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## 5: Follow the Leader

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**Based on the South Dakota quarter reverse**



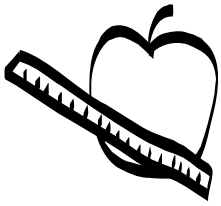
### OBJECTIVES

Students will understand the roles of national leaders. Students will identify the three branches of government and their duties.



### MATERIALS

- 1 overhead projector
- 1 overhead transparency of each of the following:
  - “South Dakota Quarter Reverse” page (or photocopy)
  - “Three Branches Organizer” worksheet
- Copies of the following worksheets:
  - “What’s Their Role?”
  - “Three Branches Organizer”
  - “Mobile Patterns”
- 1 class map of the United States
- Chart paper
- Markers
- Locate a copy of a text that gives basic information about the government and its leaders, such as:
  - *America: A Patriotic Primer* by Lynne Cheney
  - *House Mouse Senate Mouse* by Peter Barnes and Cheryl Barnes
  - *How the U.S. Government Works* by Syl Sobel and Pam Tanzey
  - *Vote!* by Eileen Christelow
  - *My Teacher For President* by Kay Winters
  - *D is for Democracy: A Citizen’s Alphabet* by Elissa Grodin
- Images of Mount Rushmore, the Capitol building, the White House, and the Supreme Court
- Red, white, and blue construction paper
- Pencils
- Scissors
- Yarn
- Hole punch
- Coat hangers
- Tape



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## PREPARATIONS

- Make copies of the following:
  - “Three Branches Organizer” worksheet (1 per student)
  - “Mobile Patterns” worksheet (1 per student)
- Make an overhead transparency of each of the following:
  - “South Dakota Quarter Reverse” page
  - “Three Branches Organizer” worksheet
- Locate texts that give basic information about the government and its leaders (see examples under “Materials”).
- Gather images of Mount Rushmore, the Capitol building, the White House, and the Supreme Court Building to display in the classroom.
- Gather coat hangers (1 per student) for the activity in Session 4.
- Create a model mobile before Session 4.
- Cut out the patterns for the mobiles in Session 4 (optional).



## GROUPINGS

- Whole group
- Small groups
- Pairs
- Individual work



## CLASS TIME

Four 30- to 45-minute sessions



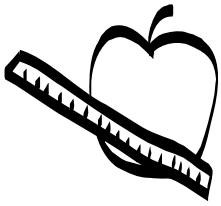
## CONNECTIONS

- Social Studies
- Language Arts
- Art



## TERMS AND CONCEPTS

- |                 |                  |             |                      |
|-----------------|------------------|-------------|----------------------|
| • Government    | • Mount Rushmore | • Monument  | • Constitution       |
| • Supreme Court | • Congress       | • President | • Theodore Roosevelt |
| • Legislative   | • Executive      | • Judicial  | • Patriotic          |



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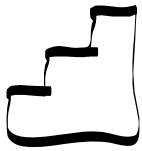
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## BACKGROUND KNOWLEDGE

Students should have a basic knowledge of:

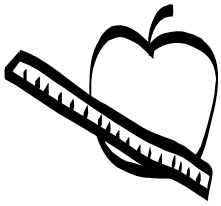
- Presidents
- George Washington
- Thomas Jefferson
- Abraham Lincoln
- Characteristics
- Timelines
- Symbols



## 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 and discuss the images, including George Washington, Thomas Jefferson, Theodore Roosevelt, and Abraham Lincoln.
3. Lead a class discussion regarding the presidents' images. Display the images of Mount Rushmore. 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 a memorial stone or a building erected in remembrance of a person or event) called "Mount Rushmore." Write the name "Mount Rushmore" above the term "monument" and its 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 and what they are most known for.
5. On a piece of chart paper, create a timeline and as a class, write in the names of the presidents shown on Mount Rushmore according to when they were in office on the timeline (Washington 1789–1797, Jefferson 1801–1809, Lincoln 1861–1865, and Theodore Roosevelt 1901–1909). Add other facts about the men based on class discussions, such as:
  - Washington helped the nation achieve its independence from England.
  - Jefferson was responsible for the Louisiana Purchase and, as a result, 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 worked to keep the states together in one Union.
6. Discuss the meaning of the term "president," directing them to realize that the nation's president is the leader of all of the people of the country. Explain to the students that a president is much like the principal of a school, who leads the teachers and students. Ask the students who the current President of the United States is and add the name to the chart paper.



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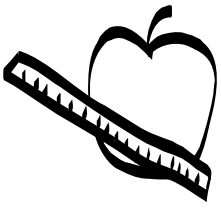
7. Create a class list of some of the jobs the nation's president does and record them on chart paper.
8. As a class, discuss the term "government" (a group that makes laws and keeps order) and why it's important for a country to have one.
9. Invite the students to brainstorm the names of other presidents with whom they may be familiar.

## Session 2

1. Review the material covered in Session 1.
2. Introduce the students to the selected text about the government and its leaders. As a group, preview the text and illustrations to generate observations about what is occurring at different points in the text. Read the selected text to the class and attend to any unfamiliar vocabulary.
3. Explain to the students that our government has leaders, but also has three branches to divide up the work fairly and help protect the rights of the people. A document called the Constitution describes the job of each branch.
4. Distribute a "Three Branches Organizer" worksheet to each student. Explain that this is their note-taking guide.
5. Display the "Three Branches Organizer" overhead transparency. Fill in the information on the transparency during the following discussion. Review the term "government" and fill in the definition.
6. Tell the students that there are three "branches" or parts of our government.
  - The legislative branch makes the laws for the nation. The members of Congress are elected by the people. Congress is divided into two sections: Senators serve in the Senate and Representatives serve in the House of Representatives.
  - The executive branch carries out the laws. The President is in charge of this branch.
  - The judicial branch decides what the laws mean. The nine judges of the Supreme Court lead this branch.
7. Have the students get into pairs and briefly review and discuss the notes from the "Three Branches Organizer."
8. Collect the students' organizers.

## Session 3

1. Redistribute the "Three Branches Organizer" to the students. Review the material covered in the first two sessions.
2. Display the "South Dakota Quarter Reverse" transparency or photocopy. Remind the students that Mount Rushmore is an example of a national monument, and of a symbol of patriotism.



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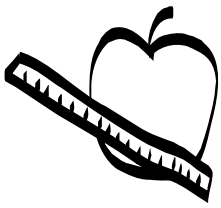
# Follow the Leader

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3. On a piece of chart paper, write the term “symbol” and ask the students to give you a definition. (A symbol is something that stands for something else). Explain that many of our symbols are patriotic (showing love for our country).
4. As a class, brainstorm other symbols of patriotism found in the United States. Record student responses on the chart paper. Responses can include the Washington Monument, the Lincoln Memorial, the bald eagle, the American flag, and the Statue of Liberty.
5. Review the answers as a class. Discuss where each symbol can be found in the United States, and why it is important to the people of this country.
6. Using the class discussion as a guide, have the students complete the building column of the “Three Branches Organizer.” (Capitol building for Legislative, White House for Executive, and Supreme Court Building for Judicial.)
7. Have the students write a paragraph summarizing why it’s important for our country to have patriotic symbols.
8. Collect the students’ worksheets.

## Session 4

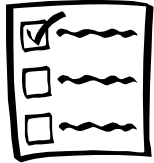
1. Review the charts and information from the previous sessions.
2. Tell the students they will be creating something to visually show what they have learned about the branches of government and symbols of our country.
3. Show the students the mobile created as a model. Explain to the students that the term “government” is at the top. The names of the three branches, duties, and leaders are all shown on the mobile.
4. Distribute the “Three Branches Organizer” and “Mobile Patterns” worksheets to the students. Explain that the mobile they will make will use these sheets.
5. Show the students the patterns for each part of the mobile. Explain that the patterns can be traced on construction paper and cut out, making three of each shape so that each branch has one of each shape. On each circle, they will write the name of a branch. The stars that hang below the circles will tell what person or group leads each branch and the term of office. The squares will show the branch’s duties. The students will draw the building in which each branch works on the triangles at the end of each set. Have them fill in the definition of the word “government” on the worksheet, cut out this box, and tape it to the top of the hanger as shown in the small diagram.
6. Have the scissors, construction paper, hole punch, coat hangers, and other supplies in a central location for student access.
7. Allow time for the students to complete and construct their mobiles.
8. Display the mobiles in the classroom.



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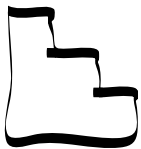
## ASSESSMENT

- Take anecdotal notes about the students' participation in class discussions.
- Evaluate the students' worksheets and mobiles for achievement of the lesson's objectives.



## ENRICHMENTS/EXTENSIONS

- Have students sing patriotic songs such as “America the Beautiful” and “The Star Spangled Banner.”
- Invite students to create a sculpture of their favorite United States President using modeling clay.
- Have students find the size of parts of Mount Rushmore (i.e., Washington's sculptured nose is 20 feet long). Create a list and use measuring tools to demonstrate how large those measurements actually are. Have them measure their own corresponding features and, in small groups, compare the size of an actual feature to the feature on the monument.
- Tell the students that George Washington also oversaw the design and building of the White House. Explain to the students that the original stone that was used over 200 years ago to build the White House is still in place today. Lead the students on an exploration of the White House, past and present, at [www.whitehouse.gov/history/life/](http://www.whitehouse.gov/history/life/).



## DIFFERENTIATED LEARNING OPTIONS

- Allow students to use a scribe for written responses.
- Prepare the written portions of the mobile ahead of time and students can cut and glue the words to the shapes.
- Provide images of the federal buildings for the students to use in their mobiles.



## CONNECTION TO WWW.USMINT.GOV/KIDS

- More about Mount Rushmore: this commemorative coin honors the national monument, dedicated in March of 1931. 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 nation's government by visiting the Games page and playing Branches of Power at [www.usmint.gov/kids/index.cfm?fileContents=games](http://www.usmint.gov/kids/index.cfm?fileContents=games).
- 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).
- Have students learn more about the Constitution by reading about the Constitution Bicentennial Commemorative Silver Dollar (1987) at [www.usmint.gov/kids/index.cfm?fileContents=coinNews/cotm/2001/09.cfm](http://www.usmint.gov/kids/index.cfm?fileContents=coinNews/cotm/2001/09.cfm).



Name \_\_\_\_\_

# Three Branches Organizer



**Directions:** Complete the definition and the information in the chart from class discussions and available resources.

Government is: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

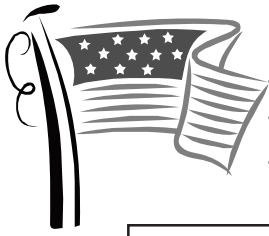
**BRANCH**

**DUTIES**

**LEADER**

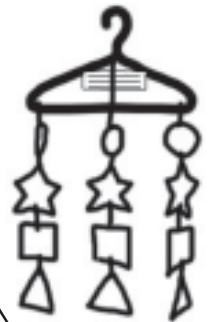
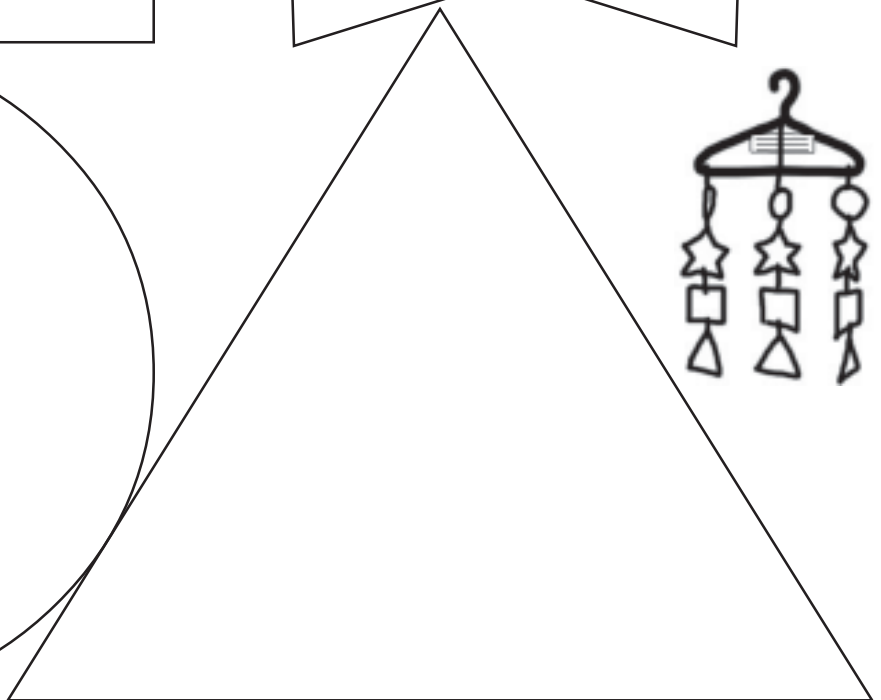
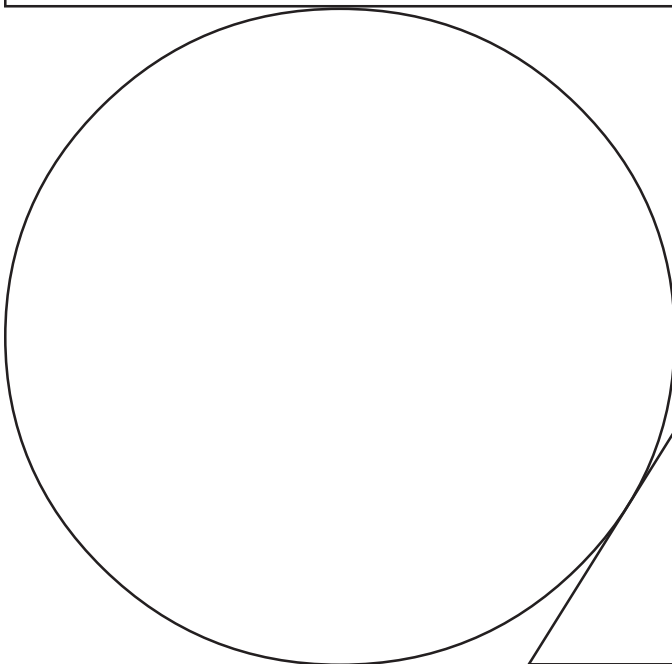
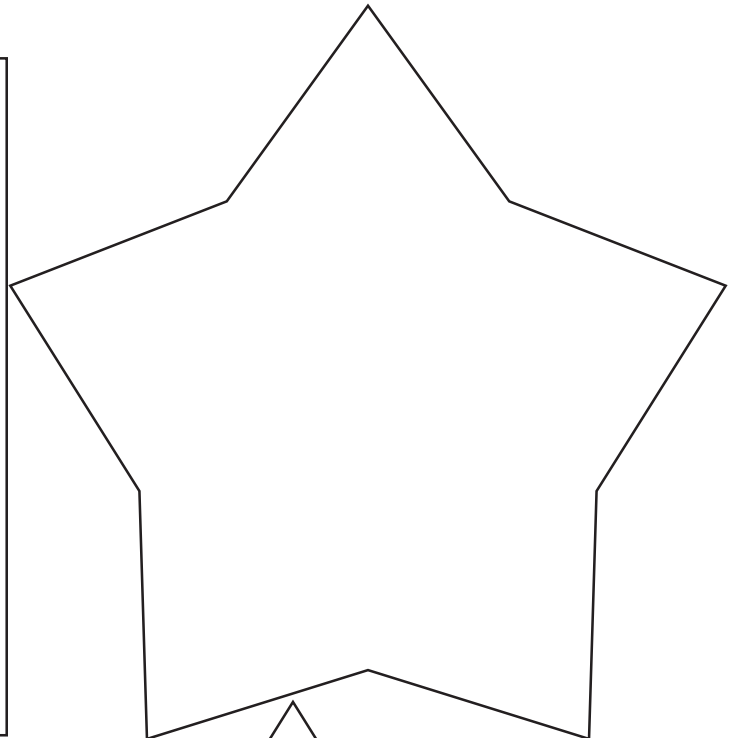
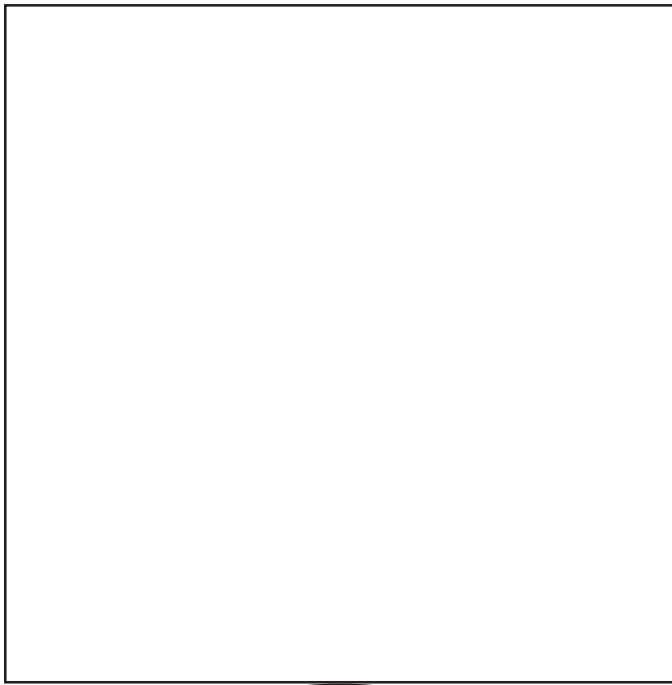
**BUILDING**

BRANCH	DUTIES	LEADER	BUILDING

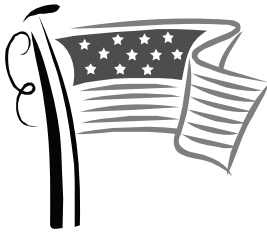


# Mobile Patterns

Government is: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_







# South Dakota Quarter Reverse

