I AM ABIGAIL ADAMS

Learning Objectives: The students will...
1. Identify how Abigail Adams exemplified good citizenship.
2. Recognize the characteristics of someone who actively practices good citizenship.
3. Communicate their knowledge of Abigail Adams through the creation of written and/or visual materials.

TEKS: K.2A, K.14D, 1.12B, 1.17C&D, 2.10A&B, 2.16

Materials Needed: The Children’s Book of America, edited by William J. Bennett; copies of the Helping Hand attachment (kindergarten and first grade only); scissors, glue, construction paper (first grade only); copies of the Poem Planner handout (second grade only), copies of the I Am Abigail Adams poetry handout (second grade only).

Vocabulary: citizenship, Continental Congress, fate, minutemen, patriot, rebellion, redcoats

Teaching Strategy:
1. Introduce the lesson by telling students that they are going to hear a story about a brave and courageous woman who lived more than 200 years ago when our nation was formed. Explain that Abigail Adams was both the wife of President John Adams and the mother of President John Quincy Adams. Abigail Adams was also an outstanding citizen who loved America. Ask students to note how she exhibited good citizenship as the story is read.
3. Create a three-column chart on the board or chart paper and label the columns with the following titles: “Husband,” “Family,” and “Patriot Cause.”
4. Discuss the ways Abigail Adams helped her husband during the American Revolution such as writing daily letters with news and words of encouragement, managing the farm, etc. Record student responses in the appropriate column. Then discuss the ways Abigail helped her family and the Patriot cause and record responses on the chart in the proper columns.
5. Have students identify the characteristics of good citizenship that Abigail Adams exhibited and record responses on the board or on another piece of chart paper.
6. Kindergarten Strategy
   a. Give each student a copy of the Helping Hand handout.
   b. Have students draw a picture, illustration, or symbol representing something Abigail Adams did that exhibited good citizenship.
   c. Assemble all of the pages into a book for the classroom library, so that students can enjoy it in the future.
7. First Grade Strategy
   a. Give each student a copy of the Helping Hand attachment.
   b. Have students cut out the hand and then glue it on a piece of construction paper. (Explain that students will be drawing a picture of something Abigail did with her hands that exhibited good citizenship, so they should plan ahead concerning the placement of the hand on the construction paper.) They are to incorporate the hand into the drawing.
   c. Students should include a sentence describing what their picture is illustrating and then complete the stem sentence “Abigail’s hands…”
d. Create a bulletin board display with the drawings and title the board “Abigail Adams’ Helping Hands.”

8. **Second Grade Strategy**
   a. Divide students into pairs.
   b. Display a visual of the Poem Planner handout. Have students create a poem about Abigail Adams by completing the stem sentences on the attachment. After rough drafts have been completed, proofread, and edited, students should recopy the poem on the I Am Abigail Adams poetry handout.
   c. Have students share their poems with the class.

**Extension for Gifted/Talented:**
Have students collect facts about John Adams from the following website: [http://libertyskids.com/arch_who_jadams.html](http://libertyskids.com/arch_who_jadams.html)
Students will then create a trading card for John Adams that includes his name, date of birth and death, his most important accomplishments, an interesting fact, a quote, and a picture.
HELPING HAND
POEM PLANNER

I am Abigail Adams.

I lived when_______________________________________________________.
(Tell what was happening in the colonies during this time.)

I had to __________________________________________________________
(Tell something that Abigail had to do that was difficult.)

because ___________________________________________________________
(Tell why she did this.)

I helped __________________________________________________________
(Tell about someone Abigail helped.)

because __________________________________________________________
(Tell why you think she did this.)

I wrote __________________________________________________________
(Tell what Abigail wrote and to whom she wrote.)

because __________________________________________________________
(Tell why she did this.)

I hoped __________________________________________________________
(Tell what you think Abigail Adams hoped for.)

I am Abigail Adams.
I am Abigail Adams.

I lived when _________________________________.

I had to _________________________________.
   because_______________________________.

I helped _________________________________.
   because_______________________________.

I wrote _________________________________.
   because_______________________________.

I hoped _________________________________.
   _________________________________.

I am Abigail Adams.