

Unit 3: Our Nation's Symbols and Holidays

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 Statute of Liberty, the U.S. Constitution, and the Declaration of Independence; explain the people and events associated with them**

Sample Topic for Standard:

U. S. symbols, patriotic songs, holidays, and landmarks

Suggested Time:

4 weeks

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Significance of the Topic

In this unit, students study American's national holidays, symbols, songs and landmarks in order to gain an understanding of the traditions that provide continuity and a sense of community. The American flag is a unifying theme for the unit of study. Students will analyze the symbolism of the flag, learn patriotic songs about the flag and look for ways the flag is displayed.

The unit also includes songs that express America's ideals such as "America the Beautiful." Students will learn about the origins of national holidays and the heroism and achievements of the people associated with the holidays. They will learn to identify American symbols such as the bald eagle, and landmarks to commemorate important events or individuals such as the Statue of Liberty. (Note: The essential documents such as the U.S. Constitution and the Declaration of Independence are not included in the unit but are in the unit for Standard 1.1.)

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.

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. Refer to the text of the lesson for background content information about the flag and the bald eagle.

Pledge of Allegiance

The Pledge of Allegiance was written in 1892 by Francis Bellamy to celebrate the 400th anniversary of America's discovery. The Pledge has been revised several times with the salute we use today being adopted by the U.S. Congress in 1954. 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.

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."

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.

Some patriotic songs for young children are "You're a Grand Old Flag," "Yankee Doodle," "This Land is Your Land" (Woody Guthrie), and "America the Beautiful" (Katherine Lee Bates.) A partial list of patriotic songs is included in the Appendix.

National Holidays

One common approach to social studies in the early grades has been the "holiday" approach. Unfortunately, this curricular approach with its focus on celebrations has often become the basis for teaching social studies at the expense of other key topics. 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)	

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

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 in the Appendix.

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 women 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.”

Focus 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?
3. What national holidays are celebrated in the United States? Which citizens/heroes or events are being honored on these days and why?
4. What are some of the most famous U.S. landmarks and monuments? Who or what do they honor?

Literacy Links

This study of patriotic symbols, landmarks, and songs presents an opportunity for teachers to integrate Language Art skills with the History-Social Science activities described. Some of the activities presented in this unit directly relate to the Language Arts Standards of reading, writing, listening and speaking for a variety of purposes.

Reading

- read a variety of informational texts, books, and song lyrics for a variety of purposes
- identify text which uses sequence and/or logical order
- follow one-step written instructions
- confirm predictions about what will happen next in text by “noting basic signpost words”
- relate prior information to textual information
- retell the central ideas of simple expository or narrative passages
- identify and describe the story elements of plot, setting and characters, including the beginnings, middles and endings of stories

Writing

- write for a variety of purposes, edit, and revise work
- use the conventions of written language including the use of complete sentences, commas, punctuation, grammar and spelling

Speaking

- make speeches, perform skits and plays, and role play a story or historical event
- paraphrase information
- read aloud (with a rhythm, pace and intonation that sounds like natural speech)
- share group work and individual projects
- dictate information for the graphic organizers and to show what is being learned in the unit
- identify historical landmarks and explain what purpose they serve

Listening

- listen attentively
- give, restate and follow simple two-step directions

A**Beginning the Topic****Focus Question: What are commonly used symbols of the United States of America? What do they represent?**

Write the words “United States of America” on the chalkboard. Explain that the United States of America 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 Standard 1.2 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 of America as their country and California as their state.

Let’s go on a treasure hunt. Collect examples of different types of U. S. currency. If possible, provide each group with a sample of coins and a dollar bill. 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 American symbols to assess their prior knowledge about our country, including symbols, landmarks, holidays. They can begin by looking around the classroom for symbols of America. 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?

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 first four focus 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 do their lyrics convey?
3. What are the United States National Holidays? Which citizens/heroes or events are being honored on these days and why?
4. What are some of the most famous U.S. landmarks? Who or what do they honor?

B

Developing the Topic

Symbols

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."

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" (George M. Cohan, 1905). Show the words of the song on the overhead projector or give the students a copy of the words (Appendix 1).

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 you do think this story takes place?

Explain that this story is a legend. 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.

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 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 parts of the story are historically accurate (can be proven) and which ones are 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.	

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.

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. A resolution regarding the Great Seal of the United States defined the meanings of the country's colors several years after the flag was designed. Red stands for hardiness and courage, valor and bravery; white for purity, goodness and innocence; and, blue for vigilance, perseverance, fairness and justice.)

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?"

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.

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. (Refer to *The Flag We Love* text if necessary.) 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. *I Pledge Allegiance* by June Swanson (1990) provides background information about the development of the flag and helps students understand the words.

There have been several versions of the Pledge of Allegiance. The earliest know version was by an unknown author in the mid-1800s. The present pledge can be traced back to one written by Francis Bellamy to honor the 400th anniversary of Columbus's voyage to America. 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.

Have students compare the two versions. Note: 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." And, in 1954, the words "under God" were added (Appendix 3a). The current wording of the flag was established with Public Law 94-344, July 7, 1976, 90 Stat. 813. (The earliest known version of the pledge is provided in Appendix 3b. Later versions are given in Appendices 3c, 3d and 3e.)

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 Appendix 2. 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.

As part of your physical education time, teach the students how to march. Use the music of John Phillip Sousa or George Cohan's "You're a Grand Old Flag."

Patriotic Symbols Graphic Organizer

Using the Patriotic Symbols graphic organizer (Appendix 4), model using the overhead projector or reproduce the graphic organizer on a large sheet of butcher paper. Write "American Flag" on the first line. Have students dictate information to you as you record data for each category. The chart includes the origin date of the symbol, what the symbol represents, the appearance of the symbol and where and how the symbol is used. You may not have information for all categories and these may be left blank.

What I have Learned about Our Flag

While a KWL chart (What I Know, What I Want to Know, and What I Learned) is not used in this unit, students are asked to dictate things they have learned following each section of the unit. For example, "What I learned about Our Flag" provides documentation of the student's learning about an American symbol such as the flag. As the students dictate information the teacher can record it on a large piece of butcher paper which can later be illustrated by students.

Create a Flag

Have students create a flag for their family. (As an alternative, students can design a flag for your classroom or for their cooperative learning groups.) Choose the colors of the flag and write

an explanation for what each color represents. Symbols can be designed that represent ideals students believe are important. Display the flags.

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.

Other flag activities that may be incorporated include:

- 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).
- Conduct a school-wide Flag raising ceremony. Invite a Marine Color Guard
- Develop an historical timeline illustrating changes in the U.S. flag.
- View the video *United State Flag* (Schlessinger Video Productions). Encourage students to listen for the following information in the video: the origin of the flag, the role of Betsy Ross, the writing of The Star Spangled Banner, the evolution of the flag within the colonies and states, the Pledge of Allegiance, and care of the flag. Have students illustrate the information they learned and share it with the class.

The books *Our Flag* by Eleanor Ayer and *The American Flag* by Vera Rollo provide additional background information that is useful.

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 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. Students may also dictate things they have learned about the bald eagle as they did for the flag. The teacher can record it on a large piece of butcher paper which can later be illustrated by students.

Other Symbols

If desired, you may continue the symbol search by studying about the Liberty Bell, the Great Seal, and Uncle Sam. *Our National Symbols* by Linda Johnson provides background information about each of our nation’s symbols. Review the definition of “symbols.” (A symbol is

something that stands for something else.) Ask, “What are the symbols that belong only to our country, the United States of America?”

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.

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.

Focus Question: What are some of our nation’s patriotic songs?

In this section the students will listen to, analyze and learn the origins of several patriotic songs. You may use the ones mentioned here or substitute others. Refer to Appendix 5 for a list of patriotic songs. Three of the four songs have accompanying literature books. 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, “the All American Day Celebration,” students may perform the patriotic songs.

America the Beautiful

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

On a map of the United States, locate the areas illustrated by Waldman. 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.

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

My Book of *America the Beautiful*

Using the book *America the Beautiful* as a model, have students create their own book and illustrate the song. Provide a copy of the lyrics for students. 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 Waldman but may use their own interpretation of the words. (Refer to Appendix 6 for a sample.)

Patriotic Songs Graphic Organizer

Introduce the Patriotic Songs graphic organizer (Appendix 7). 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. 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 (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. Students may want to share some of the thoughts or feelings they wrote or drew.

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 of *By the Dawn's Early Light*.) 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." 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. 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.

What I have Learned about Patriotic Songs

Ask students to dictate things they have learned about this section of the unit, “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.

**Focus Question: What National Holidays are celebrated in the United States?
Which citizens/heroes or events are being honored on these days and why?**

Sorting the Holidays

Ask students to brainstorm a list of holidays. Write each holiday on a word strip or on to chart paper that can be cut into strips. Work together to sort the holidays into the following categories -- Religious, Cultural, Historical, Other (Appendix 8).

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)
Historical	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 we will concentrate on historical holidays or National Holidays. The holidays included 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.

Calendars

Display a calendar showing the current month. For example, on a calendar of September, ask questions such as, “How many days are in this month? What day of the week is September 15? On which day is Labor 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 students with a blank calendar grid and have them fill in the days of the week and the numbers for each day of the month. Complete a similar calendar for each subsequent month. Label the national holidays.

If desired, teach students the following traditional rhyme to help them remember the number of days in each month.

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.

Chronological Time Line of National Holidays

As you study the national holidays, focus on the heroism and achievement of the people associated with them. Work with students to create a chronological timeline of national holidays. This activity can have many variations. Students may create a school year or calendar year timeline. A page can be completed for each holiday as it occurs during the year. Time lines should include the name of the holiday, the date it is celebrated, pictures relating the holiday (personal photographs, pictures from a magazine/newspaper or drawings), and a short explanation of the holiday. Special class events and activities may also be added to the calendar. The calendar time line can serve as an assessment tool of what was learned. If desired, students may also create a page for a class book titled, "*My Favorite Holiday*."

What I have Learned about National Holidays

As you study each holiday, 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.

Focus Question: What are some of the most famous U.S. landmarks and monuments? Who or what 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.

The State of Liberty

The Statue of Liberty is a symbol of America. It is also a National Monument. 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** (Appendix 9), 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. You may also help students label a diagram of the State of Liberty.

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.

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.

Background information for teachers can be found in *Our National Monuments* by Eleanor Ayer. Another good resource is *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?

Select several different monuments, memorials, or landmarks to study. On the **U.S. Landmarks and Monuments graphic organizer** (Appendix 9), help students 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. (See Appendix 10 for a partial list of America’s National Monuments.)

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

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. 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 (Appendix 11) which is stamped with the date and time upon arrival. Students can also perform skits to act out the dedication of their monument.

What I have Learned about National Landmarks and Monuments

Ask students to dictate things they have learned about this section of the unit, “What I 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.

C Culminating the Topic

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.
- This is an opportunity to display all of the work completed during the unit.

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.

Assessment

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 four 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 charts are helpful for organizational purposes, it is not enough to complete the charts. 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 learning about symbols, patriotic songs, national holidays, and national landmarks/monuments. The graphic organizers will be a helpful tool for students to use when dictating information for the “What I have Learned” charts.

Items to be included in a portfolio include:

- family flag with an explanation for what the colors and symbols represent
- collage of patriotic symbols
- illustrated book of “America the Beautiful”
- chronological time line of national holidays
- stamped passport showing visits to various national landmarks or monuments
- projects completed for the All-American Celebration

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.

Extended and Correlated Activities

- 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 the words of “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.
- 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
- 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?
- Brainstorm ways that your class can contribute to the local community by designing some new traditions related to each section of the unit. These may include, but are not limited to the following:
 - Symbols-- design a flag or symbol to represent your community or write a community pledge.
 - 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.

Resources for the Sample Topic (Highly Recommended, *Suggested)**

- * Ayer, Eleanor. *Our Flag*. Brookfield, Conn.: The Millbrook Press, 1992. ISBN 1-56291-1070. The book includes the story of the origin and changes of the American Flag.

- ** Ayer, Eleanor. *Our National Monuments*. Brookfield, Conn.: The Millbrook Press, 1992. ISBN 1-56294-078-3. Famous National monuments, memorials, landmarks and national parks are described in detail including their origins and geographic location.
- ** Bates, Katherine. *America the Beautiful*. Illustrated by Neil Waldman. New York: Atheneum, 1993. ISBN 0-689-31861-8. This illustrated edition of the nineteenth-century poem, later set to music, celebrates the beauty of America.
- * Behrens, June. *Miss Liberty First Lady of the World*. Chicago: Childrens Press, 1986. ISBN 0-516-03295-X. The book provides an explanation of the origin of the Statue of Liberty.
- * Burton, Paul H. *National School Celebration of Columbus Quincentenary*. Sacramento, Calif.: Celebration U.S.A., 1992. Information about the American Flag is provided along with unusual facts, the meaning of the flag's colors, and flag etiquette. Follow up activities are included for students.
- * Dalgliesh, Alice. *The 4th of July Story*. Illustrated by Marie Nonnast. New York: Aladdin Paperbacks, 1995. ISBN 0-689-71876-4. This book takes young readers back to revolutionary times and the creation of the Declaration of Independence.
- * Donnelly, Judy. *A Wall of Names*. New York: Random House, 1991. ISBN 0-679-90169-8. The history of the Vietnam War is chronicled along with the construction of the Vietnam Memorial and what the Memorial means to many Americans.
- * Fisher, Leonard Everett. *Stars & Stripes Our National Flag*. New York: Holiday House, 1993. ISBN 0-8234-1053-6. The various changes of the American flag are illustrated.
- Fradin, Dennis B. *Washington's Birthday*. Hillside, New Jersey: Enslow Publishers, Inc., 1990. This book discusses how George Washington's achievements led to the present-day celebration of his birth. See also *Lincoln's Birthday* (Enslow, 1990) by the same author.
- The Great Seal of the United States*. Washington, DC: National Archives and Records Administration, 1986. ISBN 0-911333-41-X. This brief explanation of the Great Seal is accompanied by period illustrations and facsimiles of documents.
- Hayden, Richard Seth and Thierry W. Despont. *Restoring the Statue of Liberty*. New York: McGraw Hill, 1986. ISBN 0-07-027327-8. This book recreates the restoration of the Statue of Liberty. It includes pictures of the process and drawings of the original plans for the renovation.
- * Hayward, Linda. *The First Thanksgiving*. New York: Random House, 1990. ISBN 0-679-80218-5. Describes how the first Thanksgiving celebration came to be.
- ** Johnson, Linda Carlson. *Our National Symbols*. Brookfield, Conn.: Millbrook Press, 1992. ISBN 1-56294-108-9. This book examines the various symbols of our country. Colorful pictures and comprehensible descriptions are included.

- **Kellogg, Steven. *Yankee Doodle*. New York: Aladdin. 1996. Detailed illustrations are used to accompany this traditional Revolutionary War song.
- * Knight, Margy Burns. *Talking Walls*. Illustrated by Anne Sibley O'Brien. Gardiner, Maine: Tilbury House, 1996. ISBN 0-88448-164-6. Different cultures around the world are introduced by telling the stories of walls, from the Maya murals in Bonampak, Mexico, to dikes in the Netherlands.
- ** Kroll, Steven. *By the Dawn's Early Light--The Story of the Star-Spangled Banner*. New York: Scholastic, 1994. ISBN 0-590-45054-9 (Hard cover). This book provides an account of the writing of the "Star-Spangled Banner," detailing how Key was actually behind enemy lines at the time seeking release of a captured friend from the British who would not allow their departure until the bombardment of Baltimore was completed. The book includes a photograph of the original manuscript (used in this lesson), the score, and the complete lyrics.
- * Livingston, Myra. *Festivals*. New York: Holiday House, 1996. ISBN 0-8234-1217-2. Poems celebrating fourteen festivals observed around the world including Chinese New Year, Kwanzaa, Purim, and Tet-Nguyen-dan.
- * Low, Alice. *Holiday Treasury*. Boston: Little, Brown and Company, 1991. ISBN 0-316-53368-8. This is a book of short stories about the holidays.
- Marzollo, Jean. *Happy Birthday, Martin Luther King*. New York: Scholastic, 1993. 0-0590-44065-9. A simple and informative illustrated biography of Martin Luther King, Jr.
- Maestro, Betsy and Guilio. *A More Perfect Union*. New York: Mulberry, 1990. ISBN 0-688-10192-5. The story of the Constitution including a list of the Amendments.
- * Maestro, Betsy and Guilio. *The Story of the Statue of Liberty*. New York: Mulberry, 1986. ISBN 0-688-08746-9. The story of the Statue of Liberty including interesting notes and facts about its origin and what it means to us today.
- * Miller, Natalie. *The Story of the Liberty Bell*. Chicago: Childrens Press, 1965. ISBN 516-04622-5. The story of the origin of the Liberty Bell is told with a great deal of historical background information.
- National Observances* (American History for Children Video Series). VHS, Schlessinger Video Productions, Library Video Company, 1996. *National Observances* is one of many videos in this series appropriate for this lesson. The video explains why we celebrate Election Day and the history of voting in America, Veterans' Day, Memorial Day, Labor Day and Independence Day. The series uses animation, live-action portrayals of historic figures, graphics, and engaging stories told from a child's point of view. *United States Flag*, *American Independence*, and *Washington, D.C.* are among the other videos in the series.

* Penner, Lucille Recht. *Celebration, The Story of American Holidays*. New York: Macmillan Publishing Co., 1993. ISBN 0-02-770903-5. This book contains fascinating facts, stories, poems, recipes and crafts for holidays.

Provensen, Alice. *My Fellow Americans*. San Diego, Calif.: Browndeer Press, 1995. ISBN 0-15-276642-1. This pictorial history of famous Americans is presented in the form of a family album of tableaux and portraits of many of the individuals who have influenced American history, culture, and character. The short narrative tells of the words and deeds of numerous people from all walks of life and key events in history.

Resnick, Margaret, Margaret Pavol and Helen Pappas. *Every Day's a Holiday*. Chicago: Fearon Teacher Aids, 1991. ISBN 0-8224-6372-5. This teacher resource book includes background information on every holiday you can imagine. In fact, there is a holiday for almost every day of the year. The information is useful for teachers who want to introduce each new day with information about the day.

* Rollo, Vera. *The American Flag*. Maryland: The Maryland Historical Press, 1989. ISBN 0-917882-28-8. This book surveys the history, usage, and etiquette of the American flag.

** Ryan, Pam Munoz. *The Flag We Love*. Watertown, Mass.: Charlesbridge Publishing, 1996. ISBN 0-88106-845-4. 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 of the book.

Sorenson, Lynda. *The American Eagle*. Photos by Lynn M. Stone. Rourke. 1994. This reference book examines the bald eagle and how it became a national symbol. It is a part of the *American Symbols* series.

* Shachtman, Tom. *America's Birthday, The Fourth of July*. New York: Macmillan Publishing Company, 1986. ISBN 0-02-782870-0. The Fourth of July celebration along the coast of New Hampshire and Maine is presented in text and photographs.

** Spencer, Eve. *A Flag for Our Country*. New York: Dialogue Systems Inc., 1993. ISBN 0-8114-7211-6. 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.

Wallner, Alexandra. *Betsy Ross*. New York: Holiday House, 1994. ISBN 0-8234-1071-4. An introduction to the life and legend of the Philadelphia seamstress credited with sewing the first American flag.

* Weeks, Kay. *The Great American Landmarks Adventure*. Washington, DC: U.S. Government Printing Office, 1987. ISBN 0-16-038003-0. This reproducible book describes 43 historic National Landmarks. Students can read the information and color a picture of the landmark. The book explains how sites become National Landmarks, who cares for the sites and where they are located.

Yeaton, Connie S. *A Salute to Our Constitution and the Bill of Rights*. Indianapolis, Indiana: Indianapolis Newspapers Inc., 1986. A series of lessons using the newspapers, filmstrips, literature and role playing activities. Designed for grades 1-3.

Visual and Performing Arts Resources

* Beall, Pam, and Susan Nipp. *We Sing America*. Los Angeles: Price Stern Sloan, 1987. ISBN 0-8431-4702-4. A collection of songs and patriotic poems including a cassette and lyrics.

Gonna Sing My Head Off! American Folk Songs for Children. Collected and arranged by Kathleen Kroll. Illustrated by Allen Garns. New York: Alfred A. Knopf, 1992. ISBN 0-679-87232-9. A collection of over 60 American folk songs including Woody Guthrie's *This Land is Your Land*. Each song is designated by state or region to illustrate songs from "California to the New York Island." Music arrangements are for piano and guitar and are kept simple for the average person to sing and play.

Greenwood, Lee. *American Patriot*. Nashville: Liberty Records, 1992. Tunes include, This Land is Your Land, The Battle Hymn of the Republic, God Bless America, America the Beautiful, America, and the Star Spangled Banner.

* The Hollywood Sound Stage Chorus. *I Hear America Singing*. New Jersey: Miller International Co. It contains songs of our growing nation for over 100 years.

Holidays and Heroes Series. BFA Educational Media. The audiocassettes explain President's Day, Earth Day, Thanksgiving Day, Martin Luther King, Jr. Day, and Columbus Day by telling a story about each, with music and sound effects. The focus is on national heroes' personal qualities, such as leadership, honesty, cooperation, respect for others, friendship, and helpfulness. (800) 221-1274.

Kellogg, Steven. *Yankee Doodle*. New York: Aladdin, 1996. ISBN 0-689-80726-0. This illustrated version of a well-known song has readers join Yankee Doodle as he rides through battlefields of the Revolutionary War. The author includes a helpful essay for teachers giving the lesser known versions and other historical information regarding the song and explains how "Yankee Doodle" has been used in political campaigns throughout the years.

* Kleinknecht, C. Fred. *Anchor of Liberty*. Washington, DC: Electric City Printing Co., 1988. ISBN 87-61823. This book contains reprints of famous U.S. pictures, paintings, photos and prints including landmarks, people and events.

* Livingston, Myra. *Celebrations*. New York: Scholastic Inc., 1991. ISBN 0-592-44405-0. This book contains a collection of poems for each holiday.

Miller, Natalie. *The Story of the Star-Spangled Banner*. Chicago: Childrens Press, 1965. ISBN 0-516-043636-5. The story of what led Francis Scott Key to write a poem which became "The Star-Spangled Banner."

- * Morley, D. Fran. *The Story of America, The First 500 Years*. Tennessee: Ideals Publishing Corp., 1992. ISBN 0-8249-1105-9. This is a collection of famous pictures, poems, and stories of America.

Patriotic and Morning Songs. Hap Palmer Educational Activities. (800) 654-3739.

Silverman, Jerry. *Songs and Stories from the American Revolution*. Brookfield, Conn.: Millbrook Press, 1994. ISBN 1-56294-429-0. This book is a collection of songs with patriotic themes. Yankee Doodle is one of the songs included.

- * Slatkin, Leonard. "St. Louis Symphony Orchestra: The American Album." New York: BMG Music, 1991. ISBN 0-9026-60778-23. A collection of patriotic tunes. (A musical portrait of America and Americans).

Spielberg, Steven. "The American Tail" on VHS. Universal City, California, 1986. This video is an animated story about a family of mice who leave Russia to live in America. The story journeys to Ellis Island and the building of the Statue of Liberty.

- * Spier, Peter. *The Star Spangled Banner*. New York: Bantam, Doubleday, Dell Press, 1992. ISBN 0-440-40697-8 (Soft cover). 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, including guitar chords.

U.S. Songs and Poems (American History for Children Video Series). VHS, Schlessinger Video Productions, Library Video Company, 1996. The video includes the *Star-Spangled Banner*, *America the Beautiful*, *My Country 'Tis of Thee*, *Yankee Doodle*, *John Henry*, *The Pledge of Allegiance*, and *Hiawatha* with iconographic animation, and live-action shots.

Appendix 1

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.

Appendix 2**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.

- 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.
- 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.
- 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.

Appendix 3a*Pledge of Allegiance*

Pledge to the Flag

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.

There have been several versions of the Pledge of Allegiance written over time. Appendices 3b through 3e illustrate some of the changes.

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

Appendix 3b

First Pledge

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

Author unknown 1800's

Appendix 3c

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

Appendix 3d

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

Appendix 3e

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.**

U.S. Congress

Appendix 4

Patriotic Symbols Graphic Organizer

Patriotic Symbols (List)	What the symbol represents	Appearance (Draw)	How it is Used	Other interesting information
Flag				
Bald eagle				

Appendix 5

Patriotic Songs

America

by S. F. Smith

America The Beautiful

by K. L. Bates and S. A. Ward

Battle Hymn of the Republic

J. W. Howe and W. Steffe

The Caissons Go Rolling Along

E. L. Gruber

Dixie

E. Emmet

God Bless America

I. Berlin

Marine Hymn

L. Z. Phillips and J. Offenbach

Navy Hymn

Rev. W. Shiting and Rev. J. B. Dykes

The Star-Spangled Banner

F. S. Key and J. S. Smith

This Land is Your Land

W. Guthrie

Yankee Doodle

G. M. Cohan

You're a Grand Old Flag

G. M. Cohan

Appendix 6
America the Beautiful

My Country 'tis of thee	Sweet land of liberty
Of thee I sing	Land where my father's died

Appendix 6 continued

Land of the Pilgrim's Pride	from every mountain side
Let Freedom ring	America By _____

Appendix 7

Patriotic Songs Graphic Organizer

Patriotic Songs (List)	Patriotic Message	Key Words/ Lyrics	When it is Sung	Other interesting information
America				
America The Beautiful				
The Star Spangled Banner				

Appendix 8

HOLIDAY CLASSIFICATION

Religious	Cultural	Historical	Other

Appendix 8b

National Holidays

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

Appendix 9

Landmarks/Monuments Graphic Organizer

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

Appendix 10

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

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

Preserving Special Places in America

National Parks and Monuments such as Yosemite and Grand Canyon
Historic, Memorial, and Military Sites
Waterways and Land Preserves

Appendix 11



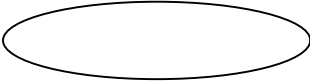
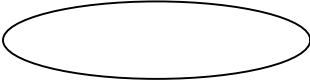
PASSPORT
(UNITED STATES NATIONAL LANDMARKS)

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>
_____	_____	_____	
_____	_____	_____	
_____	_____	_____	
_____	_____	_____	
_____	_____	_____	