

## IN HONOR OF GEORGE AND ABE

Learning Objectives: Students will:

1. Discover ways in which George Washington and Abraham Lincoln are honored in our country.
2. Analyze memorials to determine which honor the president the most.
3. Work in collaborative groups to create a new way to honor a president.

TEKS: SS 3.11B, 17 A,C&D, 19A, 4.21A, 23A, 5.2B, 24A, 26A; LA 3.26A, 4.24A; 5.24A

Materials Needed: Resource materials for research, such as websites for the U.S. Mint, Bureau of Engraving and Printing, U. S. Parks Service, U.S. Postal Service, books about the national monuments, stamps, and/or coins.

Vocabulary: monument, memorial

Teaching Strategy:

1. Introduce lesson by asking students to brainstorm all the ways they can think of that our country honors the accomplishments of George Washington and Abraham Lincoln. Responses might include:
  - Capital of the US named for Washington
  - Coins, bills, and stamps with their portraits on them
  - Monuments in Washington, DC
  - Washington state
  - Cities and towns named Lincoln or Washington
  - Schools named Lincoln or Washington
2. Divide the class into groups, each of which will research and report on one of the ways that Lincoln and Washington are memorialized.
3. Groups of students will research the following:
  - Lincoln Memorial
  - Lincoln Penny
  - Cities named after Lincoln
  - Washington Memorial
  - One Dollar Bill (Washington)
  - Five Dollar Bill (Lincoln)
  - Washington Quarter

- Washington, DC
  - Washington state
  - Postage Stamps featuring Lincoln or Washington
  - Cities with “Washington” in the name, such as Mount Washington, Fort Washington, etc. (One way to locate these cities is through [www.weather.com](http://www.weather.com))
  - Mount Rushmore
4. Each group will report to the class the details of the memorial studied, such as the history of the memorial, size, inscriptions, location, etc. If time allows, one student may draw or illustrate the memorial studied.
  5. After each group has had the opportunity to present, students should respond to the following questions:
    - Of all the memorials presented today, which do you think is most fitting for that president?
    - Of the memorials presented today, which shows the most honor?
    - If you were being honored, what kind of memorial would you prefer? Why?
  6. Groups of students will decide on a new memorial for a 20<sup>th</sup> Century President of the United States, based on their accomplishments. Memorial should be drawn on unlined paper, labeled with details, or constructed of readily available materials such as paper plates, cups, etc. and displayed.

G/T Extension:

Students will synthesize information about memorials in general and design a city which would bear the name of the current president. How would the city be laid out? What would be included, such as entertainment, sports, museums, libraries, and educational opportunities? Where would the city be located? Students should be able to relate why these decisions are made concerning the city they are designing.