

Our Nation Past and Present

by
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To Millie:

From: Lillian

Re: Teacher Bulletin 2006

Unit Title "America the Beautiful and Free:

Introduction

The purpose of this unit is to provide materials that will assist teachers of grades 1-3 in teaching a patriotic unit emphasizing various aspects of the United States of America. This unit is prepared for use in conjunction with the curriculum for the lower grades.

The teacher and students will enjoy working with information relevant to the characteristics of the United States, things that make America a great nation, the different branches of government, symbols of the United States and significance of special days or weeks designate to honor the country, people and special events.

The activities can be used as group lessons, individual work or in learning centers. Some books are suggested that could be added to the reading list.

The teacher may wish to invite individuals from the community into the classroom and have them share any appropriate experience with the students. The students can also be taken on physical or simulated tours of various national treasures.

The students should have fun working with the art and craft activities included.

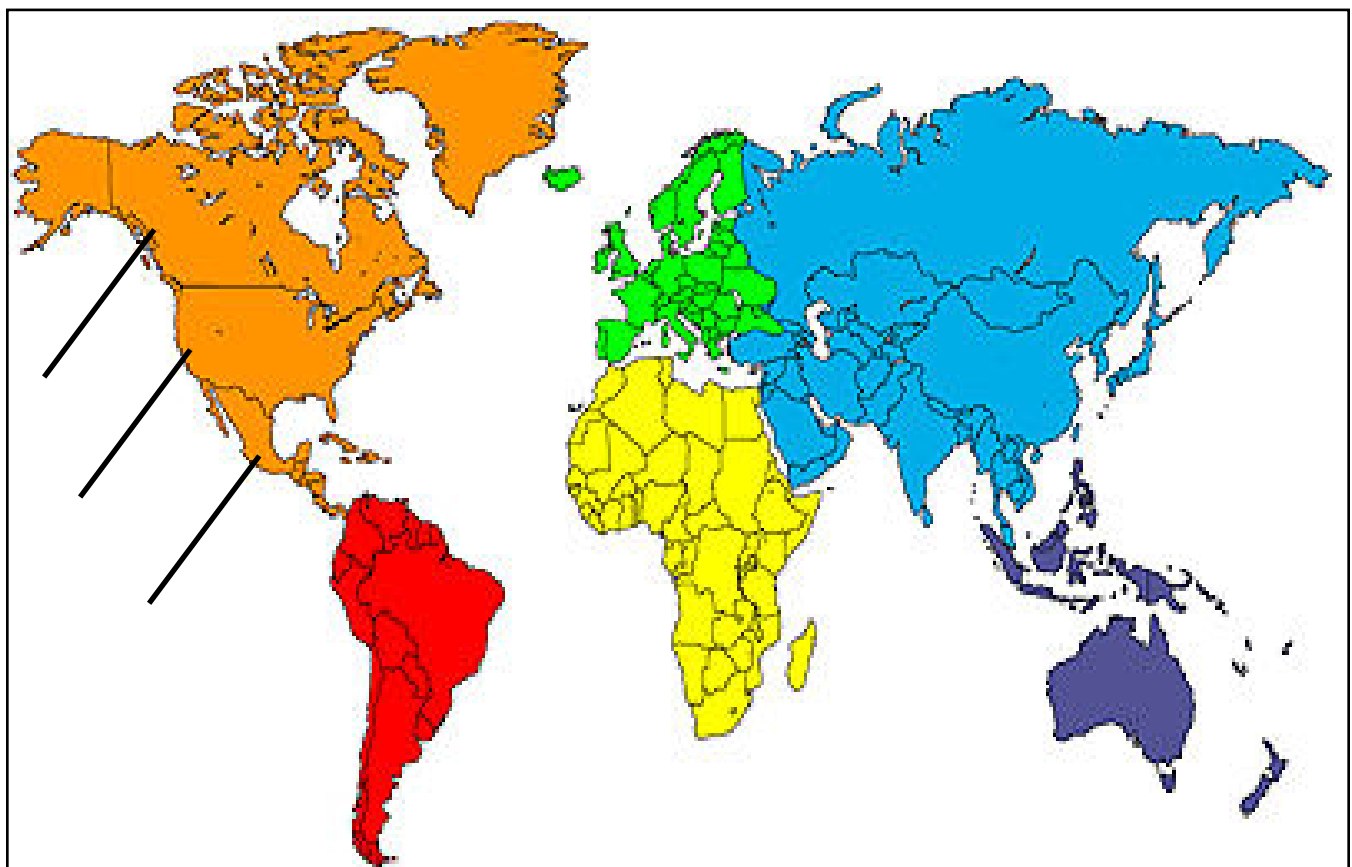


Our Nation: Past, Present and Future

Our nation is the United States of America. Our nation is situated in the continent of North America. Canada is situated to its north and Mexico is situated to the south. The Pacific Ocean is situated to the west and the Atlantic Ocean to the east. The president is the leader of our country. The president is elected every four years. The first president was *George Washington*.

(map of the world with continents)

(Map of North America with Mexico and Canada)

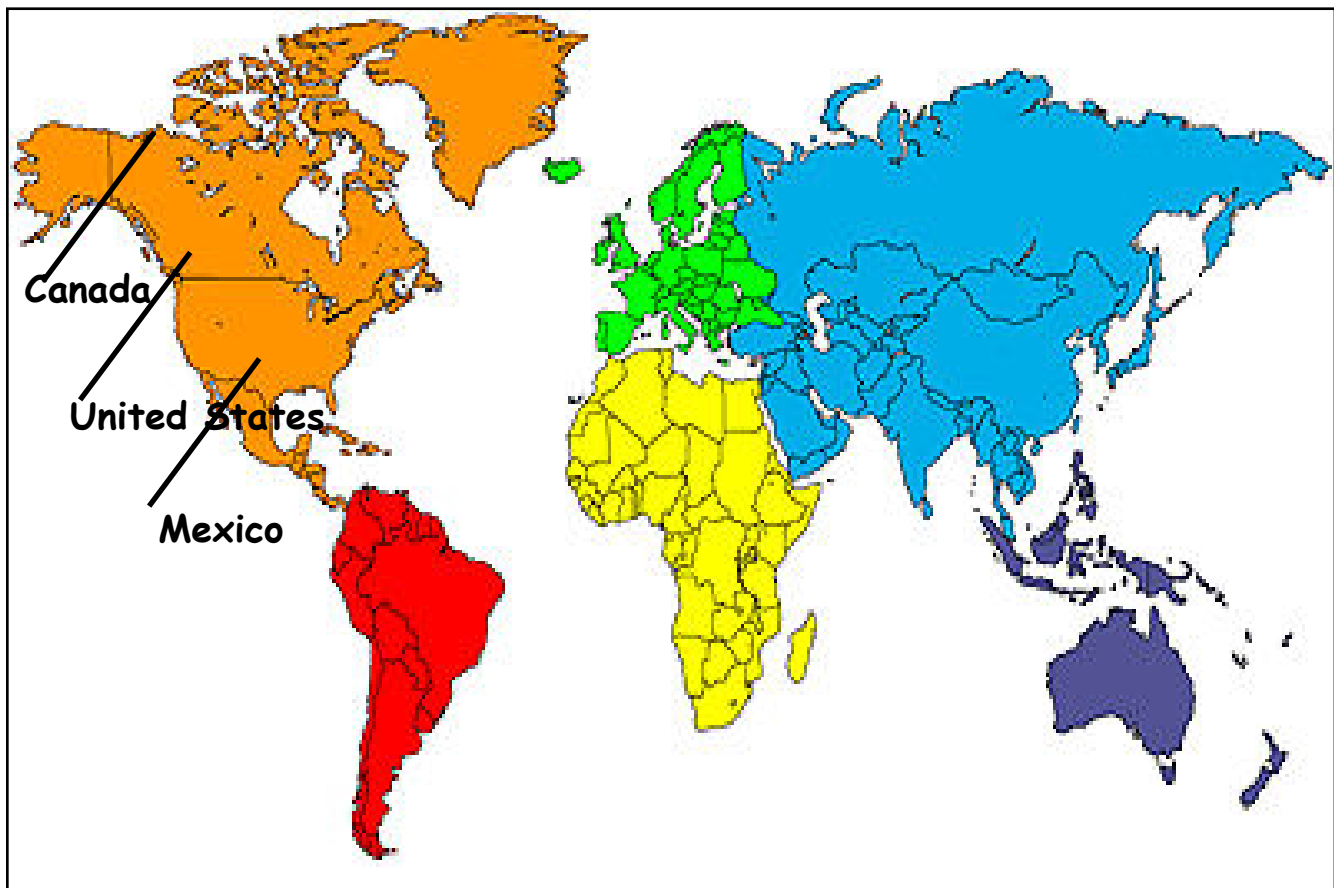


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(map of the world with continents)

(Map of North America with Mexico and Canada)



Making a Map and Then Eating It

Directions: Have the students create a map and view the physical geography, borders of states, cities or towns on a specific area.

Materials Needed:

1. 3 cups smooth peanut butter
2. 3 cups powdered milk
3. 3 cups powdered sugar
4. 2 1/2 cups white corn syrup
5. Blue Icing
6. Chocolate Chips
7. M & Ms
8. Any other edible materials that may be used to represent landmarks
9. Photocopy of maps of the area you want to create.

Procedure:

1. Give photocopy of map to each student.
2. Provide opportunity for students to wash their hands.
3. Mix the first five ingredients together and distribute an equal amount of dough to each student. This will for the base of the map.
4. Instruct the students to decorate their maps as follows:
 - Blue icing for lakes, rivers and oceans.
 - Chocolate chips will represent mountains
 - M & Ms will represent cities and towns
 - Student compare their maps with others and talk about it with the class
 - Students may eat their amps if they choose



Capital City

Every country has a capital. This is where the government makes important decisions, such as laws. It is also where the President lives and Congress meets. The Supreme Court judges work here too.

New York City was the first capital of the United States. Our country's first president, George Washington took the oath of office from the balcony of the old City Hall. In 1791, the capital was moved to Philadelphia Pennsylvania. It remained there for ten years and later moved to a permanent location on the Potomac River. This area included land from the states of Maryland and Virginia.



Map of New York

The capital of the United States is Washington, D.C. It is named after George Washington, who was the first President of the United States, and Christopher Columbus, a famous explorer.

Washington, D.C. is located on the east coast and is surrounded by the states of Maryland and Virginia on the Potomac River. It is America's first planned city and was designed by Pierre L'Enfant.

(Map of Washington DC)

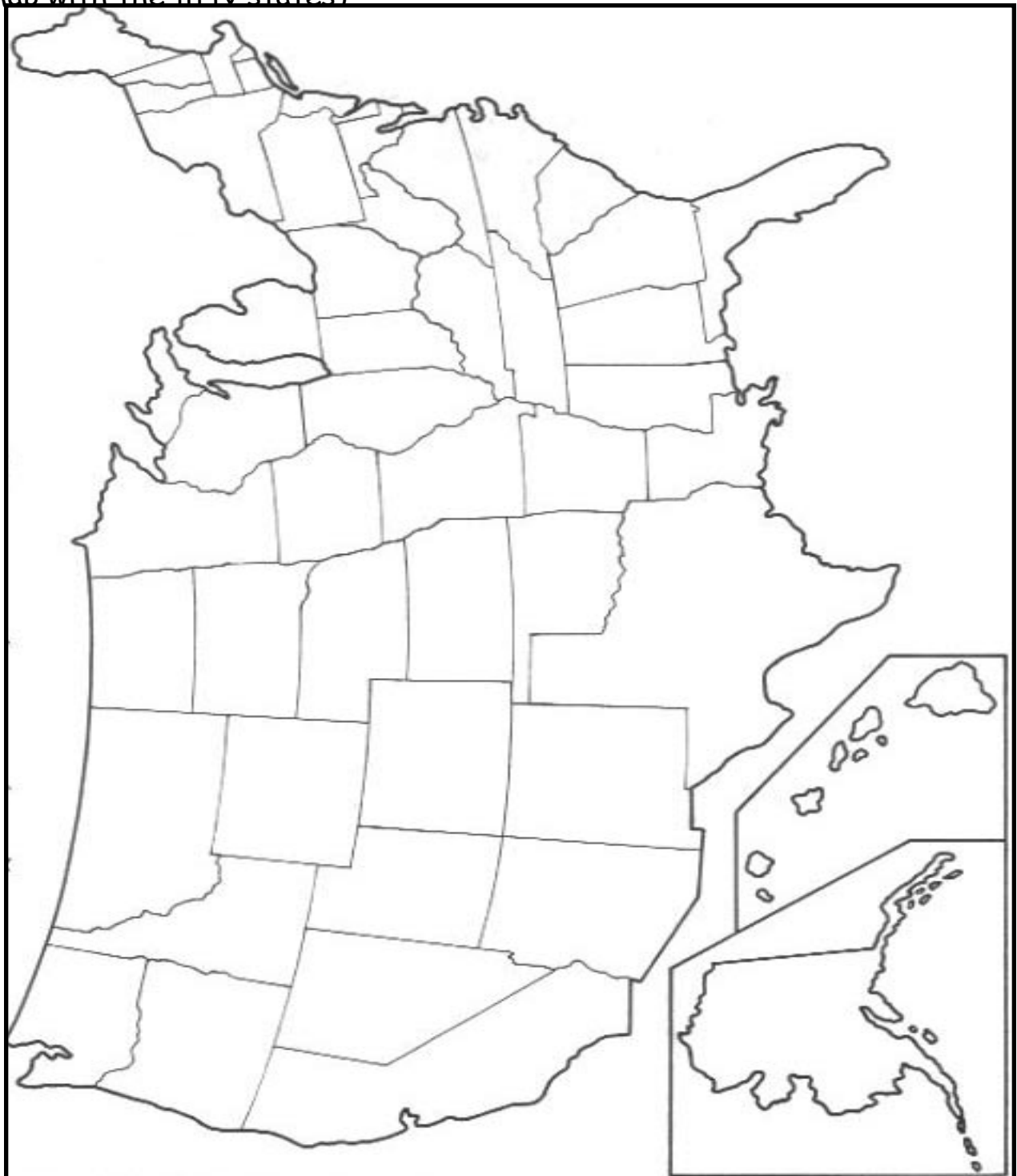
(Map of New York City)



The 50 States

The United States is made up of fifty states. Most of the states border each other. There are two states that do not touch the other states. These states are Hawaii and Alaska. Each state has a capital city. A capital city is the city where the leaders of a state work.

(Map with the fifty states)

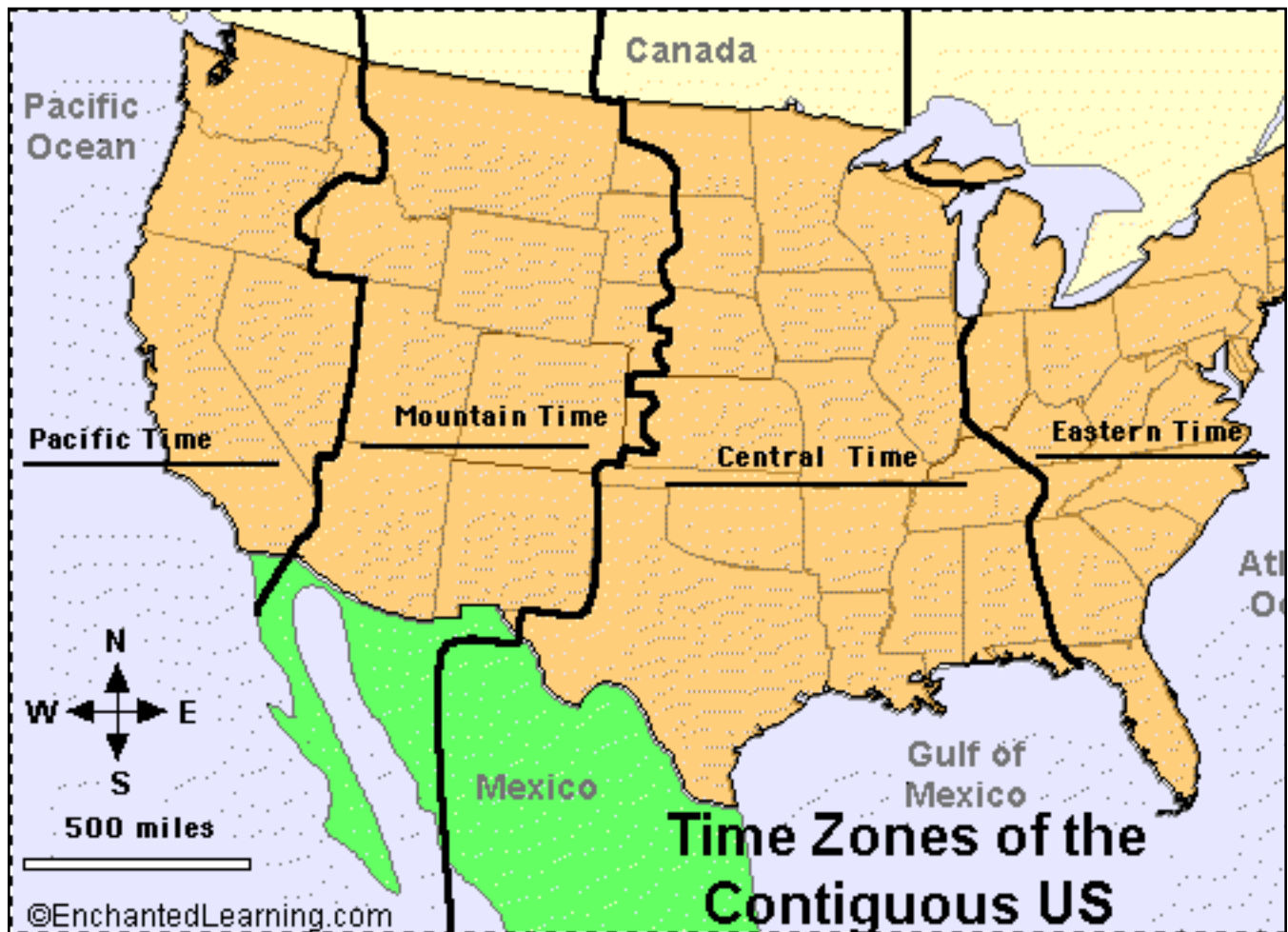


TIME ZONES

What Are time zones? The earth is divided into 24 time zones. This allows everyone to be on similar schedules like noon being when the sun is the highest in the sky. The United States is divided into six time zones. Most of the states in the United States go on daylight saving time from April to December to save energy. Hawaii and most of Indiana and Arizona do not use daylight saving time.

In Daylight saving time the clocks are set forward one hour. The time zones are one hour apart. If it is 1:00 in Pacific Time then it is 2:00 in Mountain Time, 3:00 in Mountain Time and 4:00 in Eastern Time.

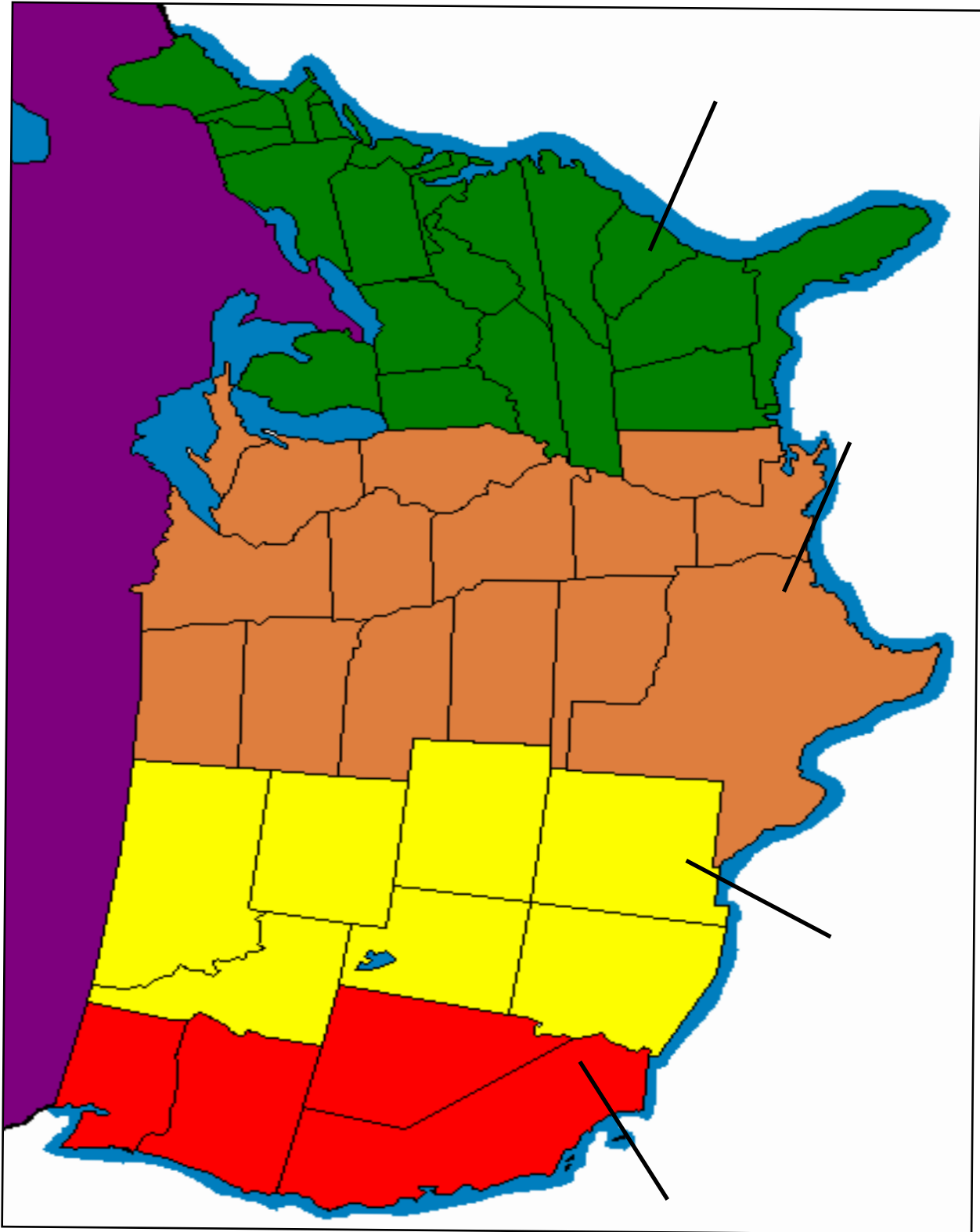
(Map with the time zones labeled)



Time Zones

Name: _____ Date: _____

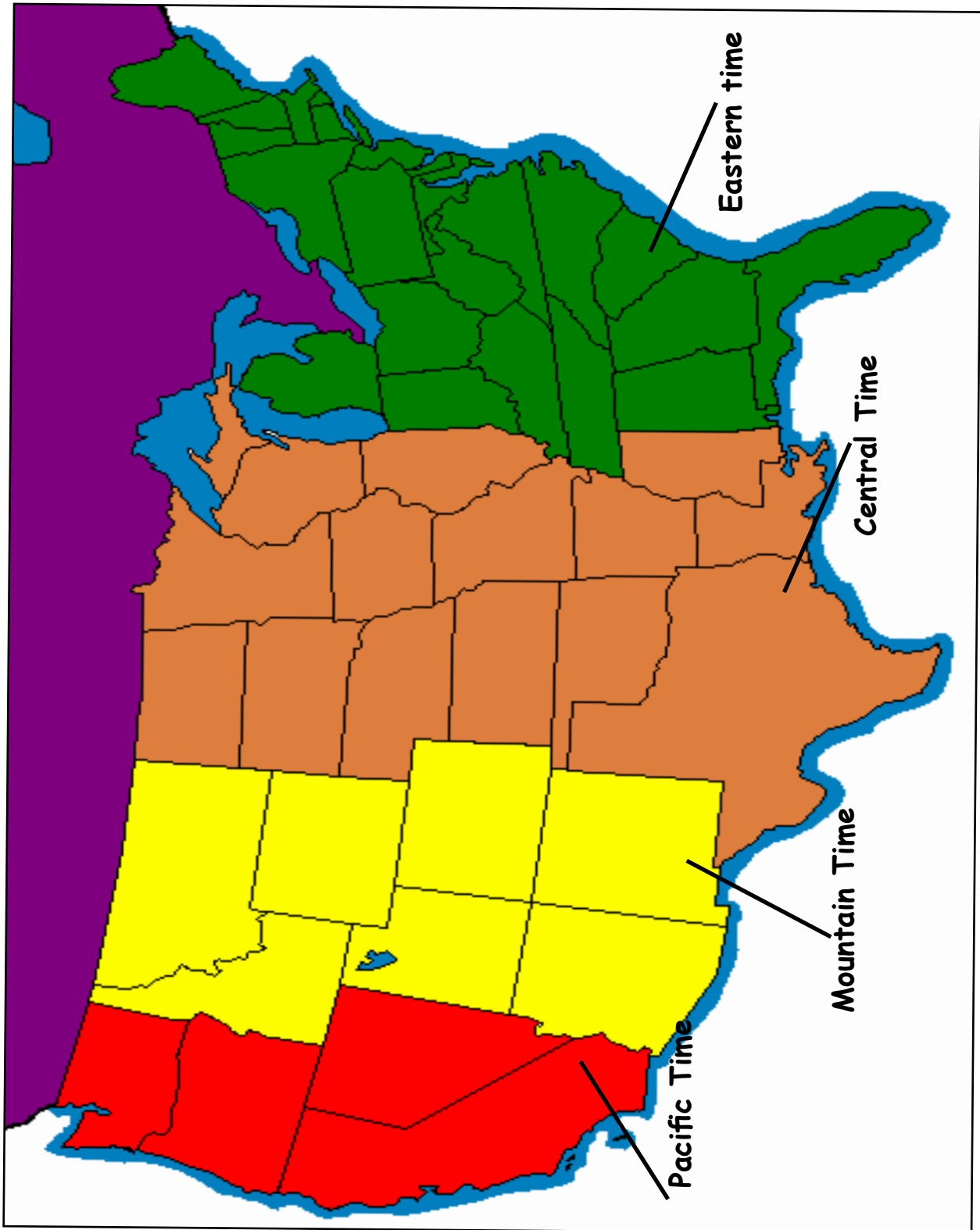
Directions: Label the time zones shown on the map.



Time Zones

Name: Key Date: _____

Directions: Label the time zones shown on the map.



TIME ZONES

Directions: Answer the questions below.

1. Write names of the time zones in the spaces below.
2. Label the time zones on the map.
3. If it is 3:00 in Pacific Time, what time is it in Mountain Time?
4. Write the name of the state in which you live.
5. What is the time zone of your state?
6. Use the information about time zones to write two Math problems. Ask your neighbor to solve them.



BRANCHES OF GOVERNMENT

The United States Government is divided into three branches. They are the executive branch, the judicial branch and the legislative branch.

The Executive Branch

The President and the Vice President of the United States are the leaders of the executive branch of government. The president is elected every four years. He lives in the White House in Washington DC. The president and vice president make sure that people follow the laws that are made. When the president has important decisions to make, he calls for help from his fifteen helpers known as the cabinet.

(white house)



The Judicial Branch

The Judicial Branch of Government is made up of courts. The highest court is the United States Supreme Court. The Supreme Court is made up of 9 judges. They meet in the Supreme Court Building.



The Legislative Branch

The Legislative Branch of government makes laws for the nation. The main lawmaking body is Congress. Congress is made up of two parts. They are the House of Representatives and the Senate. Congress meets at the US Capitol in Washington, DC



THE UNITED STATES HAS ONE PRESIDENT

1. Discuss the reasons we choose a president of our country. Be sure that students are aware of the following: We choose a president to keep our country strong. We choose a president to protect our freedom. We choose a president to make sure the laws of our land are obeyed. We choose a president to keep us safe.
2. Ask students who is the president of the United States.
3. Discuss how we choose the president.
4. Discuss what the president does for the country.
5. List the responses to question 3 and 4 in separate columns.
6. Ask students to state why they think it is important for a country to have a leader.
7. Make a list of present and past presidents and display a picture of each of the presidents.
8. Have a student circle the name of each president who is still alive.
9. Allow students to pretend they want to run for president of the United States. Allow them to tell why they want to be president.
10. Ask them to list all the things they would do for the United States if they became president.
11. Ask students to create a campaign poster.
12. Ask students to draw a picture of the current president of the United States on a Campaign Poster.



If I Were President

Have each student research some of the things President George Washington and President Abraham Lincoln did for the citizens during their time as president. Talk with students about the importance of the job of president. Ask each student to think about what he/she would do if he /she were president. Use this information to create a booklet.

Make copies of the the sentence starters provided. Give each student six sentence starters, "I were president I would..." Ask each student to complete each one.

To make a cover, give each student a pattern of President George Washington or Abraham Lincoln. Give ach student a 5"x10" piece of construction paper. Fold it in half and then cut out the pattern of the president they have and paste it on the front of the construction paper. Staple the pages between the covers.

Allow time for each student to share his/her booklet.



Rules of Civility and Decent Behavior Connecting the Past and Present

To practice his handwriting, George Washington would copy rules of behavior. Share some of the rules that existed in the time in which George Washington lived. Have the students rewrite the rules in modern English using their best handwriting.

Some rules

Lean not upon anyone.

Be not curious to know the affairs of others, neither approach that speak in private.

Keep your fingers clean, and when foul wipe them on the corner of your table napkin.

Let your recreations be manfull not sinfull.

If others talk at table be attentive but talk not with meat in your mouth.

Speak not evil of the absent for it is unjust.

Shew not yourself glad at the misfortune of another though he were your enemy.

Sleep not when others speak.

Sit not when others stand.

Speak not when you should hold your peace.

Walk not on when others stop.



Teaching About the Constitution through Research and Interview Process

The United States is a Democratic country. The constitution that governs the country was signed on September 17, 1787. The purpose of this Section is to:

- Facilitate cooperative activity among the students.
- Help students understand the meaning of the words “constitution, signers, reporter, newspaper, interview.
- Help students understand the contribution of the Founding Fathers, namely George Washington, Benjamin Franklin, Thomas Madison and Hamilton.
- Help students understand the purpose of the United States Constitution.
- Allow students to research information about the signers of the constitution.
- Using Power Point to present a report

Materials Needed:

1. Select a book about the Constitution.
2. Chart Paper
3. Markers
4. Internet Access
5. Index Cards
6. Props for the Founding Fathers
7. Props for a Reporter
8. US Flag



Procedure: First Activity

1. As a class activity have the students discuss the meaning of the word Constitution and signers. Write the meaning of each word on paper provided.
2. Discuss and define the Constitution. Explain to the class that the Constitution is a set of rules that ensures certain rights of the people in the United States.
3. Display a chart with the pictures of the original signers of the

Constitution.

Explain that these signers are often called the Founding Fathers.

4. Read the book about the Constitution that was selected. Ask the students to listen carefully to discover how people made their living in those days, what were some of the customs they practiced, and why was there a need for a document like the Constitution.

Second Activity

1. Have students research the meaning of the following words: reporter, newspaper, interview.
2. Read an article from a magazine or local newspaper. Discuss questions a reporter would ask if he were conducting an interview about the topic.
3. List the questions suggested by the students.

Third Activity:

1. Divide students into groups of three or four and assign each group one of the signers of the Constitution to be researched. Tell them to imagine that they are a reporter covering the signing of the Constitution, and must find answers to some questions important to the public. Develop a list of questions to be asked. Let each group complete their research on the computer or by using reference material.

Fourth Activity:

1. Allow students to participate in a mock interview session, one student acts as the reporter and the other as the Founding Father. They will use this process to share with the class what they found out about their assigned Founding Father.
2. Reporters should prepare their questions ahead of the interview. Be sure that each student has an opportunity to be an interviewer or a Founding Father.

Closure:

Assign to each student a signer of the constitution not already covered. Instruct the students to research this signer and prepare a Power Point presentation to be presented to the class.



State Government

Use your research skills to find the following information about your state's executive, legislative and judicial branches of government.

Name of Governor:

Name of Lieutenant Governor:

Name of Attorney General:

Name of Treasurer:

Number of Senators:

Names of Senators:

Name of Your Senator:

In which county do you live:



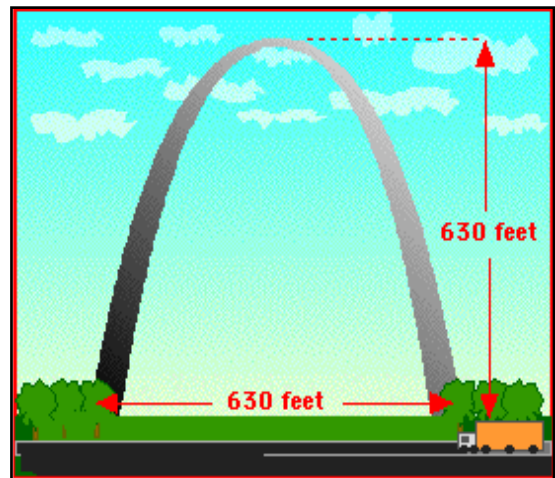
Landmarks of your State

Landmarks come in different shapes and sizes. There are natural landmarks like caves, and historical landmarks like homes of famous people, or churches. There are memorial statues and other landmarks which pay tribute to people who have made valuable contributions to the state or the country.

Make a list of some of the interesting places in your state.

Is there a place or thing in your state that you think should be considered a landmark? Why?

On a separate sheet of paper, write a letter to your state representative or senator explaining why you feel it should be a landmark.



Responsibilities of a Citizen

Every citizen has certain responsibilities. Some they must do or they will be in trouble with the government. Others they may do. Every citizen must:

- Obey the laws of the land
Laws are rules by which a society is governed. If there are no laws and the all the people did as they pleased, everything would fall apart. If a person breaks a law there is punishment. Police officers and the courts make sure that laws are obeyed. The severity of the punishment depends on the law that is broken.
- they must pay taxes
Citizens pay taxes to the government. The taxes are used to pay for the things that we could not buy for ourselves, like fire protection, schools, roads.
- They must serve on jury duty
Citizens must give some of their time to serve as jurors in a court. A jury consists of twelve persons who are chosen to listen to the evidence in court. After they hear the evidence, they must decide if the person on trial is guilty or not guilty.
- They must serve as a witness.
A witness is a person who is called to testify in court about what he may know about the case being tried. If a person is called to be a witness, he must obey.

Voting in an election

This is voluntary. It is important for every citizen to vote in an election.

(simulated election)



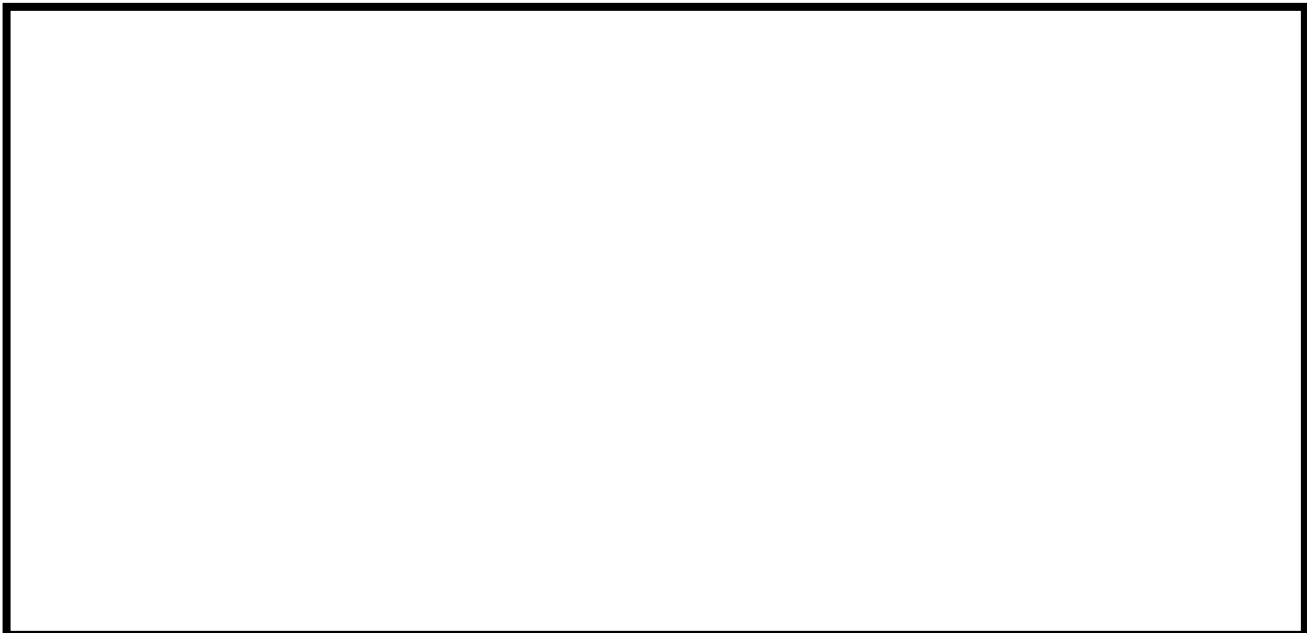
Who Lives in America

Find out where the students in your class came from
Make your own immigration graph.

Find out where your classmates' families came from. Use the following question to get your information.

- From which country or region did your family originally come?
1. Use the results from the survey to create a bar graph in the box below.

Immigration Graph



2. Use the bar graph to answer the following questions:
 - From which country or region did most of your families come?

 - From which country did the least number of families come?

 - How many families are originally from the United States of America?



Immigration Map

Directions: On a map of the world, **color Red** the country or region from which most of the families came. **Color Blue** the country or region from which fewest families came. Use the Internet or an atlas to help you find the country or region on the map.



Taking a Census of Your Class

Directions for the Teacher

Ask the students in your classroom if they know what a census is. Explain to them that a census is a count of all the people living in one country. In the United States a census is taken every ten years. Individuals are asked to answer the questions on a long form. All the answers are counted and this helps the government develop programs for different communities.



Give each student a copy of the questionnaire on the following page and ask them to fill it out. Each day during the school year, select one questionnaire, read it to the class and see if the students can guess which of their classmates filled it out.

Tally the information and use it to enhance class activities for the school year. If most of the students like a certain kind of food, you may serve it at a birthday party. If most of the students like to visit a certain historical site, you may include that in your field trips for the year.

Census Questions

Name: _____ Date: _____

Direction: Pretend that you are a Census Taker. Write the responses to the following questions in the space provided:

1 When were you born? Month/Day/Year _____

2 How many persons live in your home? _____

3 What are the names of the persons living in your home?

4 Do you have pets in your home? YES/NO _____

5 What subject do you like best in school? Circle one: **Reading, Mathematics, Social Studies, Science, Bible,**

6 What activity do you like best? _____

7 What sports do you like to play? _____

8 What is your favorite food? _____

9 What is your favorite book? _____

10 Who is your favorite Bible Character? _____

11 Who is your best friend or friends? _____

12 If you had \$500.00 to spend, what would you buy?

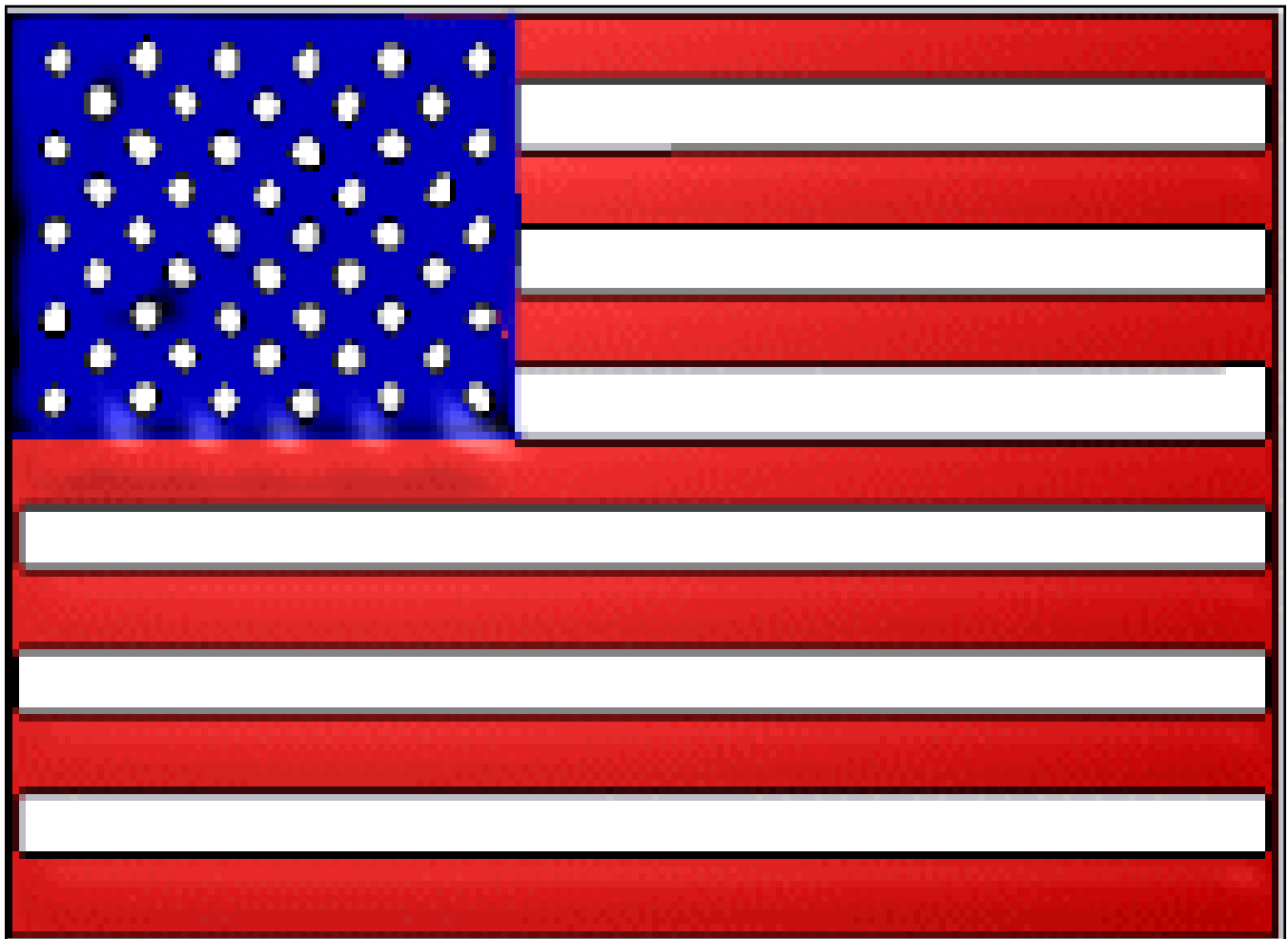


SYMBOLS OF THE UNITED STATES

The Flag

The flag of the United States of America is a national symbol. The flag is usually called the "Stars and Stripes" or "Old Glory." In the United States of America, Flag Day is celebrated on June 14 each year.

Flag with 50 stars and 13 stripes



Flag Activity

Name: _____

Date: _____

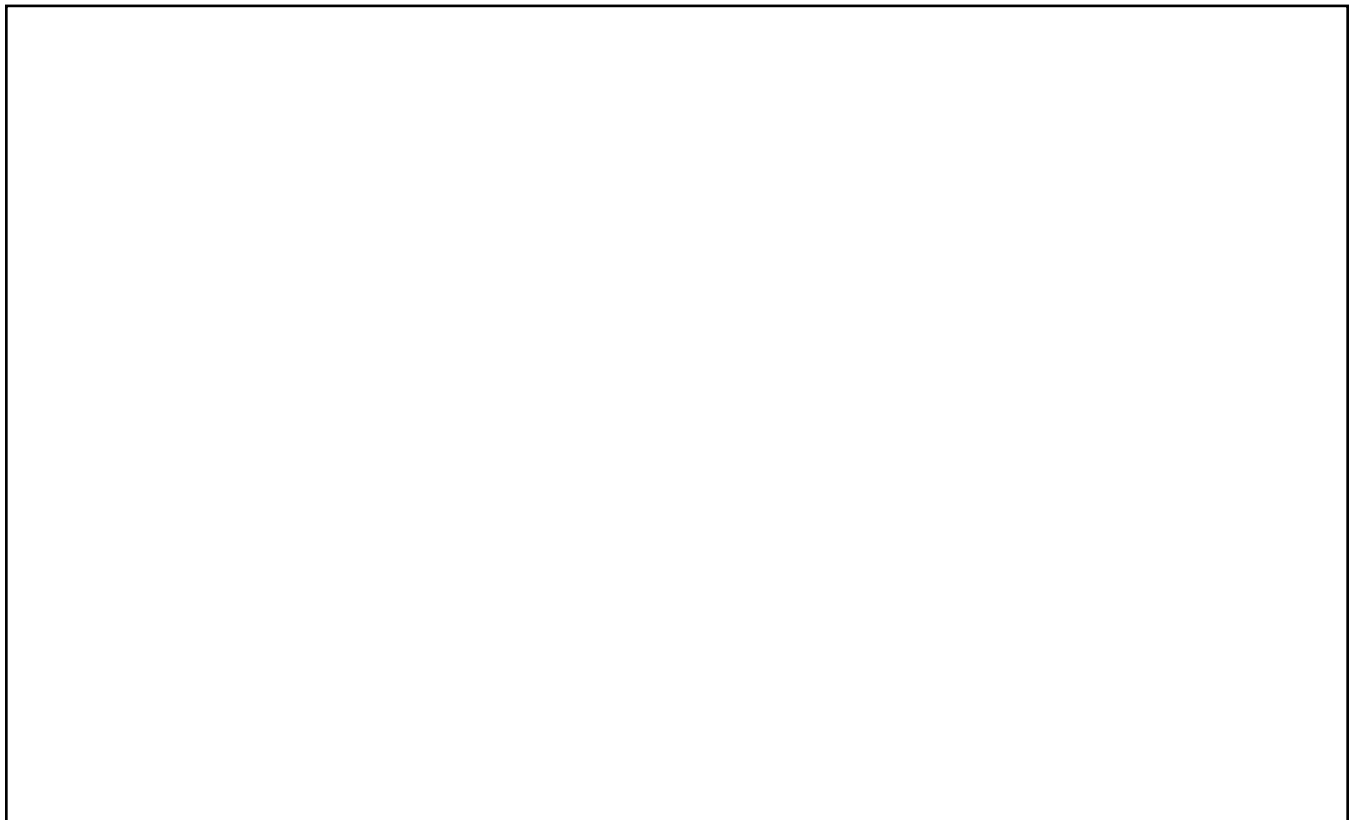
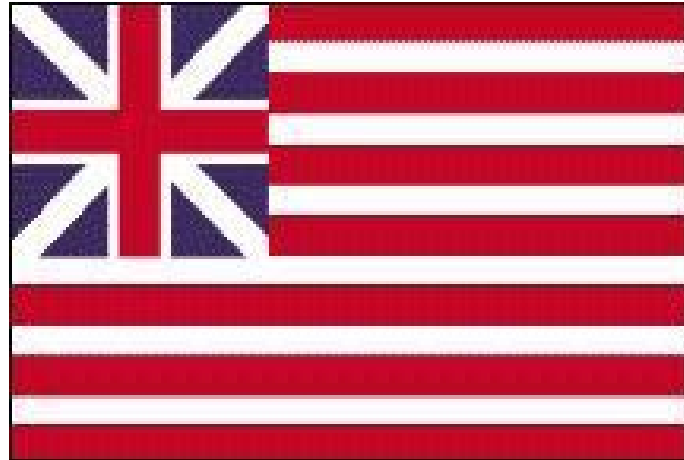
Directions: Draw and color your own United States Flag.



Early American Flag

The early American is known as the *Grand Union Flag*. It was adopted by the *Continental Congress* in 1775 and was flown in December of that year by the *Colonial Fleet* of ships. It was first flown on land by *George Washington's* camp near *Boston Massachusetts* on *January 1, 1776*.

Color the *Grand Union Flag*

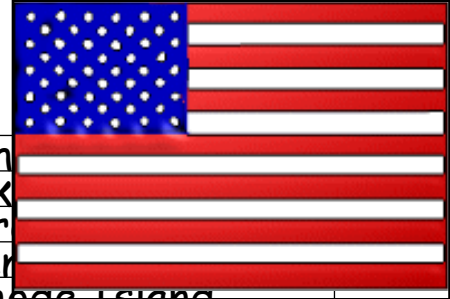


Stars in the Flag

There are fifty stars in the flag. Each star stands for a state.

Circle in red the state in which you live.

Circle in blue the states you have visited.



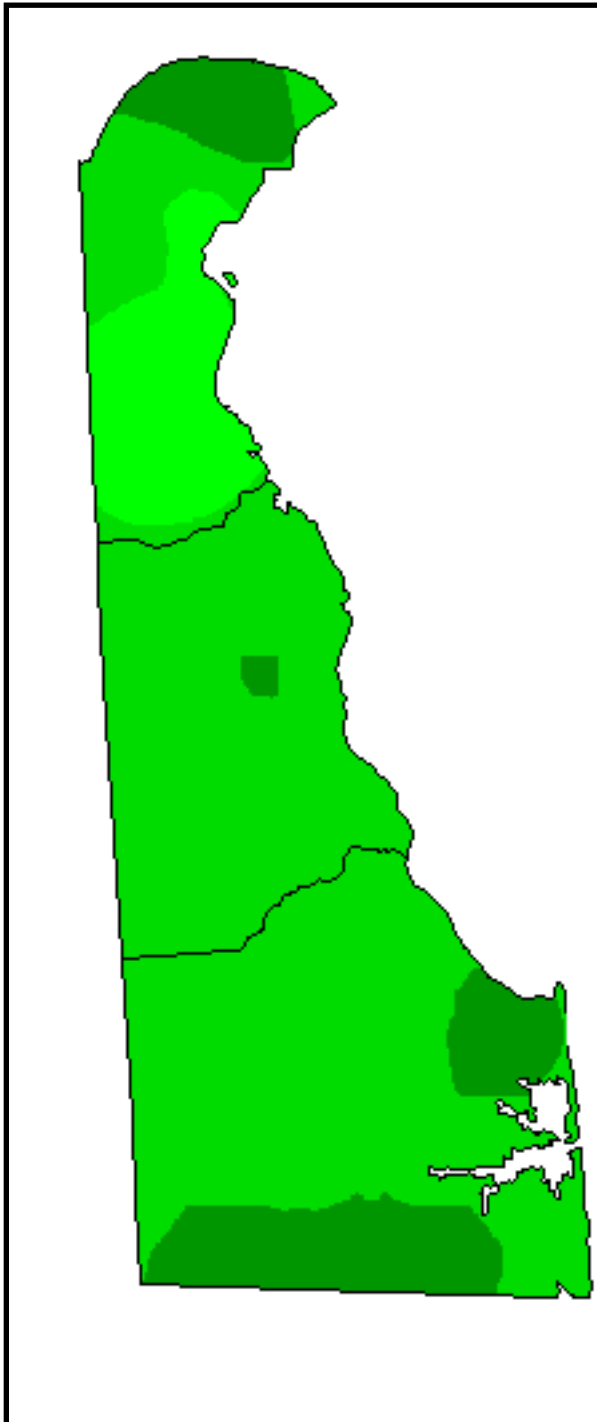
Alabama	Louisiana	Ohio
Alaska	Maine	Oklahoma
Arizona	Maryland	Oregon
Arkansas	Massachusetts	Pennsylvania
California	Michigan	Rhode Island
Colorado	Minnesota	South Carolina
Connecticut	Mississippi	South Dakota
Delaware	Missouri	Tennessee
Florida	Montana	Texas
Georgia	Nebraska	Utah
Hawaii	Nevada	Vermont
Idaho	New Hampshire	Virginia
Illinois	New Jersey	Washington
Indiana	New Mexico	West Virginia
Iowa	New York	Wisconsin
Kansas	North Carolina	Wyoming
Kentucky	North Dakota	

Stripes in the Flag

There are thirteen stripes in the United States flag. Seven of the stripes are red and six of the stripes are blue. The stripes represent the thirteen original colonies.

Delaware
Pennsylvania
New Jersey
Georgia
Connecticut
Massachusetts
Maryland
South Carolina
New Hampshire
Virginia
New York
North Carolina
Rhode Island





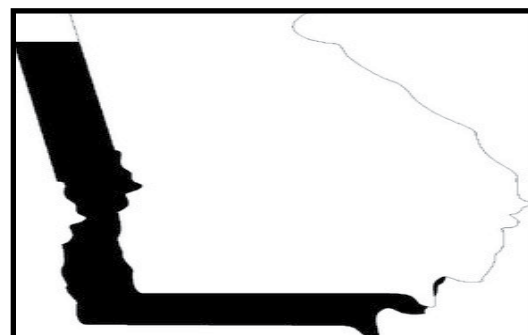
Delaware



Pennsylvania

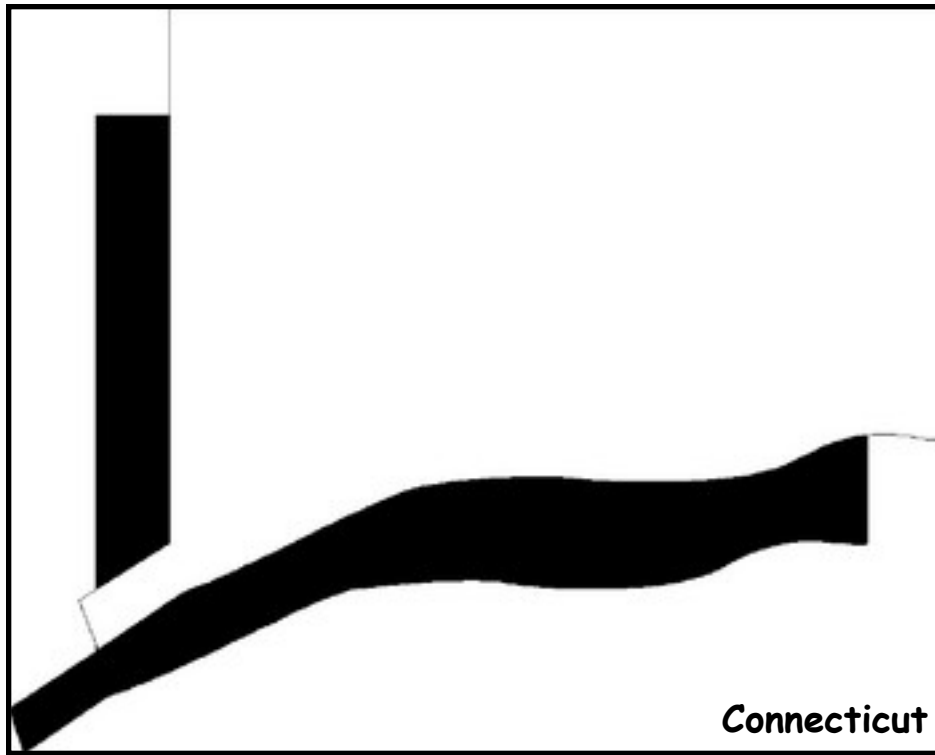


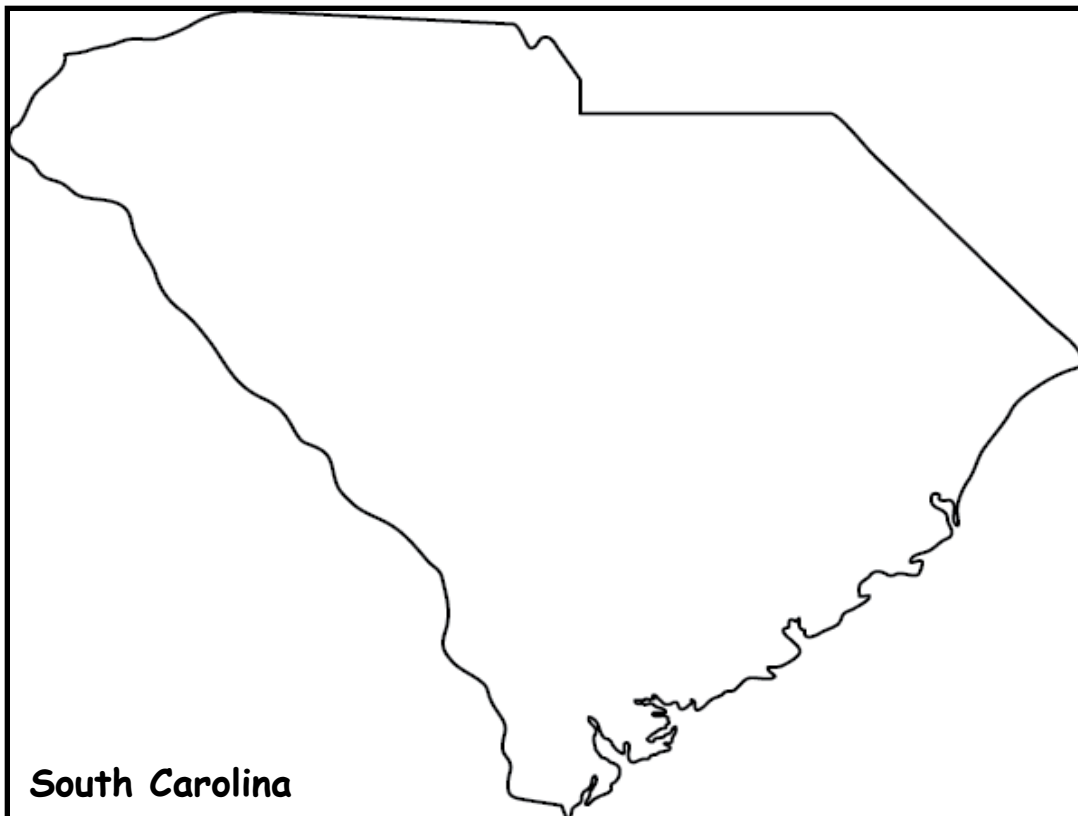
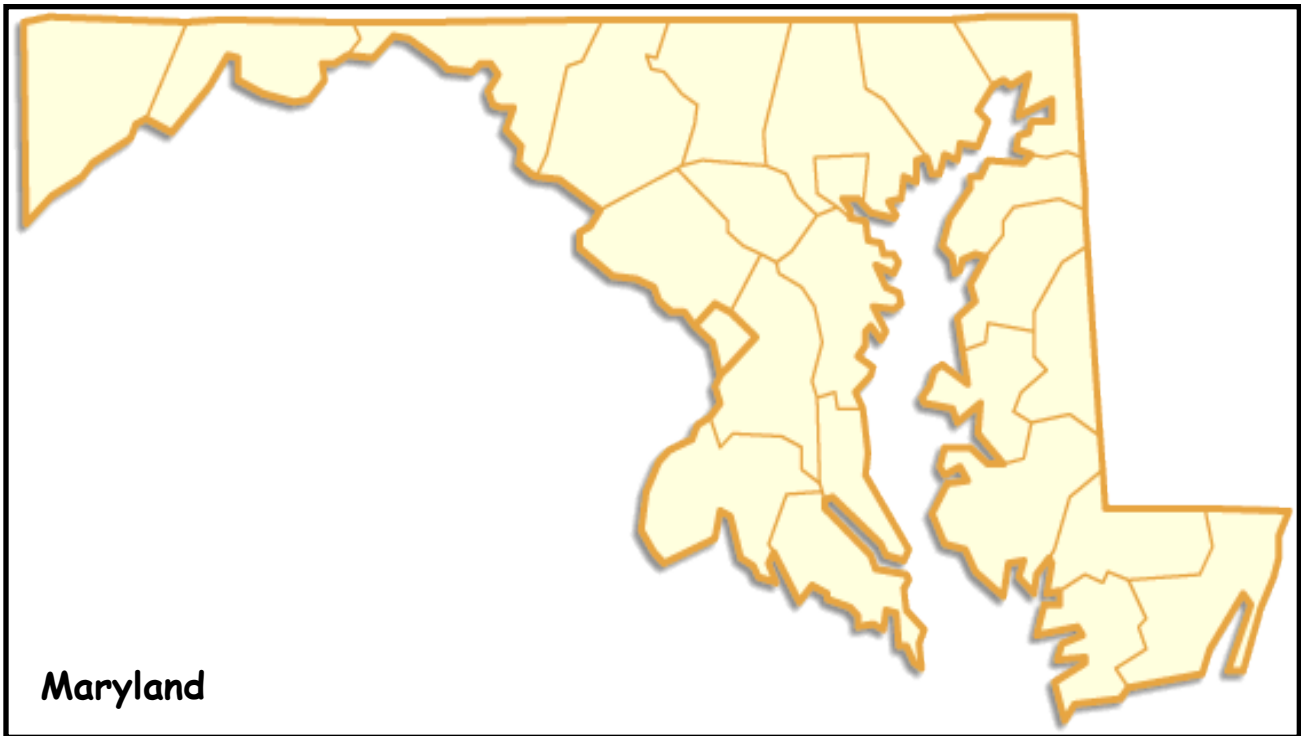
New Jersey

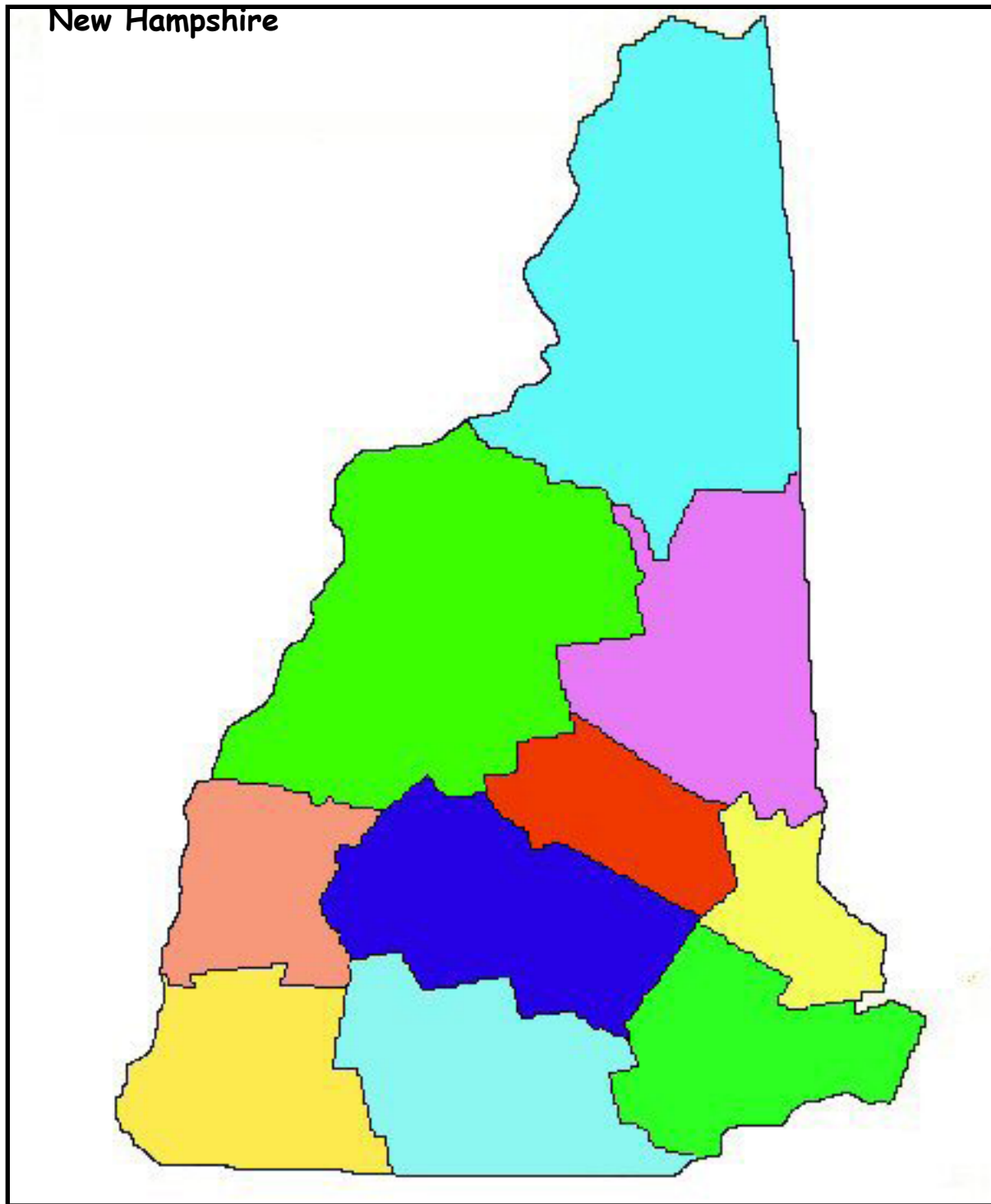


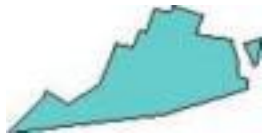
Georgia

The Original thirteen continued

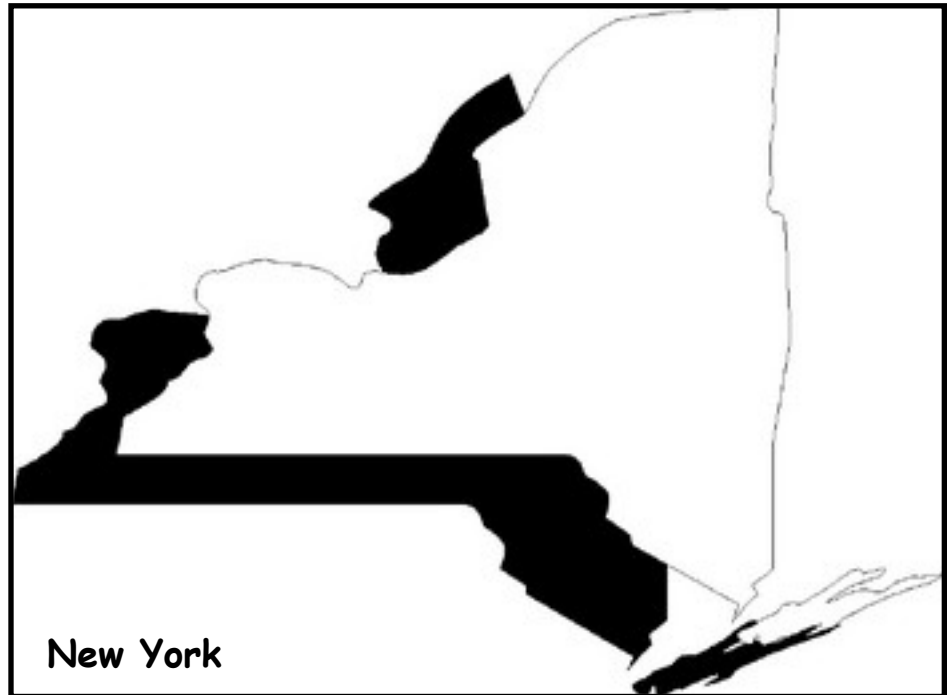




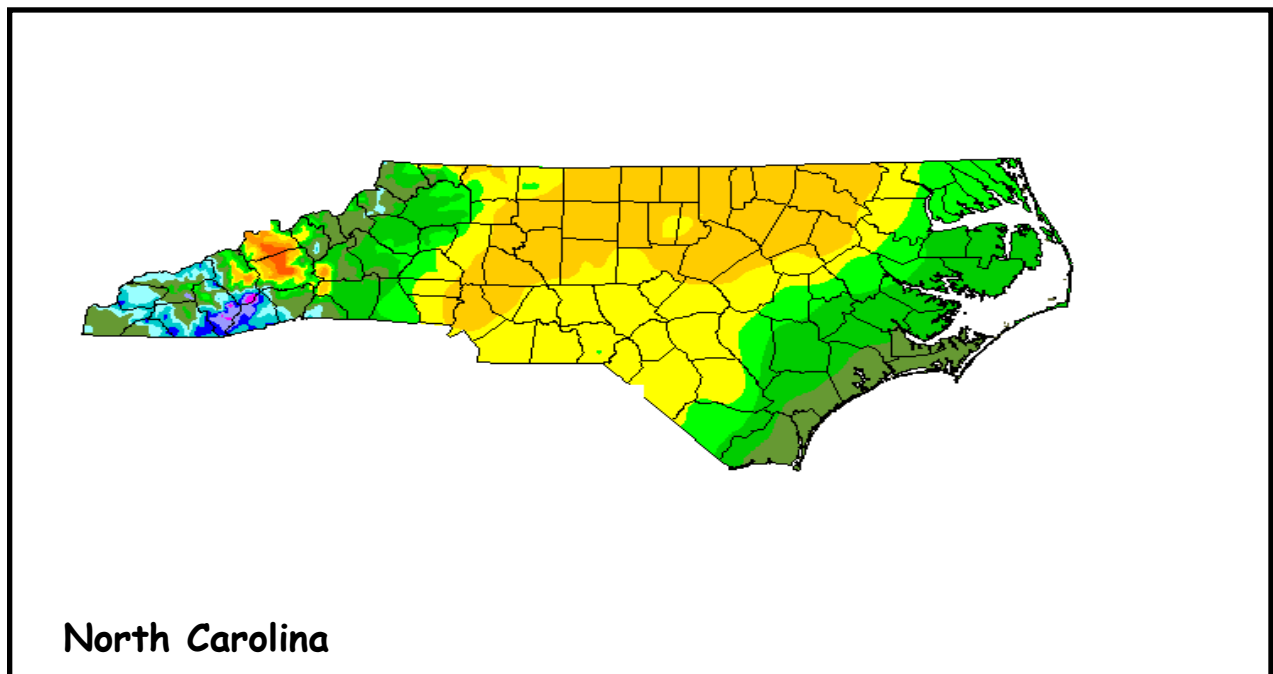




Virginia



New York

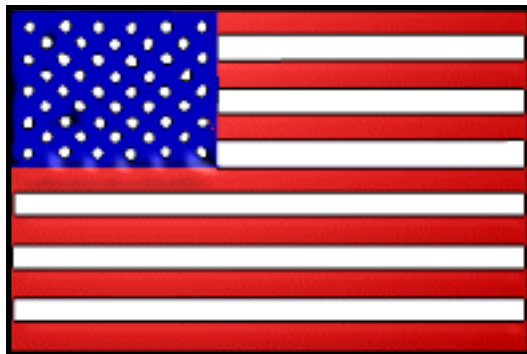


North Carolina



The Flag as a Symbol of Our Country

1. Display an American flag in the classroom.
2. Ask the students to tell what they think the flag stands for.
3. Discuss the 50 stars and the fact that they stand for the 50 states.
4. Discuss the years when each state became a part of the union.
5. Discuss what the stripes on the flag symbolize.
6. Ask the students to tell the occasions when a flag would be used.
7. Ask the students to tell why they think a flag is important to the people of the United States of America.
- 8.



The Star Spangled Banner

The Star Spangled Banner was written by Francis Scott Key in 1814. That was when he saw a United States flag still flying after a battle with the British during the war of 1812. The Star Spangled Banner became the United States National Anthem in 1931.

Oh say can you see, by the dawn's early light,
What so proudly we hailed at the twilight's last gleaming?
Whose broad stripes and bright stars, through the perilous fight,
O'er the ramparts we watched, were so gallantly streaming?
And the rockets red glare, the bombs bursting in air,
Gave proof through the night that our flag was still there.
O say, does that star spangled banner yet wave
O'er the land of the free and the home of the brave?



The Pledge of Allegiance

The Pledge of Allegiance was written by Francis Bellamy and James Upham. It was first published in a children's magazine. The words "Under God" were added to the pledge on June 14, 1954.

When it was announced that the 400th anniversary of Columbus coming to America would be celebrated, James Upham felt that we should have a special pledge to our nation to honor the occasion. He hoped the pledge would last longer than the day of the celebration.

He asked Francis Bellamy for help to write the pledge. The two men completed writing a pledge with which they were happy in 1892. They waited until Columbus Day was celebrated that year to recite. Everyone liked the pledge.

In 1942 when the United States was at war, the pledge was adopted by the United States Congress as our official pledge. At that time the United States Congress adopted the proper courtesy toward the flag: standing respectfully with the right hand over the heart while repeating the pledge.

THE PLEDGE

"I PLEDGE ALLEGIANCE TO THE FLAG
OF THE United States of America
And the Republic for which it stands
One Nation, under God,
Indivisible, with liberty
And justice for all".

Meaning of the Pledge of Allegiance

I promise to be true to the flag of my country
And the great nation for which it stands;
One country under the protection of God,
United and strong, with freedom
And fairness for all.



Choral Reading

All: I pledge allegiance to the flag of the United States of America.

Child 1: To my flag I will be true in all I say and all I do.

All: and to the Republic for which it stands

Child 2: A republic is a country like ours,
Where men and women, too,
Can vote and choose the ones they want
To rule our country too.

All: one nation under God, indivisible

Child 3: Our states together make our land
And with God's help it will always stand.

All: with liberty and justice for all.

Child 4: Our country gives us liberty,
Which means that we are free.
And justice means our laws are fair,
to you as well as me.



The Flag of the Thirteen Colonies

The flag with 13 stars was made by Betsy Ross. She was a tailor. Each of the stars represents one of the first thirteen states in the colonies. These were: Delaware, Pennsylvania, New Jersey, Georgia, Connecticut, Massachusetts, Maryland, South Carolina, New Hampshire, Virginia, New York, North Carolina and Rhode Island.

Thirteen Colonies flag



They Were the Original Thirteen

While George Washington was still president, the last two of the original 13 colonies became states.

Have each student work with a partner to become more familiar with the original 13 colonies. Create a giant postcard highlighting one state from the thirteen.

To create this postcard, give each pair of students a card $8\frac{1}{2}$ by 11 inches, and an outline map of one of the states. Ask each pair find the information below and write it on the card:

- Research the state's capital
- Research the state's tree
- Research the state's bird
- Research the state's motto
- Tell when it became a state

When all the cards are completed, have each pair share the research with the class. List the date each one became a state on the board. At the end of the presentation, ask the students to list the states in the order in which they became a part of the union.

Display the 13 states in a prominent location.



The Bald Eagle

The bald eagle is a bird of prey that is native to North America. The eagle is not really bald. Its head is covered with white feathers. The word "bald" is from an old English word meaning "white". The bald eagle has been the national symbol of the United States of America since 1782.

This bird lives in the forest near rivers and large lakes. It gets most of its food from the water. The bald eagle can swim using the wings its wings to propel through the water.

It hunts during the day time and eats mostly fish. It also eats small mammals, snakes and other birds.

Bald eagles build a large nest from twigs and leaves. Nests are found in trees or cliffs high up from the ground. It may use the same nest for years.

Between the month of December and March, the female may lay one to three eggs. The eggs take one to one and one half month to hatch. This is called the incubation period. Both the male and female eagle help incubate the eggs in the nest. When the eagles are hatched they are fed by both male and female until they learn to fly and hunt for themselves.

The bald eagle has powerful wings with dark brown feathers. It has keen eyesight which it uses to spot its prey, and sharp yellow beak to tear apart the prey. The bald eagle uses its yellow feet with sharp talons to catch the prey.

The tail feathers white and the feathers on the body are brown. The feathers on the head are white. A bald eagle weighs between nine to fourteen pounds. The female is larger than the male. Their life span is between twenty to thirty years.

Bald eagles were taken from the "endangered" to "threatened" species in the lower forty eight states in 1994.



Eagle Report Chart

Name: _____ Date: _____

Directions: Use the narrative and other research to complete the chart below about the bald eagle.

Size and color

Diet

Habitat

Enemies

Enemies

Endangered

Interesting Facts



Bald Eagle Quiz

Name: _____ Date: _____

Directions: Use the information in the narrative to answer the questions.

1. Are Bald Eagles really bald?

2. Are Bald eagles plant eaters or meat eaters?

3. Where do Bald eagles live?

4. Do the male or the female bald eagles help incubate the eggs?

5. When were bald eagles moved from "endangered" to "threatened" species?

6. What do the bald eagles use to build their nests?



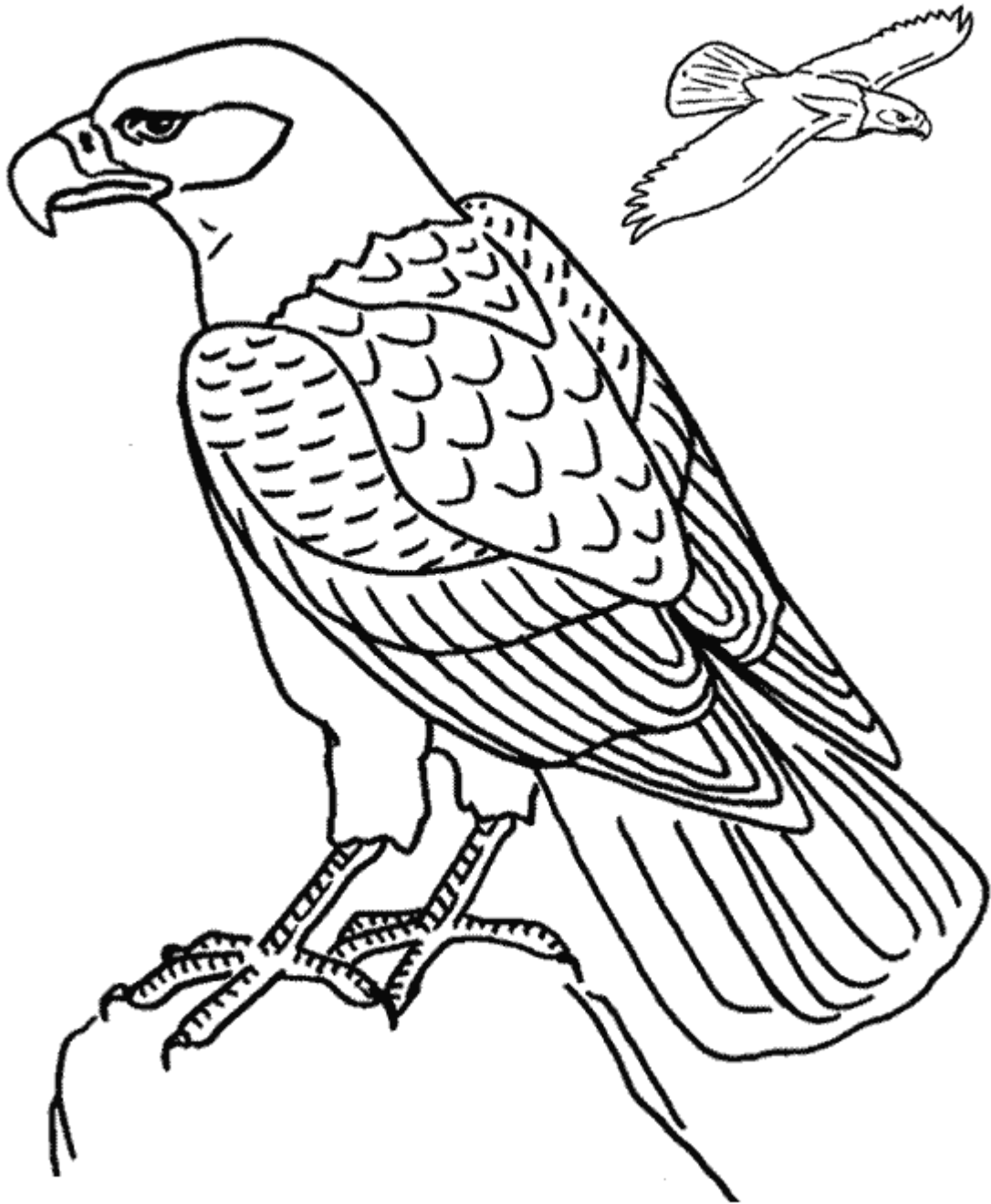
TIME ZONES

What Are time zones? The earth is divided into 24 time zones. This allows everyone to be on similar schedules like noon being when the sun is the highest in the sky. The United States is divided into six time zones. Most of the states in the United States go on daylight saving time from April to December to save energy. Hawaii and most of Indiana and Arizona do not use daylight saving time.

In Daylight saving time the clocks are set forward one hour. The time zones are one hour apart. If it is 1:00 in Pacific Time then it is 2:00 in Mountain Time, 3:00 in Mountain Time and 4:00 in Eastern Time.

(Map with the time zones labeled)





The Lincoln Memorial



The Lincoln Memorial was built between 1914 and 1917 in Potomac Park, Washington, D.C. as a tribute to President Abraham Lincoln. It was built to look like a Greek temple. The building has thirty-six Doric columns. A Doric column is the oldest and simplest of three main orders of classical Greek architecture. Its main characteristic is the heavy fluted column with plain saucer shaped capitals and no base. Each column represents a state of the union at the time of President Lincoln's death. A sculpture of President Lincoln is in the center of the memorial chamber.

The Gettysburg Address which is the most famous speech of Abraham Lincoln is inscribed on the south wall of the monument. Above the Gettysburg address is a mural depicting the angel of truth freeing a slave.



A Doric Column

Lincoln's Gettysburg Address

The Gettysburg Address was given by President Abraham Lincoln on November 19, 1863 on the battlefield near Gettysburg, Pennsylvania, USA.

Fourscore and seven years ago, our fathers brought forth upon this continent a new nation: conceived in liberty, and dedicated to the proposition that all men are created equal.

Now we are engaged in a great civil war...testing whether that nation or any nation so conceived and so dedicated...can long endure. We are met on a great battlefield of that war.

We have come to dedicate a portion of that field as a final resting place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this.

But in a larger sense, we cannot dedicate...we cannot consecrate...we cannot hallow this ground. The brave men, living and dead, who struggled here, have consecrated it, far above our poor power to add or detract. The world will little note, nor long remember, what we say here, but it can never forget what they did here.

It is for the living, rather, to be dedicated here to the unfinished work which they fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us...that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion...that we here highly resolve that these dead shall not have died in vain...that this nation, under God, shall have a new birth of freedom...and that government of the people...by the people...for the people...shall not perish from the earth.

Activity:

Instruct the students to memorize this speech and present as a class to the student body in a cultural assembly, at a Home and School meeting, or an awards assembly.



The Liberty Bell

The Liberty Bell is a large bronze bell that represented freedom in the United States of America. This bell is located in Philadelphia in the state of Pennsylvania. The bell has a huge crack in it. This happened during a test ringing. After cracking, the bell was recast two times in 1753. The old bell was melted and broken down to be used in the recasting of a new bell. The new bell was probably rung at the Declaration of Independence in Philadelphia on July 8, 1776. The bell rang to announce many important events in early American history like Presidential elections and Presidential deaths.

The Liberty Bell is about three feet high and weighs about two thousand and eighty pounds.

The bell cracked again on July 8, 1835.

Across the top of the bell, the following is written, "PROCLAIM LIBERTY THROUGHOUT ALL THE LAND UNTO ALL THE INHABITANTS THEREOF" LEV. XXV: X. On the lower portion of the bell are the inscriptions "PASS AND STOW". These are the names of the founders who cast the bell, John Pass and John Stow.

The bell was originally called the "State House Bell" or the "Province Bell". It was first called the "Liberty Bell" around 1839 by individuals who published works about anti-slavery.



Facts About the Liberty Bell

Name: _____ Date: _____

Directions: Use the information in the narrative to

Year the bell was originally cast

Height of the bell

Weight of the bell

Original name of the bell

Year the bell was named Liberty Bell

Current location of the Liberty Bell



See Your State

Using the schedule below, plan a tour of your state that would last for one week. Include the interesting and famous places in your state . Include sporting events, amusement parks, concerts, museums, art displays, shopping. Plan for places and times to eat, shop and rest. Talk with your teacher about places to visit, or you may visit a website that will provide you with that information.

Sunday: _____

Monday: _____

Tuesday: _____

Wednesday: _____

Thursday: _____

Friday: _____



Interviewing for Information about your State

One of the best ways to find out about a place is to ask someone who was born and grew up there. This person must also know the history of the area. Since it is easier to talk to someone you know, think about interviewing a grandparent, a relative or a neighbor. Use the following guidelines to prepare for your interview:

Interview guidelines:

1. Find someone who knows more than you will find in a book.
2. Be very specific with your questions.
3. Tell the person what kind of things you would like to know in advance so they can think about them.
4. Be on time for your interview.
5. Thank the person for the interview.
6. Ask for permission to tape the interview.
7. Try to finish your interview on time.
8. Write a report about the interview.
9. Send a written report of the interview to the person you interviewed. Be sure to attach a note of thanks.



The Great Seal of the United States of America

The seal has a picture of an American bald eagle holding a ribbon in its beak. The ribbon has a motto of the United States of America, "E PLURIBUS UNUM," meaning "Out of many, one." The eagle is clutching an olive branch with thirteen olives and thirteen leaves in one foot, symbolizing peace, and thirteen arrows in the other. The thirteen stands for the original thirteen colonies and the arrows symbolize the acceptance of the need to go to war to protect the country.

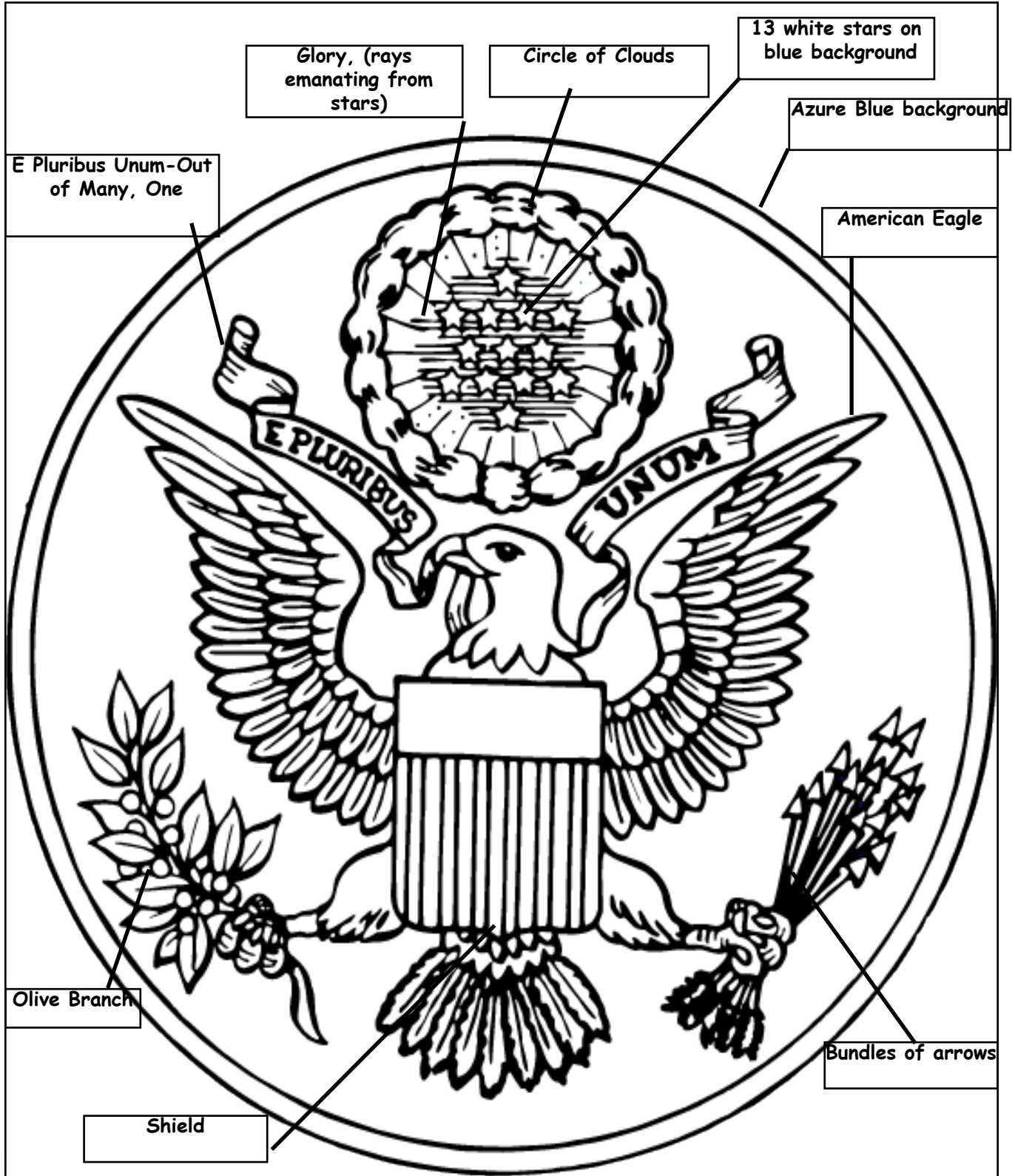
The shield in front of the eagle has thirteen red and white stripes representing the original thirteen colonies. There is a blue bar above the stripes which symbolizes the uniting of the thirteen colonies and represents congress. Above the eagle are rays, a circle of clouds and white stars.

This seal was designed by Benjamin Franklin, John Adams and Thomas Jefferson at the request of the Continental Congress. The design was approved on June 20, 1782.



The Great Seal of The U.S.A.

Color the Great Seal of The U.S.A.

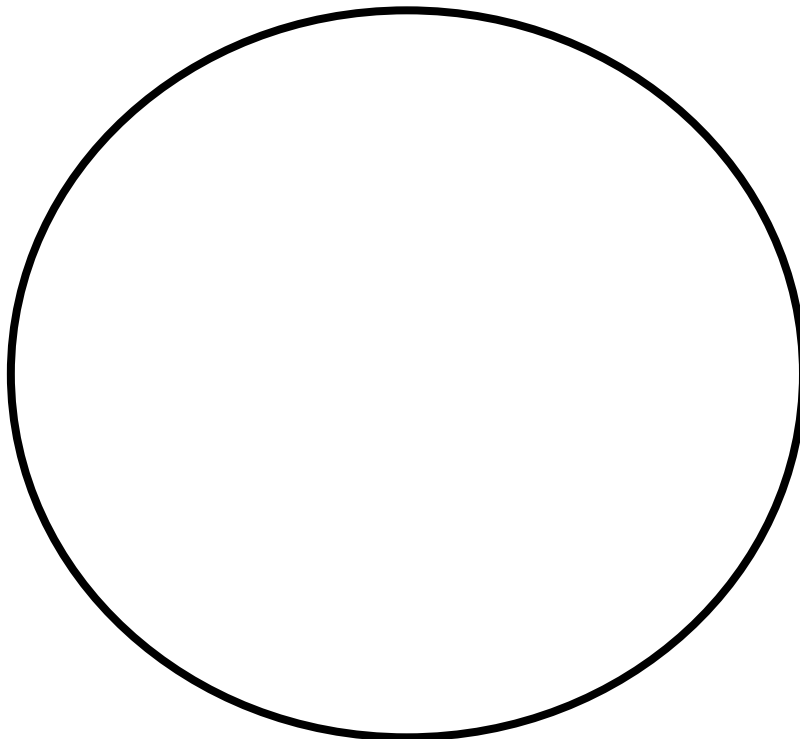


The President's Symbol

Name: _____ Date: _____

A symbol is a picture that stands for something. The seal is a symbol for the President of the United States. Each part of the symbol means something special. Do you think the seal is a good symbol for the President of the United States? Why or Why not? Write your response below.

Think of things that are important to you. Use these things to draw your own symbol.



The Statue of Liberty

The Statue of Liberty is a very large sculpture located on Liberty Island in New York Harbor. This statue was given to the United States of America by the people of France.

The formal name for the statue is "Liberty Enlightening the World." The statue pictures a woman who has escaped the chains of tyranny. In the right hand is a torch. This torch is a symbol of liberty or freedom.

The statue was brought to the United States of America on a French ship "Isere" in three hundred fifty pieces. There are 354 steps inside the statue and its pedestal. There are twenty five viewing windows in the crown. The seven rays on the crown symbolize the seven seas and the seven continents of the world. Lady Liberty holds a tablet in her hand with an inscription that reads "July 4, 1776." This is the day the United States of America gained independence.



Measurement of the Stature

Height from the ground to top of the torch	305 FEET
Length of nose	4 feet 6 inches
Length of head	17 feet 3 inches
Length of right arm	42 feet
Width of mouth	3 feet
Ground to the top of the pedestal	154 feet



Statue of Liberty Quiz

Name:

Date

Directions: Answer each question in a complete sentence. Use the narrative to help you.

1. The Statue of Liberty was a gift from what country?
2. In what year did the statue arrive in the United States of America?
3. How many viewing windows are in the crown?
4. How tall is the stature?
5. What is the formal name for the stature?



Statue of Liberty Word Search

Name: _____

Date: _____

Directions

How many words can you find in the following:

Enlightening

Independence



Statue of Liberty Word Search

Name:

Date:

Directions

How many words can you find in the following:

ENLIGHTENING

TEN

NINE

TIN

LINE

THING

HEN

THIN

HIT

LIGHT

THINE

LIGHTEN

LIT

LIE

GET

THEN

THE

NILE

NIGHT

HEIGHT

TINGLE

INDEPENDENCE

END

DEPEND

PEN

DEEP

NEED

IN

PIN

PINE

NINE

DINE

DEN

NICE

ICE

DICE

PENCE

DEEPEN

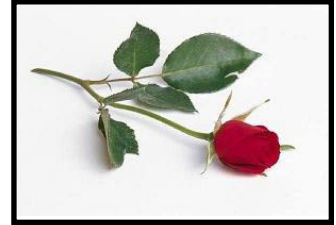
PIE

PIECE



The National Flower

The rose is the national flower of the United States. They are usually red, pink, white or yellow. They grow naturally throughout North America. On September 23, 1986, the United States House of Representatives named the rose as the “national floral emblem” of the United States. President Regan signed the resolution on October 7, 1986 in a ceremony in the White House Rose Garden.



Americans hold the rose as a symbol of life, love and devotion, of beauty and of eternity. The first President, George Washington, grew roses. One variety which he named after his mother is still grown today. The White House has a beautiful rose garden. Roses are grown in all fifty states. Parades and celebrations are decorated with roses.



We give roses to those we love.



Pointers to Help in Planting Roses

Preparing the Site

1. Remove all other plants from the area.
2. Add compost to the soil. Roses like lots of food so be generous with the compost.

Planting the Roses

1. Dig the hole. Make it about 1 foot deep by 2 feet wide. Keep the soil.
2. Mix the soil you took out with the well cured compost. Put a shovel or two of the mixed soil in the hole and level it off.
3. Put the plant in the prepared hole.
 - If the rose is in a container remove it from the container and loosen the roots at the bottom of the root ball. Put the plant in the hole so that the top of the root ball is just a little lower than the surrounding soil.
 - If there is no root on your rose plant, place the plant in the hole to a depth that will keep all the roots about one or two inches below the soil line after the hole is filled in.
4. Add the soil and gently press the soil down.
5. Slowly pour water over and around the base of the plant. Water settles the soil around the roots, and helps the roots transport nutrients to the plant.
6. Mulch reduces moisture loss so place mulch around the base of the plant about three inches thick. Mulch includes wood chips.

Note that newly planted roses are very vulnerable to heat and dry weather so shelter them from wind and keep them well watered so they do not dry out.



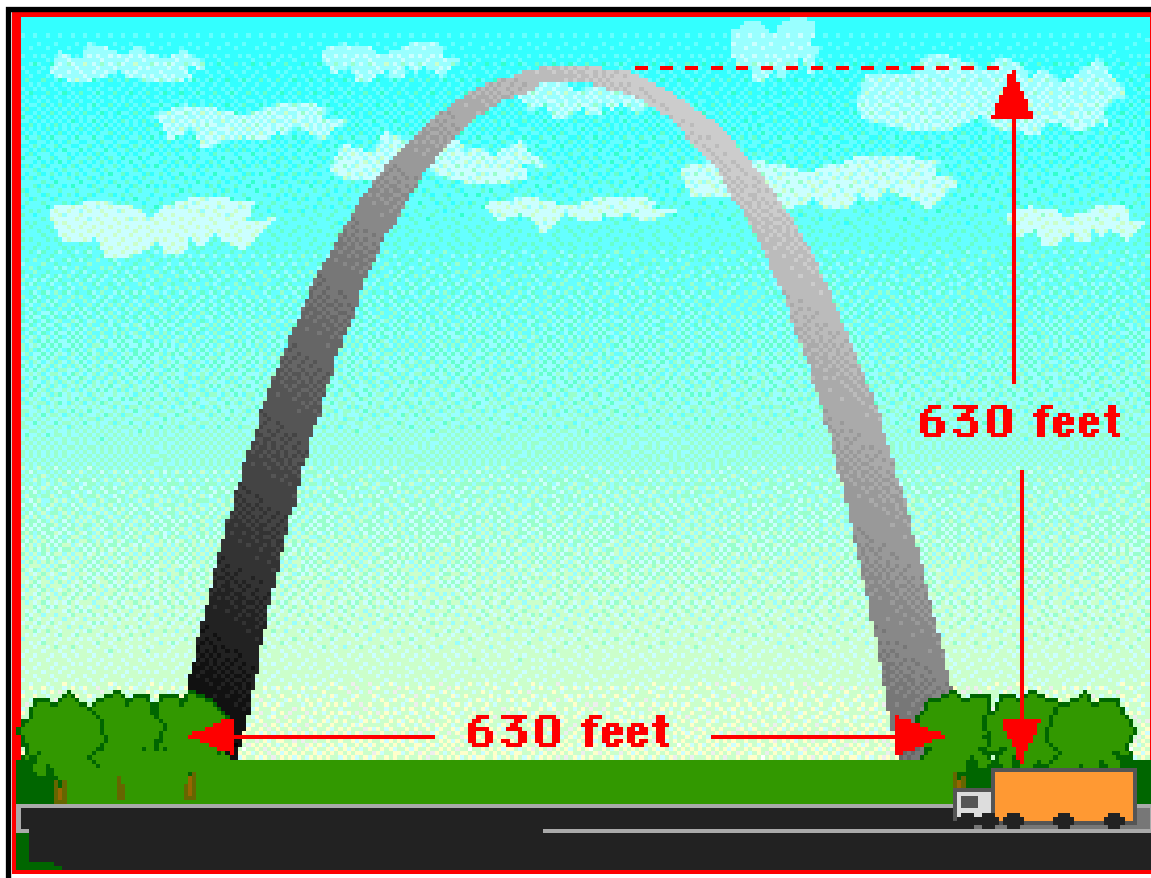
The St. Louis Gateway Arch

The St. Louis Gateway Arch is located on the banks of the Mississippi River in St. Louis Missouri. It is 630 foot tall.

This design was chosen after a nationwide competition was completed in 1947-1948. The architect named Eero Saarinen won the contest.

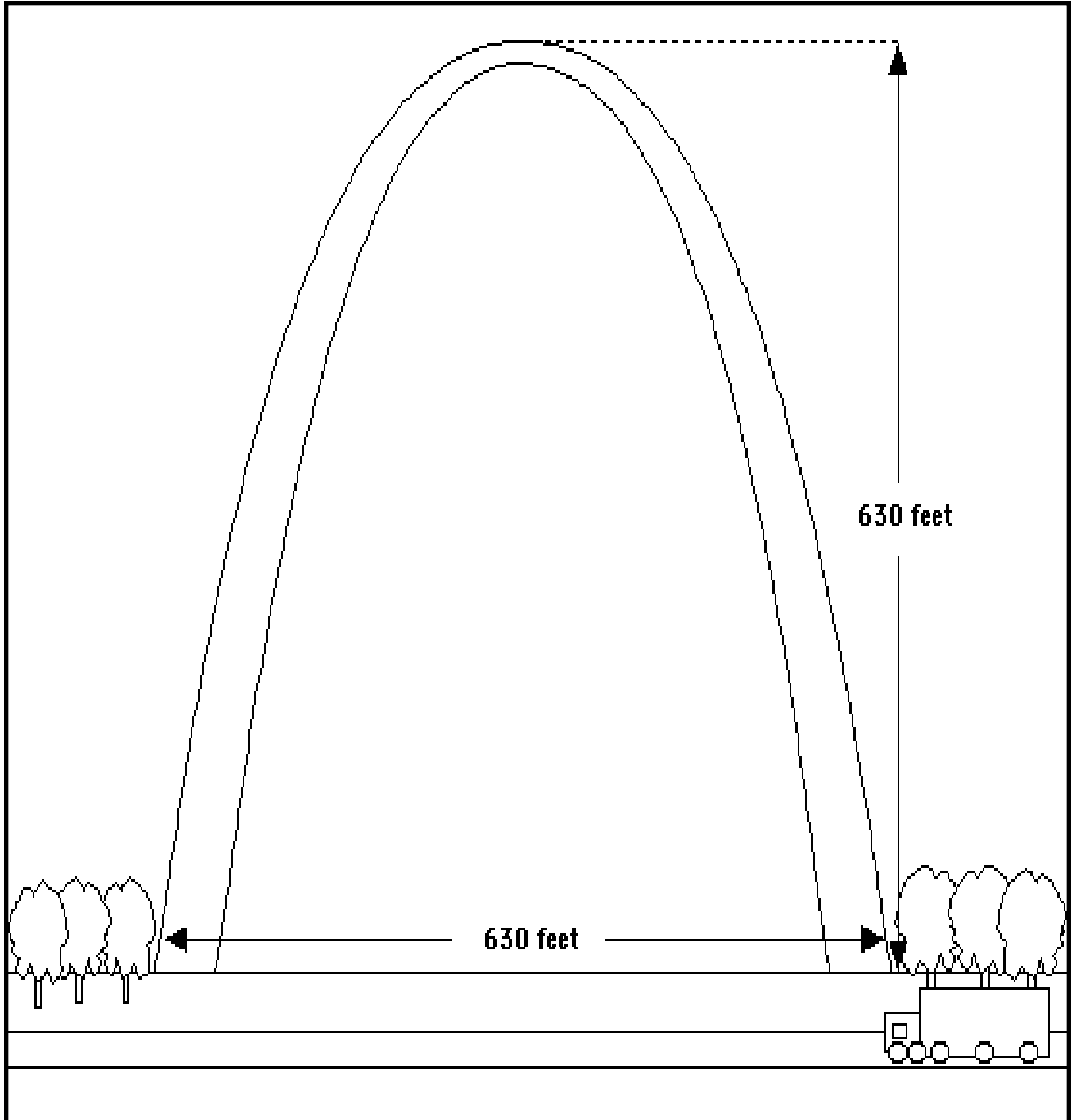
The construction of the arch started on February 12, 1963 and was finished on October 28, 1965. Visitors enter the arch from a visitor center that is underground. They can travel to the top of the arch in a 40 long passenger tram that runs inside the arch. It takes about 4 minutes for the tram to get to the observation deck.

The arch is in the form of an inverted catenary. A catenary is the shape that a chain or necklace forms when it is held by the two ends.



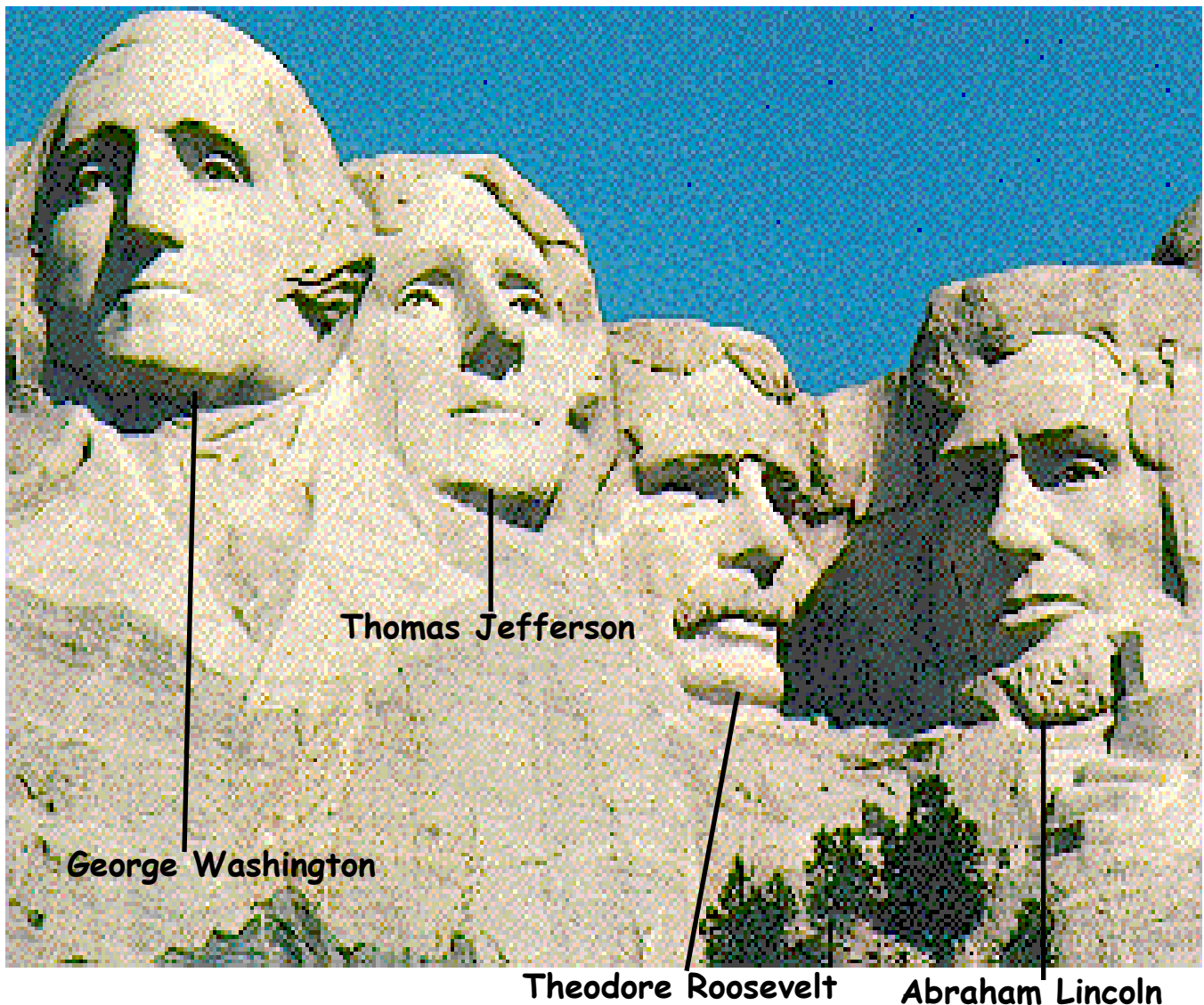
Color the St. Louis Gateway Arch

Name: _____ Date: _____



Mount Rushmore

Mount Rushmore was named after Charles E. Rushmore. This national memorial is situated in the black hills of South Dakota. It was created by Gutzon Borglum. It was created as a memorial of the growth of the United States of America and the great leaders. On this great rock carving is the face of four great United States Presidents. The Presidents are George Washington, Thomas Jefferson, Theodore Roosevelt and Abraham Lincoln.



Color the Presidents on Mount Rushmore

Name: _____ Date: _____

Color and label the face of each President in the picture. The names of the Presidents are *George Washington*, *Abraham Lincoln*, *Thomas Jefferson* and *Theodore Roosevelt*.



Measuring the Monument

Directions: Have students recreate the dimensions of the monumental faces of Washington and Lincoln on Mount Rushmore. Show a picture of Mount Rushmore to the class and discuss its history and where it can be found. Tell students that if the 60 foot heads carved in the mountains had bodies, each man would have been 465 feet tall. Find an area large enough for students to measure the gigantic features using the dimensions below:

Each man's head is 60 feet from the top of his head to his chin.

Each nose is 20 feet in length.

Each eye is 11 feet across.

Each mouth is 18 feet wide.

Remind the students that the actual completion of Mount Rushmore took 14 years.



Significance of Special Days in America

Columbus Day

In this Lesson the students will:

1. Explain the significance of Columbus Day.
2. Understand some of the events associated with Columbus Day.
3. Gain information about Christopher Columbus through song.
4. Review the four cardinal points.

Materials Needed:

- A large classroom world map
- The book "In 1492" by Jean Marzollo
- A letter size world map showing the continents of Europe, Asia, Australia, and Antarctica



Vocabulary:

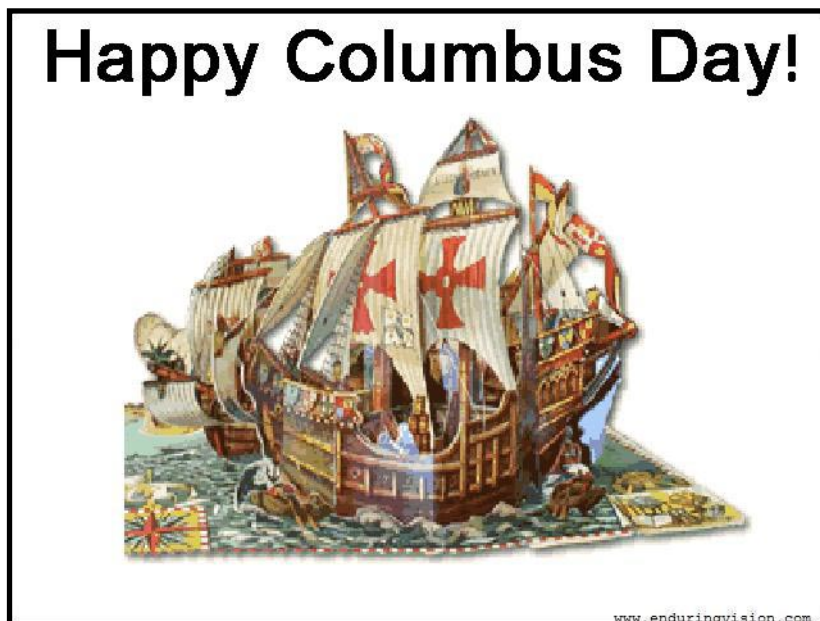
Continent, Europeans, explorer, map, ocean, voyage, Christopher Columbus,

Procedure:

1. Introduce the meaning of the word explorer by telling the students that an explorer is a person who searches for new places.
2. Ask students if they have ever searched for a new place. Allow them to tell about their experiences. Let them tell why they do or do not like to explore.
3. Explain to the students that Columbus Day is celebrated on the second Monday in October in the United States to honor the explorer Christopher Columbus. Allow students to tell what they know about Christopher Columbus.



4. Identify the continent of Europe on the large classroom map of the world. Draw a compass on the board and explain to the students how it is used.
5. Ask the students to tell what direction Asia is from Europe.
6. Tell the students that Columbus wanted to sail to the Indies so he asked King John II of Portugal to pay for his trip but King John said no. Columbus then asked Queen Isabella and King Ferdinand of Spain. After a number of years they finally said yes.
7. Read to students a story about Columbus' voyage. Point out that Columbus kept a daily log and that is how we know what happened.
8. Inform the students that Columbus did not discover the New World but he discovered Bahamas and many other Europeans sailed there too. Columbus Day is a holiday celebrated in the United States to celebrate the voyage of Columbus from Spain to this new land in the west.



Christopher Columbus

by Kathy Aldridge

Sung to the tune of Frere Jacques or Are You Sleeping

Christopher Columbus
Christopher Columbus
Wanted to explore.
Wanted to explore.
He crossed the Atlantic,
He crossed the Atlantic
In 1492
In 1492.

He took 90 men
He took 90 men
On three Spanish ships;
On three Spanish Ships;
The Nina and the Pinta
The Nina and the Pinta
And Santa Maria.
And Santa Maria.

They sailed for 2 months.
They sailed for 2 months.
The crew was getting tired,
The crew was getting tired,
But on October 12th,
But on October 12th,
They finally saw land.
They finally saw land.

Columbus thought it was the
Indies.
He thought it was the Indies.
But he was wrong.
But he was wrong.
He landed in the Bahamas.
He landed in the Bahamas.
He'd found a new land.
He'd found a new land.

He met American Indians.
He met American Indians.
They traded many things.
They traded many things.
He made the voyage again,
He made the voyage again,
Again and again,
Again and again.

Christopher Columbus
Christopher Columbus
Discovered a "New World."
Discovered a "New World."
This is why we honor him
This is why we honor him
On Columbus Day.
On Columbus Day.

Courtesy of www.texaslr.org/downloads/102003_lp_k-2.pdf



Memorial Day

Memorial Day was originally called Decoration Day. It is a day to remember those who have died in service for the United States of America. After the Civil War many people in the North and South decorated the graves of the fallen soldiers with flowers.

In the spring of 1866 a man named Henry Wells who lived in the village of Waterloo New York suggested that the soldiers who had died in the Civil War should be honored by decorating their graves.

Decoration Day was officially proclaimed on May 5, 1868 and was observed officially on May 30, 1868. In 1882 the name was changed to Memorial Day and soldiers who had died in other wars were also honored.

In 1971 Memorial Day was declared a national holiday to be held on the first Monday of May.

Today Memorial Day marks the unofficial beginning of summer season in the United States. It is still a time to remember those soldiers who have died whether in war or otherwise. It is also a time for families to get together for picnics, ball games, and other early summer activities.



Labor Day

For more than 100 years the first Monday in September has been observed as Labor Day. On this day the achievements of American workers is celebrated. Tribute is paid to these workers who make the country a better place to live and work.

In 1893 the Pullman Company which was a railroad sleeping car manufacturing company laid off hundreds of workers. Those workers who remained received a cut in pay. The workers went on strike. Workers all over the nation boycotted the trains carrying Pullman cars. Rioting, looting, and burning of railroad cars soon followed.

President Grover Cleveland declared the strike a federal crime and sent 12,000 workers to jail. The strike failed and was ended on August 3, 1894.

The labor movement had been clamoring for a national Labor Day for quite a while. 1894 was an election year and workers were holding protests against President Cleveland. In order to appease the workers President Cleveland signed a bill proposing the first Monday of September as Labor Day.

Labor Day Activities

Make a list of the labor unions that represent workers in the United States

1. of America.
2. Ask your parents if they belong to unions. Why or why not?

Visit www.4theteacher.com/holidays/labor-day/index.html and select the word games you would like to play or the activities you would like to complete.



Thanksgiving

Lesson Introduction

Introduce students to the historic events and people through a picture timeline, a look at the daily life of the English settlers and Native Americans, and interviews with actors portraying participants in the First Thanksgiving. Students gain a deeper understanding by comparing the events and cultures to their own experiences.

Preliminary Activity

Before you begin the Thanksgiving activity, use these steps to introduce the topic:

- Discuss what students know about Thanksgiving through questions. Examples:
 - Why do we celebrate Thanksgiving?
 - Who were the first people to celebrate this holiday?
 - What do you know about them?
 - Who did they meet when they arrived in the New World (America)?
 - What foods do we eat at Thanksgiving?
 - What do you think the Pilgrims and Native Americans ate at the first Thanksgiving?

Choose one or two books about Thanksgiving, or visit some informative Web sites with your students. Pull out key points for students to pay attention to, including:

- Pilgrims made a long, dangerous journey by sea from Europe to the New World.
- There were many differences between them and the Native Americans who lived in the New World.
- The Pilgrims and Native Americans celebrated a great feast together — the first Thanksgiving!
-

If available, display items that could have been used during the first Thanksgiving: bonnet, maize, Native American artifacts, etc.

Explore the Pilgrims' Journey:

- Take students through the journey of the pilgrims.

Make Connections with the Pilgrims' Experience:

- Talk with students about trips they have taken. What similarities do they see? (preparing for the journey, meeting new people, taking part in a meal or



activity)

- Have students sequence the events of an experience from their own lives. Example: Students can outline the school year so far (what they did to get ready for the first day, meeting new classmates, what they are learning this week).

Celebrate Thanksgiving:

- Read about the very first Thanksgiving.
- Write out a list of the foods that they ate. Then have students tell the class about the foods they eat on Thanksgiving today. Ask students what other major holidays they celebrate during the year that includes a big meal. Do they eat different foods at these holiday feasts? Point out how even in your own class there are different ways of celebrating — similar to the differences between Pilgrim and Wampanoag people.

Follow up discussion:

- What questions would you like to ask a Pilgrim or Wampanoag child your own age? What do you think their answer might be? Why?

Student Activities

Make Your Own Holiday Greeting Cards

- A thoughtful holiday card can go a long way to cheer up someone's day. Have each student create a beautiful card and email it to someone they want to thank.

Holiday Homework Assignment

- Assign students to write down their favorite holiday recipe to compile into a classroom cookbook.
- Next to each recipe in the cookbook, include the contributor's name and perhaps a photo.
- Include a paragraph explaining why each student chose a particular recipe.
- Have a contest for the best cover design.
- If you have the resources, make copies for each student. Now they have a lasting memory of their Thanksgiving in your class!



Holiday Feast

- Assign students to make their favorite Thanksgiving dish and bring it to class on feast day.
- Ask volunteers to bring in plates, napkins, utensils, cups, and drinks.
- Have a delicious smorgasbord to celebrate everything you and your students are thankful for.

www.teacher.scholastic.com/lessonrepro/lessonplans/profbooks/billrights.pdf



An Interview with the Mayflower Passenger Elizabeth Hopkins

Elizabeth Hopkins is traveling with her husband and two step-children to America. She is expecting to give birth, possibly during the voyage. Here are her answers to questions from students

Questions about the Voyage

How did you hear about the Mayflower?

How I heard about it was through my husband, who heard about it through people he'd met in the city (London). He's been to the New World before — to Jamestown. He went over as part of a voyage that was meant to settle the town. He had poor fortune while he was there. He was shipwrecked during the crossing. The ship was blown apart by a hurricane at sea. He ended up on an island of Bermuda for one year before they rebuilt the ship and continued on.

When my husband returned to England to be with his first wife and children, he found that his wife and baby had died. His two older children were there. He never stopped talking about going back (to Jamestown).

Was it expensive to take this trip? Did it take a long time to save the money?

It didn't cost anything because we decided to be part of a company. The company is called the Merchant Adventures Company. We will work in America to pay back for the trip. We are going into Virginia because we'll see what can be gathered and brought back to England to sell. We will make a profit for the company, and that will pay back for the trip.

How has your journey been so far? Have you gotten seasick or is everything comfortable on board?

When we started it wasn't so bad. I've never been in a big boat — just little boats in London on the Thames. But that's different from a ship like this. It's very crowded here on the *Mayflower*. It's damp and dark and the ship is always moving. I've gotten seasick.

Why do you want to leave your life in England and trade it for such an unknown life in the new world?

I didn't want to go, but my husband wants to go. He explained to me what he wants to do in the New World, so it's not as troubling. He thinks our lives will be improved because he'll own land there, and he doesn't own any in England. He doesn't think it'll be as hard in Jamestown, as it was last time. Last time he was in Jamestown,



it had only been settled for a few years. It's still frightening there.

What are you most frightened of in the new world?The wilderness. There are hardly any towns there even now. Things that are so natural and wild are the worst, lowest, and the most confused. What's more civilized is better because it's closer to God.

Did you decide to leave immediately, or was this trip a long time in planning?

When my husband first heard, he knew right away that he wanted to go, but it took more than a year before we actually left. There was a man in London named Christopher Martin who made all the preparations for all the passengers from England.

What kinds of preparations were necessary for this journey?

For us, it was a matter of what things to bring. My husband had a pretty good idea of what was needed because he'd been to America before. There were things we had to sell, and other things that needed to be taken care of before we could leave.

What did you do in London?

I was a servant in different households. Before that, I lived with my father. I worked before I was married. Now that I'm married I keep house for my husband.

What did your husband do in England?

He was a weaver, and there were things with his trade I could help him with. I would look after his apprentices and I did a little bit of spinning. We would take in wool that I knit into stockings.

Are you leaving family behind in England?

Yes, I am leaving family behind. Although my parents are dead, I have other relatives.

What does your family think of your leaving?

Well, I'm not sure. They think it's a dangerous thing. It's not something many people do, but people do talk about it. I will miss the family I'm leaving behind. We don't know anyone on the ship. My husband knows some, but I don't know any.

Do you think you're leaving England for good?

I can't imagine that I will ever come back.

Now that you've set sail, do you have any regrets about going?

I don't think about regretting things like that. I regret the way I may behave sometimes. I have regrets about not always being a good wife. Going to the New World was something we were going to do. I didn't think much about it. Once I had decided I was going, that was all. And that decision was more or less made for me by my husband. He listened to my objections. We talked about it. But then he decided



what was best for all of us.

What do you do all day on the *Mayflower*?

Look after the children with us — my husband's children. Their names are Constance and Giles and we have a little girl named Damaris. There's not much chance for us to do cooking. The fo'c'sle is the place to make a fire, but that's for crew only. We have a box we can burn charcoal in on the 'tween decks, and we cook there.

I talk to people around me. Some of the people seem nice. But the ones out of Holland, they have strange ways. My husband says we'll learn to get along. They pray a lot more than we do. I think everyone is full of prayers now that we are in such a position because of these storms. They all know each other. They gather close together. They are very pious. They are called Separatists by some, but my husband says we shouldn't call them that because they may take it as an insult. They won't go into church in England because they think they are not pure enough or close enough to how God would keep a church. So, they keep their own churches.

What does the crew think of the people from Holland?

The sailors don't like the people from Holland. They speak harshly against them. I think the sailors are a bit rough in their ways. There was one sailor that didn't have much use for any of us. He'd curse at us and he said he'd be glad when we were dead and then he could have our things and make merry with them.

I tried to stay away from him. I've seen people like him before. I come from a city. Anyway, he's dead now. He was struck down by sickness or God; that's what they say. Too proud a man. Maybe God used him as an example.

What do you eat?

Well, I don't eat very much because I don't feel like eating often. We eat biscuits — very hard baked bread and dried fruit. We have rice and salt beef, if we can cook it. And we have beer. Everyone drinks except the little babes — they drink their mother's milk until they're old enough to have beer.

Where do you spend your time?

We spend all our time on the 'tween decks. If it's a calmer day, we may come above deck to exercise our limbs.

Who cooks the meals?

Could be anybody. I cook for my family. For the most part each family is responsible for themselves.



Where will you live in America?

I don't know. I don't expect there will be houses. I don't know where we'll live. I don't exactly know where we're going. I suppose we may live on the ship. But, my understanding is the ship will turn around and go back to England — so I don't know if we'll be able to live on the ship. They had houses in Jamestown, but I'm not going to Jamestown. I think we're going to northern Virginia, but I don't know where. My husband knows. It's all the same to me. I don't know where anything is, anyway.

What will your husband do in America?

The intent is the men will take up fishing, but we'll have to have corn planted too. We brought seed with us. There is no market there. I know that.

How old are your children?

Damaris is a couple of years old, born a year after we married. Constance is 14 or 15, and she's a good help. She's my step-daughter and is the oldest. Giles is a couple of years younger than Constance.

Where will your children go to school in America?

Oh. There's no school there. I suppose my husband will teach them. I don't know about Constance. And Giles knows some already. There's not as much reason for girls to learn. I know some that do, but I myself have not been to school.

Constance helps me with the household, but I don't know what there is for me to do yet. I suppose I'll plant a garden, but I don't know how to do that yet. It doesn't seem like it could be so difficult.

What do you think America will be like?

Wild. It's all forests. The towns are right along the edge of the sea. It's nothing but forests. There must be terrible, wild animals. There are Indians too, wild men. I'm frightened of Indians. I've seen them before in London.

What have you heard about the Indians?

I've heard all kinds of things about Indians. I've heard stories in London streets and ale houses about how they can eat the flesh of men. My husband says these stories are not true.

Are you a Pilgrim? What do you think of the Pilgrims?

We're all Pilgrims. There's a difference between those in Holland and England. They left the country entirely to live with the Dutch.



Why are the Pilgrims in Holland going to America?

I think they grew tired of living with the Dutch. They're going back to English soil even if it's not England.

What are the living conditions like on the *Mayflower*? Do you ever get any privacy?

The *Mayflower* is crowded because there was supposed to be a second ship. Some who had money built cabins in order to put beds in, and to keep out the draft. Other have beds on the floor. There is a shallow small boat in the 'tween decks — and people sleep inside that too. My family lives in a cabin. We have two servants with us. My husband hired two men to come with us. They don't do much now, but they'll help him with fishing and planting when we get to Virginia.

Where do you sleep on the ship?

The servants have their beds hung up outside the cabin. The rest of us sleep in the cabin.

When do you think you'll get to America?

I don't know. They say a couple of months to cross the ocean or longer than that. I hope it's before the cold weather comes. I suppose we've been sailing for four or five weeks. It's hard to keep track.

Are there many people on board?

Over one hundred passengers, besides the crew.

Are there many children on board?

Perhaps one in three passengers are children.

Are there many sick passengers on the *Mayflower*?

Most suffered from seasickness during the voyage, and many are weak. One youth died some time ago.

Do many people fall sick because of the space you live in?

Ships are unwholesome places, and the salt air can be dangerous. Only two have died during the voyage, so it has been of little consequence.

Questions Upon Landing

How often do you smell fresh air?

Only the few times we have been let above deck. Now that we are anchored here at Cape Cod it is much easier.

Do you think you will ever see England again?

No. I will never go back aboard ship again.

Do you ever swim in the ocean?

No, to do so would tempt God's providence.

Do you have birthday parties?

Not for ourselves, but we celebrate the births of the King and Queen, and of



course the birth of Christ.

Has anyone fallen overboard or been eaten by a shark?

John Howland did fall overboard during one of the many storms we suffered through. He caught hold of a line and the sailors pulled him out with the aid of a boathook.

When you get to the New World, what will you do?

When we arrived here at Cape Cod we women went and did laundry, as we had great need. Once we settle, I hope that God will bless us with more children, to help us in this New World.

John Alden said that someone gave birth to a baby boy. Was it you?

I expect so. I'm the only woman to have given birth during the voyage.

How are the sanitary conditions on the ship? How do you bathe?

The sanitary conditions on the *Mayflower* are much worse than London. It is difficult for me to climb up the small ladders in my petticoats to get above decks to empty the chamberpot. I am not used to living in such close quarters with livestock either, and the goats and swine are noisome. I but bathe my hands and face. 'Tis much like in the winter.

Do you have enough supplies to build a village?

Yes. This New England is full of goodly trees fit for building, and we have brought a large amount of tools for this purpose: axes, saws, draw knives, gimlets, froes, and other carpenter's tool.

Would you like to go back to England?

I am not certain. My husband has many expectations of this New World. I am just glad to be in sight of land, even though it is a wilderness.

Do you have a job on ship?

As a mother, my time is spent with my children, as it would be on land. I have had to comfort my children during this frightening voyage and I have tried to keep them amused. I also had to see to the health of my family and help them during their seasickness.

How well have you been sleeping?

I did not sleep well at all during the voyage. During storms, I was tossed about and could not be comfortable in my bed. Since Oceanus was born, I have not slept well because he awakes in the night and wants to be fed.

Do sailors treat you with respect?

Some of the officers are well enough but many of the common seamen are quite rude and coarse fellows. They will swear oaths and other things within the hearing



of the children. One sailor in particular spoke harshly to us as we were gathering aboard the *Mayflower*. He said we were all foolish people for coming and that we would die, and after we died he would make free with all of our things. The Lord took this sailor first during the voyage, for he passed away at sea and we buried him at sea.

What do you do to keep your children occupied on such a long journey?
Sometimes I sing with Constance to pass the time, and we test Giles's wit with riddles.

Did children under ten have to work on board the Mayflower?

There is precious little for any of us passengers to do during this voyage. They help as they are able, as their parents instruct them. Once we are settled, there will be more work to do than people to do it. My children are enjoying this quiet time.

What do children do during the voyage? Well, the small babies cry as is their wont. The older children cannot run about the deck, for lack of space. Such games as seek and find must wait till we are ashore.

What did you bring on the Mayflower that you cherished so much you could not leave it behind in England?

My child and my husband; earthly possessions are but dust. We bring nothing into this world and we can take nothing out when we depart.

What was the hardest part of living in the New World? We have been here but a short time. The men are still trying to find a suitable place for habitation.

Was there a special place to pray on the Mayflower? One needs not a special place to pray. There is no closet here. Master Brewster tried to hold services on Sundays in the 'tween decks. I sang many psalms to comfort my heart.

How old were you when you were traveling on the Mayflower?
I am about a score and six.

Student Activity

Use the information in the interview to write a one page summary about the trip aboard the Mayflower.

Courtesy of www.teacher.scholastic.com/lessonrepro/lessonplans/profbooks/billrights.pdf



Biographies of the President and Mrs. Bush and Vice-President and Mrs. Cheney

Objective: The students will be able to identify the elements of a biography.

Procedure:

1. The students will firstly explore the biographies of the President, Mrs. Bush, Vice President, and Mrs. Cheney.
2. The students will identify the elements of a biography.
3. Listing the characteristics of a biography on a classroom chart.
4. The teacher should discuss with the class the difference between a biography and an autobiography. The students will create their autobiography utilizing the elements listed on the classroom chart.
5. Students will read the biography or autobiography of a famous American.

Biographies of presidents are available at

www.whitehouse.gov/history/presidents/.

Biographies of first ladies are available at

www.whitehouse.gov/history/firstladies.

Questions for the students after they have explored the biographies and autobiographies:

1. What are some examples of elements found in the biographies?
2. Where did President Bush, Mrs. Bush, Vice-President Cheney and Mrs. Cheney attend elementary school?
3. Why is it important for us to complete elementary school?
4. The word biography means the story of a person's life. What does autobiography mean?
5. If someone wanted to write a biography about you, what would you want them to include?
6. List all the elements you would like in your autobiography. Write your own autobiography.



Presidents Day

This activity is designed to answer the following questions:

- Why do we celebrate President's Day?
- Who is our current President?
- Who was the first President?
- Why do we have a President?

First Activity: Discuss with the class what they know about Presidents Day. All information will be recorded and posted in the classroom. Discuss why we have Presidents Day and the significance of Presidents Day.



Second Activity: Review all the Presidents with the class using the internet and encyclopedia. Record all the information found. Students will be required to use copy and paste and spell checker, dictionary, thesaurus, and Microsoft word.



Discuss who our President is at this current time. Discuss our first President George Washington. After the discussion have the class work as a whole to list the differences between George Washington and George W. Bush.

Third Activity: Have students research George Washington in groups of two or threes. Specific questions to be answered:

- Who is George Washington?
- Where was he from?
- How did he become the first President?
- List one great thing that he did?

Students will use Encyclopedias, Internet, and materials provided to do this research. Students will use Microsoft Word to answer each question. By using Microsoft Word the students will be able to self correct

misspelled words, use a dictionary and thesaurus.

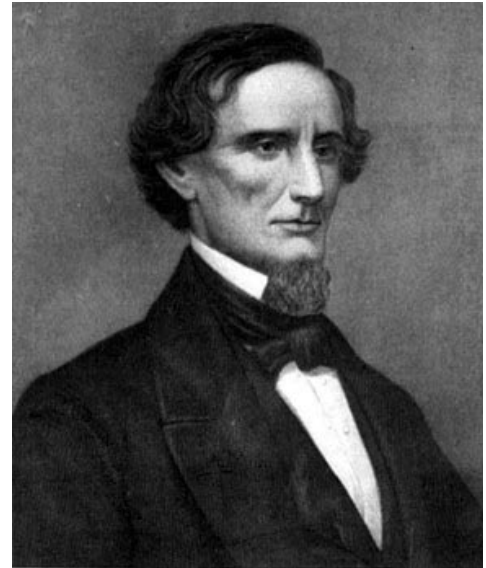
Fourth Activity: In groups of two or three, students will create a Power Point presentation pertaining to their research on George Washington and our current President. Students will be required to import graphics from the internet and use various formats for their slide presentation.

Closure: Each student will make a presentation of their research to the class using the Power Point presentation they created.

Independent Activity:

Students can continue research in a written format on all of the United States Presidents.

Have students work in groups. Each student will have their own booklet to work in. Students should be encouraged to draw pictures and complete writing assignment about one president they selected.



President Abraham Lincoln

View the George Washington Video Biography on: http://www.americanpresidents.org/ram/amp19990319_01.ram

Interviewing the Founding Fathers

Below are some questions you may wish to ask the Founding Fathers. After asking each question, write the responses in the space provided. You may add questions of your own.

1. Who are you? _____

2. When were you born? _____

3. Where were you born? _____

4. What was your contribution to United States history?

5. How did you get involved in the writing of the constitution?

6. How do you feel now that the constitution has been signed?



Writing Practice

Use the facts below to practice your handwriting. Copy the information on the page provided.

George Washington was born on a farm in Virginia.

George Washington joined the army. As General, George Washington won the Revolutionary War.

George Washington was the first President of the United States.

George Washington was known for his honesty.

George Washington's face is on the one dollar bill.



MY VERY OWN ACROSTIC

Name: _____ Date: _____

Directions: Use the names of the following President of the United States of America to create your own acrostic. Share your acrostic with the class.

G _____
E _____
O _____
R _____
G _____
E _____

W _____
A _____
S _____
H _____
I _____
N _____
G _____
T _____
O _____
N _____



Putting it All Together

Symbols such as the Liberty Bell are difficult to analyze because their significance may be intangible. The historical record may not reveal the reason they were selected. Belief may change as new information is revealed or reinterpreted. At the completion of the following activities, have students draw generalizations about the process by which something becomes a symbol.

Activity 1:

Why is the crack in the Liberty Bell so important?

Ask the students to form small groups and look up three references to the Liberty Bell in Textbooks, reference book, or on the Internet. Have them copy the citation, recording the name of the reference and the date of publication. Have them search for answers to the following questions:

1. Does the reference describe the crack in the bell?
2. Does the reference provide an explanation for the crack?
3. Is the information worded in a way that would caution the reader about the reliability of the information? If so, what is the cautionary phrase?
4. Does the information in the reference book agree with the information you discovered as you worked with this unit?
5. Will this experience change your approach to using reference books in the future?

Next, have students write a paper or engage in a debate on the question: "The crack in the Liberty Bell is a necessary component to its importance as a symbol to Americans and people from other nations."

1. Is the crack really important to the history of the Liberty Bell?
2. Why do you think the crack fascinates people?
3. Do you think the Liberty Bell would become such a universal symbol without the crack?
4. Why do you think people search for meaning where may not be any?



Activity 2: Symbols in the Church

Divide the students in groups of twos or threes and have them respond in writing to the following questions:

1. As Christians the symbol of the empty tomb is meaningful to us. What is the meaning of the empty tomb?
2. In the Seventh-day Adventist Church, Baptism and communion services are very important symbols. What does each one symbolize? Why are they so important?

Adapted from www.cr.nps.gov/nr/twhp/wwwlps/lessons/36libety/36putting



Made In the United States

Objective: Students will have the experience of mapping products made in the United States of America.

Students will discuss the interdependence of states and regions in the United States.

Students will identify goods produced in the United States of America and traded inside the region.

Students will be more informed on how economic links make Americans more alike.

Students will locate major marketing centers in the United States of America.

Materials Needed:

Map of the United States
Paper clips
Push pins
Crayons
Index cards
Yarn

Procedure:

1. Select different products made in the United States
2. Look for the label of the manufacturer on the product.
3. Write down the name of the place where each product is made.
4. Find each city on a map.
5. Pin a piece of yarn from your home to the city where the product is made.
6. Pin a symbol for each product on its string.
7. Give a title to your map.

Concluding Activity

Discuss how we all depend on each other both far and near.



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