

My Personal Mount Rushmore

Mount Rushmore National Memorial Quarter

Grades Kindergarten and One



OBJECTIVES

Students will recognize famous Americans and the influence they had on our country. Students will analyze what it means to be influential.



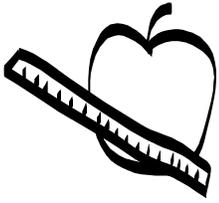
SUBJECT AREA CONNECTIONS:

- Social Studies
- Language Arts
- Art



SUMMARY

1. Display and examine the “Mount Rushmore National Memorial Quarter” page or use the zoom feature at www.usmint.gov/mint_programs/atb/?local=MountRushmore. 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.” 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. Display images of Mount Rushmore. Identify the faces depicted on Mount Rushmore as former Presidents George Washington, Thomas Jefferson, Theodore Roosevelt and Abraham Lincoln. Explain to the students that these four men were very influential (to be defined later) to the United States. Display the coin image again and help the students identify the faces as those of Thomas Jefferson and George Washington.
3. Read a text on Thomas Jefferson. Make a class chart of important things that Thomas Jefferson did for the United States.
4. Ask the students to define “influential.” Tell the students that “influential” means someone or something that is important and can affect and inspire other people and events. Discuss people they know who are influential.
5. Introduce the students to the “Who and Why?” worksheet. Tell the students that they are to choose four people who are influential in their lives. The students will then use this worksheet to write a little about each of the four people and why they chose them. Allow students time to complete the assignment.



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6. Introduce the students to the “My Personal Mount Rushmore” worksheet. Explain that they will be designing their own Mount Rushmore using the four people from their “Who and Why?” worksheet. Model this for the students using your own example.
7. Display the “My Personal Mount Rushmore” worksheets for all to see.



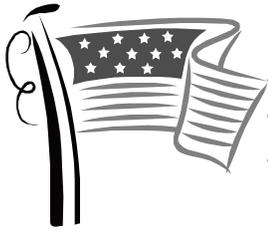
ASSESSMENTS

- Take anecdotal notes about the students’ participation in class discussions.
- Evaluate the students’ worksheets and projects for understanding of the lesson objectives.



RESOURCES

- Worksheets:
 - “Mount Rushmore National Memorial Quarter”
 - “Who and Why?”
 - “My Personal Mount Rushmore”
- An age-appropriate text that gives information about the life of Thomas Jefferson, such as:
 - *A Picture Book Of Thomas Jefferson* by David Adler
 - *Meet Thomas Jefferson* by Patricia A. Pingry
 - *Thomas Jefferson (Rookie Biographies)* by Simone T. Ribke
- Age-appropriate, relevant Web sites, such as:
 - National Park Service: www.nps.gov
 - Mount Rushmore National Memorial: www.nps.gov/moru

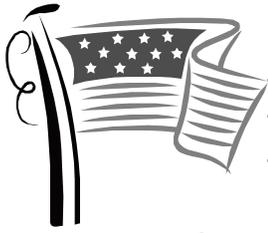


Name _____

Who and Why?

Directions: Identify four influential people in your life. List their names in the “Who” column and their influence in the “Why” column.

WHO	WHY
1 _____ _____	_____ _____ _____
2 _____ _____	_____ _____ _____
3 _____ _____	_____ _____ _____
4 _____ _____	_____ _____ _____



Name _____

My Personal Mount Rushmore

Directions: Illustrate your own personal Mount Rushmore using your chosen four people.





Mount Rushmore National Memorial Quarter



The United States of America

