

HOORAY FOR THE RED, WHITE, AND BLUE!

Grade Level: Kindergarten

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Length of Unit: 10 days

I. ABSTRACT

Instill a sense of patriotism in your students as they learn about the origins of our country, study historical figures, and become acquainted with the symbols that represent our country.

II. OVERVIEW

A. Identify concept objectives

1. The student understands how historical figures and people helped to shape the nation.
2. The student understands the role of authority figures.
3. The student understands important symbols and celebrations that represent American beliefs and principles.

B. List specific content

1. Old King Cole
2. Name and locate your state
3. Locate continental United States
4. The birthday of our nation
5. Democracy
6. George Washington
7. George Washington is the "Father of Our Country"
8. The Legend of the Cherry Tree
9. Thomas Jefferson
10. Abraham Lincoln
11. Theodore Roosevelt
12. Current United States president
13. American Flag
14. Statue of Liberty
15. Mount Rushmore
16. The White House
17. Sculpture

C. List specific skills

1. Listen to and understand a variety of texts.
2. Listen critically to get information, to solve a problem, and enjoy and appreciate.
3. Use letter-sound knowledge to write simple words.
4. Use concrete objects for addition and subtraction.
5. Counting from 0 to 10
6. Create an AB pattern.
7. Identify the penny.
8. Identify the quarter.
9. Identify the one-dollar bill.
10. Identify nickel.
11. Problem solving and explaining his/her reasoning
12. Discuss the meaning of words and develop vocabulary through meaningful/concrete experiences

13. Develop vocabulary by listening to and discussing conceptually challenging materials
14. Writing or drawing knowledge of a particular topic

III. BACKGROUND KNOWLEDGE

A. For teachers:

1. Hirsch, Jr. E.D. *What Your Kindergartner Needs To Know*. New York: Doubleday Dell Publishing, 1996, ISBN 0-385-48117-9

B. For Students:

1. The student should know his/her city and recognize important symbols of that city.
2. The student should know his/her state and recognize important symbols of that state.

IV. RESOURCES

Adler, David A. *A Picture Book of Abraham Lincoln*. New York: Holiday Publishing, 1989, ISBN 0-8234-0731-4

Adler, David A. *A Picture Book of George Washington*. New York: Holiday Publishing, 1989, ISBN 0-8234-0732-2

Hirsch, Jr. E.D. *What Your Kindergartner Needs To Know*. New York: Doubleday Dell Publishing, 1996, ISBN 0-385-48117-9

Maestro, Betsy. *The Story of the Statue of Liberty*. New York: Lothrop, Lee and Shepard, 1986, ISBN 0-688-05773

Spencer, Eve. *A Flag for Our Country*. Austin, Texas: Raintree teck-Vaughn, 1993, ISBN 0-81148051-8

Waters, Kate. *The Story of the White House*. New York: Scholastic Publishing, 1991, ISBN 0-590-43335-0

V. LESSONS

Lesson One: Rule by the People

A. Daily Objectives

1. Lesson Content:
 - a) Old King Cole
 - b) Locate continental United States
 - c) Democracy
2. Concept Objectives:
 - a) The Student understands the role of authority figures.
3. Skill objectives:
 - a) Counting from 0 to 10
 - b) Discuss the meaning of words and develop vocabulary through meaningful/concrete experiences
 - c) Writing or drawing knowledge of a particular topic
 - d) Use letter-sound knowledge to write simple words

B. Materials:

1. Map of the United States (Appendix A)
2. Teacher visual of the United States
3. Clothes for the teacher to dress as a “ruler” (example: a crown)
4. 10 M&M’s per student
5. Democracy song (Appendix B)
6. Writing page (Appendix C)

C. Key Vocabulary:

1. United States of America
2. Tax
3. Democracy

4. Voting

D. Procedures/Activities:

1. Give each student a continental United States map (Appendix A).
2. Ask the students to locate and color his or her state on the continental United States map.
3. Show a visual of the United States to the students and tell the student this is the United States of America, our country.
4. Tell the students, “We are going to leave our country for a little while and take a trip to Ruler Land.”
5. The teacher should put on a crown and dress as a ruler.
6. The teacher will say, “Welcome to Ruler Land! This is the place where the Ruler is able to make up any rule he or she would like.”
7. Give each student ten M&M’s. Give explicit directions the students are NOT to eat the candy until the ruler gives permission.
8. Now the teacher should begin to “tax” the students. The ruler can say things such as, “I love the color red. Anyone with red M&M’s must give them all to me.” “Anyone who is wearing jeans must give me three M&M’s.” “If you are wearing shoes with Velcro, give me two M&M’s.”
9. At this point, the students should not have any M&M’s left. Ask them how they are feeling.
10. Now the teacher should remove the Ruler attire and tell the students, “We are going back to the United States of America.”
11. The teacher should begin to “pay” the students with M&M’s for good behavior, hard work, etc.
12. Now discuss how they are feeling.
13. Explain to the students what it means to vote.
14. Give the students a chance to vote on which way was better.
15. Explain to the students **democracy** means rule by the people, not by a ruler.
16. The students will complete the writing page (Appendix C).

Evaluation/Assessment:

1. The students will complete a writing page (Appendix C) to be saved for their United States of America book.

Extension: The students can recite “Old King Cole” while in Ruler Land.

Lesson Two: Billowing in the Breeze

A. Daily Objectives:

1. Lesson Content:
 - a. Flag of the United States of America
2. Concept Objectives:
 - a. The student understands important symbols and celebrations represent American beliefs and principles.
3. Skill Objectives:
 - a. Listen to and understand a variety of texts
 - b. Listen critically to get information, to solve a problem, and enjoy and appreciate.

B. Materials:

1. United States Flag
2. The state flag
3. Chart paper
4. Markers
5. *A Flag For Our Country*
6. Fifty Nifty music

7. United States flag (Appendix D)
8. Red paint
9. Blue construction paper
10. White chalk

C. Key Vocabulary:

1. United States of America flag
2. colonies

D. Procedures/Activities:

1. Display the flag of the United States of America.
2. Display your state flag.
3. Ask the students, “How is our state flag like this flag (point to the flag of the United States)?” “How is our state flag different from this flag (point to the flag of the United States of America)?”
4. Record the student responses.
5. Read *A Flag for Our Country*
6. Look back at the United States map and explain to the students that before there were fifty states, we had thirteen colonies. Tell the students, “We have thirteen stripes on our flag to represent the thirteen original colonies.”
7. Ask the students, “Why do you think we have fifty stars on our flag of the United States?” Record responses.
8. Explain to the students, “We have fifty stars on our flag to represent the fifty states.” “We have one star for each state.”
9. Sing the “Fifty Nifty United States.” Have the students listen for the words “... from the thirteen original colonies...” Connect this song back to the thirteen stripes on the flag of the United States.
10. Have the students construct a flag of the United States of America to use as a cover for their United States of America book.
 - i. Give the students a United States of America flag (Appendix D).
 - ii. Give each student a pre cut blue construction paper rectangle. (The rectangle is the same size as the rectangle on the flag of the United States of America in Appendix D.)
 - iii. Give the students red paint, and instruct the students to paint the first stripe red, then skip a line, and leave it white. Repeat the pattern until it is completed.
 - iv. Give the students white chalk to make the stars on the blue rectangle.
 - v. Glue the blue rectangle on the flag.
 - vi. Glue the flag to a 12x18-inch piece of red construction paper.
 - vii. Fold the red construction paper in half and save this as the cover for their United States of America book.

E. Evaluation/Assessment:

1. The students will be evaluated through teach observation on how they answer questions and how they construct their flag of the United States of America (Appendix D).

Lesson Three: A Gift of Friendship

A. Daily Objectives:

1. Lesson Content:
 - a. Statue of Liberty
 - b. Sculpture
 3. Copper
 - c. Oxidation

2. Concept Objectives
 - a. The student understands important symbols and celebrations that represent American beliefs and principles and contribute to our national identity.
 3. Skill Objectives
 - a. Using concrete objects for addition and subtraction
 - b. Counting
 - c. Problem solving and explaining his or her reasoning
 - d. Writing or drawing knowledge of a particular topic
- B. Materials:
1. Statue of Liberty visual (Appendix E enlarged visual to poster size)
 2. *The Story of the Statue of Liberty*
 3. Chart paper
 4. Markers
 5. Ten pennies per student
 6. 1 shiny penny
 7. 2 paper towels
 8. 1 paper plate
 9. vinegar
 10. Statue of Liberty story boards (Appendix E)
 11. Writing page (Appendix F)
- C. Key Vocabulary:
1. Statue Of Liberty
 2. Sculpture
 3. Oxidation
 4. Copper
- D. Procedures/Activities:
1. The teacher says, “Remember when we learned about our city and our state?” “We learned our city and our state both have some really special symbols.” “Tell me some of the symbols we learned about.” Record the student responses.
 2. The teacher says, “Our country has some important symbols and people too. This week we will learn about them.”
 3. Display the Statue of Liberty.
 4. Read *The Story of the Statue of Liberty*.
 5. Explain to the students the significance of the Statue of Liberty and what she represents.
 6. Show the children how the Statue of Liberty looks different on the cover of the book (copper) then on your visual (green).
 7. Explain the Statue of Liberty is made of copper. Hold up a shiny penny to show the students what copper looks like.
 8. Explain to the students copper is a metal.
 9. Ask the students, “Why is the Statue of Liberty green if she is made of copper?”
 10. Record all of the responses in red, blue, black, purple, orange ink. When a student is close to the correct answer, record that response in green.
 11. The teacher will explain to the students that the Statue of Liberty has turned green due to oxidation. The teacher will explain oxidation is a reaction in which an element is changed.
 12. Tell the students, “We are going to do our own oxidation experiment.”
 13. Hold up a clean copper penny. Tell the students, “Let’s turn this penny green.”
 14. Pour vinegar on a paper towel and place the paper towel on a paper plate.
 15. Place the clean copper penny on the paper towel.
 16. Pour vinegar on another paper towel and use the paper towel to cover the penny.

17. Wait 24 hours to see the penny turn green!
18. The student will complete the Statue of Liberty writing page (Appendix F).

Extension:

1. Pass out a Statue of Liberty storyboard (Appendix E) and ten pennies to each student.
2. Give the students addition and subtraction problems.

E. Evaluation/Assessment:

1. The students will complete the Statue of Liberty writing page (Appendix F) to save for their United States of America book.

Lesson Four: Where does the President Live?

A. Daily Objectives:

1. Lesson Content:
 - a. White House
 - b. Current president
2. Concept Objectives:
 - a. The student understands how historical figures and people helped to shape the nation.
 - b. The student understands the role of authority figures.
 - c. The student understands important symbols and celebrations that represent American beliefs and principles.
3. Skill Objectives:
 - a. Listen to understand both fiction and non-fiction text.
 - b. Use letter-sound knowledge to write simple words.
 - c. Problem solving and explaining his/her reasoning
 - d. The student will write/draw his/her knowledge of a particular topic.

B. Materials:

1. White House Visual (Appendix G enlarged to poster size)
2. *The Story of the White House*
3. Chart paper
4. Markers
5. Visual of the current president
6. Student journals
7. writing page (Appendix H)

C. Key Vocabulary:

1. White House
2. president
3. Current United States president

D. Procedures/Activities:

1. Display the White House visual (Appendix G).
2. Ask the children, "Who do you think lives in this house?"
3. Record the student responses.
4. Read *The Story of the White House*.
5. Explain to the students that the president of the United States lives there.
6. Introduce the current United States president and show a visual of him or her.
7. Explain some of the duties and the responsibilities the president holds.
8. Have the students write in their journals "If I was the president..."

E. Evaluation/Assessment:

1. The students will complete a writing page (Appendix H) to save for their United States of America book.

Lesson Five: The Father of Our Country

A. Daily Objectives:

1. Lesson Content:
 - a. George Washington
 - b. George Washington is the “Father of Our Country”
 - c. The Legend of the Cherry Tree
 2. Concept Objectives:
 - a. The student understands how historical figures and people helped to shape the nation.
 - b. The student understands the role of authority figures.
 3. Skill Objectives:
 - a. Identify the quarter.
 - b. Identify the one-dollar bill.
 - c. Discuss the meaning of words and develop vocabulary through meaningful/concrete experiences.
 - d. Write or draw knowledge of a particular topic.
- B. Materials:
1. George Washington visual
 2. Chart paper
 3. Markers
 4. One dollar bill visual
 5. Visual of a Quarter
 6. *A Picture Book Of George Washington*
 7. *What Your Kindergartner Needs To Know*
 8. Writing page (Appendix I)
- C. Key Vocabulary:
1. George Washington
 2. One-dollar bill
 3. Quarter
 4. honor
 5. legend
- D. Procedures/Activities:
1. Display a visual of George Washington and ask the students to identify him.
 2. Record the student responses.
 3. Explain to the students that George Washington was the first president of the United States of America, so he is called the “Father of Our Country.”
 4. Read *A Picture Book of George Washington*.
 5. Display a one-dollar bill and a quarter.
 6. Identify the person on these coins as George Washington.
 7. Tell the students that being on the one-dollar bill and the quarter honored George Washington.
 8. Give examples to the students of why we honor people (good leader, honest person, treats people with respect, etc.).
 9. Tell the students George Washington was a great leader as an adult and as a child. Tell the students you are going to read them a legend about George Washington as a child.
 10. Explain a legend is a story that has been handed down from generation to generation, however its authenticity has not been proven.
 11. Read the Legend of the Cherry Tree.
 12. Discuss the importance of telling the truth.
 13. The students will complete the George Washington writing page (Appendix I).
- E. Assessment/Evaluation**

The students will complete a writing page about George Washington (Appendix I) to save for their United States book.

Lesson Six: We Declare Thomas Jefferson a Great President!

A. Daily Objectives:

1. Lesson Content:
 - a. Thomas Jefferson
 - b. The Declaration of Independence
 - c. July 4, 1776
 - d. On July 4th we celebrate our country's birthday.
2. Concept Objectives:
 - a. The student understands how historical figures and people helped to shape the nation.
 - b. The student understands important symbols and celebrations that represent American beliefs and principles
3. Skill Objectives:
 - a. Listen to and understand a variety of texts.
 - b. Use letter-sound knowledge to write simple words.
 - c. Discuss the meaning of words and develop vocabulary through meaningful/concrete materials.
 - d. Develop vocabulary by listening to and discussing conceptually challenging materials.
 - e. Write or draw knowledge of a particular topic.
 - f. Identify the nickel.

B. Materials:

1. Chart paper
2. Markers
3. Statue of Liberty visual (Appendix E)
4. Visual of a nickel
5. Writing page (Appendix J)
6. Writing page (Appendix K)
7. Uncle Sam visual (Appendix L)
8. *What Your Kindergartner Needs to Know*
9. Pattern for Uncle Sam hat (Appendix M)
10. Red construction paper
11. Blue construction paper
12. White construction paper

C. Key Vocabulary:

1. Thomas Jefferson
2. Declaration of Independence
3. Fourth of July
4. Fictional character

D. Procedures/Activities:

1. Ask the children to tell you different activities they enjoy to do during their free time. The response you want is "I like to read." You may need to prompt someone to give you this response. If the students do not say this, then the teacher should give the "reading" response as his or her favorite thing to do during free time.
2. Record the student responses.
3. The teacher should focus on the reading response.
4. The teacher will say, "Today we will learn about another president who also loved to read."

5. Read about Thomas Jefferson in *What Your Kindergartner Needs to Know*.
6. The teacher should explain to the students that since Thomas Jefferson loved to read as a child, he grew up and wrote our country's Declaration of Independence.
7. The teacher will say, "Remember Ruler Land? The people came to America so they could have democracy. The Declaration of Independence explained why our country should be free from England."
8. The students will complete the writing page (Appendix J).
9. The teacher should point to the Statue of Liberty visual (Appendix E). Tell the students the tablet she is holding has the date July 4, 1776 on it.
10. Ask the children if they do anything special on July 4th? Ask the children if they know why we have fireworks on the fourth of July. Record the student responses.
11. Explain that we have fireworks to celebrate our country's birthday. Our country's birthday is celebrated on July 4th every year because this is when Thomas Jefferson and some other friends signed the Declaration of Independence.
12. The students will complete the writing page (Appendix K).
13. Display a visual of the nickel. Explain that Thomas Jefferson was honored just like George Washington was by having his picture on the nickel.

Extension:

1. Ask the students to name the colors in the United States flag.
2. Tell them these colors represent our country.
3. Show them a visual of Uncle Sam (Appendix L).
4. Explain he is a fictional character who represents the United States.
5. Tell the students July 4th is a great day to wear your red, white, and blue, and be proud to be an American.
6. Construct an Uncle Sam hat to wear at the culminating celebration (Appendix M).

E. Assessment/Evaluation

1. The students will complete a writing page (Appendix J) to save for their United States of America books.
2. The students will complete another writing page (Appendix K) to save for their books.

Lesson Seven: A Beary Special President

A. Daily Objectives:

1. Lesson Content:
 - a. Theodore Roosevelt
2. Concept Objectives:
 - a. The student understands how historical figures and people helped to shape the nation.
 - b. The student understands the role of authority figures.
3. Skill Objectives:
 - a. Listen critically to get information, to solve a problem, and to enjoy and appreciate
 - b. Write or draw knowledge of a particular topic

B. Materials:

1. *What Your Kindergartner Needs To Know*
2. Student journals
3. Writing page (Appendix N)
4. Each student needs to bring in his or her own teddy bear for this lesson.

C. Key Vocabulary:

1. Theodore Roosevelt

D. Procedures/ Activities:

1. Prior to beginning this lesson, send out a letter to the parents requesting that the children to bring their favorite teddy bear to class.
2. Explain to the students that we will learn about another president.
3. Ask the students to bring their teddy bear to the carpet and listen to a story.
4. Read about Theodore Roosevelt from *What Your Kindergartner Needs to Know*.
5. Explain to the students their teddy bear was named after Theodore (Teddy) Roosevelt.
6. The students should complete their writing page (Appendix N).

Extensions

1. Place all of the teddy bears in the center of the circle. Choose one student to come to the center and categorize the bears. Ask another student if he or she has another way to categorize the bears (examples: smallest to biggest, by color, bears with bows and bears without bows, etc.).
2. Have the students take their bear to their table and write in their journal, “My bear and I...”
3. Each student should stand and share his or her writing with the rest of the class.

E. Evaluation/Assessment:

1. The students will complete a writing page (Appendix N) to save for their United States of America book.
2. The students will be assessed through teacher observation on their journal entry.

Lesson Eight: Honesty is the Best Policy

A. Daily Objectives:

1. Lesson Content
 - a. Abraham Lincoln
 - b. “Honest Abe”
2. Concept Objectives:
 - a. The student understands how historical figures and people helped to shape the nation.
 - b. The student understands the role of authority figures.
3. Skill Objectives:
 - a. Listen to and understand a variety of texts
 - b. Use letter-sound knowledge to write simple words.
 - c. Identify the penny.

B. Materials:

1. Visual of Abraham Lincoln
2. Chart paper
3. Markers
4. *A Picture Book of Abraham Lincoln*
5. Penny
6. Sentence strips
7. Abraham’s head (Appendix O)
8. Writing Page (Appendix P)

C. Key Vocabulary:

1. Abraham Lincoln
2. Height

D. Procedures/ Activities:

1. Display a visual of Abraham Lincoln
2. Have the students brainstorm who they think he is. Record the student responses on chart paper.
3. Read *A Picture Book of Abraham Lincoln*.

4. Discuss that Abraham Lincoln was the 16th president and believed everyone should be free and equal. Discuss Abraham Lincoln was always honest.
5. Display a penny.
6. Explain to the students Abraham Lincoln was honored by having his picture on the penny, just like George Washington and Thomas Jefferson are both honored by having their pictures on money.
7. Tell the students Abraham Lincoln is also known for being the tallest president.
8. The teacher will say, "Abraham Lincoln was approximately 6 feet 4 inches tall." Using the sentence strips, start at the bottom of the wall and measure 6 feet and four inches up the wall. At the top, put Abraham's head (Appendix O). Remember to subtract the length of Abraham Lincoln's head from the 6 feet 4 inches.
9. Each student will stand next to the wall and the teacher will mark his or her height.
10. Compare the students' height to Abraham Lincoln's height. Who is closest to his height?
11. Each student should complete the writing page (Appendix P).

E. Evaluation/Assessment:

1. The students will complete the writing page about Abraham Lincoln (Appendix P) to save for their United States of America book.

Lesson Nine: Presidents "Four" the People

A. Daily Objectives:

1. Lesson Content:
 - a. Mount Rushmore
 - b. George Washington
 - c. Thomas Jefferson
 - d. Theodore Roosevelt
 - e. Abraham Lincoln
 - f. sculpture
2. Concept Objectives:
 - a. The student understands how historical figures and people helped to shape the nation.
 - b. The student understands important symbols and celebrations that represent American beliefs and principles.
3. Skill Objectives:
 - a. Listen to and understand a variety of texts
 - b. Write or draw knowledge of a particular topic.

B. Materials:

1. Mount Rushmore Writing Page (Appendix Q)
2. Mount Rushmore Visual (Appendix R enlarged to poster size)
3. Mount Rushmore Visual with faces cut out (Use the visual on Appendix Q)
4. Chart paper
5. Markers

C. Key Vocabulary:

1. George Washington
2. Thomas Jefferson
3. Theodore Roosevelt
4. Abraham Lincoln
5. Mount Rushmore
6. Sculpture

D. Procedures/ Activities:

1. Display a visual of Mount Rushmore (Appendix R).
2. The teacher should point to the faces and show the students Washington, Jefferson, Roosevelt, Lincoln.
3. Read about Mount Rushmore from *What Your Kindergartner Needs to Know*.
4. Ask the students why they think these presidents would have their faces carved on a mountain? You may need to prompt the children to say things such as: they were all honest, they helped people, they were good leaders, etc.
5. Record the student responses.
6. The teacher should choose four students who have exemplified good behavior (good leader, most improved, great helper, etc.). These four will show they are students worthy of having their faces carved on a mountain. They get to hold the visual (Appendix Q) and walk around the room or the school to show everyone how well deserving they are!
7. The students should complete the Mount Rushmore writing page (Appendix Q).

Extension

1. The teacher may want to make several Mount Rushmore visuals (Appendix Q) so everyone is able to show the school how important they are!
- 2.

VI. CULMINATING ACTIVITY (optional)

To culminate this unit, students can play USA Jeopardy. Give each student a cupcake with white icing. The teacher will ask the students a question. Explain to the class that each time they get an answer correct, the teacher will give the student some red, white, and blue sprinkles to shake on their cupcake. At the end, everyone wins and gets to eat a delicious cupcake! Don't forget to have them wear their adorable Uncle Sam hats and instruct the students to wear red, white, and blue on this day.

VII. BIBLIOGRAPHY

Adler, David A. *A Picture Book of Abraham Lincoln*. New York: Holiday Publishing, 1989, ISBN 0-8234-0731-4

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