

Title: National Symbols

Subject: Social Studies

Topic: Mt. Rushmore/Leadership

Grade: 1st, 2nd

School: Ruskin

Wiregrass History Consortium Unit Plan			
GPS Standard:	SS1CG1, SS1G2, SS1G3, SS2CG2, SS2CG3		
Concept:	Students will recognize Mt. Rushmore as a national symbol containing the images of four presidents and representing the founding, growth and preservation of the United States.		
Essential questions (2-5 questions) (What you want the students to know.)	<p>What's the big idea about Mt. Rushmore?</p> <p>Where is Mt. Rushmore located in reference to Georgia?</p> <p>How can I be a good leader?</p>		
Elements (What you want the students to understand.)	<p>The importance of the ideas that Mt. Rushmore represents.</p> <p>Everyone can be a good leader.</p> <p>The location of Mt. Rushmore in relation to Georgia.</p>		
Launch Activity (Hook)	<p>"We're going to take a trip to a special place that is all the way across the United States!" Display a US map and point out South Dakota. Ask if anyone knows what state that is. Tell students that they are going to take a virtual trip to a special monument in South Dakota.</p> <p>View and discuss, as a whole group, the following website: Wikipedia- Mt. Rushmore http://en.wikipedia.org/wiki/Mount_Rushmore</p> <p>Complete the attached map activity.</p> <p>Make a web organizer on the board to identify qualities that good leaders possess. Discuss leaders at school, at home, in the community, and the nation. Allow students to identify and discuss ways that they can be good leaders. Role play some situations where they can choose to use good leadership skills.</p>		
Knowledge & Skills (People, Places, times and vocabulary-what the student should be able to do. What skills will they use?)	Knowledge Places: Badlands Mt. Rushmore South Dakota	People: George Washington Thomas Jefferson Abraham Lincoln Theodore Roosevelt	Skills Map skills- directions Reading to locate important information. Creating a simple outline. Identify qualities of a good leader and relate those qualities to one's own actions. Writing a persuasive paragraph/s.
Assessment Evidence: What evidence will show that students met the learning goal?			
Traditional Assessment (Quizzes, Test, Selected Responses)			
Students will answer a multiple-choice quiz based on the story they read about Mt. Rushmore.			

Portfolio Assessment
Students will create an informational PPT presentation based on their research about Mt. Rushmore. Required information: description, map, and historical importance.
Authentic Assessment (Performance Tasks, Rubrics, Projects, Dialogues, etc.)
Students will choose one of the presidents from the lesson to research. They will create a simple outline and use it to create a biography of that president. They will then decorate a cereal box with information and pictures. Inside they will place items that in some way relate to that president. They will present their Cereal Box biographies to the class.
Student Self-Assessment
Students will write a persuasive story, from the point of view of one of the Mt. Rushmore presidents, explaining why it is important for everyone to do their best to be a good leader.
Differentiation Associated with this unit
The teacher may lead students in completing the entire outline. Students may work with partners to create their book.
Resources and instructional tools: Microsoft PowerPoint, Internet access, maps of US