

# POP! TEACHER RESOURCE

## Lesson Plan

### Representation

Lesson Plan for *Mount Rushmore*  
Grade 1

### Objective

To help students identify the reasons the author gives to support points in the text and understand the concept of representation in the context of US symbols.

### Things Needed

- *Mount Rushmore* book
- Whiteboard

### Before the Activity

Read *Mount Rushmore* out loud to students.

### Activity

Turn to page 7 in *Mount Rushmore*. Use the following prompt:

- The book says, “Mount Rushmore . . . was meant to represent America, freedom, and democracy.” What do you think the word *represent* means? Have students use the glossary on page 23 to check their answer. (Glossary definition: to stand or speak for something else.)

Then, turn to page 20. The book says, “Mount Rushmore does not represent the American Indians whose land was taken.” Ask students to use Chapter 2 (“History”) and Chapter 3 (“The Four Faces”) to think of reasons why the author makes that statement. After a minute or two, have students pair up and talk to each other about their answers. Then, have the students come back together as a class to discuss their answers. Write their answers on the whiteboard. Possible answers could include:

- The US government took the land away from the Lakota (p. 8).
- The four faces are US presidents, not American Indian leaders (p. 18).
- None of the ways these four presidents helped the country mention American Indians (pp. 14–17).



**Evaluation**

Could students use the glossary to aid comprehension of a term? Could they use the text to answer the question about representation?

**Standards**

This lesson plan may be used to address the National Council for Social Studies Standards' content standard 1 and the Common Core State Standards' reading standards for informational texts, grade 1 (RI 1.8).

