



Unit Plan: Theodore Roosevelt

Learning Goals

Cultural Literacy: Teddy Roosevelt, Mount Rushmore, Square Deal, National Forests, National Parks, National Monuments, Panama Canal, teddy bears, Devils Tower, Crater Lake

Geography: Oregon, Wyoming, New York

Vocabulary: National, rotten, consumer, protect

Printable Focus

	Concept and Page	Concept and Page	Concept and Page	Concept and Page	Concept and Page	Concept and Page	Concept and Page
Word Scramble	Teddy p.1	Forest p. 5	Bear p. 6	Hike p. 7			
Summary	Roosevelt p.2	Coal Miners p. 3	Consumers p. 4	National Forest p. 5	Teddy bear p. 6	National Park p. 7	
Custom							
Map Activity	Wyoming p. 8	South Dakota p. 10					
Coloring Page	Coal Mining p. 3	Wildlife p. 5	Teddy bear p. 6	National Park p. 7	Mount Rushmore p. 10		
Presentation	Crater Lake p. 7	Devils Tower p. 8					



Unit Plan

	Words and page
Reading Match	Mount Rushmore, teddy bear, Roosevelt, forest p. 10
Vocabulary	National, rotten, consumer, protect p. 8

	Concept and Page		Concept and Page
Sorting	Mount Rushmore p. 10	Wh Questions	End of Book
Classification		Book Exam	End of Book
Pattern	p. 9	Sentence Scramble	End of Book
EZ Summary	End of Book	Question and Answer	End of Book
Short Answer		Fill in the Blank	End of Book
Capitalization		Reading Assessment	End of Book
Grammar	p. 8	Vocabulary Assessment	End of Book



Unit Plan

How to use the plan

The lesson plans are provided in a page-by-page format. There is no set timeframe established for the pace. **Talking points, suggested activities** and **assignments** are listed throughout the plan at different points in the book. Discussing each page and engaging students with the information from each page is very important. The curriculum is designed to be flexible. The activities are appropriate at any point after they are mentioned in the plan. A good strategy is to make sure that the page that the worksheet is connected to on the plan be reviewed carefully before the printable is assigned so that the connection between the content and the activity are clearly understood. There are also printable activities that are meant to be completed after the student has studied the book. Suggestions for teaching the printable activities, differentiation suggestions, and standards alignment are found on the **Printable Plan** document.

Special education setting: The goal for *Austin & Lily* curriculum is to provide students with Intellectual Disabilities (IDs) access to general education content topics at an understandable level. The topic is then used to segue into functional topics, thus creating an academic and functional thematic approach to special education. The pace and use of printable activities is flexible. A major goal is using the materials to facilitate engagement opportunities for students to share ideas and experiences, point at specific items, answer yes/no and short answer questions. Students build background knowledge on a variety of subjects, have opportunities to discuss the new topic, and move through topics over time which builds cultural literacy. The pacing can vary. There may be a page you spend one day on, and other days you may cover 3 pages, or you may cover the whole book in a day and then focus on a page. You can group students by ability and cover the material at a pace that meets the needs of the group. Each day reread the book or pages covered and spend extra time on the page that the activity for that day will cover. The key is to engage students and spend ample time on each page so that the material is learned and filed in long-term memory.

Inclusion setting: Our curriculum can be used as an overlay for general education topics to address modified curriculum as well as develop functional skills that students with an ID need, but may not be covered in a general education class. Teaching parents, paraprofessionals, and peers how to work with the materials is key. The Main Idea cards provide a great opportunity for students to interact with classmates and to study the book. Another suggestion is to send home printable activities along with a copy of the book so the family is able to help the student study. Our modified materials provide the “real student experience” that students with an ID do not typically experience. Our modified curriculum provides a book to learn, materials to study the content, and printable activities to develop skills identified in the student’s IEP. The student is expected to learn the material and be assessed on content and skill development.



Unit Plan

Page One:

Talking Points: Theodore Roosevelt was a very famous president. He is not the president now, he was a long time ago. He was outstanding. That means he did a very good job being president. Outstanding means fantastic. Really, really good. He was outstanding. Theodore had a nickname. It was Teddy. A lot of people called him Teddy Roosevelt.

Pointing Questions: Teddy, glasses, mustache, vest, pin, jacket, part in his hair, glasses.

Short Answer: What was Theodore's nickname? What was Teddy's last name? What job did Teddy Roosevelt have?

Yes/No: Does Teddy wear glasses? Did Teddy have a sweatshirt on? Does Teddy have short hair? Was Teddy the president?

Sharing opinion/experiences: Do you know anyone who wears glasses? Why do people wear glasses?

Peer to Peer Interaction: After you read Page 1, ask students, "Which president was outstanding?" The answer is the main idea card "Theodore Roosevelt" Students will find the main idea card and read it to their partner. Teacher will prompt them to ask their partner some of the questions above.

Assignment Options: Word Scramble-Teddy (L)



Unit Plan

Page Two:

Talking Points: President Roosevelt is known for being a good president. Teddy liked to protect things. He protected people, land, and animals. People liked his ideas for making things better. Protect means he wanted to make sure that people, land, and animals were safe. He wanted to make rules so people could not destroy the forest. Animals live in the forest, so he wanted it to be saved. He did not want people to cut down all the trees and build houses. His program to protect things was called the "Square Deal". It was a good deal for everyone.

Pointing Questions: square deal sign

Short Answer: What was one thing that Teddy wanted to protect?

Yes/No: Did he protect animals? Did he protect the forest? Did he protect

Sharing opinion/experiences: How do you protect something?

Peer to Peer Interaction: After you read Page 2, ask students, "What was Roosevelt's program called?" The answer is the main idea card "Square Deal." Students will find the main idea card and read it to their partner. Teacher will prompt them to ask their partner some of the questions above.

Functional:

Assignment Options: Roosevelt Summary-Roosevelt



Unit Plan

Page Three:

Talking Points: One of the ways that Roosevelt protected people was that he helped workers. They were on strike. That means that they would not work for the boss until changes were made. Teddy helped the coal miners get more money. They got paid more on their pay check. That was nice for the workers. They were happy about that. Teddy talked with their boss. He said that the boss had to pay more and that the mines need to be safe. When it is safe, it is better working conditions. A coal miner is someone who works in a mine. It's like a cave. They have to get coal out of the caves. It's hard work. Roosevelt protected them by talking to the boss and making the job better for the miners. Here is a video of "Working in the Coal Mine" good footage of mines and song that students might like. https://www.youtube.com/watch?v=FA3Royf9_zM

Pointing Questions: mining cart, miners,

Short Answer: What workers did Teddy help? What did Teddy get for them?

Yes/No: Did the workers get more money? Did the workers get new clothes from the president?

Sharing opinion/experiences: Have you ever gotten paid for working somewhere?

Peer to Peer Interaction: After you read Page 3, ask students, "Who did Roosevelt help get better pay?" The answer is the main idea card "workers." Students will find the main idea card and read it to their partner. Teacher will prompt them to ask their partner some of the questions above.

Presentation

Functional Activity:

Assignment Options: Coloring Page-Coal Workers, Summary-Coal Miners



Unit Plan

Page Four:

Talking Points: Another thing that Teddy did to protect people was that he protected them from bad food. Some places were selling meat that was not good. When meat is not kept in the refrigerator it can go bad. When it goes bad it is rotten. It can make a person sick to eat it. He made rules so that meat had to be good. He protected consumers. Consumers are the people who buy something. If I buy groceries at the store I am a consumer. He wanted to protect the consumers from buying meat that was not safe to eat.

Pointing Questions: sausage, steak, chicken, consumer, shopping cart

Short Answer: What do you call a person who buys something? What is meat that has gone bad called?

Yes/No: Can rotten meat make you sick if you eat it? Is a consumer someone who buys something?

Sharing opinion/experiences: Have you eaten meat before? What meat do you like to eat? Why do you need to keep meat in the refrigerator?

Peer to Peer Interaction: After you read Page 4, ask students, “Who did Roosevelt protect from bad meat?” The answer is the main idea card “consumers.” Students will find the main idea card and read it to their partner. Teacher will prompt them to ask their partner some of the questions above.

Vocabulary Focus: Consumer-person who buys things, rotten-food that is too old to eat

Assignment Options: Summary-Consumers



Unit Plan

Page Five

Talking Points: President Roosevelt protected animals. He made a lot of the forests in the United States national forests. That means that they need to stay a forest. People can't cut down the trees or build things on that land. It's land for animals. Animals are called wildlife. If you protect the wildlife you are protecting animals.

Pointing Questions: deer, antlers, national forest sign

Short Answer: What is wildlife? What did Teddy create to protect forests for animals?

Yes/No: Do animals live in national forests? Are animals wildlife? Are people wildlife?

Sharing opinion/experiences: What can you find in a forest?

Peer to Peer Interaction: After you read Page 5, ask students, "What did Roosevelt protect by making national forests?" The answer is the main idea card "wildlife." Students will find the main idea card and read it to their partner. Teacher will prompt them to ask their partner some of the questions above.

Vocabulary Focus: national-it is owned by the government

Presentation:

Assignment Options: Word Scramble-Forest (L), Coloring Page-Wildlife, Summary National Forests



Unit Plan

Page Six:

Talking Points: Even though Teddy did not want the forest to be cut down, he did like to hunt. Hunting is when people go in the forest to shoot an animal. One time Teddy was hunting and someone found a bear for him to shoot. The bear was trapped. It could not run away. He said “No” that is not how you hunt. He wanted it to be fair for the bear. People thought that Teddy was nice for not shooting that bear. So then they started to called stuffed bears teddy bears. Did you know that teddy bears are named after Teddy Roosevelt?

Pointing Questions: bear, teddy bear, teddy, camouflage outfit (talk about what that is)

Short Answer: What did Teddy not shoot? What is it called when you go in the forest to shoot animals?

Yes/No: Did Teddy like to hunt? Are teddy bears named after Teddy Roosevelt?

Sharing opinion/experiences: Do you have a teddy bear? Do you know anyone who hunts?

Peer to Peer Interaction: After you read Page 6, ask students, “What stuffed animal was named after Roosevelt?” The answer is the main idea card “teddy bears.” Students will find the main idea card and read it to their partner. Teacher will prompt them to ask their partner some of the questions above.

Vocabulary Focus:

Assignment Options: Word Scramble-Bear (L), Coloring Page-Teddy Bear, Summary-Teddy Bear



Unit Plan

Page Seven:

Talking Points: Teddy also protected land. There were places around the U.S. that were really special. Teddy wanted to protect those places so that people could visit them and look at them. That land was called national parks. There are a lot of national parks. Some people like to hike at those parks. Some people like to camp or just look around.

Pointing Questions: land, mountain, sign

Short Answer: What land is protected so people can enjoy it?

Yes/No: Is a national park a town? Is a national park a place to visit and see a beautiful place?

Sharing opinion/experiences: Have you ever been to a national park? (Mention some that are in your state that they may have gone to) Have you ever gone camping or hiking?

Peer to Peer Interaction: After you read Page 7, ask students, "What did Roosevelt protect by making national parks?" The answer is the main idea card "land" Students will find the main idea card and read it to their partner. Teacher will prompt them to ask their partner some of the questions above.

Presentation: Crater Lake

Vocabulary Focus: protect-to keep safe, national-it belongs to the government

Assignment Options: Word Scramble-Hike (L), Coloring Page- National Park, Summary National Park



Unit Plan

Page Eight:

Talking Points: National monuments were another thing that Teddy wanted to protect. A national monument is a special place where something important happened. That is called a historical site. Like maybe a place where a big battle in a war was fought and there is a museum or statues there. Devils tower was a place that was special to the Native Americans living in that area. It was a spiritual place and important to their religion. It is protected. It is in Wyoming (show map)

Pointing Questions: Devil's Tower, Native American

Short Answer: Where is Devils Tower? What is Devils Tower?

Yes/No: Is a national monument a place where something happened in history? Is Devils Tower a monument?

Sharing opinion/experiences: Have you ever seen a national monument? (if there is one you think the students might know, mention it.)

Peer to Peer Interaction: After you read Page 8, ask students, "What type of places did Roosevelt want to protect?" The answer is the main idea card "special". Students will find the main idea card and read it to their partner. Teacher will prompt them to ask their partner some of the questions above.

Presentation: Devils Tower

Vocabulary Focus: protect-to keep safe

Assignment Options: Grammar, Map Activity-Wyoming, Vocabulary



Unit Plan

Page Nine:

Talking Points: Another thing that Roosevelt did that helped people was build the Panama Canal. The Canal was a shortcut between the Atlantic and Pacific Oceans (show map-also read Panama Canal book) The canal was like a river, but people built it. People still use it today. Ships sail on it. It was built in Panama. Panama is a country. The canal made it a lot faster for ships to go to the western U.S.

Pointing Questions: Map of Panama, canal, ocean

Short Answer: What was built in Panama?

Yes/No: Is a canal like a river? Is Panama a country?

Sharing opinion/experiences: Have you ever heard of/seen the Atlantic or Pacific Ocean?

Peer to Peer Interaction: After you read Page 9, ask students, “What was the name of the shortcut Roosevelt had built in Panama?” The answer is the main idea card “Panama Canal”. Students will find the main idea card and read it to their partner. Teacher will prompt them to ask their partner some of the questions above.

Vocabulary:

Assignment Options: Patterns



Unit Plan

Page Ten:

Talking Points: Everyone loved Roosevelt. He did a lot of really good things when he was president. When he died, his face was carved into a mountain in South Dakota. It's called Mount Rushmore. Teddy is one of the four men. It is amazing to see Mount Rushmore. It was carved, so it was cut out of stone. A sculptor made it. It was made to honor the four men.

Pointing Questions: Teddy's face, Mount Rushmore

Short Answer: What monument was made to honor Teddy and 3 other men? What is his face carved into?

Yes/No: Was Teddy a president? Did Teddy have a mustache? Was he famous?

Sharing opinion/experiences: Have you ever seen Mount Rushmore on TV or in a picture?

Peer to Peer Interaction: After you read Page 10, ask students, "What monument was carved in a mountain to honor Roosevelt?" The answer is the main idea card "Mount Rushmore." Students will find the main idea card and read it to their partner. Teacher will prompt them to ask their partner some of the questions above.

Assignment Options: Reading Match (L), Coloring Page-Mount Rushmore, Map Activity-South Dakota, Sorting-Mount Rushmore



Unit Plan

Page Eleven:

Talking Points: Later after Teddy was done being president and was an old man, he died. He lived in New York when he died. He did a good job of protecting people. He protected consumers and workers. He also protected the wildlife and land. He was a great president. He died on January 6, 1919.

Pointing Questions: House, porch, chimney, lawn, awnings, roof

Short Answer: When did Teddy die? Where was he living when he died? What year did he die?

Yes/No: Did Teddy die in New York? Did he help wildlife?

Sharing opinion/experiences: What do you think about Teddy?

Peer to Peer Interaction: After you read Page 11, ask students, “What happened to Roosevelt in 1919?” The answer is the main idea card “died.” Students will find the main idea card and read it to their partner. Teacher will prompt them to ask their partner some of the questions above.

Vocabulary Focus: Protected-to keep safe

Assignment Options: Calendar