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## 5: What An Accomplishment!

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### Based on the South Dakota quarter reverse



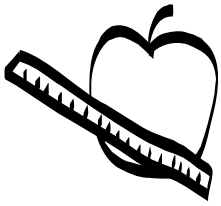
#### OBJECTIVES

Students will understand the difference between fact and opinion. Students will understand and apply the basic tools of historical research and how to collect, interpret, and use the information. Students will understand the accomplishments of various United States Presidents in history.



#### MATERIALS

- 1 overhead projector
- 1 overhead transparency (or photocopy) of the “South Dakota Quarter Reverse” page
- 1 overhead transparency of the “Essay Rubric”
- Copies of the following worksheets:
  - “Is That a Fact?”
  - “Who Is That Man?”
  - “Essay Outline”
  - “Essay Rubric”
- 1 class map of the United States
- Chart paper
- Markers
- Locate copies of texts about Mount Rushmore, such as:
  - *Mount Rushmore (Cornerstones of Freedom)* by Andrew Santella
  - *Mount Rushmore: Historic Monuments* by Julia Hargrove
  - *Mount Rushmore (American Moments)* by Rachel A. Koestler
  - *M Is For Mount Rushmore: A South Dakota Alphabet* by William Anderson
  - *Mount Rushmore (American Moments)* by Rachel A. Koestler
  - *Mount Rushmore* by Judith Jango-Cohen
- Locate copies of texts about American presidents, such as:
  - *So You Want To Be President?* by Judith St. George
  - *Don't Know Much About the Presidents* by Kenneth C. Davis
  - *Presidents* by Jerry G. Aten
  - *The Look-It-Up Book of Presidents* by Wyatt Blassingame



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## PREPARATIONS

- Make copies of the following worksheets:
  - “Is That A Fact?” (1 per student)
  - “Who Is That Man?” (1 per student)
  - “Essay Outline” (1 per student)
  - “Essay Rubric” (1 per student)
- Make an overhead transparency of each of the following worksheets:
  - “South Dakota Quarter Reverse” (or photocopy)
  - “Essay Rubric”
- Locate texts about Mount Rushmore (see examples under “Materials”).
- Locate texts about American presidents (see examples under “Materials”).
- Bookmark Internet sites about Mount Rushmore.
- Bookmark Internet sites about American Presidents.
- Arrange to use the computer lab for two sessions.



## GROUPINGS

- Whole group
- Small groups
- Pairs
- Individual work



## CLASS TIME

Four 45- to 60-minute sessions



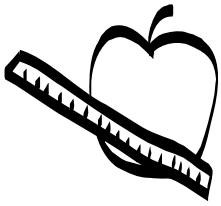
## CONNECTIONS

- Language Arts
- Social Studies



## TERMS AND CONCEPTS

- Monument
- Mount Rushmore
- Theodore Roosevelt
- Fact
- Opinion



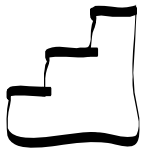
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## BACKGROUND KNOWLEDGE

Students should have a basic knowledge of:

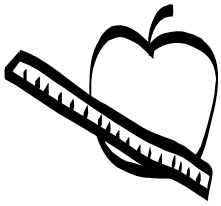
- Presidents
- George Washington
- Thomas Jefferson
- Abraham Lincoln
- Research techniques
- Government
- Writing process



## STEPS

### Session 1

1. Describe the 50 State Quarters® Program for background information, if necessary, using the example of your own state, if available. Locate South Dakota on a classroom map. Note its position in relation to your school's location.
2. Display the "South Dakota Quarter Reverse" transparency or photocopy. Have the students identify the images, including Mount Rushmore, George Washington, Thomas Jefferson, Theodore Roosevelt, and Abraham Lincoln.
3. Lead a class discussion regarding the images and explain to the students that the image of the presidents on the coin is part of a "monument" (a reminder of someone or something notable or great or a memorial stone or a building erected in remembrance of a person or event) called "Mount Rushmore." Write the name "Mount Rushmore," the term "monument," and the term's definition on chart paper.
4. Ask the students what all of these men have in common. Students should respond that they were all Presidents of the United States. Briefly discuss each president. Talk about when they were in office (Washington 1789–1797, Jefferson 1801–1809, Lincoln 1861–1865, and Theodore Roosevelt 1901–1909). Ask the students how they know this information to be factual. Student responses may include they learned it in another class, read about it, or heard it on the news. Discuss what each man was best known for, such as:
  - Washington helped the nation achieve its independence from England.
  - Jefferson was responsible for the Louisiana Purchase, which doubled the size of the nation.
  - Roosevelt oversaw the completion of the Panama Canal, which connected the waters of the Atlantic and Pacific Oceans.
  - Lincoln saw the nation through the Civil War and helped to keep the states together as a Union.



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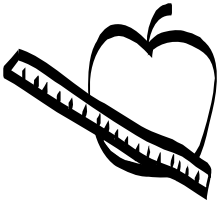
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5. On chart paper, record the terms and definitions “fact” (something that can be proven) and “opinion” (something a person thinks or believes). Discuss with the students the importance of knowing whether information you learn about an event or person is a fact or an opinion.
6. Write the following sentences on a piece of chart paper. “Today is (insert the day of the week and the date).” “I think the best day of the week is Friday.” Read the first sentence aloud and ask the students if the first sentence is a fact or an opinion. Ask students to explain their answer. Explain that the first sentence is a fact because it can be proven.
7. Read the second sentence aloud and ask the students if it is a fact or an opinion. Ask students to explain their answer. Explain that the second sentence is an opinion because it is what someone thinks, but may not be true apart from those thoughts.
8. Explain to the students that dates, numbers, and events are usually provable. Phrases like “In my point of view,” “best,” “worst,” and “always” are words that usually show that an opinion is being expressed. Also, adjectives like “beautiful” and “boring” tend to be opinions, while adjectives like “longest” and “oldest,” which can be measured and compared, tend to be facts. Even so, facts can be misstated. “President Lincoln was born in 1999” is stated as a fact, but is not factual. Opinions are often stated as facts as well, as in a statement like “That movie was great.”
9. Discuss places where knowing the difference between a fact and an opinion is important. Student responses may include magazine and newspaper articles, the Internet, and news reports on television. Tell the students that, at times, they hear information about people, such as the President of the United States. They may also read information about them in newspapers or magazines. This information could be in the editorial section or on the front page. It’s important to distinguish whether this information is fact or opinion.
10. Distribute an “Is That a Fact?” worksheet to each student. Allow time for the students to complete the worksheet.
11. Review the answers as a class, then collect the worksheets.
12. Have the students get into small groups. Have them brainstorm current events as a class to generate ideas for statements that are either fact or opinion. Have each group write down 4 to 6 sentences as examples of facts and opinions.
13. Ask for student volunteers to role play a reporter and give a statement to the class from the small group. The class then decides whether the statement is a fact or an opinion and explain the reasons why.

## Sessions 2 and 3

1. Display the “South Dakota Quarter Reverse” transparency or photocopy. Review the material covered in the first session.



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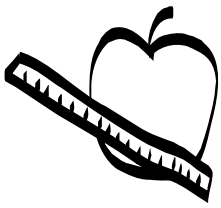
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2. Ask the students what they know about Mount Rushmore. Create a K-W-L chart on chart paper.
3. Introduce the students to the selected text about Mount Rushmore. Read the selected text or excerpts of a chosen text to the class. Add any new information to the chart.
4. Explain to the students that the four presidents shown on Mount Rushmore are part of a symbol. Remind the students that we have had many presidents in this country, but only four are shown on the monument. Ask the students why were those four presidents might have been chosen. Discuss their answers and add them to the K-W-L chart.
5. Tell the students that they will each be conducting research to find factual information about one of the four presidents and about Mount Rushmore. They will be looking for the background and presidential accomplishments of the four men to understand why they may have been chosen to be part of the monument in South Dakota. Ask each student which president he or she would like to research, to make sure all four presidents are covered.
6. Distribute a “Who Is That Man?” worksheet to each student. Explain that this is their research outline. They can use available resources to complete the outline.
7. Take the students to the computer lab. Allow them access to bookmarked Web sites and time to do their research.
8. Collect the students’ worksheets.

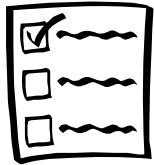
## Sessions 4 and 5

1. Redistribute the “Who Is That Man?” worksheet to the students and discuss their findings. Create a class chart with the students’ responses, emphasizing the accomplishments of each president.
2. Display the K-W-L chart and add any new information about Mount Rushmore based on the students’ research.
3. Tell the students they will be writing a five-paragraph essay about their president and Mount Rushmore. Distribute an “Essay Outline” worksheet to each student. Explain to the students that they will need to provide information on Mount Rushmore, describe the background and presidential accomplishments of the president, and explain why they think he was chosen to be one of the four faces on the monument. Tell the students they also need to think about and state what message they think is given to the people of the United States by showing the four presidents together and explain why they feel that way.
4. Display the “Essay Rubric” overhead transparency. Review the criteria for the essay with the students.
5. Direct the students to begin writing their outline and rough draft of their essay.
6. Allow time for the students to complete their essay using the writing and editing process.



# What An Accomplishment!

7. Allow the student to share their writing with others.
8. Collect the essays and worksheets.



## ASSESSMENT

- Take anecdotal notes about the students' participation in class discussions.
- Evaluate the students' research outlines for achievement of the lesson's objectives.
- Evaluate students' essays and rubric for integration of the historical information.



## ENRICHMENTS/EXTENSIONS

- Have students write a newspaper article explaining the significance of the presidents shown on Mount Rushmore.
- Have students use modeling clay to create their own masterpiece of their favorite president.
- Have students debate why another president of their choice should be featured on Mount Rushmore.
- Have students reply to the question "What would the presidents on Mount Rushmore say if they came to life?" Invite students to act out their responses for the class.
- Have the students research other monuments or items around the nation that commemorate the presidents on Mount Rushmore.



## DIFFERENTIATED LEARNING OPTIONS

- Allow students to work with partners to complete their research outlines.
- Allow students to dictate their essay to a scribe.
- Add other theme-related books about the presidents of the United States and Mount Rushmore to the class library.



## CONNECTION TO [WWW.USMINT.GOV/KIDS](http://WWW.USMINT.GOV/KIDS)

- More Mount Rushmore: Have students read about the commemorative coin honoring this national monument. It's the Mt. Rushmore Anniversary \$5 gold coin at [www.usmint.gov/kids/index.cfm?fileContents=coinNews/cotm/2001/03.cfm](http://www.usmint.gov/kids/index.cfm?fileContents=coinNews/cotm/2001/03.cfm).
- Have students learn more about the presidents by visiting the Games page and playing Presidential Portraits at [www.usmint.gov/kids/index.cfm?fileContents=games](http://www.usmint.gov/kids/index.cfm?fileContents=games).
- Visit the "Nickel Knowledge" Teacher Feature, where students can learn more about the accomplishments of Thomas Jefferson. Go to [www.usmint.gov/kids/index.cfm?fileContents=teachers/features/2003/09.cfm](http://www.usmint.gov/kids/index.cfm?fileContents=teachers/features/2003/09.cfm).



Name \_\_\_\_\_

## Is That a Fact?

**Directions:** Read each sentence below and decide whether it states a fact or an opinion. Write "fact" or "opinion" in the blank beside it. Underline key words in the sentence that helped you make your decision.

1. Abraham Lincoln was President from 1861 to 1865. \_\_\_\_\_
2. I think the Gettysburg Address is the best speech in history. \_\_\_\_\_
3. The best President of the United States was Theodore Roosevelt. \_\_\_\_\_
4. Theodore Roosevelt was born October 27, 1858, in New York, New York. \_\_\_\_\_
5. Thomas Jefferson's image is the perfect choice for the obverse of the nickel. \_\_\_\_\_
6. I believe Thomas Jefferson's home, Monticello, is magnificent. \_\_\_\_\_
7. George Washington was the first President of the United States. \_\_\_\_\_
8. George Washington was elected to a second term in 1793. \_\_\_\_\_

Name \_\_\_\_\_

# Who Is That Man?



| PRESIDENT'S NAME | DATES OF BIRTH, DEATH | HOME STATE | YEARS IN OFFICE | NUMBER PRESIDENT | POLITICAL PARTY | CURRENT EVENTS WHILE IN OFFICE | MAJOR ACCOMPLISHMENTS |
|------------------|-----------------------|------------|-----------------|------------------|-----------------|--------------------------------|-----------------------|
| Mount Rushmore   |                       |            |                 |                  |                 |                                |                       |





Name \_\_\_\_\_

# Essay Outline

President's Name \_\_\_\_\_

Background information on Mount Rushmore: \_\_\_\_\_

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Describe the background of the president: \_\_\_\_\_

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Major presidential accomplishments: \_\_\_\_\_

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Why was this president chosen to be one of the four faces on the monument?

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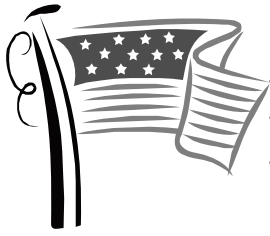
What message do you think is given to the people of the United States by showing these four presidents together?

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Name \_\_\_\_\_

# Essay Rubric

| CATEGORY  | 4   | 3  | 2  | 1  | SELF | TEACHER |
|---|---|--|--|--|------|---------|
| Introduction<br>(Organization)                  | States main topic clearly and interestingly.                  | States main topic, but is not very interesting.            | States main topic, but not clearly or interestingly.             | The main topic is not clearly introduced.                |      |         |
| Support for Topic<br>(Content)                  | Details are relevant, give important information.             | Details are relevant, but a key element is missing.        | Most details are relevant, but key details missing.              | Most details are unclear, unimportant, or irrelevant.    |      |         |
| Focus on Topic<br>(Content)                     | Main idea is clear and consistently in focus.                 | Main idea is mostly in focus.                              | Focus often wanders from main idea.                              | Main idea is unclear or often overlooked.                |      |         |
| Conclusion<br>(Organization)                    | Conclusion is strong and sums up the entire essay.            | Conclusion is recognizable and ties up most loose ends.    | Conclusion is recognizable, but not conclusive.                  | Conclusion is lacking; the paper just ends.              |      |         |
| Sentence Structure<br>(Fluency)                 | All sentences are well-constructed and structures are varied. | Most sentences are well-constructed and structures varied. | Most sentences are well-constructed but have similar structures. | Sentence structures are poor, are fragmented, or run on. |      |         |
| Capitalization and Punctuation<br>(Conventions) | No errors.  | One or two errors.   | Several errors.  | Numerous errors.   |      |         |
| Grammar and Spelling<br>(Conventions)           | No errors.  | One or two errors.   | Several errors.  | More than 4 errors.                                      |      |         |

**TOTAL POINTS**

**TEACHER COMMENTS**



# South Dakota Quarter Reverse

