

Mountains of Traits

Mount Rushmore National Memorial Quarter Grades Two and Three



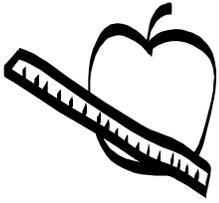
OBJECTIVES

Students will demonstrate an understanding of research. Students will write and illustrate narrative stories.



MATERIALS

- 1 overhead projector or other classroom technology (optional)
- 1 overhead transparency (or photocopy) of each of the following:
 - “Mount Rushmore National Memorial Quarter” page
 - “Character of Mount Rushmore” worksheet
 - “My Character Story” worksheet
 - “My Character Coin” worksheet
- 1 class map of the United States
- Copies of the following:
 - “Mount Rushmore National Memorial Quarter” page
 - “Character of Mount Rushmore” worksheet
 - “My Character Story” worksheet
 - “My Character Coin” worksheet
 - “My Character Story and Coin Checklist”
- Printed images of Mount Rushmore
- 1 copy of an age-appropriate text that gives basic information about Mount Rushmore, such as:
 - *Rushmore* by Lynn Curlee
 - *Face to Face with Mount Rushmore* by Jean L.S. Patrick
 - *Who Carved the Mountain? The Story of Mount Rushmore* by Jean L.S. Patrick
 - *Mount Rushmore (Now That’s Big)* by Kate Riggs
- Chart Paper
- Markers
- Computers with Internet access (optional)
- Age-appropriate texts giving information about the presidents on Mount Rushmore, such as:
 - *The Presidents* by James David Barber



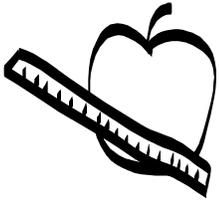
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- *Our Country’s Presidents: All You Need to Know About the Presidents, From George Washington to Barack Obama* by Ann Bausum
- *The New Big Book of U.S. Presidents* by Todd Davis and Marc Frey
- Pencils
- Crayons



PREPARATIONS

- Make an overhead transparency or equivalent classroom technology of each of the following:
 - “Mount Rushmore National Memorial Quarter” page
 - “Character of Mount Rushmore” worksheet
 - “My Character Story” worksheet
 - “My Character Coin” worksheet
- Make copies of each of the following:
 - “Mount Rushmore National Memorial Quarter” page (1 per student)
 - “Character of Mount Rushmore” worksheet (1 per student)
 - “My Character Story” worksheet (1 per student)
 - “My Character Coin” worksheet (1 per student)
 - “My Character Story and Coin Checklist” (1 per student)
- Gather and print images of Mount Rushmore from web sites such as:
 - www.nps.gov/index.htm
 - www.nps.gov/moru/index.htm
 - www.nps.gov/moru/photosmultimedia/index.htm
- Locate texts that give information about Mount Rushmore (see examples under “Materials”).
- Locate texts that give information about the four presidents on Mount Rushmore (see examples under “Materials”).
- Bookmark age-appropriate online resources for student research about the four presidents on Mount Rushmore, such as:
 - www.whitehouse.gov/about/presidents
 - www.americaslibrary.gov/aa/presidents.php
 - www.archives.gov/presidential-libraries/
 - www.usmint.gov/kids/teachers/
- Make a chart on the board labeled “Mount Rushmore Character Traits.”



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GROUPINGS

- Whole group
- Small group
- Pairs
- Individual work



CLASS TIME

Four 45-minute sessions



CONNECTIONS

- Social Studies
- Language Arts
- Art



TERMS AND CONCEPTS

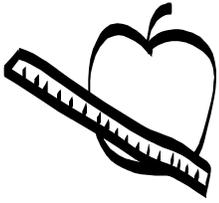
- Quarter
- Obverse (front)
- Reverse (back)
- Mount Rushmore National Memorial
- Character traits
- Thomas Jefferson
- Theodore Roosevelt



BACKGROUND KNOWLEDGE

Students should have a basic knowledge of:

- Presidents
- George Washington
- Abraham Lincoln
- Internet and text-based research
- Descriptive words
- Narrative writing



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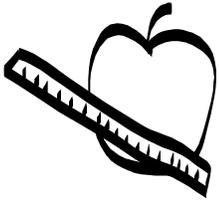
STEPS

Session 1

1. Display and examine the Mount Rushmore National Memorial quarter. Locate this national site on a class map. Note its position in relation to your school's location. Tell the students that the front of a coin is called the "obverse" and the back is called the "reverse." As background information, explain to the students that the United States Mint began to issue the quarters in the America the Beautiful Quarters® Program in 2010. By the time the program ends in 2021, there will be a total of 56 designs. Each design will focus on a different national site—one from each state, territory, and the District of Columbia.
2. Divide the class into small groups. Distribute several images of Mount Rushmore to each group. Ask the students to share their observations about the images, as well as any information they already know about the site and its history. Record responses on a class chart.
3. Introduce the students to the selected text on Mount Rushmore. As a group, preview the text and illustrations to generate observations about what is occurring in the text. Read the text aloud to the class and attend to any unfamiliar vocabulary.
4. Lead a class discussion about the Mount Rushmore text. Encourage the students to share what they learned about how the monument was built and who built it, the featured presidents, what surprised them and any questions they have.
5. Display the transparency of the Mount Rushmore National Memorial quarter. With the students, examine the unique qualities of the design. Ask the students to imagine what it might have been like to work on Mount Rushmore.
6. Distribute a "Mount Rushmore National Memorial Quarter" worksheet to each student. Have the students color the image. Ask the students to write at the bottom of the page one interesting fact they learned and one question they still have about Mount Rushmore.

Session 2

1. Review the chart and worksheets from the previous session.
2. Write the phrase "character trait" on the board. Ask the students to brainstorm ideas about the definition of this phrase. Conclude that character traits are a person's qualities, stated as adjectives. Have the students share examples of character traits.
3. Divide the class into four groups and assign each group one of the following people: George Washington, Thomas Jefferson, Theodore Roosevelt or Abraham Lincoln. Explain that each group needs to use online and text resources to research its assigned person, focusing specifically on the unique character traits that led to the person's inclusion on Mount Rushmore.



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4. Display and distribute the “Character of Mount Rushmore” worksheet. Review the directions as a class. Model a sample response. Allow time for the student groups to research and complete the worksheet using texts and the Internet.
5. Have the student groups share their research findings. Record character traits for each president on a class chart.
6. Lead a class discussion about the character traits that the students identified. Ask the students to consider which traits they found most interesting or surprising. Ask the students to discuss why these character traits are still relevant today.

Sessions 3 and 4

1. Review the charts from the previous sessions.
2. Ask the students to think of a time when they personally exhibited one of these character traits. Tell the students that they will be writing a narrative story sharing this experience. Distribute one “My Character Story” worksheet to each student. Review the directions together. Have the students complete the worksheet.
3. After the students write their story on the “My Character Story” worksheet, tell the students that they will be designing a new coin based on their character story. Distribute the “My Character Coin” worksheet and crayons. Review the directions together. Have the students complete the worksheet.
4. Place students in small groups to share their stories and designs for a new coin. Display the character stories and coins on a bulletin board about the unique character traits that the class embodies.



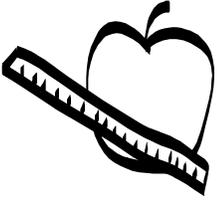
ASSESSMENTS

- Take anecdotal notes about the students’ participation in class discussions and group activities.
- Evaluate the students’ worksheets for understanding of the lesson objectives.
- Use the “My Character Story and Coin Checklist” to assess students’ work.



ENRICHMENTS/EXTENSIONS

- Have the students extend the study of character traits by comparing and contrasting traits of various characters in several children’s books.
- Have the students brainstorm a list of character traits that describe someone influential in their community.
- Have students research other national park monuments that feature subjects with similar character traits.



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DIFFERENTIATED LEARNING OPTIONS

- Provide a list of preselected character traits.
- Allow students to work with a partner or scribe.
- Allow students extended time to complete the work.
- Allow students to type their story on a computer.
- Allow students to create their illustration on a computer.



Name _____

Character of Mount Rushmore

Directions: Work together to investigate the unique character traits of your assigned president. Use the chart below to record your findings. Make sure to include an example of this character trait in action.



President's Name _____

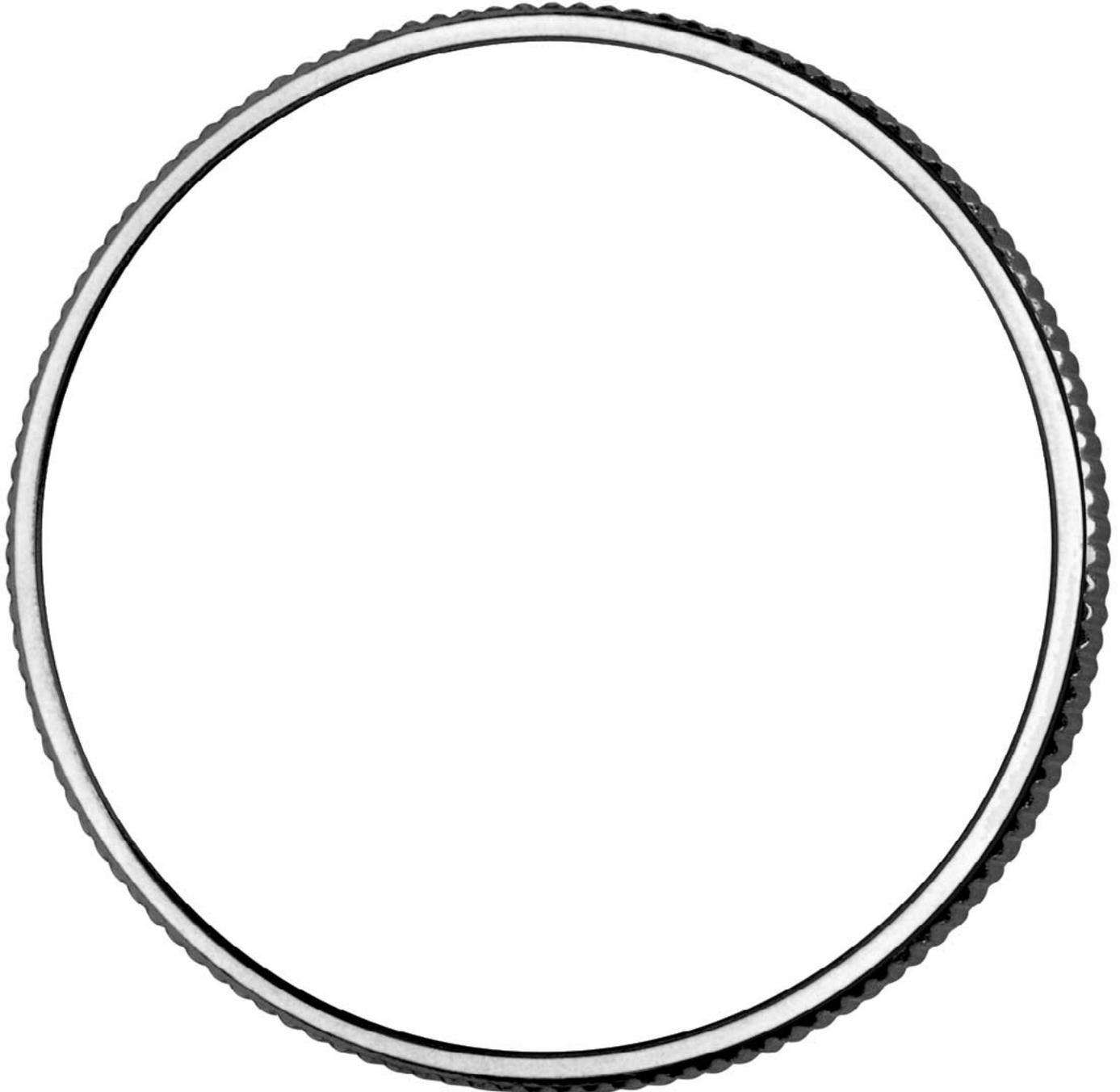
CHARACTER TRAIT	EXAMPLE SHOWING THIS TRAIT



Name _____

My Character Coin

Directions: Design a coin that creatively depicts your character story. Be sure to write the name of your selected character trait on the coin.





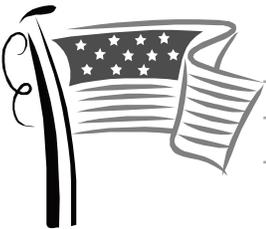
Name _____

My Character Story and Coin Checklist

This student:

- Wrote a personal story about a time they exhibited a character trait.
- Used descriptive words in their story.
- Provided at least one example of how they exhibited this character trait.
- Created a new coin illustrating their character story.
- Used creativity in developing their coin.
- Wrote the name of the selected character trait on their coin.

Notes:



Name _____

My Character Story and Coin Checklist

This student:

- Wrote a personal story about a time they exhibited a character trait.
- Used descriptive words in their story.
- Provided at least one example of how they exhibited this character trait.
- Created a new coin illustrating their character story.
- Used creativity in developing their coin.
- Wrote the name of the selected character trait on their coin.

Notes:



Mount Rushmore National Memorial Quarter



The United States of America

