

Historical Figures and Symbols of the United States
A Teaching Unit for 1st grade Students

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Introduction

Many important events, ideas, and people emerged in the United States between 1763 and 1815. This time period is generally referred to as the American Revolution, and is very significant to children so that they can understand how America was shaped into the democratic country it is today. Leaders who contributed to the cause in various regards include George Washington, Benjamin Franklin, and Abraham Lincoln. In addition to these distinguished individuals, there are also symbols that are associated with this time period and have remained a stronghold in America. Some of the key symbols are the American flag, the bald eagle, the Washington Monument, and the Statue of Liberty. .

Through the study of this time period, multiple Social Studies standards are met. Two Virginia Standards of Learning are addressed through the study of these people and symbols. They are History and Social Science SOL 1.2 and History and Social Science SOL 1.11. By discussing the American Revolution and the lasting effects it had on the country, these standards will be almost entirely covered. See Appendix A for a complete list of the standards addressed in this unit. Some aspects of these standards are covered during different times in the year and are not simply being neglected during these lessons.

A solid foundation in this time period will take all students far in their educational careers. If students are able to learn and discuss the significance of important Americans and symbols that were established between 1763 and 1815, they will be able to expand their historical knowledge later on down the road. As students progress through school, it is important that they understand how America was founded as well as the people and events that contributed to its founding. Throughout the American Revolution, many key events and ideas were produced that helped shape the nation.

Key Ideas and Events

The arrival of the British to the New World was a time of both discovery and acclimation for many of the colonists. The names of the colonies where they settled include: Virginia, Massachusetts, New Hampshire, Maryland, Connecticut, Rhode Island, Delaware, North Carolina, South Carolina, New Jersey, New York, Pennsylvania, and Georgia. They quickly adapted to their new environment and became farmers. Many of the colonists were shocked at how fertile the land was and worked hard to provide goods such as furs, flour, iron, tobacco, and lumber to Great Britain in return for clothing, shoes, furniture, and tea (Schanzer, 2004). There were three distinct social classes in the colonies. The most educated people were usually planters, merchants, doctors, ministers, and lawyers. The middle class consisted of small farmers, shopkeepers, teachers, craftsmen, and fishermen. The poorest class was comprised of indentured servants and black slaves from Africa who became a prominent labor source in the upcoming years (Meltzer, 1987).

While the world was new to these individuals, there were already many Indian tribes settled and thriving here. When the colonists first arrived, the Native Americans helped teach them how to farm and cultivate the land efficiently. Without their help, many more colonists would have died from malnutrition and disease (Holton, 1999). As time passed, however, relations between the colonists and Native Americans went down hill, as the colonists wanted more and more land. This land was taken from the Indians which they did not appreciate. By the time the American Revolution occurred, the Native Americans were fed up with the colonists and many did not support either side of the war. Many of the Native Americans that did choose to fight fought on the British side because they believed the king would protect their land from American colonists. They believed this because of the Royal Proclamation of 1763 which attempted to keep colonial expansion east of the Appalachian Mountains. At the conclusion of

the revolution, however, this land was settled by American colonists, scarring the relation between the Native Americans and European Americans for many years to come (Calloway, 1995).

All of these people were influential in the founding of America; however, many individuals, including George Washington, a planter, felt that they were being limited by King George III of Britain (Schanzer, 2004). The thirteen American colonies were under British rule; however, they did not agree with many of the rules imposed and often broken them (Schanzer, 2004). Another major issue was that the colonists were heavily taxed through various Acts. The Sugar Act and a Stamp Act were passed and required colonists to pay taxes for imported goods such as molasses and indigo dye as well as printed items such as marriage licenses and newspapers. The colonists were mostly unhappy about this because their own colony already imposed taxes as well so they had twice the amount of taxes. They often felt that their beliefs and ideas were not properly represented through the various Acts that were being passed (Schanzer, 2004).

There was much resistance to the Stamp Act and it was eventually repealed. However, it didn't take long for more problems to arise. The Boston Massacre occurred in 1770 and resulted in five colonists getting killed. Radical colonists used this as an example of the British getting out of hand (Meltzer, 1987). Three years later, the Boston Tea Party was a continued sign of colonial distress (Schanzer, 2004). The colonists in Massachusetts were not the only ones upset. Virginia, the home of George Washington, also participated in the banning of tea and selling of any taxed items imported from Great Britain (Bourne, 1981).

As a delegate at the First Continental Congress meeting in 1774, Washington and others sent a request to King George to get rid of all of the laws they did not support. King George III

conceded on a few of the requests, but not all of them (Meltzer, 1987). A year later, when the Second Continental Congress met, Washington was elected Commander-in-Chief of the Continental Army to fight against the British. The colonists, at this point, were fed up with the way things were being run and wanted a permanent change (Schanzer, 2004). By 1776, the situation had not improved and the colonists were tired of fighting the British. The Continental Congress met again and the colonies began voting to become free and independent States (Morris, 1956). Thomas Jefferson, with the help of John Adams and Benjamin Franklin, drafted the Declaration of Independence. This document serves as America's break from Great Britain. However, the British army did not surrender until 1781. The official United States of America was born in 1783 after a peace treaty was signed (Schanzer, 2004).

The first American flag was created in 1777 once America declared its independence as a nation. It had thirteen stripes, alternating red and white with thirteen stars in a blue field. The thirteen stars and stripes represented the first thirteen colonies. The oldest version of this flag is known as the Betsy Ross flag, although it is unclear whether or not she actually designed the flag (Leepson, 2005). The most recent version of the flag contains fifty stars on a blue field and thirteen red and white alternating stripes. The fifty stars on the flag are representative of the fifty states that comprise the current United States. The thirteen stripes represent the thirteen original colonies. The colors on the flag are also important with red symbolizing hardiness and valor, white symbolizing purity and innocence, and blue symbolizing vigilance, perseverance, and justice (Thames, 2007). This was not the only symbol that arose from America declaring its independence.

Given as a gift from France in honor of our first 100 years of independence, the Statue of Liberty became a status symbol in America. Construction began in hopes of completing the

statue by 1876; however, it took until 1884 to complete because of structural issues and funding issues (Curlee, 2003). The statue is symbolic in many ways. Her right foot is raised and moving forward, a sign of progress for America. She holds a torch in her right hand which represents enlightenment. The seven spikes on her crown symbolize the seven continents and the seven seas of the world, showing the world as a whole, united entity. The tablet she holds in her left hand has the date, July 4, 1776, which is Independence Day in the United States (Strazzabosco-Hayn, 1997). Lady Liberty now stands tall and proud in the New York Harbor and was recently restored in 1986 (Curlee, 2003).

At the Continental Congress meeting in 1782, the Great Seal of the United States was designed. It included a Bald Eagle grasping thirteen arrows and a thirteen-leaf olive branch with its talons. From thence on, the Bald Eagle became the national bird of the United States and can even be found on coins (Leepson, 2005). The Bald Eagle is a symbol of freedom and justice, as a reflection of the United States (Carey, 1994). It almost did not become the national bird of the United States when Benjamin Franklin proposed that the national bird be the turkey instead. However, the bald eagle was chosen also because of its uniqueness to North America (Bald Eagle, 2002).

In 1787, George Washington was elected president of the Constitutional Convention. The members who attended this convention wrote the Constitution we live by today. In 1789, Washington was elected the first President of the United States (Bourne, 1981). He would be remembered forever for all he did for America. One way he is celebrated is through the Washington Monument, located in Washington, D.C. This Monument was begun in 1848 and completed in 1884. The monument was intended to be built to honor the 100th anniversary of Washington's birth in 1732; however, due to a lack of funds, it took quite a few extra years.

Regardless, it is now one of the many monuments dedicated to the “Father of our Country” (Bruggeman, 2006).

Washington worked closely with Benjamin Franklin during the Second Continental Congress and the Constitutional Convention. He was very vocal at all of these meetings and was very beneficial to the writing of many important documents including the Declaration of Independence and the Constitution (Fleming, 2003). Prior to being involved with politics, Franklin was interested in science and created the lightning rod, the glass harmonica, and bifocal glasses (D’Aulaire, 1950). Without the persuasive writings of Benjamin Franklin during the Revolution, many people would not have supported the move for independence during this time.

Although very young during this time, Abraham Lincoln was very much influenced by George Washington and the events that occurred during the Revolution. Although not formally educated, he was a very smart young boy and read a lot about what was going on in the new nation and aspired to be President one day. His dream came true in 1860 with his election and he soon found himself leading the nation through the Civil War (D’Aulaire, 1939). He was able to successfully bring the nation back together as one united nation through documents such as the Emancipation Proclamation, which freed the slaves, and the Gettysburg Address. Lincoln was an excellent president and politician during his time.

All of these individuals contributed to the independence of America or the struggle to keep America together as one independent nation. The symbols that emerged are representative of the ideals of America as a free and independent nation. All of these people and icons should always be respected and honored as part of our American culture.

Men, Women, Youth & Children

Since there were a limited number of colonists when the colonies were first formed, everyone had an important role to play. Girls were taught how to manage the home from their

mother instead of attending school after the age of seven. They learned how to sew, cook, and clean during the day. Boys, on the other hand, would go work as farmers assistants or help their fathers with their job. They also had more of an opportunity to attend school for longer so they could be educated and succeed in life outside of the home environment. Women often stayed in the home and worked. They were allowed minimal socialization with other women which included quilting bees, candle dipping, or doing the wash together. The roles of men varied depending on their social class, from indentured servants and skilled artisans to doctors and lawyers. Men were also the only people allowed to vote (McGovern, 1992).

African Americans during this time were brought to the United States through the slave trade that was occurring. This trade, known as the Atlantic slave trade, was pioneered by Francis Drake, a British. A majority of the slaves were shipped from West Africa and Central Africa to the 'New World.' While many slaves were traded for goods, some were captured by European slave traders through raids and kidnapping. It is thought that between 9.4 and 12 million Africans were brought to the Americas during this slave trading. They arrived on overcrowded ships and then bought for labor. They were especially popular in the South to work on farms and plantations. Many did not have a way out of this lifestyle until Abraham Lincoln became president and freed the slaves. African American males were not, however, allowed to vote (Davis, 1976).

Since many of the inhabitants of the colonies were from Great Britain, individual states had mandates that required its' citizens to be Protestant and attend church. The practice of other religions was unacceptable to the king of England, which was why so many colonists came to America – to seek religious freedom. Sunday was also viewed as a day of rest except for attending church and discussing what happened at church such as the sermon and Bible verses

(McGovern, 1992).

Closing and Legacy

Many of the outcomes of the American Revolution are still apparent in society today. It has had a very lasting effect on America, especially with the creation of documents such as the Constitution and Declaration of Independence. Democratic principles and the idea of religious freedom is still very much unknown to many countries in the world. So the United States has provided these important documents and principles as models for others. While there are still some discriminatory practices, both racial and gender, large strides have been made since revolutionary times, especially in terms of education. Both genders are given an equal opportunity to attend school and succeed in the classroom.

There are constant reminders all around people in America about this time period. A trip to Washington, D.C. allows individuals to remember all the great things our Founding Fathers did for us as a country. Also, many states, capitals, and cities are named after important individuals and events from the revolution. Finally, many monuments and museums have been created all over the world to remind people how Americans fought to be a free nation. These symbolic reminders, continue to inspire Americans to work to achieve the American ideals that began with the birth of the United States.

Lesson #1 – Map Skills

Audience: Primary, Grade 1

Plan Preparer: Sarah Ridgway

Standards: History and Social Science Standards of Learning in Virginia:

- 1.4 – The student will develop map skills by
 - d) locating Washington, D.C., the capital of the United States, and Richmond, the capital of Virginia, on a United States map
- 1.11 – The student will recognize the symbols and traditional practices that honor and foster patriotism in the United States by
 - a) identifying the American flag, bald eagle, Washington Monument, and Statue of Liberty

Materials/Space/Time: classroom map of the United States; map of the United States; paper cut outs of the Washington Monument, the White House (Washington, D.C.), the Statue of Liberty, an ‘R’ for Richmond (capital of Virginia), and a ‘W’ for Williamsburg (home); glue; scissors; colored pencils, multiple choice question handout; average classroom space and size (about 20 students); one hour

Lesson Description:

Anticipatory Set: The teacher will review the four cardinal directions. The teacher will use the classroom map of the United States to review the directions on the map and review where Virginia is located on the map, as well as MIMAL (man on the map). The teacher will then begin discussing important landmarks in the United States (see Background Information).

Objectives and Purpose:

1. Having reviewed the cardinal directions with the teacher, students will use the directions to locate historical structures on a map of the United States.
2. Given paper objects that are representative of important landmarks, the students will place them in the correct location on a map of the United States.

Input/Modeling: The teacher will use the classroom map of the United States to demonstrate the location of Williamsburg, Richmond, Statue of Liberty, Washington Monument, and the White House. In order to show these, the teacher will have symbols identical to the ones that the students will use and tape them to the classroom map.

Check for Understanding: The students will return to their desks and receive a blank map of the United States. The teacher will ask them to color various locations on the map to check for their comprehension of the cardinal directions and locating items on the map. They will also be instructed to create a compass rose on their map. The items will be: state of Virginia, colored yellow; MIMAL, colored red; and one state on the west coast (California, Oregon, or Washington), colored green. Once the students correctly identify these locations, the teacher will move on in the lesson.

Guided Practice: The teacher will pass out a new map which will include a map key. The symbols for the students to cut out and color will also be distributed. The teacher will instruct the students to place the Williamsburg symbol on the line connected to the red dot on the map.

Independent Practice: The students will place the remaining symbols on their map according to the coordinating dot: Washington Monument: star; Washington, D.C.: green; Statue of Liberty: orange; Richmond: purple. A key will be on the map to help guide the students. A line will also be drawn away from the dot to provide for ample space for the symbol. The teacher will then use the Document Camera with a map to have students check where they place their symbols. Four students will be called up to the Document Camera to show where they placed their symbols. Once all of the maps have been checked over by the teacher, students will glue their symbols on the map.

Closure: The teacher will collect the maps. The teacher will have students share their maps with a partner.

Evaluation:

Formative: The teacher will observe students participation and understanding during ‘Check for Understanding’ and while the students are completing their maps.

Summative: Students’ maps will be collected at the end of the lesson to see if they correctly identified the locations of the Washington Monument, Washington, D.C., Richmond, Virginia, and the Statue of Liberty; multiple choice question.

Background Information

There are many important landmarks in the U.S., located on the east coast, since they were established when the U.S. was comprised of the 13 colonies. The capital of the U.S. was originally located in Pennsylvania. The First and Second Continental Congress met there from 1774 until 1781. The capital then moved to New Jersey, Maryland, and New York during the writing of the Articles of Confederation. When the Constitution was being written, beginning in 1789, the capital made its way to its present location, Washington, D.C., in 1800. The White House is located in Washington, D.C. which is where the President lives.

The capital of Virginia is currently Richmond; however, it was originally located in Williamsburg. In 1780, it was moved to Richmond to provide a more centralized location for the state. It also a more isolated location to better avoid attacks from the British during the American Revolution.

The Washington Monument was created to commemorate the first U.S. President, George Washington. It is the world’s largest stone structure. The shape of the monument is called an obelisk. It was designed in the 1840s and construction began in 1848. However, it was not completed until 1884 because they ran out of the marble used. If you look closely at the monument, you can notice the difference in color of the stones.

The Statue of Liberty was a gift to the United States from the French in 1886. It commemorates the centennial of the signing of the Declaration of Independence. The statue is of a robed woman holding a torch and a tablet, which has the date of the signing of the Declaration of Independence inscribed. The seven spikes on the crown represent the seven seas and continents. Her torch signifies enlightenment. It is located in New York because this is where many immigrants enter the United States from Europe. The statue became a symbol of freedom and democracy.

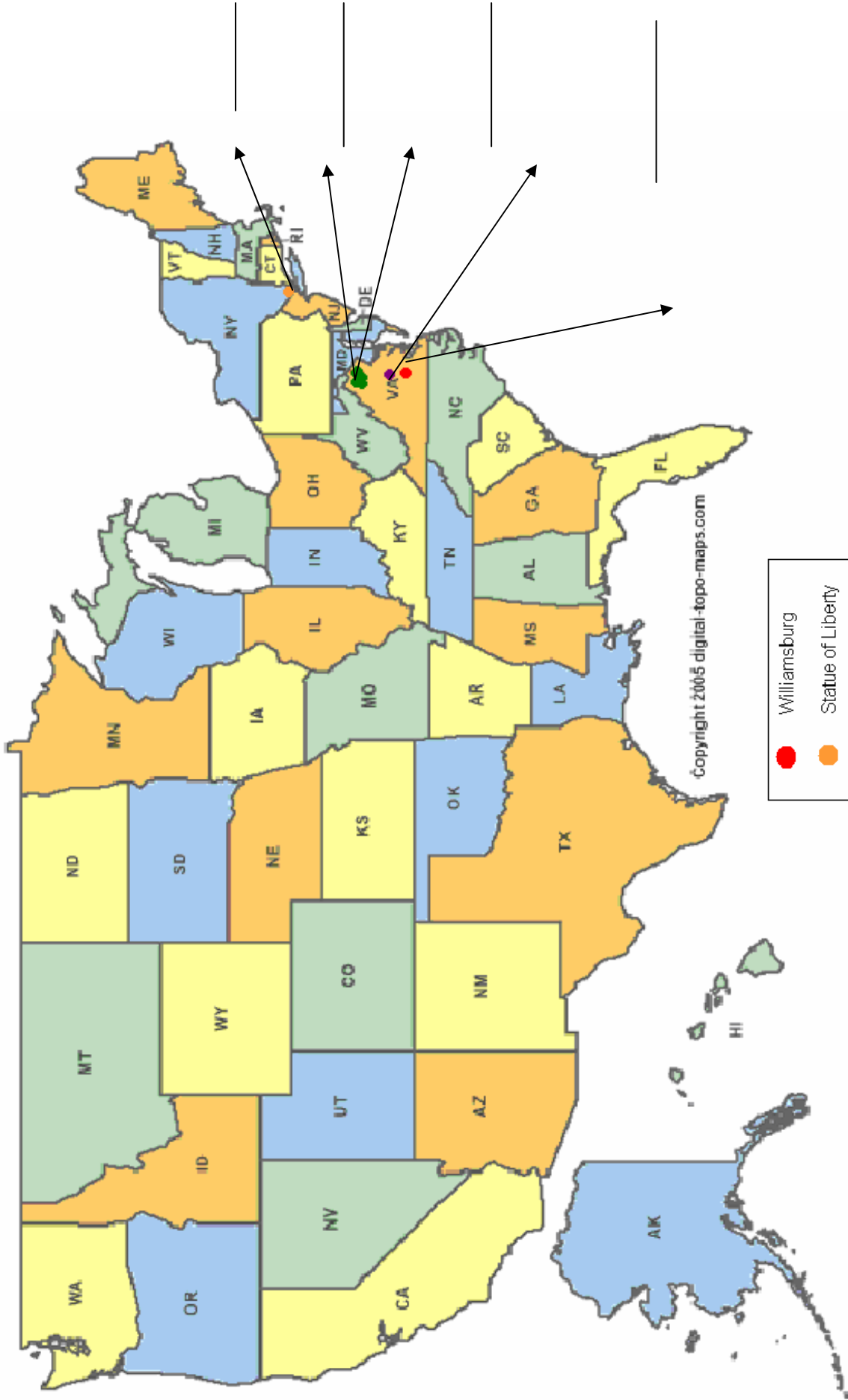
Map Symbols:



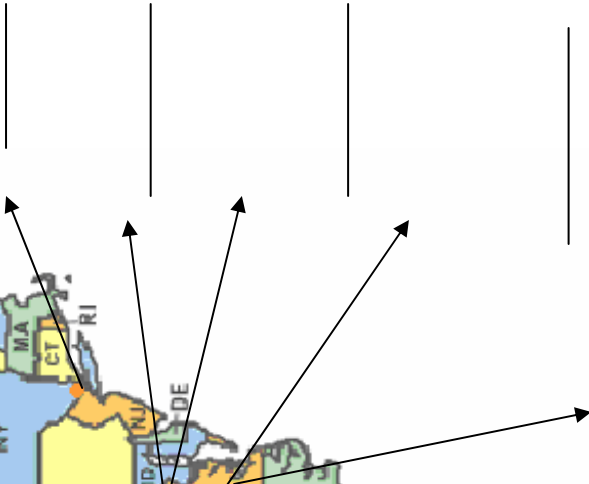
R

W

*teacher copy of symbols will be made larger to use on classroom map



●	Williamsburg
●	Statue of Liberty
●	Washington, D.C.
☆	Washington Monument
●	Richmond





Lesson #2 – Portrait Paintings of Famous Americans and Self Portraits

Context: Lesson preparer: Sarah Ridgway; Level: 1st grade; Topic: Self Portrait; Time: 1 hour; Whole group; 22 students

Standards:

History and Social Sciences Standards of Learning in Virginia

1.2 The students will describe the stories of American leaders and their contributions to our country, with emphasis on George Washington, Benjamin Franklin, Abraham Lincoln, and George Washington Carver

Objectives:

1. Given class discussion, the student will identify the importance of historical portraits.
2. Given materials, directions, and class participation, the student will create a self portrait.

Materials/Time:

Multiple portraits of George Washington, Benjamin Franklin, and Abraham Lincoln (see separate power point), oversized white construction paper, pencils, paint, paintbrushes, hand held mirror for each student, multiple choice question sheet, model self portrait of teacher

Lesson Description:

Introduction

Review that the class has been studying the American Revolution and important American leaders. Explain that they will learn about portraits painted of historical figures. Share portraits with the class through Power Point presentation, pointing out common characteristics of each portrait that they should include in their own portraits (see background information).

Content Focus

Explain that the students will use the characteristics they noted in the portraits of the historical figures to create their own self portraits. Discuss why such characteristics would be included in historical portraits. Elaborate using Key Questions.

Key Questions: **Objective:** How does the artist use light in the painting? What details does the artist include in the portrait? **Reflective:** What do you notice most about this portrait? How can you relate to the people in the portraits? How did you feel after you accomplished a big goal like they did? **Interpretive:** Why do you think the artist painted the individual in this way? What do you think is the emotion of the person in the portrait? **Decisional:** Why are historical portraits important to us today? How can you relate to this painting?

Art Demonstration:

Share model self-portrait and explain how it was created. Pass out the construction paper, mirrors, paint, paintbrushes, and pencils to each student. Model how to use the mirror to look at yourself and draw, with pencil, your self portrait. Then, ask students to create their own self-portraits with the paint.

Closing:

Have the class gather on the red carpet and ask the students what they learned about historical portraits and how to create a portrait. Be sure to emphasize why the portraits were created for

these individuals especially and what their importance is to us today. Have students share their self portraits and hang them around the classroom.

Assessment:

Formative: Observe students comments and answers during discussion time before they create their own self-portraits – make sure all students participate at least once.

Summative: Multiple choice questions, students’ self-portraits

Background Information:

George Washington was the first President of the United States and led the Continental Army to fight against the British in 1775. He also helped to write the Constitution. Shortly after this, he was elected as the first President of the United States. Gilbert Stuart was an artist during this time. He is most popular for the portraits he painted of Washington. His portraits are viewed as the most natural portraits ever created, especially since he did not sketch the individuals before he began painting.

Benjamin Franklin was very influential in his work with the Declaration of Independence and the Constitution. He also is remembered for creating the lightning rod, the glass harmonica, and bifocal glasses. Franklin is remembered through the portraits created by Joseph Duplessis and David Martin. Joseph Duplessis was a French painter and is known for the precision portrayed in his portraits. Many of his portraits of important French figures during the late 18th century were displayed at the Louvre. David Martin was a British painter known for his portraits beginning in 1756. His portrait of Franklin was one of his earliest independent portraits. This portrait is currently on display at the White House.

Abraham Lincoln became the sixteenth President of the United States in 1861. He helped lead the nation through the Civil War and was able to successfully reunite the nation. He also abolished slavery. Lincoln is remembered as an important political figure through portraits by George Healy and George Henry Story. George Healy was an American painter. His 1877 portrait of Lincoln was based on many sketches he completed in 1864. George Henry Story was an American painter. His portrait of Lincoln was inspired by a visit to Washington, D.C. when he met Lincoln and did a sketch of him. He completed multiple sketches of the President after this in the Oval office before completing his final portrait of Lincoln.

Portrait painting is designed to capture the appearance of an individual in either a natural setting or with a neutral background. They have historically served to commemorate influential and power leaders and individuals. Many historical portrait artists work on commission, meaning they get hired by an organization or individual to complete the portrait. Artistically, portraits are designed to show the feelings of the individual from the artist’s point of view. This usually results in the individual looking serious with a closed lip stare rather than a smile. Portraits can show any amount of the individual’s body. The artists also tend to angle the subject and use dramatic lighting and shadowing. Historical paintings, created before the invention of the camera, usually took the artist many days to complete. This would require the subject to sit still for the artist for many days. Many portraitists complete sketches of the individuals before painting them so that the correct pose can be chosen. These portraits were created to honor important individuals. Important characteristics of portraits to pay particular attention to are: body position, emotion, background, shading, lighting, clothing, and the amount of the individual depicted (i.e. full body, half body, head and shoulders, just head). These characteristics will be compared amongst the portraits of the Presidents.

Lesson #3 – George Washington

Intended Audience: 1st grade, 22 students, whole group

Lesson Preparer: Sarah Ridgway

Virginia Social Studies Standards:

1.2 The student will describe the stories of American leaders and their contributions to our country, with emphasis on George Washington, Ben Franklin, Abraham Lincoln, and George Washington Carver

Materials, time, and space: timeline worksheet, book on George Washington: George Did It, pencil, cut-out pictures of George Washington, crayons; 1 hour; classroom environment, show model timeline from teacher

Objectives:

After listening to the story on George Washington, students will:

- 1) Identify the many roles George Washington held in the United States: farmer, military leader, President, “Father of Our Country”
- 2) Create a timeline of George Washington’s life in chronological order

Lesson Description:

Introduction: The students will gather on the red carpet. The teacher will inquire if the students know anything about George Washington. Introduce the class to George Washington by reading George Did It

Content Focus: While reading the book, pause to discuss the various events in George Washington’s life. Elaborate using Key Questions.

Key Questions: **Objective:** What are important roles that George Washington held throughout his life? In what ways did George Washington lead our country? Where did George Washington live before he moved into the White House? **Reflective:** How do you think you would feel if everyone wanted you to be President? **Interpretive:** Why do you think George Washington was such a great leader? What do people mean when they call Washington the “Father of our Country?” **Decisional:** Why is George Washington an important historical figure to us today?

At the conclusion of reading the book, the teacher will create a list on a piece of chart paper of the important events that the students believe took place in George Washington’s life. The teacher will begin modeling the timeline to give the students’ a general idea for what they will be doing. A review will be provided of number order to aid in the students’ completion of the timeline. They will also be told to use their number charts on their desks if they need help. The students will then return to their seats and complete the timeline worksheet: putting pictures in chronological order and writing one sentence about George Washington for each picture.

Closing: Have the class gather on the red carpet and ask the students to share their timelines. Emphasis will be put on the main character traits of Washington: farmer, military leader, President, “Father of our Country.” The idea of George Washington being a model citizen will be introduced to the class as well. A focus on all of the good things he did for others, including his community and country, will be stressed as well. This includes: treat his workers on his farm

well, teach the workers on his farm about methods of best practice, help his fellow colonists fight for their freedom through fighting, written documents, and leadership skills.

Assessment:

Formative: Observe students comments and answers during the reading of the book – try to have all students participate at least once.

Summative: Multiple choice questions, students’ timelines

Background Information: He fought in the French and Indian War and was the commander in chief of Virginia’s troops. In 1759, at the age of 27 he became the master of an estate farm in Mount Vernon, Virginia. George was a very successful farmer and even invented his own plow to make farming more efficient. He also helped other colonists cut down on costs by providing crops such as wheat, potatoes, and other vegetables so that they did not have to pay taxes on the items. In 1775, Washington left home to become the commander in chief of the Continental Army to fight against the British. He aided in the writing of the Constitution during the Constitutional Convention as a leader in 1787. It was during this time that he became known as the “Father of our Country” because of his excellent leadership skills on the battlefield and in important meetings. Finally, in 1783 he was able to return home to Mount Vernon at the conclusion of his victory in the war. Continuing to be involved in the politics of the new nation, Washington was elected as the first President in 1789. He was very hesitant to become President because he thought that he was too old; however, he received numerous letters of support, some even saying that they would not be happy unless George became President. After serving as President for 8 years, George was able to return home to Mount Vernon and farm again in 1797. George Washington died in 1799 on his farm at Mount Vernon.

Pictures for Timeline:

- will be made larger for student use



1759
George as farmer



1775
George as general



1789
George as President

- timeline is on larger paper and will be included with lesson; students will also be writing a sentence with each picture to describe what George Washington is doing in that picture.

The Washington Monument

Context

First grade; whole group; Sarah Ridgway; 1 hour; 20 students

Standards/Objectives

Standards:

National History Standards K-4: Historical Thinking Standard 3: Historical Analysis and Interpretation

A. Formulate questions to focus their inquiry or analysis.

Virginia History and Social Science Standards of Learning:

1.11 The student will recognize the symbols and traditional practices that honor and foster patriotism in the United States by

a) identifying the American flag, bald eagle, Washington Monument, and Statue of Liberty.

Objectives

1. Given examples of global monuments, the students will generate questions about monuments: why they are built, where they are built, how they are built.
2. Given the class questions, students will investigate monuments by completing three different activities and assuming various roles: historian, construction worker, and architect.

Resources: Washington Monument video on teacher tube; skyscraper books; clay; essay question; S.S. journal; pencil; fence-post Washington Monument; laptops from library; Washington Monument books

Content and Instructional Strategies

Introduction

The students will be introduced to monuments through the book Great Building Stories of the Past. The teacher will read portions of the book to the class to spark their interest in monuments around the world. She will ask questions about what they know about monuments, any national monuments they may know about, who are the people in charge of building monuments, what they are made of, why they are built, and where they are built. All students will be encouraged to participate during this time and any questions that can not be answered by students will be carried over into the exploration part of the lesson.

Content Focus

Show the students the classroom Washington Monument. Discuss with students how the real Washington Monument is much larger than the one in the classroom. Talk about how monuments are all over the state and the world and are lots of fun to visit. Emphasize to the students that there are many ways to build monuments and buildings and that their questions will be answered in the stations they will complete. Record the students' questions on chart paper to refer to at the conclusion of the lesson. Briefly go over each station with the students, explaining what role they will be taking on at each station and what they will be doing. Check to see if the students' have any more questions after they are provided with this information, record if necessary. Then the students will be split into 3 groups: Historians, Construction Workers, and Engineers. This will be done once the students have generated questions such as: *How do you*

build a monument? What are monuments made of? Why do you build a monument? Where are monuments built? What are important monuments in the United States? The groups will be led by either a teacher or teacher assistant to help facilitate the activities (see activity cards)

Closure

The students will return to the red carpet and share what they have learned at each station. The teacher will have students share their facts about the Washington Monument as they put the fence-post Washington Monument together as a class. The class-generated list of questions will hopefully be answered through the sharing process. The teacher will check to see what other questions the students still have about monuments, skyscrapers, or the Washington Monument.

Evaluation

Formative: The teacher will observe the questions generated by students throughout the entire lesson. The teacher will also observe the research and inquiry skills and strategies of the students throughout the lesson.

Summative: essay question (attached)

Background Information

Answers for Card #1: The Washington Monument was completed on December 6, 1884. It is more than 555 feet tall and honors George Washington. It took 36 years for the monument to be built. The shape of the Washington Monument is an obelisk. It is hollow on the inside and has over 800 stairs to climb to reach the top. There is also an elevator inside to carry people to the top. The Washington Monument is located on the National Mall in Washington, D.C. It is an important symbol to the United States because it commemorates George Washington, the first President of the United States. He is also known as the father of our country due to the many influential roles he played during the American Revolution. Everyone wanted to remember George Washington after he died in 1799; however, they could not decide on what to build. In 1833, a group formed known as the Washington National Monument Society. This society decided to build a magnificent monument to honor George Washington. Robert Mills designed the obelisk and construction began in 1848. The monument was created with marble from Maryland. There are two different colors of marble used because construction came to a halt during the Civil War. The monument was finally completed in 1884 with the placement of the aluminum capstone.

Sources

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(1) http://www.teachertube.com/view_video.php?viewkey=8e00cdc0f992946495d8

Answers for Card #2: Skyscrapers take a long time to build and require lots of people to work together to complete. A site survey has to be completed to make sure the land is sturdy enough to hold the weight of a huge building. Then, architects work to design what the building will look like. They create plans called blueprints that contain all of the details of the building. A contractor is in charge of the building of the skyscraper. First, the foundation is dug and piles are driven into the ground very deep. Then, construction workers pour concrete into the hole so that

the building will have a strong foundation. Next, the floor and walls are built using metal rods and columns. Sometimes, a crane is used to move these heavy pieces into place. The construction workers continue this process until the building is tall enough. After all of the beams are in place, windows, lighting, plumbing, heating and cooling, and elevators are installed in the building. The construction workers have to wear special equipment such as hard hats and harnesses when they work on tall buildings because it is very dangerous being so high up. They have to work hard everyday so that the building will be strong and sturdy when it is finished. Skyscrapers can be built from many different materials: brick, wood, concrete, metal, and marble or another type of stone.

Sources

Gibbons, G. (1986). *Up Goes the Skyscraper*. New York: Macmillan Publishing Company.
Goodman, S. & Doolittle, M. (2004). *Skyscraper: From the Ground Up*. New York: Borzoi.
Hunter, R.A. (1998). *Into the Sky*. New York: Holiday House.
Rau, D.M. (2008). *Tools We Use: Builders*. New York: Marshall Cavendish Benchmark.

Answers for Card #3: The Washington Monument was built to honor George Washington, our first President. It is known as a symbol of America all over the world. James Madison and John Marshall wanted a way to commemorate George Washington and began the process of trying to decide what to build. They wanted something more than just a statue of Washington to place on the National Mall that Washington had helped to design. This was because Washington did so much for our country. Not only was George Washington the first president of the United States, but he also led the Continental Army in 1775 against the British. He also aided in the writing of the Constitution during the Constitutional Convention in 1787. In 1789, he was elected as the first President of the United States. He served as President for eight years.

Sources

Ashabranner, B. (2002). *On the Mall in Washington, D.C.* Connecticut: Twenty-First Century Books.
Schanzer, R. (2004). *George vs. George: The American Revolution as seen from Both Sides*. Belgium: National Geographic Society.
Thomas, P. (2008). *Farmer George Plants a Nation*. Pennsylvania: Boyd's Mill Press, Inc.

Activity Card #1 – Historians

Questions: What is the Washington Monument? Why is the Washington Monument important?

Watch the video on the Washington Monument on the laptop with headphones on. Look through the books on the Washington Monument from the library.

Record five interesting facts you learned about the Washington Monument in your S.S. journal.

Write one question you still have about the Washington Monument in your S.S. journal.

Possible Answers:

1. an obelisk
2. a big building in Washington, D.C.
3. It is an important building to remember George Washington.
4. It is over 500 feet tall
5. There is an elevator inside the Washington Monument
6. There are stairs inside the Washington Monument.
7. It was finished in 1884.

Possible Additional Questions:

1. Who are other monuments built to remember?
2. Are there monuments built to remember all the Presidents?

Activity Card #2 – Construction Worker

Questions: How do you build a skyscraper? What materials do you use to build a skyscraper? Who builds skyscrapers?

Use the books to read about skyscrapers and monuments.

Record five interesting facts you learned about building skyscrapers and record them in your S.S. journal.

Write one question you still have about building skyscrapers and record it in your S.S. journal.

Possible Answers:

1. skyscrapers can be built out of wood, brick, metal, or stones
2. lots of people work on skyscrapers to build them: construction workers, contractors, architects, and designers
3. a big hole has to be dug in the ground first
4. concrete is used as a strong foundation
5. cranes are used to carry the heavy metal beams
6. construction workers have to be careful because it is dangerous working high up
7. construction workers wear harnesses, hard hats, glasses, and tool belts

Possible Additional Questions:

1. How do you become an architect?
2. How tall is the tallest skyscraper?

Activity Card #3 – Engineer

Questions: Why do you build monuments?

Listen to your teacher read On the Mall in Washington, D.C. to learn about the Washington Monument.

After learning about why the Washington Monument was built, use the clay to create a monument for yourself. Your monument should tell something about your life or be symbolic of something about you.

Record three facts about why monuments are built in your S.S. journal.

Write four sentences about your monument including where it would be located in your S.S. journal.

Write one question you still have about building monuments in your S.S. journal.

Possible Answers:

1. monuments are built to remember important people in history
2. the Washington Monument is built on the National Mall because George Washington helped design the National Mall

Possible Additional Questions:

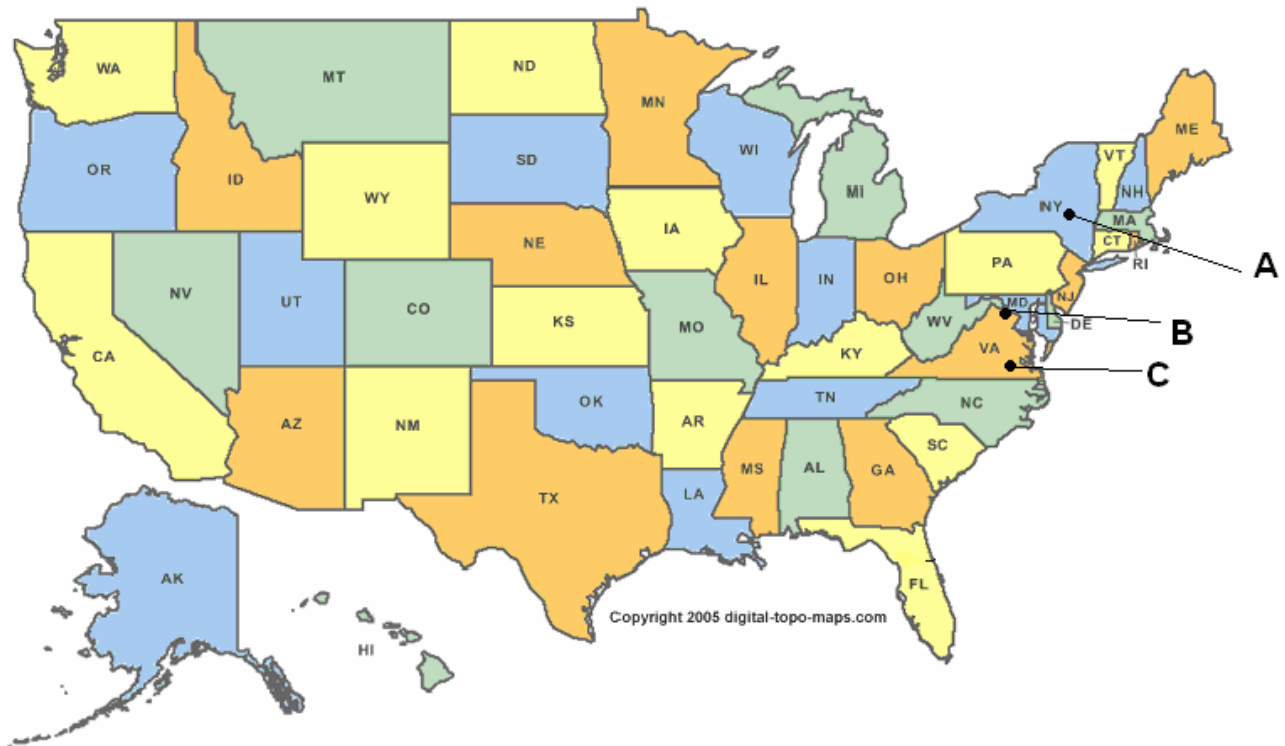
1. How many monuments are there in the world?
2. Do monuments have to be tall?

Assessments: Objective

Lesson 1: Map and Globe Skills

1. The Washington Monument is located in our nation's capital at what point on the U.S. map?

- A. point 'A'
- B. point 'B'
- C. point 'C'



2. What coast is Virginia located on?

- A. North
- B. East
- C. South
- D. West

Lesson 2: Critical Thinking in the Arts

3. When a person paints a picture of himself or herself it is called a:

- a. portrait
- b. self-portrait**
- c. photograph

4. Portrait paintings were art forms used before cameras were invented to create a lasting image of _____, who typically contributed to society in a positive way.

- a. leaders**
- b. servants
- c. children

5. Which picture is a good example of a portrait like the ones we looked at today?

a.



b.



c.



Lesson 3: Civic Engagement

6. George Washington was the first _____ of the United States.

- a. farmer
- b. President**
- c. general

7. George Washington had a farm in what state?
- a. New York
 - b. Pennsylvania
 - c. Virginia
8. George Washington helped the colonists fight against the _____.
- a. British
 - b. Spanish
 - c. French

Assessment: Essay

Lesson 4: Global Inquiry

How are skyscrapers built?

Include the process (6 points), materials needed (2 points), the workers (2 points), and the equipment used (2 points).

Answers:

Skyscrapers are built by:

1. dig a big hold in the ground
2. pour concrete into the ground
3. lay metal beams and rods into the concrete
4. pour the floor
5. using metal beams, build the walls and floor – keep going until as tall as you want it to be
6. put in the windows and decorations

Materials (any two): bricks, wood, metal, marble, stone

Workers (any two): contractor, site surveyor, architect, construction worker, decorator, electrician, plumber

Equipment (any two): crane, bulldozer, drill, hammer, screws, nails, backhoe digger, ladder

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Appendix

Virginia History and Social Science Standards of Learning 1.2:

The student will describe the stories of American leaders and their contributions to our country, with emphasis on George Washington, Benjamin Franklin, Abraham Lincoln, and George Washington Carver.

Virginia History and Social Science Standards of Learning 1.4:

The student will develop map skills by

- d) locating Washington, D.C., the capital of the United States, and Richmond, the capital of Virginia, on a United States map

Virginia History and Social Science Standards of Learning 1.11:

The student will recognize the symbols and traditional practices that honor and foster patriotism in the United States by

- a) identifying the American flag, bald eagle, Washington Monument, and Statue of Liberty;

Virginia Visual Arts Standards of Learning 1.9

The student will observe and depict plants, animals, and people in a landscape work of art.

National Standards for History for Grade K-4

Standards in Historical Thinking

Standard 1: Chronological Thinking

E. Interpret data presented in time lines.

F. Create time lines.

Standard 2: Historical Comprehension

H. Draw upon the visual data presented in photographs, paintings, cartoons, and architectural drawings.

Expenses

Lesson 1: Map and Globe Skills

Potential Costs: paper copies

Lesson 2: Critical Thinking in the Arts

Potential Costs: paper copies; paint; paintbrushes; hand held mirrors

Lesson 3: Civic Engagement

Potential Costs: paper copies

Lesson 4: Global Inquiry

Potential Costs: paper copies; clay