

# SYMBOLS OF OUR LAND

**Grade Level or Special Area:** 2<sup>nd</sup> Grade

**Written by:** Lucile Arnusch, Trinity Lutheran School, Greeley

**Length of Unit:** Five lessons plus a final written assessment, each approximately 45 minutes in length

## I. ABSTRACT

The focus of this unit is the Symbols and Figures section of the *Core Knowledge Sequence*. The U.S. flag in various versions, the Statue of Liberty and the Lincoln Memorial are all covered in short segments utilizing mnemonic devices such as drawings, reviews and call backs. The subject matter and teaching techniques make this unit fun and easy for all ability levels within the second grade classroom.

## II. OVERVIEW

### A. Concept Objectives

1. Students will recognize specific symbols associated with America.
2. Students will understand the significance of specific American symbols.
3. Students will understand the key historical facts about specific symbols of America.

### B. Content from the *Core Knowledge Sequence*

1. 2<sup>nd</sup> Grade History and Geography: American History and Geography
  - a. Symbols and Figures (p. 51)
    - i. Recognize and become familiar with the significance of
      - a) U.S. flag: current and earlier versions
      - b) Statue of Liberty
      - c) Lincoln Memorial
  - b. The War of 1812 (p. 49)
    - i. Fort McHenry, Francis Scott Key, and “The Star-Spangled Banner”
  - c. The Civil War (p. 50)
    - i. President Abraham Lincoln
2. 2<sup>nd</sup> Grade Music: Songs (p. 55)
  - a. The Star-Spangled Banner

### C. Skill Objectives

1. Students will recall prior information about a specific subject.
2. Students will relate vocabulary to specific lesson content.
3. Students will use mnemonic devices to review key facts.
4. Students will create mnemonic devices with some teacher assistance.
5. Students will connect historic events with their symbols.
6. Students will relate historic events to the music they inspired.

## III. BACKGROUND KNOWLEDGE

### A. For Teachers

1. *A Kid’s Guide to Washington, D.C.* by Diane C. Clark
2. *What Your Second Grader Needs to Know* by E.D. Hirsch, Jr.
3. *The Story of the Statue of Liberty*, by Betsy and Giulio Maestro
4. [www.usflag.org/flag](http://www.usflag.org/flag)

### B. For Students

1. Grade K: American History and Geography: Symbols and Figures: American flag, Statue of Liberty, (p. 13)

2. Grade 1: American History and Geography: Symbols and Figures: American flag, (p. 30)
3. Grade 1: American History and Geography: The American Revolution: Legend of Betsy Ross and the flag, (p. 30)
4. Grade 2: American History and Geography: American Government: The Constitution (p. 49)
5. Grade 2: American History and Geography: The War of 1812 (p. 49)
6. Grade 2: American History and Geography: The Civil War (p. 50)

#### IV. RESOURCES

- A. *What Your Second Grader Needs to Know* by E.D. Hirsch, Jr. (Lessons Three and Four)
- B. *The Story of the Statue of Liberty*, by Betsy and Giulio Maestro (Lessons One and Two)
- C. [www.usflag.org/flag](http://www.usflag.org/flag) (Lessons Three and Four)
- D. Tape or CD of *The Star Spangled Banner* (Lessons Three and Four)

#### V. LESSONS

##### **Lesson One: Who Am I? (one lesson, approximately 45 minutes)**

- A. *Daily Objectives*
  1. Concept Objective(s)
    - a. Students will recognize specific symbols associated with America.
  2. Lesson Content
    - a. Symbols and Figures
      - i. Statue of Liberty
  3. Skill Objective(s)
    - a. Students will recall prior information about a specific subject.
    - b. Students will relate vocabulary to specific lesson content.
    - c. Students will use mnemonic devices to review key facts.
- B. *Materials*
  1. Appendix A, Checklist for Unit, one copy per student, teacher use
  2. Bulletin board paper, light green, approximately 36" X 48"
  3. Appendix B, copied onto a transparency
  4. Appendix C, Pictures of the Statue of Liberty, or pictures from your files, cut apart and mounted individually on colored paper
  5. Black marker, medium or broad tip
  6. Colored chalk (chalk board) or colored markers (white board)
  7. *The Story of the Statue of Liberty*
- C. *Key Vocabulary*
  1. Statue-a model of a person or an animal made from metal, stone, wood or any solid material
  2. Liberty-freedom
- D. *Procedures/Activities*
  1. Prior to the beginning of the lesson, copy Appendix A onto a transparency and use it on an overhead projector to create a silhouette of the Statue of Liberty. Cut it out for use as a KWL chart.
  2. Note: The focus of the first two lessons of this unit is the memorization of key facts about the Statue of Liberty as well as visual recognition of the statue.
  3. At the beginning of class display the KWL chart and ask students if they recognize this shape. Do not give any hints; some classes may not recognize it by silhouette only. If some students can identify the statue go on to step five, below. If no one in the class recognizes the silhouette then go on to step four.

4. Show students various pictures of the statue found in Appendix B, or from your own picture files. Ask the students if they can now identify the shape on display. If necessary, hold the pictures close to the silhouette.
5. Once the class recognizes that the statue and silhouette are of the same figure assess information the students have retained about the Statue of Liberty from kindergarten or other experiences. As students contribute facts they recall write them on the KWL chart with a marker, leaving space at the top of the silhouette to write the title. Occasionally, students will contribute a fact that does not apply to the statue, but rather, to their experiences. These statements, such as “My Grandma Smith sent me a postcard from there” should be acknowledged but not listed on the KWL chart. Remind students that only facts about the statue will be listed on the chart.
6. At the top of the silhouette write the title (The Statue of Liberty) using bold lettering that will stand out from the facts listed on the body of the statue.
7. Using a call-back technique review the facts that have been placed on the statue by stating a fact, repeating it and then having students repeat part of it with you. An example would be: “The Statue of Liberty stands in New York Harbor” by teacher with emphasis on Statue of Liberty, students repeat phrase. “The Statue of Liberty stands in New York Harbor” by the teacher with the emphasis on stands, students repeat phrase. Finally, “The Statue of Liberty stands where?” with students responding “New York Harbor”.
8. Continue with this review until all items have been covered.
9. Using colored chalk or markers write the word Statue on the board, do this in a large, easy to read and bold manner. Discuss the term with students using prior knowledge that they can contribute to the discussion. Ask if the Statue of Liberty really is a statue. (Some students may believe that it is a building instead of a statue because you can go inside and travel up the stairs inside of it.)
10. Repeat step eight using a different color and the word Liberty. Remind students that freedom, or liberty, were very important to the people who started our country and that it is still important to us today. If you have already studied immigration this year you might ask students to recall what many people were searching for when they came to this country (freedom). Ask why this statue might be called the Statue of Liberty instead of something else. Lead students to understand that this statue represents the freedom we have in the United States, and that people all over the world have looked to us as a nation of freedom.
11. Read *The Story of the Statue of Liberty* aloud to the students, showing them the pictures as you read. You may want to point out key pictures and phrases as you read. However, this is only the first reading so it is up to you.

E. *Assessment/Evaluation*

1. Assess prior knowledge as the class works together to fill out the KWL chart. Record student participation on checklist in Appendix A.
2. Review information from this lesson watching to see that all students are contributing. Mark participation on individual copies of Appendix A, Checklist for Unit. You will continue to use this chart throughout the unit.

**Lesson Two: The Statue of Liberty (one lesson, approximately 45 minutes)**

A. *Daily Objectives*

1. Concept Objective(s)
  - a. Students will recognize specific symbols associated with America.
  - b. Students will understand the significance of specific American symbols.

- c. Students will understand the key historical facts about specific symbols of America.
  - 2. Lesson Content
    - a. Symbols and Figures
      - i. Statue of Liberty
  - 3. Skill Objective(s)
    - a. Students will relate vocabulary to specific lesson content.
    - b. Students will use mnemonic devices to review key facts.
    - c. Students will create mnemonic devices with some teacher assistance.
- B. *Materials*
  - 1. Appendix A, Checklist for Unit, from previous lesson
  - 2. One of the pictures of the Statue of Liberty used in Lesson One
  - 3. Appendix D, Key Facts About the Statue of Liberty, one copy for teacher
  - 4. White paper, 11" X 17", with silhouette from Appendix B outlined in dark green marker, one per student
  - 5. Markers in a variety of colors for each student, fine to medium tips
  - 6. Colored chalk or markers for the classroom board
  - 7. *The Story of the Statue of Liberty* by Betsy Maestro
  - 8. Appendix E, Sample Mnemonic Drawing
- C. *Key Vocabulary*
  - 1. Sculptor-someone who makes something carved or shaped out of stone, wood, metal; or clay or something cast in metal
- D. *Procedures/Activities*
  - 1. Prior to class use Appendix B to make a silhouette of the statue on 11" X 17" paper, one for each student. It is easiest to use the overhead to trace one copy then photocopy the number needed. Trace over the lines on the copy with green marker. The statue should be almost as tall as the paper.
  - 2. Do a quick review to reinforce the key facts covered in lesson one without the KWL chart on display. Hold up a picture of the Statue of Liberty. Ask for a group response when you say "This is the Statue of ?" respond with "It is called what?" to request a second response. Continue to review previously known material from yesterday's KWL chart.
  - 3. Pass out the individual silhouettes of the statue and have students get out an assortment of colored markers with fine to medium tips. Tell students that there are key facts that we, as Americans, should know about the Statue to Liberty. Let them know that you will help them make pictures to remember these key facts. Write the words "Statue of Liberty" on the board in large letters and ask students to copy it at that top of their silhouette.
  - 4. Hold up *The Story of the Statue of Liberty* and let students know that you will be reading this book again today. The difference will be that this time you will be stopping at important facts and creating pictures which will help them to remember those facts. Use Appendix D as your guide while you read, or mark the pages ahead of time.
  - 5. The procedure for each of the ten facts will be the same. After you finish reading the page stop and re-read the fact. Help students to brainstorm a picture to represent the fact. Keep the picture as simple as possible as well as meaningful to the concept. If students have not done this before you may want to plan the first picture and walk them through the process verbally as well as visually. The first fact might go something like this: "The Statue of Liberty stands on an island in New York Harbor." "We know that an island is land surrounded by water." Draw an outline of an island with brown then add some waves around it in blue

to show water. “What would help us to remember New York? I often see a big NY for New York. How about a big, colorful NY in the water, the harbor?” Add the NY in a bold color in the water area of your drawing. “I don’t want to take the time to draw the statue, if I put a tall, thin S for statue and L for liberty together would that remind me? I think it would, so I will use the capital letters S and L for the statue.” Add the letters to the drawing in green. (See Appendix E for a sample of this drawing.)

6. Review the drawing by pointing to the letters as you say “The Statue of Liberty”. Then point to the island while you say “stands on an island”. End by pointing to the NY in the water and say “in New York Harbor”. Ask students to copy this drawing onto their paper. Let them know that they will need space for nine drawings so the drawing should not be too big, but allow them to use the back if needed.
7. Once students have finished their first drawing, have them review the drawing with you. They should point to each part of the drawing as they look at it and say the words. As you finish the review tap the picture and say “Got It!” encouraging the same response from the students.
8. Follow the procedures in steps 5-7 for each statement in Appendix D.
9. Ask students to take their mnemonic drawings home at the end of day and to use them for review each day of this unit.

E. *Assessment/Evaluation*

1. Ask students to review the picture mnemonics as you showed them during class. Let them know that while they shouldn’t shout that it is important to do it out loud. Circulate throughout the room while students are reviewing to make sure that each student is reviewing accurately and has completed all their drawing in a manner that will facilitate daily review. Record student progress on the checklist found in Appendix A.

**Lesson Three: Our First Two U.S. Flags (one lesson, approximately 45 minutes)**

A. *Daily Objectives*

1. Concept Objective(s)
  - a. Students will recognize specific symbols associated with America.
  - b. Students will understand the significance of specific American symbols.
  - c. Students will understand the key historical facts about specific symbols of America.
2. Lesson Content
  - a. Symbols and Figures
    - i. U.S. flag: current and earlier versions
  - b. Music: songs
    - i. The Star Spangled Banner
3. Skill Objective(s)
  - a. Students will recall prior information about a specific subject.
  - b. Students will relate vocabulary to specific lesson content.
  - c. Students will use mnemonic devices to review key facts.
  - d. Students will connect historic events with their symbols.
  - e. Students will relate historic events to the music they inspired.

B. *Materials*

1. Appendix A, Checklist for Unit, from previous lessons
2. Appendix F for directions on making a flag timeline
3. Timeline and Flag Facts, Appendix G, one color copy
4. White paper or poster board, see directions in Appendix F

5. Color copies of flags, see Appendix F for directions
  6. Colored chalk or markers for the classroom board
  7. *What Your Second Grader Needs to Know*, pages 136-138
  8. White copy paper, one sheet per student
  9. Red and blue crayons, one of each per student
  10. Tape or CD player (also used in next lesson)
  11. Tape or CD of *The Star Spangled Banner* (also used in next lesson)
- C. *Key Vocabulary*
1. State—a group of people united under one government; a nation
- D. *Procedures/Activities*
1. Prior to beginning this lesson use Appendices F and G to prepare the timeline for use in this lesson and the next. Please note: Appendix F contains six pages. Display the timeline in the classroom with only the title attached at the beginning of this lesson.
  2. The focus of the third and fourth lessons is the understanding of how and why flags change as well as the recognition of our first and current flags. They will also focus on the flag flown over Fort McHenry and the song, *The Star Spangled Banner*.
  3. Point out the classroom flag and ask students what it is called. Acknowledge all responses and correct any mistakes. Ask students if anyone remembers the name Betsy Ross and what she has to do with the flag. Allow one or two students to retell the legend of Betsy Ross as they recall it from first grade.
  4. Tell students that you will be learning about the official flags of the United States and why we have had so many different but similar flags. If necessary, review the concept of a state from their study in first and second grade of early American history.
  5. Using colored chalk or markers, prepare to draw a flag on the board. Outline a rectangle then ask students to tell you how to make this shape look like the first flag of our country. Students will probably know that you need to make red and white stripes but may not know the number or order of stripes. Guide them to correct choices as they direct your drawing. As you do various aspects of the drawing ask the students about the meaning behind those parts. “Why do we have thirteen stripes on the flag?” “What do the thirteen stars represent?” Children who did not have Core Knowledge last year may want you to place the thirteen stars in a circle. If so, stop and remind students that the flag with the stars in a circle was used by many states in the first year of our nation but it was not our official first flag.
  6. When the chalkboard drawing is complete hold up the cut-out of the first flag. Tell students that you will put the flag on the timeline as the first flag of our nation. Review key points of the flag using a call-back technique as you attach the flag to the timeline. Be sure to mention the number and order of stripes, the background of blue in the upper left corner, the number and the order of the stars.
  7. Attach the flag fact beneath the first flag and read the text aloud. Question the students on that information. “What year was our first flag made official?” “How many stars did it have?”
  8. Tell students that you will be reading them a true story about something that happened during the War of 1812. (Students may have already covered some of this information during your study of the War of 1812.) Read aloud to the class pages 136-138 of *What Your Second Grader Needs to Know* stopping before the boxed section on the flag. Do a quick call-back review in a story fashion using questions from the reading. “The British sailed into what harbor?” (Baltimore)

“In Baltimore harbor there is a fort called what?” (Fort McHenry) “So, the British sailed into the (point to students for response) harbor and saw Fort (students).” “When they sailed into the Baltimore harbor at (students) they saw a huge flag flying above the fort.” “Above Fort (students) the British saw a huge (students) flying.” “The British ship in (students) harbor was met by an American ship. On this ship was a man named Francis Scott Key.” “Who was on the ship?” Continue in this manner until you have completed retelling the whole story with the student’s help.

9. Show students the fifteen star flag, also known as the Star Spangled Banner Flag. Point out the differences in that and the thirteen star flag. Point out the additional stripes on the flag. Remind them that the founding fathers wanted the first flag to have a star and a stripe to represent each state. Ask students why the fifteen star flag might have more stars and stripes (more states). Tell students that when two new states were added the flag had two stars and two stripes added as well.
10. Following the previously established pattern put up the second flag and flag statement. Do not forget to go through the review process.
11. As you set up the music ask students what song was written during the battle at Fort McHenry. Also ask why that music is still important to us today. As a class, sing the song once or twice clear through. If you anticipate that your class will not be familiar with the song you may wish to make copies of the words ahead of time, although most students know at least part of it already.

E. *Assessment/Evaluation*

1. Hand out sheet of white copy paper and have students get out a red and a blue crayon. Ask them to draw the flag that was used during the War of 1812. Remind them to think about the colors they are using as well as the number of stars and stripes but do not give them further information. Have students put their names on the back before turning them in. Check student-made flags for accuracy then use for a classroom or hallway display. Use the checklist found in Appendix A to record student results.

**Lesson Four: Ever Changing Flags (one lesson, approximately 45 minutes)**

A. *Daily Objectives*

1. Concept Objective(s)
  - a. Students will recognize specific symbols associated with America.
  - b. Students will understand the significance of specific American symbols.
  - c. Students will understand the key historical facts about specific symbols of America.
2. Lesson Content
  - a. Symbols and Figures
    - i. U.S. flag: current and earlier versions
  - b. The War of 1812
    - i. Fort McHenry, Francis Scott Key, and “The Star-Spangled Banner”
  - c. Music: Songs
    - i. The Star-Spangled Banner
3. Skill Objective(s)
  - a. Students will use mnemonic devices to review key facts.
  - b. Students will connect historic events with their symbols.
  - c. Students will relate historic events to the music they inspired.

B. *Materials*

1. Appendix A, Checklist for Unit, from previous lessons

2. Tape or CD player
  3. Tape or CD of *The Star Spangled Banner*
  4. White copy paper, one sheet per student
  5. Red and blue crayons, one of each per student
- C. *Key Vocabulary*  
None
- D. *Procedures/Activities*
1. At beginning of class sing *The Star Spangled Banner*. Ask students to remind you why this song is important.
  2. Call students' attention to the classroom timeline. Review the material about the first two flags from yesterday using the call-back technique.
  3. Ask students why stars and stripes were added to the fifteen star flag, also known as the Star Spangled Banner flag (more states). Move to the classroom flag and hold it out, if necessary, so students can see the whole flag. Ask if the pattern continued of adding a new star for each new state (yes). Ask if the pattern continued of adding a new stripe for each new state (no). Ask for some suggestions of why the number of stripes went back to thirteen even though the number of stars kept growing. As students offer suggestions help them to see that an ever growing number of stripes would change the size, shape and overall appearance of the flag.
  4. Going back to the timeline show students the twenty star flag. Point out that our leaders could see that adding more and more stripes would never work. They decided to have a star for each state but keep thirteen stripes to represent the thirteen original colonies. Attach the twenty star flag to the timeline and read the information for the twenty star flag. Point out that these states did not all join the union at the same time, but that we had some catching up to do once we had settled the stars and stripes problem. Attach the flag facts.
  5. Let students know that they will be going through the next few flags quickly. It is important for students to see that as the number of stars change, the pattern they are arranged in changes as well. Run through flags with twenty-one through forty-eight stars fairly quickly. Briefly tell students the year, number of stars and states added. Let them know that they need to understand the reason for the change, not memorize the states and their number or date.
  6. It is recommended that you stop briefly at your own state to talk about the year and the star that represents your state.
  7. When you reach the last two stars and states take a little time to explain that although both states joined the union in the same year, they each were represented by a new flag. The flag facts detail this information. You might ask students to guess the last two states to join the union.
  8. Conduct a quick call-back review about our flags. Emphasize that each star represents a state, the thirteen stars represent the original thirteen colonies and that the patten of the stars changes with the number of stars. Cover the details concerning the flag representing your state's entry into the union. Finally, review the current U.S. flag.
- E. *Assessment/Evaluation*
1. Pass out the white copy paper and crayons. Ask students to draw the current flag, reminding them to be accurate in the numbers and placement of the stars and stripes. When they are finished have them put their names on the back and turn them in. Check the flags for accuracy and record on the checklist in Appendix A. Put flags on display.

**Lesson Five: The Lincoln Memorial (one lesson, approximately 45 minutes)**

A. *Daily Objectives*

1. Concept Objective(s)
  - a. Students will recognize specific symbols associated with America.
  - b. Students will understand the significance of specific American symbols.
  - c. Students will understand the key historical facts about specific symbols of America.
2. Lesson Content
  - a. Symbols and Figures
    - i. Lincoln Memorial
  - b. The Civil War
    - i. President Abraham Lincoln
3. Skill Objective(s)
  - a. Students will recall prior information about a specific subject.
  - b. Students will relate vocabulary to specific lesson content.
  - c. Students will use mnemonic devices to review key facts.
  - d. Students will create mnemonic devices with some teacher assistance.
  - e. Students will connect historic events with their symbols.

B. *Materials*

1. Appendix A, Checklist for Unit, from previous lessons
2. Appendix H, Pictures of the Lincoln Memorial, or pictures from your files prepared as in Lesson One
3. Pennies, one per student
4. One classroom dictionary
5. White copy paper, one per student
6. Colored markers, fine to medium tip, assorted colors, for each student

C. *Key Vocabulary*

1. Memorial-something that is built to help people continue to remember a person or event

D. *Procedures/Activities*

1. The focus of this lesson is to recognize the Lincoln Memorial and to know basic facts about it.
2. Show students the pictures of the Lincoln Memorial from Appendix H or your picture file. Ask if anyone can name this statue and the building. If students cannot name the Lincoln Memorial wait until you reach step six before telling them the name.
3. Show students a penny. On one side, the “heads” side is the picture of a famous man. Pass out pennies to each student so that everyone gets a chance to inspect one closely. Ask students who this picture shows. If you have already studied the Civil War most students should recognize Abraham Lincoln.
4. Ask students to turn the penny over and look at the “tails” side closely. Ask students if the building on the back of the penny looks familiar. If students do not see the connection, hold your penny up to the pictures on display.
5. Pass out one sheet of copy paper and a handful of colorful markers to each student. Tell the students that they will use the papers and markers to draw a picture that will help them to remember key facts about the material you will cover today.
6. Tell students that the man on the penny is Abraham Lincoln and that the building is the Lincoln Memorial. Ask if anyone can explain what a memorial is. If not, have a student look it up in a classroom dictionary and read the definition aloud.

7. Point out that a larger than life statue of Lincoln is seated in a chair inside the memorial. Ask students to draw a chair with a man sitting in it at the middle of their paper, with a small person next to it showing that Lincoln and the statue are larger than real life.
  8. Tell students that famous words from a speech by Lincoln, The Gettysburg Address, are engraved on the walls. Words from another of his speeches are also found there. Write the first few words of the Gettysburg Address on the board so that students can copy them onto area surrounding the chair on their paper. The words are “Four score and seven years ago”.
  9. Tell students that when Lincoln was President there were thirty-six states in the Union. To help people remember that the roof is supported by thirty-six columns. Ask students to draw thirty-six columns (rectangles will be fine) with a roof on top. On the roof have students write the number 36 in a bright color.
  10. Now, tell students that to get into the building you must climb fifty-six steps. Do a “WOW! 56!” cheer to reinforce the number. Explain that fifty-six is the age Lincoln was when he died. Ask students to draw some steps at the bottom of their picture and write the number 56 in a different color over the stairs.
  11. Ask students to review the completed drawing aloud with you. They should say the fact while pointing to part of the picture. Watch to see if all students are participating. Circulate as students are reviewing to make sure students have completed their drawings.
  12. Tell students that they will be taking home their drawings at the end of the day and ask them to review them at home in preparation for the test which will take place tomorrow.
- E. *Assessment/Evaluation*
1. Use the checklist in Appendix A to record completion of the Lincoln Memorial drawings and participation in review using the drawing.

## **VI. CULMINATING ACTIVITY**

- A. Copy Appendix I, Symbols of Our Land Test, for each student. Score the test using the test key found in Appendix J.

## **VII. HANDOUTS/WORKSHEETS**

- A. Appendix A: Checklist for Unit
- B. Appendix B: Silhouette of the Statue of Liberty
- C. Appendix C: Pictures of the Statue of Liberty
- D. Appendix D: Key Facts About the Statue of Liberty
- E. Appendix E: Sample Mnemonic Drawing
- F. Appendix F: Directions for U.S. Flag Timeline
- G. Appendix G: Timeline Title and Flag Facts (six pages)
- H. Appendix H: Lincoln Memorial Pictures
- I. Appendix I: Symbols of Our Land Test
- J. Appendix J: Symbols of Our Land Test Key

## **VIII. BIBLIOGRAPHY**

- A. Clark, Diane C. *A Kid's Guide to Washington D.C.* San Diego, New York: Harcourt Brace Jovanovich, 1989, ISBN 0-15-200459-9
- B. Hirsch, Jr. E.D. *What Your Second Grader Needs to Know.* New York: Dell Publishing, 1991, ISBN 0-385-31843-X
- C. Maestro, Betsy *The story of the Statue of Liberty.* New York: Mulberry Books, 1986, ISBN 0-688-05773-X

D. United States Flag Site. URL [available] [www.usflag.org/flag](http://www.usflag.org/flag)

## Appendix A Checklist for Unit

STUDENT'S NAME: \_\_\_\_\_

LESSON	ACTIVITY	YES	NO
ONE	Student participates in review of prior knowledge material.		
	Student participates in review of new material.		
TWO	Student's mnemonic drawings complete.		
	Student's mnemonic drawings are workable.		
	Student knows how to review using mnemonic drawings.		
THREE	Student's drawing of the 1812 flag shows fifteen stars on blue ground.		
	Student's 1812 flag shows stars in approximate position.		
	Student's 1812 flag shows fifteen stripes.		
	Student's 1812 flag shows stripes in correct color sequence.		
FOUR	Student's current flag shows stars in approximate position.		
	Student's current flag shows correct number of stars.		
	Student's current flag shows correct color sequence in stripes.		
	Student's current flag shows correct number of stripes.		
FIVE	Student completes mnemonic drawing according to oral directions.		
	Student knows how to review using mnemonic drawing.		

Appendix B  
**Silhouette of the Statue of Liberty**



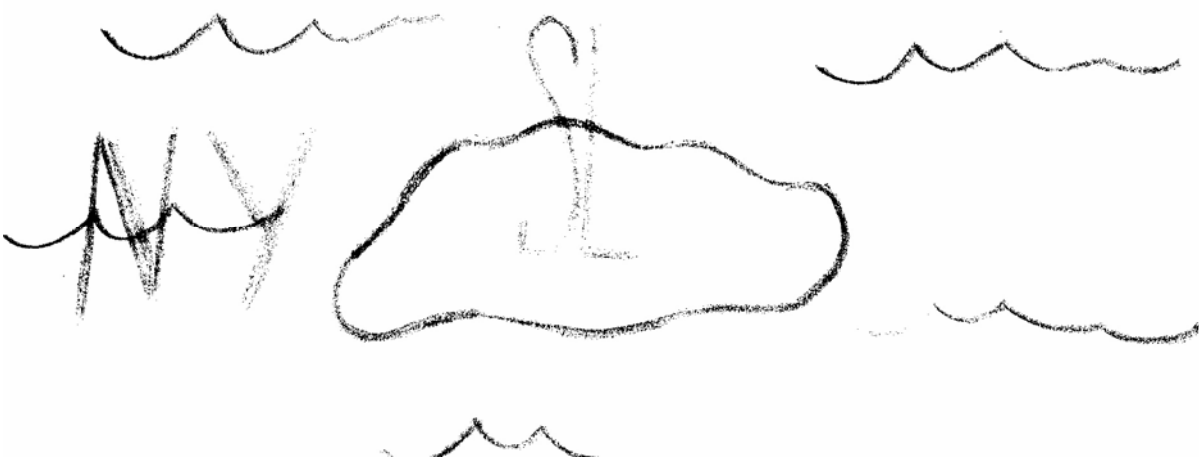
Appendix C  
Pictures of the Statue of Liberty



**Appendix D**  
**Key Facts about the Statue of Liberty**

1. The Statue of Liberty stands on an island in New York Harbor. (page 8)
2. The sculptor was Frederic Auguste Bartholdi. (page 11)
3. The statue was a gift from France because of the friendship of the two countries. (page 12)
4. In one hand it holds a tablet with the date of our independence in Roman numerals. (page 21)
5. The statue holds a raised torch. (page 22)
6. The crown has seven spikes—which stand for the seven continents
7. The outside “skin” of the statue is copper, a type of metal. (page 24)
8. It was put into place in 1886. (page 35)
9. The statue is a symbol of welcome to immigrants and represents their hopes and dreams for a new life in America. (page 36)

Appendix E  
Sample Mnemonic Drawing



## Appendix F

# Directions for U.S. Flag Timeline

Prior to beginning Lesson Three you will need to prepare the U.S. Flag Timeline using the following directions:

1. Using white paper or poster board, taping on the back as necessary, construct a background for the timeline that is 6" X 160".
2. Print the timeline title and flag facts from Appendix F. Cut them out along the lines and have them ready to use with the timeline. The procedures in Lesson Three and Four will tell you when to use each fact.
3. Go to <http://www.usflag.org/the.13star.flag.html> , beginning with the first U.S. flag print a set of the flags. There will be twenty-seven total. Cut out each flag, on the outline of the flag. Keep the text that accompanies the flags as it will be a great teacher resource at you teach about them.
4. Lay out the blank timeline so that it is horizontal. Place the timeline title from Appendix F at the far left of the timeline leaving one inch between the edge of the paper and the title. Be sure to center the box on the paper vertically.
5. Each time you add a flag you will center them vertically and leave two inches between it and the previous attachment. When you have finished the timeline trim the right end one inch from the last flag.
6. Keep this timeline on display in your classroom and refer to it when dates come up in class. Questions might include "Which flag flew over the capital when Dolley Madison lived there?" or "Which flag was used by the Union during the Civil War?"

Appendix G, page 1  
**Timeline Title and Flag Facts**

**UNITED  
STATES  
FLAG  
TIMELINE**

**1777**

This was the first official flag of the United States. It has 13 stripes and 13 stars to represent the original 13 colonies.

**1795**

This flag had 15 stars and 15 stripes with the addition of Vermont and Kentucky. This flag is also known as the Star Spangled Banner Flag because it flew over Fort McHenry in 1814.

**1818**

The flag went back to having 13 stripes because it would be impractical to keep adding stripes for each state. The stars were for Tennessee, Ohio, Louisiana, Indiana and Mississippi.

Appendix G, page 2

1819

This flag added a star, to make 21, for Illinois, but was used only one year.

1820

This flag has 23 stars to represent the addition of Alabama.

1822

This is the 24 star flag which lasted fourteen years before it was changed. Missouri was represented by the 24<sup>th</sup> star.

1836

This 25 star flag was used for just one year before another state was added. The 25<sup>th</sup> star represented Arkansas.

1837

This flag has 26 stars and was the official flag for eight years. Michigan was represented by the new star.

Appendix G, page 3

1845

This 27 star flag was used only one year. The new star represented Florida.

1846

The addition of Texas added a star to the flag making 28 stars. This flag was also used for only one year.

1847

This flag has 29 stars because of the admission of Iowa. This flag lasted only one year.

1848

The 30 star flag added a star for Wisconsin. This flag lasted three years.

1851

This flag added a star for the state of California, making 31. It was used for seven years.

Appendix G, page 4

1858

The flag added another star for the new state of Minnesota. The 32 star flag was used for only one year.

1859

The 33<sup>rd</sup> star was added to represent the admission of Oregon. It lasted for two years.

1861

We added the 34<sup>th</sup> star to the flag for the state of Kansas. This flag was used for two years before being changed.

1863

West Virginia was represented by the 35<sup>th</sup> star on the flag. For two years this flag was flown over the United States.

1865

This flag with 36 stars was for the admission of Nevada. It lasted two years.

Appendix G, page 5

1867

The 37<sup>th</sup> star was added for the state of Nebraska. This flag was used for ten years before being changed.

1877

Colorado was added to make 38 stars. This flag lasted for thirteen years.

1890

The 43 star flag represents the addition of North Dakota, South Dakota, Montana, Washington and Idaho. It was used for only one year.

1891

Wyoming was represented by the addition of the 44<sup>th</sup> star. The 44 star flag lasted for five years.

1896

The 45<sup>th</sup> star was added for Utah. This flag was flown for twelve years.

Appendix G, page 6

1908

The 46<sup>th</sup> star on this flag represents Oklahoma.  
This flag was used for four years.

1912

Two stars were added to make 48 for New Mexico and Arizona. This flag was the official flag for forty-seven years!

1959

The 49<sup>th</sup> star was added for Alaska in January of 1959. This flag would be used for only one year.

1959

The 50 star flag is the twenty-seventh flag of the United States. The last star represented Hawaii by a Presidential order in August 1959 but became the official flag July 4<sup>th</sup> 1960.

## Appendix H Lincoln Memorial Pictures



Appendix I, page 1  
**Symbols of Our Land Test**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Draw lines to connect the American symbols with the correct description:

- |                      |   |
|----------------------|---|
| 1. Statue of Liberty | The first official flag of the United States. |
| 2. 1812 flag         | A building and statue to honor a president.   |
| 3. Lincoln Memorial  | The flag that was flown over Fort McHenry.    |
| 4. 13 star flag      | The flag we use today.                        |
| 5. 50 star flag      | A gift from the people of France.             |

Fill in the blanks to make a complete and correct sentence:

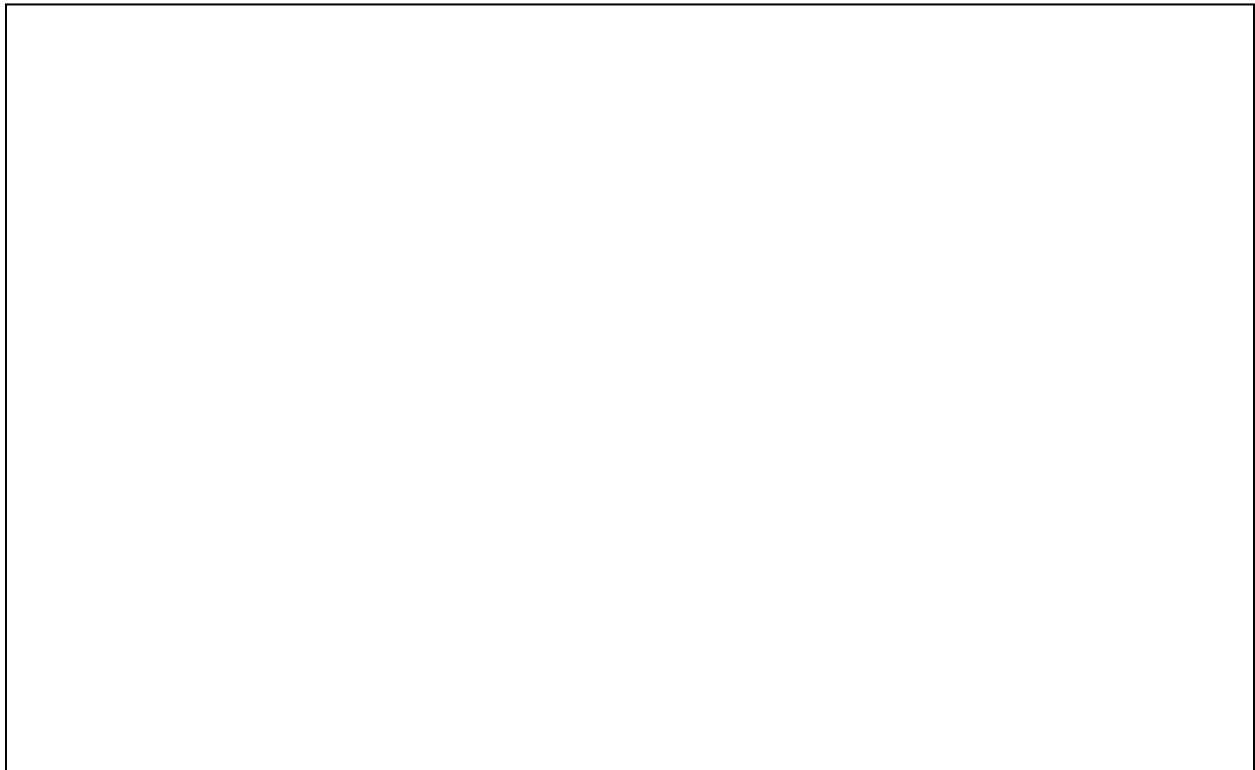
6. A new \_\_\_\_\_ is added to the flag each time a new state joins the Union.
7. The Statue of Liberty sits on an \_\_\_\_\_ in New York harbor.
8. The 1812 flag had fifteen stars and \_\_\_\_\_ stripes.
9. The seven spikes on the crown of the Statue of Liberty stand for the seven \_\_\_\_\_.
10. There is a tablet in one hand of the Statue of Liberty and a \_\_\_\_\_  
in the other hand.

Appendix I, page 2  
**Symbols of Our Land Test**

Mark the following statements with a **T** if they are true and an **F** if they are false.

- \_\_\_\_\_ 11. The Statue of Liberty is made of rocks and bricks.
- \_\_\_\_\_ 12. The Lincoln Memorial has thirty-six columns to represent the thirty-six states that were part of the United States when Lincoln was President.
- \_\_\_\_\_ 13. The penny has a picture of the United States flag on one side and the Statue of Liberty on the other side.
- \_\_\_\_\_ 14. Francis Scott Key wrote The Star-Spangled Banner while he was watching a battle between the British and the United States.
- \_\_\_\_\_ 15. The Statue of Liberty is covered with a metal called copper.

Draw a picture of one of the American symbols you studied in this unit in the box below:



Appendix J, page 1  
**Symbols of Our Land Test Key**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Draw lines to connect the American symbols with the correct description:

**Note:** Answers have been rearranged in this section to line up with the correct symbol.

- |                      |   |
|----------------------|---|
| 1. Statue of Liberty | A gift from the people of France.             |
| 2. 1812 flag         | The flag that was flown over Fort McHenry.    |
| 3. Lincoln Memorial  | A building and statue to honor a president.   |
| 4. 13 star flag      | The first official flag of the United States. |
| 5. 50 star flag      | The flag we use today.                        |

Fill in the blanks to make a complete and correct sentence:

6. A new **STAR** is added to the flag each time a new state joins the Union.
7. The Statue of Liberty sits on an **ISLAND** in New York harbor.
8. The 1812 flag had fifteen stars and **FIFTEEN** stripes.
9. The seven spikes on the crown of the Statue of Liberty stand for the seven **CONTINENTS**.
10. There is a tablet in one hand of the Statue of Liberty and a **TORCH**  
in the other hand.

Appendix J, page 2  
**Symbols of Our Land Test Key**

Mark the following statements with a **T** if they are true and an **F** if they are false.

- F** 11. The Statue of Liberty is made of rocks and bricks.
- T** 12. The Lincoln Memorial has thirty-six columns to represent the thirty-six states that were part of the United States when Lincoln was President.
- F** 13. The penny has a picture of the United States flag on one side and the Statue of Liberty on the other side.
- T** 14. Francis Scott Key wrote The Star-Spangled Banner while he was watching a battle between the British and the United States.
- T** 15. The Statue of Liberty is covered with a metal called copper.

Draw a picture of one of the American symbols you studied in this unit in the box below:

**ANSWERS WILL VARY**