

# Our Nation's Symbols, Songs, and Holidays: Step-by-Step Activities to Develop Patriotism for Our Nation, including Its Landmarks and Essential Documents

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# Our Nation's Symbols, Songs, and Holidays: Step-by-Step Activities to Develop Patriotism for Our Nation, including Its Landmarks and Essential Documents

## Acknowledgements

### PROJECT DIRECTOR AND AUTHOR

Priscilla H. Porter, Ed.D.

Professor Emeritus of Education, California State University, Dominguez Hills

Priscilla H. Porter is the Co-Director of the Porter Center for History-Social Science Education at Palm Desert Campus of California State University San Bernardino. She is the author of numerous teacher curriculum manuals and publications. Dr. Porter is the senior author of *Reflections*, a Kindergarten to Grade 6 social studies textbook series published by Harcourt School Publishers @2007 and adopted by the State of California.

### Teacher Contributors to this curriculum guide include:

Wendi Keir, Inglewood School District

Rosie Becerra Davies, Montebello Unified School District

Elizabeth Rickett, Montebello Unified School District

Patsy Roth, Torrance Unified School District

Angelina Head, Desert Sands Unified School District

Sherri Mc Phearson, Desert Sands Unified School District

### Notes from the Author

The books in my Step-by-Step series for 1<sup>st</sup> Grade Teachers include:

*Rules and Responsibilities*

*Expanding Children's Geographic World*

*Our Nation's Symbols and Holidays*

*Changes – Now and Long Ago*

*Schools – Now and Long Ago*

*Expanding Children's Economic World*

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Direct inquiries to: Dr. Priscilla Porter  
Palm Desert Campus  
California State University San Bernardino  
37-500 Cook Street  
Palm Desert, California 92211

## Unit Overview: Our Nation's Symbols, Songs, and Holidays

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**California History-Social Science Grade 1, Standard 3:** Students know and understand the symbols, icons, and traditions of the United States that provide continuity and a sense of community across time, in terms of:

1. The Pledge of Allegiance, and the songs that express American ideals (e.g., My Country 'Tis of Thee)
2. National holidays and the heroism and achievements of the people associated with them
3. American symbols, landmarks and essential documents such as the flag, the bald eagle, the Statue of Liberty, the U.S. Constitution, and the Declaration of Independence; explain the people and events associated with them

### Description of this Unit

In this unit, students study American's flag, national holidays, symbols, songs, landmarks and essential documents in order to gain an understanding of the traditions that provide continuity and a sense of community. Students analyze the symbolism of the flag, learn patriotic songs about the flag and look for ways the flag is displayed. Also, the unit includes songs that express America's ideals such as "America the Beautiful." Students learn about the origins of national holidays and the heroism and achievements of the people associated with the holidays. They will identify American symbols such as the bald eagle, and landmarks to commemorate important events or individuals such as the Statue of Liberty. Essential documents such as the U.S. Constitution and the Declaration of Independence will be discussed as well as the people and events associated with them. Throughout this unit of study, students will acquire an understanding of our nation's treasured traditions and develop a sense of pride for our country.

### Supporting Questions:

1. What are commonly used symbols of the United States of America? What do they represent?
2. What are some of our nation's patriotic songs? What people or events are associated with them?
3. What national holidays are celebrated in the United States? What people or events are being honored on these days and why?
4. What are some of the most famous U.S. landmarks and monuments? What people or events do they honor?
5. What are our nation's essential documents? What people or events are associated with them?

### Common Core State Standards **UPDATE** Reading Standards for Informational Text

RI.1.1 Ask and answer questions about key details in a text.

RI.1.7 Use the illustrations and details in a text to describe its key ideas.

RI.1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

## **Reading Standards for Literature**

RL.1.1 Ask and answer questions about key details in a text.

RL.1.2 Retell stories, including key details, and demonstrate an understanding of their central message or lesson.

RL.1.3 Describe characters, settings, and major events in a story, using key details.

## **Writing Standards**

W.1.1 Write opinion pieces in which they introduce the topic...they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

W.1.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration from peers.

W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

## **Language Standards**

L.1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 1 reading and content*.

## **Speaking and Listening Standards**

SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics with peers and adults in small and larger groups.

SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

SL.1.3 Ask and answer questions about what a speaker says in order to get information or clarify something that is not understood.

SL.1.4 Describe people, places, things and events with relevant details, expressing ideas and feelings clearly.

SL.1.5 Add drawings or other visual displays to description when appropriate to clarify ideas, thoughts and feelings.

## Lesson 1: Symbols of the United States of America

Supporting Question: What are commonly used symbols of the United States of America? What do they represent?

### Activity #1 The United States of America

Write the words “United States of America” on the chalkboard. Explain that the United States is one of the largest countries in the world in area and population. It is the country where we live. Show students a map of the United States. A state is one part of our country. The United States has 50 states. Locate California and explain that this is the state where we live. (Refer to Grade 1 Standard 2 for additional geography activities.)

Write the letters U.S.A. on the chalkboard. Explain that the letters U.S. are an abbreviation for *United States*. Ask students if they know what the letters U.S.A. stand for. Help students understand that U.S.A. is an abbreviation for the *United States of America*. Students should be able to identify the United States as their country and California as their state.

### Activity #2 Treasure Hunt for Symbols



Collect examples of different types of U. S. currency. If possible, provide each group of students with a sample of coins and a dollar bill. Have students use magnifying glasses to examine the currency thoroughly to discover the following facts about American money: Who is pictured on the coin/currency? How much is the coin/currency worth? What other pictures or symbols are displayed? What words or writing do you see on the coins/currency? Do you see any buildings or monuments (Lincoln Memorial is on the backside of the penny, Monticello is on the back of the nickel). Why do you think these pictures and symbols were chosen?

Have students brainstorm a list of symbols of the United States to assess their prior knowledge about our country, including symbols, landmarks, holidays. They can begin by looking around the classroom for symbols of the United States. Record their observations on chart paper. Ask students to share some of their knowledge and experiences such as vacations to famous landmarks, souvenirs collected and various stories of personal experiences. Can you think of any songs about our country?

Discuss the meaning of the word “symbol.” (Something that stands for or represents something else, an object that represents an idea). Point out some examples of familiar advertising symbols such as the golden arches of McDonald’s and the NIKE symbols. Mention some universal symbols of ideas such as a heart for love and for peace. Allow students time to brainstorm possible symbols for specific words such as “danger,” and “happiness.”

Tell the students that we are going to study about some of America’s traditions through its symbols, patriotic songs, national holidays, and landmarks. Post the unit’s five focus questions:

- What are commonly used symbols of the United States of America? What do they represent?

- What are some of our nation's patriotic songs? What people or events are associated with them?
- What national holidays are celebrated in the United States? What people or events are being honored on these days and why?
- What are some of the most famous U.S. landmarks and monuments? What people or events do they honor?
- What are our nation's essential documents? What people or events are associated with them?

### Activity #3 The American Flag

Explain to students that all nations have symbols that are special to their people. One symbol that every nation has is a flag. Engage students by playing the song, "You're A Grand Old Flag" by George M. Cohan, 1905. (Refer to the Resource section of this unit for a listing of patriotic CD's.)

Show students a copy of the words (**Handout #1.1, page 12**). As part of your physical education time, teach the students how to march. Use the music of "You're a Grand Old Flag" or the marches of John Phillip Sousa.

### Activity #4 A Flag for Our Country

Materials needed: A copy of *A Flag for Our Country* by Eve Spencer. For each student, a copy of Handout #1.2, pages 13-14.

Read *A Flag for Our Country* by Eve Spencer. Before beginning, show the cover of the book and ask if our classroom flag looks like the flag on the cover? How is it the same? How is it different? Why do you think it is different? Who do you think the two people are? When do you think this story takes place?

Explain that this story is a legend, based in part on historical fact and enhanced with fictional details. No one knows for sure if it is a fact. But the story survives of a young Betsy Ross, a war widow, who is surprised when General George Washington visits her sewing shop with a special request. The year is 1776. The legend of Betsy Ross is based upon family tradition and was first mentioned in 1870 by her grandson, William J. Canby. She was indeed a seamstress and she probably did sew American flags but there is no mention in public records, newspapers, or private diaries that she was commissioned by General George Washington to sew the first flag. (**Handout #1.2**)

Read the story, stopping at appropriate times to discuss the content. There are two places in the story where direct quotations are used:

"I can try," she told the General.

"Nothing easier," Betsy said.

Explain that Betsy did not actually speak these words but they were added by the author.

Working together with the students, create a role play of the story. The simplest way is to leave the original story intact and as the teacher narrates, students perform the dialogue

for the characters. Look for parts of the story where direct quotations can be added by students so that Betsy and General Washington carry on a conversation.

Discuss the use of quotation marks and demonstrate their use as conversation is created based on the text.

On page 9, Betsy meets the three men with a curtsy. Ask students what a curtsy is. Who can demonstrate?

Movement, gestures, and staging can enhance the production, but should not detract from the book that should be the central focus. Costumes are not necessary but are a bonus and should be kept to a minimum. Nametags can be helpful. When characters are “on stage,” they face the audience; when “off stage” they do not leave the stage, but simply turn their backs.

After performing the role play, return to the text and ask the students which sections of the story are historically accurate (can be proven) and which sections are a part of the legend. Create a chart that may include the following:

<u>Historical Fact</u>	<u>Legend</u>
Betsy Ross was a real person.	Betsy Ross sewed the first flag.
Betsy Ross was a seamstress.	General Washington visited her shop in the spring of 1776.
In 1776, America was at war.	
Betsy’s husband, John Ross, was killed in the war.	Washington asked Betsy to make a flag.
General George Washington was the leader of the American army.	Betsy said the stars would look better in a circle and if they only had 5 points.
The flag had 13 red and white stripes and 13 stars in the corner.	

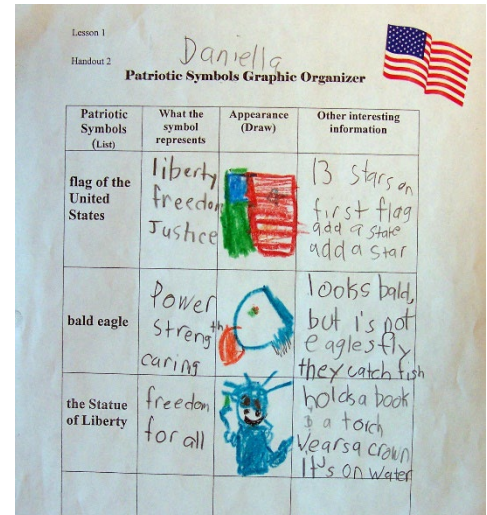
**Changes in the Flag.** Share with the students that the flag has changed many times over the years. The first American flag had 13 stars and 13 stripes to symbolize the original 13 colonies. The plan was to add a stripe and a star each time a new state joined the union. It did not take long for people to realize that if this plan were followed, the flag would quickly become much too large.

Congress voted in 1818 to retain the 13 stripes in recognition of the original state and to add a star for every new state thereafter. Our flag now has 50 stars.

Looking at the classroom flag, ask students to discuss with a partner why they think red, white, and blue were the colors chosen for the flag. (Refer to the Teacher Background section for more information about our flag and its colors.)

## Activity #5 Patriotic Symbols Graphic Organizer

Note: During this unit, students are introduced to graphic organizers as a way of organizing and keeping a record of information learned. At the Grade 1 level, the graphic organizers are completed by the teacher with student input. These organizers help to bring the five somewhat separate sections of the unit together. Students make connections by seeing that some of the topics overlap and that each area adds to the traditions of America. While the graphic organizers are helpful for organizational purposes, it is not enough to complete the organizers. Students are also asked to dictate things they have learned following each section of the unit. For example, “What I learned about ...” provides documentation of the student’s leaning about symbols.



### Using the Patriotic Symbols Graphic Organizer

(Handout #1.3), model using the overhead projector or reproduce the graphic organizer on a large sheet of butcher paper. Write “Flag of the United States” on the first line. Have students dictate information as you record data for each category. The chart includes what the symbol represents, the appearance of the symbol and other interesting information such as the original date of the symbol. You may not have information for all categories and these may be left blank.

## Activity #6 What I Have Learned about Our Flag

At the end of each lesson in this unit, students are asked to dictate what they have learned. For example, “What I learned about Our Flag” provides documentation of the student’s learning about an American symbol such as the flag. Students dictate information that they have learned about the flag, including the people and events associated with it. As the students dictate information the teacher can record it on a large piece of butcher paper which can later be illustrated by students.

## Activity #7 Optional: Flag Ceremony

Meet with the school custodian or person responsible for the daily raising and lowering of the flag on the school’s flagpole. Have the custodian demonstrate the proper way for raising and lowering the flag, folding the flag, and storing the flag. Discuss the rules for flying the flag and flag etiquette. Ask, “Why do we have rules of etiquette for our flag?”

Upon returning to the classroom, share some of the flag etiquette listed in the Teacher Background section of this unit. As appropriate, have a student demonstrate flag etiquette. Some basic etiquette includes:

- Display the flag only between dawn and dusk.
- Make sure the stars are on the upper left side.
- Carefully fold the flag and put it away when it is not being displayed.
- Do not let the flag touch the ground.
- Burn worn-out flags to destroy them.



Arrange for a Boy/Girl Scout leader to demonstrate the accepted practice for carrying the flag into a meeting. Have the leader (with scouts) lead the class in the Pledge of Allegiance. Have students take turns carrying and presenting the flag daily, leading the class in the Pledge.

### **Activity #8 Optional: Create a Flag**

Have students create a flag for their family or for your classroom. Choose the colors of the flag and orally explain or write an explanation for what each color represents. Symbols can be designed that represent ideals students believe are important. Display the flags. Refer to the Extended Activities section for other flag activities.

### **Activity #9 Pledge of Allegiance**

Explain to students that a pledge is a *promise* and that the Pledge of Allegiance is a promise that people make to the United States of America. Allegiance means *loyalty* so when we pledge allegiance to the flag of the United States, we promise to support and be loyal to our country. The American flag is a symbol that stands for the United States of America. People place their hands over their hearts when they recite the pledge because they are making a promise.

Display the words to the Pledge of Allegiance. (**Handout #1.4a**)

*I pledge allegiance to the flag of the United States of America and to the Republic for which it stands, one Nation under God, indivisible, with liberty and justice for all.*

Note the punctuation and practice saying the Pledge pausing in the appropriate spots. Underline the words “pledge, allegiance, Republic, nation, indivisible, liberty, justice. Discuss the meaning of the text. Help the students create a list of synonyms and record these along with the original words.

Students should be able to orally recite the *Pledge of Allegiance*.

Explain to students that there have been several versions of the Pledge of Allegiance. The earliest known version was by an unknown author in the mid-1800s Display a copy of **Handout #1.4b**.

The present pledge can be traced back to one written by Francis Bellamy to honor the 400th anniversary of Columbus’s voyage to America. Display a copy of **Handout #1.4c**. It appeared in a children’s magazine on September 8, 1892. At first, it was not known who had written the pledge. Bellamy, a former Baptist minister from New York, was the magazine’s circulation manager. In 1939, a committee of the U.S. Flag Association ruled that Bellamy was the author.

Two changes have been made to Bellamy’s pledge, in 1923, the words “my flag” were replaced by “the flag of the United States of America” Display **Handout #1.4d**. And, in 1954, the words “under God” were added. Review **Handout #1.4a**. The current wording of the flag was established with Public Law 94-344, July 7, 1976, 90 Stat. 813.

## Activity #10 Optional: Classroom Pledge

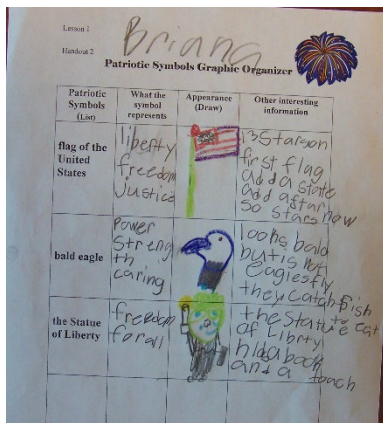
Invite students to brainstorm ideas for a classroom pledge. What types of behaviors could we expect from members of our class? Decorate the copy of the class pledge, and, if desired, dip it in cooking oil to provide a parchment finish.

## Activity #11 The Bald Eagle

The eagle has long been a symbol of strength and power. When it came time to choose a national bird for the United States of America, many wanted it to be the eagle. But not everyone agreed. Benjamin Franklin proposed the turkey be the national bird because it was a native of the new country. In 1782 the Congress chose the bald eagle, a bird also unique to North America but perhaps more fitting for a strong and brave new nation.

The bald eagle is not really bald. The head and tail feathers of an adult bird are white. On our dollar bill, the bald eagle holds an olive branch, a symbol of peace, in its right talon. In its left talon, the eagle holds arrows, a symbol of strength. The web site,

<http://www.eagles.org/all.html>, is dedicated to the preservation and protection of the American bald eagle. It contains information, pictures, and the "Save the Eagle" song.



Record information about the bald eagle on the **Patriotic Symbols Graphic Organizer (Handout #1.3, page 15)** begun earlier in Activity 5. Students may also dictate things they have learned about the bald eagle as they did for the flag (Activity #6). The teacher can record it on a large piece of butcher paper which can later be illustrated by students.

## Activity #12 Optional: Other Symbols

If desired, you may continue the symbol search by studying about the Liberty Bell, the Statue of Liberty and Uncle Sam. Refer to the Teacher Background section of this unit for information about each of these symbols.

## Activity #13 Optional: Symbols Scavenger Hunt

Take a walking field trip around the school on a symbol scavenger hunt. Work in groups. Walk through the library, cafeteria and other classrooms searching for symbols. Students can use disposable cameras to take pictures of patriotic symbols around the community (i.e. the flag in front of the school). After the pictures are developed, students can write about a picture of his/her choice. Put the pictures and descriptions on display in the classroom or school.

## Assessment

Student work to be assessed from this lesson includes:

- Dictation of information about the flag, including the people and events associated with it for the "Symbols Graphic Organizer" (Activity 5, 11 and 12) and the "Things I learned" chart (Activity 6, 11 and 12)
- Optional: Family or classroom flag with an oral or written explanation for what the colors and symbols represent (Activity 8)

- Orally recitation the *Pledge of Allegiance* (Activity 9)
- Working in a group, create a classroom pledge (Activity 10)

Optional Activity: American Symbols Book (See below)



## **You're A Grand Old Flag**

*By George M. Cohan*

1905

You're a grand old flag,  
you're a high flying flag;

And forever in peace,  
May you wave;

you're the emblem of  
the land I love,

The home of the free  
and the brave.

Ev'ry heart beats true  
'neath the Red, White and Blue,

Where there's never  
A boast or a brag;

But, should auld  
ac-quaint-ance be forgot,  
Keep your eye on  
the grand old flag.

<b>Historical Fact</b>	<b>Legend</b>

Betsy Ross was a real person.	Betsy Ross sewed the first flag.
Betsy Ross was a seamstress.	General Washington visited Betsy Ross's shop in the spring of 1776.
In 1776, America was at war.	George Washington asked Betsy Ross to make a flag.
Betsy's husband, John Ross, was killed in the war.	Betsy said the stars would look better in a circle if they only had 5 points.
General George Washington was the leader of the American army.	
The flag had 13 red and white stripes and 13 stars in the corner.	

### Patriotic Symbols Graphic Organizer

<b>Patriotic Symbols (List)</b>	<b>What the symbol represents</b>	<b>Appearance (Draw)</b>	<b>Other interesting information</b>
<b>flag of the United States</b>			
<b>bald eagle</b>			
<b>the Statue of Liberty</b>			

# 1954

I pledge allegiance to the Flag  
of the United States of  
America and to the Republic  
for which it stands,  
one Nation under God,  
indivisible,  
with liberty and justice for all.



# First Pledge

I give my hand and heart to my  
country,  
one nation, one language, one  
flag.

***Author unknown 1800's***

# 1892

I pledge allegiance to my Flag  
and to the Republic  
for which it stands –  
one Nation indivisible,  
with liberty and justice for all.

***Francis Bellamy***

# 1923

I pledge allegiance to the Flag  
of the United States of  
America and to the Republic  
for which it stands,  
one Nation indivisible,  
with liberty and justice for all.

*National Flag Conference 1923-24*

## Lesson 2: Patriotic Songs

**Supporting Questions:** What are some of our nation’s patriotic songs? What people and events are associated with them?

In this lesson the students will listen to, analyze, and learn the origins of several patriotic songs. You may use the ones mentioned here or substitute others. Three of the four songs have accompanying literature books listed in the Resources section of this unit. Refer to the Background Information section for a list of patriotic songs. It is recommended that you select one song at a time to learn and to practice. New songs may be added each week of the unit. During the final unit project in Lesson 5, “the All American Day Celebration,” students may perform the patriotic songs.

### Activity #1 America the Beautiful

Materials needed: A copy of the book *America the Beautiful* by Katherine Lee Bates.

Read the book, *America the Beautiful* by Katherine Lee Bates. As you read, share the illustrations by Wendall Minor. Discuss which illustrations are based on natural and which on man-made wonders. Give students time to respond to the pictures.

On a map of the United States, locate the areas illustrated by Minor. Refer to the back section of the book for a description of each illustration and a map with locations. If desired, share or have students try to locate actual photographs of the places in the illustrations.

Explain to students that over 100 years ago in 1895, Katherine Bates published the poem “America the Beautiful” after she took a trip to the top of Pikes Peak where she was inspired by the magnificent views of the mountains and the plains. The poem was later set to the music of a familiar hymn by Samuel A. Ward. Biographies of Katherine Bates and Samuel A. Ward can be found at the back of the book, *America the Beautiful*.

Play the music to America the Beautiful and practice singing it together.

### Activity #2 My Book of America the Beautiful

Using the book *America the Beautiful* as a model, have students create their own book and illustrate the first verse. Provide a copy of the lyrics for students (**Handout #2.1**). Encourage the use of a variety of art media such as watercolor and colored chalk. Students may use illustrations and/or photographs of their choice. They are not limited to the natural wonders selected by Minor but may use their own interpretation of the words.

Note: If desired, do the above activity using the song *America, My Country ‘Tis of Thee*. Refer to **Handout 2** for a sample of pages for a class book.

### Activity #3 Patriotic Songs Graphic Organizer

Introduce the Patriotic Songs graphic organizer (**Handout #2.3**). Have students dictate information as you complete the organizer for *America the Beautiful*. As you study other patriotic songs, such as the *Star-Spangled Banner*, *America*, *Yankee-Doodle* and *This Land is Your Land*, record information about them on the graphic organizer.

### The Star-Spangled Banner

Play a tape/CD of the Star-Spangled Banner. If available, read *By the Dawn's Early Light* by Steven Kroll. This will give students a great deal of background information about our National Anthem. Next, discuss some of the lyrics in the song. (If available, refer to pages 36-37 of *By the Dawn's Early Light*). Unfamiliar vocabulary words such as "anthem," "perilous," "gallantly," "ramparts," "gleaming" and "hailed" to name a few, should be defined.

If *By the Dawn's Early Light* is available, use the photograph of the original manuscript of the poem that Francis Scott Key wrote at the Indian Queen Hotel on Baltimore Street the evening after he had witnessed the Battle of Baltimore (page 35). Allow students to examine such details as scratched out words, changes, difference in penmanship/printing and any other discoveries they may find. Another excellent book is *The Star Spangled Banner* by Peter Spier.

### America

Play a tape of the patriotic song "America" (My Country 'Tis of Thee"). Explain that the lyrics were written in 1832 by Samuel Francis Smith. The tune is based on the British national anthem. List some of the key words/phrases on the board if the students need guidance. (...sweet land of liberty... land where our fathers died... let freedom ring).

### Yankee Doodle

Play a tape of the song "Yankee Doodle." If available, read the book *Yankee Doodle* written and illustrated by Steven Kellogg. The book tells the story of Yankee Doodle as he makes his famous rides through the battlefields of the Revolutionary War. The pictures in the book illustrate what might have happened to one proud colonial boy on the day that Captain George Washington took command of the rebel troops in July 1775. This high-spirited patriotic song has the type of exaggerated humor that characterizes American tall tales. Year after year, generations of patriots in the United States parade to *Yankee Doodle* in tribute to this country's struggle for independence. Refer to the endnotes in the book for historical background information about the song and the mystery of the song's true authorship.

### This Land is Your Land

Play a tape of "This Land is Your Land." Since the lyrics and music were written by Woody Guthrie in the 1940's, this song has become one of the most familiar and best-loved folk songs in America. If available, read the book *This Land is Your Land*. Share the detailed paintings by folk artist Kathy Jakobsen whose illustrations invite readers on a journey across the country painting an unforgettable portrait of our diverse land and its people. Identify each location mentioned in the song on a map of the United States.

### **Activity #4 What I have Learned about Patriotic Songs**

Ask students to dictate things they have learned about patriotic songs in this lesson and record their ideas on a chart, "What I learned about Our Nation's Songs." This provides documentation of the student's learning about songs that express American ideals. As the students dictate information the teacher can record it on a large piece of butcher paper which can later be illustrated by students.

## **Assessment**

The assessment opportunities are embedded in the lesson activities and occur throughout the lesson. The focus question provides a framework for the evaluation of the lesson.

Student work to be assessed from this unit includes:

- Construct an *America the Beautiful* book. (Activity 2)
- Participation in the singing of various patriotic songs. (Activity 3)
- Dictation of information about patriotic songs, including the people and events associated with it for the Patriotic Songs Graphic Organizer (Activity 3) and the “Things I Have Learned about Our Nation’s Songs” chart. (Activity 4)

Assessment opportunities also include the effectiveness of oral participation in the singing of patriotic songs during the lesson.

## ***America the Beautiful***

Katharine Lee Bates wrote the original version in 1893. She wrote the 2nd version in 1904. Her final version was written in 1913. Here is a note from Katharine Lee Bates:

*"One day some of the other teachers and I decided to go on a trip to 14,000-foot Pikes Peak. We hired a prairie wagon. Near the top we had to leave the wagon and go the rest of the way on mules. I was very tired. But when I saw the view, I felt great joy. All the wonder of America seemed displayed there, with the sea-like expanse."*

## ***America the Beautiful - 1913***

O beautiful for spacious skies,

For amber waves of grain,

For purple mountain majesties

Above the fruited plain!

America! America!

God shed his grace on thee

And crown thy good with brotherhood

From sea to shining sea!

***America***

<p><b>My Country 'tis of thee</b></p>	<p><b>Sweet land of liberty</b></p>
<p><b>Of thee I sing</b></p>	<p><b>Land where my father's died</b></p>



**Land of the Pilgrim's Pride**

**from every mountain side**

**Let Freedom ring**

**America**

By \_\_\_\_\_

### Patriotic Songs Graphic Organizer

<b>Patriotic Songs (List)</b>	<b>Patriotic Message</b>	<b>Key Words/ Lyrics</b>	<b>Other interesting information</b>
<b>America</b>			
<b>America The Beautiful</b>			
<b>The Star Spangled Banner</b>			

## Lesson 3: National Holidays

**Supporting Questions:** What national holidays are celebrated in the United States? What people or events are being honored on these days and why?

### Activity #1 Sorting the Holidays

Ask students to brainstorm a list of holidays. Write each holiday on a word strip or on chart paper that can be cut into strips. Work together to sort the holidays into the following categories -- Religious, Cultural, National, Other.

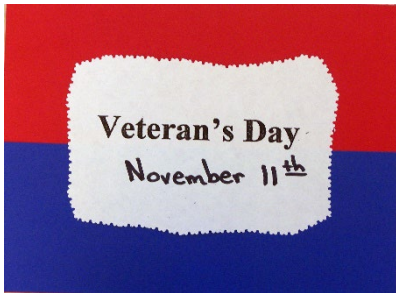
You may wish to define categories for students.

Religious	Celebrating or observing a religious event. (Easter, Hanukkah)
Cultural	Celebrating/observing an event with origins from a specific culture. (Kwanzaa, Cinco de Mayo)
National	Honoring a person/event in history. (Thanksgiving, Veteran's Day)
Other	Celebrating a holiday (to acknowledge someone important in your life or merely for fun purposes: Valentine's Day, Mother's Day)

Explain that in this lesson we will concentrate on our national holidays. A national holiday is a special day. National holidays are one way we honor our country. Holidays also honor American heroes. Our national holidays are:

Labor Day	Columbus Day	Veteran's Day
Thanksgiving	Independence Day	Martin Luther King, Jr.'s Day
Memorial Day	President's Day (Washington, Lincoln)	

Other holidays such as Flag Day and Earth Day (formerly Arbor Day) may be added.



### Activity #2 Chronological Timeline of Our National Holidays

In advance of the lesson, make a set of National Holiday Cards by writing the name of each national holiday on a separate sheet of construction paper. Add the date each holiday will be celebrated this year.

Select 8 students. Hand each student one of the National Holiday Cards. Have the students holding a card come to the front of the room and get into chronological order beginning with January. (It is recommended you use the calendar year rather than the school year.) After students are in the correct order, they should each read the name of their holiday card and its date. Students can then give their cards to different students in the class who come up to arrange themselves in the proper chronological order. (Save the National Holiday Cards for use in Activity 5.)

Duplicate copies of **National Holidays #3.1)** for each

Under the name of holiday, students correct date. Next the national holiday

glue them in chronological order on a strip of construction paper. The time line can be used to assess students' knowledge of chronological order.



**Our (Handout student. each write the they cut out cards and**

**Our National Holidays Graphic Organizer**

National Holiday (L.H.)	Date of Holiday	People or Events Honored	How We Celebrate and Other Interesting Information
President's Day	February 20 <sup>th</sup>	President	No School
Columbus day	October 12 <sup>th</sup>	Columbo	Discover America
labor day	Septemb 8 <sup>th</sup>	people that work	My mom and dad
Thanksgivg	November 23 <sup>rd</sup>	turkey	eat tur key

### Activity #3 Our National Holidays

Provide students with a short explanation of each national holiday. As you study the national holidays, focus on the heroism and achievement of the people associated with them. Refer to your school library for resource books on each holiday so you can teach students about the heroism and achievements of the people associated which each holiday. Try also a search engine such as [www.google.com](http://www.google.com) for information on each national holiday.

Introduce the **National Holidays Graphic Organizer (Handout #3.2)**. Have students dictate information as you complete the organizer for various national holidays.

### Activity #4 Our National Holidays Match-Up

Duplicate copies of **Our National Holidays Match-Up (Handout #3.3)**. Read aloud the handout with the students. Then have students cut apart the cards, use them as a matching game, and then glue the matching pairs together.

### Activity #5 Our National Holidays Class Book.

Use the National Holiday Cards you made for Activity 2. Have 2 -3 students work in groups to decorate each card with pictures relating the holiday (pictures from a magazine/ newspaper, drawings or personal photographs). Bind the pages together to create a class book titled, "Our National Holidays."



### Activity #6 What I have Learned about Our National Holidays

As you complete the study of our national holidays, ask students to dictate things they have learned about this section of the unit, "What I learned about Our Nation's Holidays." This provides documentation of the student's learning about national holidays and the heroism and achievement of the people associated with them. As the students dictate information the teacher can record it on a large piece of butcher paper which can later be illustrated by students.



## Activity #7 Optional - Calendars

Display a calendar showing the current month. For example, on a calendar of February, ask questions such as, “How many days are in this month? What day of the week is February 25? On which day is President Day?” Explain that a calendar is a chart that shows the name of each month. A calendar also gives the names of the days of the week. Each block on a calendar is one day. The numbers in the blocks tell you the date of each day of the week. Months come in a certain order. Have students review the months of the year beginning with January.

Provide each student with a blank calendar grid and have him/her fill in the days of the week and the numbers for each day. At the beginning of each subsequent month, complete a similar calendar. Label the national holidays and other appropriate events. Special class events and activities may also be added to the calendar.

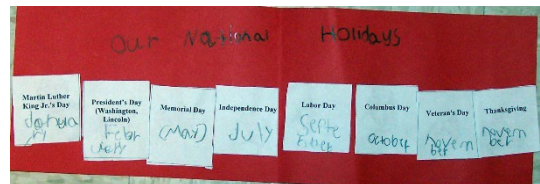
To help them remember the number of days in each month, teach students the traditional rhyme:

Thirty days hath September,  
 April, June, and November;  
 All the rest have thirty-one,  
 Excepting February alone,  
 And that has twenty-eight days clear  
 And twenty-nine in each leap year.

## Assessment

Student work to be assessed from this lesson includes:

- Cut out the national holiday cards (Handout 3.1), write the proper date for each holiday, and glue the national holiday cards in chronological order (Activity 2).
- Dictate information about National Holidays, including the people or events associated with them, for the National Holidays Graphic Organizer Handout # 3.2 Activity 3).
- Cut the “Our National Holidays Match-Up” cards (Handout # 3.3) and correctly paste each one with its description (Activity 4).
- Participate in the construction of a class book, *Our National Holidays* (Activity 5).
- Dictate information about our national holidays, including the people and events associated with them for the chart, “Things I Have Learned about National Holidays” (Activity 6).
- Optional: Using a blank calendar grid, correctly write the name of the month and fill in the days of the week and the numbers for each day (Activity 7).



Assessment opportunities also include the effectiveness of oral presentations and the appropriate use of art materials for the construction of the class book. Students may also be assessed on group projects for their cooperation, equitable share of work, time on task, jobs performed, creativity, etc.

## Our National Holidays

<b>Labor Day</b>	<b>Columbus Day</b>	<b>Veteran's Day</b>
<b>Thanksgiving</b>	<b>Independence Day</b>	<b>Martin Luther King Jr.'s Day</b>
<b>Memorial Day</b>	<b>President's Day (Washington, Lincoln)</b>	

### Our National Holidays Graphic Organizer

<b>National Holiday (List)</b>	<b>Date of Holiday</b>	<b>People or Events Honored</b>	<b>How We Celebrate and Other interesting information</b>
<b>President's Day</b>			

### Our National Holiday Match-Up

Veterans Day	We honor soldiers of all U.S. Wars.
Independence Day	We celebrate our country's freedom.
Presidents' Day	We honor our Presidents.
Memorial Day	We honor soldiers who have died for our country.
Dr. Martin Luther King, Jr. Day	We honor the man who worked hard for equal rights.



## Lesson 4: United States Landmarks

**Supporting Questions:** What are some of the most famous U.S. landmarks and monuments? What people or events do they honor?

United States landmarks and monuments are symbols that serve as historical reminders of the past. They honor important people and events in America.



### Activity #1 The Statue of Liberty

The Statue of Liberty is a symbol of America. It is also a National Monument. Refer to the Teacher Background section for information regarding the Statue of Liberty. If available, read the “easy-read” book, *The Statue of Liberty* written by Lucille Recht Penner with illustrations by Jada Rowland. This “Step-One” book has very large type and extremely simple vocabulary and has been written for the very youngest readers.

On the **U.S. Landmarks and Monuments Graphic Organizer (Handout #4.1)**, have students help you record the origin/date the monument was established, who or what it honors, where it is located, why it is considered special or important, a sketch of the monument, and other related information.

If desired, have students use construction paper make a crown to wear on their heads and a torch to carry in their right hand. This is a good time to discuss the nationality of the students in your class. Some teachers plan an “ethnic” luncheon to celebrate the heritage of the students. (Refer to Grade 1, Standard 5 for additional cultural activities.)

### Activity #2 Other National Landmarks and Monuments

Explain that America’s famous monuments are memorials that are built to help ensure that certain events or people will never be forgotten. Not all monuments are made by people, some are natural wonders that are so beautiful or unique that they have been set aside by the government as special areas to be protected. Monuments may be divided into several categories.

- Monuments to America’s leaders
- Honoring America’s soldiers
- Tribute’s to Outstanding Americans
- Remembering America’s heritage
- Preserving special places in America

(Refer to the Background Information section of this unit for a partial list of America’s National Monuments.)

Select several different monuments, memorials, or landmarks to study. On the **U.S. Landmarks and Monuments Graphic Organizer (Handout #4.1)**, have students help you record the origin/date the monument was established, who or what it honors, where it is located, why it is considered special or important, a sketch of the monument, and other related information.

Collect books from the school or public library or use the internet to research specific landmarks and monuments. If available, refer to *Our National Monuments* by Eleanor Ayer or *The Great American Landmarks Adventure* by Kay Weeks.

Ask students questions such as, “What are National Historic Landmarks? How are they chosen? Who takes care of them?”

Locate each landmark or monument on a map of the United States.

### **Activity #3 National Monument Models and Tour**

Divide the students into groups. Have each group create a large picture or three-dimensional model of a national monument. If desired, project displays can be located in the classroom as their real locations are divided geographically in the country. For example, Mt. Rushmore might be located in the northwestern part of the room whereas the Washington Monument is located in the eastern part of the classroom.

As students rotate around the classroom to visit each of the monuments, they carry a **Passport (Handout # 4.2)** which is stamped with the date and time upon arrival. Students can also perform skits to act out the dedication of their monument.

### **Activity #4 What I have Learned about U.S. National Landmarks and Monuments**

Ask students to dictate things they have learned about this section of the unit, “What I Have Learned about Our Nation’s Landmarks and Monuments.” This provides documentation of the student’s learning about national landmarks and monuments. As the students dictate information, the teacher can record it on a large piece of butcher paper which can later be illustrated by students.

### **Assessment**

The assessment opportunities are embedded in the lesson activities and occur throughout the lesson. The focus question provides a framework for the evaluation of the lesson. Student work to be assessed from this unit includes:

- Dictation of information about our national landmarks, including the people and events associated with them for the Handout #4.1 Landmarks/Monuments Graphic Organizer (Activity 1 and 2).
- Work in groups to create a large picture or three-dimensional model of a national monument (Activity 3) and receive a passport stamp (Handout #4.2) when visiting each monument .
- Dictation of information about our national landmarks and monuments including the people and events associated with them for the chart, “Things I Learned About National Monuments” (Activity 4).

Assessment opportunities also include the effectiveness of oral presentations and the appropriate use of art materials for the construction of models or replicas. Students may also be assessed on group projects for their cooperation, equitable share of work, time on task, jobs performed, creativity, etc.

### U.S. Landmarks and Monuments Graphic Organizer

<b>Landmarks/ Monuments (List)</b>	<b>Who/What it Honors</b>	<b>Geographic Location</b>	<b>Appearance (Draw)</b>	<b>Other interesting information</b>
<b>Statute of Liberty</b>				
<b>Washington Monument</b>				
<b>Lincoln Memorial</b>				
<b>Mt. Rushmore</b>				






**PASSPORT**  
**(UNITED STATES NATIONAL LANDMARKS)**

**Name** \_\_\_\_\_

**School** \_\_\_\_\_

**Room** \_\_\_\_\_

This is your official United States Landmarks and Monuments visitor's passport. Take this passport with you when visiting landmarks in your classroom or school. List each location you visit. Passports should be stamped upon arrival.

<u>DATE</u>	<u>LANDMARK</u>	<u>LOCATION</u>	<u>OFFICIAL STAMP</u>
_____	_____	_____	
_____	_____	_____	
_____	_____	_____	
_____	_____	_____	
_____	_____	_____	

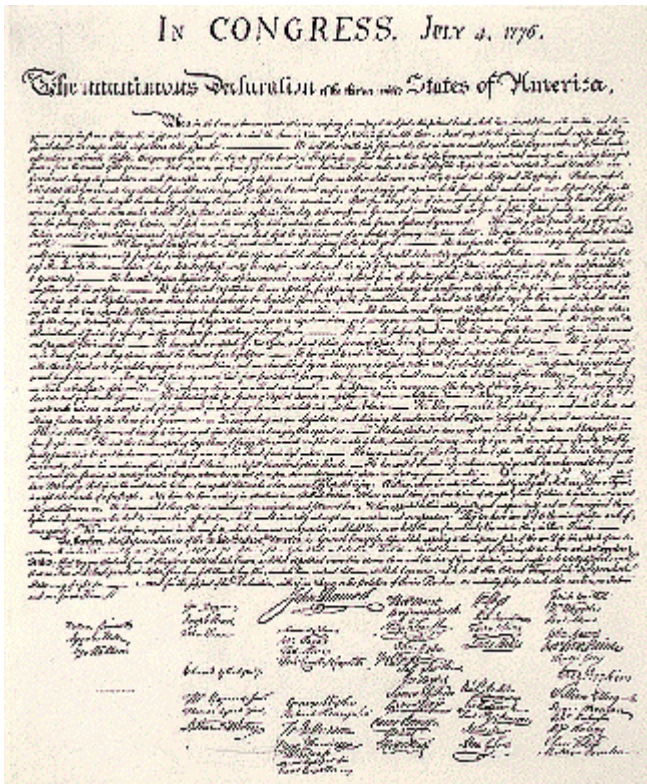
# Lesson 5: Essential Document of the United States

**Supporting Question:** What are our nation’s essential documents and what people or events associated with them?

## Activity #1 Declaration of Independence

Review the national holidays studied in Lesson 3 and ask students when Independence Day is celebrated. Review what students may already know about Independence Day. Explain that long ago, our country was not free to make our own rules. We were ruled by another country called England. Locate England on a map.

Explain that England had 13 colonies in the eastern part of North America. The people living in the colonies had to follow English law. Many people thought the laws were not fair. Locate the 13 colonies on a map.



On July 4, 1776, American leaders signed the Declaration of Independence in Philadelphia, Pennsylvania. The Declaration of Independence is a document, a piece of paper with writing on it. The Declaration of Independence told the King of England the Americans wanted to be a free country.

Write the word “declare” on the board. Explain that *to declare* means “to tell,” as in the leaders telling England that they wanted to be free.

The Declaration of Independence is one of the most important documents in American history. It tells why the colonists wanted to be independent. John Adams and Thomas Jefferson were key people who helped write the Declaration of Independence.

England did not want America to be free so England and America went to war. After the war, American won its independence. The

original 13 colonies became the first 13 states of the United States. Americans celebrate Independence Day on July 4.

If possible, show students a copy of the Declaration of Independence.

## Activity #2 Documents of the United States Graphic Organizer

Introduce the **Documents of the United States Graphic Organizer (Handout #5.1)**. Have students dictate information as you complete the organizer for The Declaration of Independence.

### **Activity #3 The Constitution of the United States**

Review the rules you have for your classroom, the playground, the school. Explain that our country also has rules called laws. Explain that a law is like a rule because it tells people what they must or must not do. Rules may be for a certain group such as our classroom or our school, but laws are for everyone. For example, there may be a rule against chewing gum at our school, but it is not against the law to chew gum.

Explain that long ago, when the United States became a free country, it needed a plan for making laws. The leaders of our country made a plan. This plan is called the Constitution of the United States. It is also called the U.S. Constitution. Discuss what “U.S.” is an abbreviation for the United States.

Write the words *constitute* on the board. Explain that “to constitute” means to “set up” or “to start.” The Constitution was the document that set up our new nation. The Constitution of the United States was written in Philadelphia in 1787.

The constitution is the basic law of our nation – like the rules for a game. The Constitution sets up the rules for how laws are made, and who will make the laws. The constitution begins with the words, “We the People...” Ask students, “What do the words, *We the People*... tell you about the laws in the Constitution?” If possible, show students a copy of the U.S. Constitution. Tell them about some of the people and events associated with the writing of the constitution. (Refer to the Resource section of the unit.)

Tell students that today we still follow the laws of the Constitution. The laws of our country are made in Washington, D.C. To make laws for the United States, each of the fifty states elects two senators and one or more representatives to go to Washington, D.C.

Our state, California, has a state constitution. The laws of our state of California are made in Sacramento. The laws of our county are made in Riverside. Our city also has its own laws. Show students on a map where your city, Sacramento, and Washington, D.C. are located. (If desired, this section may be taught in conjunction with Standard 1.)

### **Activity #4 Documents of the United States Graphic Organizer**

Using the **Documents of the United States Graphic Organizer (Handout #5.1)**, have students dictate information as you complete the organizer for The U.S. Constitution.

### **Activity #5 Our Classroom Constitution**

Work with students to create a constitution for your classroom. Review the existing rules to see if any need to be changed. Rewrite the rules as laws for the classroom.

Ask students, “What rules or laws do we need for our classroom?” Discuss how the “laws” will be made and who will make the “laws.” Begin your constitution, “We the Students of Classroom \_\_\_ at \_\_\_ School.....”

### **Activity #6 How do we celebrate our country?**

Review all of the graphic organizers developed during the entire unit. Assign students to write sentences to answer the question, “How do we celebrate our country?” Students should

include information about our national symbols, patriotic songs, national holidays, landmarks and monuments and our essential documents of The Declaration of Independence and the U.S. Constitution. This may be combined with Activity 7 below.

### **Activity #7 Optional: U.S.A. Flap Book**

Have students fold a sheet of construction paper in half lengthwise. Guide them in drawing two lines to divide the folded paper into 3 sections. Then have them cut the lines to create the flaps. Write U.S.A. with one letter on each flap. Under each flap, students draw a picture of a symbol, landmark, patriotic song, or national holiday to illustrate some traditions of the United States that provide a sense of continuity and a sense of community across time.

### **Activity #8 All American Celebration**

To conclude the unit, plan an ALL AMERICAN CELEBRATION with a theme of celebrating America and its traditions. Suggestions include:

- Invite parents, school faculty and staff, community members
- Dress in red, white and blue or dress as an historical person (Betsy Ross, Uncle Sam)
- Plan an all-American menu (hot dogs, apple pie, red/white/blue Jell-O)
- Decorate the room in red, white and blue
- Play patriotic music and sing patriotic songs
- Have an All-School flag ceremony with a Color Guard
- Learn how to march to some John Philip Sousa marches
- Conduct relay races such as a three-legged race
- Plan a skit, tableau, or class production to highlight what was learned. These could include the making of the American flag, the dedication of a national monument, a scene in which Francis Scott Key writes the Star Spangled Banner, scenes from various holiday celebrations, etc.
- Display all of the work completed during the unit.

### **Assessment**

- Participation in the writing of the classroom constitution.
- Dictation of information about our essential documents, including the associated people and events for the Handout #5.1 U.S. Documents Graphic Organizer (Activity 2, 4).
- Work as a group to write a class constitution (Activity 5).
- Write multiples examples of how we celebrate our country (Activity 6).
- Construction of the U.S. A. Flap Book (Activity 7).
- Active participation in the All American Celebration (Activity 8).

### Documents of the United States Graphic Organizer

<b>Essential Documents (List)</b>	<b>Date Signed</b>	<b>Key People Associated with the Document</b>	<b>Why it was written</b>	<b>Other Interesting Information</b>
<b>Declaration of Independence</b>				
<b>United States Constitution</b>				



## Background Information

**Symbols** - Some of the symbols that stand for the United States are the American Flag, the Bald Eagle, the Liberty Bell, and the Statue of Liberty. Children as young as six years seem to recognize the importance of flags but they may not be aware that flags carry explicit symbolic meaning.

**American Flag** - On June 14, 1777, Congress passed a resolution stating “that the flag of the United States be thirteen stripes, alternate red and white, that the union be thirteen stars, white in a blue field, representing a new constellation.” The 13 stars and stripes symbolize the original 13 colonies. The plan was to add a stripe and a star each time a new state joined the union. If this plan were followed, the flag would quickly become much too large. Congress voted in 1818 to retain the 13 stripes in recognition of the original 13 states and to add a star for every new state thereafter. Our flag now has 50 stars.

Why were the colors red, white and blue selected? Each color is supposed to stand for a different ideal or characteristic. Historians do not agree on what the colors are supposed to mean, but some of their suggestions are:

<b>RED</b>	<b>WHITE</b>	<b>BLUE</b>
courage	purity	loyalty
blood	cleanliness	freedom
sacrifice	peace	justice
zeal	hope	truth

**Pledge of Allegiance** – There have been several versions of the Pledge of Allegiance. The earliest known version was by an unknown author in the mid-1800’s. The present pledge can be traced to the one written in 1892 by Francis Bellamy to celebrate the 400<sup>th</sup> anniversary of Columbus’s voyage to America. It appeared in a children’s magazine on September 8, 1892. In 1923, the words “my flag” were replaced with “the flag of the United States of America.” The salute we use today being adopted by the U.S. Congress in 1954 when the words “under god” were added. The current wording of the flag was established on July 7, 1976 with Public Law 94-344.

The question of whether or not students should be required to recite the pledge in school has been a continuing issue. From 1937 to 1943, there was constant litigation, with rulings both upholding and then rejecting the constitutionality of requiring students to salute the flag. The court reversed itself in 1943 and held that the flag salute required by state law violated the religious beliefs of Jehovah’s Witnesses and could not be compelled. This ruling still stands today.

Following is a quote from Francis Bellamy written about the 1929 version of the Pledge.  
*My one aim in conceiving and composing (the Pledge of Allegiance) was to supply a formula of resounding rhythmical words...which should embody the fundamental idea of patriotic citizenship, comprehending in broadest lines the spirit of our history and the deepest aim of our national life.*  
Francis Bellamy, 1929

## Flag Etiquette

- When the Pledge of Allegiance is recited, when the flag is being raised or lowered, or when it is being carried past, we should face the flag, stand at attention, and salute.
- Those in uniform should render the military salute
- Men and boys not in uniform salute by removing their hats and holding them over their hearts.
- We should always handle the flag with respect, neither letting it touch the ground, nor leaving it carelessly about.
- The flag should not be carried flat or horizontally.
- Outdoors, the flag should be flown only from sunrise to sunset. However, when a patriotic effect is desired, the flag may be displayed twenty-four hours a day if properly illuminated during the hours of darkness.
- The flag should be raised briskly and lowered ceremoniously.
- We should never let the flag touch anything beneath it, such as the ground, floor, water, or merchandise.
- We must keep the flag clean and undamaged at all times.
- We must never put lettering, design, drawing, or advertising on the flag.
- We must not place any object or emblem of any kind on or above the flag.
- We must never use the flag as a decoration to drape tables or walls. Bunting (decorative materials, fabric, paper, or plastic used to swag or drape) of the national colors should be used instead. It should be arranged with the blue above, the white in the middle, and the red below.
- The flag should not be used for advertising purposes, nor should an advertising sign be fastened to the pole from which the flag is flown.
- We must not use the flag as part of clothing. However, it has become acceptable and customary for athletes, Boy Scouts, employees of certain companies, and others to wear flag patches or replicas of the flag on their uniforms.

- When displaying the flag in a window or on a wall, we must keep the union of stars to the left of the observer.
- Traditionally the flag should be left free to fly in the breeze, symbolizing a free citizenry.
- When used on a speaker's platform, the flag, if displayed flat, should be above and behind the speaker.
- When displayed in a church or on a platform, the flag should be in the place of honor to the speaker's right.
- The flag should never be used as a covering for a ceiling.
- When the flag is flown at half-staff, it should be hoisted first to the peak for an instant and then lowered to half-mast.
- On Memorial Day, the flag is displayed at half-mast until noon only, then hoisted to the top of the staff. When the President of the United States dies, the flag is displayed at half-mast for thirty days.
- If a Vice-President dies, it remains at half-mast for ten days.
- The flag is never flown with the union down, except to signify dire distress.
- When the flag is in such a condition that it is no longer a fitting emblem for display, it should be destroyed in a dignified way, preferably by burning.
- The flag flies at half-mast by presidential proclamation to show respect for important public officials who have died.
- The flag is honored by our military each day at sunrise and sunset.

**The Bald Eagle** – The eagle has long been a symbol of strength and power. When it came time to choose a national bird for the United States of America, many wanted it to be the eagle. But not everyone agreed. Benjamin Franklin proposed that the turkey be the national bird because it was a native of the new country. However, in 1782 the Congress chose the bald eagle, a bird also unique to North America but perhaps more fitting for a strong new nation. Today, the U.S. Post Office also uses the eagle as its symbol.

**Liberty Bell** - The Liberty Bell is a symbol that stands for freedom. Located in Philadelphia, Pennsylvania, the Liberty Bell weighs over 2000 pounds. The bell was first made in England,

but it broke soon after it arrived in the United States. In 1753 the bell was made again in Philadelphia using the same metal. The Liberty Bell was rung once in 1776 to announce the Declaration of Independence and again every year from 1776 until 1835 when it cracked while being rung. The Liberty Bell is no longer rung, but it is sometimes struck to remember special events. An inscription on the bell says, "Proclaim Liberty throughout all the land unto all inhabitants thereof."

**Statue of Liberty** - The people of France had watched and admired the struggle for democracy and freedom of 13 small colonies against the great British Empire. France decided to give the United States a gift that would be a tribute to this liberty, as well as a symbol of the friendship between the two countries. Frederic Auguste Bartholdi, a sculptor, sailed to the United States to find support and a location for France's gift. He and President Ulysses Grant agreed that France would build the statue, and the United States would build the base and pedestal. Bartholdi designed the figure of a robed woman with her right arm holding a flaming torch high above her head. Construction on "Lady Liberty" began in a Paris workshop in 1875. By July 4, 1876, Bartholdi had completed only the right hand and the torch that he sent to the United States for the centennial celebration of the signing of the Declaration of Independence.

The completed statue was officially presented to representatives of the United States in Paris, France, on July 4, 1884. It was then carefully taken apart and shipped across the ocean to America. The statue arrived in 1885, and the pedestal was completed in April of 1886. The statue is a national monument and a symbol of many things. The lady herself represents freedom and independence. The tablet in her left hand represents the Declaration of Independence. She holds the torch of freedom high in her right hand. A broken chain near her feet represents the victory of liberty over tyranny. The spikes on her crown reach to the seven seas and the seven continents and stand for seven liberties – civil, moral, national, natural, personal, political, and religious. American poet Emma Lazarus wrote the poem that was placed on the pedestal in 1903. The words gave, and continue to give, a message of hope to all those who wish to settle in our land. The poem ends with the famous lines:

"Give me your tired, your poor,  
Your huddled masses yearning to breathe free,  
The wretched refuse of your teeming shore.  
Send these, the homeless, tempest-tost to me,  
I lift my lamp beside the golden door."

## **Biography of Uncle Sam**

Historians aren't completely certain how the character "Uncle Sam" was created, or who (if anyone) he was named after. The prevailing theory is that Uncle Sam was named after Samuel Wilson.

Wilson was born in Arlington, Mass., on September 13, 1766. His childhood home was in Mason, New Hampshire. In 1789, he and his brother Ebenezer walked to Troy, New York. During the War of 1812, Wilson was in the business of slaughtering and packing meat. He provided large shipments of meat to the US Army, in barrels that were stamped with the initials "U.S." Supposedly, someone who saw the "U.S." stamp suggested -- perhaps as a joke -- that the initials stood for "Uncle Sam" Wilson. The suggestion that the meat shipments came from "Uncle Sam" led to the idea that Uncle Sam symbolized the federal government.

Samuel Wilson died in 1854. His grave is in the Oakwood Cemetery in Troy. Uncle Sam's traditional appearance, with a white goatee and star-spangled suit, is an invention of artists and political cartoonists; Samuel Wilson did not look like the modern image of Uncle Sam. For example, Wilson was clean-shaven, while Uncle Sam is usually portrayed with a goatee.

Thomas Nast, a prominent 19th-century political cartoonist, produced many of the earliest cartoons of Uncle Sam. However, historians and collectors take note: Many of Nast's cartoons may appear to depict Uncle Sam, while in fact they depict Yankee Doodle or "Brother Jonathan." It is easy to mistake a Brother Jonathan cartoon for one of Uncle Sam, since both figures wear star-spangled suits of red, white and blue. As a rule, Brother Jonathan was drawn with a feather in his cap, while Uncle Sam was not; and Uncle Sam is nearly always drawn with a beard, while Brother Jonathan was clean-shaven.

Some have suggested that Dan Rice, a 19th-century clown, inspired Thomas Nast's Uncle Sam cartoons. Rice's clown costume consisted of a hat and star-spangled suit, much like the costume worn by Uncle Sam. However, Rice was born in 1823, and did not begin clowning until 1844; and Uncle Sam cartoons appeared as early as 1838. Therefore, it seems unlikely that Rice was, in fact, the inspiration for Nast's cartoons.



The single most famous portrait of Uncle Sam is the "I WANT YOU" Army recruiting poster from World War I. The poster was painted by James Montgomery Flagg in 1916-17. <http://images.google.com/images>

**ONE DOLLAR BILL** - The one dollar bill first came off the presses in 1957 in its present design. This so-called paper money is in fact a cotton and linen blend, with red and blue minute silk fibers running through it. It is actually material. We've all washed it without it falling apart. A special blend of ink is used, the contents we will never know. It is overprinted with symbols and then it is starched to make it water resistant and pressed to give it that nice crisp look.

If you look on the front of the bill, you will see the United States Treasury Seal. On the top you will see the scales for a balanced budget. In the center you have a carpenter's square, a tool used for an even cut. Underneath is the Key to the United States Treasury.

Turn the bill over and you will see two circles. Both circles, together, comprise the Great Seal of the United States. The First Continental Congress requested that Benjamin Franklin and a group of men come up with a Seal. It took them four years to accomplish this task and another two years to get it approved.

If you look at the left-hand circle, you will see a Pyramid. Notice the face is lighted, and the western side is dark. This country was just beginning. We had not begun to explore the West. The Pyramid is uncapped, again signifying that we were not even close to being finished. Inside the capstone you have the all-seeing eye, an ancient symbol for divinity. It was Franklin's belief that one man couldn't do it alone, but a group of men, with the help of God, could do anything.

"IN GOD WE TRUST" is on this currency. The Latin above the pyramid, ANNUIT COEPTIS, means, "God has favored our undertaking." The Latin below the pyramid, NOVUS ORDO SECLORUM, means, "a new order has begun." At the base of the pyramid is the Roman Numeral for 1776.

Look at the right-hand circle, and check it carefully, you will learn that it is on every National Cemetery in the United States. It is also on the Parade of Flags Walkway at the Bushnell, Florida National Cemetery, and is the centerpiece of most hero's monuments. Slightly modified, it is the seal of the President of the United States, and it is always visible whenever he speaks, yet very few people know what the symbols mean.

The Bald Eagle was selected as a symbol for victory for two reasons: First, he is not afraid of a storm; he is strong, and he is smart enough to soar above it. Secondly, he wears no material crown. We had just broken from the King of England. Also, notice the shield is unsupported. This country can now stand on its own. At the top of that shield you have a white bar signifying congress, a unifying factor. We were coming together as one nation. In the Eagle's beak you will read, "E PLURIBUS UNUM", meaning, "one nation from many people".

Above the Eagle, you have thirteen stars, representing the thirteen original colonies, and any clouds of misunderstanding rolling away. Again, we were coming together as one. Notice what the Eagle holds in his talons. He holds an olive branch and arrows. This country wants peace, but we will never be afraid to fight to preserve peace. The Eagle always wants to face the olive branch, but in time of war, his gaze turns toward the arrows.

They say that the number 13 is an unlucky number. This is almost a worldwide belief. You will usually never see a room numbered 13, or any hotels or motels with a 13th floor. But think about this: 13 original colonies, 13 signers of the Declaration of Independence, 13 stripes on our flag, 13 steps on the Pyramid, 13 letters in the Latin above, 13 letters in "E Pluribus Unum", 13 stars above the Eagle, 13 bars on that shield, 13 leaves on the olive branch, 13 fruits, and if you look closely, 13 arrows. And, the 13th Amendment.

**Symbols of California** - The "bear flag" of California was first designed during the Bear Flag Revolt in the town of Sonoma in 1846. A small group of Americans tried to take control of California, which was a part of Mexico at that time. The star was taken from the lone star of Texas. The bear was representative of the numerous grizzly bears in the state. In 1911, the legislature adopted the design for our state flag, and it must now be flown over all state buildings.

Other symbols include:

State Colors	<b>Blue</b> and <b>Gold</b> were made the official colors in 1951. They are also the colors of the University of California.
State Bird	<b>California Valley Quail</b> are found throughout most of the state. You can identify them by their "topknot" – a special feather on the tops of their heads. Young quail often run in a line of a group following their mother. When quail are in a group, they are called a covey.

State Flower	The <b>Golden Poppy</b> is a delicate, bright orange wildflower that grows in many parts of the state.
State Tree	<b>California Redwood</b> – These ancient trees are found in the coastal mountains and the Sierra Nevada. Some redwoods have lived over 2000 years and are taller than a 30-story building.
State Animal	The <b>grizzly bear</b> appears on the State Flag and the Great Seal. These bears were once common in California but are now extinct.
State Fossil	The <b>Saber-toothed Cat</b> was a powerful tiger-sized cat with 8-inch fangs. It was common in California long ago, but has been extinct for 10,000 years. Skeletons of this cat have been found in La Brea Tar Pits in Los Angeles. Like many prehistoric animals, this cat’s extinction has been attributed to changes in climate.
State Marine Animal	<b>California Gray Whales</b> are 30 to 50 feet long, weighing up to 40 tons. Whales go on a yearly 14,000 mile migration from cold Arctic waters to the warmer lagoons of Baja California in December, January, and February each year.
State Reptile	The <b>Desert Tortoise</b> is an endangered species that lives in the deserts of California.
State Nickname	California is nicknamed <b>The Golden State</b> because gold was so important to the history of our state.
State Mineral	<b>Gold</b> is the State Mineral and “Eureka” is what you say when you find it.
State Song	<b>I Love You, California</b> was first sung in public in 1913.
State Insect	The <b>Dogface Butterfly</b> is sometimes called a flying pansy, because, like the flower, the males are yellow, black and lavender.
State Fish	<b>California Golden Trout</b> is native to no other state. It is only found in the cold waters of the Sierra Nevada mountains.

The “Great Seal of the State of California” contains the state motto – “Eureka,” which is a Greek word meaning, “I have found it.” Other features of the State Seal include: the Greek Goddess Minerva, a grizzly bear, a gold miner, a bay with ships, and 31 stars. We were the 31<sup>st</sup> state in the United States.

**National Holidays** - This unit focuses on the national holidays including:

Labor Day	Columbus Day	Veteran’s Day
Thanksgiving	Independence Day	Martin Luther King, Jr.’s Day
Memorial Day	President’s Day (Washington, Lincoln)	

**History of President’s Day** - The original version of the holiday was in commemoration of George Washington’s birthday in 1796 (the last full year of his presidency). Washington, according to the calendar that has been used since at least the mid-18th century, was born on February 22, 1732. According to the old style calendar in use back then, however, he was born on February 11. At least in 1796, many Americans celebrated his birthday on the 22nd while others marked the occasion on the 11th instead.

By the early 19th century, Washington’s Birthday had taken firm root in the American experience as a bona fide national holiday. Its traditions included Birthnight Balls in various

regions, speeches and receptions given by prominent public figures, and a lot of revelry in taverns throughout the land. Then along came Abraham Lincoln, another revered president and fellow February baby (born on the 12th of the month). The first formal observance of his birthday took place in 1865, the year after his assassination, when both houses of Congress gathered for a memorial address. While Lincoln's Birthday did not become a federal holiday like George Washington's, it did become a legal holiday in several states.

In 1968, legislation (HR 15951) was enacted that affected several federal holidays. One of these was Washington's Birthday, the observation of which was shifted to the third Monday in February each year whether or not it fell on the 22nd. This act, which took effect in 1971, was designed to simplify the yearly calendar of holidays and give federal employees some standard three-day weekends in the process.

Apparently, while the holiday in February is still officially known as Washington's Birthday (at least according to the Office of Personnel Management), it has become popularly (and, perhaps in some cases at the state level, legally) known as "President's Day." This has made the third Monday in February a day for honoring both Washington and Lincoln, as well as all the other men who have served as president.

Refer to your school library for resource books on each holiday so you can teach students about the heroism and achievements of the people associated with each holiday. Try also a search engine such as [www.Google.com](http://www.Google.com) for information on each national holiday. Other holidays such as Flag Day and Earth Day (formerly Arbor Day) may be added.

**Patriotic Songs** - Our national anthem, *The Star-Spangled Banner*, was written by Francis Scott Key (1779-1843) in his Baltimore hotel room during the night of September 14, 1814 after he witnessed the bombardment of Fort McHenry. The music is by J. Stafford Smith (1750-1836.) Over the years, the song gained so much in popularity that, in 1916, President Wilson proclaimed it the national anthem for all the armed forces. It was not until 1931 that it officially became the nation's national anthem.

Following is a partial list of patriotic songs for young children with their authors:

**America** by S. F. Smith; **America The Beautiful** by K. L. Bates and S. A. Ward; **Battle Hymn of the Republic** by J. W. Howe and W. Steffe; **The Caissons Go Rolling Along** by E. L. Gruber; **Dixie** by E. Emmet; **God Bless America** by I. Berlin; **Marine Hymn** by L. Z. Phillips and J. Offenbach; **Navy Hymn** by Rev. W. Shiting and Rev. J. B. Dykes; **The Star-Spangled Banner** by F. S. Key and J. S. Smith; **This Land is Your Land** by W. Guthrie; **Yankee Doodle**; and **You're a Grand Old Flag** by G. M. Cohan



**Landmarks and Monuments** - The many landmarks and monuments of the United States are symbols that serve as reminders of important people and events in our nation's history. This unit focuses on the Statue of Liberty but there are many others that may also be studied. Some monuments are dedicated to America's Leaders (The Washington Monument), to honoring America's soldiers (The Vietnam Veterans Memorial), as a tribute to outstanding Americans (Benjamin Franklin National Monument), to remembering America's heritage (Statue of Liberty), and to preserving special places in America (Yosemite National Park.) Not all monuments are made by people, some are natural wonders that are so beautiful or unique that they have been set aside by the government as special areas to be protected. A partial list of America's National Monuments is included below.

### **National Monuments**

(A partial list of America's National Monuments)

#### Monuments to America's Leaders

The Washington Monument  
The Lincoln Memorial  
The Jefferson Memorial  
Mount Rushmore National Memorial  
The Franklin Delano Roosevelt Memorial

Preserving Special Places in America  
National Parks and Monuments such as  
Yosemite and Grand Canyon  
Historic, Memorial, and Military Sites  
Waterways and Land Preserves

#### Honoring America's Soldiers:

The Vietnam Veterans Memorial  
The Tomb of the Unknowns at Arlington  
National Cemetery  
Marine Corps Memorial (Iwo Jima Statue)  
U.S.S. Arizona Memorial  
The Korean War Veterans Memorial

#### Tribute's to Outstanding Americans

Benjamin Franklin National Memorial  
Wright Brothers National Memorial  
George Washington Carver National  
Monument  
Martin Luther King, Jr. National Historic  
Site  
Eleanor Roosevelt national Historic Site

#### Remembering America's Heritage

Cabrillo National Monument  
Christopher Columbus  
Mesa Verde National Park  
Jefferson National Expansion Monument  
Coronado National Memorial  
Statue of Liberty National Monument  
Civil Rights Memorial  
Confederate Memorial Carving  
Women's Rights National Historic Park

Our Nation's Symbols and Holidays

**The Declaration of Independence** - The leaders of the Continental Congress formed a committee to draw up a declaration, or official statement of independence. The members of the committee were Benjamin Franklin of Pennsylvania, John Adams of Massachusetts, Robert R. Livingston of New York, Roger Sherman of Connecticut, and Thomas Jefferson of Virginia. Each member added ideas about what the declaration would say. But Jefferson did most of the writing.

The phrase Jefferson wrote that became the most famous was “all men are created equal.” The draft declared that King George had done many things that were unfair and harmful to the colonies. It said that the people of the colonies had a right to create a new national government for themselves, one that would not have a king at all.

On July 4, 1776, the Second Continental Congress approved the Declaration of Independence. After the vote, the president of the Congress, John Hancock, signed his name to the document in large, bold writing. There are a total of 56 signatures.

**The Constitution of the United States** - In 1787, the Framers wrote and signed the Constitution. The introduction, or preamble, to the Constitution states the purpose of the Constitution. The Preamble to the Constitution says that “We the People of the United States...do ordain (give official approval) and establish (accept) this Constitution for the United States of America. This means that the Constitution was approved by the people of the United States and that they agreed to live under the government it created.

The Framers wanted to limit powers of our national government. They wanted to be sure that no one group would have too much power. So, they divided the powers of government into three branches, the legislative branch, the judicial branch, and the executive branch. This helps to create our separation of powers and a system of checks and balances.

The Founders believed that freedom of expression is important for all citizens. The **Bill of Rights** is the name of the first ten amendments to the Constitution. This part of the Constitution was added in 1791. Since that time, other amendments have been added. Many of the amendments give rights to people who were not given these rights in the original constitution. For example, the Nineteenth Amendment, added in 1920, gave women the right to vote.

## Extended Activities

**The Flag We Love.** Introduce the book, *The Flag We Love* by Pam Munoz Ryan. Explain that the book is written in rhyme but that each page also gives background information about the history of the flag. The text is challenging, but the illustrations make it worthwhile. Read the top rhyming section of the book at the top of each page.

On a second reading share some of the historical information listed at the bottom of each page. Read the book to listen for the meaning of our flag's colors. (There is no official record of why red, white, and blue were chosen for the American flag. Refer to the Teacher Background section for additional information about the flag and its colors.) Discuss the pictures and information about events in history and emotional moments when the existence of the America flag has represented honor, peace, freedom and pride. Ask students, "How do you think Americans felt in 1969 when Neil Armstrong and Edwin Aldrin, the first U.S. astronauts to land on the moon, planted the American flag on the moon?" "Why do America athletes often get emotional when they are awarded a medal while the American flag is raised and the National Anthem is played at Olympic games?"

Have students draw or search through magazines and newspapers for symbols of America. In teams, students can create collages of patriotic symbols. Students may choose pictures of: the flag, coins, Uncle Sam, the Liberty Bell, Uncle Sam, the bald eagle, the Statue of Liberty. Finished collages can be shared with the rest of the class.

**The Flag in Paintings** - Study the use of the United States Flag in famous paintings, photographs, or monuments (*George Washington Crossing the Delaware* by Emanuel Gottlieb Leutze; *The Spirit of '76* by Archibald Willard; Elizabeth (Betsy) Ross, American Flag Maker in *The Birth of Old Glory*; the photograph by Joe Rosenthal of Marines raising the American flag on Iwo Jima or use the Iwo Jima Monument that memorialized the event).

Flag Raising Ceremony - Conduct a school-wide Flag raising ceremony. Invite a Marine Color Guard.

**Design a flag** or symbol to represent your community or write a community pledge.

**A Penny for Your Thoughts** - Design the front and back of a new U.S. coin. Students orally describe why the design was selected and explain the various parts. Who is pictured (American hero, community leader, a member of your family)? Is there a monument or design on the back of the coin? How much will the coin be worth?

**Name that Tune** - Write your own patriotic song. After listening to several patriotic songs and discussing the origins, students should brainstorm patriotic words. Have students help to write a short song conveying their own feelings about the United States of America. A variation would be using phrases from the songs and synthesizing them into a new song. Students may wish to illustrate their song and perform it for others.

**Found Poem** - Provide students with a copy of the words to "America" or any other patriotic song. Play the song again while reading the text. Ask the students to copy two words, phrases, or lines that they particularly like from the song onto separate slips of paper. In

teams of four, have students combine all their slips and arrange them into a new “found” poem. Once they decide on the order of the lines, the slips should be pasted on to a piece of construction paper. Teams can illustrate and present their poem to the rest of the class. This strategy is called a Found Poem. The poem is created using a collection of luminous words or phrases quoted from the text. It enables students to return to the text to focus on the vivid words or phrases used by the author.

**Songs** - Write a community song using ideas from the patriotic songs they studied. Encourage students to add details unique to their community (people, history, geography, landmarks or landforms). Use a familiar tune such as “This Land is Your Land.”

**Holidays** - Create a holiday to honor a person or event in the community. Include details about the holiday such as the purpose, the even or person it honors, whether it is celebrated or observed, special food or entertainment, a date for the holiday, and any other pertinent information.

**Landmarks** - Choose a person who is special to the local community. Design a landmark to honor him/her. It may be a historical hero or a leader in the community. Include why the person was selected and a drawing or model of the landmark.

**Artist at Work** - Create patriotic works of art designed by the students. Include a variety of media such as water color, acrylic paints, crayons or pastels

**Symbols of California** – Explore the symbols that our state of California has chosen. Refer to the information in the Teacher Background section of this unit. Explain to students that other states also have their own symbols.

## Resources for Grade 1, Standard 3

Items marked with an \*\* are recommended for use with Unit 3.

Adler, David A., John Wallner, Alexandra Wallner. *A Picture Book of Christopher Columbus* (Picture Book Biography). Holiday House, 1992. A brief account of the life and accomplishments of Christopher Columbus.

Adler, David A., John Wallner, Alexandra Wallner. *A Picture Book of George Washington* (Picture Book Biography). Holiday House, 1990. A brief account of the life of the "Father of Our Country."

Adler, David A., John Wallner, Alexandra Wallner. *A Picture Book of Thomas Jefferson* (Picture Book Biography). Holiday House, 1990. Traces the life and achievements of the architect, bibliophile, president, and author of the Declaration of Independence.

Bates, Katherine. *America the Beautiful*. Illustrated by Chris Gall. New York: Little Brown books for young Readers, 2010. The illustrations are blocky woodcuts colored in bold, full washes.

\*Bates, Katherine. *America the Beautiful*. Illustrated by Wendell Minor. G.P. Putnam's Sons Books for Young Readers, 2003 Using the four verses of "America the Beautiful" as a text, this picture book celebrates the beauty and variety of the American landscape in a series of majestic scenes. Each borderless, double-page spread illustrates a phrase or stanza from the song with a watercolor-and-gouache painting. Just as they represent different places in the country, the paintings also portray different moments in time. Minor's richly colored, well-composed landscape paintings reflect the song's grace and idealism.

\*\*Bates, Katherine. *America the Beautiful*. Illustrated by Neil Waldman. Aladdin, 2002. This illustrated edition of the nineteenth-century poem, later set to music, celebrates the beauty of America.

\*Cheney, Lynne. *America: A Patriot Primer*. Robin Preiss Glasser, Illustrator. Simon & Schuster Children's Publishing, 2002. This compelling picture book by the wife of Vice-President Dick Cheney is a celebration of the individuals, milestones, and principles of this nation. Each busy spread features elaborately decorated letters of the alphabet, with one or two kids draped over its bars and loops, along with the highlighted concept or person. Best for Grade 3.

\* Dalglish, Alice. *The 4th of July Story*. Illustrated by Marie Nonnast. New York: Aladdin Paperbacks, 1995. This book takes young readers back to revolutionary times and the creation of the Declaration of Independence.

\*Guthrie, Woody. *This Land is Your Land*. Illustrator Kathy Jakobsen. Little Brown Books for Young Readers, 2008. From California to the New York island, this is a picture-book tribute to a legendary folk musician. Folk artist Jakobsen's expansive oil landscapes depict the natural beauty of the country.

- Hayward, Linda. *The First Thanksgiving*. (Step-Into-Reading, Step 3) New York: Random House, 1990. Describes how the first Thanksgiving celebration came to be in an easy-reader format.
- Herman, John. *Red, White and Blue: The Story of the American Flag* (All Aboard Reading Level 2). Robin Roraback, illustrator. Penguin, 1998. Easy Read Book.
- Kalman, Bobbie. *The United States from A to Z*. New York: Crabtree Publishing, 1999. This book is an alphabetical introduction to various aspects of the United States, such as "Baseball," "Kennedy Space Center," "Presidents of the U.S.A.," and "Yellowstone."
- Krensky, Stephen. *Christopher Columbus* (Step-Into-Reading, Step 3). Harcourt, 2009. Describing Columbus's first voyage, Krensky writes in the present tense and asks a number of questions, such as "What if the wind stops blowing?" to make readers aware of the reasons for the sailors' fears and of Columbus's courage in attempting the trip. Easy Read book.
- Lewison, Wendy Cheyette. *F Is for Flag*. (Reading Railroad Books). Barbara Duke, illustrator. Grosset & Dunlap, 2002. This easy-book shows in simple terms how one flag can mean many things, including a symbol of unity.
- Marzollo, Jean. *Happy Birthday, Martin Luther King*. Scholastic Paperbacks, 2006. A simple and informative illustrated biography of Martin Luther King, Jr.
- Maestro, Betsy and Giulio. *A More Perfect Union*. Harper Collins, 2008. The story of the Constitution including a list of the Amendments.
- \*Maestro, Betsy and Giulio. *The Story of the Statue of Liberty*. HarperCollins, 1989. The story of the Statue of Liberty including interesting facts about its origin and what it means to us today. Best for Grade 3.
- \*Martin Jr., Bill, Michael Sampson. *I Pledge Allegiance*. Chris Raschka, Illustrator. Candlewick, 2004. The text breaks the Pledge of Allegiance into digestible phrases or words and explains their meaning along with some history.
- Penner, Lucille Recht. *The Statue of Liberty* (Step into Reading Step 2). Jada Rowland, illustrator. Random House, 1995. Easy Read Book.
- \*\* Ryan, Pam Munoz. *The Flag We Love*. Charlesbridge Publishing, 2000. This book includes bright pictures and rhyming verses that depict famous and ordinary occasions in which patriotism is apparent. Pride and honor are felt as the reader progresses through the pages.
- Scholastic, Inc. (Corporate Author). *The Pledge of Allegiance*. Scholastic Paperbacks, 2001. The text of the Pledge of Allegiance is illustrated with stunning photographs of American landscapes, monuments and flags. The meaning of the pledge, its history, and information about the flag are included.

Scillian, Devin, *A is for America*. Pam Carroll (Illustrator). Sleeping Bear Press, 2001. Tidbits of American history, geography and pop culture, as well as a sprinkling of commercial brand names, appear in this alphabet book.

\*\* Spencer, Eve. *A Flag for Our Country*. (Stories of America) Steck Vaughn Company, 1992. This book retells the story of Betsy Ross and the role she took in creating the first American Flag. The last part of the book explains that although there is no documented proof that she created the first flag, her grandchildren believe the story to be true.

Spier, Peter. *The Star Spangled Banner*. New York: Dragonfly Books (Reading Rainbow Book). 1992. This story of the origin of the Star Spangled Banner includes the primary source document of the original song written in Francis Scott Key's handwriting. The words of the national anthem are richly illustrated by the author. The music is provided at the back of the book.

## Visual and Performing Arts Resources – CD's

### ***American Patriot* Lee Greenwood**

Audio CD (June 19<sup>th</sup>, 2007)  
 Original Release Date: April 21, 1992  
 Label: Capitol  
 ASIN: B000PLCMQE  
 Track listings:



1. The Pledge Of Allegiance

2. America

3. God Bless The U.S.A.

4. This Land Is Your Land

5. The Battle Hymn Of The Republic

6. God Bless America

7. Dixie

8. The Great Defenders

9. America The Beautiful

10. Star Spangled Banner

### ***Patriotic and Morning Time Songs* by Hap Palmer**



Audio CD (August 14, 1997) \$16.00  
 Original Release Date: August 14, 1970  
 Number of Discs: 1  
 Label: Educational Activities  
 ASIN: B000090W5V  
 Track Listings:

1. Morning Time March

2. This Land is Your Land

3. What Did You Eat?

4. My Country 'Tis of Thee

5. Good Morning, Merry Sunshine

6. America

7. Zipidee Doo Da

8. Tell Me in the Morning

9. Good Morning, Mr. Weatherman

10. Zuni Sunrise Song

11. God Bless America

12. This Land is Your Land (Instrumental)

13. My Country 'Tis of Thee (Instrumental)

14. Good Morning, Merry Sunshine (Instrumental)

15. America (Instrumental)

16. Zipidee Doo Da (Instrumental)

17. Zuni Sunrise Song (Instrumental)

18. God Bless America (Instrumental)