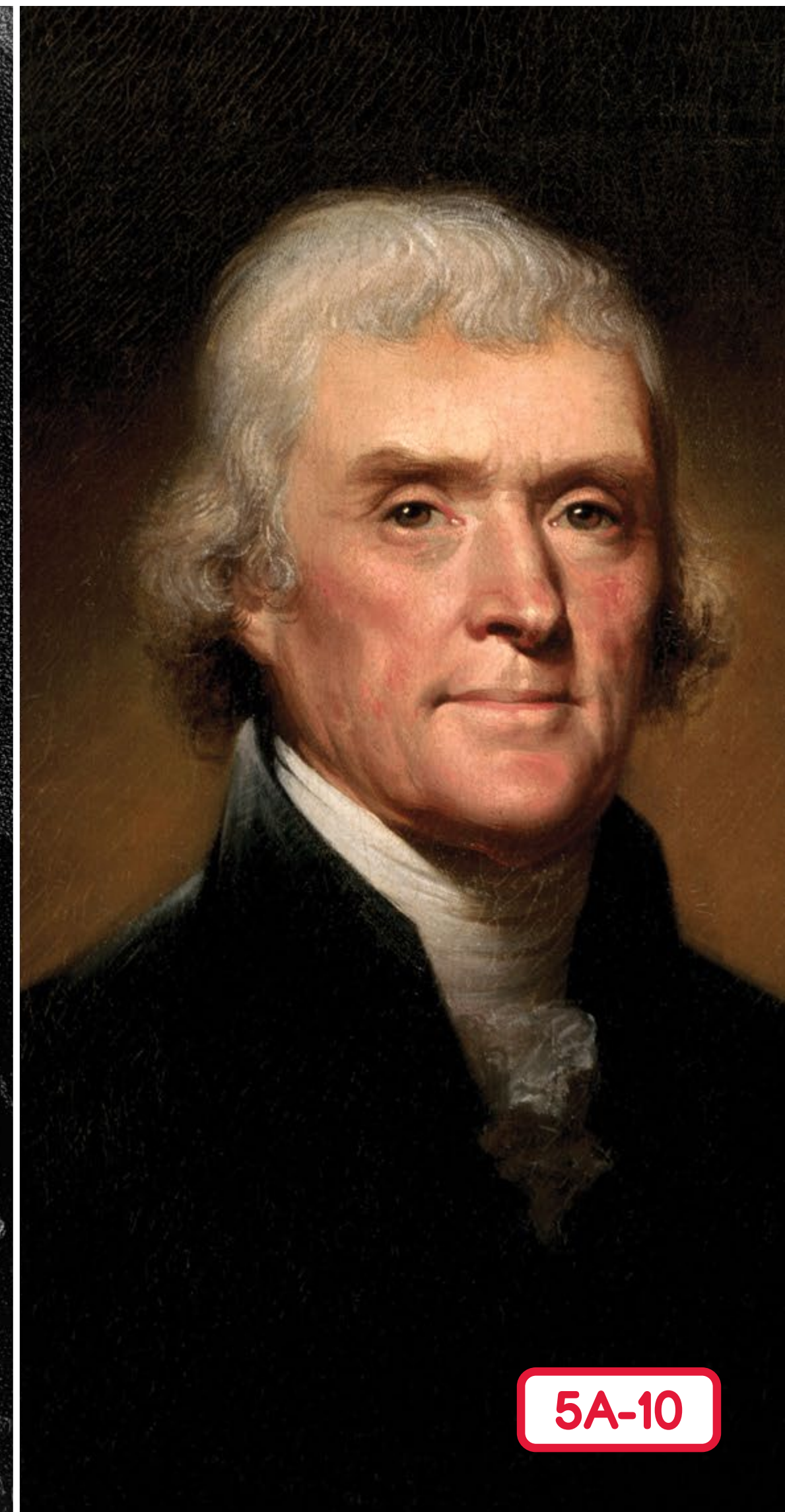
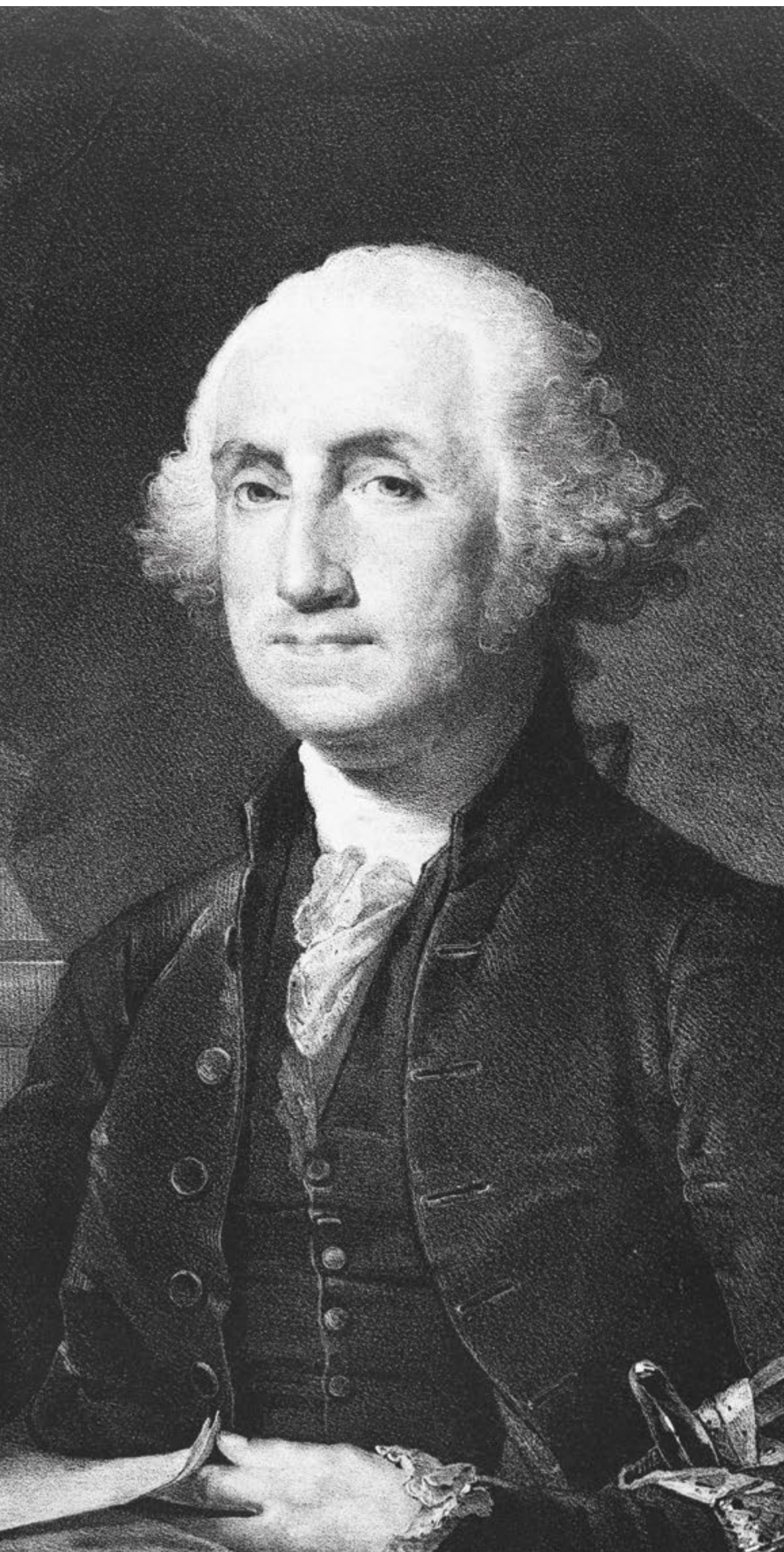












IN CONGRESS, JULY 4, 1776.

The unanimous Declaration of the thirteen united States of America,

When in the course of human events, it becomes necessary for one people to dissolve the political bands which have connected them with another, and to assume among the powers of the earth, the separate and equal station to which the Laws of Nature and of Nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation. — We hold these truths to be self-evident, that all men are created equal; that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness. — That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed, — That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their safety and Happiness. Prudence, indeed, will dictate that Governments long established should not be changed for light and transient causes; and accordingly all experience hath shewn, that mankind are more disposed to suffer, while evils are sufferable, than to right themselves by abolishing the forms to which they are accustomed. But when a long train of abuses and usurpations, pursuing invariably the same Object evinces a design to reduce them under absolute Despotism, it is their right, it is their duty, to throw off such Government, and to provide new Guards for their future security. — Such has been the patient Sufferance of these Colonies; and such is now the necessity which constrains them to alter their former Systems of Government. The history of the present King of Great Britain is a history of repeated injuries and usurpations, all having in direct object the establishment of an absolute Tyranny over these States. To prove this, let Facts be submitted to a candid world. — He has refused his Assent to Laws, the most wholesome and necessary for the public good. — He has forbidden his Governors to pass Laws of immediate and pressing importance, unless suspended in their operation till his Assent should be obtained; and when so suspended, he has utterly neglected to attend to them. — He has refused to pass other Laws for the accommodation of large districts of People, unless those People would relinquish the right of Representation in the Legislature, a right inestimable to them and formidable to tyrants only. — He has called together legislative Bodies at places unusual, uncomfortable, and distant from the depository of their Public Records, for the sole purpose of fatiguing them into compliance with his measures. — He has dissolved Representative Houses repeatedly, for opposing with manly firmness his invasions on the rights of the People. — He has refused for a long time, after such dissolutions, to cause others to be elected; whereby the Legislative Powers, incapable of Annihilation, have returned to the People at large for their exercise; the State remaining in the mean time exposed to all the dangers of Invasion from without, and convulsions within. — He has endeavoured to prevent the Population of these States; for that purpose obstructing the Laws for Naturalization of Foreigners; refusing to pass others to encourage their migrations hither, and raising the conditions of new Appropriations of Lands. — He has obstructed the Administration of Justice, by refusing his Assent to Laws for establishing Judiciary powers. — He has made Judges dependent on his Will alone, for the tenure of their offices, and the amount and payment of their salaries. — He has erected a multitude of New Offices, and sent hither swarms of Officers to harass our People, and eat out their substance. — He has kept among us, in times of Peace, Standing Armies without the Consent of our Legislatures. — He has affected to render the Military independent of and superior to the Civil power. — He has combined with others to subject us to a jurisdiction foreign to our Constitution, and unacknowledged by our Laws; giving his Assent to their Acts of pretended Legislation: — For quartering large bodies of armed troops among us: — For protecting them, by a mock Trial, from punishment for any Murders which they should commit on the Inhabitants of these States: — For cutting off our Trade with all parts of the world: — For imposing Taxes on us without our Consent: — For depriving us in many cases, of the benefits of Trial by Jury: — For transporting us beyond Seas to be tried for pretended offences: — For abolishing the free System of English Laws in a neighbouring Province, establishing therein an Arbitrary government, and enlarging its Boundaries so as to render it at once an example and fit instrument for introducing the same absolute rule into these Colonies: — For taking away our Charters, abolishing our most valuable Laws, and altering fundamentally the Forms of our Governments: — For suspending our own Legislatures, and declaring themselves invested with power to legislate for us in all cases whatsoever. — He has abdicated Government here, by declaring us out of his Protection and waging War against us. — He has plundered our seas, ravaged our Coasts, burnt our towns, and destroyed the lives of our People. — He is at this time transporting large Armies of foreign Mercenaries to augment the wretched troops, already begun with circumstances of cruelty & perfidy, scarcely paralleled in the most barbarous ages, and totally unworthy the Head of a civilized nation. — He has constrained our fellow Citizens taken Captive on the high Seas to bear Arms against their Country, to become the executioners of their friends and Brethren, or to fall themselves by their Hands. — He has excited domestic insurrections amongst us, and has endeavoured to bring on the inhabitants of our frontiers, the merciless Indian Savages, whose known rule of warfare, is an undistinguished destruction of all ages, sexes and conditions. In every stage of these Oppressions We have Petitioned for Redress in the most humble terms: Our repeated Petitions have been answered by repeated injury. A Prince whose character is thus marked by every act which may define a Tyrant, is unfit to be the ruler of a free People. Nor have We been wanting in attentions to our British brethren. We have warned them from time to time of attempts by their Legislature to extend an unwarrantable Jurisdiction over us. We have reminded them of the circumstances of our emigration and settlement here. We have appealed to their native justice and magnanimity, and we have conjured them by the ties of our common kindred to disavow these usurpations, which, would inevitably interrupt our connections and correspondence. They too have been deaf to the voice of justice and of conciliation. We must, therefore, acquiesce in the necessity, which denounces our Separation, and hold them, as we hold the rest of mankind, Enemies in War, in Peace Friends. — We, therefore, the Representatives of the united States of America, in General Congress, Assembled, appealing to the Supreme Judge of the world for the rectitude of our intentions, do, in the Name and by Authority of the good People of these Colonies, solemnly publish and declare, That these United Colonies are, and of Right ought to be Free and Independent States; that they are Absolved from all Allegiance to the British Crown, and that all political connection between them and the State of Great Britain, is and ought to be totally dissolved; and that as Free and Independent States, they have full Power to levy War, conclude Peace, contract Alliances, establish Commerce, and to do all other Acts and Things which Independent States may of right do. — And for the support of this Declaration, with a firm reliance on the protection of divine Providence, we mutually pledge to each other our Lives, our Fortunes and our sacred Honor.

Dutton Greenough
Lyman Hall
Gerrit Mallon.

John Hooper
Joseph Hewes
John Penn

Edward Rutledge

John Hancock
Samuel Chase
Wm. Paro
Thos. Stone
Giles Corbett of Long Mtn.

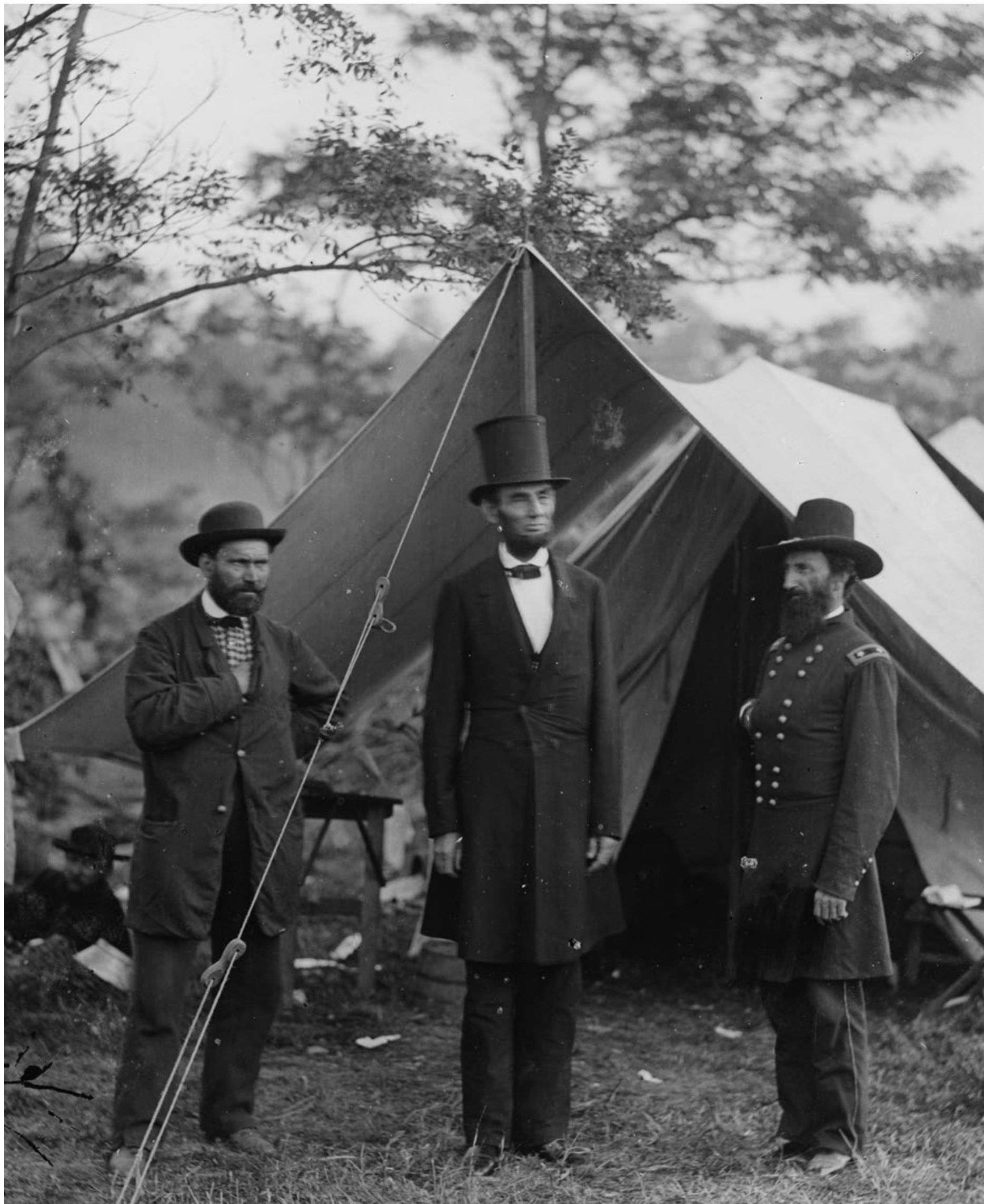
Robt Morris
Benjamin Rush
Benj. Franklin
John Morton

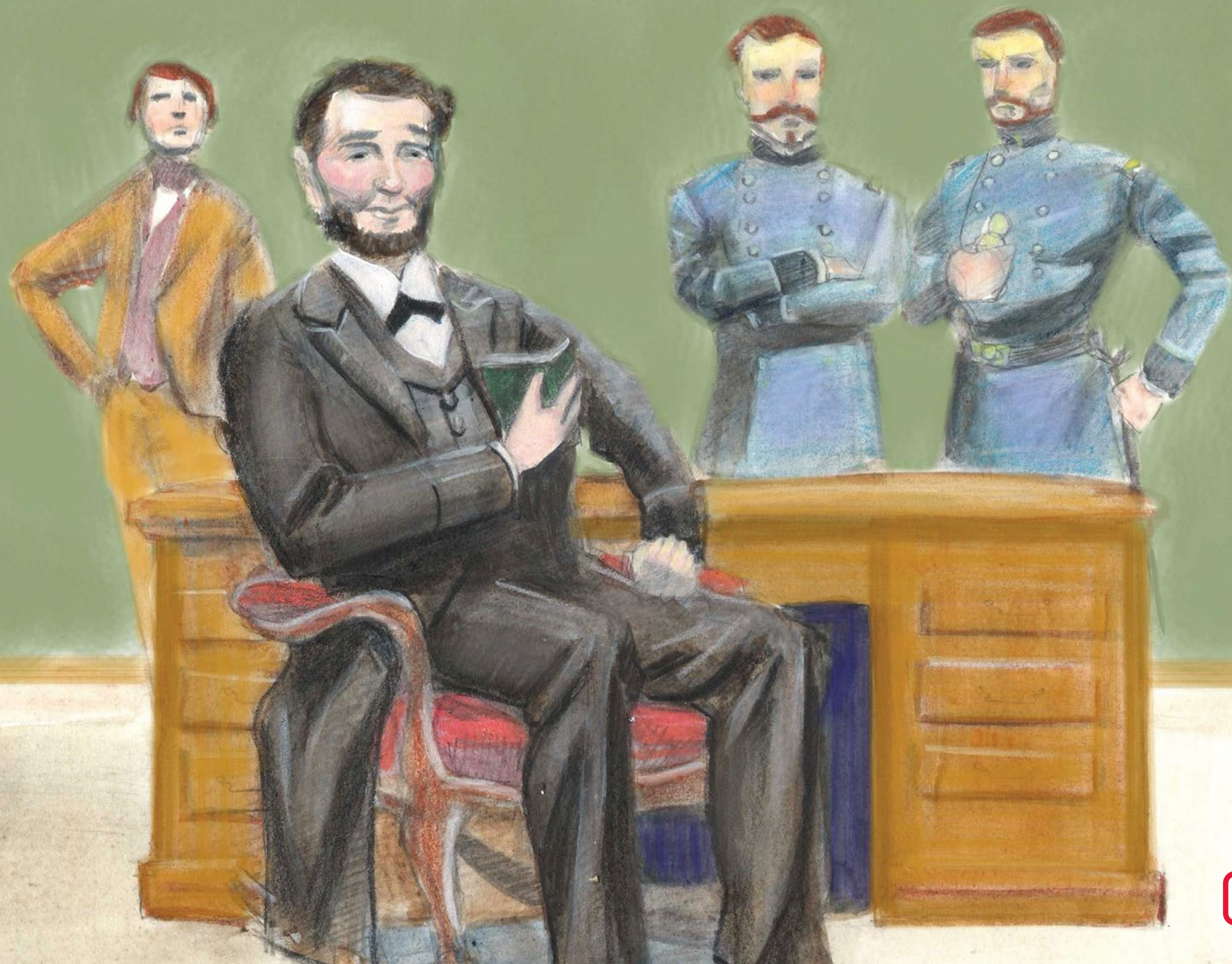
George Clymer
Saml. Coneth
John Paul

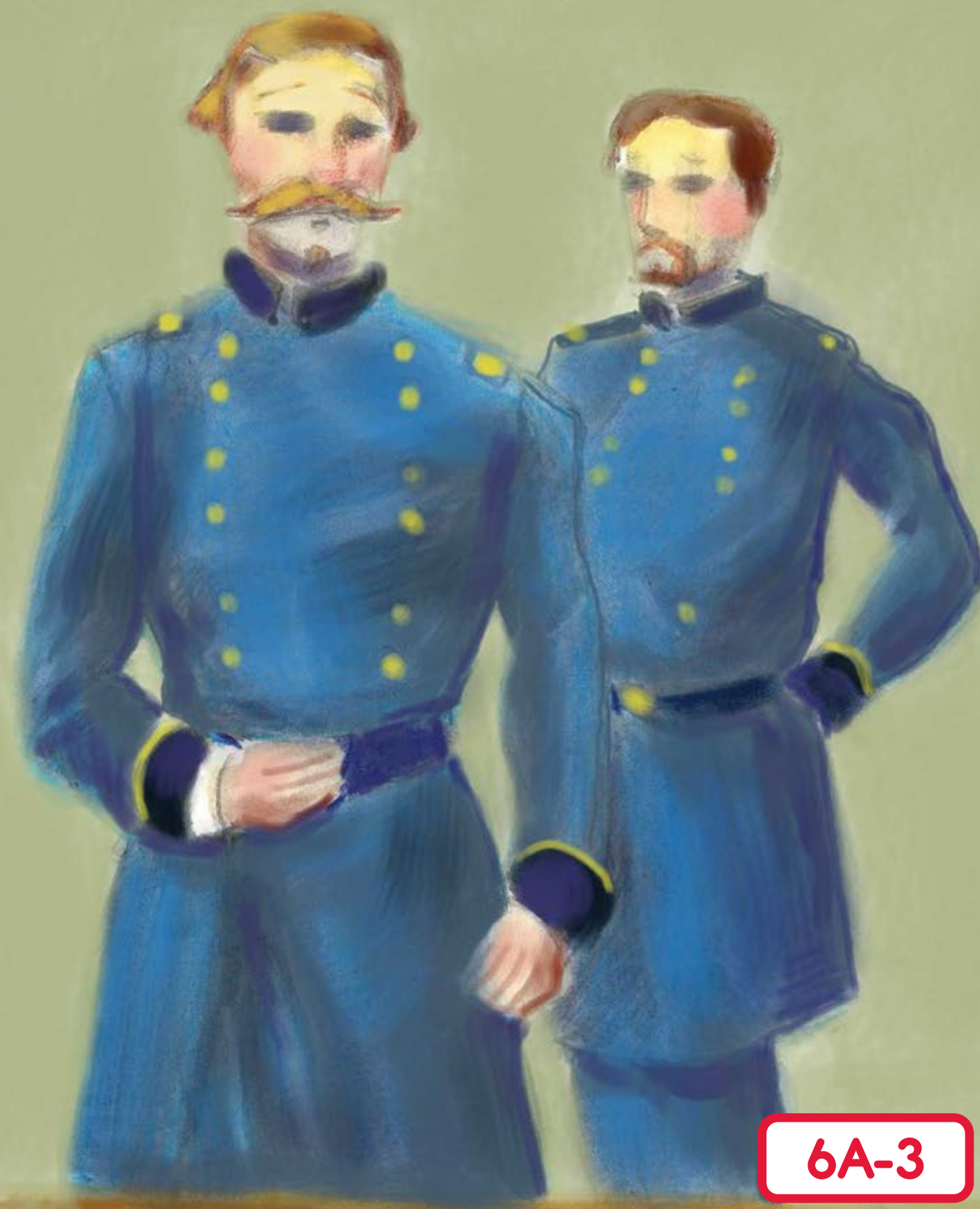
Edmund
Chas. Livingston
Fran. Lewis
Lewis Morris

Josiah Bartlett
Wm. Whipple
Saml Adams
John Adams
Robt Fraunce
George Gerry
Alex. Hamilton



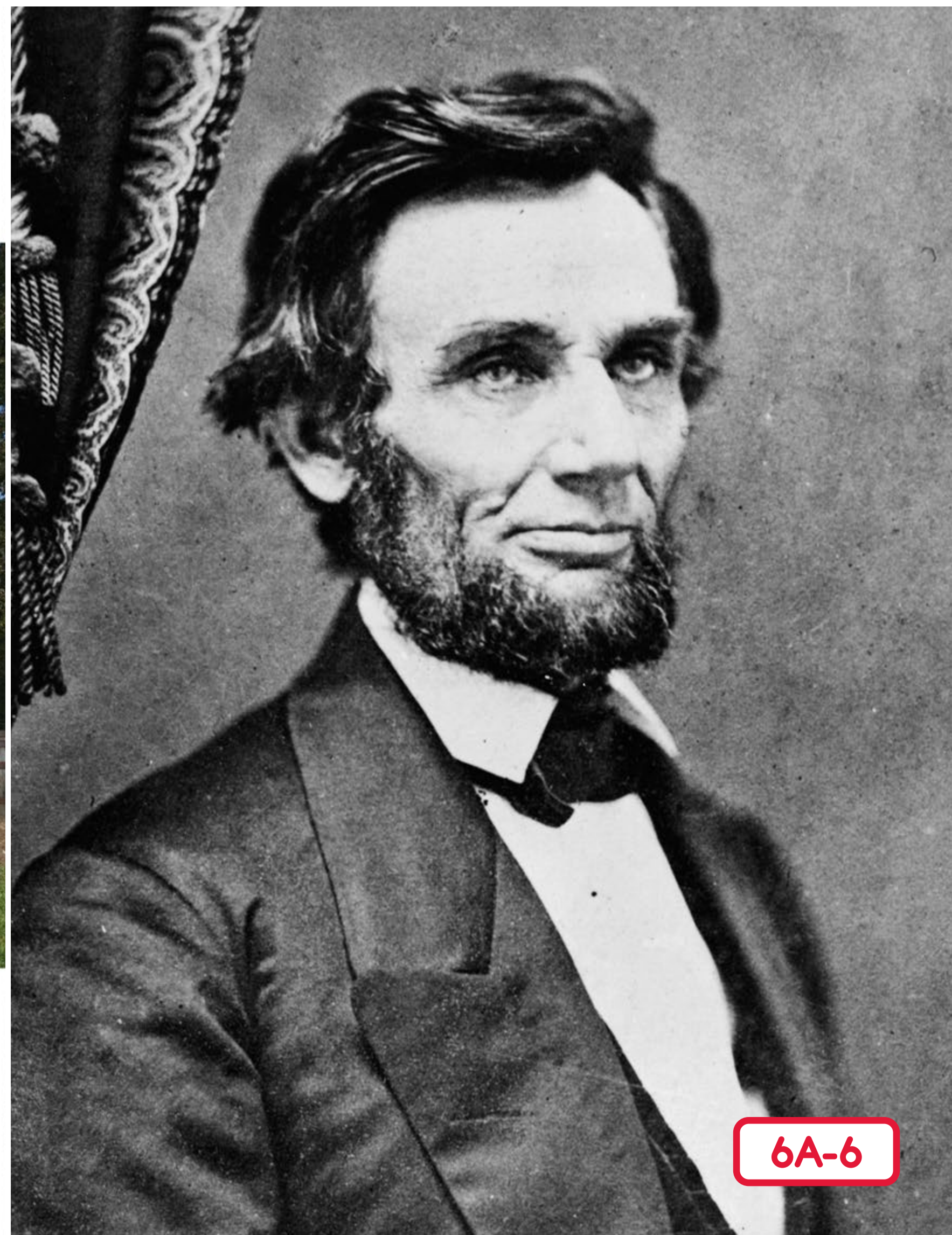












6A-6





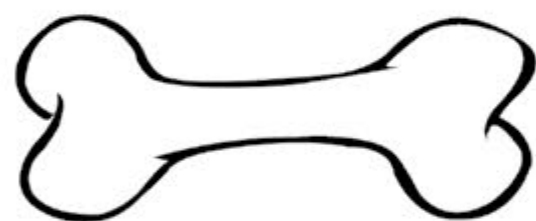
1



2



1

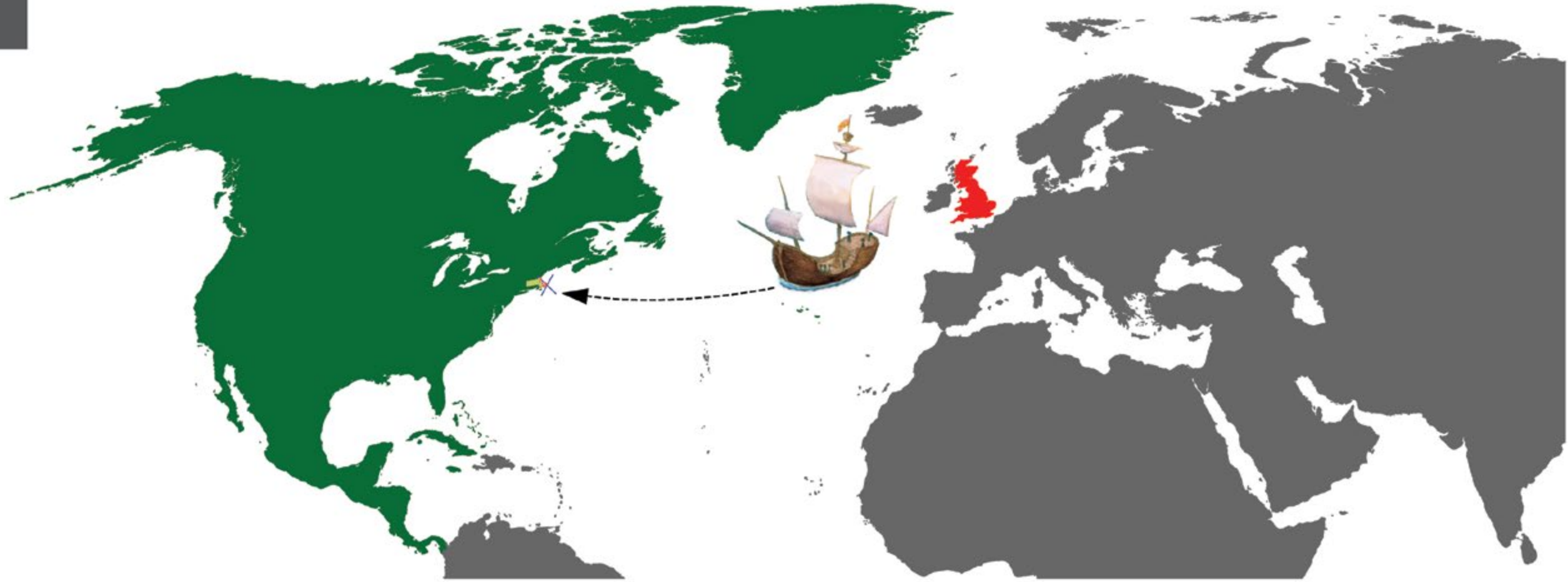


2



6B-2

1



2



1



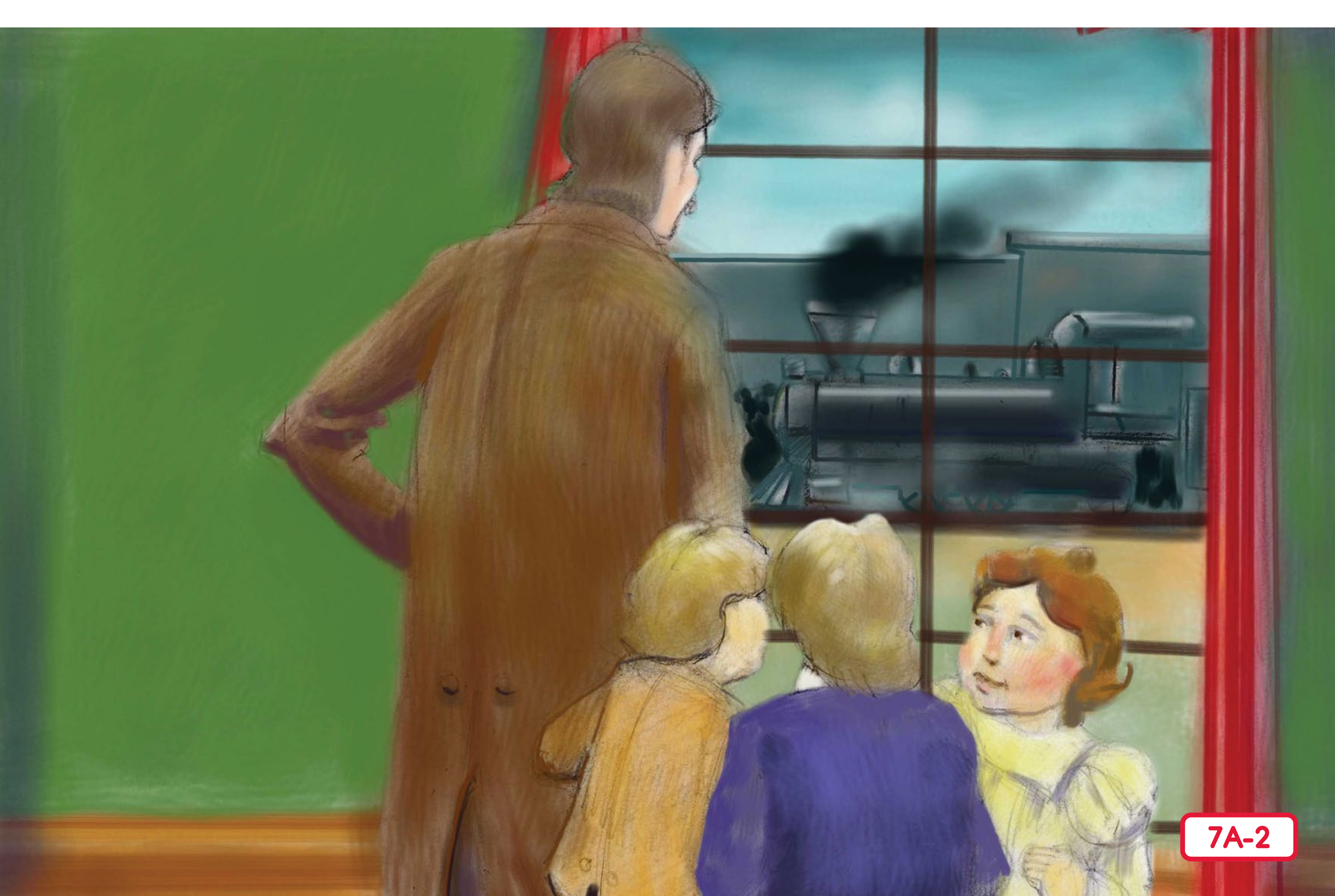
2

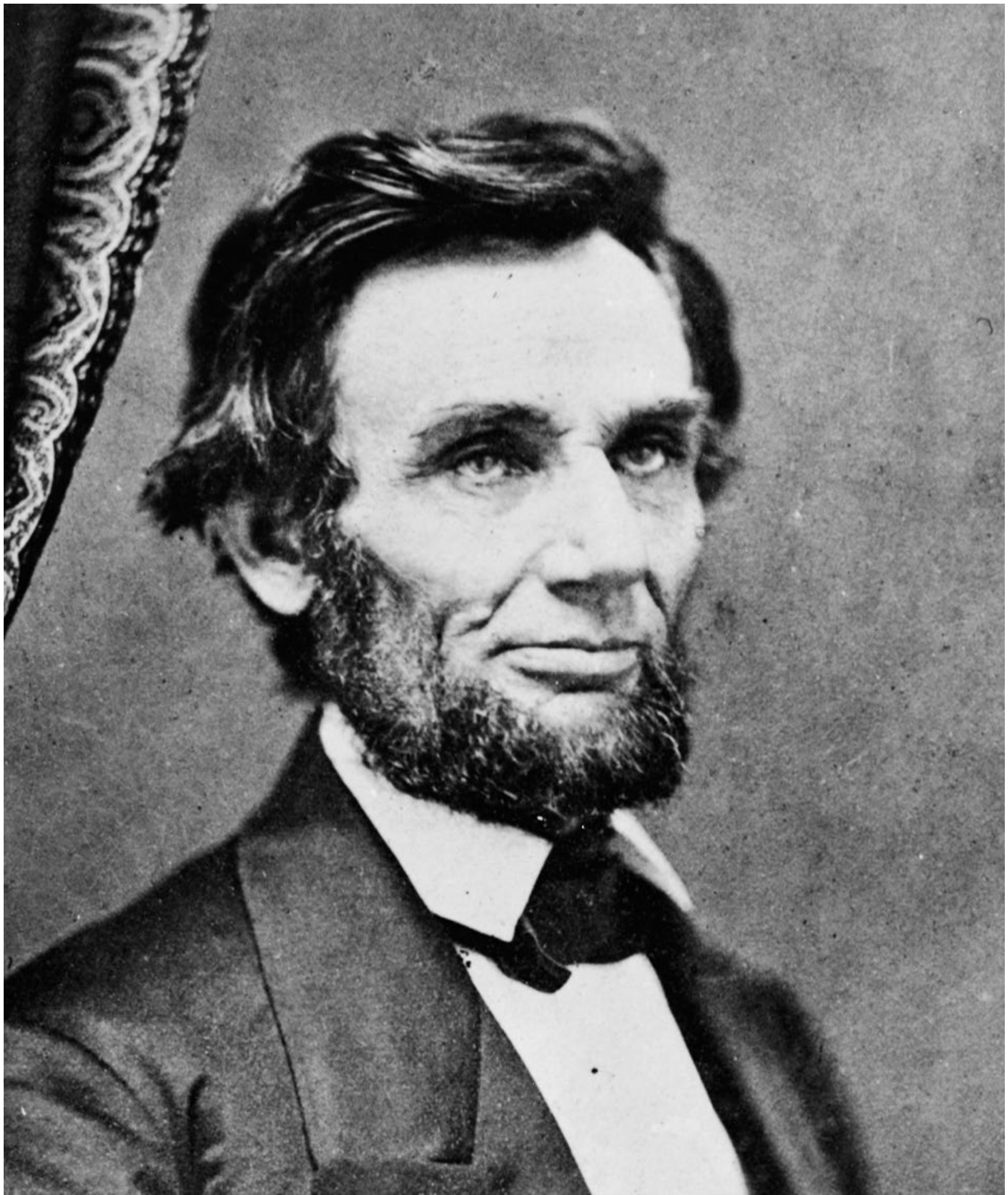


6B-4



7A-1











7A-6



7A-7



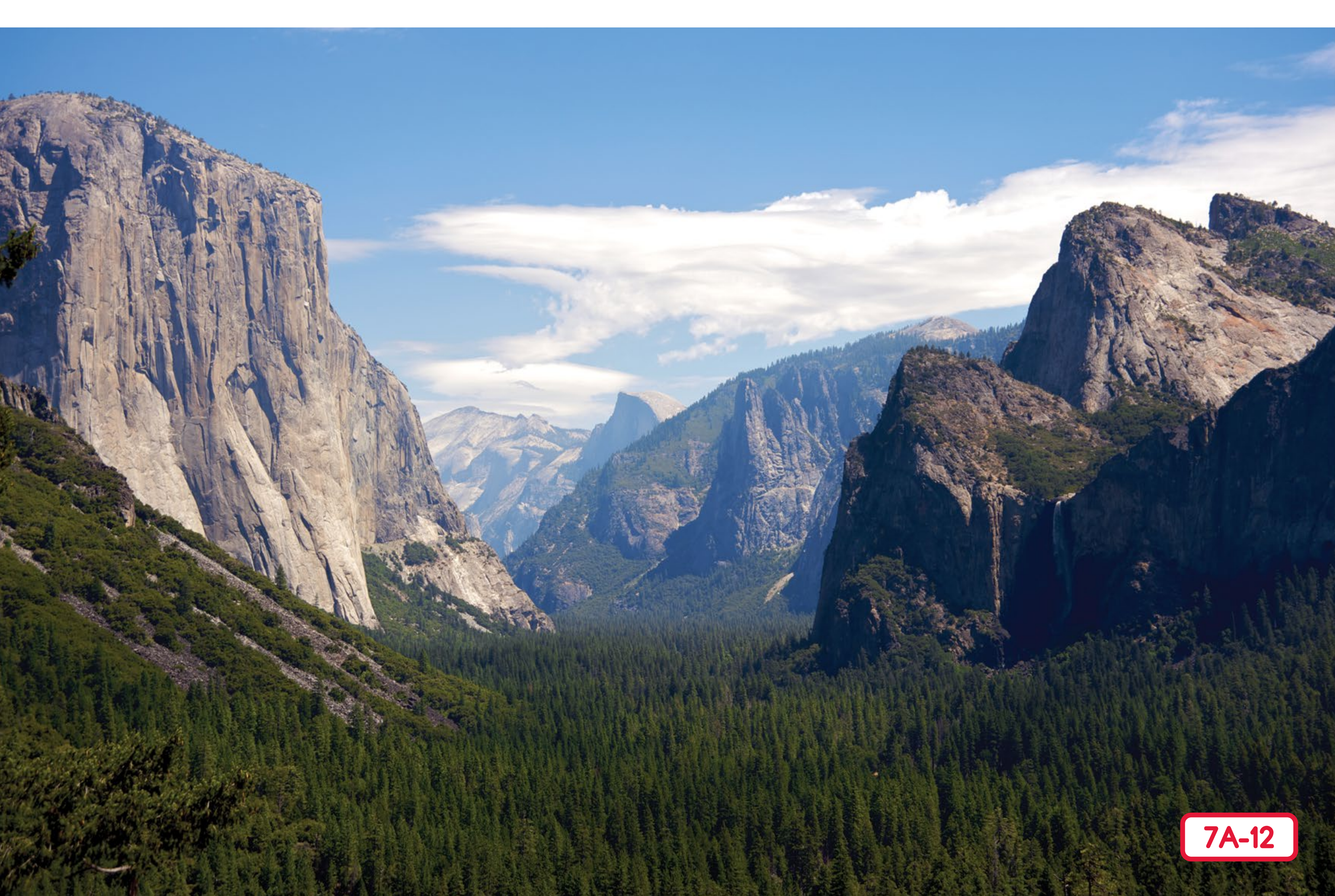




Antonio
Tex

7A-10





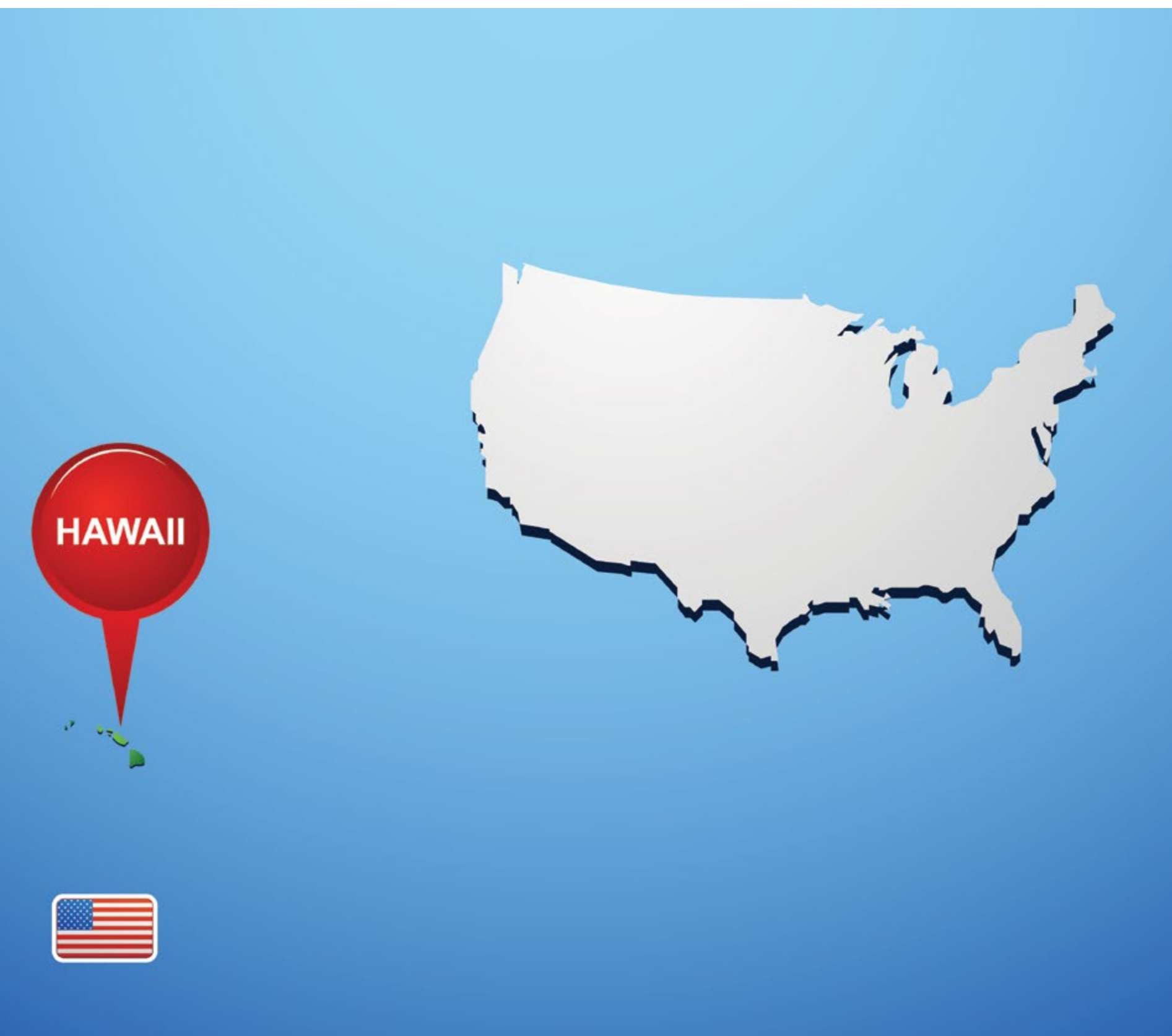
7A-12







8A-2



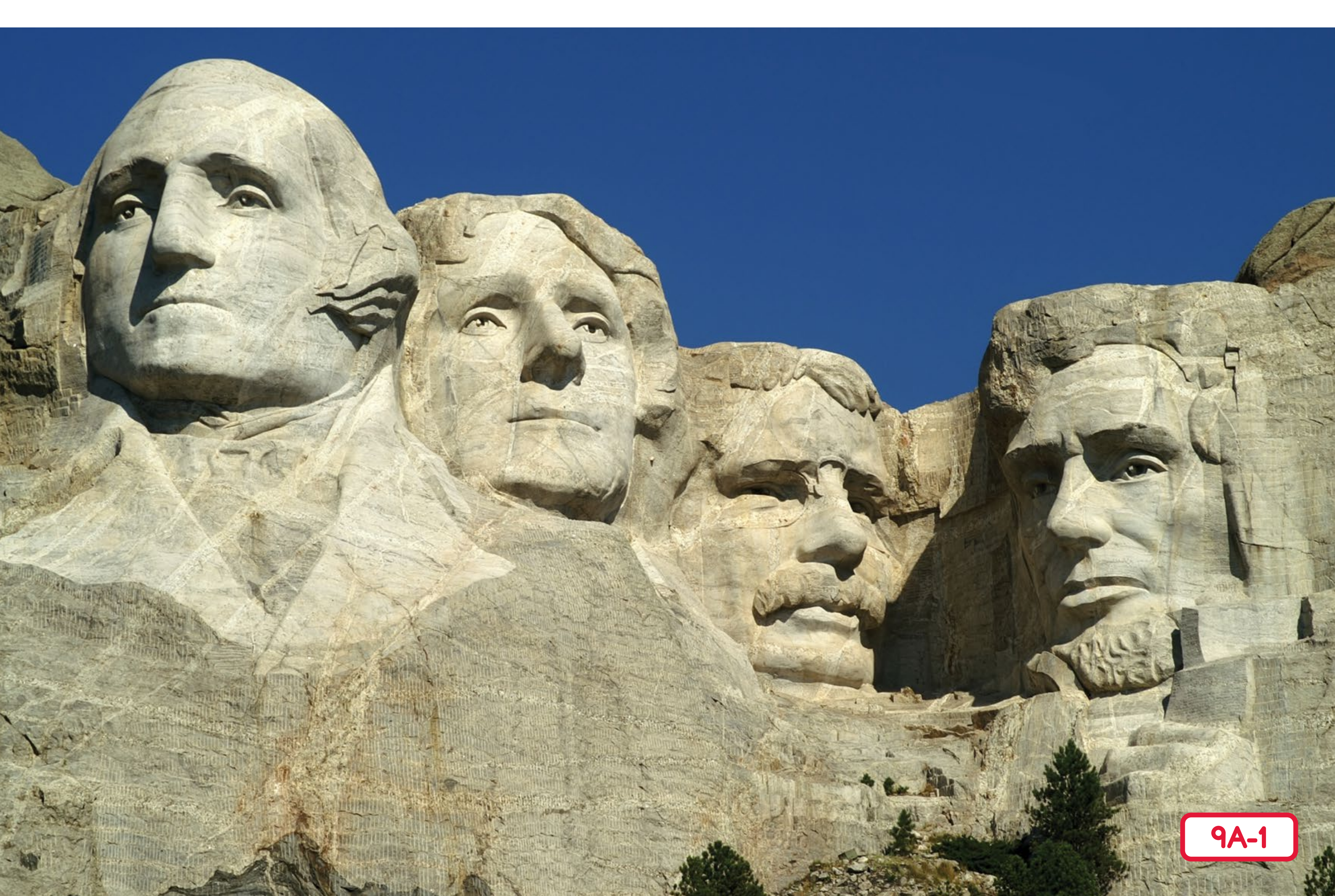




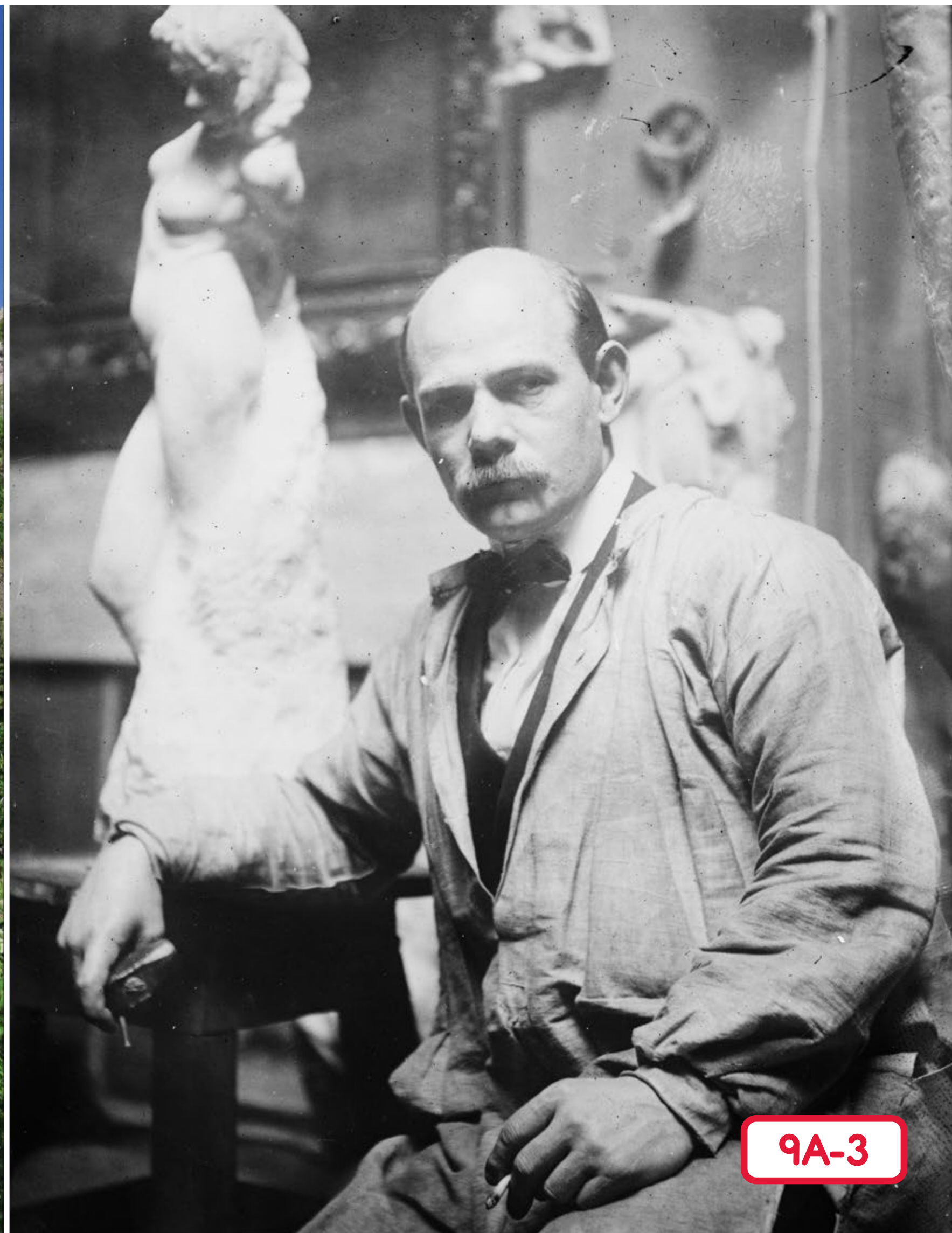






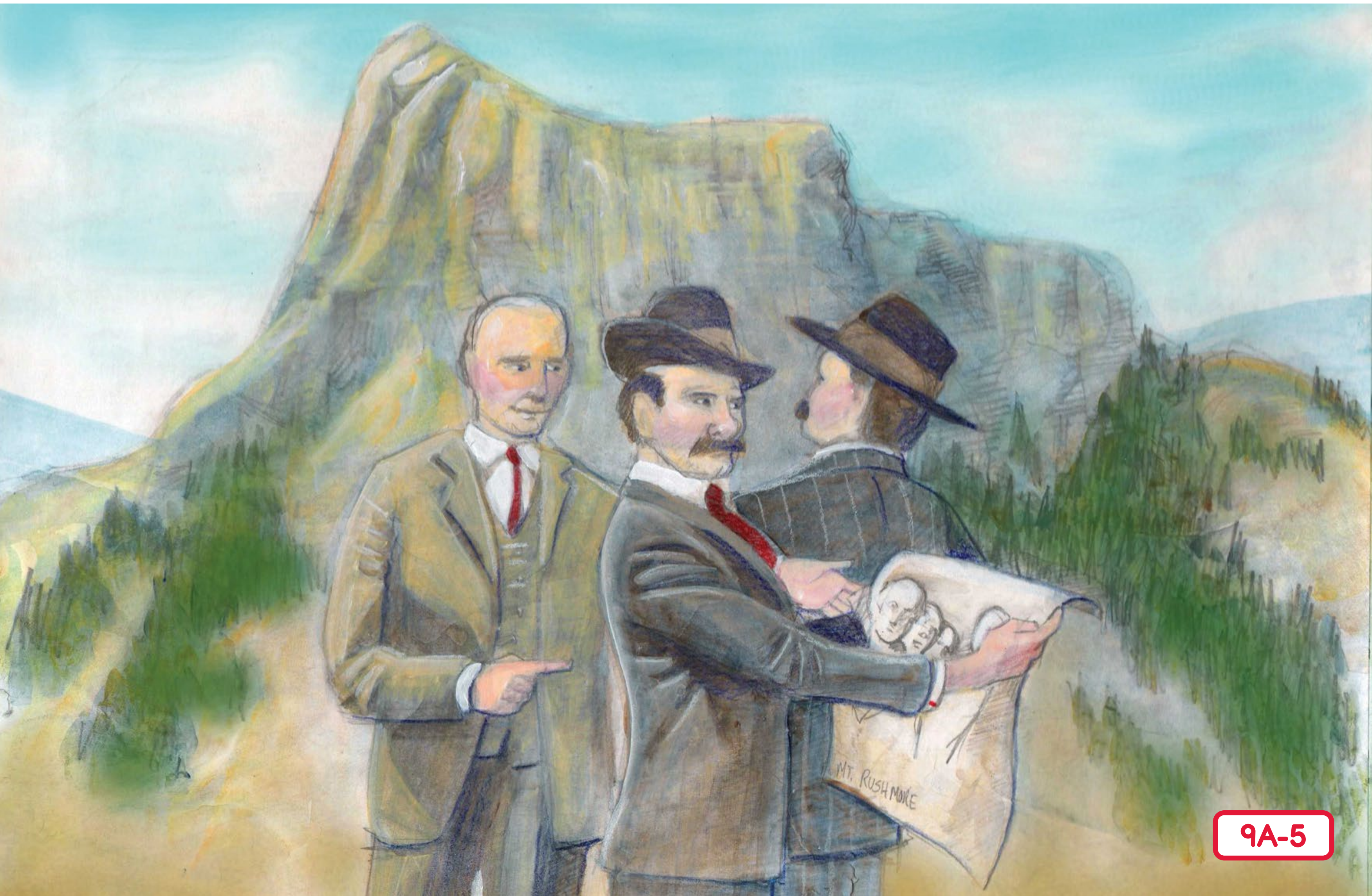






9A-3





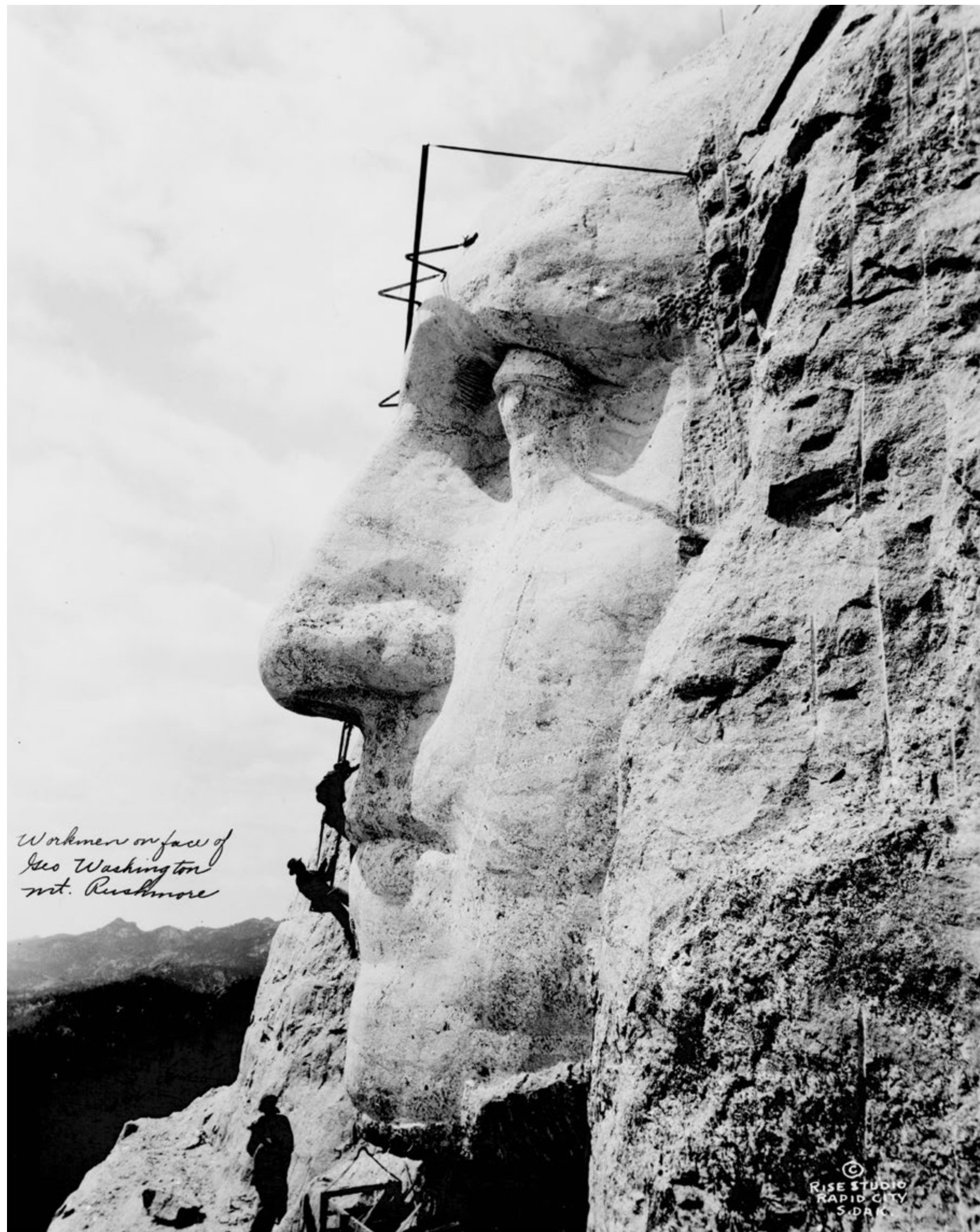


9A-6



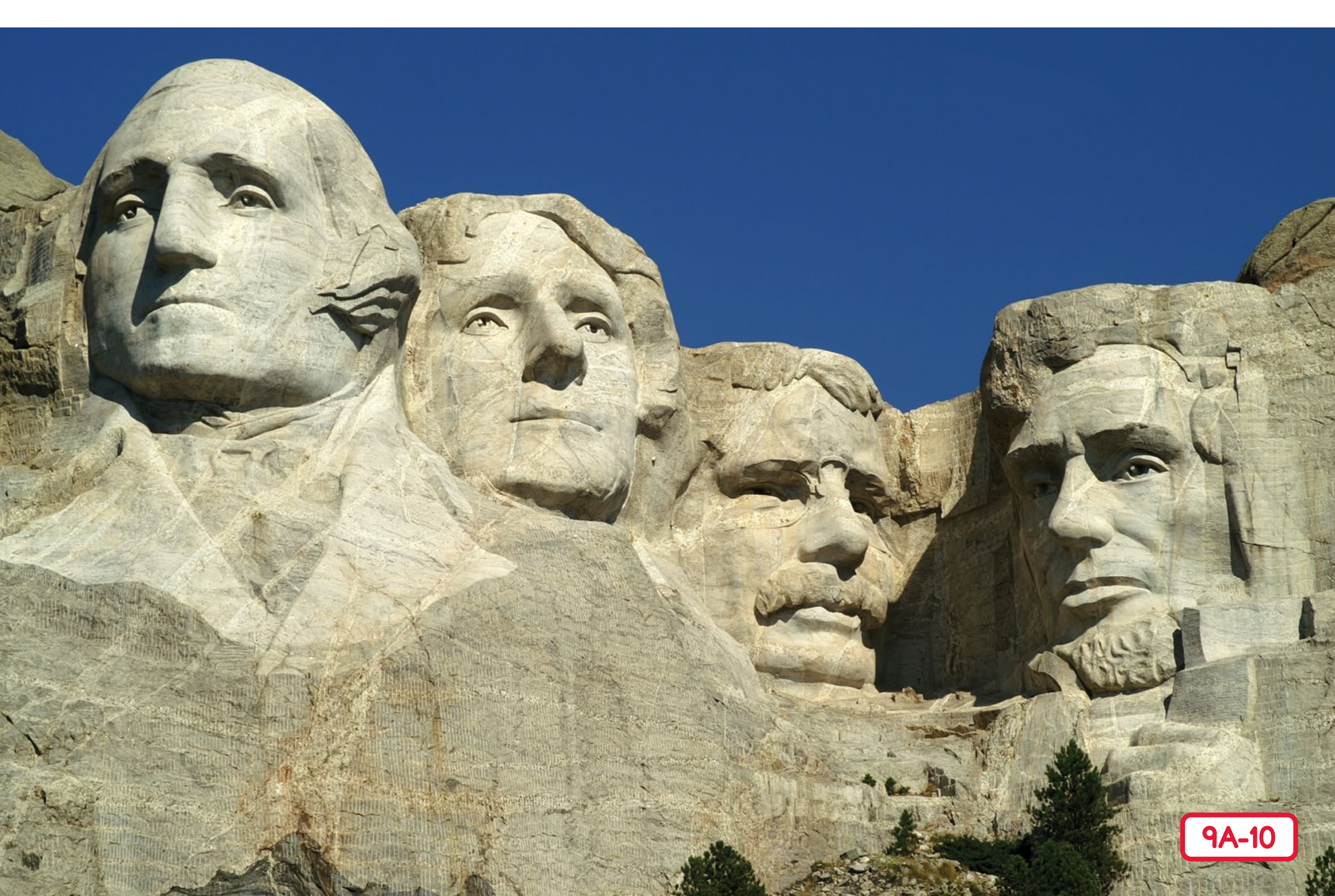
9A-7





*Workers on face of
Geo Washington
mt. Rushmore*

©
RISE STUDIO
RAPID CITY
S.DAK.



Kindergarten

Knowledge 11

Presidents and American Symbols:
Uniquely American

Multiple Meaning Word Posters

Multiple Meaning Word Posters

The poster(s) in this Flip Book may be cut out and displayed on the classroom wall for the duration of the domain.

1



2



3

of our people. — He is at this time transporting large Armies of foreign Mercenaries to comple
 fearfully paralleled in the most barbarous ages, and totally unworthy the Head of a civilized nation
 their country, to become the executioners of their friends and Brethren, or to fall themselves by their
 inhabitants of our frontiers, the merciless Indian Savages, whose known rule of warfare, is an undisc
 have Petitioned for Redress in the most humble terms: Our repeated Petitions have been answered by
 is unfit to be the ruler of a free people. Nor have We been wanting in attentions to our British
 able jurisdiction over us. We have reminded them of the circumstances of our emigration and settle
 by the ties of our common kindred to disavow these usurpations, which, would inevitably intro
 consanguinity. We must, therefore, acquiesce in the necessity, which denounces our Separation
 We, therefore, the Representatives of the united States of America, in Gen
 tations, do, in the Name, and by Authority of the good People of these Colonies, solemnly publish
 States; that they are Absolved from all Allegiance to the British Crown, and that all political
 that as Free and Independent States, they have full Power to levy War, conclude Peace, con
 States may of right do. — And for the support of this Declaration, with a firm reli
 and our sacred Honor.

John Hooper
 Joseph M. Jones
 John Pinn
 Samuel Ch.
 Wm. Par
 Tho. Stone
 Charles Carroll
 Edward Rutledge
 Tho. Heyward, Junr.
 Thomas Lynch, Junr.
 Arthur Middleton
 George
 Richard
 Th. Jeffe
 Wm. Har
 Tho. Nelson
 Francis Lightfo



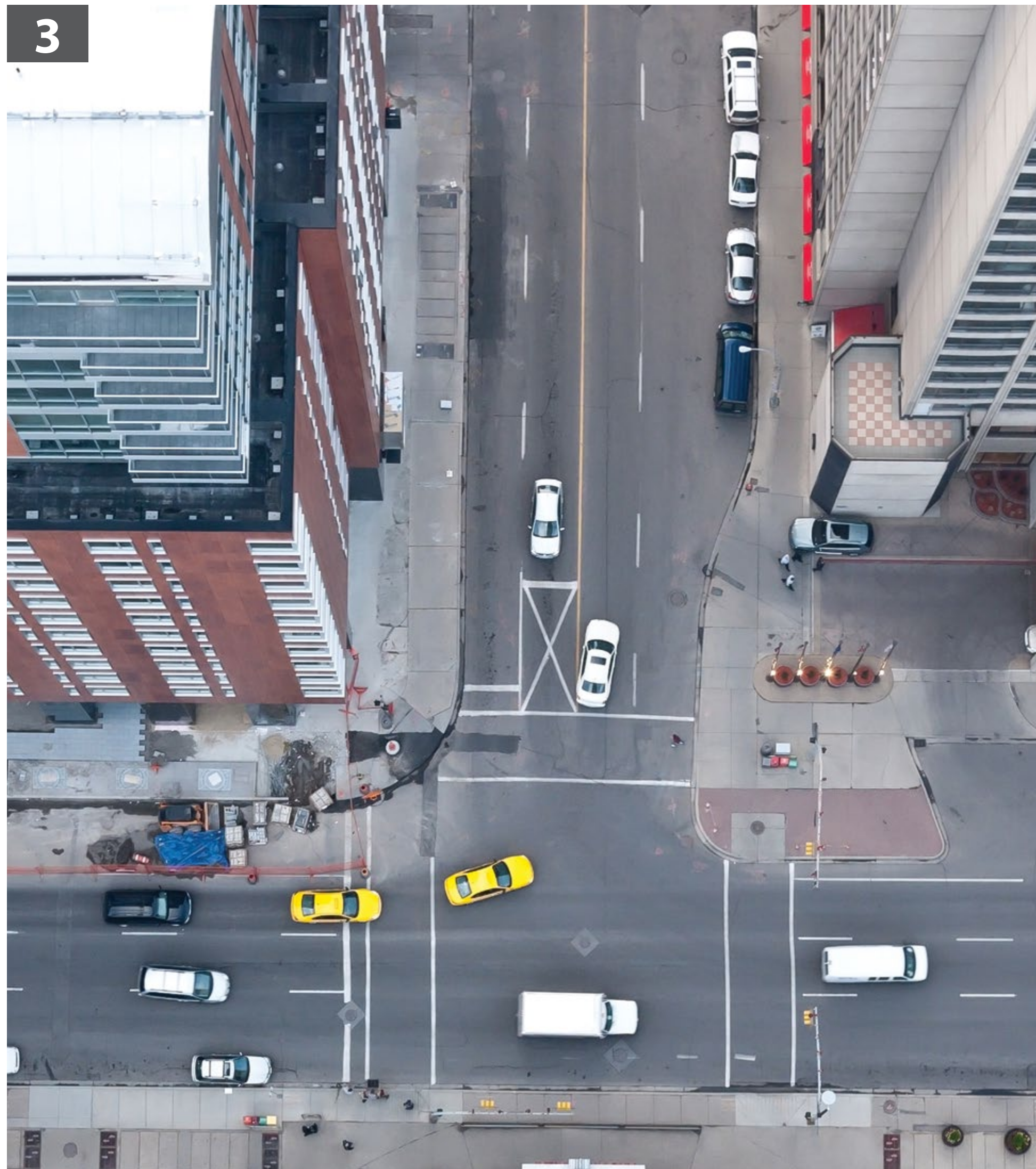
Line (Poster 1M)

1. a group of people that are waiting to move forward (*noun*)
2. a long mark (*noun*)
3. a row of words across a page, particularly in a poem (*noun*)

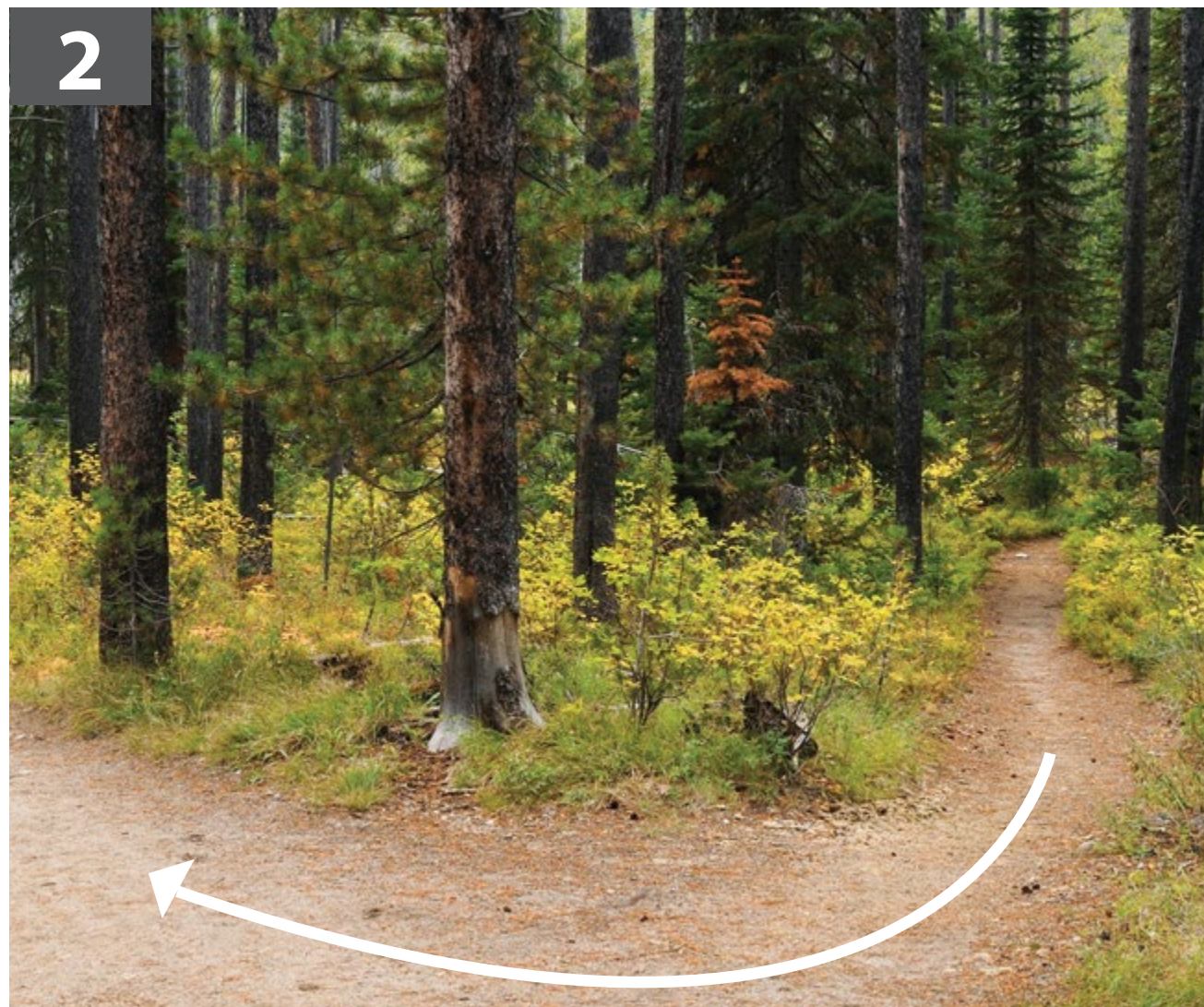
1



3



2





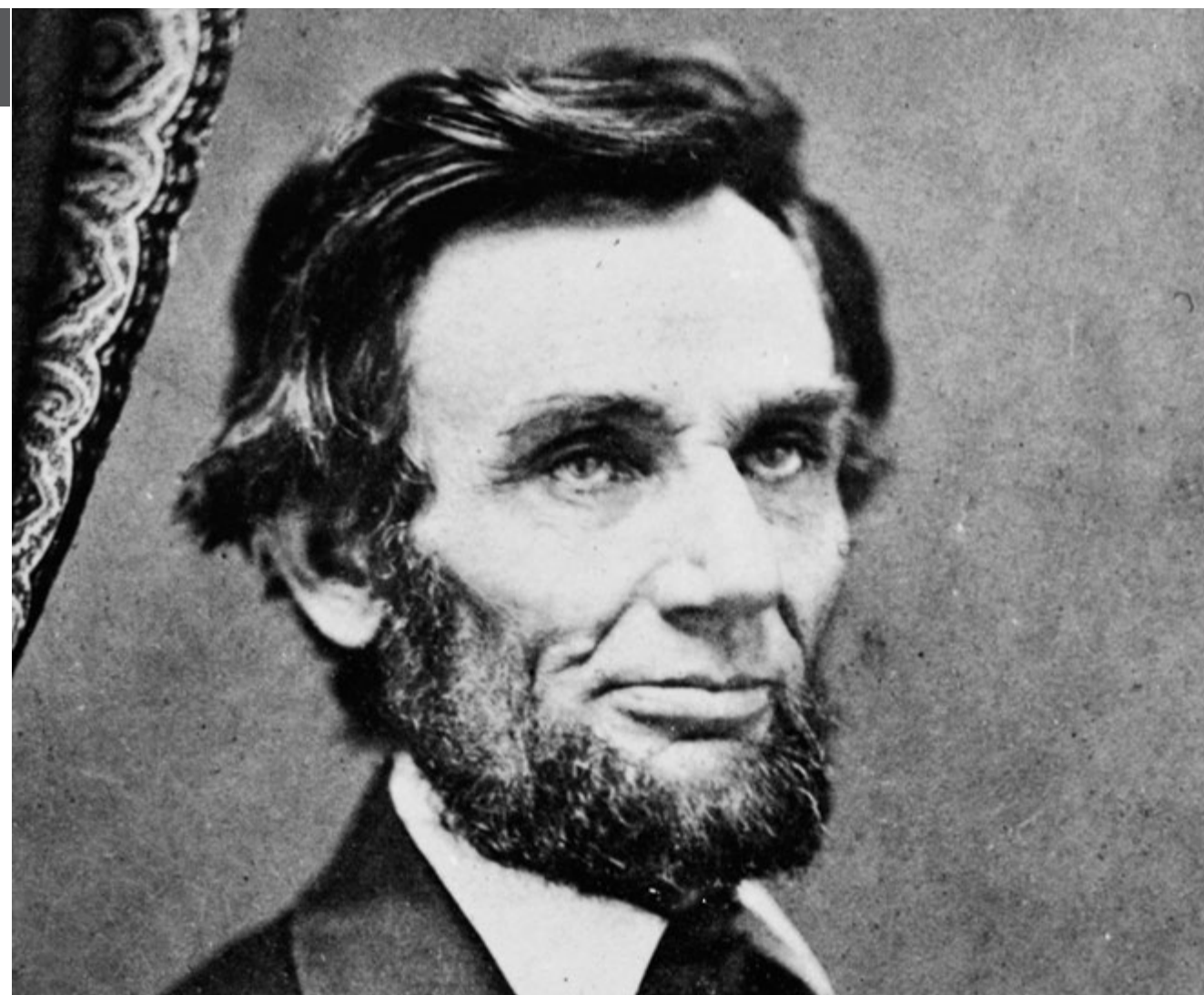
Turn (Poster 2M)

1. a chance to do or use something before or after other people (*noun*)
2. a place where a road/path changes direction (*noun*)
3. to move in a different direction (*verb*)

1



2



3






Head (Poster 3M)

1. a leader of a group of people or organization (*noun*)
2. the part of the body containing the brain and face (*noun*)
3. to go in a specific direction (*verb*)

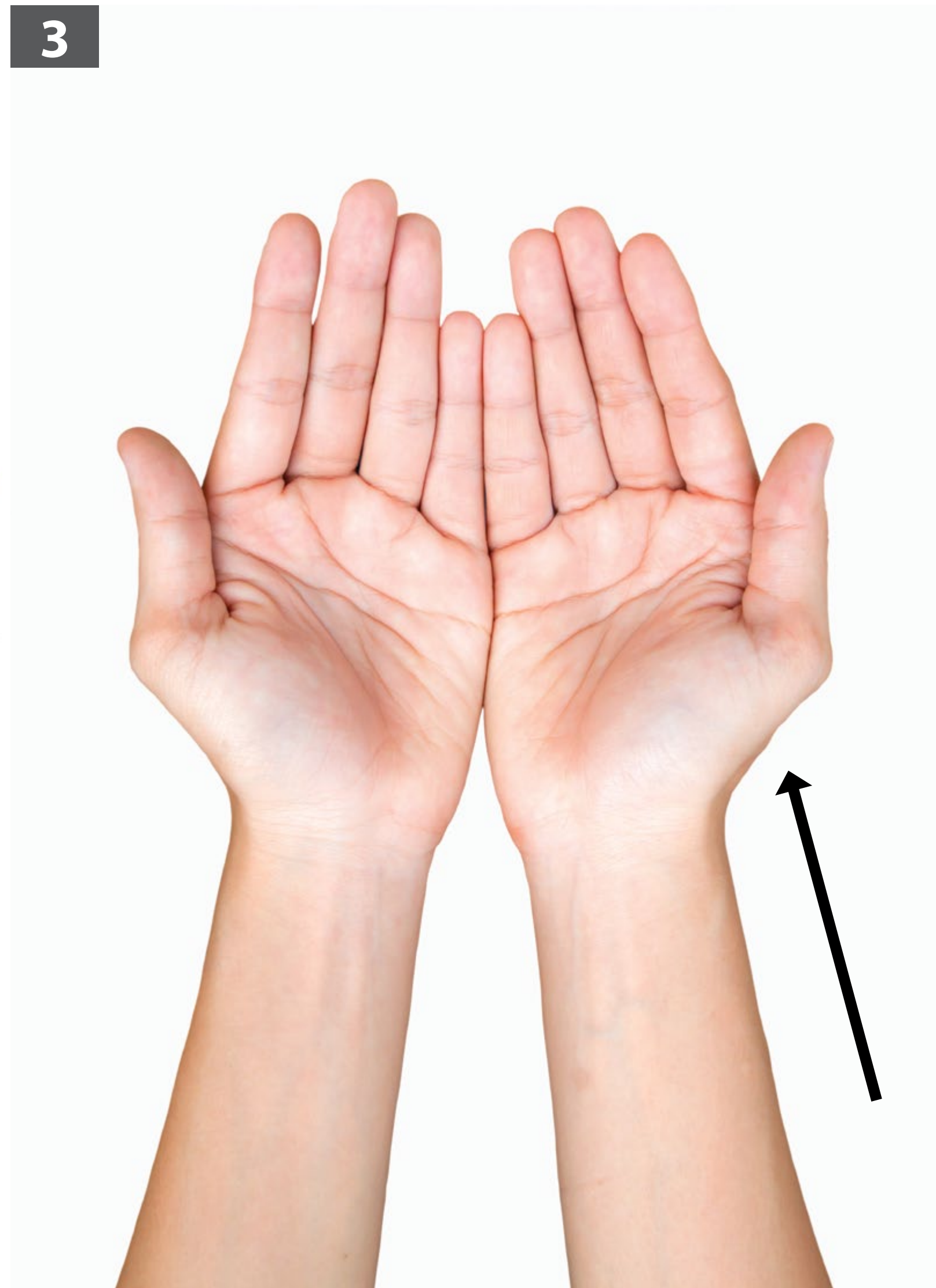
1



2

$$\begin{array}{r} 2 \\ +2 \\ \hline 4 \end{array}$$


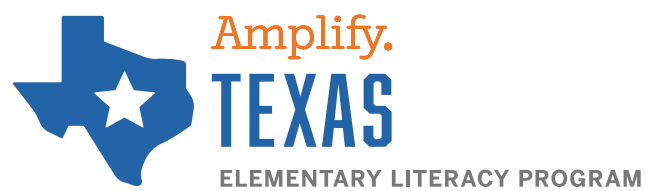
3





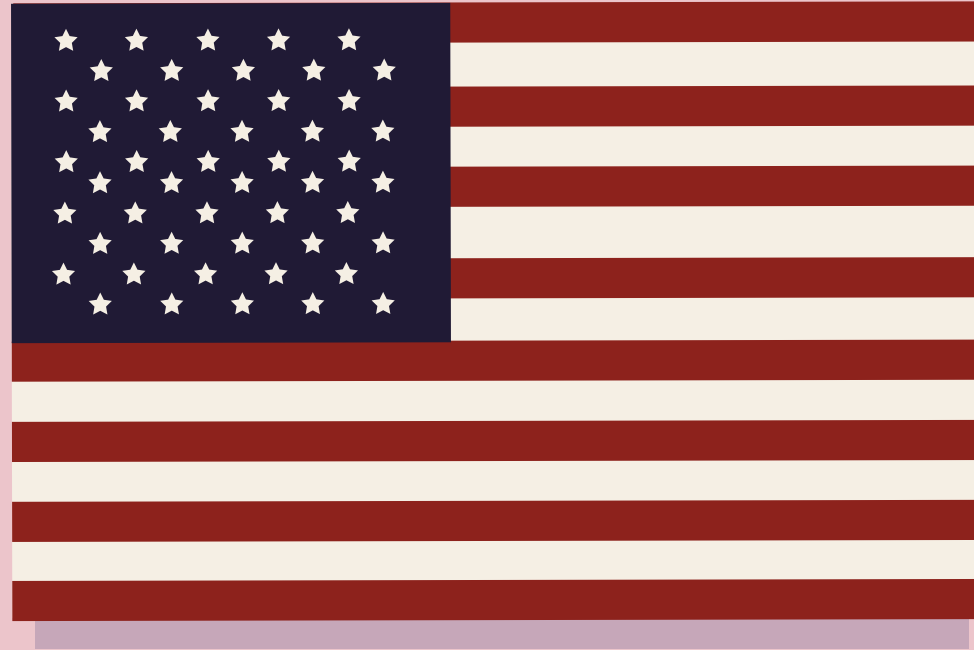
Right (Poster 4M)

1. good, fair, and just (*adjective*)
2. correct (*adjective*)
3. located on the side of your body that is away from your heart (*noun*)



Kindergarten | Knowledge 11 | Flip Book
Presidents and American Symbols: Uniquely American





Kindergarten

Knowledge 11 | Image Cards

Presidents and American Symbols: Uniquely American

ISBN 9781643839165



9 781643 839165

Notice and Disclaimer: The agency has developed these learning resources as a contingency option for school districts. These are optional resources intended to assist in the delivery of instructional materials in this time of public health crisis. Feedback will be gathered from educators and organizations across the state and will inform the continuous improvement of subsequent units and editions. School districts and charter schools retain the responsibility to educate their students and should consult with their legal counsel regarding compliance with applicable legal and constitutional requirements and prohibitions.

Given the timeline for development, errors are to be expected. If you find an error, please email us at **texashomelearning@tea.texas.gov**.

This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License.

You are free:

to Share—to copy, distribute, and transmit the work

to Remix—to adapt the work

Under the following conditions:

Attribution—You must attribute any adaptations of the work in the following manner:

This work is based on original works of Amplify Education, Inc. (amplify.com) and the Core Knowledge Foundation (coreknowledge.org) made available under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License. This does not in any way imply endorsement by those authors of this work.

Noncommercial—You may not use this work for commercial purposes.

Share Alike—If you alter, transform, or build upon this work, you may distribute the resulting work only under the same or similar license to this one.

With the understanding that:

For any reuse or distribution, you must make clear to others the license terms of this work. The best way to do this is with a link to this web page:

<https://creativecommons.org/licenses/by-nc-sa/4.0/>

© 2020 Amplify Education, Inc.
amplify.com

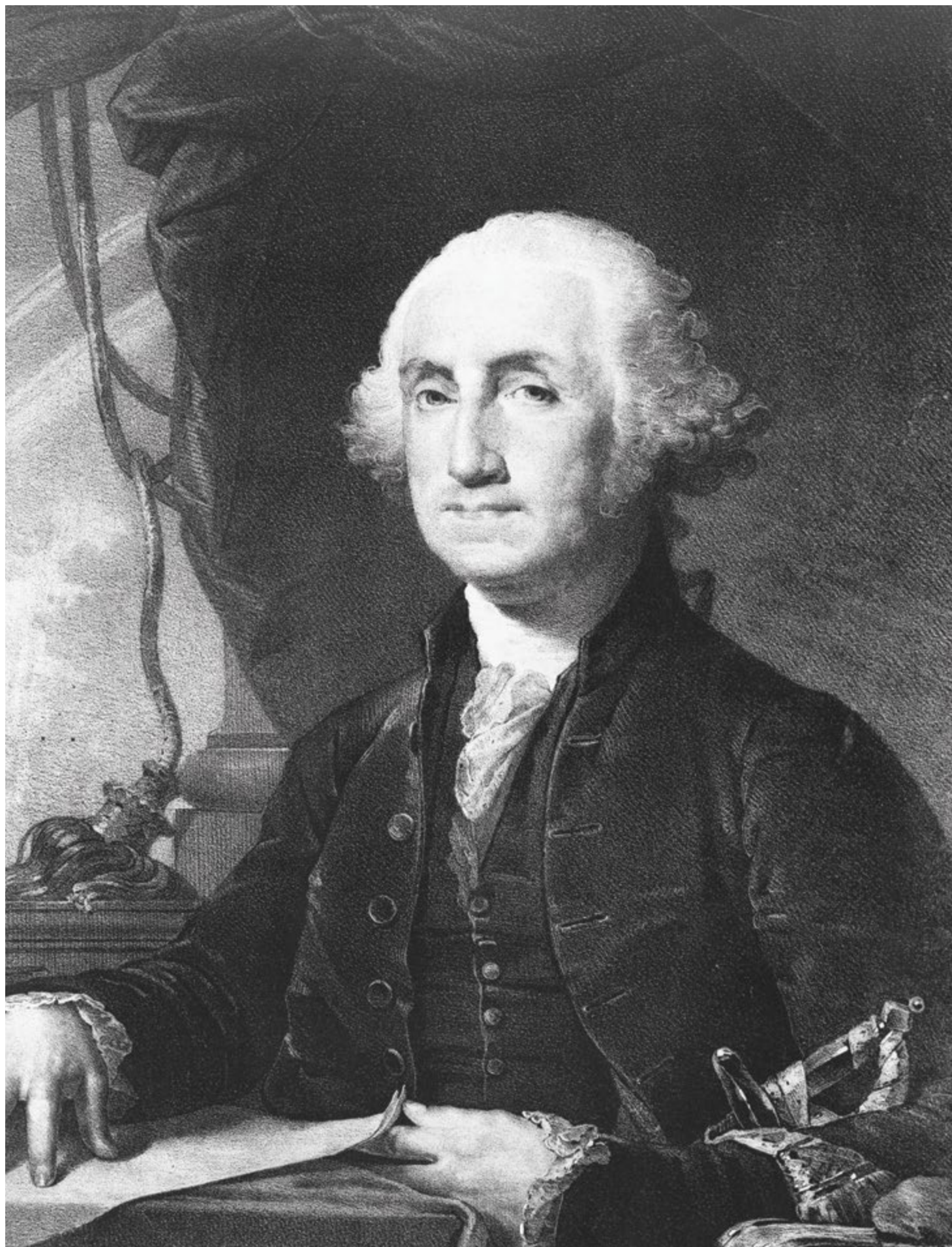
Trademarks and trade names are shown in this book strictly for illustrative and educational purposes and are the property of their respective owners. References herein should not be regarded as affecting the validity of said trademarks and trade names.

Printed in the USA
01 LSCOW 2021





Presidents and American Symbols: Uniquely American 1





Presidents and American Symbols: Uniquely American 2





Presidents and American Symbols: Uniquely American 3





Presidents and American Symbols: Uniquely American 4





Presidents and American Symbols: Uniquely American 5





Presidents and American Symbols: Uniquely American 6





Presidents and American Symbols: Uniquely American 7



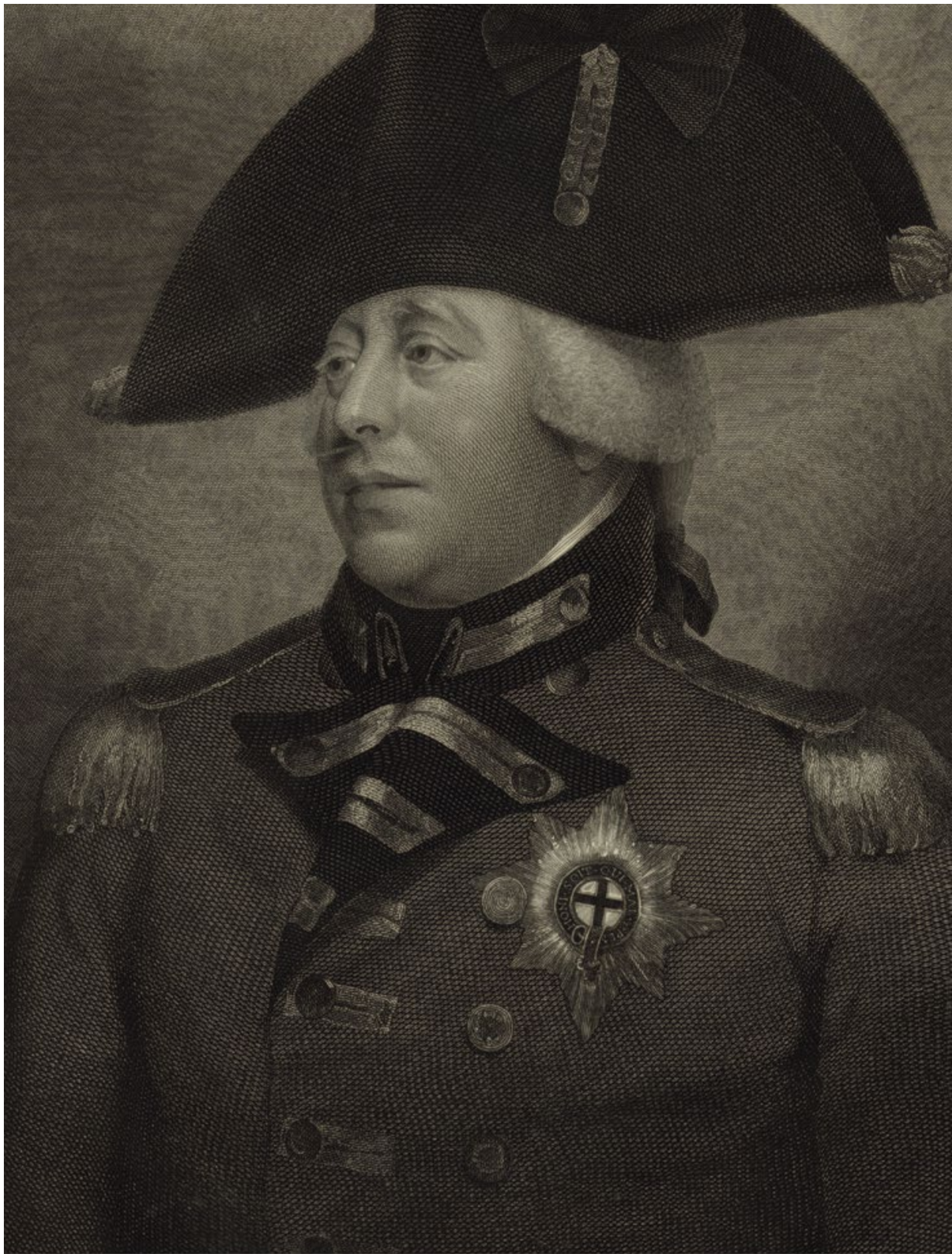


Presidents and American Symbols: Uniquely American 8





Presidents and American Symbols: Uniquely American 9





Presidents and American Symbols: Uniquely American 10



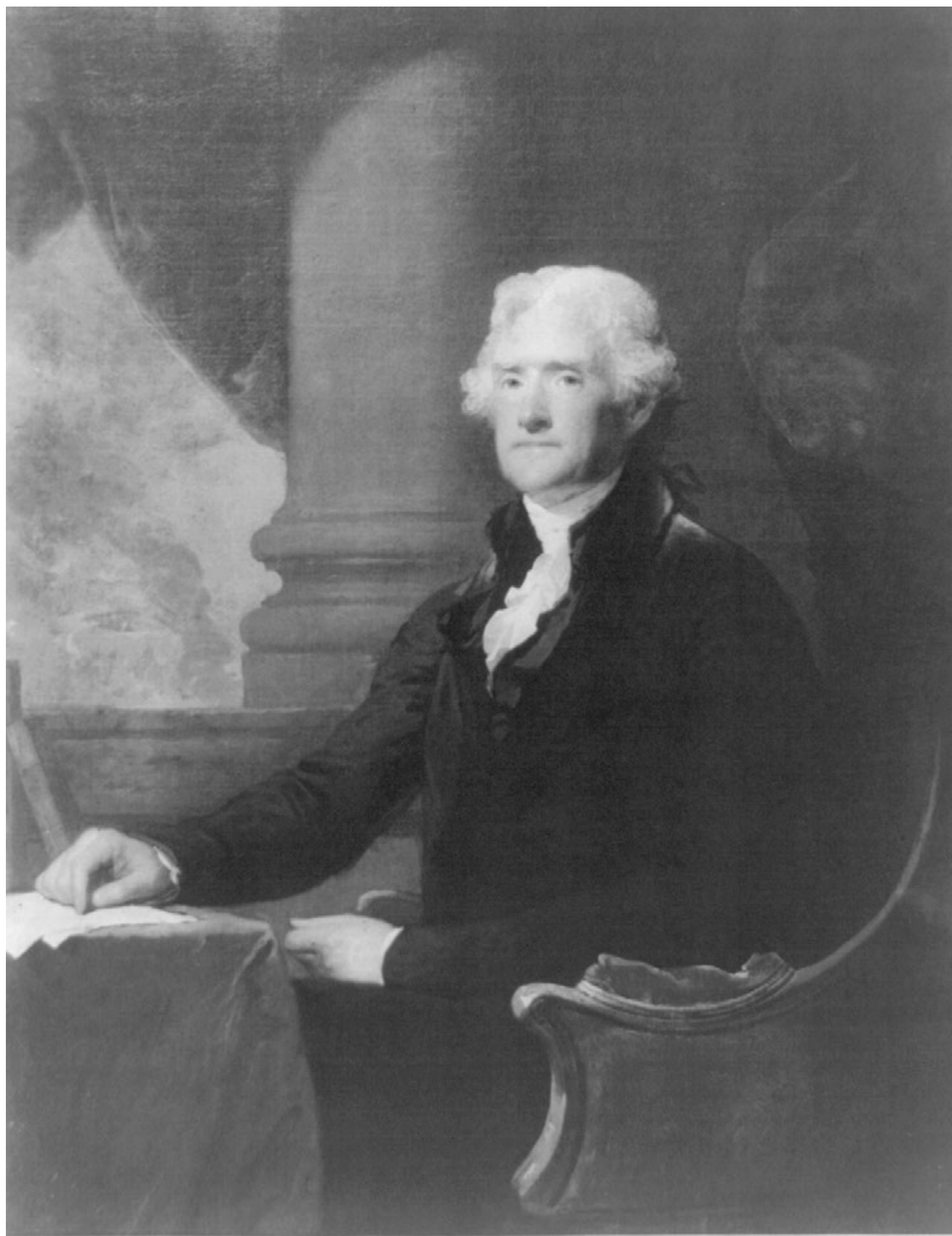


Presidents and American Symbols: Uniquely American 11



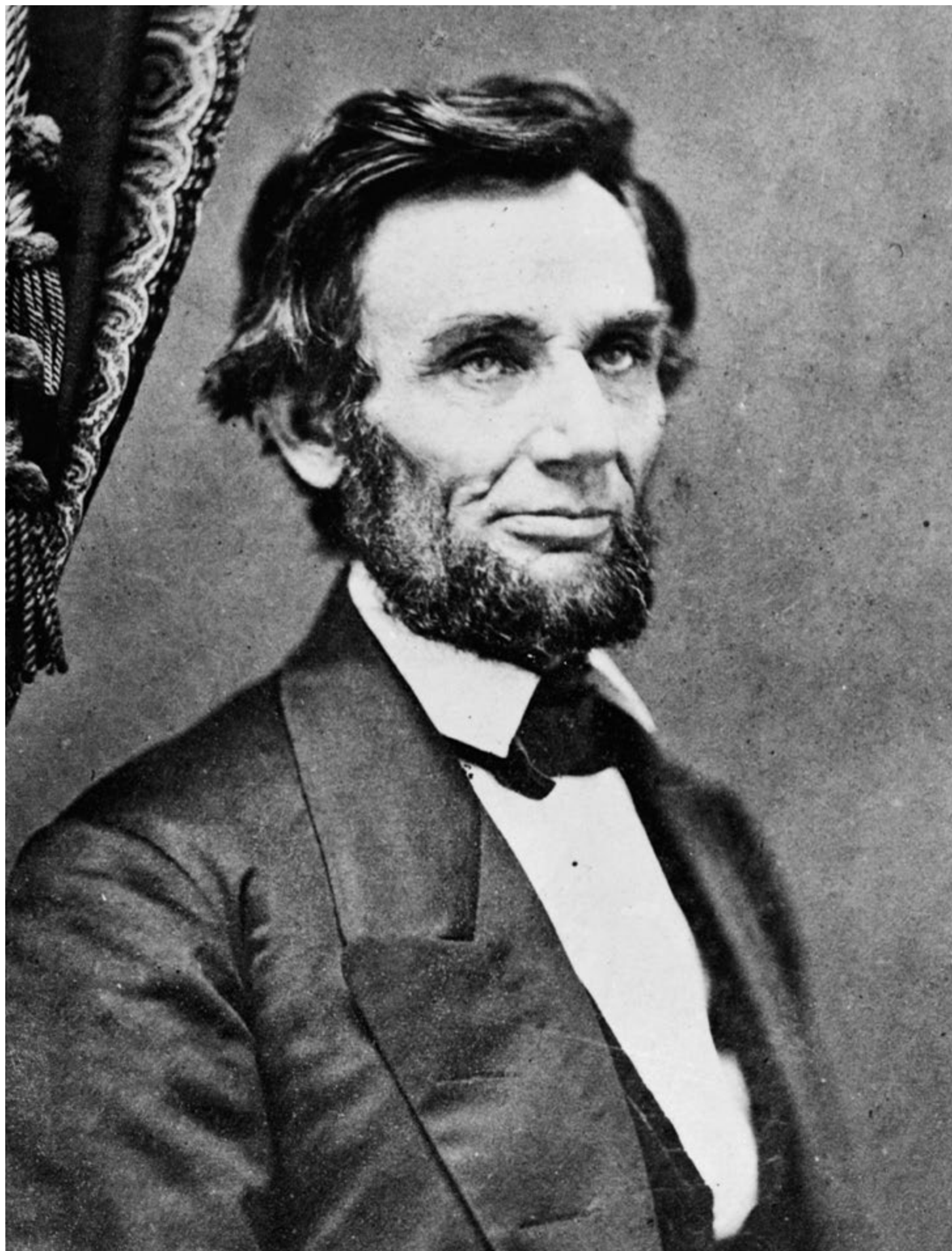


Presidents and American Symbols: Uniquely American 12





Presidents and American Symbols: Uniquely American 13





Presidents and American Symbols: Uniquely American 14





Presidents and American Symbols: Uniquely American 15





Presidents and American Symbols: Uniquely American 16





Presidents and American Symbols: Uniquely American 17

General Manager K-8 Humanities and SVP, Product

Alexandra Clarke

Vice President, Elementary Literacy Instruction

Susan Lambert

Content and Editorial

Elizabeth Wade, PhD, Director, Elementary Language Arts Content

Patricia Erno, Associate Director, Elementary ELA Instruction

Maria Martinez, Associate Director, Spanish Language Arts

Baria Jennings, EdD, Senior Content Developer

Christina Cox, Managing Editor

Product and Project Management

Ayala Falk, Director, Business and Product Strategy, K-8 Language Arts

Amber McWilliams, Senior Product Manager

Elisabeth Hartman, Associate Product Manager

Catherine Alexander, Senior Project Manager, Spanish Language Arts

LaShon Ormond, SVP, Strategic Initiatives

Leslie Johnson, Associate Director, K-8 Language Arts

Thea Aguiar, Director of Strategic Projects, K-5 Language Arts

Zara Chaudhury, Project Manager, K-8 Language Arts

Design and Production

Tory Novikova, Product Design Director

Erin O'Donnell, Product Design Manager

Credits

Every effort has been taken to trace and acknowledge copyrights. The editors tender their apologies for any accidental infringement where copyright has proved untraceable. They would be pleased to insert the appropriate acknowledgment in any subsequent edition of this publication. Trademarks and trade names are shown in this publication for illustrative purposes only and are the property of their respective owners. The references to trademarks and trade names given herein do not affect their validity.

All photographs are used under license from Shutterstock, Inc. unless otherwise noted.

Illustrators and Image Sources

Domain Icon: Shutterstock; Image Card 1: Shutterstock; Image Card 2: Library of Congress, Prints & Read: Photographs Division, LC-USZ62-7265; Image Card 3: Shutterstock; Image Card 4: Shutterstock; Image Card 5: Shutterstock; Image Card 6: Scott Hammond; Image Card 7: Scott Hammond; Image Card 8: Scott Hammond; Image Card 9: Scott Hammond; Image Card 10: Library of Congress, Prints and Photographs, LC-DIG-pga-04155; Image Card 11: Shutterstock; Image Card 12: Shutterstock; Image Card 13: Library of Congress, Prints and Photographs Division, LC-USZ62-8195; Image Card 14: Library of Congress, Prints and Photographs, LC-USZ62-7334; Image Card 15: Library of Congress, Prints and Photographs, LC-DIG-ppmsca-36423; Image Card 16: Shutterstock; Image Card 17: Shutterstock

Regarding the Shutterstock items listed above, please note: "No person or entity shall falsely represent, expressly or by way of reasonable implication, that the content herein was created by that person or entity, or any person other than the copyright holder(s) of that content."

Texas Contributors

Content and Editorial

Sarah Cloos

Laia Cortes

Jayana Desai

Angela Donnelly

Claire Dorfman

Ana Mercedes Falcón

Rebecca Figueroa

Nick García

Sandra de Gennaro

Patricia Infanzón-Rodríguez

Seamus Kirst

Michelle Koral

Sean McBride

Jacqueline Ovalle

Sofía Pereson

Lilia Perez

Sheri Pineault

Megan Reasor

Marisol Rodriguez

Jessica Roodvoets

Lyna Ward

Product and Project Management

Stephanie Koleda

Tamara Morris

Art, Design, and Production

Nanyamka Anderson

Raghav Arumugan

Dani Aviles

Olioli Buika

Sherry Choi

Stuart Dalgo

Edel Ferri

Pedro Ferreira

Nicole Galuszka

Parker-Nia Gordon

Isabel Hetrick

Ian Horst

Ashna Kapadia

Jagriti Khirwar

Julie Kim

Lisa McGarry

Emily Mendoza

Marguerite Oerlemans

Lucas De Oliveira

Tara Pajouhesh

Jackie Pierson

Dominique Ramsey

Darby Raymond-Overstreet

Max Reinhardtsen

Mia Saine

Nicole Stahl

Flore Thevoux

Jeanne Thornton

Amy Xu

Jules Zuckerberg

Other Contributors

Patricia Beam, Bill Cheng, Ken Harney, Molly Hensley, David Herubin, Sara Hunt, Kristen Kirchner, James Mendez-Hodes, Christopher Miller, Diana Projansky, Todd Rawson, Jennifer Skelley, Julia Sverchuk, Elizabeth Thiers, Amanda Tolentino, Paige Womack

Series Editor-in-Chief

E. D. Hirsch, Jr.

President

Linda Bevilacqua

Editorial Staff

Mick Anderson
Robin Blackshire
Laura Drummond
Emma Earnst
Lucinda Ewing
Sara Hunt
Rosie McCormick
Cynthia Peng
Liz Pettit
Tonya Ronayne
Deborah Samley
Kate Stephenson
Elizabeth Wafler
James Walsh
Sarah Zelinke

Design and Graphics Staff

Kelsie Harman
Liz Loewenstein
Bridget Moriarty
Lauren Pack

Consulting Project Management Services

ScribeConcepts.com

Additional Consulting Services

Erin Kist
Carolyn Pinkerton
Scott Ritchie
Kelina Summers

Acknowledgments

These materials are the result of the work, advice, and encouragement of numerous individuals over many years. Some of those singled out here already know the depth of our gratitude; others may be surprised to find themselves thanked publicly for help they gave quietly and generously for the sake of the enterprise alone. To helpers named and unnamed we are deeply grateful.

Contributors to Earlier Versions of these Materials

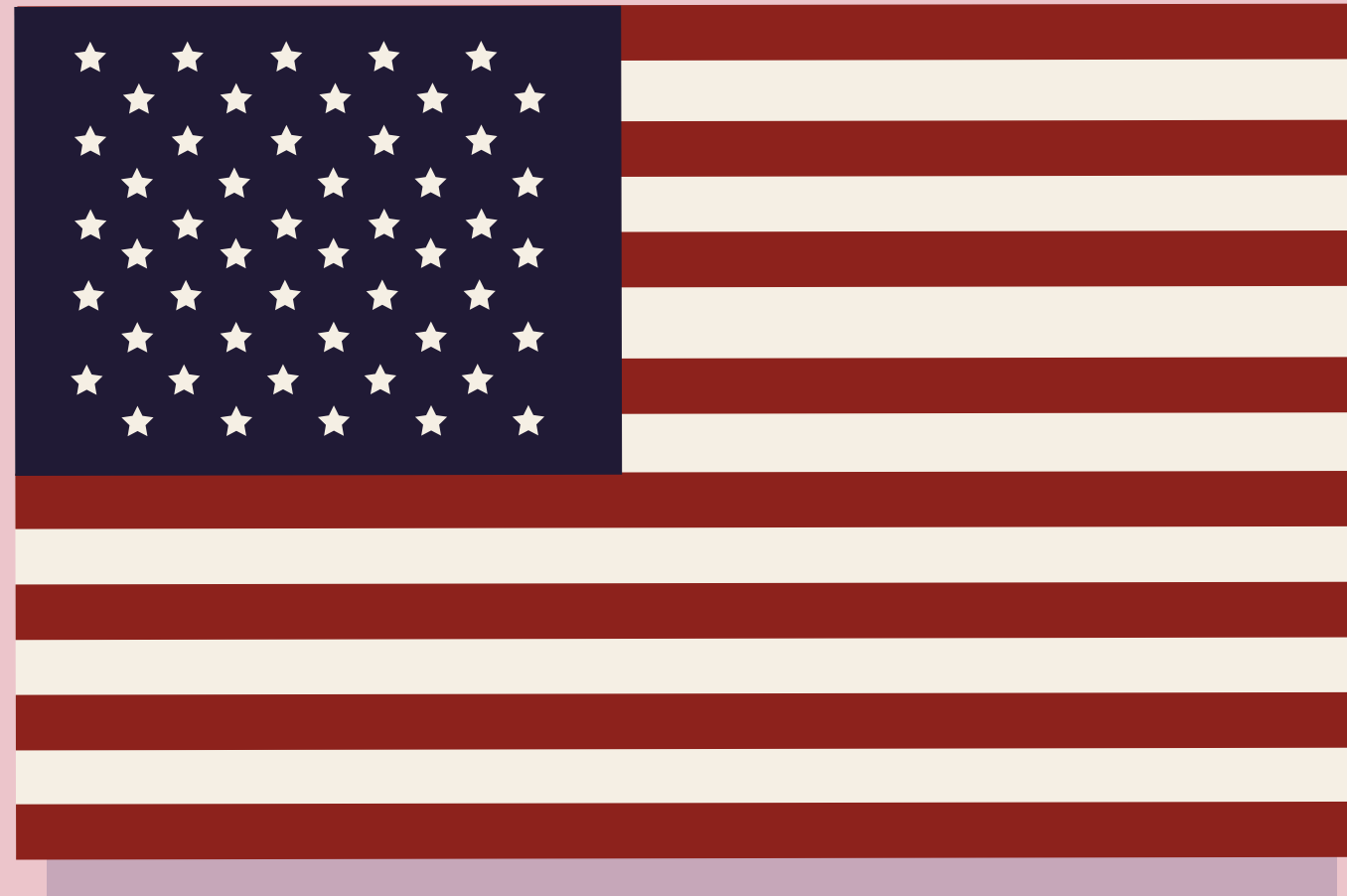
Susan B. Albaugh, Kazuko Ashizawa, Kim Berrall, Ang Blanchette, Nancy Braier, Maggie Buchanan, Paula Coyner, Kathryn M. Cummings, Michelle De Groot, Michael Donegan, Diana Espinal, Mary E. Forbes, Michael L. Ford, Sue Fulton, Carolyn Gosse, Dorrit Green, Liza Greene, Ted Hirsch, Danielle Knecht, James K. Lee, Matt Leech, Diane Henry Leipzig, Robin Luecke, Martha G. Mack, Liana Mahoney, Isabel McLean, Steve Morrison, Julianne K. Munson, Elizabeth B. Rasmussen, Ellen Sadler, Rachael L. Shaw, Sivan B. Sherman, Diane Auger Smith, Laura Tortorelli, Khara Turnbull, Miriam E. Vidaver, Michelle L. Warner, Catherine S. Whittington, Jeannette A. Williams

We would like to extend special recognition to Program Directors Matthew Davis and Souzanne Wright who were instrumental to the early development of this program.

Schools

We are truly grateful to the teachers, students, and administrators of the following schools for their willingness to field test these materials and for their invaluable advice: Capitol View Elementary, Challenge Foundation Academy (IN), Community Academy Public Charter School, Lake Lure Classical Academy, Lepanto Elementary School, New Holland Core Knowledge Academy, Paramount School of Excellence, Pioneer Challenge Foundation Academy, New York City PS 26R (The Carteret School), PS 30X (Wilton School), PS 50X (Clara Barton School), PS 96Q, PS 102X (Joseph O. Loretan), PS 104Q (The Bays Water), PS 214K (Michael Friedsam), PS 223Q (Lyndon B. Johnson School), PS 308K (Clara Cardwell), PS 333Q (Goldie Maple Academy), Sequoyah Elementary School, South Shore Charter Public School, Spartanburg Charter School, Steed Elementary School, Thomas Jefferson Classical Academy, Three Oaks Elementary, West Manor Elementary.

And a special thanks to the Pilot Coordinators Anita Henderson, Yasmin Lugo-Hernandez, and Susan Smith, whose suggestions and day-to-day support to teachers using these materials in their classrooms was critical.



Kindergarten

Knowledge 11 | Digital Components

Presidents and American Symbols: Uniquely American

Kindergarten

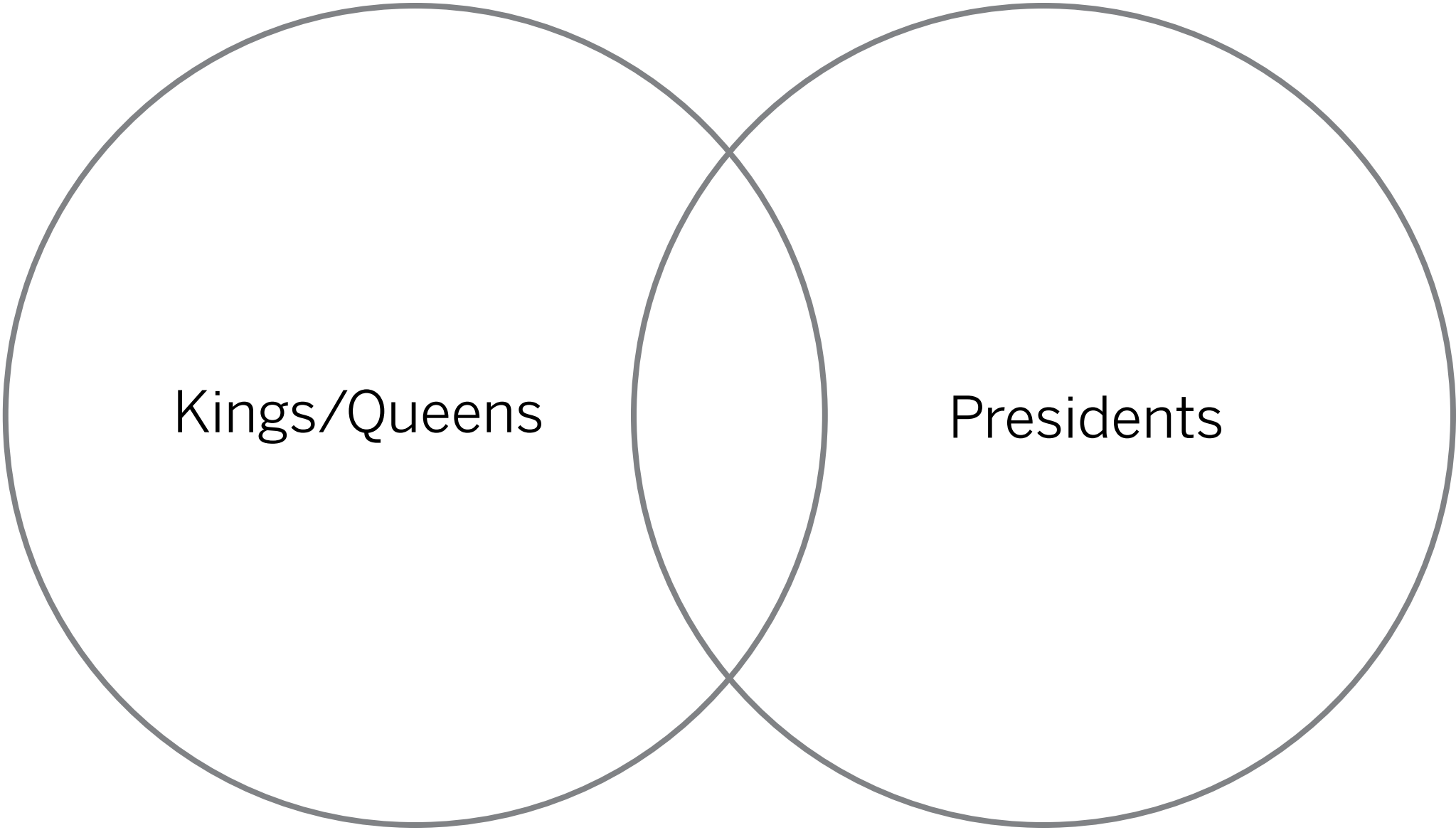
Knowledge 11

Presidents and American Symbols: Uniquely American

Digital Components

Table of Contents

Lesson 1: Venn Diagram1



Notice and Disclaimer: The agency has developed these learning resources as a contingency option for school districts. These are optional resources intended to assist in the delivery of instructional materials in this time of public health crisis. Feedback will be gathered from educators and organizations across the state and will inform the continuous improvement of subsequent units and editions. School districts and charter schools retain the responsibility to educate their students and should consult with their legal counsel regarding compliance with applicable legal and constitutional requirements and prohibitions.

Given the timeline for development, errors are to be expected. If you find an error, please email us at texashomelearning@tea.texas.gov.

This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License.

You are free:
to Share—to copy, distribute, and transmit the work
to Remix—to adapt the work

Under the following conditions:

Attribution—You must attribute any adaptations of the work in the following manner:

This work is based on original works of Amplify Education, Inc. (amplify.com) and the Core Knowledge Foundation (coreknowledge.org) made available under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License. This does not in any way imply endorsement by those authors of this work.

Noncommercial—You may not use this work for commercial purposes.

Share Alike—If you alter, transform, or build upon this work, you may distribute the resulting work only under the same or similar license to this one.

With the understanding that:

For any reuse or distribution, you must make clear to others the license terms of this work. The best way to do this is with a link to this web page:

<https://creativecommons.org/licenses/by-nc-sa/4.0/>

© 2020 Amplify Education, Inc.
amplify.com

Trademarks and trade names are shown in this book strictly for illustrative and educational purposes and are the property of their respective owners. References herein should not be regarded as affecting the validity of said trademarks and trade names.

General Manager K-8 Humanities and SVP, Product
Alexandra Clarke

Vice President, Elementary Literacy Instruction
Susan Lambert

Content and Editorial
Elizabeth Wade, PhD, Director, Elementary Language Arts Content
Patricia Erno, Associate Director, Elementary ELA Instruction
Maria Martinez, Associate Director, Spanish Language Arts
Baria Jennings, EdD, Senior Content Developer
Christina Cox, Managing Editor

Product and Project Management
Ayala Falk, Director, Business and Product Strategy, K-8 Language Arts
Amber McWilliams, Senior Product Manager
Elisabeth Hartman, Associate Product Manager
Catherine Alexander, Senior Project Manager, Spanish Language Arts
LaShon Ormond, SVP, Strategic Initiatives
Leslie Johnson, Associate Director, K-8 Language Arts
Thea Aguiar, Director of Strategic Projects, K-5 Language Arts
Zara Chaudhury, Project Manager, K-8 Language Arts

Design and Production
Tory Novikova, Product Design Director
Erin O'Donnell, Product Design Manager

Other Contributors
Patricia Beam, Bill Cheng, Ken Harney, Molly Hensley, David Herubin, Sara Hunt, Kristen Kirchner, James Mendez-Hodes, Christopher Miller, Diana Projansky, Todd Rawson, Jennifer Skelley, Julia Sverchuk, Elizabeth Thiers, Amanda Tolentino, Paige Womack

Series Editor-in-Chief
E. D. Hirsch Jr.

President
Linda Bevilacqua

Editorial Staff
Mick Anderson
Robin Blackshire
Laura Drummond
Emma Earnst
Lucinda Ewing
Sara Hunt
Rosie McCormick
Cynthia Peng
Liz Pettit
Tonya Ronayne
Deborah Samley
Kate Stephenson
Elizabeth Wafler
James Walsh
Sarah Zelinke

Acknowledgments
These materials are the result of the work, advice, and encouragement of numerous individuals over many years. Some of those singled out here already know the depth of our gratitude; others may be surprised to find themselves thanked publicly for help they gave quietly and generously for the sake of the enterprise alone. To helpers named and unnamed we are deeply grateful.

Contributors to Earlier Versions of These Materials
Susan B. Albaugh, Kazuko Ashizawa, Kim Berrall, Ang Blanchette, Nancy Braier, Maggie Buchanan, Paula Coyner, Kathryn M. Cummings, Michelle De Groot, Michael Donegan, Diana Espinal, Mary E. Forbes, Michael L. Ford, Sue Fulton, Carolyn Gosse, Dorrit Green, Liza Greene, Ted Hirsch, Danielle Knecht, James K. Lee, Matt Leech, Diane Henry Leipzig, Robin Luecke, Martha G. Mack, Liana Mahoney, Isabel McLean, Steve Morrison, Juliane K. Munson, Elizabeth B. Rasmussen, Ellen Sadler, Rachael L. Shaw, Sivan B. Sherman, Diane Auger Smith, Laura Tortorelli, Khara Turnbull, Miriam E. Vidaver, Michelle L. Warner, Catherine S. Whittington, Jeannette A. Williams.

We would like to extend special recognition to Program Directors Matthew Davis and Souzanne Wright, who were instrumental in the early development of this program.

Schools
We are truly grateful to the teachers, students, and administrators of the following schools for their willingness to field-test these materials and for their invaluable advice: Capitol View Elementary, Challenge Foundation Academy (IN), Community Academy Public Charter School, Lake Lure Classical Academy, Lepanto Elementary School, New Holland Core Knowledge Academy, Paramount School of Excellence, Pioneer Challenge Foundation Academy, PS 26R (the Carteret School), PS 30X (Wilton School), PS 50X (Clara Barton School), PS 96Q, PS 102X (Joseph O. Loretan), PS 104Q (the Bays Water), PS 214K (Michael Friedsam), PS 223Q (Lyndon B. Johnson School), PS 308K (Clara Cardwell), PS 333Q (Goldie Maple Academy), Sequoyah Elementary School, South Shore Charter Public School, Spartanburg Charter School, Steed Elementary School, Thomas Jefferson Classical Academy, Three Oaks Elementary, West Manor Elementary.

And a special thanks to the Pilot Coordinators, Anita Henderson, Yasmin Lugo-Hernandez, and Susan Smith, whose suggestions and day-to-day support to teachers using these materials in their classrooms were critical.

Texas Contributors

Content and Editorial
Sarah Cloos
Laia Cortes
Jayana Desai
Angela Donnelly
Claire Dorfman
Ana Mercedes Falcón
Rebecca Figueroa
Nick García
Sandra de Gennaro
Patricia Infanzón-Rodríguez
Seamus Kirst
Michelle Koral
Sean McBride
Jacqueline Ovalle
Sofía Pereson
Lilia Perez
Sheri Pineault
Megan Reasor
Marisol Rodriguez
Jessica Roodvoets
Lyna Ward

Product and Project Management
Stephanie Koleda
Tamara Morris

Art, Design, and Production
Nanyamka Anderson
Raghav Arumugan
Dani Aviles
Olioli Buika
Sherry Choi
Stuart Dalgo
Edel Ferri
Pedro Ferreira
Nicole Galuszka
Parker-Nia Gordon
Isabel Hetrick
Ian Horst
Ashna Kapadia
Jagriti Khirwar
Julie Kim
Lisa McGarry
Emily Mendoza
Marguerite Oerlemans
Lucas De Oliveira
Tara Pajouhesh
Jackie Pierson
Dominique Ramsey
Darby Raymond-Overstreet
Max Reinhardsen
Mia Saine
Nicole Stahl
Flore Thevoux
Jeanne Thornton
Amy Xu
Jules Zuckerberg

Design and Graphics Staff
Kelsie Harman
Liz Loewenstein
Bridget Moriarty
Lauren Pack

Consulting Project Management Services
ScribeConcepts.com

Additional Consulting Services
Erin Kist
Carolyn Pinkerton
Scott Ritchie
Kelina Summers

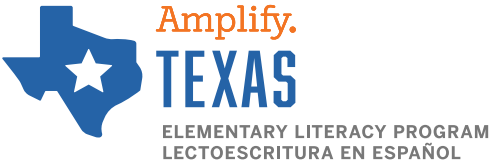
Credits

Every effort has been taken to trace and acknowledge copyrights. The editors tender their apologies for any accidental infringement where copyright has proved untraceable. They would be pleased to insert the appropriate acknowledgment in any subsequent edition of this publication. Trademarks and trade names are shown in this publication for illustrative purposes only and are the property of their respective owners. The references to trademarks and trade names given herein do not affect their validity.

All photographs are used under license from Shutterstock, Inc. unless otherwise noted.

Expert Reviewer
J. Chris Arndt

Writers
Matthew Davis, Diane Leipzig, Rosie McCormick, James Weiss



Welcome!

Kindergarten, Domain 11

Presidents and American Symbols: Uniquely American

In this unit, students will learn about several American symbols and will explore the lives and legacies of five presidents.

What's the story?

Students will be introduced to several national symbols, including the **American flag**, the **Statue of Liberty**, the **White House**, and **Mount Rushmore**. They will also begin to learn about the **branches of the government** and the **role of the president**.

What will my student learn?

Students will focus on two of the Founding Fathers of the United States: **George Washington** and **Thomas Jefferson**. They will also continue learning about the lives and impact of other U.S. presidents, including **Abraham Lincoln**, **Theodore Roosevelt**, and **Barack Obama**.

In this domain, students will hear a story about the carving of Mount Rushmore, which commemorates four of the five presidents they will learn about. Students will also focus on **written communication** by **drawing detailed pictures**, exchanging **feedback** with peers, and **writing short phrases and sentences**.

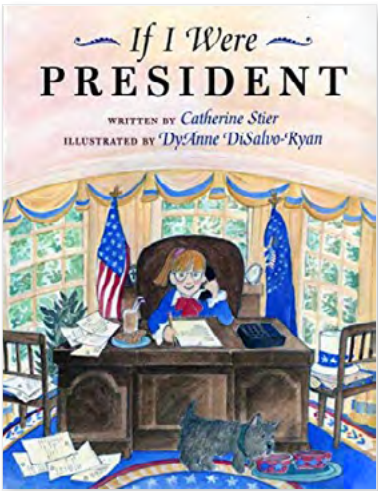
Conversation starters

Ask your student questions about the unit to promote discussion and continued learning:

1. Why is George Washington considered one of the greatest American heroes?
Follow up: What are some of the sacrifices he made for his country? Tell me about the story of George Washington and the cherry tree. What is named after George Washington?
2. What did you learn about Thomas Jefferson?
Follow up: Why is he considered a Founding Father?
3. Who was the president during the Civil War?
Follow up: Why was he an important president?
4. Tell me about Theodore Roosevelt's early life.
Follow up: How did that affect his role as a president? What did his love of nature lead him to do?
5. Where did Barack Obama grow up?
Follow up: What was one thing he wanted to accomplish as president? How was he similar to the other presidents you learned about? In what ways was he different?

Kindergarten: Domain 11

If I Were President



by Catherine Stier
Illustrated by
DyAnne DiSalvo-Ryan



●●● QT: 860L

Read-Alouds with this rating may demonstrate sophisticated syntax and nuanced content.

●●● QL: 3

These Read-Alouds often include sophisticated structures with nuanced purposes. The Read-Aloud structure may be innovative or complex, while its language may be unconventional, idiomatic, or otherwise specialized.

●●● RT: 3

This unit's tasks and activities contain nuance and complexity, requiring students to draw on the knowledge they have built throughout the program.

Summary: After a brief informational overview of the presidency, fictional children describe what they would do if they were president of the United States of America. Students learn about the responsibilities and privileges of the presidency as well as how the U.S. government functions. The illustrations add depth and diversity, ensuring that students see characters like themselves and demonstrating that citizens of many backgrounds may be elected president.

Essential Question

What makes a good leader?

Use this graphic organizer to help students distinguish between the tasks of being president and the benefits of being president. For each item listed, review the relevant page and ask students whether the item is a job or task that the president must perform or a perk, something special the president gets to do or have. After students have classified each item, use the identified tasks to guide them in discussion around the qualities of a good leader.

| | Task or Responsibility | Benefit or Perk | Leadership Qualities Connected to Item |
|--|------------------------|-----------------|--|
| "Preserve, protect, and defend the Constitution" | X | | Leaders protect and defend their people and what they stand for. |
| Travel in Air Force One | | X | |
| "Have two desserts every night" | | X | |
| "Be in charge of the armed forces" | X | | Leaders advise or guide other people. |
| Help Congress make laws | X | | Leaders work together with other people. |
| Live in the White House | | X | |

Vocabulary Routine

Tier 2 Vocabulary Words

president
judge
nation
carved

Tier 3 Vocabulary Words

Congress
bill
Constitution
cabinet
veto

Performance Task

Have students draw a three-picture comic strip to show what they would do if they were president.

Students should be able to

- depict at least one job or task they would have as president.
- depict at least one perk or benefit they would enjoy as president.

Writing Prompt

Have students use the following sentence starters to explain what they would do as president. These prompts may be used as captions for their comic strips if desired.

- One job I would do as president is _____.
- One benefit I would enjoy as president is _____.
- I would like to be president because _____.

Vocabulary

Kindergarten Domain 11: Presidents and American Symbols:
Uniquely American



Alphabetizing

Introduction: Alphabetizing



To **alphabetize** words, put them in order based on the alphabet. When we alphabetize something, we say it is in *alphabetical order*.

Let's alphabetize two presidents' names:

Washington and Lincoln

The first letter of **W**ashington is *W*.

The first letter of **L**incoln is *L*.

Let's look at the alphabet to see which letter appears first.

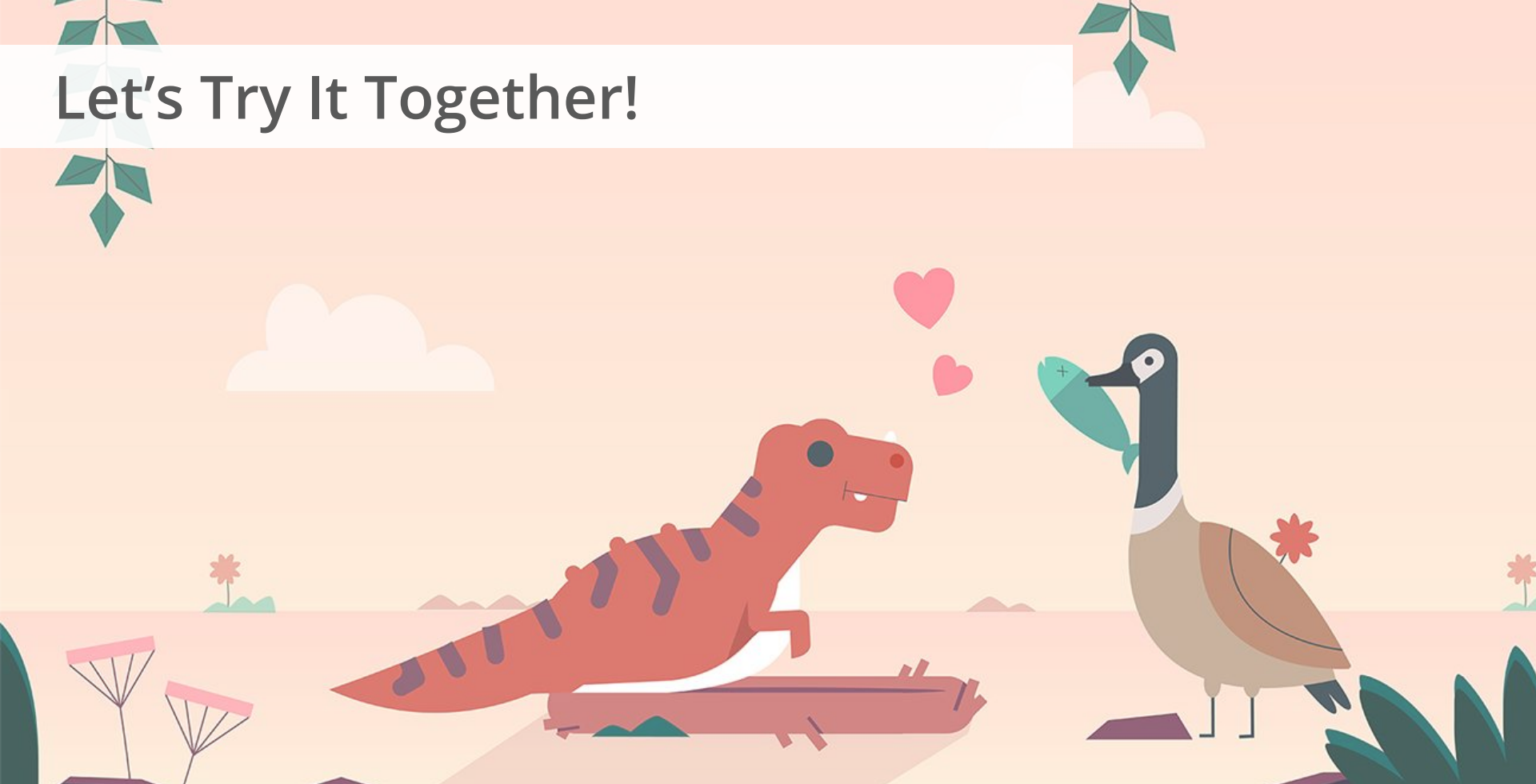
A B C D E F G H I J K **L** M N O P Q R S T U V **W** X Y Z

L comes before *W* in the alphabet, so **Lincoln** comes before **Washington** when we put these presidents' names in alphabetical order.

Lincoln

Washington

Let's Try It Together!



Look at these words from our domain on the presidents:

sculptor

admired

To alphabetize them, let's name the first letter of each word.
Turn to a partner and whisper the first letter of **sculptor**. Now
turn to your partner and whisper the first letter of **admired**.

The first letter of **sculptor** is *s*.

The first letter of **admired** is *a*.

Look at the alphabet chart to see which letter appears first in the alphabet, *a* or *s*.

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Hold up one finger if you think *a* appears first in the alphabet.

Hold up five fingers if you think *s* appears first in the alphabet.

Since *a* appears first in the alphabet, we would put the word **admired** before the word **sculptor**.

admired

sculptor

Now they're in alphabetical order!

Now you try one with a partner. Which word would come first alphabetically?

nation

independence

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Raise one finger if you think **nation** comes first alphabetically.

Raise five fingers if you think **independence** comes first alphabetically.

Did you remember the steps?

1. Find the first letter of each word.

nation

/Independence

2. Decide which letter appears first on the alphabet chart.

A B C D E F G H **I** J K L M **N** O P Q R S T U V W X Y Z

3. Put the words in alphabetical order.

independence

nation

Now Try One by Yourself!



Which word comes first alphabetically?

president

monarchy

Write the letter *P* if you think **president** comes first alphabetically.

Write the letter *M* if you think **monarchy** comes first alphabetically.

Answer



Monarchy comes before **president** when you put the words in alphabetical order.