



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.
2. Read the story "The Bravery of Abigail Adams" from *The Children's Book of America* edited by William J. Bennett (pages 28-33).
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.

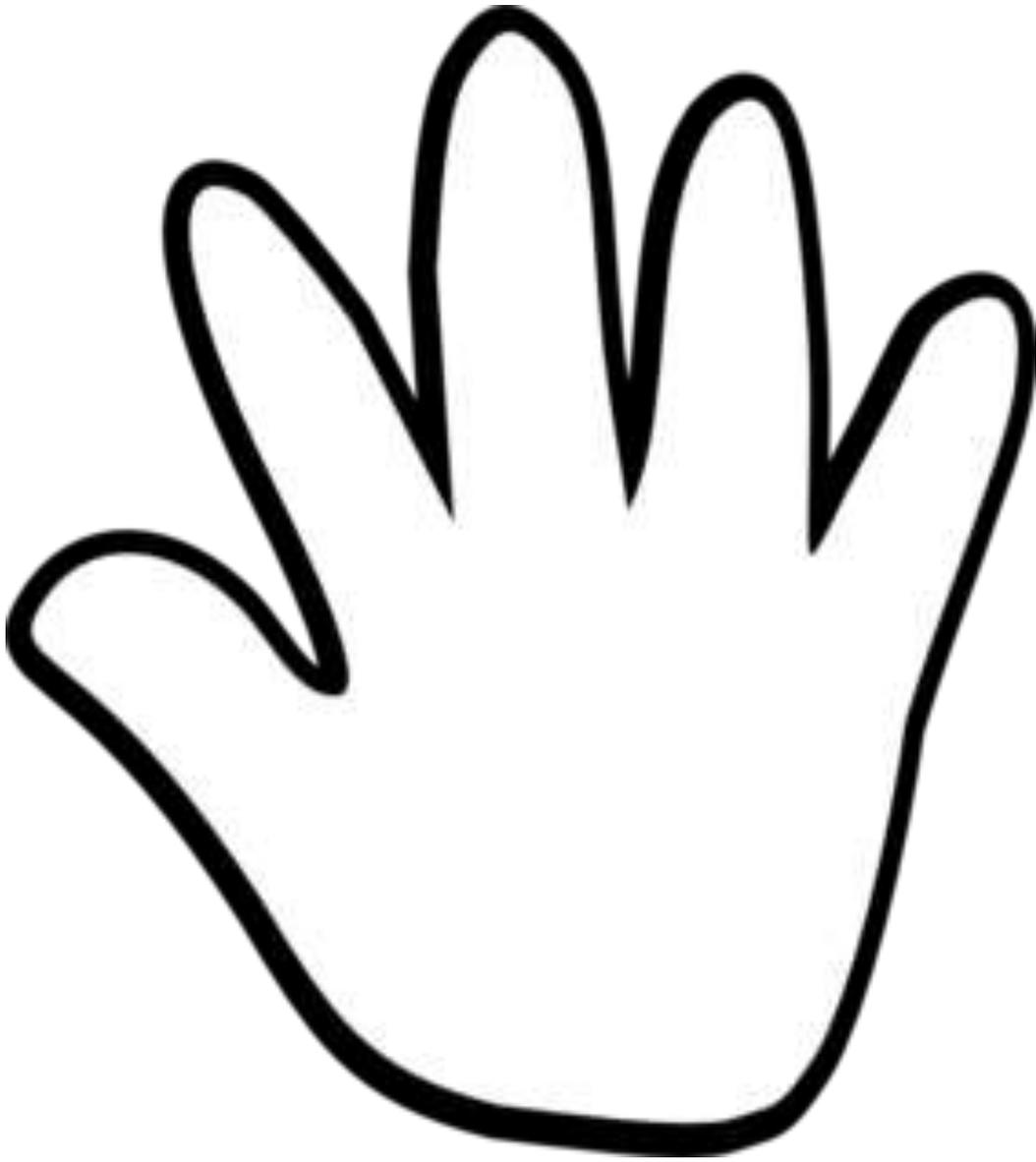
Extension for Gifted/Talented:

Have students collect facts about John Adams from the following website:

http://libertyskids.com/arch_who_jadams.html

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



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_____.

I had to _____
because _____.

I helped _____
because _____.

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because _____.

I hoped _____
_____.

I am Abigail Adams.