

## Kindergarten Frameworks for the Georgia Standards of Excellence in Social Studies

The following instructional plan is part of a GaDOE collection of Unit Frameworks, Performance Tasks, examples of Student Work, and Teacher Commentary for the Kindergarten Social Studies Course.

<b>Kindergarten - Unit Six – Being a Good Leader</b>	
<b>Elaborated Unit Focus</b>	This unit links the Presidents Day holiday to the presidents that it honors, and gives students an opportunity to learn more about them and their accomplishments. Students will also learn about the monuments built to Washington and Lincoln, and the role of the White House as the home of the president, regardless of who that may be. These pieces of content link together to help students appreciate the importance of the presidency. In addition, students will learn to recite their street address, city, state, and country during this unit, if they have not already done so by this point in Kindergarten.
<b>Connection to Connecting Theme/Enduring Understandings</b>	Through the theme of <b>Culture</b> , students will learn about the Presidents Day holiday, and connect it to the presidents they are studying through the theme of <b>Individuals, Groups, Institutions</b> (Washington, Lincoln, current president). Students will explore the reasons that presidents are recognized with their own holiday, and the importance of the presidential role in American government. They will also explore the monuments dedicated to Lincoln and Washington, and discuss how these monuments recognize the individual accomplishments of these men along with the importance of the institution of the presidency. By learning about the White House, students will understand a bit more about its cultural role and its link to the presidents included in the unit. Students can also use the theme of <b>Location</b> to understand why the monuments and White House are located where they are. This final theme continues as students learn basic facts about their place in the world.
<b>GSE for Social Studies (standards and elements)</b>	<p><b>SSKH1</b> – Identify the national holidays and describe the people and/or events celebrated.</p> <p style="padding-left: 20px;">h. Presidents Day (George Washington, Abraham Lincoln, and the current president)</p> <p><b>SSKH2</b> – Identify the following American symbols.</p> <p style="padding-left: 20px;">f. Lincoln Memorial (identify image and associate with Abraham Lincoln and Presidents Day)</p> <p style="padding-left: 20px;">g. Washington Monument (identify image and associate with George Washington and Presidents Day)</p> <p style="padding-left: 20px;">h. White House (identify image and associate with Presidents Day and the current president)</p> <p><b>SSKG3</b> – State the street address, city, state, and country in which the student lives.</p>
<b>Connection to Literacy Standards for Social Studies (reading and/or writing)</b>	All of the Kindergarten Reading Informational skills are covered in this unit’s activities, ELAGSEKR11-10. All of the Kindergarten Writing skills, ELAGSEKW1-3, 5-6, 7-8, are also developed within this unit. All of the Kindergarten Speaking and Listening skills are also covered within this unit, ELAGSEKSL1-6. This unit is an ideal opportunity to integrate ELA standards with Social Studies standards for powerful learning.

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<p><b>Connection to Social Studies Matrices (information processing and/or map and globe skills)</b></p>	<p><b>Information Processing Skills:</b></p> <ol style="list-style-type: none"><li>1. compare similarities and differences</li></ol>
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<b>Essential Questions and Related Supporting/Guiding Questions</b>	
<b>Culture</b>	<ol style="list-style-type: none"> <li>1. Why do we celebrate holidays as a nation?               <ol style="list-style-type: none"> <li>a. What does Presidents Day help us honor?</li> <li>b. Who do we honor on Presidents Day?</li> <li>c. How do we acknowledge Presidents Day?</li> </ol> </li> <li>2. Why do people build monuments and memorials?               <ol style="list-style-type: none"> <li>a. How do monuments/memorials help us remember people?</li> <li>b. What does the Washington Monument help us remember?</li> <li>c. What does the Lincoln Memorial help us remember?</li> </ol> </li> </ol>
<b>Individuals, Groups, Institutions</b>	<ol style="list-style-type: none"> <li>3. How do individuals impact the world around them?               <ol style="list-style-type: none"> <li>a. What can people do to affect their families?</li> <li>b. What can people do to affect their communities?</li> <li>c. What can people do to impact their countries?</li> </ol> </li> <li>4. How do presidents affect the lives of people in our country? (and around the world?)               <ol style="list-style-type: none"> <li>a. Why do we remember George Washington today?</li> <li>b. Why do we remember Abraham Lincoln today?</li> <li>c. What is the job of our current president?</li> </ol> </li> </ol>
<b>Location</b>	<ol style="list-style-type: none"> <li>5. How does where we live affect how we live?               <ol style="list-style-type: none"> <li>a. How is your city/town/county different from other places?</li> <li>b. What things affect your way of life? (weather; types of land; proximity to water; etc.)</li> <li>c. How is your life similar to or different from the lives of children in other places?</li> </ol> </li> <li>6. Why is it important to know where you live?               <ol style="list-style-type: none"> <li>a. How can knowing your address help you?</li> <li>b. Who might need to know your address?</li> <li>c. What should you do if your address changes?</li> </ol> </li> <li>7. How do people decide where to build monuments and memorials?               <ol style="list-style-type: none"> <li>a. Why is the Washington Monument located in Washington, D. C.?</li> <li>b. Why is the Lincoln Memorial located in Washington, D. C.?</li> <li>c. What memorials or monuments are located in your community? Why are they there?</li> </ol> </li> </ol>

## Sample Instructional Activities/Assessments

### Our First President

1. Begin by showing students a variety of images of George Washington. Some possibilities:
  - \*Gilbert Stuart’s official Presidential portrait: <http://www.georgewashington.si.edu/kids/familyguide.html>.
  - \*Jean-Antoine Houdon’s statue, in Virginia’s State Capitol: [http://edu.lva.virginia.gov/online\\_classroom/shaping\\_the\\_constitution/doc/washington](http://edu.lva.virginia.gov/online_classroom/shaping_the_constitution/doc/washington).
  - \*Washington with his enslaved manservant, Billy Lee: [https://www.mountvernon.org/george-washington/biography/#g-285\\_m-10facts1](https://www.mountvernon.org/george-washington/biography/#g-285_m-10facts1).
  - \*Washington’s portrait in the National Portrait Gallery: [http://npg.si.edu/object/npg\\_NPG.65.59](http://npg.si.edu/object/npg_NPG.65.59).
  - \*Washington in the New York City Hall portrait collection: [http://www1.nyc.gov/assets/designcommission/images/content/portraits/Washington\\_Trumbull.jpg](http://www1.nyc.gov/assets/designcommission/images/content/portraits/Washington_Trumbull.jpg).
2. Students may or may not be able to identify the pictures as George Washington. If they can, ask them to share what they notice in the portraits. If not, share that the pictures show George Washington, our country’s first president. Depending on the class, this may also require a basic explanation of the role of the president. Then, continue discussing the details of the portraits.
3. Share information about George Washington and his presidency. This can be done using a variety of children’s books, including:
  - \**George Washington’s Teeth*, by Debra Chandra
  - \**Dear Mr. Washington*, by Lynn Cullen and Nancy Carpenter
  - \**George Washington’s Breakfast*, by Jean Fritz

Teachers could also share the basic biographical information on the Mount Vernon website: [https://www.mountvernon.org/george-washington/biography/#g-285\\_m-10facts1](https://www.mountvernon.org/george-washington/biography/#g-285_m-10facts1). Another option is to watch this short video biography: <https://www.biography.com/video/george-washington-mini-biography-14814787758>. Much of the content will be overkill for Kindergarteners, but the combination of facts and images should give most students some new information. {Teachers will want to note that, as the end of the video indicates, Washington did emancipate the people he personally enslaved upon his death. However, the people enslaved by his wife and her father’s estate remained enslaved. Further, because people from both groups had married, some families ended up divided by this action.}
4. As a class, list facts students have learned about Washington on chart paper or a saved interactive whiteboard chart. Students can refer to this chart in completing the graphic organizer in step 5 or in later comparison activities.
5. Students can complete the presidential graphic organizer at the end of this document, or create their own response by drawing, labeling, writing, etc. Depending on students’ literacy skills, teachers can decide the degree to which this needs to be scaffolded. On the left, students can illustrate the outline of a figure to make it look like Washington, using details they noticed in the images used at the beginning of the lesson. On the right, students can use information from the class fact list to share what they have learned.

**GSE Standards and Elements**

**SSKH1** – Identify the national holidays and describe the people and/or events celebrated.  
 h. Presidents Day (**George Washington**, Abraham Lincoln, and the current president)

**SSKCG2** – Describe examples of positive character traits exhibited by good citizens, such as honesty, patriotism, courtesy, respect, pride, and

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	self-control.
<p><b>Literacy Standards</b>  <b>Social Studies Matrices</b>  <b>Enduring Understanding(s)</b></p>	<p>All of the Kindergarten Reading Informational skills are covered in this unit’s activities, ELAGSEKRI1-10. All of the Kindergarten Writing skills, ELAGSEKW1-3, 5-6, 7-8, are also developed within this unit. All of the Kindergarten Speaking and Listening skills are also covered within this unit, ELAGSEKSL1-6. This unit is an ideal opportunity to integrate ELA standards with Social Studies standards for powerful learning.</p> <p><b>EUs:</b> Individuals, Groups, Institutions</p>

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### Our 16<sup>th</sup> President

1. Using children’s books, such as those recommended below, give students a very basic introduction to Abraham Lincoln as a person and a president. If time permits, read several different books over the course of a few days to give students different perspectives on Lincoln’s life and a wider view of his life, struggles, and accomplishments.  
*\*Abe Lincoln Remembers*, by Ann Turner  
*\*Abraham Lincoln*, by Ingri and Edgar Parin D’Aulaire  
*\*Abe Lincoln: The Boy Who Loved Books*, by Kay Winters
2. Discuss ways in which Lincoln’s childhood, which figures prominently in the books listed, is similar to and different from the lives of the students in your class. As always, use discretion when starting such conversations, particularly in regards to Lincoln’s loss of his mother at a young age, and his family’s financial difficulties.
3. Ask students to identify experiences that Lincoln had in childhood and youth that affected him and the choices he made as an adult. Are there similarities between Lincoln’s life and the lives of other historical figures the students have encountered over the course of the year (Martin Luther King, Jr., George Washington, etc.).
4. As a class, create a chart listing the important facts about Lincoln’s life that students learned from their reading and discussion. Students can also complete the presidential graphic organizer found at the end of this document.

<b>GSE Standards and Elements</b>	<p><b>SSKH1</b> – Identify the national holidays and describe the people and/or events celebrated.                  h. Presidents Day (George Washington, <b>Abraham Lincoln</b>, and the current president)</p> <p><b>SSKCG2:</b> Describe examples of positive character traits exhibited by good citizens, such as honesty, patriotism, courtesy, respect, pride, and self-control.</p>
<b>Literacy Standards Social Studies Matrices Enduring Understanding(s)</b>	<p>All of the Kindergarten Reading Informational skills are covered in this unit’s activities, ELAGSEKRI1-10. All of the Kindergarten Writing skills, ELAGSEKW1-3, 5-6, 7-8, are also developed within this unit. All of the Kindergarten Speaking and Listening skills are also covered within this unit, ELAGSEKSL1-6. This unit is an ideal opportunity to integrate ELA standards with Social Studies standards for powerful learning.</p> <p><b>EU:</b> Individuals, Groups, Institutions</p>

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<b>Our Current President</b>	
<ol style="list-style-type: none"> <li>As a class, review basic facts about the current President of the United States – his/her name, how long s/he has been in office, interesting details about his/her life, and notable things s/he has done while in office. Discuss the basic role of the President as leader of our country’s government, and the fact that the President is elected by citizens every four years.</li> <li>If students (or teachers) need a refresher about the current President, the official White House website includes a biography and additional policy priorities: <a href="http://www.whitehouse.gov">http://www.whitehouse.gov</a>. (Note that the exact link may change as administrations change.)</li> <li>For help with basic information about the role of the President, consider one of the following books:                     <ul style="list-style-type: none"> <li>*<i>The Presidency</i>, by Christine Taylor-Butler</li> <li>*<i>So You Want to be President</i>, by Judith St. George</li> <li>*<i>My Teacher for President</i>, by Kay Winters</li> </ul> </li> <li>Students can complete the graphic organizer at the end of this document to share what they have learned about the current president, and compare him/her to other presidents they have studied, including Washington and Lincoln.</li> </ol>	
<b>GSE Standards and Elements</b>	<b>SSKH1</b> – Identify the national holidays and describe the people and/or events celebrated. h. Presidents Day (George Washington, Abraham Lincoln, and <b>the current president</b> )
<b>Literacy Standards Social Studies Matrices Enduring Understanding(s)</b>	All of the Kindergarten Reading Informational skills are covered in this unit’s activities, ELAGSEKRI1-10. All of the Kindergarten Writing skills, ELAGSEKW1-3, 5-6, 7-8, are also developed within this unit. All of the Kindergarten Speaking and Listening skills are also covered within this unit, ELAGSEKSL1-6. This unit is an ideal opportunity to integrate ELA standards with Social Studies standards for powerful learning.  <b>EU:</b> Individuals, Groups, and Institutions

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George Washington and His Cherry Tree

1. The history of the legend of George Washington chopping down his father’s cherry tree is fascinating, and the story continues to live on as fact over 200 years after it was written. Since most children will encounter the legend at some point, and since popular culture continues to refer to it, teachers may want to take the time to share it with students, while pointing out that it was NOT a story Washington himself told. Rather, a biographer of Washington’s wrote it in his biography of our first president, which itself was not written until after Washington’s death. For more, visit: <https://www.mountvernon.org/library/digitalhistory/digital-encyclopedia/article/cherry-tree-myth/>.
2. Show students an image of Washington and the tree. One possibility is found at the link above. Ask students to identify the people in the image. Most will assume the older man is Washington, when he is actually the child pictured. Share with students that the story you are about to read is almost certainly not true, but nonetheless teaches us something about how people want to remember our first president.
3. A standard version of the story can be found here: <http://www.mainlesson.com/display.php?author=baldwin&book=fifty&story=hatchet>. Read through it with students, and discuss why the story has become so closely linked to George Washington, even though it’s most likely that it never happened. What does this story say about George Washington’s character? Why did people create this sort of story about our first president? Why do people continue to tell it?
4. This can be an introduction to the idea of myths, or, more basically, a helpful review of the difference between fact and fiction. Students will grasp this distinction differently based on their prior experiences and maturity, but it is a great way to begin to show them that everything they read about history is not necessarily accurate, and that at times it can be hard to tell what is accurate when discussing events from hundreds of years ago.
5. If desired, students can complete a craft project related to this legend. A quick Internet search for “George Washington cherry tree craft” provides a plethora of options.

<p><b>GSE Standards and Elements</b></p>	<p><b>SSKH1</b> – Identify the national holidays and describe the people and/or events celebrated.                  h. Presidents Day (<b>George Washington</b>, Abraham Lincoln, and the current president)</p>
<p><b>Literacy Standards</b>  <b>Social Studies Matrices</b>  <b>Enduring Understanding(s)</b></p>	<p>All of the Kindergarten Reading Informational skills are covered in this unit’s activities, ELAGSEKRI1-10. All of the Kindergarten Writing skills, ELAGSEKW1-3, 5-6, 7-8, are also developed within this unit. All of the Kindergarten Speaking and Listening skills are also covered within this unit, ELAGSEKSL1-6. This unit is an ideal opportunity to integrate ELA standards with Social Studies standards for powerful learning.  <b>EU:</b> Culture; Individuals, Groups, Institutions</p>



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<b>Mr. Lincoln and His Whiskers</b>	
<ol style="list-style-type: none"> <li>1. Show students the following images, depicting President Lincoln without a beard. Can they recognize him?                      *Lithograph from the Library of Congress: <a href="https://www.loc.gov/item/2006678305/">https://www.loc.gov/item/2006678305/</a>.                      *Lithograph from early in the 1860 presidential campaign: <a href="https://www.loc.gov/item/2003656582/">https://www.loc.gov/item/2003656582/</a>.                      *Photography (by Matthew Brady) from the 1860 campaign era: <a href="http://www.loc.gov/pictures/resource/cph.3a09102/">http://www.loc.gov/pictures/resource/cph.3a09102/</a>.</li> <li>2. If students can't identify President Lincoln, try giving them hints to see if they can figure it out. If not, show them an enlarged image of Lincoln from the penny: <a href="https://www.usmint.gov/coins/coin-medal-programs/circulating-coins/penny">https://www.usmint.gov/coins/coin-medal-programs/circulating-coins/penny</a> or a more familiar photograph: <a href="https://www.whitehouse.gov/about-the-white-house/presidents/abraham-lincoln/">https://www.whitehouse.gov/about-the-white-house/presidents/abraham-lincoln/</a>.</li> <li>3. Ask students to share what changed in President Lincoln's appearance. Then, if possible, read <i>Mr. Lincoln's Whiskers</i>, by Karen Winnick, to help students see how one young girl's letter changed President Lincoln's life, and probably, his election as president. If the book is not available, the documents that informed it are available online. Teachers may use these alongside the book, as well.                      *Letter from Grace Bedell to President Lincoln, asking him to consider growing whiskers: <a href="https://digitalcollections.detroitpubliclibrary.org/islandora/object/islandora%3A131714">https://digitalcollections.detroitpubliclibrary.org/islandora/object/islandora%3A131714</a>.                      *Response from then-candidate Abraham Lincoln: <a href="http://www.dalnet.lib.mi.us/blog/images/lincoln_letter.gif">http://www.dalnet.lib.mi.us/blog/images/lincoln_letter.gif</a>.                      *Information on the story: <a href="https://www.loc.gov/loc/lcib/0903/letter.html">https://www.loc.gov/loc/lcib/0903/letter.html</a>.</li> <li>4. Discuss what this change in Lincoln's appearance shows about his character. Do students think he grew the whiskers just because one child asked him to? Why is it interesting and/or significant that a man who became president may have listened to one little girl's request and heeded her advice?</li> <li>5. As a quick extension, have students pick their favorite "version" of Lincoln and create their own portraits.</li> </ol>	
<b>GSE Standards and Elements</b>	<p><b>SSKH1</b> – Identify the national holidays and describe the people and/or events celebrated.                      h. Presidents Day (George Washington, <b>Abraham Lincoln</b>, and the current president)</p> <p><b>SSKCG2</b> – Describe examples of positive character traits exhibited by good citizens, such as honesty, patriotism, courtesy, respect, pride, and self-control.</p>
<b>Literacy Standards Social Studies Matrices Enduring Understanding(s)</b>	<p>All of the Kindergarten Reading Informational skills are covered in this unit's activities, ELAGSEKRI1-10. All of the Kindergarten Writing skills, ELAGSEKW1-3, 5-6, 7-8, are also developed within this unit. All of the Kindergarten Speaking and Listening skills are also covered within this unit, ELAGSEKSL1-6. This unit is an ideal opportunity to integrate ELA standards with Social Studies standards for powerful learning.</p> <p><b>EU:</b> Culture; Individuals, Groups, Institutions</p> <p><b>Information Processing Skills:</b></p> <ol style="list-style-type: none"> <li>1. compare similarities and differences</li> <li>3. identify issues and/or problems and alternative solutions</li> </ol>

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<b>Poems About Presidents</b>	
<ol style="list-style-type: none"> <li>1. At the end of this document are two poems, one about George Washington and one about Abraham Lincoln. Note that they were originally written to celebrate the birthdays of Washington and Lincoln, both of which were celebrated as separate holidays before they were combined into the Presidents Day remembrance. Share these facts with students, and discuss when Presidents Day occurs and what it commemorates.</li> <li>2. Read the poems to the class, possibly taking a separate class session for each poem, and work through any difficult vocabulary or references that students do not recognize from their prior reading. Of course, most Kindergarteners will not grasp every nuance of each poem. Focus on the overall idea of the poems, and how they link the presidents’ childhoods to their lives as adults.</li> <li>3. After several readings, including choral readings if students’ literacy skills make that possible, take time to reflect on the poems as a class. What strikes students about the poems? Do they include all the details students now know about these two presidents? Why or why not? Do the poems remind students of any other poetry they have read in Kindergarten? Do the poems remind students of any books they have read or had read to them?</li> <li>4. If your class writes poetry, encourage students to write their own poems about Washington, Lincoln, or the current president. Remind students that poems do not necessarily have to rhyme, nor do they have to write poems as long as these. The class could also work together to write a poem, and teachers could take students through the writing process to do so, if that is more appropriate.</li> </ol>	
<b>GSE Standards and Elements</b>	<p><b>SSKH1</b> – Identify the national holidays and describe the people and/or events celebrated.</p> <p>h. Presidents Day (<b>George Washington, Abraham Lincoln</b>, and the current president)</p>
<b>Literacy Standards Social Studies Matrices Enduring Understanding(s)</b>	<p>All of the Kindergarten Reading Informational skills are covered in this unit’s activities, ELAGSEKRI1-10. All of the Kindergarten Writing skills, ELAGSEKW1-3, 5-6, 7-8, are also developed within this unit. All of the Kindergarten Speaking and Listening skills are also covered within this unit, ELAGSEKSL1-6. This unit is an ideal opportunity to integrate ELA standards with Social Studies standards for powerful learning.</p> <p><b>EU:</b> Culture; Individuals, Groups, Institutions</p> <p><b>Information Processing Skill:</b></p> <ol style="list-style-type: none"> <li>1. compare similarities and differences</li> </ol>

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### The White House

1. In this activity, students will learn to identify the White House in an image, and understand its role as the home and office of the U. S. President. While the suggested links and books give extensive background about the home’s construction and history, students are **not** expected to retain those details. Rather, sharing them with students provides a feast of information that they can digest to the best of their own ability. Connect the idea that just as Presidents Day is a holiday that honors our presidents, the White House stands as a symbol for the office of the presidency.
2. Show students the following images of the White House. Help students see that it took time to build the White House, and that George Washington never lived there. When our second president, John Adams, moved in, the house was still incomplete and not nearly as luxurious as it would become. The images below show not only changes in the building, but also differences in the incredible changes in technology since the White House was built:
  - Original design for the White House: <https://www.loc.gov/item/2001698953/>.
  - White House, 1870: <https://www.loc.gov/item/2017659636/>.
  - Woodrow Wilson’s sheep grazing on the White House lawn: <https://georgewbush-whitehouse.archives.gov/history/grounds/kids/06.html>.
  - White House today: <https://www.whitehouse.gov/about-the-white-house/>.
3. Discuss how the house has changed over time. How has the way we see it changed, too? (Drawings → Photographs)
4. Read a children’s book about the White House, or a synopsis of its history. This site, archived from George W. Bush’s presidency, may be helpful: <https://georgewbush-whitehouse.archives.gov/kids/abc/>. This one, from Bill Clinton’s administration, gives a general overview (navigate using the links on the right sidebar): [https://clintonwhitehouse4.archives.gov/WH/kids/html/pre\\_his.html](https://clintonwhitehouse4.archives.gov/WH/kids/html/pre_his.html).
5. Google Arts and Culture hosts several different virtual tours of the parts of the White House. Taking a quick pass through these helps students see that the White House functions both as an office for the President and his/her staff, as well as a private home and a site for events of state. <https://artsandculture.google.com/partner/the-white-house>
6. For teacher reference, the White House Historical Association holds a wealth of information and images about the home’s history. Most of their holdings go well beyond the scope of Kindergarten, but teachers may find useful items for particularly interested students: <https://www.whitehousehistory.org/>. In addition, this article from the Washington Post explains how the public use of the White House has diminished over time: [https://www.washingtonpost.com/news/post-politics/wp/2014/09/23/people-used-to-be-able-to-walk-into-the-white-house-legally/?utm\\_term=.e2a05e87acb0](https://www.washingtonpost.com/news/post-politics/wp/2014/09/23/people-used-to-be-able-to-walk-into-the-white-house-legally/?utm_term=.e2a05e87acb0).

<b>GSE Standards and Elements</b>	<p><b>SSKH2</b> – Identify the following American symbols.                      h. White House (identify image and associate with Presidents Day and the current president)</p> <p><b>SSKG3</b> – State the street address, city, state, and country in which the student lives.</p>
<b>Literacy Standards Social Studies Matrices Enduring Understanding(s)</b>	<p>All of the Kindergarten Reading Informational skills are covered in this unit’s activities, ELAGSEKRI1-10. All of the Kindergarten Writing skills, ELAGSEKW1-3, 5-6, 7-8, are also developed within this unit. All of the Kindergarten Speaking and Listening skills are also covered within this unit, ELAGSEKSL1-6. This unit is an ideal opportunity to integrate ELA standards with Social Studies standards for powerful learning. <b>EU:</b> Culture</p>

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<b>The Washington Monument</b>	
<ol style="list-style-type: none"> <li>1. Ask students to share various ways that our country honors people who have been important to its history. Encourage them to think of things like holidays (MLK, Presidents Day), naming of buildings (schools, municipal facilities, playgrounds), statues/other artwork, and even the naming of cities, states, and countries! Point out that Georgia was named after the King of England at the time the colony was founded (George II), and that the United States of America was named, in part, for the mapmaker who originally suggested that this continent might exist (Amerigo Vespucci).</li> <li>2. Share with students that following George Washington’s death, people found many ways to honor him. Among them were all sorts of works of art, including paintings, and sculptures. As Washington, D. C., was designed, a large monument to Washington was included. It was designed to resemble ancient Egyptian obelisks, and intended to show that the new American nation and civilization would resemble the strength of that ancient land. For more teacher background, visit: <a href="https://www.nps.gov/wamo/learn/historyculture/index.htm">https://www.nps.gov/wamo/learn/historyculture/index.htm</a>.</li> <li>3. Unfortunately, the monument’s funding took many years to secure before construction began, and then ran out before construction was complete. The monument spent many years unfinished, as the Civil War-era photograph from the site above shows. When Congress took over the funding and building of the monument, the builders were unable to match exactly the stone used for its construction, which is why the monument is two slightly different colors today: <a href="https://en.wikipedia.org/wiki/Washington_Monument#/media/File:Washington_October_2016-6_(cropped)_cropped.jpg">https://en.wikipedia.org/wiki/Washington_Monument#/media/File:Washington_October_2016-6_(cropped)_cropped.jpg</a>.</li> <li>4. Discuss the ways that the monument shows appreciation and honor to Washington’s memory. Share that other presidents and important people have also had monuments built to them, including Dr. Martin Luther King, Jr. (Image of the King Memorial in Washington, D. C.: <a href="https://www.nps.gov/media/photo/gallery.htm?id=313AF650-1DD8-B71C-07476509DBD56534.">https://www.nps.gov/media/photo/gallery.htm?id=313AF650-1DD8-B71C-07476509DBD56534.</a>)</li> </ol>	
<b>GSE Standards and Elements</b>	<p><b>SSKH2</b> – Identify the following American symbols.</p> <p>g. Washington Monument (identify image and associate with George Washington and Presidents Day.</p>
<b>Literacy Standards Social Studies Matrices Enduring Understanding(s)</b>	<p>All of the Kindergarten Reading Informational skills are covered in this unit’s activities, ELAGSEKRI1-10. All of the Kindergarten Writing skills, ELAGSEKW1-3, 5-6, 7-8, are also developed within this unit. All of the Kindergarten Speaking and Listening skills are also covered within this unit, ELAGSEKSL1-6. This unit is an ideal opportunity to integrate ELA standards with Social Studies standards for powerful learning.</p> <p><b>EU:</b> Culture; Individuals, Groups, Institutions</p>

### Lincoln Memorial

1. This activity assumes that students have had the conversation listed in step one of the previous activity about the Washington Monument. If your class has not completed that activity, begin with the same questions listed there, and link it to the construction of the Lincoln Memorial.
2. Ask students to think of ways that our country may have honored Abraham Lincoln. The obvious example is Presidents Day, which students should know by this point in the unit, but they may be able to think of other examples.
3. Show students the image of the penny – both the front and the reverse – and share that it is an example of a way that our country has honored Abraham Lincoln. Explain that the current reverse of the penny replaced an image that shows the Lincoln Memorial.  
 -Current penny: <https://www.usmint.gov/coins/coin-medal-programs/circulating-coins/penny>.  
 -Previous penny: <https://www.usacoinbook.com/coins/618/small-cents/lincoln-memorial-cent/1998-P/wide-am/>.  
 Since both pennies are in circulation, try to share actual pennies with students that show the Lincoln Memorial so that they can see the building and the tiny depiction of the statue inside.
4. Display larger images of the Lincoln Memorial and the statue of Lincoln inside it.  
 -Lincoln Memorial: [https://www.flickr.com/photos/ian\\_d/15468186233](https://www.flickr.com/photos/ian_d/15468186233).  
 -Statue: [https://www.flickr.com/photos/ian\\_d/15902109547/in/album-72157647573625263/](https://www.flickr.com/photos/ian_d/15902109547/in/album-72157647573625263/).  
 How is this memorial similar to and different from the Washington Monument? Why did our country build this monument? For more on its history, teachers may wish to visit: <https://www.nps.gov/linc/learn/historyculture/stories.htm>.
5. Show students the virtual tour of the memorial available here: <http://explorer360.org/dc/memorials/lincoln.html>. Ask them to reflect on how it felt to see the monument and how they think it helps visitors remember Abraham Lincoln. (Point out that looking out of the memorial across the National Mall, visitors see the Washington Monument.)  
 As an extension, review the presidents honored on other coins and bills, as well as the memorials depicted on them. Note that Washington and Lincoln are each honored with both a coin and a bill.

**GSE Standards and Elements**

**SSKH2** – Identify the following American symbols.  
 f. Lincoln Memorial (identify image and associate with Abraham Lincoln and Presidents Day)

**Literacy Standards  
 Social Studies Matrices  
 Enduring Understanding(s)**

All of the Kindergarten Reading Informational skills are covered in this unit’s activities, ELAGSEKRI1-10. All of the Kindergarten Writing skills, ELAGSEKW1-3, 5-6, 7-8, are also developed within this unit. All of the Kindergarten Speaking and Listening skills are also covered within this unit, ELAGSEKSL1-6. This unit is an ideal opportunity to integrate ELA standards with Social Studies standards for powerful learning.  
**EU:** Culture; Individuals, Groups, Institutions

## Kindergarten Frameworks for the Georgia Standards of Excellence in Social Studies

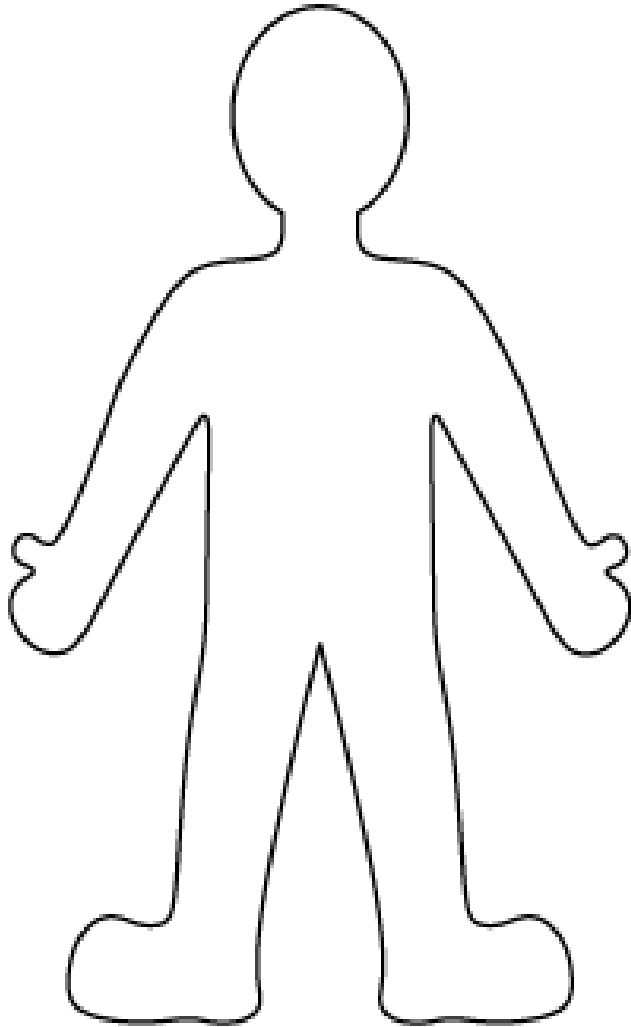
<b>Home Sweet Home</b>	
<ol style="list-style-type: none"> <li>1. <i>As always, before beginning a lesson like this, think through the living situations of your current students to be sure that students without stable housing will not feel embarrassed or ostracized by their classmates.</i></li> <li>2. Some Kindergarteners will learn their street address (and emergency phone number) very quickly, while others will need a great deal of review. By completing this activity over the course of several activity periods, you can provide additional opportunities for them to learn this essential information. Also, it can be helpful to use a map to reinforce students’ city (if it is the same for all students), state, and country during morning meeting/morning calendar time to review that portion of what the standards asks students to remember.</li> <li>3. Over the course of several class sessions, students will create a 2D paper model of their homes, using geometric shapes. Teachers may wish to ask students to draw a picture of their home for homework, or send in a digital photo if appropriate, so that they will have a physical model to follow while working.</li> <li>4. The teacher should create an example, either using his/her actual home or an image of a random home (one is provide in the document set). Go very slowly, looking at the picture to think of the overall shapes found in the home’s general outline, the roof, the doors, the windows, etc. Teachers should decide whether to model construction of the entire house at once, or work segment by segment, with time for demonstration and the time for students to complete their own models for each component. Either way, the work should be spread out to allow students time to work carefully. Model how to cut the shapes, and then how to attach them to the paper in a way that makes the model look like the photograph.</li> <li>5. As students are working on their models, teachers can circulate and check in with students to see who remembers his/her address and who is still working on it. Students can attach a sheet of handwriting paper (or blank paper) on the back of their model’s background paper, and use it to write/copy their address once for each model work session to provide additional review. Some students may need for teachers to write the address at the top of the page for them to copy neatly.</li> </ol>	
<b>GSE Standards and Elements</b>	<b>SSKG3</b> – State the street address, city, state, and country in which the student lives.
<b>Literacy Standards Social Studies Matrices Enduring Understanding(s)</b>	<p>All of the Kindergarten Reading Informational skills are covered in this unit’s activities, ELAGSEKRI1-10. All of the Kindergarten Writing skills, ELAGSEKW1-3, 5-6, 7-8, are also developed within this unit. All of the Kindergarten Speaking and Listening skills are also covered within this unit, ELAGSEKSL1-6. This unit is an ideal opportunity to integrate ELA standards with Social Studies standards for powerful learning.</p> <p><b>Information Processing Skills:</b></p> <ol style="list-style-type: none"> <li>1. compare similarities and differences</li> </ol> <p><b>EUs:</b> Location</p>

### Thinking About a President

Name of the President:

Why is he or she important to our country?

What is one interesting fact from his or her life?



**Kentucky Birthday**

***February 12, 1816***

Leaning his chin in his small hard hands,  
Abraham thought and thought  
About adventures in distant lands:  
His breath came fast and caught

In his throat as he dreamed on the cabin floor.  
The firelight danced on his book  
In a gust from the suddenly opened door,  
And he twisted around to look.

His father stamped the snow from his feet;  
The steaming stew on the crane  
Smelled tender-rabbity, spiced and sweet;  
The sharp snow knocked at the pane.

Abraham smiled at the alphabet,  
Tall on the firelit page:  
He guessed he'd remember the dark floor wet  
With snow, till he came of age.

He thought of wide American lands,  
But this warm room was heaven.  
He cupped his chin in his small hard hands -  
Abraham Lincoln, seven.

*By Frances Frost*

Georgia Department of Education



## Washington

He played by the river when he was young,  
He raced with rabbits along the hills,  
He fished for minnows, and climbed and swung,  
And hooted back at the whippoorwills.  
Strong and slender and tall he grew  
And then, one morning, the bugles blew.

Over the hills the summons came,  
Over the river's shining rim.  
He said that the bugles called his name,  
He knew that his country needed him,  
And he answered, "Coming!" and marched away  
For many a night and many a day.

Perhaps when the marches were hot and long  
He'd think of the river flowing by,  
Or, camping under the winter sky,  
Would hear the whippoorwill's far-off song.  
At work, at play, and in peace or strife,  
He loved America all his life!

*By Nancy Byrd Turner*

## Culminating Unit Performance Task

### Honoring a President

1. As a class, review the different ways that our country honors people important to us: holidays, memorials, monuments, coins, etc. Other options worth mentioning if students don't include naming of places, stamps, and museum exhibits.
2. For this task, students will create a small museum exhibit to honor a president the class has studied. Teachers will need to decide (or guide the class in deciding) whether the exhibit will focus on Washington, Lincoln, or multiple presidents studied by the class.
3. Each student will create an item to place in the exhibit. These items can range widely depending on the time and materials available to the class. Options include portraits/pictures of events; monuments made from clay or play dough; drawn or modeled coins; drawn postage stamp ideas; drawn or modeled artifacts from the president's life; or other ideas of students' own. The class will want to work together to make sure that a range of items are included in the exhibit, and that each item explains something about the president being honored.
4. Just like in a public museum, the items will need to have explanatory text. Teachers should model this sort of text, and how to make it explain why the item is important to the overall story of the president's life and accomplishments.
5. The building/creation of items for the exhibit may take several class sessions. Students may wish to draft an idea for their items and obtain approval from the exhibit curator (teacher) before creating their item. Then, after the item is complete, students should take the time to ask their classmates for feedback to help them make any final changes or revisions before they place it in the exhibit.
6. The exhibit text can be written (or dictated) during separate work times, or even during ELA instruction, if appropriate.
7. As students are working, teachers can assess students' comprehension of the social studies content, and also check for accuracy. Stress to students that museum staff work hard to ensure that they are sharing information that is as accurate as possible. Thus, if students are creating inaccurate exhibits, they cannot be placed in the final exhibit. Help students correct any inaccuracies while they work, if possible, to avoid this!
8. Once the exhibit is complete, have students arrange it in such a way that other classes, grade levels, or parents can view it. Encourage students to interact with visitors, explain their contributions to the exhibit, and share additional information they may have learned about the presidents studied by the class, as well as the way we honor people important to our country.

**GSE Standards and Elements**

- SSKH1** – Identify the national holidays and describe the people and/or events celebrated.  
 h. Presidents Day (George Washington, Abraham Lincoln, and the current president)
- SSKH2** – Identify the following American symbols.  
 f. Lincoln Memorial (identify image and associate with Abraham Lincoln and Presidents Day)  
 g. Washington Monument (identify image and associate with George Washington and Presidents Day)  
 h. White House (identify image and associate with Presidents Day and the current president)

## Kindergarten Frameworks for the Georgia Standards of Excellence in Social Studies

<p><b>Literacy Standards</b> <b>Social Studies Matrices</b> <b>Enduring Understanding(s)</b></p>	<p>All of the Kindergarten Reading Informational skills are covered in this unit’s activities, ELAGSEKRI1-10. All of the Kindergarten Writing skills, ELAGSEKW1-3, 5-6, 7-8, are also developed within this unit. All of the Kindergarten Speaking and Listening skills are also covered within this unit, ELAGSEKSL1-6. This unit is an ideal opportunity to integrate ELA standards with Social Studies standards for powerful learning.</p> <p><b>EUs:</b> Culture; Individuals, Groups, Institutions</p>
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