

LESSON PLAN PROJECT FINAL SUBMISSION

Candidate Name: Leanne Meeks

I. Subject and Grade Level: History - Kindergarten
II. Topic: Mount Rushmore Presidents
III. Subtopic: Abraham Lincoln
IV. STANDARDS Virginia Standard of Learning: https://doe.virginia.gov/testing/sol/standards_docs/history_socialscience/index.shtml History K.2: The student will recognize that history describes events and people from other times and places by <ol style="list-style-type: none"> identifying examples of historical events, stories, and legends that describe the development of the local community; and identifying people who helped establish and lead the local community over time <ul style="list-style-type: none"> Common Core State Standard: http://www.corestandards.org/ELA-Literacy/SL/K/ <ul style="list-style-type: none"> SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood. SL.K.4 Ask and answer questions in order to seek help, get information, or clarify something that is not understood. L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings.
Objective: <ul style="list-style-type: none"> After chapter four reading, students will be able to recognize Abraham Lincoln as an important president of the United States, students will be able to explain why Abraham Lincoln is known as “Honest Abe” and will be able to understand the meaning of the following domain-specific vocabulary terms: pennies, government, and state laws (Standard SL.K.4 and L.K.5) while understanding how they relate to Abraham Lincoln.
VI. Materials: <ul style="list-style-type: none"> individual student copies of The Mount Rushmore Presidents Student Book teacher and individual student copies of Map of the United States (Activity Page 1.3) several Lincoln pennies and a five-dollar bill
VII. Technology Connection: Computer or Projector
VIII. Biblical/ Character Education Principle: Honesty and Integrity: 2 Corinthians 8:12 “For we are taking pains to do what is right, not only in the eyes of the Lord but also in the eyes of man.” Honest Abe did not do what he thought was right just because this was his way of serving the Lord and bring truthful in all his daily actions. Integrity for having such a

strong belief that you would pay the ultimate sacrifice for. Lincoln freed the slaves; “do unto others as you would have them do unto you”. (Luke 6:31) The teacher will include that having integrity is an important virtue such as the seven that our school teaches and follows. (Courage, Honesty, Perseverance, Self-government, Service, Courtesy, Responsibility) Each virtue helps to build people into better people. This creates the people that the Lord intended us to be.

IX. Procedures:

A. Anticipatory Set: The teacher will hand out student copies of a United States Map (Activity Page 1.3) and have students choose one color from their crayon box. Through teacher led discussion, students will locate and color Kentucky on their map of the United States.

B. Developmental Activities:

Instruction:

- The teacher will distribute copies of the Student Book, Core Knowledge, Mount Rushmore Presidents to students and project the student book on the board for additional reference.
- The teacher will ask students to look at the image of Thomas Jefferson on the cover of their Student Books and to describe what they remember from the Chapter 3’s Read Aloud, Thomas Jefferson.
- The teacher will then point on the projected student book to Abraham Lincoln’s face on the picture of Mount Rushmore, and tell students that in today’s Read Aloud, they will hear about another famous president, Abraham Lincoln.
- The teacher will instruct students to turn to page 18 of the Student Book as the teacher turns the page on the projected book and look at the image as the teacher reads aloud.
- The teacher will ask students to look at the image of Lincoln’s cabin. The teacher will have controlled dialogue, hands raised to be called on, and **ask students to describe Abraham Lincoln’s cabin.** The students should see that it is made of logs, which come from trees. The teacher will emphasize that the cabin’s floor was just dirt. There was no carpet or wood flooring.
- The teacher will discuss with students what life would be like in a one-room log cabin. The teacher will remind the students that this was before electricity, heating, and air conditioning. The teacher will reread the sentence at the bottom of the page that describes the bed that Lincoln slept on as a boy. The teacher will **ask students if they think sleeping on dried leaves would be comfortable or not**, thumbs up for yes, thumbs down for no. If there were a student that had a thumbs up, ask them why they think so, then ask a student whose thumbs down why they think not.
- After discussion the teacher will ask the students, **what was Lincoln’s home like when he was growing up?** Answers should have a similar answer to “*Lincoln’s home was a log cabin with one room, one window, and dirt floors. His bed was made from logs and dried corn leaves.*”
- The teacher will ask students to turn to page 19 in the Student Book as the teacher turns the page on the projected book and begins to read aloud.

- The teacher will **ask students to describe what Lincoln and his father are doing in the image on page 19**. The teacher will use leading questions to talk about how they might use the wood. (i.e., for repairing their home, building furniture, heating the log cabin, cooking, etc.)
- The teacher will ask the students **what did the Lincolns have to do because there were very few stores where they lived?** Answers should be relative to *“The Lincolns had to grow their own food and make almost everything they needed.”*
- The teacher will ask students to turn to page 20 in the Student Book as the teacher turns the page on the projected book and begins to read aloud.
- After reading page 20, the teacher will make a point out the distinction between Thomas Jefferson’s education and Lincoln’s. Jefferson’s family had enough money to hire a tutor to teach Jefferson. Lincoln’s family did not have enough money for that, so Lincoln taught himself.
- The teacher will use the image to help students visualize the interior of the log cabin. The teacher will explain that there was a fireplace in the one room. The fire would heat the cabin, as well as provide fuel for cooking. The teacher will explain that food was often cooked in a kettle over the fire, as opposed to in an oven, on a stove, or in a microwave. The fire could also provide light, as is seen here with Abe reading a book by the fire.
- The teacher will ask students to turn to page 21 in the Student Book as the teacher turns the page on the projected book and begins to read aloud.
- After the teacher reads, the teacher will talk about what it means to borrow something. When you borrow something, such as a book or toy, you keep it for a while and then return it to its owner. It is not something you keep forever. When you return it, it should be in the same condition that it was when you first borrowed it. Taking good care of things that you borrow is using your best manners.
- The teacher will remind students that being honest means being truthful or telling the truth. The teacher will ask students “How was Abe Lincoln honest?” Answers should be similar wording of *“Abe Lincoln was honest because he told his neighbor the truth about what had happened to the book.”*
- The teacher will ask students to turn to page 22 in the Student Book as the teacher turns the page on the projected book and begins to read aloud.
- After the teacher reads, the teacher will explain the core vocabulary term, **pennies**, and that they are a form of money. They are coins that are worth only one cent. The teacher will show students one or more pennies. The teacher will point out that Abraham Lincoln is pictured on our pennies today. The teacher will also show students a five-dollar bill and point out that his image is also on this bill.
- The teacher will explain that Abraham Lincoln was known for being honest and that he is often referred to now as Honest Abe.
- The teacher will ask students **what is an example of Lincoln’s honesty?** The answers should be consistent with *“When Lincoln was working at a store, someone paid too much. He walked a long way to give the extra*

pennies back to the person who had paid too much.” Depending on the level of the students they may refer to page 21 and the answers may also mention the time that Lincoln told the truth about a book that he had borrowed from a neighbor that was accidentally ruined. Lincoln did some chores for the neighbor to pay for the ruined book.

- The teacher will ask students to turn to page 23 in the Student Book as the teacher turns the page on the projected book and begins to read aloud.
- After reading, the teacher will discuss 2 core vocabulary terms. The teacher will explain that a **government** is a group of people who make rules and decisions for a country, state, or city and that **state laws** are rules made by the state government for the people who are in the state.
- The teacher will **ask students if they remember what a lawyer is.** (A lawyer has the job of helping people understand the law.) Then the teacher will ask students if they remember hearing about another lawyer who became president. (Thomas Jefferson, Chapter 3, was a lawyer who became president.)
- The teacher will ask students to turn to page 24 in the Student Book as the teacher turns the page on the projected book and begins to read aloud.
- After the teacher reads, the teacher will ask the students **what did Abraham Lincoln’s friends tell him that he should do?** Answers should be consistent with *“Abraham Lincoln’s friends told him that he should run for president.”*
- **Guided Practice:** The teacher will direct a “Turn and Talk” activity. The teacher will re ask the questions that were previously asked during the read aloud. (Questions in bold in the instruction section of lesson plan) After each question the teacher will allow the students to turn and talk to their table partners for 30 to 60 seconds per question. The teacher will set the timer, when the timer goes off, the teacher will ask what the table/team came up with for an answer, calling on different students/tables for each question.
- **Independent Practice:** The teacher will hand out the students "Our Country: The United States of America" history journals. The teachers will give the instructions that students will paste "Home of the President" title on a clean page and have the students record what they learned on that page. The teacher will ask the students open questions and integrate vocabulary. The teacher will ask the students **"What should we record in our journals about the information we just learned?"** Students' answers will vary based on what the student took away from the lesson. The teacher will walk the classroom and assist with cutting and pasting and ensuring the student is on the correct page of the journal.

X. Closure: Play the Video: *Abraham Lincoln for Kids – Part 1 (Childhood)*:

<https://www.youtube.com/watch?v=FV5PZ10HbaE>

After the video the teacher will mention how the video explained the words we just read but also the extra details that the book did not mention.

XI. Diversity/Differentiation for Exceptionalities:

A. Learning Styles (*modalities / multiple intelligences*):

Auditory: Auditory learners will have the ability to listen to both myself and the video that is provided in the lesson plan.

Visual: Visual learners will have the ability to see the images from the book as well as watch the short video that is going to be played.

Kinesthetic: Kinesthetic learners will be able to apply what they have seen and heard from the read aloud and the video and create their take away from the lesson in the journal assignment.

- B. Gifted:** Advanced students will have little supervision while journaling. Once the main journal is complete the advanced students will journal a second page on the similarities and differences, a venn diagram, between Lincoln and Jefferson. (Chapters 3 and 4)

Level 2 students will have some prompting while journaling. Example would be the teacher asking questions to prompt memory for sentences or drawing pictures.

Level 1 students will have prompting for recollection and support for thoughts while journaling.

- C. LEP:** Books are used as teacher led guided reading while videos will have closed captioning on while being played.

- D. LD, ED, ADD:** Flexible seating is available for these students. Students with glasses will have closer seating to the board. Other students, as needed, will have a flexible walking area. Students that fit the need will have premade sentences or photos to color and paste in the journal vice writing out sentences. Students that are able to write some will have sentences with blanks to fill in before they color and paste into their journal.

- E. Multicultural Connections:** Abraham Lincoln was the president who ended slavery. This will bring the cultures together because he made every man equal to another. This is an important lesson (Especially in Kindergarten) because we are all people regardless of the color of our skin, the types of clothing we wear etc. We all have emotions, feeling, and deserve to be treated like a person.

XII. Summative Assessment/Evaluation: The students will be able to identify Abraham Lincoln from a photo as well as verbally recall 5 facts about Abraham Lincoln. Such as;

1. Lincoln was called "Honest Abe"
2. Lincoln was the 16th President
3. Lincoln slept on the floor of a log cabin
4. Lincoln ended slavery
5. Lincoln is on a penny and a five-dollar bill
6. Lincoln wore a tall hat
7. Lincoln was the tallest president
8. Lincoln is one of four presidents on Mount Rushmore

The criterion will be met through ask and answer questions in order for the student to be able to understand the information, or for the student to ask questions to help them clarify something that is not understood. They will also understand with guidance and support from the teacher from exploring word relationships and nuances in word meanings.

- Gifted students will be able to identify Abraham Lincoln from a photo as well as be able to list more than five facts about Lincoln.
- Level 2 students will be able to identify Abraham Lincoln from a photo with little to no help as well as be able to list more than between 3-6 facts about Lincoln.
- Level 1 students will be able to identify Abraham Lincoln from a photo with questioned prompting and able to list at a minimum of 3 facts about Lincoln.

References

Core Knowledge Foundation. (2019). *The Mount Rushmore Presidents* [Teacher Guide]. Core Knowledge. chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.coreknowledge.org/wp-content/uploads/2019/09/CKHG_GK-U4_Mount-Rushmore-Presidents_TG.pdf