

Celebrate America

Grade Level: 2

Presented by: Carolyn Gammon, Washington-Wilkes Primary, Washington, GA

Length of Unit: 4 lessons/2 weeks

I ABSTRACT

Students will gain a sense of patriotism after learning the importance of these American symbols in their lives. Students will learn the history of our country and the important Americans who were responsible for much of this history. They should be reminded that they would be the important Americans of tomorrow.

II. OVERVIEW

A. Concept Objectives for this unit:

1. Students will understand the design, colors and special meanings the flag has for our country.
2. Students will show respect for the flag and use proper flag etiquette.
3. Students will recognize our American symbols in history.
4. Students will understand the contributions made to the U.S. by American heroes.
5. Students will understand the purpose and cause of war in U.S. history.

B. Content covered from *Core Knowledge Sequence*

1. American government is based on the Constitution, the highest law of our land.
2. James Madison, "Father of the Constitution"
3. Government by the consent of the governed, "We the people"
4. President James Madison and Dolley Madison
5. Fort McHenry, Francis Scott Key, and "The Star-Spangled Banner"
6. Recognize and become familiar with the significance of U.S. Flag: current and earlier versions.
7. Statue of Liberty
8. Lincoln Memorial
9. George Washington (review from kindergarten)
10. Abraham Lincoln (review from kindergarten)

C. Skills

1. Describes proper flag etiquette during the Pledge of Allegiance and "The Star Spangled Banner" {QCC SS.1.1}
2. Describes proper flag etiquette and explains the significance of the stars, stripes, and colors. {QCC SS. 2.4}
3. Names the current president of the United States and identifies him/her as leader of our country. {QCC SS. 1.20}
4. Identifies and describes familiar symbols of our country including Uncle Sam, bald eagle, flag, and the Statue of Liberty. {QCC SS. 1.18}
5. Identifies the words of the first verse of "The Star Spangled Banner" and recognizes it as the National Anthem. {QCC SS. 4.3}
6. Identifies the structure of the government as described in the Constitution. {QCC SS. 4.1}
7. Describes key events of the Revolutionary War including Paul Revere's Ride and Valley Forge. {QCC SS. 4.21}
8. Describes major events of the War of 1812 including the writing of "The Star Spangled Banner". {QCC SS 4.25}

III. BACKGROUND KNOWLEDGE

- A. For Teachers:
 - 1. *Frank Schaffer's Teaching Club* (United States History section)
 - 2. *The Making of Our America*, Allyn & Bacon, Inc. (Learner-Verified Edition II)
 - 3. *The Children's Book of America*
 - 4. Website: <http://www.usacitylink.com/usa/?file=/citylink/usa/history.html>
- B. For Students:
 - 1. Students will have a basic understanding of The American Revolution and of the symbols of the Liberty Bell, American flag and the Eagle from the first grade units.

IV. RESOURCES

- A. Allyn and Bacon, Inc., *The Making of Our America*
- B. Bennett, William J., *The Children's Book of America*
- C. Hirsch, E. D., Jr., *What Your Second Grader Needs to Know*
- D. Milliken, Linda, *Patriotic Symbols Activity Book*. (1996 Edupress Reproducibles)
- E. Schaffer, Frank, *Frank Schaffer's Teaching Club* (Frank Schaffer Reproducibles)
- F. Scholastics, *Instructor*, Feb. 1985
- G. Teacher Created Materials, Inc., *Hooray for the USA*
- H. *The Good Apple Newspaper*, copyright 1998 (Issue 125)
- I. Western Publishing Co., Inc., *School House Rock*, video

V. LESSONS

Lesson One: The Flag

- A. *Daily Objectives*
 - 1. Concept Objectives:
 - a. Students will understand the design, colors and special meanings the flag has for our country.
 - b. Students will show respect for the flag and use proper flag etiquette.
 - c. Students will recognize our American symbols in history.
 - 2. Lesson Content
 - a. Recognize and become familiar with the significance of U.S. Flag: current and earlier versions.
 - 3. Skill Objectives
 - a. Describes proper flag etiquette during the Pledge of Allegiance and "The Star Spangled Banner" {QCC SS.1.1}
 - b. Describes proper flag etiquette and explains the significance of the stars, stripes, and colors. {QCC SS. 2.4}
 - c. Identifies and describes familiar symbols of our country including Uncle Sam, bald eagle, flag, and the Statue of Liberty. {QCC SS. 1.18}
- B. *Materials*
 - 1. One American flag for students to see as they learn about it.
 - 2. White, blue, and red construction paper, or red, white, and blue tissue paper
 - 3. One large sheet of white bulletin board paper
 - 4. Old magazines
 - 5. Large white art paper
 - 6. Glue
 - 7. Scissors
 - 8. Appendix A: Flying America's Colors activity sheet
- C. *Key Vocabulary*
 - 1. Purity-freedom from evil, innocence
 - 2. Courage-fearless or brave

3. Perseverance-continued, patient effort
 4. Justice-fairness
- D. *Procedures/Activities*
1. Introduce this lesson by first reciting the pledge to our flag, then explain the meaning of the words.
 2. Talk about the history of the United States flag.
 3. Show how a flag is to be held and the proper way to say the pledge, including the ways to respect the flag.
 4. Discuss the meanings of the symbols and colors on the flag.
 5. Activity: Make a collage of our U.S. flag by having students cut out their handprints from red and white paper. Handprints of students in white and red will be the stripes. Cut out a large blue piece for the blue field. Then students cut out white stars to put on the blue field. Make this into a large flag display to put into the hall. An optional collage could be to scrunch pieces of white tissue for the stars, and red and white pieces of tissue for the stripes. Put these stars on a blue field as the collage above.
 6. Another optional activity is to have students cut out of old magazines anything the colors of red, white and blue. Glue these pieces of colored paper in the right places to make an American flag.
 7. Students view the following website about the flag:
<http://www.si.edu/resource/faq/nmah/starflag.htm>
- E. *Assessment/Evaluation*
1. Flying America's Colors from Frank Schaffer's Teaching Club page 4 from section: Our Country, Appendix A

Lesson Two: American symbols in our history: the bald Eagle, Statue of Liberty, Washington Monument, Lincoln Memorial, and Uncle Sam

- A. *Daily Objectives*
1. Concept Objectives:
 - a. Students will recognize our American symbols in history.
 2. Lesson Content
 - a. Recognize and become familiar with the significance of U.S. Flag: current and earlier versions.
 - b. Statue of Liberty
 - c. Lincoln Memorial
 3. Skill Objectives
 - a. Identifies and describes familiar symbols of our country including Uncle Sam, bald eagle, flag, and the Statue of Liberty. {QCC SS. 1.18}
- B. *Materials*
1. To create a dimensional bald eagle students will need white meat or produce trays, brown, black and yellow tempera paint, glue and scissors.
 2. To create a stand-up model of the Washington Monument, students will need two large sheets white construction paper, scissors, ruler, pencil, and glue.
 3. For "Uncle Sam's" hat, you will need white dinner paper plates, large white construction paper, red construction paper, white die-cut stars, blue construction paper, red, white and blue yarn, glue and staples.
 4. Video- *United States Symbols* or *School House Rock-America Rock*
 5. Appendix B: Directions for constructing the Washington Monument
 6. Appendix C: Directions for Bald Eagle collage.
- C. *Key Vocabulary*
1. Talons-claws of a bird of prey
 2. Obelisk- a tall, slender, four-sided stone pillar tapering toward its pyramidal top

3. Lady Liberty- The Statue of Liberty
 4. Monument- something set up to keep alive the memory of a person or event
- D. *Procedure/Activities*
1. Students will look at pictures of these American symbols and learn the history and significance of each.
 2. Students will choose the art activity they wish to create: the bald eagle or the Washington Monument.
 3. All students will make “Uncle Sam’s” hat to be used later in the celebration.
 4. Students will view the video *United States Symbols*.
- E. *Assessment/Evaluation*
1. Students will tell all they know about each symbol.

Lesson Three: Presidents

- A. *Daily Objectives*
1. Concept Objectives
 - a. Students will recognize our American symbols in history.
 - b. Students will understand the contributions made to the U.S. by American heroes.
 2. Lesson Content
 - a. George Washington (review from kindergarten)
 - b. Abraham Lincoln (review from kindergarten)
 - c. President James Madison and Dolley Madison
 3. Skill Objectives
 - a. Names the current president of the United States and identifies him/her as leader of our country. {QCC SS. 1.20}
 - b. Identifies the structure of the government as described in the Constitution. {QCC SS. 4.1}
- B. *Materials*
1. A penny for each student
 2. Writing paper and pencils
 3. Magnifying glass
 4. Cup of salt and vinegar mixed together
- C. *Key Vocabulary*
1. Integrity- the quality of honesty and sincerity
 2. Honesty- state of being truthful
- D. *Procedures/Activities*
1. Read books on the history of George Washington and Abraham Lincoln. (See bibliography)
 2. View the following websites:
 - a. <http://www.whitehouse.gov/WH/kids/html/home.html>
 - b. <http://www.geocities.com/Sunsetstrip/Venue/5217/lincoln.html>
 - c. <http://sc94.ameslab.gov/Tour/gwash.html>
 3. Give each student a penny and ask why pennies would have a special meaning when we are learning about some of our presidents. Let students look for the statue inside the Lincoln Memorial using a magnifying glass. Then have students clean their pennies with salt and vinegar. After cleaning the pennies, students will see who has the oldest penny and subtract the date from today’s date.
 4. See examples of other money to see what president is displayed on each.
- E. *Assessment/Evaluation*
1. Students will write, “If I Were the President”.

Lesson Four: The Star Spangled Banner, The War of 1812 and The Constitution

A. Daily Objectives

1. Concept Objectives
 - a. Students will recognize our American symbols in history.
 - b. Students will understand the contributions made to the U.S. by American heroes.
 - c. Students will understand the purpose and cause of war in U.S. history.
2. Lesson Content
 - a. American government is based on the Constitution, the highest law of our land.
 - b. James Madison, “Father of the Constitution”
 - c. Government by the consent of the governed, “We the people”
 - d. President James Madison and Dolley Madison
 - e. Fort McHenry, Francis Scott Key, and “The Star-Spangled Banner”
3. Skill Objectives
 - a. Identifies the words of the first verse of “The Star Spangled Banner” and recognizes it as the National Anthem. {QCC SS. 4.3}
 - b. Identifies the structure of the government as described in the Constitution. {QCC SS. 4.1}
 - c. Describes major events of the War of 1812 including the writing of “The Star Spangled Banner”. {QCC SS 4.25}

B. Materials

1. A wall size copy of *The Star Spangled Banner*
2. Video- School House Rock (History Rock)

C. Key Vocabulary

1. Old Ironsides- the nickname of the ship called the Constitution that seemed as if the British cannonballs bounced off her as if she were made of iron
2. Twilight- the period between sunset and dark
3. Perilous- dangerous
4. Ramparts- an embankment of earth used for defense against attack

D. Procedures/Activities

1. Students will hear the story of the War of 1812 and about how we came to have our national anthem written. (Teacher lecture and video)
2. Display *The Star Spangled Banner* on the wall and explain the meaning of the words.
3. See the video School House Rock (History Rock)
4. Learn the history rap that they hear in the video.
5. Students view the following website:
<http://www.geocities.com/Heartland/Ranch/9198/war1812/w1812g.html>

E. Assessment/Evaluation

1. Students will be given a “mini-test on citizenship”, taken from Frank Schaffer’s Teaching Club with the following 10 questions about the United States:
 - a. What three colors are used on the American Flag? (red, white, blue)
 - b. How many stripes are on the U.S. Flag? (13)
 - c. How many stars are on the U.S. Flag? (50)
 - d. What does each star on the American flag stand for? (a state)
 - e. What is America’s national bird? (the bald eagle)
 - f. What is the title of the American national anthem? (*The Star Spangled Banner*)
 - g. On what date was the Declaration of Independence signed? (July 4, 1776)
 - h. What document contains the basic laws of the United States? (The Constitution)
 - i. Who wrote the national anthem? (Francis Scott Key)
 - j. What holiday is observed on July 4? (Independence Day)

VI. CULMINATING ACTIVITIES

- A. Learn a song *Hooray for America!* Taken from Instructor, Feb. 1985 (words and music by “Miss Jackie” Weissman)
- B. After learning the song, have students march while singing song and wave little individual American flags.
- C. Divide students into groups and have each group create a mobile portraying America.
- E. Have a Patriotic Party with red, white and blue crepe paper windsocks made by students as decorations. Serve a cake decorated like a flag and red punch. Students will wear the “Uncle Sam” hats to the party.

VII. HANDOUTS/STUDENT WORKSHEETS

Appendices A – D

VIII. BIBLIOGRAPHY

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- Scholastics, *Instructor*, Feb. 1985

Teacher Created Materials, Inc., *Hooray for the USA*. Huntington Beach, CA 1991 ISBN 1-55734-113-3

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United States Symbols, video

Usel, T. M., *Thomas Jefferson*

Websites: <http://www.si.edu/resource/faq/nmah/starflag.htm>
<http://www.geocities.com/Heartland/Ranch/9198/war1812g.htmwysiwyg://22/http://www.nycourist.com/libertyl.htm>
<http://www.nps.gov/stli/prod02.htm#Statue>
<http://www.usacitylink.com/usa/?file=/citylink/usa/history.html>
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Zullo, Allan, *The President Who Pardoned a Turkey and Other Wacky Tales of American History*. Watermill Press, 1996.

APPENDIX A

FLYING AMERICA'S COLORS

Draw or copy a picture of a flag. Follow the directions to color the American Flag.

1. Starting at the top, number the stripes from 1-13 with your pencil.
2. Color the odd-numbered stripes red.
3. Leave the even-numbered stripes white.
4. The 50 stars in the top left corner are white. Do not color them.
5. Color the background, or field, behind the stars blue.

Use color words to finish these sentences.

1. The American flag is _____, _____, and _____.
2. The 50 stars on the flag are _____.
3. The 13 stripes on the flag are _____ and _____.
4. The field behind the 50 stars is _____.

APPENDIX B

THE WASHINGTON MONUMENT

Project:

Make a stand-up model of the Washington Monument.

Materials:

Two large sheets white construction paper

Scissors

Ruler

Pencil

Glue

Directions:

1. Fold each sheet of construction paper in half lengthwise.
2. Measure 2 inches from the fold at one end of the paper. Make a mark. Measure 5 inches from the fold at the other end, and make a mark. Draw a straight line between the marks, and then cut on the line. Repeat the steps on second piece of paper.
3. Fold in one-half on each length of the construction paper to create flap. Overlap the flaps and glue them together, connecting all four sides to create a dimensional model.

Directions and pictures may be seen in *Patriotic Symbols Activity Book*, p 16 by Linda Miliken, Edupress. Reprinted with permission from Edupress: www.edupressinc.com

APPENDIX C

BALD EAGLE

Project:

Use recycled materials to create a dimensional bald eagle.

Materials:

White meat or produce trays

Half-sheet red or blue construction paper

Brown, black, and yellow tempera paint

Pencils

Scissors

Glue

Paintbrushes

Directions:

1. Using the illustration as a guide, draw the basic shape of a bald eagle on the chalkboard.
2. Students duplicate the drawing by cutting shapes from the meat trays. Trace the shape into the tray with a pencil tip before cutting.
3. Glue the body, head, and wing shapes in the center of the sheet of construction paper.
4. Add dimension by pasting feathers, beak, legs and talons to the basic shape. Several layers will add visual interest. Paint the layered shapes after the glue has hardened a bit.

Directions and illustrations are in *Patriotic Symbols Activity Book*. p.27 by Linda Miliken, Edupress. Reprinted with permission from Edupress: www.edupressinc.com

Appendix D

Background Information

British didn't want Americans selling supplies to the French and the French didn't want Americans selling supplies to the British. French let American ships go, but the British kept the captured ships. Finally this led into a war against the British again.

The Constitution is not a law laid down by a king, but made by the people, for the people.

James Madison is known as the father of the Constitution because so many of his ideas are in it. James Madison's wife, Dolly saved the painting of George Washington and important papers like the Constitution and Declaration of Independence during the War of 1812.

Francis Scott Key wrote *The Star Spangled Banner* when he saw the American flag flying and that poem became our national anthem.