

# American Symbols and Figures

**Grade Level or Special Area:** 4<sup>th</sup> Grade American History and Language Arts

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**Length of Unit:** (twelve to thirteen one hour lessons)

## I. ABSTRACT

- A. In this unit students will investigate the history and symbolism of The Great Seal of the United States and of the painting “Spirit of 1776”. Students will also take a look at the design of the White House and the U.S. Capitol and some of the changes these monuments have undergone over the years. This unit provides a range of activities for young learners such as creating an original seal for their family and investigating images taken in and around our Capitol. It is the intention of this unit that by studying some of the symbols and figures of our great nation that students find an interesting way to get to know some of the history of our country with its ups and downs. Through a better understanding of one’ civilization, it is also hoped that students gain a better understanding of themselves.

## II. OVERVIEW

- A. Concept Objectives
1. [Understand] and analyze some great American ... symbols in American political culture - ...”Spirit of ‘76”, the White House, [the Capitol building], and the great seal of the United States. (*Colorado Grade 4 Expectations for History, Geography and Civics, CIV.4.1.4*)
  2. [Understand] and explain the importance of national ... symbols, and ideas in their historical context as well as today. (*Colorado Grade 4 Expectations for History, Geography and Civics, HIS.4.5.C*)
  3. [Develop an awareness and] give examples of forms of expression that depict the history, daily life, and beliefs of various peoples (e.g. ... architecture). (*Colorado Grade 4 Expectations for History, Geography and Civics, HIS.4.6.D*)
  4. ... develop ideas for a variety of writing and speaking purposes... (*Colorado Grade 4 Expectations for Reading and Writing, 4.2.A*)
- B. Content from the *Core Knowledge Sequence*
1. Symbols and Figures (p. 96)
    - a. Recognize and become familiar with the significance of
      - i. *Spirit of ’76* (painting)
      - ii. White House and Capitol Building
      - iii. Great Seal of the United States
    2. The Constitution of the United States (p. 95)
      - a. Legislative branch: Congress = House of Representatives and Senate, makes laws
      - b. Executive branch: headed by the president, carries out laws
  3. Writing and Research (p. 87)
    - a. Organize material in paragraphs and understand
      - ii. How to use a topic sentence
      - iii. How to develop a paragraph with examples and details
    - b. Knows how to gather information from different sources and write short reports presenting the information in his or her own words, with attention to the following:
      - iii. providing an introduction and conclusion
      - iv. documenting sources in a rudimentary bibliography

- B. Skill Objectives
1. Gather historical data from [a variety of sources]. (*Colorado Grade 4 Expectations for History, Geography and Civics, HIS.4.2.A*)
  2. Use available technology to obtain historical information. (*Colorado Grade 4 Expectations for History, Geography and Civics, HIS.4.2.B*)
  3. Organize their writing. (*Colorado Grade 4 Expectations for Reading and Writing, 4.2.B*)
  4. Create readable documents with legible handwriting or word processing at the appropriate time. (*Colorado Grade 4 Expectations for Reading and Writing, 4.2.E*)
  5. Take notes ... and identify main ideas in resource material. (*Colorado Grade 4 Expectations for Reading and Writing, 4.5.D*)
  6. Give credit for borrowed information by telling or listing sources. (*Colorado Grade 4 Expectations for Reading and Writing, 4.5.F*)
  7. Know and use correct subject/verb agreement. (*Colorado Grade 4 Expectations for Reading and Writing, 4.3.A*)
  8. Know and use correct capitalization, punctuation... (*Colorado Grade 4 Expectations for Reading and Writing, 4.3.C*)
  9. Identify supporting details and main ideas. (*Colorado Grade 4 Expectations for Reading and Writing, 4.1.B*)
  10. Read, respond to, and discuss a variety of [work] such as content-area reading. (*Colorado Grade 4 Expectations for Reading and Writing, 4.5.A*)
  11. Set purpose for reading. (*Colorado Grade 4 Expectations for Reading and Writing, 4.1.E*)
  12. Respond to written and oral presentations as reader, listener, and an articulate speaker. (*Colorado Grade 4 Expectations for Reading and Writing, 4.4.E*)
  13. Use organizational features of electronic information (for example pull-down menus, icons, key word searches). (*Colorado Grade 4 Expectations for Reading and Writing, 4.5.C*)

### III. BACKGROUND KNOWLEDGE

- A. For Teachers
1. It is helpful if the teacher has some familiarity with “Step-Up to Writing” for the writing assignment given for the “Spirit of 1776” painting.
  2. For more in depth knowledge of the significance of the symbols and figures studied in this unit, it is recommended that the teacher follow the links provided in the bibliography. However, handouts of pertinent information on these symbols and figures are provided in the appendices of this unit.
- B. For Students
1. Produce a variety of types of writings...and make reasonable judgments about what to include in his or her own written works based on the purpose and type of composition. (3<sup>rd</sup> Grade) *Core Knowledge Sequence*, p. 65.
  2. It is helpful if students are familiar with “Step-Up to Writing” for the writing assignment given for the “Spirit of 1776” painting.

### IV. RESOURCES

- A. It is ideal if the teacher obtains the video or DVD of *The U.S. Capitol: A Vision in Stone*, Heritage Series, L.L.C. in association with the United States Capitol Historical Society, 2001. This is easily found at amazon.com. Although it is an ideal recording, it is not necessary to teach this unit. Virtual online tours of the United States Capitol can be found at <http://www.senate.gov/vtour/index.html>.

- B. It is ideal to have the video or DVD of *Where History Lives: A Tour of the White House*, directed by Timothy W. Foley, House Historical Association, 2003. This can be purchased through the White House Historical Association web site at <http://www.whitehousehistory.org/shop/default.aspx>. However, an online tour of the White House can also be found at [www.whitehouse.gov/history/whtour](http://www.whitehouse.gov/history/whtour).
- C. It is ideal if the teacher has access to a computer and a LCD projector for the lessons on the White House and Capitol which involve projecting images that can be obtained online; however, this can be worked around by making handouts of these images.
- D. Access to a computer lab in which students can do online research would be ideal. Some of the activities in this unit involve research on the students' part. Online links for learners to gather information for various activities are provided. If access to a computer lab is not possible, access to a library or relevant books and/or articles will need to be provided for students to complete some of this unit's activities.

## V. LESSONS

### Lesson One: The Great Seal of the United States of America (one lesson, approximately one hour)

#### A. Daily Objectives

1. Concept Objective(s)
  - a. [Understand] and analyze some great American ... symbols in American political culture - ...”Spirit of ‘76”, the White House, [the Capitol building], and the great seal of the United States. (*Colorado Grade 4 Expectations for History, Geography and Civics, CIV.4.1.4*)
  - b. [Understand] and explain the importance of national ... symbols, and ideas in their historical context as well as today. (*Colorado Grade 4 Expectations for History, Geography and Civics, HIS.4.5.C*)
  - c. [Develop an awareness and] give examples of forms of expression that depict the history, daily life, and beliefs of various peoples (e.g. ... architecture). (*Colorado Grade 4 Expectations for History, Geography and Civics, HIS.4.6.D*)
  - d. ...develop ideas for a variety of writing and speaking purposes... (*Colorado Grade 4 Expectations for Reading and Writing, 4.2.A*)
2. Lesson Content
  - a. Recognize and become familiar with the significance of
    - i. Great Seal of the United States
      - b. Knows how to gather information from different sources...
3. Skill Objective(s)
  - a. Take notes ... and identify main ideas in resource material. (*Colorado Grade 4 Expectations for Reading and Writing, 4.5.D*)
  - b. Read, respond to, and discuss a variety of [work] such as content-area reading. *Colorado Grade 4 Expectations for Reading and Writing, 4.5.A*)
  - c. Set purpose for reading. (*Colorado Grade 4 Expectations for Reading and Writing, 4.1.E*)

#### B. Materials

1. Appendix A: Teacher Notes / Study Guide for The Great Seal (one copy for teacher)
2. Appendix B: Student Notes / Study Guide for The Great Seal (one per student)
3. Appendix C: My Family Seal (one per student)
4. highlighters (one per student)
5. dollar bill (one per student)
6. magnifying glass (one per student)

C. *Key Vocabulary*

1. pyramid – a huge Egyptian tomb made of stone with a square base and triangular walls that meet at a point at the top
2. symbolism – when a thing is associated with abstract meaning
3. origin – basic source
4. motto – a short expression
5. authenticate – confirm; validate
6. hexagram – a six-sided figure

D. *Procedures/Activities*

1. Before beginning this activity, make an overhead of Appendix B: Student Notes / Study Guide.
2. Give each student a dollar bill and a magnifying glass for this activity. Have learners make a list of everything they notice about the back side of a dollar (5 minutes). Then ask students to turn to a student near them and share their lists (2 minutes). As a whole group, ask students what they noticed about their dollar. Narrow the class discussion to The Great Seal of the United States. Create a web on an overhead of student's responses. In the middle, write "The Great Seal of the United States" and then branch out with student responses. Ask students what they know about seals. *What is a seal? What do students know about this seal? Do they recognize any familiar objects on this seal? What is the meaning of symbolism?* Follow this class discussion by giving each student a copy of Appendix B: Student Notes / Study Guide.
3. Complete Appendix B as a class using your prepared overhead on a projector. After all questions are answered, have students highlight the key pieces of information on Appendix A with a highlighter. Refer to Appendix A for answers and suggested highlighting. Teach how to identify critical information as you are leading students through this exercise by noting that it would be pointless to highlight everything and by asking questions like: *What one or few words are needed to understand this concept?, Can we leave this part out entirely?* These key pieces are bolded in Appendix B: Teacher Copy of Notes / Study Guide. Students will be responsible to learn the highlighted information on their study guide for a test on The Great Seal. Inform students that they will be taking a quiz on this information at the beginning of lesson after the next (Lesson Three).
4. Give students a copy of Appendix C: My Family Seal. Read over this assignment together. Have learners bring this assignment home and ask their family for information on their family name origin before lesson two.

E. *Assessment/Evaluation*

1. Appendix E: Great Seal Quiz (Lesson Three)

**Lesson Two: My Family Seal (one lesson, approximately one hour)**

A. *Daily Objectives*

1. Concept Objective(s)
  - a. [Understand] and analyze some great American ... symbols in American political culture - ... "Spirit of '76", the White House, [the Capitol building], and the great seal of the United States. (*Colorado Grade 4 Expectations for History, Geography and Civics, CIV.4.1.4*)
  - b. [Understand] and explain the importance of national ... symbols, and ideas in their historical context as well as today. (*Colorado Grade 4 Expectations for History, Geography and Civics, HIS.4.5.C*)
  - c. Develop an awareness and] give examples of forms of expression that depict the history, daily life, and beliefs of various peoples (e.g. ...

- architecture). (*Colorado Grade 4 Expectations for History, Geography and Civics, HIS.4.6.D*)
- d. ...develop ideas for a variety of writing and speaking purposes... (*Colorado Grade 4 Expectations for Reading and Writing, 4.2.A*)
- 2. Lesson Content
  - a. Recognize and become familiar with the significance of
    - ii. Great Seal of the United States
- b. Knows how to gather information from different sources...
  - 3. Skill Objective(s)
    - a. Gather historical data from [a variety of sources]. (*Colorado Grade 4 Expectations for History, Geography and Civics, HIS.4.2.*)
    - b. Know and use correct capitalization, punctuation... (*Colorado Grade 4 Expectations for Reading and Writing, 4.3.C*)
- B. *Materials*
  - 1. Appendix C: My Family Seal (one copy per student)
  - 2. Appendix D: My Family Seal Rubric (one copy per student)
  - 3. Circles with 12” diameters (one per student)
  - 4. Collection of books with mottos and family name origins and meanings
  - 5. Markers and/or crayons for each student
- C. *Key Vocabulary*
  - 1. None
- D. *Procedures/Activities*
  - 1. Before this lesson, prepare a circle with a diameter of 12” for each student. Also, collect books with mottos and family name origins for students to browse for this lesson.
  - 2. Begin this lesson with a review of Appendix B. Inform students that they will be taking a quiz on this information at the beginning of the next lesson.
  - 3. Tell students that in this lesson they will be designing and creating an original family seal. Give each student should have a copy of Appendix C: My Family Seal to follow for directions and Appendix D: Family Seal Rubric. Have books with mottos and family name origins available for students to browse. Give students one class period to complete this assignment. Assign it to be completed as homework if it is not finished during class. Use Appendix D: Family Seal Rubric to evaluate family seals.
- E. *Assessment/Evaluation*
  - 1. Appendix D: Family Seal Rubric
  - 2. Appendix E: Seal Quiz (Lesson Three)

**Lesson Three: “Spirit of 1776” (one lesson, approximately one hour)**

- A. *Daily Objectives*
  - 1. Concept Objective(s)
    - a. [Understand] and analyze some great American ... symbols in American political culture - ...”Spirit of ‘76”, the White House, [the Capitol building], and the great seal of the United States. (*Colorado Grade 4 Expectations for History, Geography and Civics, CIV.4.1.4*)
    - b. [Understand] and explain the importance of national ... symbols, and ideas in their historical context as well as today. (*Colorado Grade 4 Expectations for History, Geography and Civics, HIS.4.5.C*)
    - c. [Develop an awareness and] give examples of forms of expression that depict the history, daily life, and beliefs of various peoples (e.g. ...

- architecture). (*Colorado Grade 4 Expectations for History, Geography and Civics, HIS.4.6.D*)
- d. ... develop ideas for a variety of writing and speaking purposes... (*Colorado Grade 4 Expectations for Reading and Writing, 4.2.A*)
2. Lesson Content
    - a. Recognize and become familiar with the significance of
      - iv. *Spirit of '76* (painting)
    - b. Knows how to gather information from different sources...
  3. Skill Objective(s)
    - a. Gather historical data from [a variety of sources]. (*Colorado Grade 4 Expectations for History, Geography and Civics, HIS.4.2.A*)
    - b. Take notes ... and identify main ideas in resource material. (*Colorado Grade 4 Expectations for Reading and Writing, 4.5.D*)
    - c. Read, respond to, and discuss a variety of [work] such as content-area reading. (*Colorado Grade 4 Expectations for Reading and Writing, 4.5.A*)
    - d. Set purpose for reading. (*Colorado Grade 4 Expectations for Reading and Writing, 4.1.E*)
    - e. Respond to written and oral presentations as reader, listener, and an articulate speaker. (*Colorado Grade 4 Expectations for Reading and Writing, 4.4.E*)
- B. *Materials*
1. Poster, photos for individual students or groups, or projection of the “Spirit of 1776” found at <http://www.allposters.com/gallery.asp?aid=798779&item=125105>
  2. Appendix E: Great Seal Quiz
  3. Appendix Y: Answer Keys (one copy for teacher)
  4. Appendix F: Teacher Copy of “Spirit of 1776” Facts / Study Guide (one copy for teacher)
  5. Appendix G: “Spirit of 1776” Facts / Study Guide (one copy per student)
- C. *Key Vocabulary*
1. fife – small flute
  2. veteran – experienced person
  3. spire - a tall narrow pointed structure on the top of a roof, tower, or steeple
- D. *Procedures/Activities*
1. Before beginning this lesson, obtain image(s) of “Spirit of 1776” in poster form, individual photos, or a projection of this famous painting. A nice poster image can be purchased at <http://www.allposters.com/gallery.asp?aid=798779&item=125105>.
  2. Begin this lesson with Appendix E: Great Seal Quiz (20 minutes). Use Appendix Y: Answer Keys to mark this quiz.
  3. After the quiz, all students should view an image of the “Spirit of 1776”. Tell students that the name of this painting is the “Spirit of 1776”. Ask students: *What happened in 1776?* (The American colonists created and delivered to Great Britain the Declaration of Independence.) *What war were the colonists fighting?* (They were fighting the American Revolutionary War.) Explain to students that the phrase “the spirit of 1776” is still used today to exemplify our feisty American spirit. In fact, the winning plan for the new Twin Towers in New York City has a 1776 foot spire!
  4. Give students copies of Appendix G: “Spirit of 1776” Facts / Study Guide. Use Appendix F: Teacher Copy for “Spirit of 1776” Facts / Study Guide to guide

students through Appendix G. Have students highlight key concepts as you read through Appendix G together.

5. Inform students that they will have a quiz on Appendix G in two lessons time (Lesson Five).

E. *Assessment/Evaluation*

1. Appendix J: “Spirit of 1776” Quiz (Lesson Five)
2. Appendix Y: Answer Keys

**Lesson Four: “Spirit of 1776” Writing Assignment (one lesson, approximately one hour)**

A. *Daily Objectives*

1. Concept Objective(s)
  - a. [Understand] and analyze some great American ... symbols in American political culture - ...”Spirit of ‘76”, the White House, [the Capitol building], and the great seal of the United States. (*Colorado Grade 4 Expectations for History, Geography and Civics, CIV.4.1.4*)
  - b. [Understand] and explain the importance of national ... symbols, and ideas in their historical context as well as today. (*Colorado Grade 4 Expectations for History, Geography and Civics, HIS.4.5.C*)
  - c. [Develop an awareness and] give examples of forms of expression that depict the history, daily life, and beliefs of various peoples (e.g. ... architecture). (*Colorado Grade 4 Expectations for History, Geography and Civics, HIS.4.6.D*)
  - d. ... develop ideas for a variety of writing and speaking purposes... (*Colorado Grade 4 Expectations for Reading and Writing, 4.2.A*)
2. Lesson Content
  - a. Recognize and become familiar with the significance of
    - v. *Spirit of ’76* (painting)
  - b. Organize material in paragraphs and understand
    - vi. How to use a topic sentence
    - vii. How to develop a paragraph with examples and details
  - b. Knows how to gather information from different sources and write short reports presenting the information in his or her own words, with attention to the following:
    - i. providing an introduction and conclusion
  - d. documenting sources in a rudimentary bibliography
4. Skill Objective(s)
  - a. Gather historical data from [a variety of sources]. (*Colorado Grade 4 Expectations for History, Geography and Civics, HIS.4.2.A*)
  - b. Organize their writing. (*Colorado Grade 4 Expectations for Reading and Writing, 4.2.B*)
  - c. Create readable documents with legible handwriting or word processing at the appropriate time. (*Colorado Grade 4 Expectations for Reading and Writing, 4.2.E*)
  - d. Take notes ... and identify main ideas in resource material. (*Colorado Grade 4 Expectations for Reading and Writing, 4.5.D*)
  - e. Know and use correct subject/verb agreement. (*Colorado Grade 4 Expectations for Reading and Writing, 4.3.A*)
  - f. Know and use correct capitalization, punctuation... (*Colorado Grade 4 Expectations for Reading and Writing, 4.3.C*)
  - g. Identify supporting details and main ideas. (*Colorado Grade 4 Expectations for Reading and Writing, 4.1.B*)

- h. Read, respond to, and discuss a variety of [work] such as content-area reading. *Colorado Grade 4 Expectations for Reading and Writing, 4.5.A)*
  - i. Set purpose for reading. (*Colorado Grade 4 Expectations for Reading and Writing, 4.1.E)*
  - j. Respond to written and oral presentations as reader, listener, and an articulate speaker. (*Colorado Grade 4 Expectations for Reading and Writing, 4.4.E)*
- B. *Materials*
- 1. Appendix H: “Spirit of 1776” Writing Assignment and Rubric (one copy per student)
  - 2. Appendix I: Spirit Paragraph and Template (one copy per student; colored copies would be ideal)
- C. *Key Vocabulary*
- 1. Template – something that serves as a pattern
- D. *Procedures/Activities*
- 1. Give each student a copy of Appendix H: “Spirit of 1776” Writing Assignment and Rubric. As a class, read the assignment and rubric detailed on Appendix H together.
  - 2. Give students copies of Appendix I: Spirit Paragraph Template. This template is meant to help students – especially those who find writing difficult - complete the writing assignment on Appendix H sentence by sentence. (The different colors on the template represent the following: Green means “Go!” or “Go back to the beginning”, Yellow means “Slow down!” and use a transition to move into one of the main points in your topic sentence, Red means “Stop!” and support your point with reasons, details, or facts.)
  - 3. Have students get started on this assignment using the information provided on Appendix G to help them develop their paragraphs. Assist individuals as needed.
  - 4. Inform students that this assignment will be due in two lessons’ time (Lesson Six).
- E. *Assessment/Evaluation*
- 1. Appendix H: “Spirit of 1776” Writing Assignment and Rubric

**Lesson Five: The White House Fun Facts – Part One (one lesson, approximately one hour)**

- A. *Daily Objectives*
- 1. Concept Objective(s)
    - a. [Understand] and analyze some great American ... symbols in American political culture - ...”Spirit of ‘76”, the White House, [the Capitol building], and the great seal of the United States. (*Colorado Grade 4 Expectations for History, Geography and Civics, CIV.4.1.4)*
    - b. [Understand] and explain the importance of national ... symbols, and ideas in their historical context as well as today. (*Colorado Grade 4 Expectations for History, Geography and Civics, HIS.4.5.C)*
    - c. [Develop an awareness and] give examples of forms of expression that depict the history, daily life, and beliefs of various peoples (e.g. ... architecture). (*Colorado Grade 4 Expectations for History, Geography and Civics, HIS.4.6.D)*
    - d. ... develop ideas for a variety of writing and speaking purposes... (*Colorado Grade 4 Expectations for Reading and Writing, 4.2.A)*
  - 2. Lesson Content

- a. Recognize and become familiar with the significance of
        - viii. White House and Capitol Building
      - b. The Constitution of the United States
    - i. Executive branch: headed by the president, carries out laws
      - c. Knows how to gather information from different sources...
  - 3. Skill Objective(s)
    - a. Gather historical data from [a variety of sources]. (*Colorado Grade 4 Expectations for History, Geography and Civics, HIS.4.2.A*)
    - b. Use available technology to obtain historical information. (*Colorado Grade 4 Expectations for History, Geography and Civics, HIS.4.2.B*)
    - c. Create readable documents with legible handwriting or word processing at the appropriate time. (*Colorado Grade 4 Expectations for Reading and Writing, 4.2.E*)
    - d. Take notes ... and identify main ideas in resource material. (*Colorado Grade 4 Expectations for Reading and Writing, 4.5.D*)
    - e. Give credit for borrowed information by telling or listing sources. (*Colorado Grade 4 Expectations for Reading and Writing, 4.5.F*)
    - f. Know and use correct subject/verb agreement. (*Colorado Grade 4 Expectations for Reading and Writing, 4.3.A*)
    - g. Know and use correct capitalization, punctuation... (*Colorado Grade 4 Expectations for Reading and Writing, 4.3.C*)
    - h. Read, respond to, and discuss a variety of [work] such as content-area reading. *Colorado Grade 4 Expectations for Reading and Writing, 4.5.A*)
    - i. Set purpose for reading. (*Colorado Grade 4 Expectations for Reading and Writing, 4.1.E*)
    - j. Respond to written and oral presentations as reader, listener, and an articulate speaker. (*Colorado Grade 4 Expectations for Reading and Writing, 4.4.E*)
- B. *Materials*
  - 1. Appendix J: "Spirit of 1776" Quiz (one copy per student)
  - 2. Appendix Y: Answer Keys (one copy for teacher)
  - 3. Appendix K: Believe it Or Not White House Template One (one copy of the top portion for each student and ten copies of the bottom portion per student)
  - 4. Appendix L: Believe it or Not Template Two (one copy per student)
  - 5. *White House Tour* film (available at <http://www.whitehousehistory.org/shop>) or computer and LCD access to view Spotty's White House Tour at [www.whitehouse.gov/history/whtour](http://www.whitehouse.gov/history/whtour))
  - 6. Appendix M: Believe it Or Not Assignment / Rubric (one copy per student)
  - 7. Appendix N: A Short History of the White House (one copy per student)
- C. *Key Vocabulary*
  - 1. President – leader
  - 2. White House – the American president's house and workplace
- D. *Procedures/Activities*
  - 1. Give students Appendix J: Quiz on "Spirit of 1776" (15 minutes).
  - 2. Write "White House" in the middle of a projected overhead and draw a circle around these words. Then ask students what they know about the White House. As students tell what they know, jot down their answers by creating a web which branches out from the center.
  - 3. Explain to students that they will be learning even more about the White House and that they will be creating a "Believe it Or Not" research booklet as part of

their study of the White House. Give each student copies of Appendix M: Believe it Or Not Assignment / Rubric. As a class, read Appendix M together pointing out the criteria students will be graded on and expectations for the assignment. Make sure to stress the importance of providing a rudimentary bibliography for this assignment. Inform students that for this lesson and for the following lesson, they will be gathering facts for their booklet. When they have ten solid facts gathered, they will be provided templates on which to create their booklets. Show them these templates (Appendices K and L), but do not hand them to students until they have gathered ten facts.

4. Next, watch *White House Tour* (available at <http://www.whitehousehistory.org/shop>) or show Spotty's White House Tour which can be found at [www.whitehouse.gov/history/whtour](http://www.whitehouse.gov/history/whtour).
5. Tell students to take notes as they watch the film (or as you guide them through Spotty's tour). The facts that they gather from the film can help them complete their "Believe it or Not" booklets. Inform students that their Believe it Or Not White House booklets will be due in three lessons time. They can expect class time to complete this assignment.

E. *Assessment/Evaluation*

1. Appendix M: Believe it Or Not Assignment / Rubric

**Lesson Six: White House Fun Facts – Part Two (one lesson, approximately one hour)**

F. *Daily Objectives*

1. Concept Objective(s)
  - a. [Understand] and analyze some great American ... symbols in American political culture - ...”Spirit of ‘76”, the White House, [the Capitol building], and the great seal of the United States. (*Colorado Grade 4 Expectations for History, Geography and Civics, CIV.4.1.4*)
  - b. [Understand] and explain the importance of national ... symbols, and ideas in their historical context as well as today. (*Colorado Grade 4 Expectations for History, Geography and Civics, HIS.4.5.C*)
  - c. [Develop an awareness and] give examples of forms of expression that depict the history, daily life, and beliefs of various peoples (e.g. ... architecture). (*Colorado Grade 4 Expectations for History, Geography and Civics, HIS.4.6.D*)
  - d. ... develop ideas for a variety of writing and speaking purposes... (*Colorado Grade 4 Expectations for Reading and Writing, 4.2.A*)
2. Lesson Content
  - a. Recognize and become familiar with the significance of
    - ix. White House and Capitol Building
    - b. The Constitution of the United States
  - ii. Executive branch: headed by the president, carries out laws
    - c. Knows how to gather information from different sources...
3. Skill Objective(s)
  - a. Gather historical data from [a variety of sources]. (*Colorado Grade 4 Expectations for History, Geography and Civics, HIS.4.2.A*)
  - b. Use available technology to obtain historical information. (*Colorado Grade 4 Expectations for History, Geography and Civics, HIS.4.2.B*)
  - c. Create readable documents with legible handwriting or word processing at the appropriate time. (*Colorado Grade 4 Expectations for Reading and Writing, 4.2.E*)

- d. Take notes ... and identify main ideas in resource material. (*Colorado Grade 4 Expectations for Reading and Writing, 4.5.D*)
- e. Give credit for borrowed information by telling or listing sources. (*Colorado Grade 4 Expectations for Reading and Writing, 4.5.F*)
- f. Know and use correct subject/verb agreement. (*Colorado Grade 4 Expectations for Reading and Writing, 4.3.A*)
- g. Know and use correct capitalization, punctuation... (*Colorado Grade 4 Expectations for Reading and Writing, 4.3.C*)
- h. Read, respond to, and discuss a variety of [work] such as content-area reading. *Colorado Grade 4 Expectations for Reading and Writing, 4.5.A*)
- i. Set purpose for reading. (*Colorado Grade 4 Expectations for Reading and Writing, 4.1.E*)
- j. Respond to written and oral presentations as reader, listener, and an articulate speaker. (*Colorado Grade 4 Expectations for Reading and Writing, 4.4.E*)
- k. Use organizational features of electronic information (for example pull-down menus, icons, key word searches). (*Colorado Grade 4 Expectations for Reading and Writing, 4.5.C*)

G. *Materials*

- 1. Computer and online access for all students or a collection of books about the White House
- 2. Map of the United States which clearly shows the District of Columbia
- 3. Appendix N: A Short History of the White House (one copy per student)
- 4. Appendix M: Believe it or Not Assignment / Rubric (one copy per student)

H. *Key Vocabulary*

- 1. Congress - the governing and law-making body in the United States
- 2. Astronomer - someone who specializes in studying planets and other objects in outer space
- 3. Artisan – skilled craftsperson
- 4. Engineer - somebody who plans, oversees, or brings about construction
- 5. Baroque – a style of art which came about in the 1600’s during a time of experimentation
- 6. Renaissance - the period in European history from about the 14th through 16th centuries which marked the end of the Middle Ages and featured major cultural and artistic change
- 7. Oval – shaped like an egg
- 8. Executive – decision-making

I. *Procedures/Activities*

- 1. Begin class by giving each student a copy of Appendix N: A Short History of the White House. Read this handout together as a class.
- 2. During this lesson, students will be researching, taking notes and completing their *Believe it or Nor* booklets. They may use the notes they gathered while watching a tour of the White House from Lesson Five, Appendix N, from books you’ve provided, or from the Internet. Online sources include:  
[www.whitehouse.gov/kids/tour](http://www.whitehouse.gov/kids/tour),  
[www.whitehousehistory.org/04/subs/04\\_a01\\_d.html](http://www.whitehousehistory.org/04/subs/04_a01_d.html),  
[www.whitehouse.gov/history/life/familylife.html](http://www.whitehouse.gov/history/life/familylife.html),  
<http://www.pbs.org/weta/whitehouse.whhome.htm>,  
<http://www.pbs.org/weta/whitehouse/world.htm>,  
[www.whitehousehistory.org/06/subs/06\\_bio.html](http://www.whitehousehistory.org/06/subs/06_bio.html).

3. Review with students Appendix M: Believe it Or Not Assignment / Rubric and inform them that their “Believe it Or Not” White House booklets are due in two lessons time if they are not completed by the end of this lesson.
- J. *Assessment/Evaluation*
1. Appendix M: Believe it or Not Assignment / Rubric

**Lesson Seven: White House Design (adapted from *From the White House of yesterday to the White House of Today: How Was the White House Designed?*) (two lessons, approximately one hour each)**

A. *Daily Objectives*

1. Concept Objective(s)
  - a. [Understand] and analyze some great American ... symbols in American political culture - ...”Spirit of ‘76”, the White House, [the Capitol building], and the great seal of the United States. (*Colorado Grade 4 Expectations for History, Geography and Civics, CIV.4.1.4*)
  - b. [Understand] and explain the importance of national ... symbols, and ideas in their historical context as well as today. (*Colorado Grade 4 Expectations for History, Geography and Civics, HIS.4.5.C*)
  - c. [Develop an awareness and] give examples of forms of expression that depict the history, daily life, and beliefs of various peoples (e.g. ... architecture). (*Colorado Grade 4 Expectations for History, Geography and Civics, HIS.4.6.D*)
  - d. ... develop ideas for a variety of writing and speaking purposes... (*Colorado Grade 4 Expectations for Reading and Writing, 4.2.A*)
2. Lesson Content
  - a. Recognize and become familiar with the significance of
    - x. White House and Capitol Building
  - b. The Constitution of the United States
    - xi. Executive branch: headed by the president, carries out laws
  - c. Organize material in paragraphs and understand
    - xii. How to use a topic sentence
    - xiii. How to develop a paragraph with examples and details
  - d. Knows how to gather information from different sources and write short reports presenting the information in his or her own words, with attention to the following:
- iii. providing an introduction and conclusion
3. Skill Objective(s)
  - a. Use available technology to obtain historical information. (*Colorado Grade 4 Expectations for History, Geography and Civics, HIS.4.2.B*)
  - b. Organize their writing. (*Colorado Grade 4 Expectations for Reading and Writing, 4.2.B*)
  - c. Identify supporting details and main ideas. (*Colorado Grade 4 Expectations for Reading and Writing, 4.1.B*)
  - d. Read, respond to, and discuss a variety of [work] such as content-area reading. (*Colorado Grade 4 Expectations for Reading and Writing, 4.5.A*)
  - e. Respond to written and oral presentations as reader, listener, and an articulate speaker. (*Colorado Grade 4 Expectations for Reading and Writing, 4.4.E*)

B. *Materials*

1. Computer, online access, and LCD projector or handouts of the following images: shack: [http://lcweb2.loc.gov/cgi-bin/query/i?ammem/cdn:@field\(NUMBER+@band\(ichicdn+n003554\);](http://lcweb2.loc.gov/cgi-bin/query/i?ammem/cdn:@field(NUMBER+@band(ichicdn+n003554);) advertisement: [http://www.whitehousehistory.org/04/subs/images\\_02/frame\\_photo\\_403e.html](http://www.whitehousehistory.org/04/subs/images_02/frame_photo_403e.html); site: [http://www.whitehousehistory.org/04/subs/images\\_02/frame\\_photo\\_403d.html](http://www.whitehousehistory.org/04/subs/images_02/frame_photo_403d.html); city plan: [http://www.whitehousehistory.org/05/subs/05\\_f.html](http://www.whitehousehistory.org/05/subs/05_f.html); city plan two: [http://www.whitehousehistory.org/04/subs/images\\_02/frame\\_photo\\_403c.html](http://www.whitehousehistory.org/04/subs/images_02/frame_photo_403c.html); James Diamond's Design: [http://www.whitehousehistory.org/04/subs/1792\\_b.html](http://www.whitehousehistory.org/04/subs/1792_b.html); James Hoban's Design: [http://www.whitehousehistory.org/04/subs/1792\\_c.html](http://www.whitehousehistory.org/04/subs/1792_c.html); Design by "A.Z": [http://www.whitehousehistory.org/04/subs/1792\\_a.html](http://www.whitehousehistory.org/04/subs/1792_a.html);
  2. Appendix O: White House Points of View (one copy per student)
  3. Appendix P: Persuasive Statement Assignment / Rubric (one copy per student)
  4. Appendix Q: Statement Recipe Card (one copy per student)
  5. Appendix R: Transcript of Text for White House Design Competition (one copy per student)
- C. *Key Vocabulary*
1. persuasion – influence; urging
  2. point of view – opinion; what a person thinks
- D. *Procedures/Activities*  
(Day One)

Teacher Note: This lesson is written in a way that assumes the teacher has Internet access and an LCD projector. If this is not the case, handouts will need to be made of the eight images listed under item one of the Materials for this lesson.

1. Project an image of a shack found at [http://lcweb2.loc.gov/cgi-bin/query/i?ammem/cdn:@field\(NUMBER+@band\(ichicdn+n003554\);](http://lcweb2.loc.gov/cgi-bin/query/i?ammem/cdn:@field(NUMBER+@band(ichicdn+n003554);) Ask students what assumptions would be made about our President if he lived in this house. *What would make this shack appropriate for our President? (He is not a king and can be elected from common people.) What would make it inappropriate? (For heaven's sake, he is our President and should live in a place in which he can receive leaders from all over the world.) What characteristics should the official home of our President (or any countries' leader) have?* Explain to students that in this lesson they'll be looking at how the White House was designed and its functions.
2. Project the advertisement for the design contest for the White House found at [http://www.whitehousehistory.org/04/subs/images\\_02/frame\\_photo\\_403e.html](http://www.whitehousehistory.org/04/subs/images_02/frame_photo_403e.html). Give each student a copy of Appendix R: Transcript of Text for White House Design Competition. As a class, focus in on the requirements for a winning design. First, the building would have to fit in the site selected. Look at the site chosen at [http://www.whitehousehistory.org/04/subs/images\\_02/frame\\_photo\\_403d.html](http://www.whitehousehistory.org/04/subs/images_02/frame_photo_403d.html) and L'Enfant's plan for the cities' layout at [http://www.whitehousehistory.org/05/subs/05\\_f.html](http://www.whitehousehistory.org/05/subs/05_f.html) and [http://www.whitehousehistory.org/04/subs/images\\_02/frame\\_photo\\_403c.html](http://www.whitehousehistory.org/04/subs/images_02/frame_photo_403c.html). Note that it is near the Potomac and that the site is close to the place the Capitol would be built. L'Enfant proposed a palace be built. Ask students why they think a simpler design was finally chosen. (Perhaps the colonists did not want

their leader to be too much like a king.) Another criterion for the winning design was that it would have to be expandable. In fact, over the several hundred years of its existence, porches, wings, stairs, a greenhouse, a third floor, a bomb shelter, and movie theatre have been added!

3. Share three of the original drawings submitted. James Diamond's Design [http://www.whitehousehistory.org/04/subs/1792\\_b.html](http://www.whitehousehistory.org/04/subs/1792_b.html), James Hoban's Design [http://www.whitehousehistory.org/04/subs/1792\\_c.html](http://www.whitehousehistory.org/04/subs/1792_c.html) (the winning design), and Design by "A.Z" [http://www.whitehousehistory.org/04/subs/1792\\_a.html](http://www.whitehousehistory.org/04/subs/1792_a.html) which some historians believe was Thomas Jefferson. Ask students to compare the three designs. *Which is the most like a home? Which is most like a palace? What adjectives would they use to describe the houses?* Make the point that the White House is not a lavish palace, but that it is a lavish home. Thomas Jefferson and the city commissioners would have elected for a residence that was not so lavish, but George Washington had a different opinion. He thought the President's house should be prominent and exceptional and made of stone with stone carvings. In the end, Washington got his way and the White House was the finest residence in the new republic when it was built.
4. Ask students the following: *Why do you think Washington wanted a grand home for the President?* (Perhaps he thought the president should have a home that showed his high status in society or a home which would impress visitors from other nations.) *Why do you think Jefferson wanted a simpler design?* (Perhaps Jefferson wanted the president's home to show that he was an elected official and not above the common man.) *Do you agree with Jefferson or Washington? In hindsight, knowing how the United States would grow, would you have chosen a different design for the White House? Can you see James Hoban's design within the White House of today?* (Yes. If you look left and right of center of the original building, you can see Hoban's original design in today's expanded White House.)
5. Give students a copy of the following appendices: Appendix O: White House Points of View, Appendix P: Persuasive Statement Assignment / Rubric, and Appendix Q: Statement Recipe Card.
6. Refer students to Appendix O and explain to them that they will be assigned a viewpoint from Appendix O on which they will need support.
7. Next, refer students to Appendix P: Persuasive Statement Assignment / Rubric. Explain to them that they will be preparing a persuasive statement for a view which will be assigned to them – whether or not they agree with the view they are assigned. They must have at least three solid statements of support for the stand they are assigned. Tell them to look at Appendix Q: Statement Recipe Card. They should begin by using this appendix to formulate their statement. They may also use Appendix Q as their cue card when they deliver their statement to the class. Point out that all presenters should have a clear opening and concluding statement and three points to support their given stand. Remind them to also practice their delivery. When presenting their statements to the class, they should stand straight up, make eye contact with the class, be loud enough to be heard, and show appropriate enthusiasm. Read through the provided rubric which will be used for grading.
8. Finally, assign one view for each question to two to three students depending on the size of your class. Tell students to be ready to present their assigned view the following day.

(Day Two)

9. Have students present their persuasive statements. Use Appendix P: Persuasive Statements Assignment / Rubric to assess their performance.
- E. *Assessment/Evaluation*
1. Appendix P: Persuasive Statement Assignment / Rubric

**Lesson Eight: The United States Capitol (adapted from *A Landmark Lesson: The United States Capital Building*) (four to five lessons, approximately one hour each)**

A. *Daily Objectives*

1. Concept Objective(s)
  - a. [Understand] and analyze some great American ... symbols in American political culture - ...”Spirit of ‘76”, the White House, [the Capitol building], and the great seal of the United States. (*Colorado Grade 4 Expectations for History, Geography and Civics, CIV.4.1.4*)
  - b. [Understand] and explain the importance of national ... symbols, and ideas in their historical context as well as today. (*Colorado Grade 4 Expectations for History, Geography and Civics, HIS.4.5.C*)
  - c. [Develop an awareness and] give examples of forms of expression that depict the history, daily life, and beliefs of various peoples (e.g. ... architecture). (*Colorado Grade 4 Expectations for History, Geography and Civics, HIS.4.6.D*)
  - d. . develop ideas for a variety of writing and speaking purposes... (*Colorado Grade 4 Expectations for Reading and Writing, 4.2.A*)
2. Lesson Content
  - a. Recognize and become familiar with the significance of
    - xiv. White House and Capitol Building
  - b. Legislative branch: Congress = House of Representatives and Senate, makes laws
  - c. Knows how to gather information from different sources and write short reports presenting the information in his or her own words, with attention to the following:
    - iv. providing an introduction and conclusion
3. Skill Objective(s)
  - a. Gather historical data from [a variety of sources]. (*Colorado Grade 4 Expectations for History, Geography and Civics, HIS.4.2.A*)
  - b. Use available technology to obtain historical information. (*Colorado Grade 4 Expectations for History, Geography and Civics, HIS.4.2.B*)
  - c. Take notes ... and identify main ideas in resource material. (*Colorado Grade 4 Expectations for Reading and Writing, 4.5.D*)
  - d. Identify supporting details and main ideas. (*Colorado Grade 4 Expectations for Reading and Writing, 4.1.B*)
  - e. Read, respond to, and discuss a variety of [work] such as content-area reading. (*Colorado Grade 4 Expectations for Reading and Writing, 4.5.A*)
  - f. Set purpose for reading. (*Colorado Grade 4 Expectations for Reading and Writing, 4.1.E*)
  - g. Respond to written and oral presentations as reader, listener, and an articulate speaker. (*Colorado Grade 4 Expectations for Reading and Writing, 4.4.E*)
  - h. Use organizational features of electronic information (for example pull-down menus, icons, key word searches). (*Colorado Grade 4 Expectations for Reading and Writing, 4.5.C*)

B. *Materials*

1. Appendix S: A Short History of the Capitol (one copy per student)
2. *The U.S. Capitol: A Vision in Stone* film (available at amazon.com) or computer and LCD access to view an online tour of the capitol at <http://www.senate.gov/vtour/index.html>
3. Power Point (ideal, but not necessary)
4. Appendix T: Group One Assignment (one for each student in group one)
5. Appendix U: Group Two and Group Three Assignment (one for each student in these groups)
6. Poster board or a large sheet of paper, markers, crayons, and rulers (group three)
7. Appendix V: Group Four Assignment (one for each student in group four)
8. Appendix W: Group Five Assignment (one for each student in group five)
9. Appendix X: Capital Presentation Rubric (one copy per student)

C. *Key Vocabulary*

1. Neoclassical – an art movement in the 1800’s which imitated the art forms in ancient Rome and Greece
2. Ironically – as luck would have it

D. *Procedures/Activities*  
(Day One)

1. Before class, organize your students into groups of three. There are five separate assignments for five separate groups for this lesson. (Refer to Appendices T through W for various assignments.) Depending on the size of the class, some group assignments may be given to more than one group. Of the five assignments, keep in mind that Group Five (Appendix W) is the easiest of the lot. If the technology is available, in the interest of time it is advisable that the teacher put together basic Power Point slide shows for each of the groups. (See Appendices T through W for the selected images.) This way the visual portion for each group’s presentation is provided and the groups will only need to piece together their commentary.
2. Begin class by giving each student a copy of Appendix S: A Short History of the Capitol and read it together as a class.
3. Watch the video *The U.S. Capitol: A Vision in Stone* or view an online tour of the capitol found at <http://www.senate.gov/vtour/index.html>.
4. Next, show class this vintage advertisement found at <http://lcweb.loc.gov/exhibits/us.capitol/kksixty.jpg>. *What do they think the ad is trying to communicate about the product?* (Perhaps the company that makes this cereal is all-American.) *What building is in the ad?* (The U.S. Capitol is in the ad.) *What does the capitol have to do with Quaker Wheat Berries?* (Not very much, but perhaps the makers of this product consider themselves as founders of our country.) *What do you think about using the U.S. Capitol to advertise cereal?* (I think it is tacky. Or, why shouldn’t the capitol be used in advertisement? It does belong to the American people.) *Why would some people believe it should be treated in a special way?* (It’s a symbol of our country and should merit some respect. It is not a common building and should not be used as one.) *Or, is it just a building?* (It’s just a building that belongs to the American people. American business helps support our government, so they ought to be able to use government icons to advertise.)
5. Explain to students that they are going to be placed in groups of three for the class’s investigation of the U. S. Capitol. Depending on the group they are placed in, they will be investigating historical events that have occurred in or around the capitol, what happens in the capitol, the neighboring buildings of the

capitol, artwork in the capitol, or how the capitol is used in advertisement. After their group investigations, students will present their findings to the entire class. They must use audio/visual aids in their presentations. (It's ideal if the groups project their work using Power Point. Please see step one of this lesson for a teacher suggestion on the use of Power Point. Allow groups to duplicate enough copies of their images and make these images available to the class if the needed technology to project images is not available.)

6. Give each student a copy of Appendix X: Capital Presentation Rubric. Read through the entire rubric together. Point out to students that many of the same elements they were evaluated on in Lesson Seven with Appendix P: Persuasive Statement Assignment / Rubric are the same fundamentals they will be graded on for their group presentations.
7. Next, give assignments to your groups of three and give each group Appendix T, U, V or W according to their placement.

(Day Two and Three)

8. Have students research and put together their presentations on day two and three of this lesson. It is ideal for students to have access to a computer lab with Internet access. The teacher assists and coaches groups as needed on these days.

(Day Four and Day Five)

9. It's show time! Have students present their findings! Use Appendix X: Capital Presentation Rubric to assess their presentations.
10. After all groups have presented, hold a discussion on what makes our Capitol an American landmark and symbol. Begin by asking: *What makes the Capitol such an important building?*

*Assessment/Evaluation*

2. Appendix X: Capital Presentation Rubric

### **CULMINATING ACTIVITY**

- A. If you are teaching this unit at the end of teaching American History and Government, a fun activity would be to have a class tea party. For this party, have students dress up as their favorite symbol, figure, or person from the period of American history covered in the Core Knowledge Sequence. Students may choose to be elaborate or simple in their costume design, but they must have three interesting facts about their chosen symbol, figure, or person posted on a note card on the back of their costume. Keep the celebration true to the period and actually serve tea and biscuits that are similar to what would have been served at a tea party in the late 1700's and early 1800's. Suggested music for the party would be classical pieces by Bach or by other composers from this era. Also, ask students to bring their own tea cup and saucer, preferably china!

### **3. HANDOUTS/WORKSHEETS**

- A. Appendix A: Teacher Copy of Notes / Study Guide for the Great Seal (Lessons One and Lesson Two)
- B. Appendix B: Student Copy of Notes / Study Guide for the Great Seal (Lessons One and Lesson Two)
- C. Appendix C: My Family Seal (Lesson One and Lesson Two)
- D. Appendix D: My Family Seal Rubric (Lesson Two)
- E. Appendix E: Great Seal Quiz (Lesson Three)
- F. Appendix F: Teacher Copy of Spirit Notes / Study Guide (Lesson Three)
- G. Appendix G: "Spirit of 1776" Facts / Study Guide (Lesson Three)
- H. Appendix H: "Spirit of 1776" Writing Assignment and Rubric (Lesson Four)
- I. Appendix I: Spirit Paragraph and Template (Lesson Four)

- J. Appendix J: “Spirit of 1776” Quiz (Lesson Five)
- K. Appendix K: Believe it Or Not White House Template One (Lesson Five)
- L. Appendix L: Believe it or Not Template Two (Lesson Five)
- M. Appendix M: Believe it or Not Assignment / Rubric (Lesson Five and Lesson Six)
- N. Appendix N: A Short History of the White House (Lesson Six)
- O. Appendix O: White House Points of View (Lesson Seven)
- P. Appendix P: Persuasive Statement Assignment / Rubric (Lesson Seven)
- Q. Appendix Q: Statement Recipe Card (Lesson Seven)
- R. Appendix R: Transcript of Text for White House Design Competition (Lesson Seven)
- S. Appendix S: A Short History of the Capitol (Lesson Eight)
- T. Appendix T: Group One Assignment (Lesson Eight)
- U. Appendix U: Group Two and Group Three Assignment (Lesson Eight)
- V. Appendix V: Group Four Assignment (Lesson Eight)
- W. Appendix W: Group Five Assignment (Lesson Eight)
- X. Appendix X: Capitol Presentation Rubric (Lesson Eight)
- Y. Appendix Y: Answer Keys (Lesson Three and Lesson Five)

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### **A Very Short History of Seals**

The use of seals is ancient. For the past 6,000 years cultures have used seals to show ownership or to show that a document is legal or genuine. Seals have been used across the world including ancient China, Egypt, Greece and Rome. One of the earliest types of seals was a seal ring in which a gem for decoration was used to form the seal.

On July 4, 1776, a committee was appointed by the Continental Congress to create the Great Seal of the United States. This seal would authenticate signatures on treaties and other official documents. The great seal is the actual engraved metal that impresses the design into a document. It is also the impression made by the die. The Great Seal is kept at the State Department in a cabinet. It is inside a glass case and kept locked at all times. It's usually used for documents used in international affairs - treaties, international agreements, appointments of Ambassadors, etc. Originally, the seal hung from a ribbon or a cord attached to a document - that is why it has two sides. Impressions were made from both sides of the glob of wax that hung from the cord. Today, a paper wafer is glued to the document, and then the paper is pressed with the seal. The main creators of the Great Seal of the United States are Benjamin Franklin and Thomas Jefferson. It took six years to complete the design of The Great Seal.

### **The Great Seal Symbols**

**Bald Eagle:** The bald eagle was chosen to be our nation's coat of arms (the official mark of an independent nation's authority) because it is a species only found in North America. The bald eagle is the main figure on the front of The Great Seal and is holding an olive branch and a bundle of 13 arrows that represent "the power of peace and war". The eagle faces the olive branch to show that peace is emphasized over war.

**Pyramid:** The main figure on the reverse side of The Great seal is a pyramid which signifies strength and longevity. There was a fascination in the late eighteenth century about Egypt and things Egyptian. The pyramid is also unfinished! American history is always alive and growing, always unfinished!

**Three Latin mottos:**

***E pluribus unum***: from many, one; a clear reference to the thirteen colonies united into one nation

***Annuit Coeptis***: He has smiled on our undertakings (or God is in favor of the American cause)

***Novus ordo seclorum***: New order of the ages (or the beginning of the new American era); underneath is the date of the Declaration of Independence in Roman numerals - MDCCLXXVI - 1776.

**Eight symbols representative of the number 13 which represent our 13 original American colonies:**

13 stars in the constellation - in the shape of a hexagram - a new state taking its rank among other powers in the world

13 stripes on the shield (7 white and 6 red) - shield represents out of many, one

13 arrows in the eagle's left talon (Sticks alone are easily broken, but sticks in a bundle are unbreakable)

13 letters in *E pluribus unum*

13 letters in *Annuit Coeptis*

13 leaves on the olive branch

13 olives on the olive branch

13 levels of the pyramid

**Glory**: A glory is on both sides of the great seal. The glory is a symbol of providence (God).

**Eye**: The eye represents God overlooking our nation. Many cultures see the eye as divine.

**Escutcheon (or shield)**: The shield is on the breast of an American eagle without any other supporters to show that the United States of America is independent and relies on itself.

**Source:**

*The Great Seal of the United States of America*. [On-line]. Available URL: <http://www.greatseal.com>, Date of Access: 5/27/04.

### **A Very Short History of Seals**

The use of seals is ancient. For the past 6,000 years cultures have used seals to show ownership or to show that a document is legal or genuine. Seals have been used across the world including ancient China, Egypt, Greece and Rome. One of the earliest types of seals was a seal ring in which a gem for decoration was used to form the seal.

On July 4, 1776, a committee was appointed by the Continental Congress to create the Great Seal of the United States. This seal would authenticate signatures on treaties and other official documents. The great seal is the actual engraved metal that impresses the design into a document. It is also the impression made by the die. The Great Seal is kept at the State Department in a cabinet. It is inside a glass case and kept locked at all times. It's usually used for documents used in international affairs - treaties, international agreements, appointments of Ambassadors, etc. Originally, the seal hung from a ribbon or a cord attached to a document - that is why it has two sides. Impressions were made from both sides of the glob of wax that hung from the cord. Today, a paper wafer is glued to the document, and then the paper is pressed with the seal. The main creators of the Great Seal of the United States are Benjamin Franklin and Thomas Jefferson. It took six years to complete the design of The Great Seal.

### **The Great Seal Symbols**

**Bald Eagle:** The bald eagle was chosen to be our nation's coat of arms (the official mark of an independent nation's authority) because it is a species only found in \_\_\_\_\_ America. The bald eagle is the main figure on the front of The Great Seal and is holding an \_\_\_\_\_ and a bundle of \_\_\_\_\_ arrows that represent "the power of peace and war". The eagle faces the \_\_\_\_\_ to show that peace is emphasized over war.

**Pyramid:** The main figure on the reverse side of The Great seal is a \_\_\_\_\_ that signifies strength and longevity. There was a fascination in the late eighteenth century about Egypt and things Egyptian. The pyramid is also unfinished! American history is always alive and growing, always unfinished!

**Three Latin mottos:**

\_\_\_\_\_ : From many, one; a clear reference to the thirteen colonies united into one nation

\_\_\_\_\_ : He has smiled on our undertakings (or God is in favor of the American cause)

\_\_\_\_\_ : New order of the ages (or the beginning of the new American era); underneath is the date of the Declaration of Independence in Roman numerals - MDCCLXXVI - \_\_\_\_\_.

**Eight symbols representative of the number 13 which represent our 13 original American colonies:**

13 \_\_\_\_\_ in the constellation in the shape of a \_\_\_\_\_ - a new state taking its rank among other powers in the world

13 stripes on the \_\_\_\_\_ (7 white and 6 red) - shield represents out of many, one

13 \_\_\_\_\_ in the eagles left talon (Sticks alone are easily broken, but sticks in a bundle are unbreakable)

13 letters in \_\_\_\_\_

13 letters in \_\_\_\_\_

13 \_\_\_\_\_ on the olive branch

13 \_\_\_\_\_ on the olive branch

13 \_\_\_\_\_ of the pyramid

**Glory:** A glory is on \_\_\_\_\_ sides of the great seal. The glory is a symbol of providence (God).

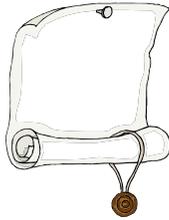
**Eye:** The eye represents \_\_\_\_\_ overlooking our nation. Many cultures see the eye as divine.

**Escutcheon (or shield):** The shield is on the breast of an American eagle without any other supporters to show that the United States of America is independent and relies on itself.

**Source:**

*The Great Seal of the United States of America.* [On-line]. Available URL: <http://www.greatseal.com>, Date of Access: 5/27/04.

Appendix C  
My Family Seal



Your assignment is to make a seal for your family! Use the circular paper provided to you to make your seal. If your family already has a seal, you may place that seal inside of your creation, but you must make an original design for this assignment. Use lots of color! Your finished shield should look great!

Put on the center of your seal:

1. Your family name
2. The meaning or origin of your family name - if you can find it
3. A picture to symbolize your family

Organize these around the border:

4. First names of family members
5. Any pets your family cares for
6. What you and your family like to do together
7. A motto that represents your family

Feel free to include more categories if you like!

Have fun and be creative!

Appendix D  
Family Seal Rubric

	10	8	7	5
<b>Illustrations</b>	Nice! The illustrations on your family seal include pictures of your family, your border includes symbols, and your family seal is colorful!	Good! You have all but one of the following for your illustrations: <ul style="list-style-type: none"> <li>• family picture</li> <li>• symbols in your border</li> <li>• color</li> </ul>	You are missing two of the following in your illustrations: <ul style="list-style-type: none"> <li>• family picture</li> <li>• symbols in your border</li> <li>• color</li> </ul>	What happened?! You are missing a family picture, symbols in your border, and color. Please follow directions next time!
<b>Writing</b>	Super! Your grammar, spelling and punctuation are all correct! You have also included a motto!	Good! You have included a motto and you have only one or two grammar, spelling, or punctuation errors.	You have included a motto, but have more than two grammar, spelling, or punctuation errors.	Where is your motto?
<b>Neatness and Details</b>	Wonderful! Your seal was neat and included five or more details that related to your seal's message! I can tell that you really put a lot of thought and effort into this assignment!	Good! Your seal was mostly neat. It included three or four details.	Your seal was mostly neat. It included two or three details.	Your seal was not neat and it had less than two details.

**Total:        /30**

Appendix E, page one  
Great Seal Quiz

/30

Name: (1 point) \_\_\_\_\_

**Short Answer**

*Please use complete sentences.*

1. Name one reason why people use seals? (2 points - one point for content and one point for writing in a complete sentence)

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2. What two famous American men were mostly responsible for creating the Great Seal of the United States? (3 points - two points for content and one point for writing in a complete sentence)

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Translate the following Latin mottos (2 points for each correct translation, one point each for a partially correct translation):

Your translation:

3. <i>E pluribus unum:</i>	
4. <i>Annuit Coeptis:</i>	
5. <i>Novus ordo seclorum:</i>	

Appendix E, page two

6. What is the eagle holding on the front of The Great Seal and what do these two items represent? *(5 points - one point for each item identified, one point each for their representation, and one point for answering in a complete sentence)*

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7. What does the pyramid on the reverse side of The Great Seal represent? *(2 points - one point content, one point for answering in a complete sentence)*

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8. Why are there so many symbols that represent the number 13 on The Great Seal? *(2 points - one point content, one point for answering in a complete sentence)*

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9. What does the glory on both sides of The Great Seal represent? *(2 points - one point content, one point for answering in a complete sentence)*

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10. What does the eye represent? *(2 points - one point content, one point for answering in a complete sentence)*

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11. If you had to take off or add an item to The Great Seal, what item would you add or take off and why? *(5 points - 4 points content and one point for answering in complete sentences)*

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Appendix F  
Teacher Copy of "Spirit of 1776" Facts / Study Guide

### The painting

- It was originally called "Yankee Doodle"
- What does the title represent? *The title represents the Revolutionary War and the signing of the Declaration of Independence in 1776.*
- What key items are found in the painting? *The painting has a fife player and two drummers, and an American flag.*
- The man, Hugh Mosher, who posed as the fife player was a Civil War veteran who played the fife. Mosher's fife was hit by a bullet in the war. The bullet bounced off of his fife and then hit him in the head. That's why the fife player is wearing a bandage on his head!
- Willard's father posed as the older drummer.
- The young drummer was a son of a retired Navy General.
- The painting is 12 feet tall!
- Willard made at least 4 different versions of this painting, and many artists have made many copies of this famous painting.

### The painter

- Archibald McNeal Willard, artist, who was a carriage painter. Carriages, pulled by horses, had elaborate designs painted on them in the 1800's.
- Willard moved to New York City to study art in 1873.
- "Spirit of 1776" was painted for the Philadelphia Centennial Exposition for 1876.

### Public Response / its legacy

- To this date represents the feisty spirit of America.
- Art critics panned Willard's painting. Even to this day it is barely mentioned in art books/by art historians. However the American public loved it! After the exposition, the painting went on tour across the United States.
- Notice the ages of the three musicians. What might they represent? *They are said to represent three generations of men fighting for the country's freedom.*
- The winning design for the new Twin Towers in New York City has a 1776 foot spire!

### Sources:

AMERICANREVOLUTION.ORG. [On-line]. Available URL:  
<http://www.americanrevolution.org/spirit.html>, Date of access: 6/1/2004.

Smith, Stacey. *Inspiration for the 'Spirit of '76'*. [On-line]. Available URL:  
<http://www.gtherald.com/2001/sep/03fife.htm>, Date of access: 6/1/2004.

Appendix G  
"Spirit of 1776" Facts / Study Guide

The painting

- It was originally called "Yankee Doodle"
  - What does the title represent?
- 
- 

- What key items are found in the painting?
- 
- 

- The man, Hugh Mosher, who posed as the fife player was a Civil War veteran who played the fife. Mosher's fife was hit by a bullet in the war. The bullet bounced off of his fife and then hit him in the head. That's why the fife player is wearing a bandage on his head!
- Willard's father posed as the older drummer.
- The young drummer was a son of a retired Navy General.
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The painter

- Archibald McNeal Willard, artist, who was a carriage painter. Carriages, pulled by horses, had elaborate designs painted on them in the 1800's.
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- "Spirit of 1776" was painted for the Philadelphia Centennial Exposition for 1876.

Public Response / its legacy

- To this date represents the feisty spirit of America.
  - Art critics panned Willard's painting. Even to this day it is barely mentioned in art books/by art historians. However the American public loved it! After the exposition, the painting went on tour across the United States.
  - Notice the ages of the three musicians. What might they represent?
- 
- 

- The winning design for the new Twin Towers in New York City has a 1776 foot spire!

**Sources:**

AMERICANREVOLUTION.ORG. [On-line]. Available URL: <http://www.americanrevolution.org/spirit.html>, Date of access: 6/1/2004.

Smith, Stacey. *Inspiration for the 'Spirit of '76'*. [On-line]. Available URL: <http://www.gthermal.com/2001/sep/03fife.htm>, Date of access: 6/1/2004.

Appendix H  
 "Spirit of 1776" Writing Assignment and Rubric

For this assignment, you will write a paragraph with a minimum of 8 sentences. You must begin your paragraph with this prompt: *"Although the painting the "Spirit of 1776" is definitely worth a thousand words, I'm going to narrow that down to much fewer. There are two interesting facts about this painting that all Americans should know. They are..."* Use the information on Appendix F: "Spirit of 1776" Notes / Study Guide for the details you will include in your paragraph. Use the rubric below and Appendix I: Paragraph Template to help you construct your paragraph.

Good Luck!

	10	6	4-1
<b>Organization / Content</b>	Your argument is organized and is logical.	Your argument may not be logical.	Your paragraph is confusing...
<b>Style</b>	You use at least two different types of sentences. Your paragraph has supporting details.	You use all simple sentences.	You use several fragments, run-ons, or choppy sentences.
<b>Mechanics</b>	You have only 0-3 mistakes!	Your paragraph has several errors that slow the reader down.	Your paragraph has too many errors; it is difficult to read this piece.

Total: /30

Appendix I  
Spirit Paragraph Template

**Topic Sentence and Plan:** Although the painting the “Spirit of 1776” is definitely worth a thousand words, I’m going to narrow that down to much fewer. There are two (or more) interesting facts about this painting that all Americans should know. They are...

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**First Point:**

First,

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**One or two supporting details (one or two sentences):**

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**Second Point:**

Second,

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**One or two supporting details (one or two sentences):**

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**Conclusion:** (Go back to your topic sentence and plan and say what you said at the beginning in a different way! One or two sentences.)

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Appendix J

“Spirit of 1776” Quiz

**/20**

**Name** (1 point) \_\_\_\_\_

**Short Answer - Please use complete sentences.**

1. **What was the painting originally called?** (2 points - one point for content and one point for writing in a complete sentence)

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2. **What two famous historical events does the painting represent?** (3 points - two points for content and one point for writing in a complete sentence)

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3. **Name two of the key items found in the painting.** (3 points - two points for content and one point for writing in a complete sentence)

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4. **How big was the painting?** (2 points - one point for content and one point for writing in a complete sentence)

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---

5. **Who painted the picture?** (2 points - one point for content and one point for writing in a complete sentence)

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6. **What was Willard's profession?** (2 points - one point for content and one point for writing in a complete sentence)

---

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7. **Who said the painting wasn't good, and who loved it?** (3 points - two points for content and one point for writing in a complete sentence)

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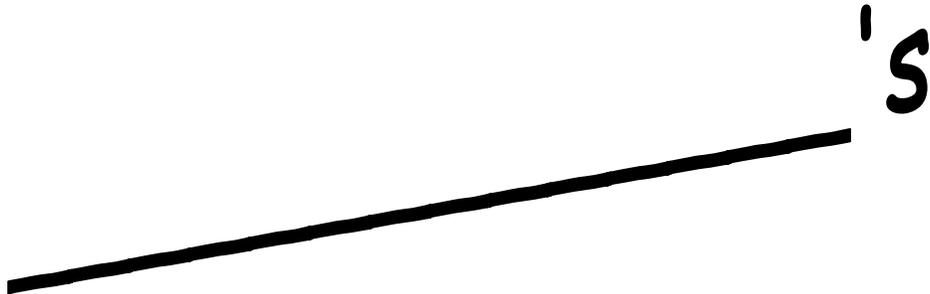
8. **What might the three generations of men in the painting represent?** (2 points - one point for content and one point for writing in a complete sentence)

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Appendix K

Believe it Or Not White House Template One



Believe it Or Not about the White  
House!

-----cut here-----

Did you know that

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\_\_\_\_\_?

It's true! \_\_\_\_\_

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Appendix M  
**Believe it or Not Assignment / Rubric**



You will be making a "Believe it Or Not" booklet about our White House! Your booklet should include at least one small illustration per page. Mind your capitalization, usage, punctuation, and spelling. Remember to also be neat. Your booklet will be graded according to the following rubric.

	10	8	7	5
<b>Illustrations</b>	Nice! You have at least one illustration per page and you've included colors!	Good! You are missing only one or two illustrations.	You are missing three or four illustrations.	What happened? You are missing more than four illustrations. Please follow directions next time!
<b>Writing</b>	Super! Your grammar, spelling and punctuation are all correct!	Good! You have only one to three grammar, spelling, or punctuation errors.	You have three to six grammar, spelling, or punctuation errors.	You have more than six grammar, spelling, or punctuation errors.
<b>Neatness and Details / Bibliography</b>	Wonderful! Your booklet was neatly completed. You have also cited your sources. I can tell that you really put a lot of effort into this assignment! (Please see Sample Bibliography below.)	Good! Your booklet was mostly neat, but your bibliography was incomplete.	Your booklet was mostly neat, but your bibliography is either missing or it is incomplete.	Your booklet was not neat and your bibliography is either missing or it is incomplete.

**Total: /30**

**Sample Bibliography** *(Please list what applies of the following: author, title, URL, and date of access, date of publishing. Often you won't find the author for articles on the Internet, so leave that out if it's not given.)*

**Internet**

Spotty's White House Tour"  
[www.whitehouse.gov/history/whtour](http://www.whitehouse.gov/history/whtour)  
 6/10/2004

**Book**

Smith, Jonathan  
The White House  
 2004

Appendix N, page one  
**A Short History of the White House**

In December of 1790, George Washington signed an Act of Congress stating that the federal government would be located in a district “not exceeding ten miles square...on the Potomac River.” Maryland and Virginia donated the land. It was thought that no one state should have more power than another, so the plan was to set up a federal city that would not be connected to any particular state. In January of 1791, the next month, the plan became more specific and a diamond-shaped ten mile area at the meeting of the Potomac and Eastern Branch Rivers was chosen. (Look at a map and find our nation’s capitol city!) The area was marked off with stones every ten miles by a man named Banneker who was a self-taught astronomer of African descent. Banneker was one of the few free black living in the area. Banneker used the stars to help him survey the area of our nation’s capitol! In fact, African Americans – slave and free – provided most of the labor and artisan work that built the White House, the United States Capital, and other early government buildings.

Major L’Enfant (1775 -1825) a French artist and engineer who had become friends with George Washington while serving in the Revolutionary War, was given the job of designing the capital city. L’Enfant chose a Baroque style for his plan. (Baroque architecture has its roots in Italy. The Baroque style evolved in the 1600’s during the Renaissance, a time of experimentation in art. Artists began to experiment with bold, curving buildings with ornate decorations today called Baroque. In fact, the oval is a common shape found in Baroque architecture. Think about the domes on our capitals today.) L’Enfant’s plan also included grand avenues that spread out from a common center like the spokes of a wheel and large spaces. In fact, L’Enfant thought the open spaces were as important as the buildings. He also wanted the view of the sky at our nation’s capitol undisturbed to provide open spaces not only on the ground but when viewing above. To this day, a legal height restriction is enforced on new buildings in our nation’s capitol. Although L’Enfant’s plan is basically what the builders followed, L’Enfant proved difficult to work with and got fired for not cooperating with city commissioners. A man of the name Ellicot was then hired to recreate L’Enfant’s plan from memory.

Although L’Enfant’s plan for the layout of the capital city is still in tact today, he did not get his way with the design of the President’s house. L’Enfant wanted a palace built that would have been five times as large as today’s White House. Instead, the city commissioners decided to hold a contest for a design for the President’s house. Nine designs were submitted, and James Hoban of Irish descent won the competition. Even though Hoban’s plan was less grand than L’Enfant’s, the President’s house was still the most lavish home built in the new nation at the time. Washington oversaw the construction favoring fine artistry and the best materials available. As luck would have it, Washington was the only president that never lived in the President’s house and died before the house was completed.

The first residents were John and Abigail Adams. During Adams’ presidency, the White House was still under construction. Abigail Adams noted in a letter to her daughter that she used the unfinished East Room to hang the family’s laundry up to dry during Adams’ presidency!

## Appendix N, page two

During the War of 1812, the British set fire to the President's House. When it was rebuilt, workers covered the burn marks with lots of coats of white paint. From then on, it was known as the White House! During this fire, Dolly Madison, who was the first lady at the time, ordered the famous portrait of George Washington by Gilbert Stuart rescued. This painting hangs to this day in the East Room and is the only thing that has been in the White House since it first opened. President Truman (president from 1945-1953) later officially named the President's house the White House.

Today, the White House, which is located at 1600 Pennsylvania in Washington, D.C., is the most popular tourist attraction in the U.S. It is also the only home of a head of state that is open to the public. It is not only where the president and his family lives, but it is the place where the president has his office and where he entertains important leaders from around the world. The White House is the place the president keeps his executive office. The executive branch of our government is the second branch of government in which laws are carried out. The Oval Office is where the President does the business of the country – signing bills and Executive orders, meeting with staff, visitors, and guests. The White House has six floors – two basements, two historic floors which are open to the public, and two floors for the First Family. There are 132 rooms, 35 bathrooms, 28 fireplaces, eight staircases, and three elevators! There is a tennis court, a heated indoor swimming pool which was installed for therapy for President Franklin D. Roosevelt who was disabled by polio, bowling lanes, five full time chefs who can serve up to 1000 people, a movie theatre; the list goes on!

Over the years, the White House has been expanded and enlarged. It has been modified for new technology as well – from installing running water, gas lighting, a telegraph room, and optics connections. In 1948, a piano fell through the floor during Truman's presidency. In the following three years, the house was completely gutted and the interior structure was rebuilt. In 1961, First Lady Jacqueline Kennedy began a program to turn the White House into somewhat of a museum by redecorating the rooms with paintings and furnishings to represent every administration.

### Sources:

*Ben's Guide to U.S. Government for Kids: Symbols of U.S. Government.* [On-line]. Available URL: <http://bensguide.gpo.gov/3-5/symbols/>, Date of access: 5/27/2004.

*Capitol.* [On-line]. Available URL: <http://www.teacher.scholastic.com/lessonrepro/lessonplans/capital.htm>, Date of access: 6/4/2004.

Conger, Clement E. *White House.* [On-line]. Available URL: <http://ap.grolier.com/article?assetid=a2031670-h&templatename=/article/article.html>, Date of access: 6/1/2004.

*White House Historical Association.* [On-line]. Available URL: <http://www.whitehousehistory.org>, Date of access: 6/9/2004.

Appendix O

White House Points of View

1. Do you think the White House would be a nice place to live?  
View A: Yes, I would like to live in the White House.  
View B: No, I would not like to live in the White House.
2. Is the White House first an office of government or a residence?  
View A: The White House is first an office of government.  
View B: The White House is first a home to the president and his family.
3. What about the White House should the president and family feel free to change, and what should not be changed?  
View A: The first family should feel free to change what they like.  
View B: The first family should not change anything in the White House.
4. Should the President work and live in the same place?  
View A: The president should live and work in the same place, the White House.  
View B: The president should have separate buildings for work and home.
5. Should the White House be open to the public?  
View A: The White House should be open to the public to see.  
View B: The White House should not be open for public viewing.
6. Would you have chosen a different design for the White House?  
View A: The White House is perfect, just the way it is.  
View B: I would have chosen a different design for the president's house.

Appendix P  
Persuasive Statement Assignment / Rubric

Prepare a persuasive statement for your assigned question and assigned view. Begin by completing Appendix Q: Statement Recipe Card. You may use this as your cue card for your statement. You should have a clear opening statement and three points to support your given stand. Remember to also practice your delivery. When presenting your statement to the class, you should stand straight up, made eye contact with the class, be loud enough to be heard, and show appropriate enthusiasm. The rubric below will be used to grade you. Half of your grade will be calculated by the average score of the evaluations completed by your peers and the other half by the score that the teacher assesses.

Name of Speaker: \_\_\_\_\_

Name of Evaluator: \_\_\_\_\_

	5	4	3	2-1
<b>Message</b>	I clearly understood the speaker's statement. It had all of the following: <ul style="list-style-type: none"> <li>• A clear opening</li> <li>• At least three points that supported their statement</li> <li>• A logical conclusion</li> </ul>	I mostly understood the speaker's statement, but it was missing one of the following: <ul style="list-style-type: none"> <li>• A clear opening</li> <li>• Three points that supported their statement</li> <li>• A logical conclusion</li> </ul>	I was confused by the speaker's message. He or she was missing two of the following: <ul style="list-style-type: none"> <li>• A clear opening</li> <li>• Three points that supported their statement</li> <li>• A logical conclusion</li> </ul>	I did not understand the speaker's message.
<b>Delivery</b>	The delivery was awesome! The speaker stood straight up, made eye contact with the class, was loud enough to be heard, and was appropriately enthusiastic! It was obvious that he or she was well-prepared. Way to go!	The delivery was good, but one to two of the elements asked for (standing straight up, eye contact, voice volume, enthusiasm, preparedness) were missing.	The delivery lacked more than three to four of the elements asked for (standing straight up, eye contact, voice volume, enthusiasm, preparedness).	The delivery lacked more than four of the elements asked for (standing straight up, eye contact, voice volume, enthusiasm, preparedness).
<b>Classroom Behavior</b>	Super! This speaker behaved in a considerate manner while others were delivering their statements!	The speaker mostly behaved in a considerate manner while others were delivering their folktales!	The teacher reprimanded the speaker more than once while other students were presenting their stories.	The teacher reprimanded the speaker more than twice while other students were presenting their stories.

**Total: /15**

Student Evaluator,

On the back of this page please write down any ideas presented that changed your thinking and/or something especially good that the speaker did.

Appendix Q  
Statement Recipe Card

Your assigned view:

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Main Body

Support Statement One:

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Support Statement Two:

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Support Statement Three:

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Concluding Statement (Echo your view from line one in a different way:

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*You may use the above statement card as your cue card for your speech.*

From: *Public Speaking* from Canadian Association of Student Activity Advisors (CASAA), [On-line.]  
Available URL: <http://www.casaa-resources.net/resources/sourcebook/aquiring-leadership-skills/public-speaking>, Date of Access: 7/4/02.

## **Transcript of Text for White House Design Competition**

A premium of 500 dollars or a medal of that value at the option of the party will be given by the Commissioners of the federal buildings to the person who before the fifteenth day of July next shall produce to them the most approved plan, if adopted by them for a presidents house to be erected in this City. The site of the building if the artist will attend to it, will of course influence the aspect and outline of his plan and its destination will point out to him the number, size and distribution of the apartments. It will be a recommendation of any plan if the Central part of it may be detached and erected for the present with the appearance of a complete whole and be capable of admitting the additional parts in future, if they shall be wanting. Drawings will be expected of the ground plats, elevations of each front and sections through the building in such directions as may be necessary to explain the internal structure, and an estimate of the Cubic feet of brickwork composing the whole mass of the walls.

*From the White House of Yesterday to the White House of Today, National Endowment for the Humanities.* [On-line]. Available URL: [http://edsitement.neh.gov/printable\\_lesson\\_plan.asp?id=463](http://edsitement.neh.gov/printable_lesson_plan.asp?id=463).  
Date of access: 6/5/2004.

## Appendix S

### A Short History of the Capitol

Our nation's capitol is the place where our first branch of government – the legislative branch - meets to make the laws of our country and to protect our freedoms. (Remember that the second branch is the executive branch which carries out the laws. This is done by our elected president who leads our country and who lives nearby the capitol in our White House.) Like our White House, it is almost two hundred years old. It's built on a hill and its construction started in 1793. Since then it has been extended, burnt, rebuilt, and restored.

The capitol building is a classic example of neoclassical architecture (19th century). Neoclassical architecture was the dominant style in Europe at the time and was an imitation of Greek and Roman architecture which featured large flat surfaces, simple columns and detail. The white dome on top of the capitol has a statue of a woman representing freedom. The sculptor of this statue was Thomas Crawford, but the artist that actually built the statue was a slave by the name of Philip Reid of Maryland. Reid ironically made the bronze casting that is today a symbol of freedom around the world!

Like the design competition for the White House, a competition was also held for a plan for the capitol building. The winner was Dr. William Thornton whose entry was late, but because no other satisfactory plan had been submitted was allowed in the competition.

Like the White House, the capital was set on fire by British troops in 1814 and, like the White House, the capital was rebuilt and extended. Our capitol building has been through many changes over the years. Today, it not only serves primarily as the meeting place of our congress, but it also is museum of American art and history. The capitol is a popular tourist destination receiving over 10 million visitors each year!

#### Sources

*Government Buildings: The U.S. Capitol.* [On-line]. Available URL: <http://www.bensguide.gpo.gov/3-5/symbols/capitol.html>, Date of Access: 5/27/04.

*A Landmark Lesson: The United States Capitol Building.* [On-line]. Available URL: [http://www.edsitement.neh.gov/printable\\_lesson\\_plan.asp?id=302](http://www.edsitement.neh.gov/printable_lesson_plan.asp?id=302), Date of access: 6/4/2004.

*Our Capitol.* [On-line]. Available URL: <http://www.teacher.scholastic.com/lessonrepro/lessonplans/capital.htm>, Date of access: 6/4/2004.

*US Capitol.* [On-line]. Available URL: <http://www.cr.nps.gov/nr/travel/wash/dc76.htm>, Date of access: 6/1/2004.

## Appendix T Group One Assignment

Your group's job is to think about some of the important historical events that have happened in or around our Capitol. The Internet images of the capitol below have to do with important events in U.S. history. Your group must answer any question(s) with each image. Make sure you understand any vocabulary you are not certain of. In other words, look the word up if you don't know it! Make sure your group can explain how these photographs show the Capitol is an important building.

President Lincoln's Inauguration:

<http://www.loc.gov/exhibits/treasures/images/vctt8photo.jpg>

What is an inauguration? Why are they important?

Mural in U.S. Capitol Building showing the burning of the Capitol in 1814:

[http://www.archives.gov/exhibit\\_hall/treasures\\_of\\_congress/page\\_8.html#](http://www.archives.gov/exhibit_hall/treasures_of_congress/page_8.html#)

Why is the Capitol burning?

The Army of the Potomac Paraded Down Pennsylvania Avenue by Matthew Brady, 1865:

Picture: [http://www.americaslibrary.gov/jb/civil/jb\\_civil\\_parade\\_1\\_e.html](http://www.americaslibrary.gov/jb/civil/jb_civil_parade_1_e.html)

Text: [http://www.americaslibrary.gov/jb/civil/jb\\_civil\\_parade\\_1.html](http://www.americaslibrary.gov/jb/civil/jb_civil_parade_1.html)

Why are these Union soldiers parading in 1865?

These pictures relate to the impeachment trial of Andrew Johnson, May, 1868:

[http://www.archives.gov/exhibit\\_hall/treasures\\_of\\_congress/page\\_14.html#](http://www.archives.gov/exhibit_hall/treasures_of_congress/page_14.html#)

More information about this trial can be found at: <http://www.senate.gov/vtour/johnson.htm>

What was this vote about?

In this photo taken during the night, there are no lights on in the Capitol building. Why would all the lights be turned off in an important building in 1942?

<http://memory.loc.gov/pnp/thc/5a37000/5a37600/5a37600r.jpg>

In this photo Caroline Kennedy, Jacqueline Kennedy, John F. Kennedy Jr., Attorney General Robert F. Kennedy, and Patricia Kennedy Lawford, Jean Kennedy Smith, and Peter Lawford are descending from the Capitol building steps.

<http://www.jfklibrary.org/images/04-0065a.jpg>

What is the mood of the people shown in this photo? What do you think was happening at the Capitol when this photo was taken?

### Adapted From:

*A Landmark Lesson: The United States Capitol Building.* [On-line]. Available URL:

[http://www.edsitement.neh.gov/printable\\_lesson\\_plan.asp?id=302](http://www.edsitement.neh.gov/printable_lesson_plan.asp?id=302), Date of access: 6/4/2004.

Appendix U  
Group Two and Group Three Assignment

**Group Two**

Your group's job is to think about what happens in the U.S. Capitol. Your assignment is to explain to the class the main work of our congress – making laws. Give a short description of how laws are made and the role of the house and the senate in making our nation's laws.

Your assignment is to explain to the class the main work of our congress – making laws. Make sure your group answers any question(s) with each Internet image listed below. Make sure you understand any vocabulary you are not certain of. In other words, look the word up if you don't know it!

Senate chamber in U.S. Capitol:

<http://memory.loc.gov/pnp/thc/5a37000/5a37600/5a37630r.jpg>

What goes on in the Senate?

House chamber in U.S. Capitol:

<http://memory.loc.gov/pnp/thc/5a37000/5a37600/5a37632r.jpg>

What goes on in the House?

Information on how laws are made, the senate, and the house can be found at:

<http://bensguide.gpo.gov/3-5/lawmaking/laws.html>

**Group 3**

Your group's job is to think about the neighbors of the U.S. Capitol. What other important buildings are near the U.S. Capitol? Your group must create a diagram of The Mall in Washington, D.C. Give one to two lines that tell what happens in each building. Study the following websites to help you.

<http://sc94.ameslab.gov/TOUR/tour.html>

<http://dcpages.ari.net/Tourism/>

**Adapted From:**

*A Landmark Lesson: The United States Capitol Building.* [On-line]. Available URL:

[http://www.edsitement.neh.gov/printable\\_lesson\\_plan.asp?id=302](http://www.edsitement.neh.gov/printable_lesson_plan.asp?id=302), Date of access: 6/4/2004.

## Appendix V

### Group Four Assignment

Besides being a place of work, the capitol is a museum of American art. Your group's job is to think about and then report to the class some of the art found at our nation's capitol. For each of the Internet images below, your group must explain what the subject of the work is and why it you think it has been placed in the capitol.

Scene at the Signing of the Constitution of the U.S. by Howard Chandler Christy:

<http://xroads.virginia.edu/~CAP/PIX/constchris.gif>

Diagram of painting: <http://xroads.virginia.edu/~CAP/PIX/constchrisdr.gif>

George Washington portrait by Gilbert Stuary, 1876:

<http://xroads.virginia.edu/~CAP/PIX/washgdunlap.gif>

Thomas Jefferson, statue by P.J. David D'angers, 1833, 7'6"

<http://xroads.virginia.edu/~CAP/PIX/jefftdang.gif>

Information on Jefferson:

[http://yahooligans.yahoo.com/reference/wak/presidents/homas\\_on\\_thomas.html](http://yahooligans.yahoo.com/reference/wak/presidents/homas_on_thomas.html)

Andrew Jackson

<http://xroads.virginia.edu/~CAP/PIX/jackascho.gif>

Information on Andrew Jackson:

[http://www.worldalmanacforkids.com/explore/presidents/jackson\\_andrew.html](http://www.worldalmanacforkids.com/explore/presidents/jackson_andrew.html)

Elizabeth Cady Stanton, Susan B. Anthony, Lucretia Mott, statue by Adelaide Johnson, 1921:

<http://xroads.virginia.edu/~CAP/PIX/stanejohn.gif>

Information on their work:

[http://encarta.msn.com/encyclopedia\\_761579270/Stanton\\_Elizabeth\\_Cady.html](http://encarta.msn.com/encyclopedia_761579270/Stanton_Elizabeth_Cady.html)

#### **Adapted From:**

*A Landmark Lesson: The United States Capitol Building.* [On-line]. Available URL:

[http://www.edsiteмент.neh.gov/printable\\_lesson\\_plan.asp?id=302](http://www.edsiteмент.neh.gov/printable_lesson_plan.asp?id=302), Date of access: 6/4/2004.

## Appendix W

### Group Five Assignment

Your group's job is to think about how the capitol has been used in advertisement. Does your group think that advertisements showing the capitol are appropriate? Are some appropriate and are others not? Should those who use the image need to get permission? Should they have to pay for the right to use a picture of the capitol? Your group must consider the Internet images below to answer these questions. Be prepared to show the images below during your presentation.

Burning of Capitol Seen as Divine Judgment for Slavery:

<http://lcweb.loc.gov/exhibits/us.capitol/kkfrty6.jpg>

Capital March – dedicated to Thaddeus Stevens:

<http://lcweb.loc.gov/exhibits/us.capitol/kkforty3.jpg>

Information on Thaddeus Stevens can be found at:

<http://chnm.gmu.edu/courses/122/recon/stevens.htm>

Durham Plumbing System:

<http://lcweb.loc.gov/exhibits/us.capitol/kkthirty9.jpg>

Hat Box with Capitol:

<http://lcweb.loc.gov/exhibits/us.capitol/kksixty1.jpg>

The National Soda Cracker:

<http://lcweb.loc.gov/exhibits/us.capitol/kkfifty8.jpg>

Appendix X

**Capitol Presentation Rubric**

Your presentation should be well organized and well supported. Make certain to answer the questions / follow the guidelines given to your group. Also, refer to the rubric below that will be used to grade you. Pay attention to the delivery portion of the rubric as well.

Name of Speaker: \_\_\_\_\_

Name of Evaluator: \_\_\_\_\_

	<b>15</b>	<b>13</b>	<b>11</b>	<b>8</b>
<b>Message</b>	I clearly understood the presentation. It had all of the following: <ul style="list-style-type: none"> <li>• A clear opening</li> <li>• A clear explanation of each image</li> <li>• A logical conclusion</li> </ul>	I mostly understood the speakers' statement, but it was missing one of the following: <ul style="list-style-type: none"> <li>• A clear opening</li> <li>• A clear explanation of the image(s)</li> <li>• A logical conclusion</li> </ul>	I was confused by the speakers' message. He or she was missing two of the following: <ul style="list-style-type: none"> <li>• A clear opening</li> <li>• A clear explanation of the images(s) statement</li> <li>• A logical conclusion</li> </ul>	I did not understand the speakers' message.
<b>Delivery</b>	The delivery was awesome! The speakers stood straight up, made eye contact with the class, were loud enough to be heard, and all members of the group were appropriately enthusiastic! It was obvious that the group worked well together and that they were well-prepared. Way to go!	The delivery was good, but one to two of the elements asked for (standing straight up, eye contact, voice volume, enthusiasm, preparedness) were missing.	The delivery lacked more than three to four of the elements asked for (standing straight up, eye contact, voice volume, enthusiasm, preparedness).	The delivery lacked more than four of the elements asked for (standing straight up, eye contact, voice volume, enthusiasm, preparedness).
<b>Classroom Behavior</b>	Super! All members of this group behaved in a considerate manner while others were delivering their presentations!	The group mostly behaved in a considerate manner while others were delivering their presentations.	The teacher reprimanded the members from this group more than once while other students were presenting.	The teacher reprimanded members from this group more than twice while other students were presenting.

**Total: /45**

*Student Evaluator,*

*On the back of this page please write down what you may have learned from this speech. List details from the presentation that highlight what make the capitol such an important building.*

Appendix Y  
Answer Keys

**Answers for Appendix E: Great Seal Quiz**

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1. shows ownership, legality, or for decoration
2. Benjamin Franklin and Thomas Jefferson
3. from one, many
4. He has smiled on our undertakings
5. new order of the ages
6. peace
7. strength and longevity
8. the 13 original colonies
9. God
10. God overlooking our nation
11. answers will vary

**Answers for Appendix J: “Spirit of 1776” Quiz**

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1. “Yankee Doodle”
2. Revolutionary War and Declaration of Independence
3. two of the following: fife player, two drummers, American flag
4. 12 feet tall
5. Archibald McNeal Willard
6. carriage painter
7. critics panned it; American public loved it
8. the three generations of men who fought for our countries’ freedom