The Presidents of Mount Rushmore

Grade Level: Kindergarten
Written by: Paula Marrs and Valerie Krone, Peach Hill School, Moorpark, California
Length of Unit: Twelve Lessons

I. ABSTRACT
Mount Rushmore is one of our country’s national treasures. In this unit of study, we will delve into the lives of the four presidents depicted there. George Washington, Thomas Jefferson, Abraham Lincoln and Theodore Roosevelt each made important contributions to our society. This multi-disciplinary unit includes lessons that provide students with information about each president, as well as the story of how and why Mount Rushmore was built.

II. OVERVIEW
A. Concept Objectives:
1. Students will understand that one person can have an impact on society.
2. Students will gain an appreciation for the artistic process.

B. Content from the Core Knowledge Sequence
1. Presidents, Past and Present (p. 13)
   a. George Washington
      The “Father of His Country”
      Legend of George Washington and the cherry tree
   b. Thomas Jefferson, author of Declaration of Independence
   c. Abraham Lincoln
      Humble origins
      “Honest Abe”
   d. Theodore Roosevelt
2. Symbols and Figures: Mount Rushmore (p. 13)
   a. The “birthday” of our nation
   b. Some people were not free: slavery in early America

C. Skill Objectives
1. Students will recognize Mount Rushmore as a national symbol. (California History/Social Science Standard 2)
2. Students will name and identify the four presidents on Mount Rushmore.
3. Students will compare life in earlier times to life today. (CH/SSS 6.3)
4. Students will identify the purposes of the following holidays: Independence Day, Washington’s and Lincoln’s Birthdays. (CH/SSS 6.1)
5. Students will retell the triumphs in American historical accounts through the stories of the four presidents of Mount Rushmore. (CH/SSS 6.2)
6. Students will complete and read their copies of The Four Presidents of Mount Rushmore. (California Reading Standard 1.2)
7. Students will discuss the various works of art that artists create and the media used. (California Visual Arts Standard 5.4)
8. Students will spell independently using pre to early-phonetic knowledge, sounds of the alphabet, and knowledge of letter names. (California Writing Standard 3.2)
9. Students will collect and analyze the data from classroom surveys. (California Mathematics Standard 2.1)

III. BACKGROUND KNOWLEDGE
For Teachers


For Students

1. Familiarity with maps
2. Experience with interpreting graphs, including more than, less than and equal to.

Unit Set-up

1. Prepare the student books (Appendices A-F) by copying and stapling them in proper order.

IV. RESOURCES


V. LESSONS

Lesson One: Introduction to Mount Rushmore

A. Daily Objectives

1. Concept Objective
   a. Students will gain an appreciation for the artistic process.

2. Lesson Content
   b. Symbols and Figures: Mount Rushmore (p. 13)
   c. Visual Arts (California Visual Arts Standard 5.4)
   d. Language Arts (California Reading Standard 1.2)

3. Skill Objectives
   a. Students will locate Mount Rushmore on a United States map.
   b. Students will describe the process by which the Mount Rushmore National Memorial was created.
   c. Students will complete and read the "Mount Rushmore" page in the student books.

B. Materials

2. VCR
3. United States map
4. Student books: The Four Presidents of Mount Rushmore (Appendices A-
5. Teacher created chart entitled “The Four Presidents of Mount Rushmore” (the chart should be large enough to record the names of the four presidents and room to record important information about each one)

C. Key Vocabulary

2. sculpture: The art of shaping figures or designs as by chiseling marble, modeling clay, or casting in metal
3. president: Person who is the head of a country
4. dynamite: A powerful explosive

D. Procedures/Activities

1. Introduce the unit of study by focusing the students’ attention on the chart entitled, “The Four Presidents of Mount Rushmore.”
2. Explain to the students that they will be learning about Mount Rushmore, which is a monument that honors 4 great presidents. As they learn about each president, you will be recording important information about each one on the chart.
3. Explain to the students they will be viewing a video that shows the process involved in creating Mount Rushmore.
4. Showing the video, stop the tape periodically to provide clarification as needed, with emphasis on the artistic process utilized in creating the Mount Rushmore sculpture.
5. Discuss the video, including the vocabulary listed above. Possible discussion questions are:
   a. Why was this place chosen for the sculpture? The rock formation and the type of rock made it a good choice.
   b. Describe the process used to create Mount Rushmore. Dynamite, tools and specially designed pulleys to hold the workers were used.
6. Show the United States map. Locate Mount Rushmore and mark with small dot or sticker.
7. Students complete the first page of *The Four Presidents of Mount Rushmore* by writing “Mount Rushmore” and marking its location on the map. (Appendix B)
8. Students will read the completed page.

E. **Assessment/Evaluation**
1. Class participation. Possible discussion questions are:
   a. *Where is Mount Rushmore?* South Dakota
   b. *Would you like to have worked on building Mount Rushmore? Why or why not?*
2. Completed page of student book

**Lesson Two: Creating a Sculpture**

A. **Daily Objectives**
   1. Concept Objective
      a. Students will gain an appreciation for the process of creating sculpture.
   2. Lesson Content
      a. Visual Arts (*California Visual Arts Standard 5.4*)
   3. Skill Objectives
      a. Students will explore samples of sculpture, such as wood and stone carvings.
      b. Students will use sculpture tools to create a soap carving.

B. **Materials**
   1. Sculpture samples, such as wood and stone carvings
   2. Sculpture tools
   3. Bar of Ivory soap for each child
   4. Teacher created chart or diagram used for comparing and contrasting answers in the assessment of the lesson

C. **Key Vocabulary**
   1. sculpture: The art of shaping figures or designs as by chiseling marble, modeling clay, or casting in metal
   2. carve: To cut into a desired shape
   3. three-dimensional art: Objects of art that you can walk all the way around
   4. tool: A device used to facilitate work

D. **Procedures/Activities** *(Seek the assistance of a volunteer parent(s) for this lesson.)*
   1. Teacher will review the sculptor’s techniques seen on the video shown the previous day. Possible questions are:
      a. *What was used to build Mount Rushmore?* Drawings, dynamite, scaffolding, tools, etc.
      b. *Why did it take so long to build?* The mountain was very big and hard to get to.
   2. Teacher will model the techniques needed to make a soap sculpture, being sure to include key vocabulary.
   3. Students will examine sample sculptures.
   4. Students will use the provided tools to create their own sculptures.
   5. Students will compare and contrast the techniques used to create the sample sculptures, Mount Rushmore and their own soap sculpture. Discuss with the volunteer parent. Possible questions for the parent to ask:
      a. *How was making your soap sculpture like building Mount Rushmore?*
         Both of them were carved
b. How as making your soap sculpture different from building Mount Rushmore? I didn’t use dynamite.

E. Assessment/Evaluation
1. Completed soap sculpture
2. Participation in the discussion described above. Possible questions are:
   a. What tools do you think were used to make this woodcarving? Accept any appropriate answers.
   b. What tools do you think were used to make this stone sculpture? Accept any appropriate answers.
   c. What tools were used to create Mount Rushmore? Students should be able to provide correct answers.
3. Record answers from all 3 questions on a chart or diagram. Compare and contrast how the three sculptures are all different yet all went through basically the same process to achieve the outcome.

Lesson Three: George Washington, The Father of Our Country

A. Daily Objectives
1. Concept Objective
   a. Students will understand that one person can have an impact on society.
2. Content Objectives
   b. Language Arts (California Reading Standard 1.2)
3. Skill Objectives
   a. Students will learn to sing “If You Know George Washington”.
   b. Students will identify George Washington as the “Father of Our Country”.
   c. Students will draw a portrait of George Washington.
   d. Students will verbalize the ways George Washington has impacted our country.
   e. Students will recognize George Washington’s picture on the dollar bill.
   f. Students will read the “George Washington” page in the student book.

B. Materials
2. “If You Know George Washington” song printed on chart or sentence strips. (See appendix G.)
3. Student books The Four Presidents of Mount Rushmore (Appendices A-F)
4. pencils
5. a one dollar bill
6. colored pencils

C. Key Vocabulary
1. colonies- Land that people from another country have settled
2. Father of Our Country: Honorary title given to George Washington because of his importance in the founding of the United States
3. freedom- The right to do and say anything without causing harm to others
4. surveyor- A person who measures land and makes maps

D. Procedures/Activities
1. Teacher reads a story about George Washington’s life.
2. Discuss the highlights of Washington’s life including the key vocabulary and ways he has impacted our country. Possible questions are:
   a. *What jobs did George Washington have?* Surveyor, farmer, soldier, etc.
   b. *Why is George Washington famous?* He was the first president of our country.
3. Introduce the song. (Appendix G.)
4. Practice singing and then record the class. Place tape in listening center as a required activity.
5. Show the children a real dollar bill, noting George Washington’s face.
6. Students write George Washington’s name on the appropriate page in the student book. (Appendix C)
7. Students draw a portrait of George Washington on the “dollar” located in the student book. (Appendix C)
8. Students read the completed page in the student book.

**E. Assessment/Evaluation**
1. Participation in singing
2. Completed page of student book

**Lesson Four: George Washington’s Portrait**

**A. Daily Objectives**
1. Concept Objectives
   a. Students will gain an appreciation for the artistic process.
2. Lesson Content
   a. Visual Arts *(California Visual Arts Standard 5.4)*
3. Skill Objectives
   a. Students will tear construction paper to create a portrait of George Washington.
   b. Students will be creating a portrait that will be used later in a writing activity in this unit.

**B. Materials**
1. Construction paper for each child:
   a. 12”x 18” blue, folded in half crosswise
   b. 9”x 4” black
   c. 8”x 5” peach or tan
   d. scraps of white
2. 1/2 of an 8” round doily
3. scissors
4. crayons
5. glue

**C. Key Vocabulary**
1. portrait- A picture of a person
2. powdered wig- Artificial hair worn during colonial days
3. president- Person who is the head of a country

**D. Procedures/Activities**
1. Teacher models the creation of Washington’s portrait using one side of the folded blue construction paper. The other side will be used for our Lincoln portrait later in this unit. (Appendix H)
   a. Round off corners of tan paper forming an oval for face.
   b. Use crayons to draw eyes, nose and mouth on face.
c. Holding the black paper in landscape position (“hot dog”) trim the two upper corners to form shoulders. Glue onto the bottom of the blue paper.

d. Glue the face in position above the shoulders.

e. Tear white paper creating a powdered wig and glue around face.

f. Cut doily half into two triangles and glue one above the other, creating a ruffled shirt.

2. Students create George Washington torn paper portrait. Save these portraits for a writing activity in lesson 12.

E. Assessment/Evaluation

1. Portrait of George Washington

Lesson Five: George Washington and the Cherry Tree

A. Daily Objectives

1. Concept Objectives
   a. Students will understand that one person can have an impact on society.
   b. Students will gain an appreciation for the artistic process.

2. Lesson Content
   b. Visual Arts (California Visual Arts Standard 5.4)

3. Skill Objectives
   a. Students will create a cherry tree.
   b. Students will retell the legend of George Washington and the cherry tree.

B. Materials


2. 6”x 9” construction paper for each child

3. birch sticks (obtained from a craft store) broken into pieces

4. glue

5. red paint

6. green tissue paper

C. Key Vocabulary

1. legend- A very old story that has been told and believed by many people over the years. Some or all of the story may not be true

2. hatchet- A small short-handled ax

3. orchard- A section of land where fruit trees are grown

D. Procedures/Activities (You will need the help of parent volunteers for this lesson).

1. Read aloud the story of “George Washington and the Cherry Tree” in What Your Kindergartner Needs to Know, pp. 147-148. Discuss. Possible questions are:
   a. Was George Washington’s dad mad at him for chopping down the tree? Maybe at first, but his dad was proud of him for telling the truth.
   b. Have you ever done something wrong, but told the truth about it? Accept any appropriate answers.

2. Explain to students that they are going to create a cherry tree image and will retell the legend of the cherry tree to the parent volunteer assigned to them.

3. Teacher models process of making a cherry tree.
   a. Glue birch sticks onto the construction paper to form trunk and branches.
   b. Crumple tissue paper and glue onto branches to form foliage.
c. Dip fingertip into red paint and touch foliage to form cherries on the tree.

E. **Assessment/Evaluation**
1. Completed cherry tree project
2. Retelling the legend of the cherry tree

**Lesson Six: Thomas Jefferson and the Declaration of Independence**

A. **Daily Objectives**
1. Concept Objective
   a. Students will understand that one person can have an impact on society.
2. Lesson Content
   a. Thomas Jefferson, author of Declaration of Independence
   b. Language Arts *(California Reading Standard 1.2)*
3. Skill Objectives
   a. Students will identify Thomas Jefferson as the author of the Declaration of Independence.
   b. Students will complete the "Jefferson" page in the student book (Appendix D):
      1. Students will write Thomas Jefferson’s name in student book.
      2. Students will write “July 4, 1776” and add a “quill” pen (feather) to their student book page.
      3. Students will read the “Thomas Jefferson” page in the student book.

B. **Materials**
2. Student book: *The Four Presidents of Mount Rushmore* (Appendices A-F)
3. feather for each child
4. glue
5. pencils

C. **Key Vocabulary**
1. Declaration of Independence- An important paper saying that the American colonies were free and would start their own government

D. **Procedures/Activities**
1. Teacher reads a book about Thomas Jefferson's life. Discuss the impact that Jefferson has had on our society, being sure to include key vocabulary and his role as author of the Declaration of Independence. Possible questions are:
   a. *Why was the Declaration of Independence necessary?* The American colonies wanted to let England know they wanted to be free.
   b. *Name some jobs that Thomas Jefferson had.* Farmer, writer, architect, president, etc.
2. Students complete "Jefferson" page in student book. (Appendix D)
   a. Write “Thomas Jefferson” on the appropriate lines.
   b. Write “July 4, 1776” on the document pictured on the page.
   c. Glue a feather to the page and draw a tip at the end of the feather creating a “quill” pen.
   d. Read the completed page in the student book.
Lesson Seven: The Life of Thomas Jefferson

A. **Daily Objectives**
   1. **Concept Objective**
      a. Students will understand that one person can have an impact on society.
   2. **Lesson Content**
      a. Thomas Jefferson, author of Declaration of Independence
      b. Language Arts ([California Writing Standard 3.2](#))
      c. Visual Arts ([California Visual Arts Standard 5.4](#))
   3. **Skill Objectives**
      a. Students will write a sentence about Thomas Jefferson’s life using phonetic spelling.
      b. Students will illustrate their sentences using crayons.

B. **Materials**
   1. paper or journal page
   2. pencils
   3. crayons

C. **Key Vocabulary**
   1. Monticello- The house in Virginia that Jefferson designed and built
   2. inventor- Someone who thinks up or creates something for the first time

D. **Procedures/Activities**
   1. Teacher reads the book about Thomas Jefferson’s life. Discuss the book, emphasizing the impact that he has had on our society. Possible discussion questions are:
      a. *Did Thomas Jefferson like to read?* Yes
      b. *Why is Thomas Jefferson famous?* Author of the Declaration of Independence, our third president, etc.
   2. Each student formulates a sentence about Jefferson and writes it using phonetic spelling.
   3. Students illustrate their sentences using crayons.

E. **Assessment/Evaluation**
   1. Participation in class discussion. Possible questions are:
      a. *What is the name of Thomas Jefferson's home?* Monticello
      b. *Where did Thomas Jefferson grow up?* Virginia
   2. Completed journal page

Lesson Eight: Honest Abe

A. **Daily Objectives**
   1. **Concept Objective**
      a. Students will understand that one person can have an impact on society.
   2. **Lesson Content**
      a. Abraham Lincoln--Humble origins, “Honest Abe”
b. Language Arts (California Reading Standard 1.2)

3. Skill Objectives
   a. Students will write Abraham Lincoln’s name in student book. (Appendix E)
   b. Students will create a crayon rubbing of Lincoln’s profile. (Appendix I)
   c. Students will glue a penny onto the "Lincoln" page in the student book. (Appendix E)
   d. Students will read the “Abraham Lincoln” page in the student book.

B. Materials
   2. Student book: The Four Presidents of Mount Rushmore (Appendices A-F)
   3. brown crayons without wrappers
   4. pencils
   5. template of Lincoln’s silhouette (Appendix I)
   6. penny for each child
   7. glue

C. Key Vocabulary
   1. Civil War: 1861-1865. The U.S. war fought between the northern states and the southern states
   2. log cabin: A small house made of logs
   3. slaves: People who belong to and work for another person
   4. honest: Truthful; fair; not given to cheating or stealing
   5. silhouette: The side view of a person’s head

D. Procedures/Activities
   1. Teacher reads aloud the book about Lincoln, discussing his humble origins, why he is called “Honest Abe”, and his impact on our society. Possible questions are:
      a. Why is “Honest Abe” a good nickname for Abraham Lincoln? He was truthful and fair.
      b. Did Abraham Lincoln grow up rich or poor? Poor
   2. Once the discussion is concluded show the children a penny and ask the children: Why do we have Abraham Lincoln on our penny? Certain presidents such as Lincoln have been honored by having had their pictures put on money.
   2. Students complete "Lincoln" page in the student book by writing his name, making a rubbing of his silhouette and gluing on a penny. (Appendix E and I)
   3. Students read the completed page in the student book.

E. Assessment/Evaluation
   1. Participation in class discussion. Possible questions are:
      a. Why is Abraham Lincoln famous? He was our 16th president and freed the slaves.
      b. What jobs did Abraham Lincoln have before he was president? He worked in a store, he was a lawyer, etc.
   2. Completed page of student book

Lesson Nine: Abraham Lincoln’s Portrait
A. Daily Objectives
   1. Concept Objectives
      a. Students will gain an appreciation for the artistic process.
   2. Lesson Content
      a. Visual Arts (California Visual Arts Standard 5.4)
3. **Skill Objectives**
   a. Students will tear construction paper to create a portrait of Abraham Lincoln that will be used in an upcoming writing activity.

B. **Materials**
   1. blue construction paper with Washington’s completed portrait on one half (saved from lesson #4)
   2. Construction paper for each child:
      a. 6”x 5” black
      b. black scraps
      c. 8”x 5” tan
      d. 7.5”x 1” black
   3. black crayons
   4. scissors
   5. glue

C. **Key Vocabulary**
   1. portrait: A picture of a person
   2. stove-pipe hat: A tall black hat commonly worn during Abraham Lincoln’s time

D. **Procedures/Activities**
   1. Teacher models how to create Lincoln’s portrait:
      a. Round off the corners of the tan rectangle to form an oval for his face.
      b. Use a black crayon to draw his eyes, brows, nose and mouth.
      c. Glue his face onto the blue rectangular paper opposite the Washington portrait.
      d. Glue the two black rectangles on top to create a stove-pipe hat on his head.
      e. Tear the black scraps to create a beard and sideburns. Glue on.
   2. Students create torn paper portraits of Abraham Lincoln.
   3. Save these portraits for a writing activity in lesson 12.

E. **Assessment/Evaluation**
   1. Portrait of Lincoln

**Lesson Ten: The Life of Theodore Roosevelt**

A. **Daily Objectives**
   1. **Concept Objectives**
      a. Students will understand that one person can have an impact on society.
      b. Students will gain an appreciation for the artistic process.
   2. **Lesson Content**
      a. Theodore Roosevelt
      b. Visual Arts (*California Visual Arts Standard 5.4*)
      c. Language Arts (*California Reading Standard 1.2*)
   3. **Skill Objectives**
      a. Students will participate in class discussion about Theodore Roosevelt.
      c. Students will create a forest in student book using pine needle painting.
      d. Students will read entire student book.

B. **Materials**
   2. Student book: *The Four Presidents of Mount Rushmore* (Appendices A-F)
   3. pencils
4. pine needles
5. crayons
6. green paint

C. **Key Vocabulary**
   1. Asthma- A disease that causes coughing, tightness in the chest and difficulty in breathing
   2. National park- Special lands set aside for all the people of the United States to enjoy

D. **Procedures/Activities**
   1. Teacher paraphrases and shares the pictures in the suggested book with the students. (Page 5 is especially helpful.)
   2. Students write “Theodore Roosevelt” on the appropriate lines in the student book. (Appendix F) and then illustrate by drawing several tree trunks and branches with crayons.
   3. Students dip the tip of a pine needle into green tempera to complete the evergreen trees. The picture should look like a forest. (Appendix F)

E. **Assessment/Evaluation**
   1. Completed page in the student book
   2. Read completed student book to partner, teacher or parent volunteer.
   3. Participation in class discussion. Possible questions are:
      a. Why are national parks important? Accept any appropriate answer
      b. Was Theodore Roosevelt a healthy child? No
      c. What other interesting information did we learn about Theodore Roosevelt? The “Teddy Bear” was named after him.

**Lesson Eleven: The Multi-Faceted Life of Teddy Roosevelt**

A. **Daily Objectives**
   1. Concept Objectives
      a. Students will understand that one person can have an impact on society.
   2. Lesson Content
      a. Theodore Roosevelt
      b. Mathematics (California Mathematics Standard 2.1)
   3. Skill Objectives
      a. Students will survey their classmates to determine which of Roosevelt's jobs they prefer.
      b. Students will write their names in the proper column on the survey indicating their job preference.
      c. Students will share their survey data, including the concepts of more than, less than and equal to, during class discussion.

B. **Materials**
   1. Theodore Roosevelt job survey paper (Appendix J)
   2. pencils

C. **Key Vocabulary**
   1. Survey- A series of questions meant to find out how people feel about something.
   2. Explorer- One who travels over an unknown area for adventure and discovery

D. **Procedures/Activities**
   1. Teacher leads a discussion of Roosevelt's life emphasizing the impact he has had on our society and the many jobs he held. Possible questions are:
a. **Name some jobs that Theodore Roosevelt held.** Soldier, cowboy, writer, explorer, etc.

b. **Why was Theodore Roosevelt chosen for Mount Rushmore?** Accept any appropriate answer.

2. Teacher models surveying.
3. Students survey 10 classmates, asking their favorite job. Students then write their names under the column indicating their favorite. When a column is full, no more names may be added.
4. Students share the results of their surveys and discuss which columns have more, less and an equal number of names.

**E. Assessment/Evaluation**
1. Completed survey
2. Participation in class discussion. Possible questions are:
   a. **Why is Theodore Roosevelt famous?** He was our 26th president and he started the national park system.
   b. **What did Theodore Roosevelt do for fun as a child?** Read, collected insects and other animals, etc.

**Lesson Twelve: If I Were President**

**A. Daily Objectives**
1. **Concept Objective**
   a. Students will understand that one person can have an impact on society.
2. **Lesson Content**
   a. History/Geography
   b. Language Arts (*California Writing Standard 3.2*)
3. **Skill Objectives**
   a. Students will complete the sentence "If I were president I would..." using phonetic spelling.

**B. Materials**
1. 12"x 18" white construction paper for every two children with sentence frame copied as shown in Appendix H.
2. Cut above paper in half lengthwise for each child.
3. Pencils
4. Stapler

**C. Key Vocabulary**
1. **president:** Person who is the head of a country

**D. Procedures/Activities**
1. Teacher leads a class discussion about the job of the president.
2. Students complete the sentence frame "If I were president I would..." printed on the white construction paper strip using phonetic spelling.
3. Teacher or parent volunteer assists the children in stapling the strip across the bottom of the blue paper with the Washington and Lincoln tear art portraits on it.

**E. Assessment/Evaluation**
1. Participation in class discussion. Possible questions are:
   a. **What do you think a president does?** Accept all appropriate responses.
   b. **What would you do if you were president?** Accept all appropriate responses.
2. Completed sentence

**VI. CULMINATING ACTIVITY**
A. Student will enjoy a special day of activities related to Mount Rushmore and the four presidents. Students will visit the following centers:
1. Mount Rushmore Center: Class mural of Mount Rushmore using chalk pastels.
2. George Washington Center: Cherry pies made by folding refrigerator biscuits with cherry pie filling inside.
3. Thomas Jefferson Center: "Quill pen" writing using a feather dipped in black tempera paint.
5. Theodore Roosevelt Center: Plant a seedling in a cup.

VII. HANDOUTS/WORKSHEETS
A. All handouts are in the appendices A-K.

VIII. BIBLIOGRAPHY


Y. Mount Rushmore: The Shrine Mount Rushmore Society, 1986. (video)


The Four Presidents of Mount Rushmore

by ____________________________
is in South Dakota.
is the “Father of Our Country”.
wrote The Declaration of Independence.
freed the slaves.
saved land for national parks.
If You Know George Washington
(sung to If You’re Happy and You Know It)

If you know who’s on the quarter,
Clap your hands. (clap, clap)

If you now who’s on the dollar,
Clap you hands. (clap, clap)

If you know that Washington
Was President number 1,
Then you’ve really learned a ton,
So clap your hands. (clap, clap)
If I were President
Lincoln’s Silhouette
Appendix J

Name _______________________________________

Theodore Roosevelt’s Jobs

Which is your favorite job?

soldier  cowboy  writer  explorer

2003 Core Knowledge® National Conference, Presidents of Mount Rushmore, Kindergarten
The Penny Graph