

A large, stylized black and white illustration of the Statue of Liberty, holding a torch in her right hand and a tablet in her left. The statue is positioned on the left side of the page, with its head near the top and its base near the bottom.

# AMERICA'S HERITAGE

an adventure in liberty

**Elementary Edition**

***National Edition***

Developed and provided by  
The Houston Independent School District  
in cooperation with  
The Robert and Janice McNair Foundation  
and  
The American Heritage  
Education Foundation, Inc.

*“If a nation expects  
to be ignorant and free,  
in a state of civilization,  
it expects what never was  
and never will be.”*

Thomas Jefferson

LIBERTY ENLIGHTENING THE WORLD



# **America's Heritage: An Adventure in Liberty**

Curriculum Materials for Elementary School Teachers

Teachers are provided these resources as a supplement to school resources as they deliver instruction focused on developing an understanding and teaching of our nation's factual and philosophical heritage to promote Freedom, Unity, Progress, and Responsibility among our students and citizens.

Developed and provided by:

The Houston Independent School District

in cooperation with

The Robert and Janice McNair Foundation

and

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# Purpose

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The American Heritage Education Foundation, Inc. (AHEF) is a non-profit corporation dedicated to the understanding and teaching of our nation's factual and philosophical heritage to promote freedom, unity, progress, and responsibility among our students and citizens. AHEF has provided these materials to help students become thoughtful, active, and productive citizens.

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MEMORANDUM

November 7, 2000

TO: All HISD Teachers and Administrators

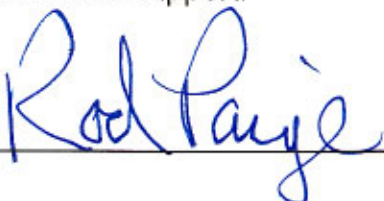
FROM: Rod Paige  
Superintendent of Schools

SUBJECT: **AMERICA'S HERITAGE: AN ADVENTURE IN LIBERTY**  
**FIRST EDITION HISD SUPPLEMENTAL CURRICULUM**

Texas Education Code 28.002 (h) *Required Curriculum* provides that "a primary purpose of the public school curriculum is to prepare thoughtful, active citizens who understand the importance of patriotism and can function productively in a free enterprise society with appreciation for the basic democratic values of our state and national heritage." In keeping with this mandate, I want to share with you a supplemental curriculum entitled, *America's Heritage: An Adventure in Liberty*. I believe this concept is vitally important to the future of our nation. With your leadership, this curriculum can positively and creatively influence our students to become productive, committed United States citizens. In so doing, the personal growth of our students will profoundly impact our entire socio-economic system of freedom and free enterprise.

I have a personal commitment to this effort. It is my hope that all of us in the Houston Independent School District share the strong, common goal and desire that our citizens and leaders of tomorrow will embrace the four key themes of this curriculum: freedom, unity, progress, and responsibility. Although this supplemental curriculum is a continuing, year-round program, it could also be intensified during November, HISD's American Heritage Month. Additional American Heritage Month materials and activities are included.

If you have any questions or need additional information, please contact your district superintendent. Thank you for your interest and support.

  
\_\_\_\_\_  
RP

RP:nb

cc: Board Members

## **FOREWORD**

### **The Miracle of America: A Revolutionary Idea**

In only a little more than 200 years, our ancestors transformed this country from a wilderness into a great nation. This nation demonstrates what can be accomplished by free people who create a government limited to serving the people rather than being their master.

The moral and ethical basis of good conduct was derived from the faith that built America. That faith grew from the common belief that each individual is endowed with basic rights and responsibilities by our Creator. That is the foundation of our democratic republic expressed in the Declaration of Independence.

Today, we live in a highly interdependent society that cannot work well unless there is a general agreement on the rules of good conduct and the penalties for the violation of these rules. Our Founding Fathers also emphasized that a democratic republic cannot survive without a high degree of literacy and knowledge.

More importantly, the survival of our democratic republic depends on trustworthy citizens who support a common set of moral and spiritual values for individual conduct and values rooted in the beliefs and knowledge of the Founders of America who were responsible for writing the Declaration of Independence.

The character of society is determined by how well it transmits true and time-honored values from generation to generation. These values are not an add-on or supplement to national values but rather determine the character and essence of the country itself.

I commend the educators who will use this material in teaching their students the roots of our heritage and the responsibilities of American citizenship as well as the need for all of us to express our patriotism and love of country to those we touch.

Dr. Richard J. Gonzalez  
Co-founder,  
American Heritage Education Foundation



## PREFACE

# 1776

## From Oppression to Freedom

### **Modern History's First Experiment in Self-Government:** *Do Americans Today Understand What Freedom Really Means?*

The concepts of freedom, equality of all men, unalienable rights, and self-government of, by, and for the people are, historically, very new ideas. Modern man's recorded history is approximately 5,000 years old, yet the American experiment in self-rule is only 240 years old.

What types of governments or societies existed on our earth prior to 1776? Except for the city-states of classical Greece and, to a lesser degree, parliamentary England after the 1642-48 English civil war, all nations were organized in one form or another under "Ruler's Law" in which all power and decision-making rests in one central, authoritarian unit. Ruler's Law has existed in many forms:

- Monarchy:** a royal government headed by a monarch, a hereditary sovereign or king, who rules by 'divine right,'
- Autocracy:** government by an absolute dictator or monarch who rules by inherent right, subject to no restrictions,
- Plutocracy:** government by an exclusive, wealthy class,
- Aristocracy:** government by those with inherited titles or those who belong to a privileged class,
- Oligarchy:** government by an exclusive few,
- Empire:** an aggregate of kingdoms ruled by a monarch called an emperor,  
and
- Military Dictatorship:** government by one or a few top military leaders.

(Skousen, *The Making of America* 44)

Ruler's Law possesses definite, key characteristics that its related forms of government tend to hold in common:

1. Government power is exercised by compulsion, force, conquest, or legislative usurpation.
2. Therefore, all power is concentrated in the ruler.
3. The people are treated as subjects of the ruler.
4. The land is treated as the realm of the ruler.
5. The people have no unalienable rights.
6. Government is by the rule of men rather than by the rule of law.
7. The people are structured into social and economic classes.
8. The thrust of government is from the ruler down, not from the people upward.
9. Problems are solved by issuing new edicts, creating more bureaus, appointing more administrators, and charging the people more taxes to pay for these services.
10. Freedom is not considered a solution to anything.
11. The transfer of power from one ruler to another is often by violence.
12. Countries under Ruler's Law have a history of blood and terror, in both ancient and modern times. The lot of the common people being ruled is one of perpetual poverty, excessive taxation, stringent regulations, and continuous, oppressive subjugation to the rulers.

(Skousen 44-45)

In 1776, Charles Pinckney, the first president of South Carolina's first congress and a delegate to the Federal Constitutional Convention, in considering the governments of the world, observed:

"Is there at this moment, a nation upon earth that enjoys this right [freedom and democracy], where the true principles of representation are understood and practiced, and where all authority flows from and returns at stated periods to the people? I answer, there is not. All existing governments we know have owed their births to fraud, force, or accident." (Elliot cited in Skousen 3).

This stifling social oppression under Ruler's Law resulted in very little human or economic progress throughout history, meaning that little opportunity existed for commoners to improve their lives beyond a bare subsistence level. In Europe, including England, for a commoner or slave to even consider the possibility of freeing himself from his life of social and economic servitude was simply

unthinkable and would have been a treasonous offense of religious heresy. While the American colonists were left mostly to themselves from 1607 to 1763 and generally governed themselves along various themes emphasizing freedom of land ownership, market, trade, and religion for over 150 years, the English monarch and British parliament very strongly regarded the American colonies as English colonies and the colonists themselves as British subjects—not Englishmen.

In England, the monarchy (made up of hereditary rulers) dominated life. This dominance by the monarchy was justified and supported by the Church of England which solidified its own powerful standing in English life by affirming the monarchy's Divine Rights in exchange for ecclesiastical power. This system of state-church power imposed a social ladder on society with the monarch at the top of the ladder followed by a limited number of positions at each lower socio-political rung. The Church of England justified this hierarchical class order on the basis that this was God's will and was a part of the natural order of life—part of the great chain of existence from king to servant/slave that provided order for the entire universe. Further, England's schools and churches affirmed that no one could advance or prosper on this societal ladder above his or her predestined position. The English people were expected to know their place within this pre-established social class order and to duly perform the duties of their station in life.

When English parliamentary sovereignty became established in 1688 as a result of the English civil war, the monarch remained sovereign in name only. However, this change at the top of the socio-economic ladder did very little to affect the largest portion of the English population who still considered themselves ruled by the powerful upper-class of English life. The American colonists still considered themselves Englishmen ruled by the King of England.

Interestingly, several generations of American colonists from 1607 to the mid 1750's suffered few English impositions due to the colonies' slow economic development, distance from England, and general unimportance to England. The colonies, therefore, developed a rather natural free market and free trade system of capitalism based on private land ownership, individual initiative, competition, and supply and demand. Freedom of religion was also a key component of colonial life. However, the colonists' relative freedom from English imposition did not last. Because of the French and Indian Wars (1754-1763), the British national debt doubled, and by the 1760's, the English treasury lay in shambles. As the colonial economic system grew, England began a stringent effort to enforce the Navigation Acts of a hundred years earlier in the 1650's and 1660's. The Proclamation Line of 1763, the Sugar Act (1764), the Currency Act (1764), the Stamp Act (1765), the Townsend Acts (1767), the Quartering Acts (1766 and 1774), and the Quebec Act (1774) were all attempts by the British to replenish its treasury and to gain absolute control of the colonists and their growing colonial economy.

As the American colonists gradually realized that the king and Parliament would never voluntarily release their control over their subjects and that the socio-political structure of society was unlikely to change with respect to how England viewed the colonists, they began to recognize their ultimate need to permanently break away from their homeland. They were not, however, brash or ignorant in making their decision. Many of these Americans, who would later become the "Founding Fathers" of a new country, carefully studied their philosophical position with England. They knew the classics and Biblical, Greek, Roman, European, and American history. Their minds, Skousen notes, were arguably more far-ranging and profound than those of any collection of advanced scholars in the field of political studies up to and including the present: "The Founders often read the classics in their original language. They were familiar with Plato's Republic and his Laws; with Aristotle's Essay on Politics; with the political philosophy of the Greek historian, Polybius; with the great defender of republican principles, Cicero; with the legal commentaries of Sir Edward Coke; with the essays and

philosophy of Francis Bacon; with the essays of Richard Hooker; with the dark foreboding of Thomas Hobbes' *Leviathan*; with the more optimistic and challenging *Essays on Civil Government*, by John Locke; with the animated *Spirit of The Laws*, by Baron Charles de Montesquieu of France; with the three-volume work of Algenon Sidney who was beheaded by Charles II in 1683; with the writings of David Hume; with the legal commentaries of Sir William Blackstone; and with the economic defense of a free market economy by Adam Smith called *The Wealth of Nations*" ( 61).

In June of 1776, Thomas Jefferson, a well-educated Virginian lawyer, was asked to formally prepare and write America's Declaration of Independence. None of the Founders "could have brought to this assignment a more profound and comprehensive training in history and political philosophy than Jefferson. Even by modern standards, the depth and breadth of his education are astonishing. . . . He had begun the study of Latin, Greek, and French at the age of nine. At the age of sixteen he had entered the College of William and Mary at Williamsburg as an advanced student. At the age of nineteen he had graduated and immediately commenced five years of intensive study with George Wythe, the first professor of law in America. During this period he often studied twelve to fourteen hours per day. When he was examined for the bar he seemed to know more than the men who were giving him the examination. By the time Jefferson had reached early adulthood, he had gained proficiency in five languages. He had studied the Greek and Roman classics as well as European and English history and the Old and New Testaments" (Skousen 27).

While studying the history of ancient Israel and before writing the Declaration, Jefferson made a significant discovery. He saw that at one time the Israelites, after having come out of Egypt between 1490 and 1290 B. C., practiced the earliest and most efficient form of representative government in an otherwise tyrannical world. The Israelites were led by Moses, a man of great notoriety among the Jews in that day because he had spent forty years in the palace of the Pharaoh and was being groomed in Ruler's Law to succeed the Pharaoh on the throne of Egypt. (Skousen 48) Governing 600,000 Israelites by Ruler's Law, as it were, proved an impossible task for Moses. He therefore organized the people into groups of a thousand families with one leader per group. He further divided these groups into smaller sub-groups each with its representative leader—hence history's first experiment in representative self-government among family groups. (50) "As long as the Israelites followed these fixed patterns of constitutional principles they flourished. When they drifted from these principles, disaster overtook them" ( 27).

Jefferson also learned that the Anglo-Saxons, who came from around the Black Sea in the fifth century A. D. and spread all across Northern Europe, somehow got hold of and practiced these same principles following a pattern almost identical to that of the Israelites until around the eighth century A. D. . (Skousen 32). As a result, the Anglo-Saxons were an extremely well-organized and efficiently-governed people in their day. (54-55) Jefferson became proficient in the language of the Anglo-Saxons in order to study their laws in their original tongue. He noticed the striking resemblance between Anglo-Saxon laws and the system of representative law established by Moses. Jefferson greatly admired these laws of representative government—"Ancient Principles" he called them—and constantly emphasized the need to return to them. ( 27-28) "It is interesting," notes Skousen, "that when Jefferson was writing his drafts for the Virginia Constitution prior to his writing of the Declaration of Independence, he was already emphasizing the need to return to the 'Ancient Principles'" (32-33).

"For seventeen days Jefferson composed and revised his rough draft of the Declaration of Independence. The major portion of the Declaration is taken up with a long series of charges against King George III [of England]. However, these were nearly all copied from Jefferson's draft of the Virginia Constitution and his summarized view of the Rights of British America. To copy these charges into the

Declaration would not have taken him more than a single day. What was he doing the other sixteen days? It appears that he spent most of the remaining time trying to structure into the first two paragraphs of the Declaration at least eight of the Ancient Principles in which he had come to believe. His views on each of these principles are rounded out in other writings, and from these various sources we are able to identify the following fundamental principles in the first two paragraphs of the Declaration of Independence:

1. Sound government should be based on self-evident truths. These truths should be so obvious, so rational, and so morally sound that their authenticity is beyond reasonable dispute.
2. The equal station of mankind here on earth is a cosmic reality, an obvious and inherent aspect of the law of nature and of nature's God.
3. This presupposes (as a self-evident truth) that the Creator made human beings equal in their rights, equal before the bar of justice, and equal in His sight (with individual attributes and personal circumstances in life varying widely).
4. These rights which have been bestowed by the Creator on each individual are unalienable; that is, they cannot be taken away or violated without the offender coming under the judgment and wrath of the Creator. A person may have other rights, such as those which have been created as a 'vested' right by statute, but vested rights are not unalienable. They can be altered or eliminated at any time by a government or ruler.
5. Among the most important of the unalienable rights are the right to life, the right to liberty, and the right to pursue whatever course of life a person may desire in search of happiness, so long as it does not invade the inherent rights of others.
6. The most basic reason for a community or a nation to set up a system of government is to assure its inhabitants that the rights of the people shall be protected and preserved.
7. And because this is so, it follows that no office or agency of government has any right to exist except with the consent of the people or their representatives.
8. It also follows that if a government, either by malfeasance or neglect, fails to protect those rights—or, even worse, if the government itself begins to violate those rights—then it is the right and duty of the people to regain control of their affairs and set up a form of government which will serve the people better”

(Skousen 28).

From their studies of the classics and these ancient principles, the Founders sorted out what they considered to be the best and most enduring ideas for the prosperity and peace of a free people under a republican system of self-government. Their resulting Declaration of Independence established a New Order of the Ages based on the belief that man's freedom was a gift from God, not given or taken away by a mortal king as was the case under the Old Order.

The principles of the Declaration were clearly very strongly influenced by the Bible. The

Founders interpreted the Bible differently than the Church of England. They believed that the Bible revealed that all individuals regardless of race, creed, or color were free and equal in the eyes of God and should not be subservient to mortal men or man-made, vested rights but only to God Himself and His laws. The Founders' independent study of the Bible without the coercion of the state Church of England helped them reach these general beliefs—that all men, whether they believed in God or not, whether or not they were of different religious, social, economic, or educational backgrounds; of different mental or physical characteristics and ability; or of any other difference of any kind; were equal before the Creator with respect to their God-given rights. This Declaration, our nation's birth certificate, is still considered next to the Bible history's greatest written philosophy about the unalienable rights of every man, woman, and child and the people's free will to govern themselves in any way they choose. The first two paragraphs of the Declaration express these convictions:

*When in the Course of human Events, it becomes necessary for one People to dissolve the Political Bands which have connected them with another, and to assume among the Powers of the Earth, the separate and equal Station to which the laws of Nature and of Nature's God entitle them, a decent Respect to the Opinions of Mankind requires that they should declare the causes which impel them to the Separation.*

*We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness—That to secure these Rights, Governments are instituted among Men, deriving their just Powers from the Consent of the Governed, that whenever any Form of Government becomes destructive of these Ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its Foundation on such Principles, and organizing its Powers in such Form, as to them shall seem most likely to effect their Safety and Happiness. Prudence, indeed, will dictate that Government long established should not be changed for light and transient Causes; and accordingly all Experience hath shewn, that Mankind are more disposed to suffer, while Evils are sufferable, than to right themselves by abolishing the Forms to which they are accustomed. But when a long Train of Abuses and Usurpations, pursuing invariably the same Object, evinces a Design to reduce them under absolute Despotism, it is their Right, it is their Duty, to throw off such Government, and to provide new Guards for their future Security. Such has been the patient Sufferance of these Colonies; and such is now the Necessity which constrains them to alter their former Systems of Government. The History of the present King of Great-Britain is a History of repeated Injuries and Usurpations, all having in direct object the Establishment of an absolute Tyranny over these States. To prove this, let Facts be submitted to a candid World.*

It is clear that the Founder's believed that this new nation was "A Nation Under God" even if all of its citizens did not necessarily believe in a Supreme Being or attend a church. Indeed, a non-believer's right of thought opposing the idea of a God was just as important and just as protected as the right of others to believe in a Supreme Being as the source of the nation's freedom. Accordingly, the Founders felt that a national government should not create a national church to support the government and to coerce its citizens as the English government had done with the Church in England—that in this sense the government and the church should be separate in order to maintain equality among all religions. They believed that private citizens should have the freedom to choose their own religion and church without government influence as well as the freedom not to believe in God or to attend any church. At the same time, the Founders themselves strongly believed that the underpinnings and foundation of the new country and the rights of its people were inspired by a Supreme Being whose law was delineated in the Bible—a book which they felt should be openly and freely discussed and studied in their schools, businesses, and governmental institutions. The conclusion of the Declaration evinces

their belief both in a Supreme Being and in the right to freedom from British rule:

*We, therefore, the Representatives of the United States of America, in General Congress, assembled, appealing to the Supreme Judge of the world for the rectitude of our intentions, do, in the Name, and by Authority of the good People of these Colonies, solemnly publish and declare, that these United Colonies are and of Right ought to be Free and Independent States; that they are Absolved from all Allegiance to the British Crown, and that all political connection between them and the State of Great Britain, is and ought to be totally dissolved; and that as Free and Independent States, they have full Power to levy War, conclude Peace, contract Alliances, establish Commerce, and do all other Acts and Things which Independent States may of right do. And for the support of this Declaration, with a firm reliance on the Protection of Divine Providence, we mutually pledge to each other our Lives, our Fortunes and our sacred Honor.*

To declare independence from Britain meant to proclaim the religious, social, political, and economic freedom of all men. The implications of this Declaration of Independence were historically monumental by philosophically undermining the entire socio-economic, political, and religious foundations of any country under Ruler's Law. Since every nation in the world in 1776 governed its people under Ruler's Law, the Declaration of Independence tore out by its roots the centuries-old practice of government under such law.

It is therefore easy to understand that “the delegates who subscribed to this document signed their names in blood. Had the Americans lost the Revolutionary War and been captured, they would have been summarily convicted of treason. The penalty for high treason against the British Crown was:

To be hanged by the head until unconscious.

Then cut down and revived.

Then disemboweled and beheaded.

Then cut into quarters.

Each quarter was to be boiled in oil and the remnants scattered abroad so that the last resting place of the offender would remain forever unnamed, unhonored, and unknown”

(Skousen 31).

In light of such severe, appalling penalty, what kind of men were they that declared themselves to be independent from Great Britain? Were they thoughtless, impulsive, violent men? Twenty-four were lawyers and jurists, eleven were merchants, and nine were farmers and large plantation owners. They were well-educated men of means. They signed the Declaration of Independence knowing full well that the penalty would be death if they were captured. Their fates are told in “The Price They Paid”:

“Five signers were captured by the British as traitors and tortured before they died. Twelve had their homes ransacked and burned. Two lost their sons in the Revolutionary Army. Another had two sons captured. Nine of the 56 fought and died from wounds and the hardships of the Revolutionary War.

Carter Braxton of Virginia, a wealthy planter and trader, saw his ships swept from the seas by the British navy. He sold his home and properties to pay his debts and died in rags.

Thomas McKean was so hounded by the British that he was forced to move his family almost constantly. He served in the Congress without pay, and his family was kept in hiding. His possessions were taken from him, and poverty was his reward.

Vandals or soldiers or both looted the properties of Ellery, Clymer, Hall, Walton, Gwinnett, Heyward, Rutledge, and Middleton.

At the Battle of Yorktown, Thomas Nelson, Jr. found that the British General Cornwallis had taken over the Nelson home for his headquarters. Nelson quietly urged General George Washington to open fire, which was done. The home was destroyed, and Nelson died bankrupt.

Francis Lewis had his home and properties destroyed. The enemy jailed his wife, and she died within a few months.

John Hart was driven from his wife's bedside as she was dying. Their 13 children fled for their lives. His field and his grist mill were laid waste. For more than a year he lived in forests and caves, returning home after the war to find his wife dead, his children vanished. A few weeks later he died from exhaustion and a broken heart.

Norris and Livingston suffered similar fates.

Such were the stories and sacrifices of the American Revolution. These were not wild-eyed, rabble-rousing ruffians. They were soft-spoken men of purpose and education. They had security, but they valued freedom more." (Hildreth)

And so it has been with thousands of Americans for over two centuries who have sacrificed their lives and bodies to defend freedom from oppression not only in America but in countries all around the world. Americans have long helped natives in war-torn lands rebuild their once-oppressed countries in order to stimulate the common people to lift themselves out of destruction and depression. The spirit of freedom and brotherhood among Americans and toward other nations has many times inspired a responsibility to help our neighbors as well as old war enemies. This spirit is based on the strong American belief that every person's right to life, liberty, and the pursuit of happiness should be respected. Helping rebuild Germany and Japan after World War II are perhaps our country's most dramatic examples of forgiving our enemies and helping them recover from war's devastation once their tyrannical and aggressive governments were deposed.

When considering why so many average Americans have dedicated their lives to preserve freedom, we consider the same reasons why millions of people from all over the world have migrated to America from foreign countries—for the political, social, religious, and economic rights preserved in our nation and defended by its Constitution for all of its citizens. Some of these rights, many of which are found in the Bill of Rights, the first ten amendments to the Constitution, include:

The Right to freedom of religion, to believe and worship as one chooses, abiding by the law,  
The Right to free speech and a free press, abiding by the law,  
The Right to assemble peaceably,  
The Right to keep and bear arms,  
The Right to privacy in and protection of citizens' homes and possessions, per the law,  
The Right to life, liberty, and property, per the law,  
The Right to petition for redress of grievances,



The Right to Habeas Corpus, protection from unlawful or unauthorized imprisonment, and to no excessive bail,  
The Right to fair trial, trial by jury, legal counsel, and to be innocent until proven guilty,  
The Right to humane treatment and punishment,  
The Right to states any powers not delegated to or prohibited by the United States,  
The Right to free elections and personal secret ballot,  
The Right to freedom from slavery or servitude for law-abiding citizens,  
The Right to equal protection of the laws, and  
The Right to vote.

Related rights Americans enjoy as part of our inherent rights and based on Constitutional rights include:

The Right to freedom from arbitrary government regulation and control,  
The Right to the service of government as a protector and referee,  
The Right to move about freely at home and abroad,  
The Right to work in callings and localities of our choice,  
The Right to bargain with our employers and employees,  
The Right to go into business and compete for a profit,  
The Right to bargain for goods and services in a free market, and  
The Right to contract our affairs.

These are the rights in our country for which Americans are willing to die. Such devotion has reaped a nation with unprecedented freedoms and prosperity.

Jefferson was one such American of devotion. During the American Revolution, Jefferson, who had become a delegate to Virginia's state assembly, was convinced that the Americans were going to win their battle for freedom. He feared, however, that they would not know what to do with their freedom. It therefore was Jefferson's hope that if he could guide Virginia to be a model for other states, that the newly liberated people would be psychologically and constitutionally prepared to govern themselves. In October, 1776, Jefferson literally smothered the Virginia House with new bills in an effort to establish "a system by which every fiber would be eradicated of ancient or future aristocracy and a foundation laid for a government truly republican" (Bergh cited in Skousen 34).

Although it took many years to achieve the adoption of all of his reforms, Jefferson, due to his unusual intensity and aggressiveness, was largely responsible for clearing out traces in Virginian law of feudalism, aristocracy, slavery, and the worst parts of British statutory law which Virginia had inherited from England.

By the end of the nineteenth century, this political and economic formula for freedom that Americans continually fought for was beginning to give Americans the highest standard of living in the world. With less than 6 percent of the earth's population, our spirit of freedom, creativity, ingenuity, and private economic opportunity enabled Americans to produce more than half of the entire world's goods and services. The free-market, capitalist system envisioned by the Founders was based on those prevalent and firm ideas of freedom and individual rights combined with the following common-sense ideas of economic advancement:

1. Nothing in our material world comes from nowhere—everything in our

economic life has a source, a destination, and a cost that must be paid.

2. All production of goods and services come from the people, not government. Everything that government gives to the people must first be taken from the people.
3. In a free country, all employment ultimately comes from customer purchases. If there are no customers, there can be no jobs. Worthwhile job security is derived from these customer purchases and customer satisfaction.
4. Job security is a partnership between workers and management to win and hold customers.
5. Workers' wages are the principal cost of goods and services. Wage increases must result in greater production to avoid increases in the cost of living.
6. All productivity is based on natural resources whose form and placement are changed by human energy with the aid of tools.
7. In a free country, tools come from temporary self-denial by people in order to use part of their earnings as capital for the production of new tools.
8. The productive and efficient use of tools has always been highest in a free and competitive country where decisions and action are made by free, progress-seeking individuals, rather than in a central government-planned society under Ruler's Law where the Ruler's primary goal is to preserve their position of authority over the people.

A comparison between United States and Soviet Union economies in 1991 demonstrates the eighth point:

	U. S. A (Free country)	U. S. S. R. (Centrally-Planned country with Ruler's Law)
Population	250,410,000	290,938,000
Area	3,618,769 sq. mi.	8,649,496 sq. mi.
Gross National Product (GNP)	\$5,234 billion	\$2,526 billion
GNP Per Capita	\$21,040	\$8,819
Food Expenditure as a % of Total Private Consumption	12.2%	38.0%
Telephones/100 people.	76.0	11.3
Televisions/1,000 people	812	319
Radio Receivers/1,000 people	2,120	686
No. of deaths/1,000 people	8.7	10.4
Life Expectancy	75.6	69.5
Infant Mortality Rate/1,000 live births	10.4	23.7

*(Statistical Abstract of the U. S., 1991)*

It is clear that as a free-market economy based on free private opportunity, the U. S. has achieved a larger and more mature economy than the Soviet Union under a Ruler's Law system even though the

Soviet Union has more resources including coal, natural gas, crude oil, cement production, nitrous ammonia production, marketable potash, iron ore, manganese ore, zinc, nickel, lead, and chromite. The United States' economic system, a product of a free society and free economic opportunity, encourages individuals and companies to make a profit in order for business to expand, thereby providing more jobs, more production, and increasing profits that, ultimately, help the entire nation to prosper.

Hard work, frugality, and thrift then make possible compassion for those citizens who need assistance. Alexis de Toqueville wrote in 1835 in his *Democracy in America* that Americans were on their way to becoming the most prosperous and best educated people in the world who also happened to be the freest people in the world. The world would also learn that America contained the most generous people on earth. Private citizens in the U. S. donate billions of dollars to charities, schools, universities, libraries, foundations, hospitals, churches, synagogues, and a multitude of other important benevolent causes. In 1993, for example, individual charitable deductions amounted to a staggering \$126.2 billion from over 35,700 non-governmental, non-profit organizations whose goals were to assist and aid in social, educational, religious, and other activities deemed to serve the common good. Over 68,400 grants exceeding \$10,000 and totaling \$5.6 billion were made by private and corporate foundations across the country. An astonishing forty-eight percent (48%) of the adult population contributed an average of 4.2 volunteer hours per week across the country in the fields of education, health, human services, youth development, religion, foreign aid, etc. This level of voluntary gifts, donations, and time far exceeds that of any other country in the history of mankind.

Though free-market economics based on free political institutions and personal freedom and responsibility was not widespread throughout the world even in the 1990's, the free-market economy based on freedom has proven itself enormously successful. The Founding Fathers should receive the highest scores possible for designing a remarkable system of social, political, and economic freedom that, while having imperfections, is the admiration of people everywhere who believe that freedom, as envisioned by the Declaration of Independence and the U. S. Constitution, is the key to progress for the betterment of all of a nation's citizens.

It is vitally important that our students and our citizens become increasingly proficient and well-informed in the inspired, virtuous, and noble ideas that are our nation's foundation for a free society. By learning and understanding the basic philosophical concepts of freedom, education, private investment, job growth, and profit incentive, our students will be better equipped to approach the responsibilities and tasks to act and serve in society. In knowing our nation's historical and political foundation, our citizens and students will perpetuate this ongoing miracle of a viable and energized constitutional republic so that freedom, unity, progress, and responsibility through this system of self-government will not perish from our earth.

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# ★ American Heritage Themes ★

## Purpose

The purpose of this lesson is for students to develop meaning for the four important themes in American History - freedom, unity, progress, and responsibility. One theme is stressed in each lesson in the curriculum materials. Themes are drawn from the work of the Founding Fathers as they discussed the formation of the United States. Students will analyze and discuss quotations related to themes, form four separate groups, and develop an illustration of the meaning of one theme.

## Objective

The student will define freedom, unity, progress, and responsibility in American history.

## Themes - Freedom, Unity, Progress, & Responsibility

Americans are responsible for communicating a blueprint to future generations the ideas of how the country gained freedom and was formed and how we unify our citizens and progress toward a better life for ALL people.

## Core Knowledge

Grade 1 - Amer Hist & Geog. Sec III: From Colonies to Independence: American Revolution. Thomas Jefferson and the Declaration of Independence. Fourth of July. Benjamin Franklin. George Washington. Sec V: Symbols and Figures. Liberty Bell, U. S. President, American flag.

Grade 2 - Amer Hist & Geog. Sec I: American Government: The Constitution. Government based on the Constitution, government by consent of the governed, "We the People."

Sec V. Immigration & Citizenship. E Pluribus Unum, Statue of Liberty, newcomers to America, idea of citizenship.

Grade 3 - Amer Hist & Geog. Sec III: The Thirteen Colonies: Life and Times Before the Revolution. Colonies by region. Important cities.

Grade 4 - Amer Hist & Geog. Sec I: American Revolution. B. Causes and Provocations. C. The Revolution. Sec II: Making a Constitutional Government. A. Main ideas behind the Declaration. "All men are created equal," inalienable and natural rights, responsibilities of government. B. Making a new government: From Declaration to Constitution. Definition of republican government, Founding Fathers, Constitutional Convention. C. Constitution of the U. S. Sec V: Symbols and Figures. White House, Great Seal.

Grade 5 - World Hist & Geog. Sec IV: England and the Golden Age to the Glorious Revolution. B. From the English Revolution to the Glorious Revolution. English Revolution and Bill of Rights.

## Time

55 minutes

## Materials

- ★ American Heritage Themes handouts
- ★ Loyalty Day Proclamations
- ★ Art supplies (as needed)
- ★ Website - [www.americanheritage.org](http://www.americanheritage.org)

## Preparation

- ★ Copy American Heritage Themes handout for each student.
- ★ Copy American Heritage Themes templates (as needed).
- ★ Gather art supplies (as needed).

## Focus

Students are to develop the meaning of the four themes of American Heritage. Write the words **freedom**, **unity**, **progress**, and **responsibility** on the board. Ask students what they think each of the words means, and write their responses near the word. Read one of the quotes about each one of the themes and ask students how the quote relates to the definition the students have provided.

## Activity

Teachers may select one or more of these activities for their students.

1. Have groups of students list the jobs of four family members and describe how each of the jobs impacts one of the four themes.
2. Ask each student to create a poster to illustrate one of the four themes. Group all of the posters of the same theme and have the students who created the posters unify their ideas to create a single poster. Display the posters around the school and area businesses.
3. Ask students to write a poem, "What is an American?"  
The poem format:  
Line 1—one of the four themes  
Line 2—2 adjectives  
Line 3—3 action verbs  
Line 4—a sentence about the theme  
Line 5—a synonym for the theme
4. The teacher will summarize and discuss with students the Loyalty Day proclamation excerpts. Read also the American Heritage Month excerpt. Discuss with students why it is important to learn about America and its history and heritage. (See Links page on [www.americanheritage.org](http://www.americanheritage.org) for additional resources on Loyalty Day.)

## Closure

Remind students that freedom, unity, progress, and responsibility are themes from American history that are still important to Americans today.

### Assessment

Students will write a brief composition explaining the importance of freedom, unity, progress, and responsibility to Americans in the twenty-first century. Or, students may write on why it is personally important to them to learn about America.



<p>The God who gave us life, gave us liberty at the same time. <b>Thomas Jefferson</b> 1743-1826</p> <p>There is nothing on this earth more glorious than a man's freedom, and no aim more elevated than liberty. <b>Thomas Paine</b> 1737-1809</p> <p>Is life so dear or peace so sweet, as to be purchased at the price of chains or slavery? Forbid it, Almighty God! I know not what course others may take, but as for me, give me liberty or give me death! <b>Patrick Henry</b> 1736-1799</p>	<p>We must all hang together, or assuredly we shall all hang separately. <b>Benjamin Franklin</b> 1706-1790</p> <p>E PLURIBUS UNUM – From Many, One <b>The Great Seal of the United States</b> 1782</p> <p>Be Americans. Let there be no sectionalism, no North, South, East or West: You are all dependent on one another and should be in union. In one word, be a nation: be Americans, and be true to yourselves. <b>George Washington</b> 1732-1799</p>
<p><b>Freedom</b></p>	<p><b>Unity</b></p>
<p><b>Progress</b></p>	<p><b>Responsibility</b></p>
<p><b>Freedom, unity, progress,</b> and <b>responsibility</b> are central themes in America's heritage that generations of Americans from various backgrounds have embraced for over two centuries.</p>	
<p>This society of free, self-reliant individuals has brought about the greatest outburst of creative human energy ever known, producing more social, economic, and health advances than ever before in history—the miracle that is America. Yet there is more to do. The most rapid, permanent progress is achieved through individual freedom, education, productivity, and morality. <b>Dr. Richard J. Gonzalez</b> 1912-1998</p> <p><i>The main fuel to speed our progress is our stock of knowledge, and the brake is our lack of imagination. The ultimate resource is people—skilled, spirited and hopeful people who will exert their wills and imaginations for their own benefit, and so, inevitably, for the benefit of all.</i> <b>Julian Simon</b> 1932-1998</p>	<p>God grants liberty only to those who love it and are always ready to guard and defend it. <b>Daniel Webster</b> 1782-1852</p> <p>For, however loftily the intellect of man may have been gifted, however skillfully it may have been trained, if it be not guided by a sense of justice, a love of mankind, and a devotion to duty, its possessor is only a more splendid, as he is a more dangerous, barbarian. <b>Horace Mann</b> 1796-1859</p> <p>And so, my fellow Americans, ask not what your country can do for you; ask what you can do for your country. <b>John F. Kennedy</b> 1917-1963</p>

***Freedom***

***Unity***

***Progress***

***Responsibility***



# ***The Theme is Freedom***

(excerpts)

**By M. Stanton Evans**

**Regenery Publishing Company, Washington, D. C., 1994**

If we want to find the sources of our freedom, we first need to know what freedom is, as Americans have historically defined it. Our definition of freedom in these pages means *the absence of coercion* to the extent that this is feasible in organized society. It means the ability of human beings to act in voluntary fashion, rather than being pushed around and forced to do things. Someone who does something of his own volition is free; someone forced to act at gunpoint isn't. This seems an obvious enough distinction, and, in an age disgraced by the totalitarian horror, a useful one to keep in focus.

It (freedom) means, for instance, the ability to decide things on a voluntary basis, but says nothing at all about *what* will be decided. This gives freedom a status of its own, a helpful feature if we want to compare or contrast it with other values. Even so, it comes attached with a proviso: Liberty to act on one's own behalf must be fenced off by the equal liberty of others, so that freedom for one individual doesn't become oppression for a second. Freedom in this sense must be mutual, so as not to contradict the basic premise.

Most important for our discussion, freedom thus defined also entails a certain kind of governing system. If a regime of liberty is to exist, some agency must forestall the use of force or fraud by which one person invades another's rights, render justice in doubtful cases, and provide a zone of order in which people may go about their affairs in safety. This agency is the government. Its basic job is to maintain the equal liberty of the people, by preventing various species of aggression. Likewise, for identical and fairly obvious reasons, government also must be precluded from violating freedom. Taken together, these concepts add up to the notion of the order-keeping state, which protects its citizens from hostile forces, but is itself restrained in the exertion of its powers.

Establishing such a regime of freedom is no easy matter, as it requires a proper balance between the requirements of liberty and those of order. Government needs sufficient power to do its job, but not too much--which would endanger freedom. The dilemma was summed up by Burke: "To make a government requires no great prudence. Settle the seat of power, teach obedience, and the work is done. To give freedom is still more easy. It is not necessary to guide; it only requires to let go of the rein. But to form a *free government*, to temper together these opposite elements of liberty and restraint in one consistent work, requires much thought, deep reflection, a sagacious, powerful, and combining mind."

Similar thoughts about the topic were expressed by the Founders of our republic. Indeed, Americans will have no trouble recognizing the view of government we have been describing, since in general outline it is our own: an emphasis on voluntary action, safeguards for individual rights, limits on the reach of power. The core ideas of American statecraft have been, precisely, that government exists to provide an arena of ordered liberty, but that government in turn must be prevented from violating freedom.

## Loyalty Day

A Proclamation (excerpts) (2003)  
By the President of the United States of America

"To be an American is not a matter of blood or birth. Our citizens are bound by ideals that represent the hope of all mankind: that all men are created equal, endowed with unalienable rights to life, liberty, and the pursuit of happiness. On Loyalty Day, we reaffirm our allegiance to our country and resolve to uphold the vision of our Forefathers....

...Our founding principles have endured, guiding our Nation toward progress and prosperity and allowing the United States to be a leader among nations of the world. Throughout our history, honorable men and women have demonstrated their loyalty to America by making remarkable sacrifices to preserve and protect these values....

...These values must be imparted to each new generation. Our children need to know that our Nation is a force for good in the world, extending hope and freedom to others. By learning about America's history, achievements, ideas, and heroes, our young citizens will come to understand even more why freedom is worth protecting...."

GEORGE W. BUSH  
The White House  
Office of the Press Secretary  
April 30, 2003  
[www.whitehouse.gov](http://www.whitehouse.gov)

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## Loyalty Day

A Proclamation (excerpts) (2004)  
By the President of the United States of America

"As Americans, we work to preserve the freedom declared by our Founding Fathers, defended by generations, and granted to every man and woman on Earth by the Almighty. On Loyalty Day, we are reminded that we are citizens with obligations to our country, to each other, and to our great legacy of freedom and democracy....

...We must continue to ensure that our young people know the great cause of freedom and why it is worth defending. Our Founders believed the study of history and citizenship should be at the core of every American's education. By encouraging students to learn more about American history and values, we can help prepare the next generation of Americans to carry our heritage of freedom into the future...."

GEORGE W. BUSH  
The White House  
Office of the Press Secretary  
April 30, 2004  
[www.whitehouse.gov](http://www.whitehouse.gov)

# **CELEBRATE AMERICAN HERITAGE MONTH IN NOVEMBER!**

“American Heritage Month gives us all an opportunity to reflect on our roots as Americans from a fresh perspective. It is a time to remember that we Americans have brought with us many different heritages, but we have joined together in this country as one people. The Declaration of Independence sets forth our fundamental values, and the Constitution serves to protect those values. Our schools, teachers, students, and other citizens help preserve and strengthen the miracle that is America. As Thomas Jefferson said, ‘If a nation expects to be ignorant and free in a state of civilization, it expects what never was and never will be.’”

The American Heritage Education Foundation, Inc.



## Purpose

The purpose of this lesson is for students to experience the effects of British rule and policies on colonists in early America.

## Objective

The student will analyze colonial rule and policies with regard to the causes of the American Revolution.

## Theme - Freedom & Progress

An all-inclusive definition of freedom is the absence of coercion. The decision of the colonists to declare their independence from a coercive government resulted in the democratic way of life that created America. America is a nation that has attracted people from all over the world who want a better life for themselves and their families because of freedom.

## Core Knowledge

Grade 4 - Amer Hist & Geog. Sec I: American Revolution. B. Causes & Provocations. British taxes without representation. The Intolerable Acts and the First Continental Congress protest of King George III. Sec II: Making a Constitutional Government. Main ideas behind the Declaration of Independence and the Constitution of the United States.

## Time

45 minutes, 1-3 class periods

## Materials

- ★ Game Players Handout/Transparency
- ★ Role Cards
- ★ Treasuries/Crown Cash
- ★ Events Journal sheets
- ★ Website - [www.americanheritage.org](http://www.americanheritage.org)

## Preparation

- ★ Prepare Game Players as a transparency or as a handout for students.
- ★ Copy and cut Role Cards. The following ratio is suggested:

	<b>Class Size</b>		
	<b>20</b>	<b>25</b>	<b>30</b>
<b>King</b>	1	1	1
<b>Parliament</b>	5	6	8
<b>Governor</b>	1	1	1
<b>Soldier</b>	3	4	4
<b>Merchant</b>	2	3	5
<b>Colonist</b>	8	10	11

- ★ Copy, cut, and distribute Role Sheets/ Cards, Treasury Money, and Crown Cash.
- ★ Copy Events Journal sheets for students.

## Focus

1. As a class, look at a world map of America and Europe. Explain how and where various figures discovered and explored America. Consider and discuss their motives and reasons for doing so including trade, wealth, defense, power, and religion. Depth of this segment can be expanded as needed according to teacher and class goals.
2. Discuss how people immigrated from various places and settled in America. Have the class consider their reasons for coming to America. Then, consider and discuss what the relationship was like between America and Great Britain initially and over time. What possible challenges might arise? (See Links page on [www.americanheritage.org](http://www.americanheritage.org) for additional resources.)

## Activity - THE INDEPENDENCE GAME

1. Vocabulary: Have students research, define in their own words, and discuss the vocabulary terms listed which they may encounter in the game. They may do this individually or in small groups and then discuss as a whole class. Write short definitions on the board.
2. Using Game Players as a transparency or handout, discuss the various roles played in the Independence Game. Discuss the rights and responsibilities of the various roles.
3. Distribute the role cards. Roles may be assigned by the teacher, selected at random, or both assigned and selected (e.g., the teacher may want to assign king/queen, parliament, and governor roles and then let the rest of the class select at random).
4. Distribute the Events Journals. Students should write their role and its description from their card on the top of the Events Journal. Students should each have 2-3 journal pages as needed.
5. After roles have been determined, separate the king/queen, parliament, merchants, and soldiers and move them to one side. They may position themselves and act accordingly. Put the governor and colonists on the other side. The governor will be near the colonists but more in the center interacting with both sides. They may position themselves and act accordingly.
6. Distribute money in these approximate amounts:

King/Queen	British Treasury and Treasury money (\$300)
Parliament	Treasury money (\$300)
Governor	Treasury money (\$100), \$50
Merchant	\$50
Colonist	\$10

Distribute goods and services to colonists. Distribute sugar and tea to merchants and colonists.

7. Simulation--The teacher will write the name of each event on the board or on a transparency and then lead the students through a simulation and discussion of the event. Events may be simulated in part or in full based on educational goals. For each event, students may consider how the figure they are role-playing might think, feel, decide, and act in a given situation. They may also then consider and learn what actually happened and what their figure felt, thought, and did. These considerations may be a combined or 2-step process in the simulation. After each simulation and event, students may record the event, what happened, and the likely or obvious thoughts, feelings, decisions, actions, and reactions of various people in their Events Journal. They may focus on the figure they are role-playing or on several people. Students may also reflect on their own thoughts and feelings about the events.

# The Independence Game Vocabulary

*In small groups, look up, discuss, and define the following terms in your own words. Give examples. Groups may divide up and share words.*

- |                       |                                      |
|-----------------------|--------------------------------------|
| ★ <i>assembly</i>     | ★ <i>restrict</i>                    |
| ★ <i>charter</i>      | ★ <i>settlement (as in a colony)</i> |
| ★ <i>colonist</i>     | ★ <i>simulation</i>                  |
| ★ <i>colony</i>       | ★ <i>tax</i>                         |
| ★ <i>commerce</i>     | ★ <i>trade (noun and verb)</i>       |
| ★ <i>Congress</i>     | ★ <i>tyranny</i>                     |
| ★ <i>continental</i>  |                                      |
| ★ <i>economy</i>      |                                      |
| ★ <i>emigrate</i>     |                                      |
| ★ <i>export</i>       |                                      |
| ★ <i>freedom</i>      |                                      |
| ★ <i>goods</i>        |                                      |
| ★ <i>govern</i>       |                                      |
| ★ <i>government</i>   |                                      |
| ★ <i>governor</i>     |                                      |
| ★ <i>immigrate</i>    |                                      |
| ★ <i>import</i>       |                                      |
| ★ <i>intolerable</i>  |                                      |
| ★ <i>law</i>          |                                      |
| ★ <i>liberty</i>      |                                      |
| ★ <i>mercantilism</i> |                                      |
| ★ <i>merchant</i>     |                                      |
| ★ <i>navigation</i>   |                                      |
| ★ <i>oppression</i>   |                                      |
| ★ <i>parliament</i>   |                                      |
| ★ <i>petition</i>     |                                      |
| ★ <i>regulate</i>     |                                      |

## Simulation of Events

### **Event #1: Immigration and Colonization: Coming to America**

1. **Establishing colonies in America:** In order to further its wealth and power, the King/Queen in Great Britain decides to establish colonies in America. Have the king explain to parliament and colonists the reasons for going and establishing colonies in America. What is their purpose? What do they hope to find? What challenges might they face? How do they plan to survive?

2. **Colonists seeking wealth and opportunity:** Some people immigrate to America to find wealth and opportunity. Have some colonists discuss with one another and with the king and parliament why they would go to America and what they hope to find there. The king gives a group of colonists a charter (authorization) to go. What dangers do they face? How do they plan to survive? What skills might they have? How do they plan to make a living? What kind of community do they want to live in?

3. **Colonists seeking religious freedom:** Some people wish they could practice their religious beliefs and worship as they choose. However, as is common at the time, they are required to worship as the government or main church decides. Some colonists decide to immigrate to America to have religious freedom. Have some colonists discuss why they would go to America and what they hope to find there. What dangers do they face? How do they plan to survive? What kind of community do they want to live in? How do they plan to make a living?

4. **Government in the colonies:** Each colony has a government to oversee everything that typically includes a governor or proprietor chosen by the King or colony founder as well as an assembly of men from the colonies. This government makes laws and rules for its colony. Discuss how the King/Queen and the colonists wish to set up and govern the colonies. Have the King appoint a governor, and let the colonists set up an assembly. How do they plan to make rules? How do they plan to oversee things? What does the King want? What do the colonists want? What might/do they decide and agree to?

### **Event #2: Restrictions on Trade and Commerce: The British government restricts trade and commerce in the American colonies**

1. **Life in the colonies:** People from Great Britain and other countries have immigrated to America. They live in several colonies that now also have towns. They believe and worship as they choose. They build church buildings and schools. They build, farm, produce raw materials, and make goods and various things to live. Such goods include fish, corn, wheat, flour, oil, soap, and lumber. They trade among the colonies and with Native Americans. They buy and sell with Great Britain. They trade with other countries. Initially, Britain does not interfere much in the colonies. Have the colonists discuss and simulate colonial life and trade. What is colonial life like? How do they make a living?

2. **British restrictions on trade and commerce:** Reflecting the thinking of the time, the British government in England decides to put its own laws (**Navigation Acts, 1660**) on the colonies in order to increase its wealth and to restrict colonial trade and commerce. It sees the colonies as a source of profit. It requires the colonists to sell and buy things only from Great Britain. Colonists cannot trade with, sell to, or buy from other countries without Great Britain's permission and costly fees. Also, they cannot make and sell things in the colonies on their own



that are made in Great Britain. They must buy those products from Britain. Also, the British sugar planters get British parliament to pass a law so that colonists can only buy sugar from the British and not other countries (**Sugar & Molasses Act, 1733**). Colonists evade this law and trade with other countries. Discuss the trade laws. Have members of the British government discuss the acts with the governor and colonists. What are their thoughts, motivations, and purposes? What might the governor think? What might the colonists think and feel? Why? How might the colonial assembly think and feel about rules made by British government? Have colonists discuss. What might be/are their concerns? How do they respond? What are the political, financial, social effects of these acts on the colonists?

### **Event #3: Taxes without Representation: British taxes imposed, removed after colonies resist**

1. **British tax put on paper documents, then removed:** The British government revives the Navigation Acts. It also puts a tax on various documents in the colonies to raise money for an army, supposedly for the colonies' defense against the Native Americans. The colonies do not want British troops in America (**Stamp Act, 1765**). The government does not intend to offend the colonies, but it meets with an unexpectedly violent reaction. The British government removes this act because colonists do not like taxes made without their agreement. Colonists want to vote on their own taxes in their own assemblies. Have colonists discuss the issues and their thoughts and feelings with the governor. Have the governor discuss issues, thoughts, feelings, concerns with the king and parliamentarians. What does the British government do?

2. **British tax put on imported goods and restrictive acts imposed, then removed:** Still, the British government imposes another act that puts a tax on imported goods and more restrictions on colonists to raise money from America to help pay off Britain's debt. It puts into effect search warrants for smuggled goods, British control of colonial ports, trade cases in America tried without jury in courts, and local British government officials freed from dependence on colonial assemblies for salary (**Townsend Acts, 1767**). Tensions rise. Colonists do not like restrictions and having to pay a tax they do not agree to. Colonists maintain their right to petition the king. Colonists in Boston boycott (don't buy) goods from Britain. British troops are brought in to enforce the rules. Five colonists are killed in a quarrel with British troops in Boston (**Boston Massacre, 1770**). Troops are removed. The British government removes acts except for a tax on tea. Have colonists discuss. Have a colonist go to governor about the troops. Have parliamentarians discuss the tax and colonists respond. Have king and parliament respond.

### **Event #4: Punishment, Rebellion, and War: Rebellion in and punishment of colonies, war breaks out**

1. **British put a tax on tea to maintain control over colonies, colonies rebel:** To assert the right of parliament to control the American colonies, King George III puts a small tax on tea. Colonists refuse to buy the tea. One night in Dec. 1773, colonists in Boston, Massachusetts, disguise themselves, go onto the tea ships, and dump the tea into the water (**Boston Tea Party**). Have colonists discuss the tea tax and their response, carrying out their plan.

2. **British response to rebellion of colonies:** The angry king and parliament make rules to punish the colonies—especially Boston. They close the ports until the tea is paid for, forbid town meetings, house British troops in colonial public buildings, and send colonists accused of treason or capital crimes to England (**Intolerable Acts, 1774**). Unlike other acts made for the better coordination of the British government, these acts are intended to punish. The king does

not remove them. Have the king and parliament discuss the colonists' reaction to the tea tax, their thoughts and feelings, and their plan of action.

**3. Colonies meet and petition, petition rejected :** The colonists gather for a meeting (**First Continental Congress**) to restore their rights and harmony with Great Britain. They respectfully petition King George III with a list of 13 acts of parliament seen as violations of their rights. The petition is rejected by British parliament. The King considers the colonies in rebellion. What are the acts the colonists list? Have colonists discuss the violations of their rights and petition the governor, king, and parliament for their rights and harmony with Great Britain. Have the governor, king, and parliament discuss the petition. What is the reaction and response?

**4. War between American colonies and Great Britain:** On night of April 18, 1775, the British governor Gen. Gage sends British troops at Boston to seize gunpowder in Concord and to arrest rebellious colonists John Hancock and Samuel Adams in Lexington. Patriot Paul Revere rides ahead to warn colonists. Minutemen (colonists ready to fight at a minute's notice) gather. On April 19, Redcoats and Minutemen meet at Lexington. The "shot heard round the world" goes out from the British. The colonists drive back the British at Concord and besiege the general in Boston. The **Second Continental Congress** meets and, with consent of colonies, assumes governmental power, forms Continental Army, elects George Washington as Commander in Chief, and, in July 1775, makes formal declaration of war. The war lasts six difficult years.

## Enrichment

Students may complete the *Songs* reading comprehension activity which compares the verses of "God Save the King" to "America" ("My Country 'Tis of Thee").

## Closure

**1. Evaluation:** Students evaluate their decisions and actions during events in their Journal. Consider thoughts, feelings, actions of British government and of colonists. Are their thoughts similar to or different than those of the figure you played? How? Students may give examples.

**2. Attitudes:** Regarding British colonial policy in the 18th century, Theodore Roosevelt remarked that the American revolution was "a revolt against the whole mental attitude of Britain in regard to America, rather than against any one special act or set of acts." Discuss what he meant. What was the mental attitude of Great Britain toward the colonies at the time? Why might this have been the case at this time? What were the colonists' attitudes about Britain and about their rights? Why might they have held these attitudes? Consider history, time period, government, economics, finance, trade and commerce, religion, geography, motivations, etc. Research more as necessary.

**3. Final outcome?** Have students discuss and write in their Events Journal what they think was the final outcome or result of the conflict and war in the Independence Game? What do they think happened? Ask students to defend their answers. How/in what ways do they think America's government has changed? Also discuss how U. S. relations and policies with other countries including Great Britain are different today and/or have changed.

## Assessment

Based on what they learned from the Independence Game and other research, students write an essay or journal entry explaining reasons why the American colonies revolted against the British government—causes of the American Revolution.



# Game Players

## King (Queen)

You are the ruler of Great Britain. You govern the country. You can make and pass laws. You can control trade and business to add to your and the country's wealth. You can use the force of your troops to achieve your goals.

## Parliamentarian

You are a member of the ruling assembly in Great Britain. You govern the country with the king. You may make and pass laws. You can control trade and business to add to your and the country's wealth.

## Governor

You are appointed by the king to oversee and govern a colony in America. You collect British taxes and implement and enforce British laws in the colonies. You also interact with an assembly of colonists who also govern the colonies. You are protected by the king's laws. You share in the wealth of the kingdom and of the colonies.

## Soldier

You are a member of the British troops. You are commanded by the king or British government. You keep order and fight for your country when called upon. You provide protection under and enforce British law.

## Merchant/Planter

As a British merchant or planter, you make your living by producing and/or buying and selling goods inside and outside of Great Britain. You sell to and buy from the colonies and with other countries. You control all goods going into and out of the colonies.

## Colonist

You live in the colonies. You make a living with goods or a skill or service within the colonies. (For example, you might be a farmer, planter, weaver, hunter, trader, merchant, blacksmith, miner, builder, printer, teacher, pastor, lawyer, etc.). You use some of what you grow, make, or earn to trade with or sell for money from the British merchants. You must pay British taxes. You are protected by the king's troops and laws.

# Role Cards

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## Colonist

You live in the colonies. You make a living using a skill (for example, as a farmer, planter, weaver, hunter, trader, merchant, blacksmith, miner, carpenter, etc.). You provide a service, produce, and/or trade goods within the colonies. You must also use some of what you grow, make, or earn to trade with or sell for money from the British merchants. You must pay British taxes. You are protected by the king's troops and laws.

# Role Cards

Add this column for 25 students.

## Colonist

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Add this column for 30 students.

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# Treasury

# TREASURY



**TREASURY  
MONEY  
\$100**



**TREASURY  
MONEY  
\$100**



**TREASURY  
MONEY  
\$100**



# Money





# Goods & Services

**CORN**

**SUGAR**

**FISH  
OR MEAT**

**SUGAR**

**WHEAT**

**TEA**

**OIL**

**TEA**

**SERVICE  
OR SKILL**

**SERVICE  
OR SKILL**

# Events Journal

**ROLE** \_\_\_\_\_

**DESCRIPTION**

**EVENT** \_\_\_\_\_

★ **WHAT HAPPENED TO YOU?**

★ **HOW DID YOU FEEL ABOUT IT?**

**EVENT** \_\_\_\_\_

★ **WHAT HAPPENED TO YOU?**

★ **HOW DID YOU FEEL ABOUT IT?**

**EVENT** \_\_\_\_\_

★ **WHAT HAPPENED TO YOU?**

★ **HOW DID YOU FEEL ABOUT IT?**

# Songs

## GOD SAVE THE KING Great Britain

God save our gracious King,  
Long live our noble King,  
God save the King:  
Send him victorious,  
Happy and glorious,  
Long to reign over us:  
God save the King.

Lord our God arise,  
Scatter his enemies,  
And make them fall:  
Confound their politics,  
Frustrate their knavish tricks,  
On Thee our hopes we fix:  
God save us all.

Thy choicest gifts in store  
On him be pleased to pour;  
Long may he reign:  
May he defend our laws,  
And ever give us cause  
To sing with heart and voice  
God save the King.

## MY COUNTRY 'TIS OF THEE America

My country, 'tis of thee,  
Sweet land of liberty,  
Of thee I sing;  
Land where my fathers died,  
Land of the pilgrims' pride,  
From ev'ry mountainside  
Let freedom ring.

Let music swell the breeze,  
And ring from all the trees  
Sweet freedom's song;  
Let mortal tongues awake,  
Let all that breathe partake,  
Let rocks their silence break,  
The sound prolong.

Our fathers' God, to thee,  
Author of liberty,  
To thee we sing;  
Long may our land be bright  
With freedom's holy light;  
Protect us by thy might,  
Great God, our King.

1. How many times are the words *liberty* and *freedom* used in the American song? How many times are these words used in the British song?
2. How does the American song describe God in the second line of the last verse?
3. How many times does the British song use the phrase "God save the King"?
4. What is God called in the last line of the American song?
5. Why do you think Americans used the music from "God Save the King" but changed the words?



# ★The Declaration of Independence★

## Purpose

The purpose of this lesson is for students to develop investigative skills and to identify the reasons our American forefathers issued the Declaration of Independence.

## Objective

The student will investigate and identify the reasons the American colonists issued the Declaration of Independence.

## Theme - Freedom

The Declaration of Independence (1776) was written by colonists seeking a way of communicating to the world their interest in being free.

## Core Knowledge

Grade 2 - Amer Hist & Geog. Sec V: Immigration & Citizenship. People come to America from many lands to find freedom. America is a land of opportunity, but citizens have responsibilities as well as rights.

Grade 4 - Amer Hist & Geog. Sec I: The American Revolution. C. The Revolution. What caused the colonists to break away and become independent nations? What does the Declaration of Independence say about natural rights of "Life, Liberty, and the pursuit of Happiness"? Sec II: Making a Constitutional Government. A.

Main Ideas behind the Declaration of Independence. The proposition that "All Men are Created Equal" is reflected in the Declaration.

Grade 6 - Amer Hist & Geog. Sec I: Immigration. What ideas does the Declaration of Independence present about why people would leave their country?

## Time

45 minutes

## Materials

- ★ Radio Theatre Script
- ★ "Context of the Declaration of Independence" reading
- ★ Assessment Tool, KWL Chart
- ★ John Trumbull painting "Declaration of Independence"
- ★ Preamble Text & Puzzle
- ★ Declaration of Independence Document & Text Scramble
- ★ Website - [www.americanheritage.org](http://www.americanheritage.org)

## Preparation

- ★ Copy materials/handouts.
- ★ Teacher prepares copies and/or transparency of the Trumbull painting.
- ★ Teacher has table, chairs, and tablecloth available for students to pose as the men in the painting.

## Focus

Ask students why Americans celebrate every 4th of July. (The Declaration of Independence was adopted on this day.)

## Activity

1. **We Got To Get Independence.** Perform radio show, *We got to get independence!* Discuss the problems/restrictions the colonists likely experienced under the King George III and the British government, what they probably thought/felt, and why they sought/declared independence. Have students journal about what they might have thought/felt in the same situation and what they might have done.

**2. Context of Our Declaration of Independence.** Read and discuss “Context of our Declaration of Independence” reading. The true-false assessment tool can be used as a pre- or post-reading exercise, a discussion stimulus, or an assessment tool for the reading and radio show. Discuss the situation that prompted the colonists to seek independence. (See Links page on [www.americanheritage.org](http://www.americanheritage.org) for additional resources on the Declaration.)

**3. The Declaration in Visual Art.** Show the class the Trumbull painting. Have them look at it carefully for one minute without talking. Then, ask them what they see. You might ask questions about the people. Ask them to name colors they see and notice light, shadow, and tone. Have students describe the room and furniture. Ask them what they think is happening and who is in charge (the boss). Discuss the significance of the event in the painting. Who is the artist? When was it painted? Discuss why the artist might have painted this picture. How does it make the students feel and think about the event? (see Links page on [www.americanheritage.org](http://www.americanheritage.org) for additional resources on American art.)

**4. Preamble Text & Puzzle.** Use as introduction to the Declaration of Independence and as a language arts/vocabulary exercise. Discuss the importance of the Preamble and what it says and means about the American colonists’ beliefs and principles. Complete KWL chart as post-reading and/or pre-reading preparation for the rest of the Declaration primary document.

**5. Declaration of Independence Primary Document & Text Scramble.** Use as a reading passage/research tool. The Text Scramble can be copied, cut, and stored in baggies. As a reading strategy, have students individually or in groups piece together the text scramble in the right order. Each group can also take a different excerpt from the document and read, research, and discuss its meaning. Students share with the rest of the class the meaning and importance of that specific part of the Declaration.

Discuss the three main sections of the Declaration of Independence:

- ★ Basic human rights and the purpose of government
- ★ Wrongs done by the King
- ★ Declaration of Independence by the colonies

**5. Research Assignments.** The teacher or students may offer suggestions for individual or cooperative group projects.

## Closure

Review the three parts of the Declaration of Independence and the important ideas included in the opening passage. Discuss the ultimate effect of the Declaration. Also discuss how relations between the the U. S. and England are different today and/or have changed.

### Assessment

Students will write a paragraph or journal entry explaining why the God-given rights of life, liberty and the pursuit of happiness are important to people today.



## **Radio Theatre Script: WE GOT TO GET INDEPENDENCE!**

***\*\*This is a radio theatre. The characters are set in front of real or imagined microphones. They can sit or stand. The inflection of their voices along with the script will tell the story. The title, author, and list of characters are introduced to the audience by the narrator.***

**List of Characters:**

**Narrator**

**John Hancock**

**Samuel Adams**

**Chorus of 10 students or more**

**Narrator:** This event is set in Boston, in the colony of Massachusetts, several years before 1776. This fictional play reflects a conversation that could have taken place between two good friends and American patriots, John Hancock and Samuel Adams. Their conversation reveals some of the true reasons why the American colonists decided to declare their independence.

**Samuel Adams:** I've been reading over the Navigation Acts. Did you know it means that all goods that come in to or go out of our colony have to be inspected by the British and transported on their ships? We can't even ship our own goods.

**John Hancock:** It's so the British can make money from the American colonies.

**Chorus:** WE GOT TO GET INDEPENDENCE!

**Samuel Adams:** And did you know that the British government won't allow us to trade with other countries without British permission and regulation?

**John Hancock:** That will greatly hinder the colonies' success.

**Chorus:** WE GOT TO GET INDEPENDENCE!

**Samuel Adams:** It also says that we're not allowed to manufacture products in our colonies that are already made in Britain. We have to buy from them.

**John Hancock:** Where will we get the money to pay for those things?

**Chorus:** WE GOT TO GET INDEPENDENCE!

**John Hancock:** I've been reading over the Stamp Act. Did you know the British government could tax us fifty-five ways from this act alone?

**Samuel Adams:** The colonists did not agree to it.

**Chorus:** WE GOT TO GET INDEPENDENCE!

**John Hancock:** When I graduated from college, they charged a tax on my diploma. And when a friend wrote his will, there was a tax on that too. They put taxes on every kind of document!

**Samuel Adams:** Why don't they let us make our own laws?

**Chorus:** WE GOT TO GET INDEPENDENCE!

**John Hancock:** Do you know about his other acts? Now the British are stationed at all our ports, and they have search warrants to make sure we don't ship anything without their permission. We can't get fair trials if we go to their courts about it.

**Samuel Adams:** Will they ever learn how much we value liberty?

**Chorus:** WE GOT TO GET INDEPENDENCE!

**John Hancock:** I'm not buying or drinking that tea shipped to the colonies from one of their companies. There's a tax on it, too! They think we won't notice, and they just want to control our colony.

**Samuel Adams:** I know what to do. Do tea leaves mix with salt water?

**John Hancock:** What are you planning?

**Samuel Adams:** There's tea waiting to be unloaded on the ships in Boston harbor. Let's disguise ourselves tonight and dump it overboard!

**John Hancock:** The fewer people who know the better.

**Chorus:** WE GOT TO GET INDEPENDENCE!



**Samuel Adams:** The king is sending his redcoat soldiers over here. Can you believe his Intolerable Acts? He has closed our ports until the tea is paid for. He forbids us from getting together in town meetings. And he's using our buildings to house his soldiers.

**John Hancock:** Intolerable!

**Chorus:** WE GOT TO GET INDEPENDENCE!

**John Hancock:** The king said I was a dangerous man. He put a price on my head, dead or alive. Now, I have to hide!

**Samuel Adams:** Me too!

**Chorus:** WE GOT TO GET INDEPENDENCE!

**Samuel Adams:** Let's get together with our friends and other colonists and declare our independence as a country. If we have to, we'll fight!

**All:** WE GOT TO GET INDEPENDENCE!

## The Context of Our Declaration of Independence

At one time, the American colonies belonged to the King of England. The British government had taken a lot of the Americans' money for taxes. They would not let them buy and sell things with other countries. The king said that his soldiers could live in the buildings and homes of the American colonists. There could be little protests because the judges and government officials were appointed and paid by the king.

Many people in America were tired of all the problems with the British government and king, so their leaders or delegates met to decide what to do. These leaders were rich plantation owners, business men, and ordinary citizens such as Samuel Adams. After the first meeting, a list of pleas were sent to the king, but he refused to make changes. The American leaders decided that they wanted to be independent, or free, from the king and the British government. At their next meeting, they chose Thomas Jefferson and some other men to write a paper to tell the world about how they wanted to be free to make their own decisions in their own nation. The colonists' leaders voted to accept what Jefferson had written and signed their names on the paper.

John Hancock, the presiding delegate, or leading man, at both meetings was the first to sign the Declaration of Independence. The story is that Hancock made his signature big and bold because he wanted the king to be able to read it without the aid of eyeglasses. Hancock's signature became so famous that even today when someone asks for a person's signature, he or she sometimes says, "Put your John Hancock there."

After the other delegates signed the Declaration, copies were made so that all the people could read it. The Declaration said that all men were created equal and that God gives all people important things like life, liberty, and the pursuit of happiness. The Declaration also listed the reasons why the American people were mad at the king and British government. Lastly, the Declaration said that the people were starting their own country called the United States of America.

All of the fifty-six men who signed the Declaration of Independence knew that the king would not let them be free without a fight. Many of them would be hurt or killed in the fighting. The colonists knew that if the British won, all who signed the Declaration would go to jail or maybe even hanged. Nine of the signers died because of the fighting. Twelve of them had their homes destroyed. These men and other Americans fought hard and won the war for independence. Now every year on the 4<sup>th</sup> of July, we remember the Declaration of Independence and the brave men who fought so that we could be free.

## Declaration of Independence Assessment Tool

Instructions: This is an assessment tool for the reading passage entitled, “The Context of Our Declaration of Independence.” Write T for each true statement and F for each false statement.

- \_\_\_\_\_1. The King of England totally owned the American colonies.
- \_\_\_\_\_2. In the pre-Revolutionary American colonies, a new needle and spool of sewing thread had to be bought from a British company.
- \_\_\_\_\_3. In the pre-Revolutionary American colonies, all trade was open and free.
- \_\_\_\_\_4. Thomas Jefferson was the first person to sign the Declaration of Independence.
- \_\_\_\_\_5. All delegates or leaders of the American colonists were rich businessmen.
- \_\_\_\_\_6. John Hancock loved the British and their king.
- \_\_\_\_\_7. Fifty-six men and women signed the Declaration of Independence.
- \_\_\_\_\_8. On the 5<sup>th</sup> of July every year, we celebrate our independence.
- \_\_\_\_\_9. According to the British king, all 56 signers of the Declaration of Independence committed treason.
- \_\_\_\_\_10. A British soldier in pre-Revolutionary War time could occupy your home.
- \_\_\_\_\_11. Tyranny or injustice caused the colonists to unite and declare their freedom.

Answers: 1=T, 2=T, 3=F, 4=F, 5=F, 6=F, 7=F, 8=F, 9=T, 10=T, 11=T



United States Capitol, Washington DC, United States

This painting by John Trumbull, entitled *Declaration of Independence* (1817), commemorates the signers of the Declaration of Independence, showing them convening in what is today known as Independence Hall. It portrays the committee that drafted the document--John Adams (standing left center), Roger Sherman, Thomas Jefferson (presenting the document), and Benjamin Franklin--standing before John Hancock, President of the Continental Congress, to present the document. The painting also depicts 42 of the 56 signers and five other patriots. The painting currently hangs in the Rotunda of the U. S. Capitol Building. It is based on a smaller depiction of the same scene, held at Yale University. The painting can also be found on the back of the U. S. \$2 bill.

# THE OPENING OF THE DECLARATION OF INDEPENDENCE

On June 7, 1776, Richard Henry Lee of Virginia introduced a resolution in the Continental Congress that said, "These United colonies are, and of right ought to be, free and independent States." A committee of five men was selected to write a formal declaration explaining the reasons for independence. One of these men, Thomas Jefferson, was the primary

author of the Declaration of Independence that was adopted on July 4, 1776. The following passage from the beginning of the Declaration of Independence, called the Preamble, includes two important beliefs. First, all men are created equal with basic rights given to them by God, and second, men set up government to protect their rights and may change the government if it does not respect these rights.

**W**hen, in the course of human events, it becomes necessary for one people to **dissolve** the political bands which have connected them with another, and to assume, among the powers of the earth, the separate and equal station to which the laws of nature and of nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which **impel** them to the separation.

We hold these truths to be **self-evident**: that all men are created equal; that they are **endowed** by their Creator with certain **unalienable** rights; that among these are life, liberty, and the **pursuit** of happiness. That, to secure these rights, governments are instituted among men, deriving their just powers from the **consent** of the governed. That, whenever any form of government becomes destructive of these ends, it is the right of the people to alter or to **abolish** it and to **institute** new government, laying its foundation on such **principles** and organizing its powers in such form as to them shall seem most likely to effect their safety and happiness.

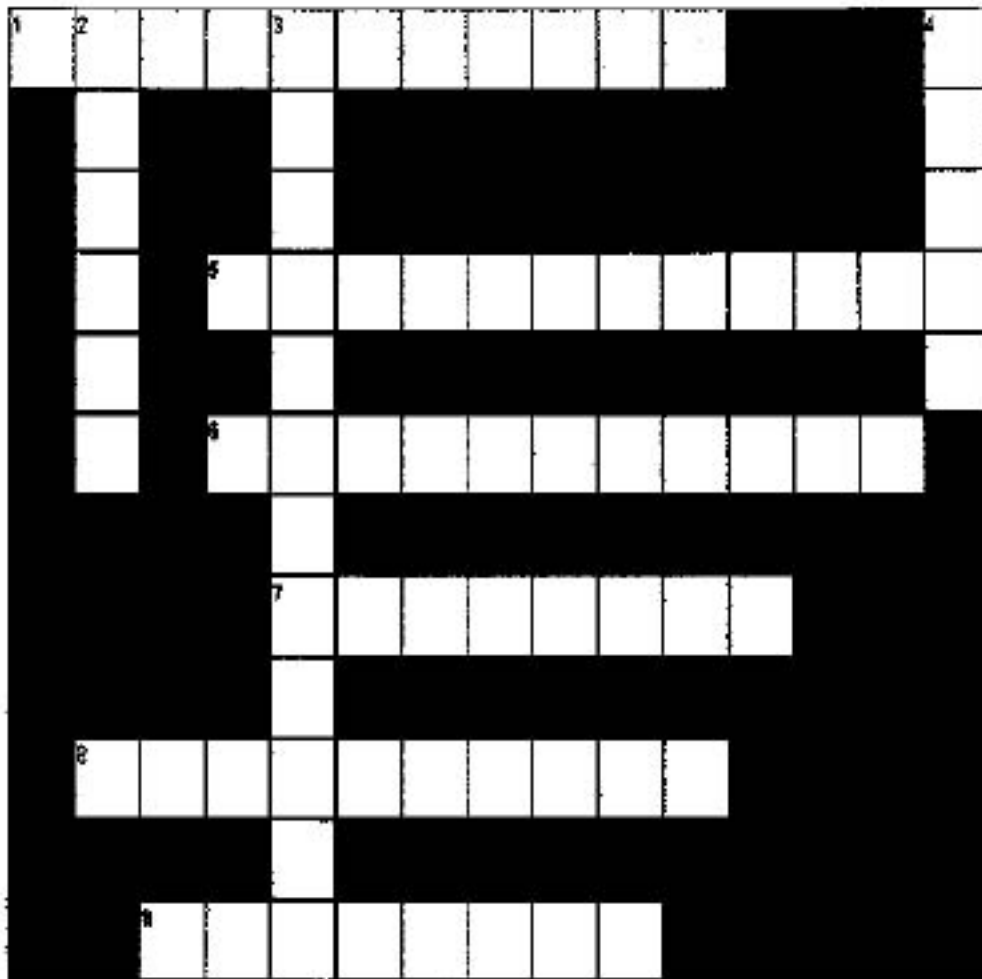
## Complete the following on a separate sheet of paper.

1. Define the ten bold words in the passage.
2. According to the Declaration, what are the three rights given by God to all people? What do you think these rights mean?
3. What does Jefferson say the people should do when the government becomes destructive of their rights?
4. The Declaration of Independence has been called the "birth certificate of the United States." What do you think this statement means?

# K-W-L Chart

<b>What I Know</b>	<b>What I Want to Know</b>	<b>What I Learned</b>

# Preamble Puzzle



**Across**

**Down**

1. not surrendered

2. basic part of people

5. obvious

3. self-reliance

6. proclaim

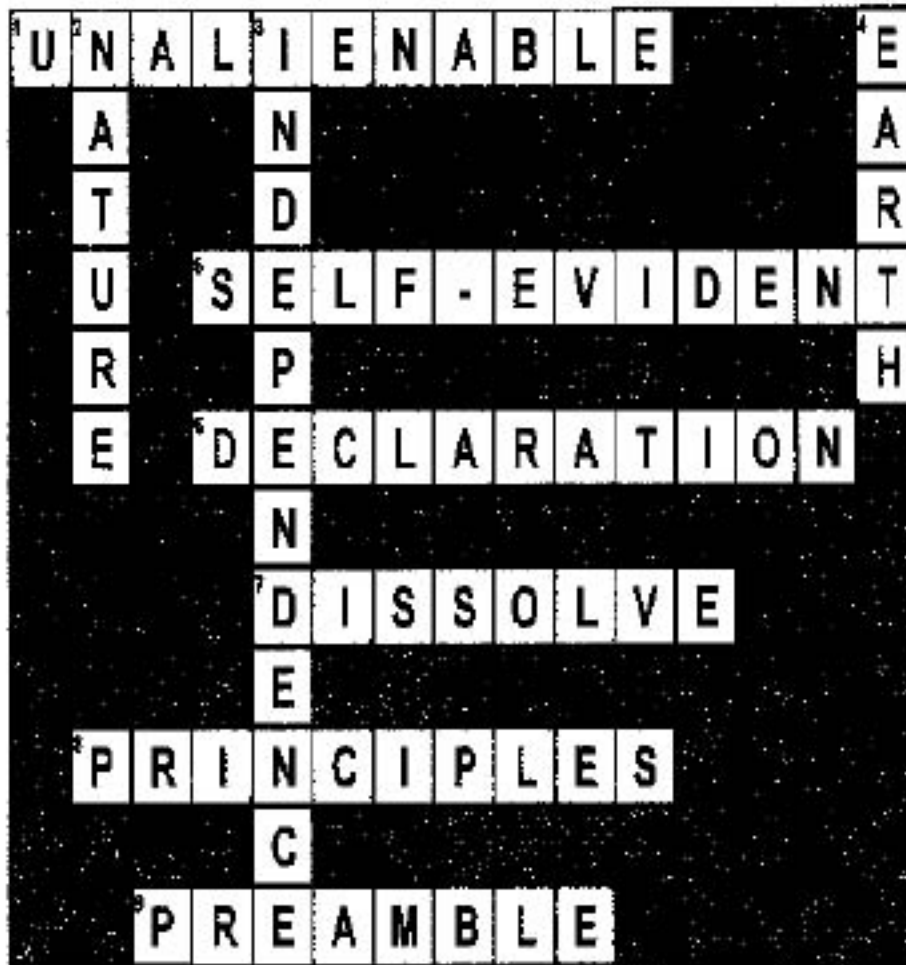
4. our planet

7. terminate

8. code of conduct

9. an introduction or opening

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- |                               |                         |
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| 6. proclaim                   | 4. our planet           |
| 7. terminate                  |                         |
| 8. code of conduct            |                         |
| 9. an introduction or opening |                         |



# IN CONGRESS, JULY 4, 1776 THE UNANIMOUS DECLARATION OF THE THIRTEEN UNITED STATES OF AMERICA

**W**hen, in the course of human events, it becomes necessary for one people to dissolve the political bands which have connected them with another and to assume, among the powers of the earth, the separate and equal station to which the laws of nature and of nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation.

**W**e hold these truths to be self-evident: that all men are created equal; that they are endowed by their Creator with certain unalienable rights; that among these are life, liberty, and the pursuit of happiness. That, to secure these rights, governments are instituted among men, deriving their just powers from the consent of the governed. That, whenever any form of government becomes destructive of these ends, it is the right of the people to alter or to abolish it and to institute new government, laying its foundation on such principles and organizing its powers in such form as to them shall seem most likely to effect their safety and happiness. Prudence, indeed, will dictate that governments long established should not be changed for light and transient causes; and accordingly all experience hath shown that mankind are more disposed to suffer, while evils are sufferable, than to right themselves by abolishing the forms to which they are accustomed. But when a long train of abuses and usurpations, pursuing invariably the same object, evinces a design to reduce them under absolute despotism, it is their right, it is their duty, to throw off such government, and to provide new guards for their future security. Such has been the patient sufferance of these colonies; and such is now the necessity which constrains them to alter their former systems of government. The history of the present king of Great Britain is a history of repeated injuries and usurpations, all having in direct object the establishment of an absolute tyranny over these states. To prove this, let facts be submitted to a candid world.

*He has refused his assent to laws, the most wholesome and necessary for the public good.*

*He has forbidden his governors to pass laws of immediate and pressing importance, unless suspended in their operation till his assent should be obtained; and, when so suspended, he has utterly neglected to attend to them.*

*He has refused to pass other laws for the accommodation of large districts of people, unless those people would relinquish the right of representation in the legislature, a right inestimable to them and formidable to tyrants only.*

*He has called together legislative bodies at places unusual, uncomfortable, and distant from the depository of their public records, for the sole purpose of fatiguing them into compliance with his measures.*

*He has dissolved representative houses repeatedly, for opposing with manly firmness his invasions on the rights of the people.*

*He has refused for a long time, after such dissolutions, to cause others to be elected; whereby the legislative powers, incapable of annihilation, have returned to the people at large for their exercise; the state remaining in the meantime exposed to all the dangers of invasion from without, and convulsions within.*

*He has endeavored to prevent the population of these states; for that purpose obstructing the laws for naturalization of foreigners, refusing to pass others to encourage their migration hither, and raising the conditions of new appropriations of lands.*

*He has obstructed the administration of justice by refusing his assent to laws for establishing judiciary powers.*

*He has made judges dependent on his will alone, for the tenure of their offices, and the amount and payment of their salaries.*

*He has erected a multitude of new offices, and sent hither swarms of officers to harass our people, and eat out their substance.*

*He has kept among us, in times of peace, standing armies, without the consent of our legislatures.*

*He has affected to render the military independent of , and superior to, the civil power.*

*He has combined with others to subject us to a jurisdiction foreign to our constitution and unacknowledged by our laws, giving his assent to their acts of pretended legislation:*

*For quartering large bodies of armed troops among us;*

*For protecting them, by a mock trial, from punishment for any murders which they should commit on the inhabitants of these states;*

*For cutting off our trade with all parts of the world;*

*For imposing taxes on us without our consent;*

*For depriving us, in many cases, of the benefits of trial by jury;*

*For transporting us beyond seas to be tried for pretended offenses;*

*For abolishing the free system of English laws in a neighboring province, establishing therein an arbitrary government, and enlarging its boundaries so as to render it at once an example and fit instrument for introducing the same absolute rule into these colonies;*

*For taking away our charters, abolishing our most valuable laws, and altering fundamentally the forms of our governments;*

*For suspending our own legislatures, and declaring themselves invested with power to legislate for us in all cases whatsoever.*

*He has abdicated government here, by declaring us out of his protection and waging war against us.*

*He has plundered our seas, ravaged our coasts, burned our towns, and destroyed the lives of our people.*

*He is at this time transporting large armies of foreign mercenaries to complete the works of death, desolation, and tyranny, already begun with circumstances of cruelty and perfidy scarcely paralleled in the most barbarous ages, and totally unworthy the head of a civilized nation.*

*He has constrained our fellow-citizens taken captive on the high seas to bear arms against their country, to become the executioners of their friends and brethren, or to fall themselves by their hands.*

*He has excited domestic insurrections amongst us, and has endeavored to bring on the inhabitants of our frontiers, the merciless Indian savages, whose known rule of warfare is an undistinguished destruction of all ages, sexes, and conditions.*

*In every stage of these oppressions we have petitioned for redress in the most humble terms: Our repeated petitions have been answered only by repeated injury. A prince, whose character is thus marked by every act which may define a tyrant is unfit to be the ruler of a free people.*

*Nor have we been wanting in attentions to our British brethren. We have warned them from time to time of attempts by their legislature to extend an unwarrantable jurisdiction over us. We have reminded them of the circumstances of our emigration and settlement here. We have appealed to their native justice and magnanimity, and we have conjured them by the ties of our common kindred to disavow these usurpations which would inevitably interrupt our connections and correspondence. They too have been deaf to the voice of justice and of consanguinity. We must, therefore, acquiesce in the necessity, which denounces our separation, and hold them, as we hold the rest of mankind, enemies in war, in peace friends.*

**W**e, therefore, the Representatives of the United States of America, in General Congress assembled, appealing to the Supreme Judge of the world for the rectitude of our intentions, do, in the name, and by authority of the good people of these colonies, solemnly publish and declare, That these United Colonies are, and of right ought to be, free and independent states; that they are absolved from all allegiance to the British crown, and that all political connection between them and the state of Great Britain, is and ought to be, totally dissolved; and that, as free and independent states, they have full power to levy war, conclude peace, contract alliances, establish commerce, and to do all other acts and things which independent states may of right do. And for the support of this declaration, with a firm reliance on the protection of Divine Providence, we mutually pledge to each other our lives, our fortunes, and our sacred honor.

# IN CONGRESS, JULY 4, 1776

## THE UNANIMOUS DECLARATION

### OF THE THIRTEEN

#### UNITED STATES OF AMERICA

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# ★ A Famous Signature ★

## Purpose

The purpose of this lesson is to help students demonstrate that each person must take responsibility for his/her actions, words, and deeds. The signers of the Declaration demonstrated responsibility for their actions.

## Objective

The student will learn about John Hancock and his importance to the Declaration. They will recognize his signature and explain why it is important.

## Theme - Responsibility

John Hancock was a chairman of the committee writing the Declaration of Independence. When the Declaration was written, Hancock gave a speech to the delegates stressing the importance of the document they were about to sign. Hancock and all the other signers took responsibility for the proclamation to be free from the rule of the King by signing the Declaration. A person's signature is a declaration of agreement with the things he or she signs.

## Core Knowledge

Grade 1 - Amer Hist & Geog. Sec II: Early Exploration & Settlement. C. English Settlers. What did John Hancock and other signers of the Declaration of Independence do to make a living in the colonies? Sec III: From Colonies to Independence. American Revolution.

Tell the story of how the colonies became an independent nation.

Grade 4 - Amer Hist & Geog. Sec I: American Revolution, Declaration of Independence. Why did one person sign with a large signature? Who were the patriots and why were they called patriots? Sec II: Making a Constitutional Government. A. Main ideas behind the Declaration of Independence. B. Making a New Government. Who are the Founding Fathers?

## Time

45 minutes

## Materials

- ★ Declaration of Independence facsimile
- ★ John Hancock signature sheet
- ★ Tracing art supplies (e.g. cotton swabs, paint, crayons, hard candy, glitter, glue)
- ★ Website - [www.americanheritage.org](http://www.americanheritage.org)

## Preparation

- ★ Prepare handouts or transparency of the Declaration of Independence.
- ★ Copy John Hancock signature sheets for each student.
- ★ Gather art supplies.

## Focus

Students learn from the actions of the Founders of the nation that people must take responsibility for their actions. Show the students the facsimile of the Declaration of Independence. Have them look at it carefully for one minute without talking. Then, ask them what they see. Point out the parts of the document including the title, the main body of text, and the signatures including Hancock's.

Explain to students that this is the Declaration of Independence. It was written in 1776 when the American people decided that they wanted to be free from their king. The men who wrote it knew that the king would be very angry and would send soldiers with guns to make the people obey him. If the Americans lost the war that followed, the men who signed the Declaration would be the first to be punished.

John Hancock was the leader of the Declaration signers. (He was President of the Continental Congress that approved the Declaration of Independence.) He understood the danger but signed the Declaration anyway. He was the first and only man to sign the Declaration on July 4, 1776. The other men signed it later. Hancock signed his name in big letters so that everyone, especially the king, could see it clearly. His big signature is so famous that even today when someone tells another person to sign his name, someone might say, "Put your John Hancock there."

(See Links page on [www.americanheritage.org](http://www.americanheritage.org) for additional resources on the signers of the Declaration.)

## Activity

1. Students may research a signer and write a brief biography or report about him. The students may present these reports and/or their findings in class. Discuss/review as a class what the signers and their lives were like during the colonial period. Who were the signers? What were their personalities, histories, occupations, families, and lifestyles like? What were their beliefs, values, and motivations? The teacher will review information on the signers and answer any questions.
2. Also referring to the "Declaration of Independence" unit, discuss/review with students why these brave individuals signed the Declaration of Independence and what it meant for their lives. Was it dangerous to sign the declaration at that time? Talk about the bravery of these signers. Also discuss the peaceful co-existence today of the U. S. and England and how relations have changed.
3. Getting familiar with some of the signers, students may color the portraits of one or more of the signers and include them with their research and/or report. They may also try to find other portraits of other signers in artwork or drawings to cite and present.
4. A. Give each student a copy of the John Hancock signature. Ask them if they recognize any of the letters. Explain that this is a special way to write letters called "engrossing" (beautiful script) which is like cursive writing.  
  
B. Have students trace over the letters with their fingers several times to get the feel of the writing. They may also trace the letters with a cotton swap or pencil eraser. Then have students trace the signature using paint or crayons. Students could also glue things on the tracing like hard candy, glitter, beans, marshmallows, cotton, glow-in-the-dark

paint, bits of tissue paper, etc. Older students may enjoy the challenge of trying to copy the signature free hand without tracing it. They may also like to try a real quill pen and ink, if available. Allow students to have an opportunity to pleasantly and visually focus on the signature and identify it.

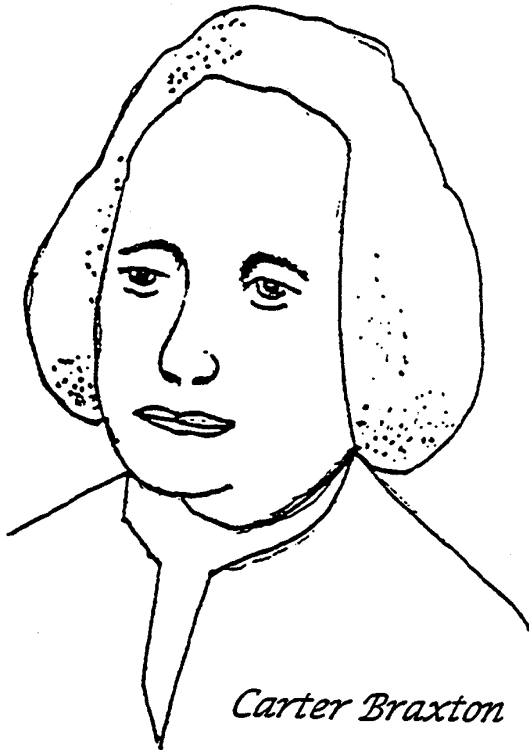
5. Have students examine a facsimile, poster, or representation of the original Declaration document and see if they can identify and decipher the signatures of these brave men.

## **Closure**

Ask students what it means when someone says, “Put your John Hancock there.” Remind students that we are free today because of the bravery of John Hancock and the other men who signed the Declaration of Independence.

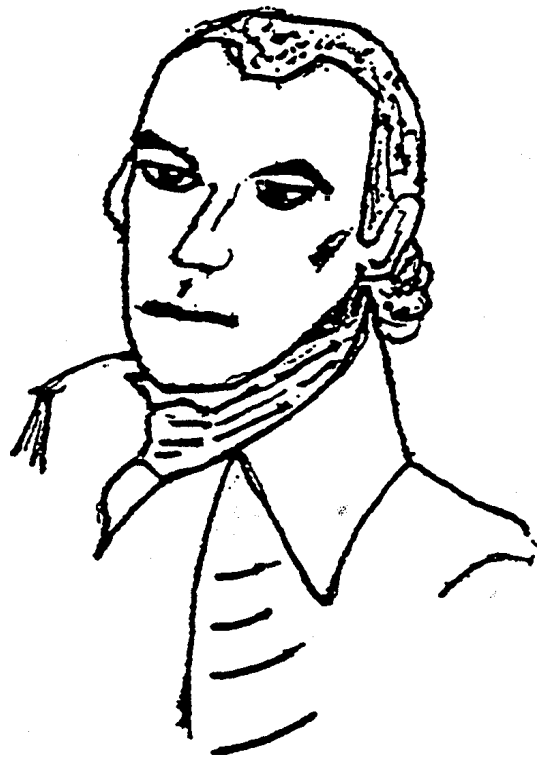
The unanimous Declaration of the thirteen united States of America.

John Hancock



*Carter Braxton*

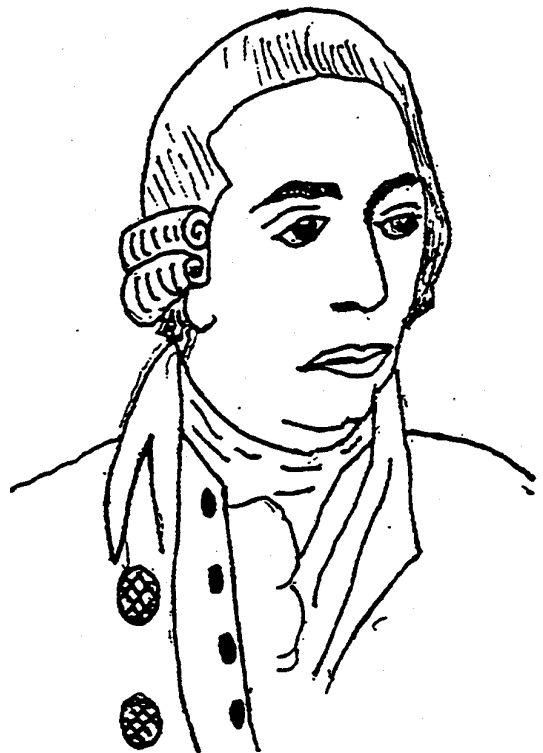
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*William Floyd*



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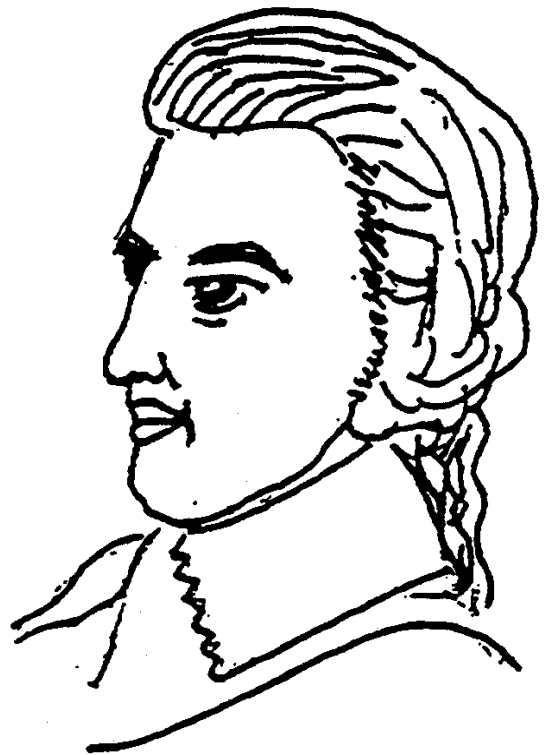
*John Hart*



*Francis Hopkinson*



*Francis Lewis*



*Arthur Middleton*



*Thomas Nelson Jr.*



*Richard Stockton*



# ★George Washington: Our First President★

## Purpose

The purpose of this lesson is to develop students' understanding of responsible leadership in the American colonial era. Students will have an opportunity to study some of the acts in George Washington's life and how he exhibited responsible behavior.

## Objective

The student will identify qualities of responsible leadership in our Founding Fathers.

## Theme - Responsibility

People are responsible for their actions, and a nation is responsible for the actions of its government. Washington accepted responsibility for leading the nation and the actions of the American army under his command.

## Core Knowledge

Grade 1 - Amer Hist & Geog. Sec III: From Colonies to Independence. The American Revolution. George Washington from a military commander to our first president.

Grade 4 - Amer Hist & Geog. Sec III: Early Presidents and Politics. George Washington as our first president.

## Time

45 minutes

## Materials

- ★ "George Washington-- A Responsible Man" passage
- ★ KWL Chart
- ★ Silhouette of George Washington
- ★ Website - [www.americanheritage.org](http://www.americanheritage.org)

## Focus

Ask students what it means to be responsible. Show the students the silhouette of George Washington and tell them that George Washington is known as the "Father of Our Country" because of his leadership qualities of courage, humility, and responsibility. The silhouette of George Washington is on the quarter coin. (See Links page on [www.americanheritage.org](http://www.americanheritage.org) for additional resources on George Washington.)

## Activity

1. Complete the KWL Chart for pre- and/or post-reading of the passage. Read "George Washington-A Responsible Man." Discuss the reading and how Washington is portrayed as a responsible person. Answer the questions in groups, individually, or in whole class.
2. Look at and discuss the silhouette of Washington. Create a bulletin board display, "I Am Responsible," having students make their own silhouettes and identify their responsibilities. Students can display their written or illustrated responsibilities around their silhouette.
3. Students create an "I Am Responsible" journal and/or write journal entries about what the term means, their own sense of responsibility, and accounts of times they have or have not been responsible. Students can use the Washington silhouette as a cover for the journal.

## Closure

Discuss the importance of and need for being responsible.

## ***George Washington—A Responsible Man***

George Washington is considered the "Father of the United States of America." Why? Was it just because he was a responsible man or because he became our president?

When George Washington was young, America still belonged to Great Britain. The people in America were supposed to obey the King of England and the British government. They were not free to do whatever they wanted. The king and his government used the people and land in America and in other places that he owned to make money for themselves. When the king began to take too much money without Americans having a voice in the British government, George Washington and others thought it was not fair. Many Americans wanted to be free to make their own rules and work for themselves. But the king sent his soldiers from Great Britain to America to make the people in America obey him.

Many leaders in the American colonies started to meet in secret and send secret letters to each other trying to find a solution to the British dictates or rules. George Washington was among them. The king still refused to listen to their pleas. So the Americans declared their independence and gathered an army to defend their colonies. They picked George Washington to be the leader or Commander-in-Chief of their Continental Army, and they began fighting Britain.

As commander, Washington ordered soldiers not to curse, blaspheme, or abuse alcohol, believing such behavior would alienate God's care over their cause. Washington was a great military leader, but he often felt unworthy of commanding the Continental Army. He wrote of his dependence on a Supreme Being, God, or Providence.

The war was named the "American Revolution." Many people were hurt or killed in the fighting. Washington's men did not know a lot about the British way of fighting, and Washington often did not have enough food, clothing, and supplies for his soldiers. They were hungry and cold much of the time. When Washington ran out of money for the soldiers, he had to ask them to keep fighting for no pay. Despite all the problems and hardships, George Washington never quit. The Americans won the war and their freedom from Great Britain.

Many men trusted and respected Washington immensely for his great leadership, character, and for not giving up. After the war, Washington became our first president and continued to help build America based on morals and the freedoms won with the Declaration of Independence and the American Revolution.

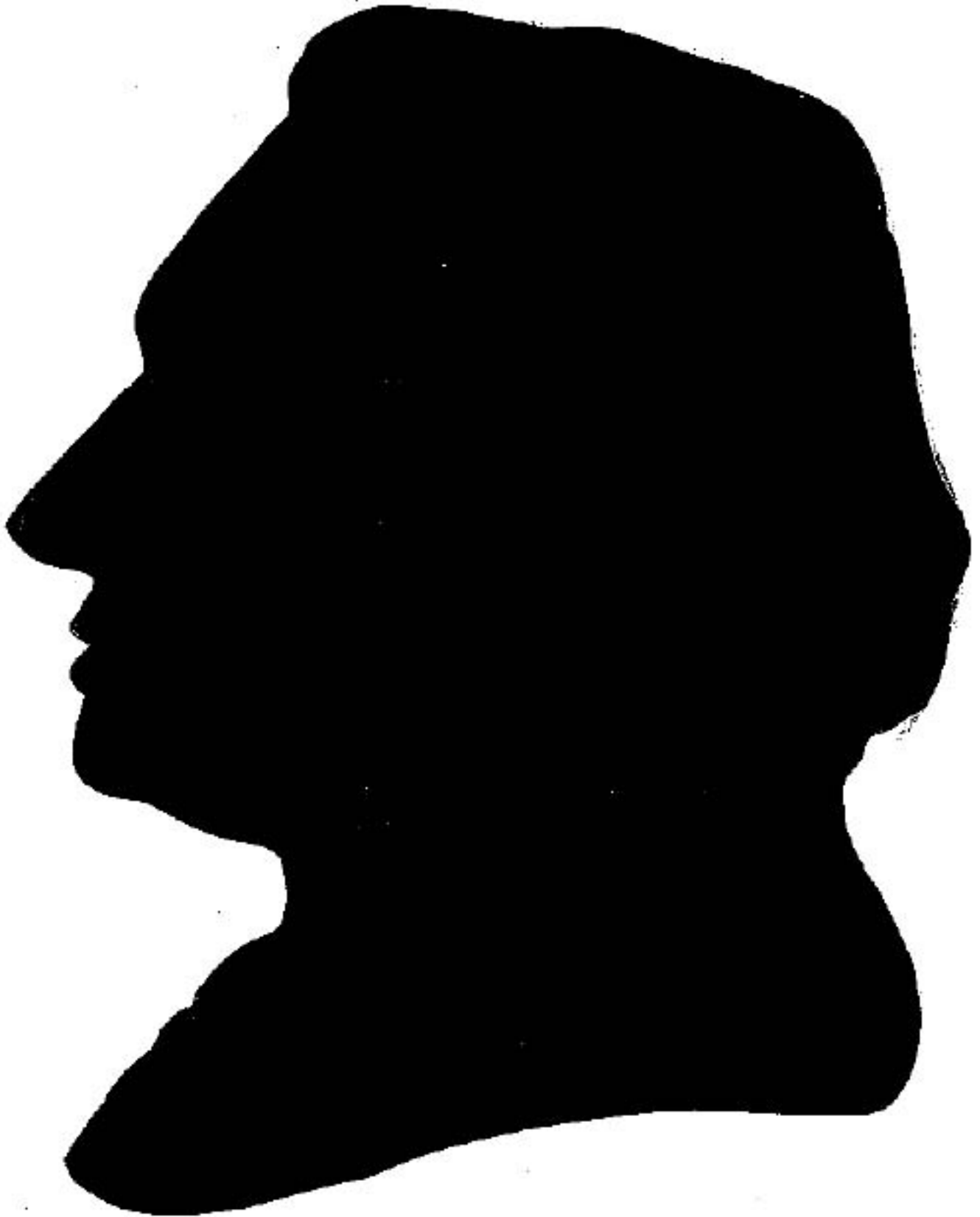
### Questions:

1. Before his military pursuits, Washington was a rich colonial planter who owned slaves. At his death he freed all the slaves he personally owned. Reread this passage and carefully look at Washington's character. Why do you think he freed his slaves?
2. Why did the soldiers and American colonists trust and respect Washington so much?
3. Trust and respect are earned. How could you model yourself after Washington?

# K-W-L Chart

<b><i>What I Know</i></b>	<b><i>What I Want to Know</i></b>	<b><i>What I Learned</i></b>

# **George Washington, the Father of Our Country**





# ★ The U. S. Presidents ★

## Purpose

The purpose of this lesson is to teach students to identify the faces, names, sequence, and influence of the presidents of the United States. Each president has had an impact on American history by the decisions they have made in national and foreign policy. Students participate in activities using a set of president cards provided with this lesson plan. A suggested research activity is also included.

## Objective

The student will identify the U. S. Presidents and their qualities by reviewing the events that occurred during their presidencies.

## Theme - Progress

Progress occurs over time as people take actions to change events. The U. S. Presidents have had a tremendous impact on the progress of the nation as a result of the decisions they have made.

## Core Knowledge

Grade 4 - Amer Hist & Geog. Sec III: Early Presidents & Politics. George Washington as first president, John Adams as second president, Thomas Jefferson as third president, James Madison as fourth president, James Monroe as fifth president and Monroe Doctrine, John Quincy Adams as sixth president, Andrew Jackson as seventh president and Battle of New Orleans.

## Time

45-60 minutes (varies by activity)

## Materials

- ★ President cards
- ★ Art supplies (as needed).
- ★ Research materials/Internet access
- ★ Website - [www.americanheritage.org](http://www.americanheritage.org)

## Preparation

- ★ Copy president cards (format may vary by activity).
- ★ Gather art supplies (as needed).
- ★ Gather resources for research activity.

## Focus

Prior to the lesson, ask students to talk about the U. S. Presidents with their parents. In class, ask students to name the presidents of the United States that they know. Make a list of the names on the board. Ask students why presidents are important to the history of our nation. Show the students the president cards and fast facts and ask them to review information about the presidents.

## Activity

### President Cards (with or without labels)

1. Give students some or all of the president cards. Have them shuffle the cards and then place them in chronological order.
2. Have the students create a timeline of the presidents by drawing the timeline on art paper and then placing the president cards on the timeline. You might have students add other historical people and events to their timelines.
3. Make two sets of some or all of the cards. Have students play a Memory matching game in groups. Cards are placed face down on the table. Each student takes a turn flipping two cards face up. If the pair matches, the student keeps the cards. If the pair does not match, the cards are turned face down again. When all the pairs have been found, the student with the most pairs wins.
4. Make finger puppets out of presidents' pictures. Draw and cut out the puppet pattern on cardboard and glue on pictures. Have a parade!
5. Have students research material about the presidents from their textbook or other resources. Have individual or groups of students draw from the president cards to see which president he/she will research. (See Links page on [www.americanheritage.org](http://www.americanheritage.org) for additional resources on U. S. Presidents.)

### Presidential Fast Facts

Read passages about the various presidents. Develop research questions for individual or group projects. Use as a History Fair stimulus.

### Presidential Puzzle

Find as many presidents as you can and list them as you go.

### A Real Challenge Puzzle

Locate if you can a list of the U. S. Vice-Presidents and then find them in the word puzzle. List them as you go.

## Closure

Repeat the listing activity in the Focus. Point out to students how many more presidents they can now identify.

### Assessment

Students will write a paragraph or essay describing what they think are personal qualities important for the president of the United States.







**George Washington**

First President  
1789-1797



**John Adams**

Second President  
1797-1801



**Thomas Jefferson**

Third President  
1801-1809



**James Madison**

Fourth President  
1809-1817



**James Monroe**

Fifth President  
1817-1825



**John Quincy Adams**

Sixth President  
1825-1829



**Andrew Jackson**

Seventh President  
1829-1837



**Martin Van Buren**

Eighth President  
1837-1841



**William Henry Harrison**

Ninth President  
1841



**John Tyler**

Tenth President  
1841-1845



**James K. Polk**

Eleventh President  
1845-1849



**Zachary Taylor**

Twelfth President  
1849-1850



**Millard Fillmore**

Thirteenth President  
1850-1853



**Franklin Pierce**

Fourteenth President  
1853-1857



**James Buchanan**

Fifteenth President  
1857-1861



**Abraham Lincoln**

Sixteenth President  
1861-1865



**Andrew Johnson**

Seventeenth President  
1865-1869



**Ulysses S. Grant**

Eighteenth President  
1869-1877



**Rutherford B. Hayes**

Nineteenth President  
1877-1881



**James A. Garfield**

Twentieth President  
1881



**Chester A. Arthur**

Twenty-First President  
1881-1885



**Grover Cleveland**

Twenty-Second President  
1885-1889



**Benjamin Harrison**

Twenty-Third President  
1889-1893



**Grover Cleveland**

Twenty-Fourth President  
1885-1889



**William McKinley**

Twenty-Fifth President  
1897-1901



**Theodore Roosevelt**

Twenty-Sixth President  
1901-1909



**William Howard Taft**

Twenty-Seventh President  
1909-1913



**Woodrow Wilson**

Twenty-Eighth President  
1913-1921



**Warren G. Harding**

Twenty-Ninth President  
1921-1923



**Calvin Coolidge**

Thirtieth President  
1923-1929



**Herbert Hoover**

Thirty-First President  
1929-1933



**Franklin D. Roosevelt**

Thirty-Second President  
1933-1945



**Harry S. Truman**

Thirty-Third President  
1945-1953



**Dwight D. Eisenhower**

Thirty-Fourth President  
1953-1961



**John F. Kennedy**

Thirty-Fifth President  
1961-1963



**Lyndon B. Johnson**

Thirty-Sixth President  
1963-1969



**Richard M. Nixon**

Thirty-Seventh President  
1969-1974



**Gerald R. Ford**

Thirty-Eighth President  
1974-1977



**James Earl Carter**

Thirty-Ninth President  
1977-1981



**Ronald Reagan**

Fortieth President  
1981-1989





**Barak H. Obama**  
Forty-Fourth President  
2009-2017



**George W. Bush**  
Forty-Third President  
2001-2009



**William Jefferson Clinton**  
Forty-Second President  
1993-2001



**George Bush**  
Forty-First President  
1989-1993



**Donald J. Trump**  
Forty-Fifth President  
2017-

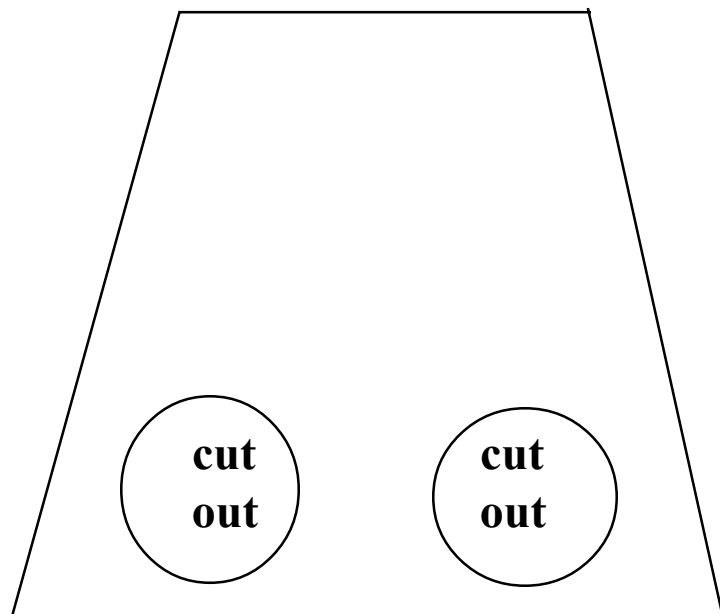
# President Finger Puppets

**Example:**



**PATTERN:**

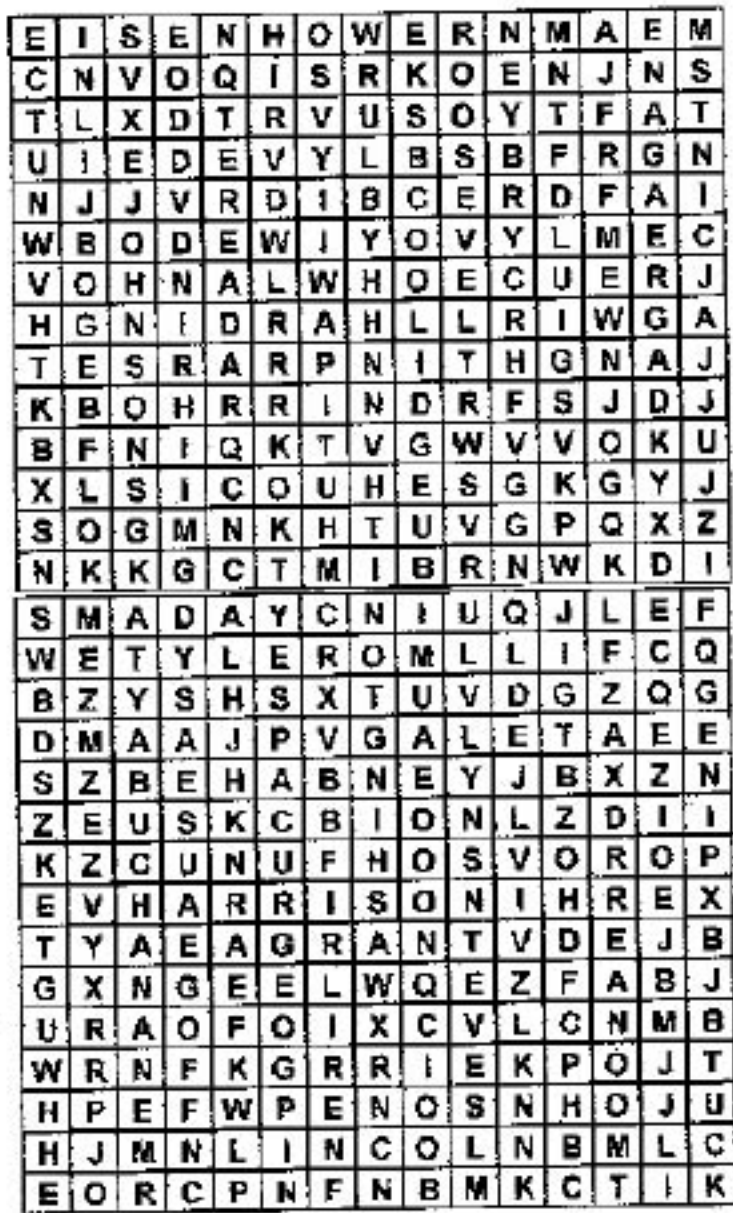
**Draw and cut out on stiff paper or cardboard. Glue president picture cut-out to the top.**



# A Puzzle of Presidents

## How many Presidents can you find? List them.

## My List

[illegible][illegible]

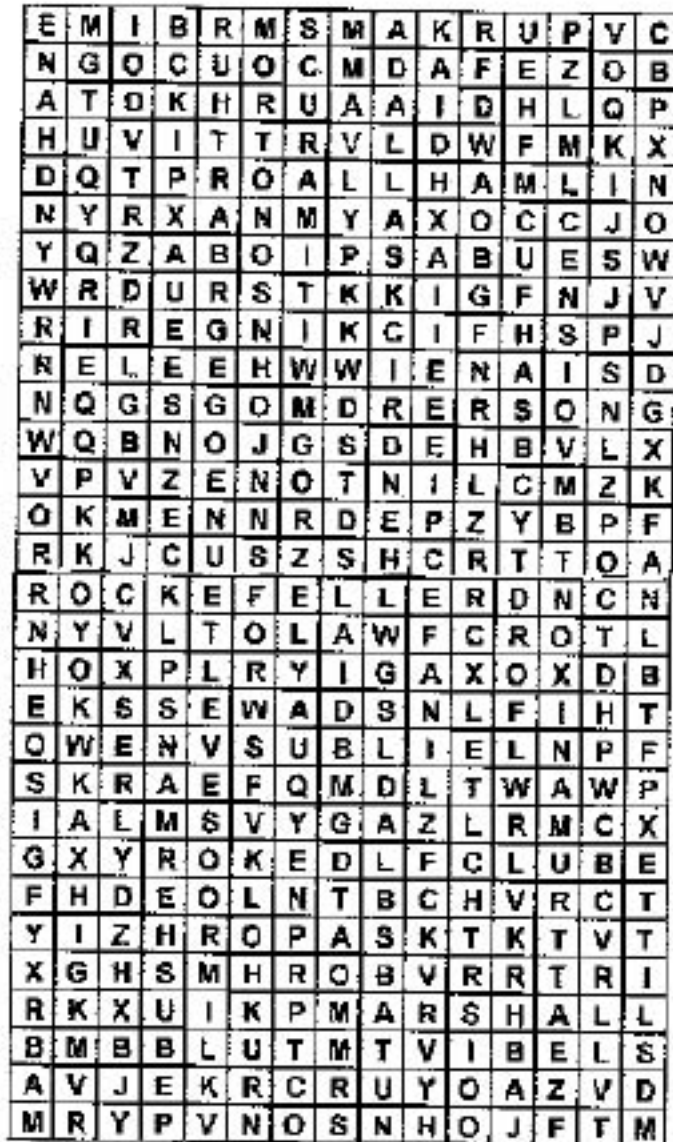


# Vice-Presidents--A Real Challenge!

**This puzzle contains all of the  
Vice-Presidents of the United States.**

## My List

**The main question is, Where will I find a list of their names?**

[illegible]

## Presidential Fast Facts

*Suggestions for use of Fast Facts: Most of the facts were obtained on-line from the White House.gov database and give students some insights into the background of each President. The questions following the Fast Facts for each President are based on that Presidency and can be used for research projects, debate stimulus, etc.*

### George Washington

#### First President

1789-1797

**Fast Facts:** born in Virginia; fought in French and Indian War; was member of Second Continental Congress; Commander in Chief of the Continental Army; prime mover of Constitutional Convention; elected by Electoral College as first President; set pattern for all other Presidents to follow; died of a throat infection.

**Why/how did he set a pattern for all other Presidents?**

### John Adams

#### Second President

1797-1801

**Fast Facts:** born in Massachusetts Bay Colony; lawyer; delegate to First and Second Continental Congresses; helped negotiate peace treaty after Revolutionary War; Washington's Vice-President; first to take up residence in the White House; famous quote: "...I pray Heaven to bestow the best of Blessings on the House and all that shall hereafter inhabit it. May none but honest and wise Men ever rule under this roof."

**What House is he Blessing and why?**

### Thomas Jefferson

#### Third President

1801-1809

**Fast Facts:** born in Virginia; lawyer but no public speaker; a writer who drafted the Declaration of Independence; believed in states rights over a strong centralized federal government; Vice-President under John Adams; acquired the Louisiana Territory from Napoleon; and died on July 4, 1826.

**Jefferson was multi-talented. What other careers did he pursue?**

### James Madison

#### Fourth President

1809-1817

**Fast Facts:** born in Virginia; co-authored Federalist essays; considered "Father of the Constitution;" helped frame the Bill of Rights; asked Congress to declare war on

England (War of 1812); British captured the city of Washington and burnt the White House.

**For what reasons did he ask Congress to declare war on England, which led to the War of 1812?**

**James Monroe**

**Fifth President**

**1817-1825**

**Fast Facts:** born in Virginia; fought in Continental Army; lawyer; helped negotiate the Louisiana Purchase; Missouri Compromise; Monroe Doctrine.

**1. The Monroe Doctrine is about encroachment on the American continents.**

**What does encroachment mean and who specifically was not to be encroached upon?**

**2. The Missouri Compromise basically determined which states could and could not allow slavery. about slavery. Where was slavery barred and where was it okay?**

**John Quincy Adams**

**Sixth President**

**1825-1826**

**Fast Facts:** born in Massachusetts; accomplished linguist and diarist; lawyer; Secretary of State for President Monroe; pushed for a network of highways and canals (our first infrastructures); after Presidency elected to House of Representatives; collapsed on the floor of the House and died two days later.

**Adams was touted as one of the best Secretaries of State ever. What programs was he involved in that helped in the United States?**

**Andrew Jackson**

**Seventh President**

**1829-1837**

**Fast Facts:** born in the Carolinas; sporadic education; lawyer; during War of 1812 he was the commander who defeated the British at the Battle of New Orleans; nicknamed “Old Hickory;” also called King Andrew I.

**Why was he called “Old Hickory?”**

**Martin Van Buren**

**Eighth President**

**1837-1841**

**Fast Facts:** born in New York; lawyer; Secretary of State under Andrew Jackson; nicknamed “Little Magician.”

**Why was he called “Little Magician?”**

**William Henry Harrison**  
**Ninth President**  
**1841**

**Fast Facts:** born in Virginia; studied classics, history and medicine; joined the Regular Army; frontier Indian fighter; Governor of the Indian Territory; won laurels in War of 1812; caught a cold one month after taking office and died; first President to die in office.

**William Henry Harrison's job as a Governor in the Indian Territory was to obtain Indian lands for pioneer settlement. In the light of today's situations on various Indian Reservations was this the right thing to do? Why or why not?**

**John Tyler**  
**Tenth President**  
**1841-1845**

**Fast Facts:** born in Virginia; lawyer; nicknamed by his detractors "His Accidency;" first Vice-President to be elevated to the office of President; had first impeachment resolution introduced in U. S. House of Representatives because he was accused of misusing veto power; "Log Cabin" bill, Texas annexed; helped create the Confederacy and was a Confederate Representative when he died.

**Was John Tyler impeached and removed from the United States Presidency? Why or why not?**

**James K. Polk**  
**Eleventh President**  
**1845-1849**

**Fast Facts:** born in North Carolina; lawyer; extended Canadian boundary along 49<sup>th</sup> parallel; Mexico ceded New Mexico and California for \$15,000,000; considered the first "dark horse" Presidential candidate; died as a result of too much hard work immediately after leaving office.

**What is meant by a "dark horse" Presidential candidate?**

**Zachary Taylor**  
**Twelfth President**  
**1849-1850**

**Fast Facts:** born in Virginia; first career soldier to attain the Presidency; a strong nationalist even though he had a home in Baton Rouge, Louisiana and a plantation in Mississippi; nicknamed "Old Rough and Ready;" told Southerners that if they tried to secede from the Union he would personally lead the Army against them; got sick during a ceremony at the Washington Monument and died five days later; second President to die in office; his only son Richard served as a general in the Confederate Army.

**Zachary Taylor had strong national feelings. What are national feelings?**

**Millard Fillmore**  
**Thirteenth President**  
**1850-1853**

**Fast Facts:** born in New York; worked on father's farm and at 15 was apprenticed to a cloth dresser; attended a one-room school; married one of his teachers; lawyer; was Vice- President but when President Taylor died, became President; his legislative compromises postponed the Civil War; never supported President Lincoln during the war but did support President Johnson during Reconstruction.

**The Fugitive Slave Act was part of Fillmore's Compromises which were pro-South. What provisions did that act contain?**

**Franklin Pierce**  
**Fourteenth President**  
**1853-1857**

**Fast Facts:** born in New Hampshire; lawyer; served in Mexican War; his 11-year-old son was killed in a train wreck two months after he took office; Kansas-Nebraska Act repealed Missouri Compromise which caused "bleeding Kansas" and Pierce to not be elected again; purchased southern Arizona and part of southern New Mexico for \$10,000,000.

**How could a President use \$10,000,000 of our tax money and purchase land on behalf of the United States?**

**James Buchanan**  
**Fifteenth President**  
**1857-1861**

**Fast Facts:** born in Pennsylvania; lawyer; hoped for a compromise between the North and the South but developed a policy of inactivity because of earlier conflicts.

**During his Presidency the Dred Scott decision was made in the Supreme Court which led directly to the Civil War. What was that decision?**

**Abraham Lincoln**  
**Sixteenth President**  
**1861-1865**

**Fast Facts:** born in Kentucky to frontier folks; self-taught; store keeper in Illinois; captain in the Black Hawk War; lawyer; had four sons, only one of which lived to maturity; great debator which won him the chance to run for Presidency; Emancipation Proclamation; he is the most often quoted President; Civil War; assassinated at Ford's Theatre in Washington on Good Friday.

**Lincoln was a self-taught man, yet quotes by him such as "...and that government of the people, by the people, for the people, shall not perish from the earth" are often being used on monuments and in political speeches today in the United States and foreign countries. Why?**

**Andrew Johnson**  
**Seventeenth President**  
**1865-1869**

**Fast Facts:** born in North Carolina, apprenticed to a tailor as a boy but ran away; opened his own tailor shop in Tennessee; Lincoln's Vice-President; led Reconstruction efforts; impeached for supposedly violating the Tenure of Office Act by firing his Secretary of War; acquitted on terms of impeachment by one vote; after leaving office, Tennessee returned him to U.S Senate but he died only a few months later.

**What were some of the procedures President Johnson put into effect to reconstruct the South after its surrender?**

**Ulysses S. Grant**  
**Eighteenth President**  
**1869-1877**

**Fast Facts:** born in Ohio; educated at the Military Academy at West Point; fought in Mexican War; was working in his father's leather store when Civil War began; appointed by Governor of Illinois to command an army of volunteers; very successful with volunteer army; his winning came to the attention of Lincoln who made him General-in-Chief of the Union Army; oversaw the South's Reconstruction with military force; bankrupt when he died of throat cancer.

**As General-in-Chief of the Union Army, Grant wrote out the terms of surrender. He did not allow for treason trials. What could have happened if he had allowed treason trials?**

**Rutherford B. Hayes**  
**Nineteenth President**  
**1877-1881**

**Fast Facts:** born in Ohio; lawyer; fought and wounded in Civil War; Mark Twain campaigned for him; his election decided by Electoral Commission; won election by one vote; announced in advance he would only serve one term; retired and died 12 years later.

**Why do we have the Electoral College election right after the popular vote election for our Presidency?**

**James A. Garfield**  
**Twentieth President**  
**1881**

**Fast Facts:** born in Ohio; last of log cabin Presidents; drove canal boat teams to earn education money; classics professor; University President; Civil War soldier; shot by embittered lawyer who had tried for a job with Garfield's administration; lay in White House for many weeks dying from infection and internal hemorrhage.

**How did Alexander Graham Bell get involved in the President's shooting?**

**Chester A. Arthur**  
**Twenty-First President**  
**1881-1885**

**Fast Facts:** born in Vermont to a Baptist preacher father; Union College; taught school; lawyer; Vice-President; enacted first general Federal immigration law.

**Whom did this immigration law exclude from coming to the United States? Why?**

**Grover Cleveland**  
**Twenty-Second President**  
**1885-1889**

**Twenty-Fourth President**  
**1893-1897**

**Fast Facts:** born in New Jersey; lawyer; only President married in the White House; first to have a child born in the White House; Interstate Commerce Act which regulated railroads.

**When railroad workers in Chicago carried out a strike, Cleveland sent in Federal troops. Why would a President interfere with private businesses and their workers?**

**Benjamin Harrison**  
**Twenty-Third President**  
**1889-1893**

**Fast Facts:** born in Ohio; lawyer; soldier; first Pan American Congress; tried to annex Hawaii; first time Congress appropriated a billion dollars for internal improvements, not war; Sherman Anti-Trust Act; was grandson of a President.

**He probably was the only President to be in office when a surplus of money existed in the National Treasury. He had to get rid of it. Today, we could find many ways to reduce a surplus. How did he reduce the surplus?**

**William McKinley**  
**Twenty-Fifth President**  
**1897-1901**

**Fast Facts:** born in Ohio, taught in a country school; soldier in Civil War; in Spanish American War gained United States' first overseas possessions (Philippines, Guam, and Puerto Rico); shot by an anarchist and died 8 days later.

**We have owned Puerto Rico since 1898, but it has never become a state although its citizens have all the rights of Americans. What should be done about this situation? What do the majority of Puerto Rican citizens want?**

**Theodore Roosevelt**  
**Twenty-Sixth President**  
**1901-1909**

**Fast Facts:** born in New York City; when McKinley died became youngest President in the nation's history; his first wife and mother died on the same day; soldier in Spanish American War; began construction of the Panama Canal; established huge amounts of public use forests and lands; shot in the chest but recovered.

**The stuffed “teddy bear” was named after Theodore Roosevelt. What in his character or history made that recognition appropriate?**

**William Howard Taft**  
**Twenty-Seventh President**  
**1909-1913**

**Fast Facts:** born in Ohio; lawyer who became a Federal circuit judge; gave first cars to White House stables; weighed over 300 lbs.; Federal income tax amendment sent to the states; postal system established; Interstate Commerce Commission; only President to become Chief Justice of the United States.

**What are the qualifications for Chief Justice of the United States Supreme Court? Who has to approve the nominee?**

**Woodrow Wilson**  
**Twenty-Eighth President**  
**1913-1921**

**Fast Facts:** born in Virginia; lawyer; Professor of Political Science; University President; WWI (against Germany); graduated Federal income tax; Federal Reserve Act; kept sheep on White House lawn to raise money for Red Cross during the war; tried in vain for League of Nations (United Nations Org.).

**Wilson thought that international leadership by a League of Nations would keep peace in the world. What is the job of the United Nations today?**

**Warren G. Harding**  
**Twenty-Ninth President**  
**1921-1923**

**Fast Facts:** born in Ohio; publisher of a newspaper; first to carry 60% of the **popular** vote; his friends caused scandals from enriching their pockets; died in office of a heart attack.

**President Harding once said, “My...friends...they’re the ones that keep me walking the floors nights!” He had appointed some of his friends to high government offices. Now, those friends were lining their pockets with riches while in office. How could he have stopped these events?**

**Calvin Coolidge**  
**Thirtieth President**  
**1923-1929**

**Fast Facts:** born in Vermont; lawyer; a man of very few words; his father adminis-



tered oath of office by kerosene lamp in Vermont; believed in frugality in government; very inactive President; Great Depression hit at the end of his term.

**What is frugality?**

**Herbert Hoover**

**Thirty-First President**

**1929-1933**

**Fast Facts:** born in Iowa; son of a Quaker blacksmith; mining engineer; humanitarian; worked in China; vigorously worked to stop the Great Depression but was thought of as callous and cruel; Truman and Eisenhower used his economic knowledge in their administration.

**Hoover said that caring for hungry and homeless people during the Depression was a local and voluntary responsibility. Is that callous and cruel? Why or why not?**

**Franklin D. Roosevelt**

**Thirty-Second President**

**1933-1945**

**Fast Facts:** born in New York; lawyer; crippled with polio; fifth cousin to Theodore Roosevelt; led the nation through the Great Depression and World War II; his program was called the “New Deal” which included Social Security, heavier taxes on the wealthy, new controls over banks and public utilities and relief programs; spent four terms in office; died of cerebral hemorrhage near the close of the war.

**Why could FDR stay President for 12 years?**

**Harry S. Truman**

**Thirty-Third President**

**1945-1953**

**Fast Facts:** born in Missouri; Army Captain WWI; owned and ran a haberdashery; had very little knowledge of our war plans, but when FDR died suddenly Truman had to make crucial decisions; United Nations chartered; Fair Deal programs; Truman Doctrine; Marshall Plan; NATO; Korean Conflict.

**What decisions did Truman make to end the war with Japan? Did he have any choices?**

**Dwight D. Eisenhower**

**Thrity-Fourth President**

**1953-1961**

**Fast Facts:** born in Texas; graduated from West Point; career Army officer; Supreme Allied Commander in Europe; Commander of NATO; persuaded to run for President; slogan “I like Ike.”; signed truce with Korea; Cold War with Russia; sent troops to Little Rock for desegregation compliance.

**Ike said we needed to maintain an adequate military strength, and if we didn't, we would be in danger for our way of life. What does this statement mean? Is it true?**

**John F. Kennedy**  
**Thirty-Fifth President**  
**1961-1963**

**Fast Facts:** born in Massachusetts; lawyer; ensign on PT Boat in WWII; won Pulitzer Prize in history; youngest man elected President; Peace Corps; Cuban Missile Crisis; shot and killed 1000 days into his administration.

**“Ask not what your country can do for you – ask what you can do for your country.” This is often quoted from Kennedy’s Inaugural Address. What do you think it means to you as a citizen of the United States?**

**Lyndon B. Johnson**  
**Thirty-Sixth President**  
**1963-1969**

**Fast Facts:** born in Texas; teacher; youngest Minority Leader in Senate history; also Majority Leader; Vice-President under Kennedy; when he became President, obtained passage of the most extensive legislative programs in the nation’s history – civil rights bill, Medicare, urban renewal beautification, and removal of obstacles to the right to vote; champion of the space race; fighting in Vietnam increased.

**Johnson told the astronauts that orbited the moon, “You’ve taken...all of us, all over the world, into a new era...” What is contained in this “new era?”**

**Richard M. Nixon**  
**Thirty-Seventh President**  
**1969-1974**

**Fast Facts:** born in California; lawyer; in the Navy during WWII; Vice-President under Eisenhower; ended Americans fighting in Vietnam; improved relations with Russia and China; ended the draft; American astronauts landed on the moon; Watergate scandal led to his resignation instead of being impeached; appointed his successor as a result of his resignation.

**What was the military draft?**

**Gerald R. Ford**  
**Thirty-Eighth President**  
**1974-1977**

**Fast Facts:** born in Nebraska; lawyer; male model; football coach; served in Navy in WWII; first Vice-President chosen to become President under the terms of the 25<sup>th</sup> Amendment; pardoned Nixon; appointed his Vice-President.

**What does the 25<sup>th</sup> Amendment to the Constitution allow a President to do?**

**Jimmy Carter**  
**Thirty-Ninth President**  
**1977-1981**

**Fast Facts:** born in Georgia, real name is James Earl Carter, Jr.; Naval officer designing submarines; conservationist; created Department of Education; Camp David agreement between Egypt and Israel; SALT II nuclear limitation treaty with Russia. **President Carter was not re-elected due to several national issues. What were three of them?**

**Ronald Reagan**  
**Fortieth President**  
**1981-1989**

**Fast Facts:** born in Illinois; radio sports announcer; Hollywood movie actor; President of Screen Actors Guild; Governor of California; 69 days after taking office was shot by a lunatic, but he recovered; very popular due to his curbing of inflation and overhauling of income tax; strong defense influential in the ending of the Cold War **His motto was “peace through strength.” How does one increase our strength?**

**George H. W. Bush**  
**Forty-First President**  
**1989-1993**

**Fast Facts:** born in Massachusetts; youngest pilot in the Navy in WWII; shot down several times in the Pacific; after war graduated from Yale; oil business in West Texas; Vice-President under Reagan; end of Cold War; Berlin Wall fell; Soviet Union fell; overthrew government of Panama; Desert Storm. **Bush called for American citizens to develop “a thousand points of light” to recognize charitable efforts/contributions of individuals and organizations. Why?**

**William J. Clinton**  
**Forty-Second President**  
**1993-2001**

**Fast Facts:** born in Arkansas; lawyer; signed the Brady Bill; Family and Medical Leave Act; revitalized the economy; impeached on influence peddling by the House of Representatives but not supported by the Senate; intern scandal; military involvement in many NATO actions **What is the name he was given at birth and why was it changed?**

**George W. Bush**  
**Forty-Third President**  
**2001-2009**

**Fast Facts:** born in Texas; son of former President George H. W. Bush; oil business;

support of faith-based and community groups; believes that government should be involved but not overbearing; 9/11; terrorist attacks; sent out forces to fight terrorism; war in Iraq; revitalized the economy.

**How have international issues changed? Homeland security?**

### **Barak H. Obama**

**Forty-Fourth President**

**2009-2017**

**Fast Facts:** born in Hawaii; mother from Kansas, father from Kenya, Africa; lived in Indonesia for some childhood years; graduated from Harvard Law School; Illinois State Senator; U. S. Senator; first black president; enacted socialized healthcare called Patient Protection & Affordable Care Act (ACA); ended U. S. military involvement in Iraq War; death of Osama bin Laden; supported controversial Supreme Court decision to redefine legal marriage.

**Obama's motto was "hope and change." Analyzing Obama's policies, explain the kind of change that he envisioned?**

### **Donald J. Trump**

**Forty-Fifth President**

**2017-**

**Fast Facts:** born in New York; real estate businessman and television personality; graduated from Wharton School of Business of the University of Pennsylvania; billionaire and wealthiest U. S. president; healthcare, immigration, trade, and tax reforms; repatriation of American businesses and jobs; strong stand against terrorism; border security between U. S. and Mexico; populist, protectionist, and nationalist stance.

**Trump's election victory surprised many. Analyzing the political, economic, and social issues of this time, explain why you think Trump won the presidency?**

# ★The Great Seal★

## Purpose

The purpose of this lesson is to introduce the American Patriotic symbols. The Great Seal was produced by the Founders to help unify the nation and demonstrate to the world the qualities of the nation.

## Objective

The student will be able to identify elements and American patriotic symbols including Great Seal of the United States.

## Theme - Unity

The Latin words on the Great Seal are one of the factors that express our intention as a nation to be one. The nation is composed of people from all over the world and residents of different states, but from these many the one people of the United States are formed.

## Core Knowledge

Grade 6 - Amer Hist & Geog. Sec I:

Immigration. Tension behind the ideas and realities of nation's melting pot. How does Great Seal reflect unity of the nation.

## Time

45 minutes

## Materials

- ★ Heraldry resources or references
- ★ Visuals of Great Seal and bald eagle
- ★ Great Seal and President Seal reading
- ★ Great Seal Bookmarks
- ★ American Bald Eagle Group Activity
- ★ \$1 dollar bill or print
- ★ KWL Chart, dictionary, posterboard, colors, and other supplies as needed for in class projects
- ★ Website - [www.americanheritage.org](http://www.americanheritage.org)

## Preparation

- ★ Copy handouts
- ★ Prepare visuals of the Great Seal, President Seal, and bald eagle

## Focus

(See also U. S. Flag lesson focus.) Write "symbol" on the board. Have students discuss what comes to mind. What is a symbol? Why are they used? Symbols have been used throughout time to identify groups and those who belong to them as well as to represent values and ideas. Heraldry is the ancient practice of devising, granting, and producing distinguished emblems or signs. In heraldry, each element on a seal, badge, crest, coat of arms, or flag has a meaning. Show pictures of a variety of seals and heraldic devices, both modern and historical. Explain how seals are used in these to represent various values, provide authentication, and establish authority. Each element and color has significance. Have students think of examples of historical and modern heraldic symbols and emblems (including seals, badges, crests, coat of arms, flags, etc.) and what they represent and are/were used for (in sports, business, education, government, business, advertising, religion, etc.) Discuss the meaning and merit of symbols. (See Links page on [www.americanheritage.org](http://www.americanheritage.org) for additional resources on Great Seal.)

## Activity

**Designing A Seal** (See also "Designing a Flag" activity in U. S. Flag lesson)

1. Have students research and discuss the meaning and values represented in their school emblem, flag, and/or mascot (if they have one). An alternative could be a city or state emblem or family crest. Where is it displayed? How is it used? What are examples of modern seals?
2. Assign groups to design, at home or in class, a school (if there isn't one) or class seal or

emblem. An alternative could be a family crest. References on seals and heraldry may be introduced if teachers want symbols and elements to be traditionally accurate. Students will present or write about their creations, describing the symbolism and elements used in their designs and the ideas, events, things, and/or values they represent. (This may be part of the evaluation—see step 4.) Students vote on a school or class seal. They may vote based on selected criteria if desired.

3. Have students decide how their seal can be used to identify the school or class or authenticate a document. Suggestions include posting the seal in their room or hall, on the classroom door, on their cafeteria tables, on their book covers or papers, on class passes, on graded papers, as a teacher or student representative device, etc.

4. Evaluation: Students will describe, through presentation and/or writing, the meaning of the symbols and elements used in their seal and the ways the seal can be used for school/class identification and authentication.

### **The Great Seal**

1. Have students fill out the “K” and “W” sections for what they know and what they want to know about the Great Seal of the United States. Ask students in class what they know about the seal, its appearance, and its uses. Have students think of where they might have seen the Great Seal displayed. Next, look at a real or drawn sample of the Great Seal. Also show or have students discover the seal that appears on the U. S. \$1 dollar bill. Let students get familiar with its appearance and point out its elements. Ask students what the seal looks like and contains, why the seal is on the dollar bill, and what they think it means.

2. Have students read and discuss “The Great Seal of the United States” reading. For younger students, the teacher may read-aloud and simply define terms, and summarize for students. Older students may do a teacher or student read-aloud or read in groups or individually. Students may ask questions. Discuss. Review and define any unclear terms or concepts and their meanings.

### **Visualizing the Great Seal**

1. Have students create book marks with the Great Seal on them. Students can include on their bookmarks their responses on what they like about America and what they do or plan to do to help make it a better country. Students may cut out and use these bookmarks.

2. Have students draw large Great Seals, color them, label all the parts and their descriptions and meanings (either by drawing arrows, color-coding, using a key or chart, etc.), and display them. Students could alternatively use a large print of the seal and color and label accordingly.

### **The President’s Seal and Flag**

1. Student’s may also do a KWL chart for the President’s Seal, writing what they know and want to know about it. What does it look like? When and how is it used? Discuss.

2. Have students look at the appearance of the President’s seal and flag and think of times they’ve seen them displayed. How is it similar to or distinct from the Great Seal?

### **The American Bald Eagle**

1. Have students form groups. Show and/or distribute pictures of the American Bald Eagle to student groups. Have students complete the group activity on the bald eagle.

2. Students may ask questions and share their findings in a whole class discussion.

3. Students may create their own visual (poster, collage, magazine cut out, drawing, sketch, photo, totem pole, etc.) or written (poem, song, story, play, public service announcement, etc.) expression of the American bald eagle that uniquely interprets, presents, and expresses the eagle as a national symbol and/or as a symbol of strength, power, courage, and/or freedom. Students may display these in the class or hall.

## Closure

1. Students complete “L” section of KWL chart on what they learned about the Great Seal. Discuss. Students may also write/speak responses to questions: What does the seal look like? What are its elements? What do they mean, symbolize? What does the seal mean, symbolize, represent? What is its purpose? What is it used for? How is it used? Give examples of uses.

### Assessment

Discuss why symbols are important to the values, beliefs, and attitudes of individuals and society. Each student will write an essay or journal entry explaining why symbols are important to a nation.



# The Great Seal

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Great Seal of the United States, obverse and reverse sides  
U. S. Department of State

## The Great Seal of the United States

(summary and excerpts)

**U. S. Department of State**

**Bureau of Public Affairs**

**[www.state.gov](http://www.state.gov)**

The Great Seal of the United States is an important official and heraldic device or emblem of the United States. It was adopted by the Continental Congress to represent the United States and to demonstrate to the other nations of the world the ideas and values of the Founders and this nation. The seal is printed on U. S. money, also providing U. S. citizens with a ready reference to the nation's foundational ideas such as unity. The seal guarantees the authenticity of official U. S. documents.

The Great Seal was adopted by the Continental Congress on June 20, 1782. It was first used officially on September 16, 1782, to guarantee the authenticity of a document that granted full power to General George Washington "to negotiate and sign with the British an agreement for the exchange, subsistence, and better treatment of prisoners of war." Thomas Jefferson was the first Secretary of State to have custody of the Great Seal.

"Great Seals have their origins in the royal seals of the 7th, 8th, and 9th centuries."

## The Design of the Seal

The Great Seal has two sides. The **front (obverse) side** of the Seal is the **coat of arms** of the United States. It shows an **American bald eagle** displayed with its wings spread, holding in one talon an olive branch with 13 leaves, and in the other talon a sheaf of 13 arrows. The eagle's head is turned to its right, consistent with heraldic custom, and toward the olive branch. The **Latin motto, E PLURIBUS UNUM**, on the banner or scroll in the eagle's beak means "**Out of Many, One.**" Over the eagle's head is a **crest** (a device



placed above the shield) which is a **constellation of 13 stars** surrounded by a **circle of clouds**. Across the eagle's breast is a **shield** with **13 alternating red and white stripes** below a **solid blue field or "chief"** (upper part of shield).

The **reverse side** of the seal displays an **unfinished pyramid** with **13 levels or steps**. The Roman numeral **MDCCLXXVI** (1776), the year of the Declaration of Independence, is written on the base of the pyramid. The **"Eye of Providence,"** surrounded by a "Glory" (rays of light), appears in a triangle at the zenith of the pyramid.

The Latin motto **ANNUIT COEPTIS** inscribed above the pyramid and eye means **"He (God) has favored our undertaking."** The Latin phrase **NOVUS ORDO SECLORUM** is inscribed on a scroll or banner below the pyramid and means **"a new order of the ages."**

The design of the Great Seal is "the composite product of many minds" from three committees over six years. The first committee in 1776 of Benjamin Franklin, John Adams, and Thomas Jefferson with artist Pierre Eugene du Simitiere contributed the Eye of Providence, the date of independence (MDCCLXXVI), the shield, and the Latin Motto *E Pluribus Unum*. The second committee in 1780 of James Lovell, John Morin Scott, and William Churchill Houston with consultant Francis Hopkinson contributed the red, white, and blue colors to the shield; the 13 stripes; the constellation of 13 stars; and the olive branch. The third committee in 1782 of John Rutledge, Arthur Middleton, and Elias Boudinot recruited William Barton who contributed the eagle and the unfinished pyramid. Charles Thomson, Secretary of Congress, selected all the best features of the three committees and added a bundle of arrows and the Latin mottos *Annuat Coeptis* and *Novus Ordo Seclorum*.

The Great Seal was presented to congress by Charles Thomson and William Barton on June 20, 1782. After various versions, the design of the seal was made more "formal and heraldic" in 1885 by Tiffany & Co. and "served as the pattern for the die in use today." The original design concept and seal description of 1782 were maintained.

## **The Meaning of the Seal**

### **Front or obverse side of Seal:**

**American bald eagle** - symbol of power, strength, courage, and freedom; the national bird. The eagle's head is turned toward the olive branch symbolizing peace favored and the goal.

**Shield (or escutcheon)** - "born on the breast of an American eagle without any other supporters [figures holding up the shield] to denote that the United States of America ought to rely on their own Virtue."

**Stripes (or pales) on the shield** - "represent the several states all joined in one solid compact entire, supporting a Chief...."

**Chief (upper part of shield)** - the solid blue field that "unites the whole [as one nation] and represents Congress." "The pales in the arms are kept closely united by the Chief and the Chief depends on that union and the strength resulting from it for its support, to denote the Confederacy of the United States of America and the preservation of their union through Congress."

**Number 13** in **stripes** of the shield, the **stars** of the constellation, **leaves** and **arrows** - represents the 13 original states of the union.

**Colors on the shield** - those of the American flag, “white signifies purity and innocence, red, hardiness and valour, and blue, vigilance, perseverance, and justice.”

**Olive branch and arrows** - “denote the power of peace and war.”

**Constellation of stars surrounded by clouds** - symbolizes “a new nation taking its place and rank among other sovereign powers and states.”

**Latin motto *E Pluribus Unum*** - means “Out of many, one.” It means that from many peoples, races, ancestries, and nationalities, one people and one nation is formed; from many states one nation is formed.

**Reverse side of the Seal:** (often referred to as its **spiritual side**)

**Unfinished pyramid** - signifies strength and duration. 13 levels of the pyramid represent the 13 original states of the union.

**“Eye of Providence” over the pyramid** - alludes to the many interventions and “signal interpositions of Providence in favour of the American cause.” (Some Bible verses mention the “eye of God” including Psalms 33:18: ‘The eye of God is upon them that fear Him, upon them that hope in His mercy.’”) **Rays of light** surrounding the eye represent a “glory.”

**Roman numeral “MDCCLXXVI”** - means “1776” and refers to the date of the Declaration of Independence, the birth of the new nation. The total is calculated by adding the numerals up.

**Latin motto *Annuit Coeptis*** - means “He (God) has favored our undertaking.” It is used “to express the belief that God’s blessing was and is on the United States.”

**Latin motto *Novus Ordo Seclorum*** - means “a new order of the ages,” and heralds “the beginning of the new America era which commences from that date [1776].” (In the new American order, a new form of government receives its power, which is limited by a written constitution, from the people who freely elect their leaders. The rights to life, liberty, and the pursuit of happiness were believed by our Founders to be God-given, unalienable rights of all people as opposed to man-made, vested rights that could be given or taken away by a human being. Unalienable rights are therefore permanent and unchangeable. Vested rights are temporary and changeable.)

## Uses of the Seal and Coat of Arms

The Great Seal is used to guarantee the authenticity of a U. S. document. It is used to seal documents 2,000-3,000 times per year. The custody of the Great Seal is assigned to the U. S. Department of State. The master die of the Seal is produced by the U. S. Bureau of Engraving and Printing. The seal can only be affixed by an officer of the Secretary of State.

Seals are pressed on the following official documents:

- Instruments of ratification of treaties and international agreements
- Presidential proclamations of treaties
- Commission appointments of certain government officials including Ambassadors, Foreign Service Officers, Cabinet Officers, Consular Officers, and Civil Officers appointed by the President
- Letters accrediting or recalling ambassadors
- Ceremonial communications from the President to the heads of foreign governments
- U. S. \$1 bill
- Design woven in the rug in the White House library

The front or obverse side of the seal, the coat of arms of the United States, is the only side of the seal for which a die has been made or used. It is used by the government in many ways. Some official uses:

- coins
- postage stamps
- stationary
- publications
- flags
- military uniforms
- public monuments
- public buildings
- passports
- items issued, used, or owned by the U. S. government
- displays above doors of U. S. embassies, consulates general, and consulates worldwide
- a stained glass window of the Prayer Room at the U. S. Capitol


# K-W-L Chart

<i><b>What I Know</b></i>	<i><b>What I Want to Know</b></i>	<i><b>What I Learned</b></i>

# The Great Seal

## Bookmarks

**Instructions:** Copy onto an index card or cardstock the pattern below. The pattern can be used for two one-sided bookmarks or for one two-sided bookmark. Students fill in the lists and laminate.



**What I like about America!**

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**What I do to help make America better!**

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## Seal of the President of the United States

The seal of the President of the United States is similar to the Great Seal. It portrays 50 stars in a circle to represent the 50 states. The words “Seal of the President of the United States” sometimes encircle the stars and inner design. The 50th and last star for the state of Hawaii was added to the seal in 1959. The presidential seal is officially used on:

- White House documents
- Lecterns at presidential speaking engagements or press conferences
- Presidential transports like Airforce One, Marine One and the presidential limosine
- Presidential flag (though without the words)
- Presidential china ware (in gold)
- Half dollar (though with different words)
- Rug and ceiling of the Oval Office of the White House



## U. S. President's Flag

The President's Flag is flown in the presence of the President of the United States.





# The American Bald Eagle

The American Bald **Eagle** became the national bird and symbol of the United States in 1782. The **founders** wanted an animal unique and **native** to the United States to symbolize and represent the nation on its national **seal** and **coat of arms**. Members of **congress debated** about which animal should serve as the national symbol. Consequently, the bald eagle was chosen because it symbolized **strength, power, courage, and freedom**. Eagles have been known as **symbols** of power and courage since **ancient** times in many nations and cultures. The bald eagle is also a native **inhabitant** of **North America** and resides on the **continent** from Alaska to northern Mexico.

The bald eagle is a large **bird of prey** with a brown body and a white head and tail of feathers. One meaning for the term “**bald**” comes from the old word **piebald** which means marked or spotted with white and/or having white feathers or markings on the head. The bald eagle has a yellow hooked **beak**, yellow **irises**, and powerful yellow **talons**.

Eagles have a strong **build** and **keen** eyesight. They grow to be two to three feet in length and have broad wingspans of approximately seven feet. Possessing **swift**, powerful, **sustained** flight, they **soar** high in the sky and use their **exceptional** vision to hunt. Bald eagles are fish or sea eagles, and fish is an important food source for them. When hunting, they swoop down and snatch fish out of the water with their large talons.

While the bald eagle was threatened with **extinction** in the past, it is no longer considered an **endangered species** and was taken off the U. S. government's endangered and **threatened** list in 2007. The bald eagle is protected by the **Migratory bird Treaty Act** and the Bald and Golden Eagle Protection **Act** which have helped to **recover** the eagle **population**.

The eagle appears on the **Great Seal** of the United States, **federal agency** seals, the **president's flag**, the one dollar bill, and the **silver dollar**. The eagle is often **portrayed** as **grasping** in its talons an **olive** branch (symbol of peace) and **arrows** (symbol of war).

## Group Activity

- Step 1:** Each person in the group will read part of the facts above to other members of the group.
- Step 2:** Each person will write definitions for at least three bold words. Every bold word must be defined by at least one member of the group and shared with

the rest of the group. This assignment may be complete in or out of class. In addition, some terms may be studied and researched more in depth to discover governmental, historical, symbolic, geographical, or scientific meanings such as “eagle,” “founders,” “congress,” “Great Seal,” “coat of arms,” and “President’s Flag.” Visuals may also be shared in the group including illustrations, geographical maps, etc. This step may be completed out of class, in the library, or in class if resources are available. Each person in the group should be assigned to at least one phrase to research more in-depth and to share/overview with group members as needed.

**Step 3:** When the group is finished defining and researching all the bold words and phrases, each student will read aloud/present their definitions and research findings to the others in the group. Students may ask questions or talk about what they want to know about the bald eagle or a related topic. Student groups may answer these as they are able. Afterward, students may ask questions and/or share their findings with the whole class.



# ★The History of Thanksgiving Day★

## Purpose

The purpose of this lesson is for students to learn the origins of the Thanksgiving Day holiday including the contributions of various racial, ethnic, and religious groups and why it has been celebrated annually for nearly 400 years.

## Objective

The student will recognize and understand the origin and the meaning of Thanksgiving Day.

## Theme - Unity

Thanksgiving began as a celebration among all of the people in the new nation as a blessing of a full harvest.

## Core Knowledge

Grade 3 - Amer Hist & Geog. Sec III: The Thirteen Colonies. C. New England Colonies. The Pilgrims and their voyage from England. The first Thanksgiving and how the colonies began to form a united people.

## Time

45 minutes

## Materials

- ★ Thanksgiving crossword puzzle
- ★ "History of Thanksgiving Day" handout
- ★ Dictionaries
- ★ Website - [www.americanheritage.org](http://www.americanheritage.org)

## Preparation

- ★ Copy material for each student or group of students.

## Focus

Students are to gain an understanding of the reasons the early colonists began the celebration of Thanksgiving. Students will use the reading individually or in groups depending on grade level to assist in the completion of the crossword puzzle. (See Links page on [www.americanheritage.org](http://www.americanheritage.org) for additional resources on Thanksgiving Day and its history.)

## Activity

1. Have students read "The History of Thanksgiving Day" either individually or in groups. Discuss/answer questions in groups or whole class about the reading. Students complete the KWL chart or another reading strategy before and/or after the reading. Complete reading comprehension/discussion sheet.
2. Students complete the crossword puzzle individually or in groups.
3. Have students work in groups to plan/organize their own Thanksgiving celebration and to identify the foods they would eat.

4. Students write a historical role-playing journal entry in which they pretend they are a Pilgrim, Indian, or colonist and what they might have been thankful for in the 1600's or 1700's. Students may also write a journal entry in which they tell about what they themselves are thankful for today. Optional: Students may share their writing with the class or publish/post it.

## Closure

Review with students the history of Thanksgiving Day and the ways we borrow from its traditions in our contemporary celebration of the holiday.

## Assessment

Students will write a paragraph or journal entry explaining why we celebrate Thanksgiving and stating whether they think it is a meaningful holiday for the new century.



## K-W-L Chart

<b><i>What I Know</i></b>	<b><i>What I Want to Know</i></b>	<b><i>What I Learned</i></b>



# *The History of Thanksgiving Day*

The Pilgrims of Plymouth Colony landed in Massachusetts on the *Mayflower* in the fall of 1620. They did not have time to build proper shelter or to plant and **harvest** crops before the brutal winter arrived. During that first winter, nearly half of the Pilgrims died from disease or starvation. The following year, with the help of local Indians, the Pilgrims had a good harvest. They thanked God for the harvest with three days of prayer and feasting in the fall of 1621.

Later, after the colonists had won their independence from Great Britain, the new Congress of the United States asked President George Washington to “recommend to the people of the United States a day of public thanksgiving and prayer to be observed by acknowledging with grateful hearts the many signal favors of Almighty God, especially by affording them an opportunity peaceably to establish a form of government for their safety and happiness.” On Thursday, November 26, 1789, President Washington issued the first Thanksgiving **proclamation**:

*Whereas it is duty of all Nations to **acknowledge** the **providence** of Almighty God, to obey his will, to be grateful for his benefits, and humbly to **implore** his protection and favor, I do recommend and assign Thursday the 26th day of November next to be devoted by the People of these States to the Service of that great and glorious Being who is the **beneficent** Author of all the good that was, that is, or that will be.*

President Washington proclaimed another Thanksgiving Day in 1795. Later the governors of the states proclaimed Thanksgiving Days.

In 1863, during the Civil War, President Abraham Lincoln made Thanksgiving a national annual holiday to be celebrated the last Thursday in November. His proclamation said, “I invite my fellow citizens of the United States to observe the last Thursday of November as a day of Thanksgiving and praise to our beneficent Father who dwelleth in heaven.” Since 1863, except for two years (1939 and 1940) when President Franklin D. Roosevelt moved the holiday to the third Thursday of November, Thanksgiving has been celebrated every year on the fourth Thursday in November.



# *The History of Thanksgiving Day*

**1. Define:**

★ *harvest*

★ *proclamation*

★ *acknowledge*

★ *providence*

★ *implore*

★ *beneficent*

**2. Describe the problems facing the Pilgrims in the fall of 1620.**

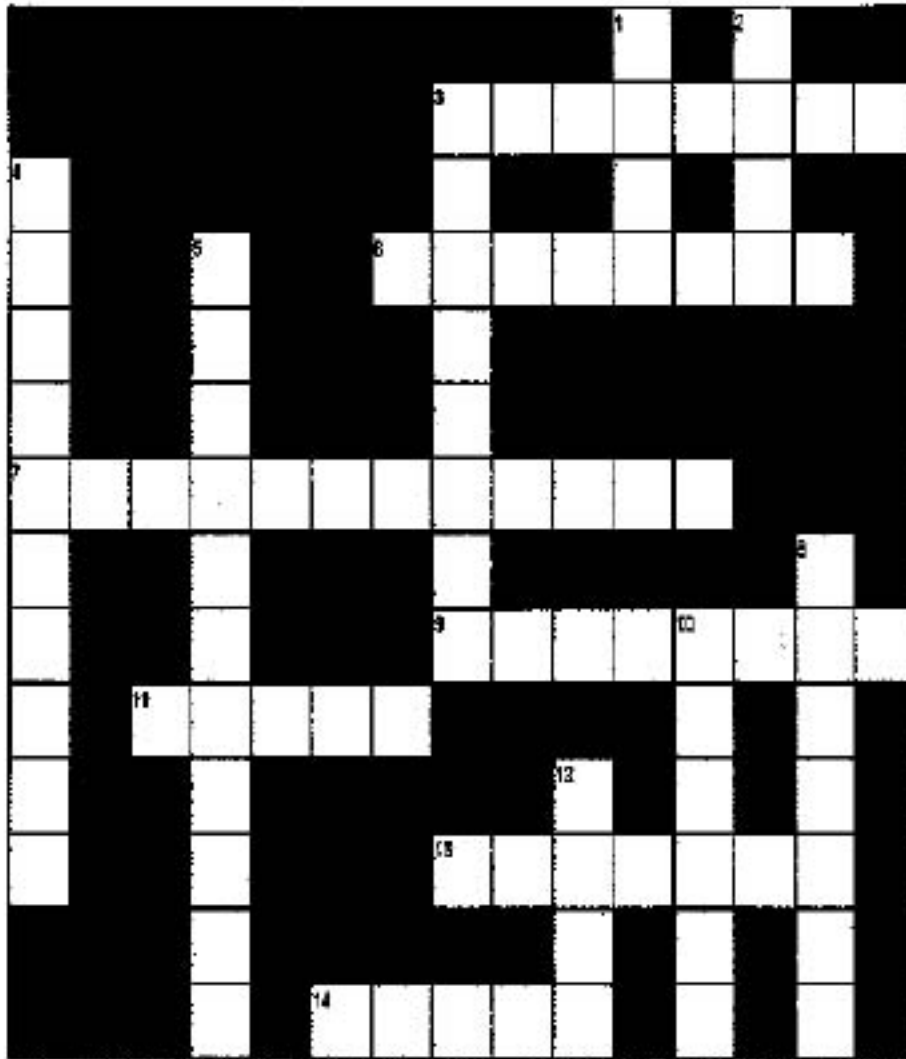
**3. Why did the Pilgrims have three days of prayer and feasting in the fall of 1621?**

**4. Why do you think the colonists would want to have a day of thanksgiving after the war with Great Britain?**

**5. What war was the United States fighting when Abraham Lincoln made Thanksgiving a national holiday in 1863?**

**6. What day and month was finally chosen to celebrate Thanksgiving Day?**

# Thanksgiving



Across	Down
--------	------

- |                      |                             |
|----------------------|-----------------------------|
| 3. spuds             | 1. candied vegetables       |
| 6. grace             | 2. maize                    |
| 7. gratitude         | 3. English settlers         |
| 9. turkey dressing   | 4. carrots, beans, etc.     |
| 11. sauce            | 5. small red berries        |
| 13. land of the free | 8. Native Americans         |
| 14. type of bread    | 10. close-knit group        |
|                      | 12. small, green vegetables |

# Thanksgiving



Across	Down
--------	------

- 3. spuds
- 6. grace
- 7. gratitude
- 9. turkey dressing
- 11. sauce
- 13. land of the free
- 14. type of bread

- 1. candied vegetables
- 2. maize
- 3. English settlers
- 4. carrots, beans, etc.
- 5. small red berries
- 8. Native Americans
- 10. close-knit group
- 12. small, green vegetables





# ★The United States Flag★

## Purpose

The purpose of this lesson is for students to learn how much citizens of the United States value the flag, a national symbol. Students will gain understanding of the elements of the flag and what they represent. Students will understand how to care for the flag and the proper manner in which to display it. Laws can make actions/objects valuable. When one properly displays and handles the flag he/she demonstrates citizenship and patriotism.

## Objective

Student will identify the U. S. flag & its meaning & recognize proper care of flag.

## Theme - Freedom & Unity

The flag is a national symbol that represents freedom gained by the early colonists and continued by each of the states as they joined the union of states. The unity of states as one nation is a vital American concept symbolized by the flag.

## Core Knowledge

Grade 1 - Amer Hist & Geog. Sec III: From Colonies to Independence. American Revolution. Legend of Betsy Ross and the flag.  
Grade 2 - Amer Hist & Geog. Sec II: The War of 1812. Sec VIII: Symbols & Figures, the United States Flag.

## Time

45 minutes, 1-3 sessions

## Materials

- ★ U. S. flag or picture of U. S. flag
- ★ U. S. flag activity handout
- ★ Federal Flag Code
- ★ References on flags and heraldry
- ★ School or student supplies to design flags (if in class)
- ★ KWL Chart
- ★ Dictionary
- ★ Website - [www.americanheritage.org](http://www.americanheritage.org)

## Preparation

- ★ Copy relevant materials for each student or group of students.

## Focus

Write "symbol" on the board. Have students discuss what comes to mind. What is a symbol? Why are symbols used? Symbols have been used throughout time to identify groups and individuals who belong to those groups. Heraldry is the ancient practice of devising, granting, and producing distinguished emblems or signs. In heraldry, each element on a flag, seal, badge, crest, or coat of arms has a meaning. Show pictures of a variety of flags and heraldry, both modern and historical. Explain how symbols are used in these to represent various values. Each element and color has significance. For example, stars have symbolized the heavens, religious or spiritual concepts, and knighthood and chivalry. Stripes symbolize the rays of sun and are also considered an ancient military symbol. Have students think of examples of historical and modern heraldic symbols (including flags, seals, badges, crests, coat of arms, etc.) and what they represent and are used for. Discuss the meaning and merit of symbols. (See Links page on [www.americanheritage.org](http://www.americanheritage.org) for additional resources on the U. S. flag and national symbols.)

## Activity

### Designing A Flag

1. Have students research and discuss the meaning and values represented in their school emblem, flag, and/or mascot (if they have one). An alternative could be a city or state flag/emblem or family crest.

2. Assign groups to design, at home or in class, a school (if there isn't one) or class flag or emblem. An alternative could be a family crest. References on flags and heraldry may be introduced if teachers want symbols and elements to be traditionally accurate. Students will present or write about their creations, describing the symbolism and elements used in their designs and the ideas, events, things, and/or values they represent. (This may be part of the evaluation—see step 4.) Students vote on a school or class flag. They may vote based on selected criteria if desired.
3. Have students decide how their flag can be used to identify the school or class. Suggestions include posting the flag in their room or hall, on the classroom door, on their cafeteria tables, on their book covers, etc. Also have students decide how the flag should be properly handled and displayed, writing out these rules as a “code.”
4. Evaluation: Students will describe, through presentation and/or writing, the meaning of the symbols and elements used in their flag, rules for proper handling and display of their flag, and the ways the flag can be used for school/class identification.

### **Distinguishing Our U. S. Flag**

1. Write “national symbol” on the board. Ask students what comes to mind when they think of our national symbols. Explain that our nation's best known emblem is our flag which serves as a visible symbol to the world of the ideals of our country. Other national symbols include the Statue of Liberty, Great Seal, “Uncle Sam,” nation anthem, etc. Have students close their eyes and/or try to visualize the U. S. flag. Have them think about the elements in and appearance of the flag and the places and manners in which they've seen it displayed. Have them think about what the flag represents and stands for. What are our ideals?
2. Have students begin the KWL Chart under the “K” section as a pre-test, writing what they know about the U. S. flag in its appearance and meaning as a national symbol, and the places where and ways in which it is displayed. Students may sketch or draw the flag as they know or remember it. Students then write what they want to know about the flag in the “W” section on the chart.
3. Show an actual flag and/or a picture of the flag. Examine and point out its visible aspects and elements. Why were these designs and colors chosen? Have students (or teacher via read-aloud) read the flag handout and complete the group activity. The class may briefly discuss/review history of the U. S. flag as desired. Mention that the Navy may have liked the colors also because of their visibility at sea. What did the designers of the flag want it to represent? Discuss the significance of the flag, what it represents (including unity), and the meaning and values represented in its various elements. Explain how American symbols should be seen today as powerful reminders of ideals such as freedom, liberty, loyalty, and duty to country.

### **Our Flag's Code**

1. Students read and discuss with parents Federal Flag Code for the U. S. Flag.
2. In class, ask questions about, discuss, and summarize some of the main points of the Code. Discuss the flag's uses such as how it is used for identifying ships, buildings, military equipment, etc. How and where is the flag displayed? What are some important points to remember about the code? Surprising points? How and why do we show respect for the flag? What is the purpose of the code? Why do we have one? Students may write in journals and discuss.

### **Closure**

Students will discuss/research what they still want to know from the “W” section of their chart. Students complete “L” section on the KWL chart on what they learned about the U. S. flag.

### **Assessment**

Students write an essay or journal entry explaining why we show respect for the flag.





## The United States Flag

The flag of the United States, also known as “the Stars and Stripes,” is a **heraldic symbol** of our country. To **salute** the **flag** and to say the **Pledge of Allegiance** are ways of showing **patriotism**. The colors, number of stars, and number of stripes in the U. S. flag are **significant** because they tell about the history of the United States and what Americans **value**.

The first U. S. flag had thirteen alternating red and white stripes along with thirteen white stars on a field of blue to **represent** the original thirteen **states**. When two new states were added in 1792, the flag was changed to fifteen stripes and fifteen stars. Since 1818, the flag has had thirteen stripes which represent the original thirteen states, and only stars have been added for new states, now totaling fifty. The star is a symbol of the heavens and the **divine** goal to which man has **aspired** from time **immemorial**. Stripes symbolize rays of light **emanating** from the sun. The white stars in a blue field represent a new **constellation**. This section is called the Union Jack and is sometimes flown on ships. Regarding the colors of the flag, white stands for **purity** and **innocence**, blue for **perseverance**, **vigilance**, and **justice**, and red for **hardiness** and **valor**.

The flag with fifty stars came into use on July 4, 1960. In less than two hundred years, the flag “has increased its constellation from thirteen to fifty bright and shining stars. In so doing, it has reflected the story of the American Union which has prospered and grown from a small beginning of 13 colonies along the Atlantic seacoast to its present wealth and power, comprising fifty states which extend from ocean to ocean and beyond” (*Flags of American History*, David D. Crouthers, Hammond & Co., NJ, 1962, p.69).

The United States flag was given the nickname “Old Glory” by William Driver. Driver lived in Tennessee during the Civil War. When Union forces captured the **capitol** in Nashville, Driver said, “Thank God, I have lived to raise Old Glory over the capitol of Tennessee.”

### Group Activity

- Step 1: Each person in the group reads part of the story above to other members of the group.
- Step 2: Each person uses a dictionary to write definitions for at least three bold words. Every bold word must be defined by at least one group member.
- Step 3: When the group is finished defining all the bold words, each student will read aloud their definitions to the others in the group.
- Step 4: Discuss as a group why you think purity, innocence, perseverance, vigilance, justice, hardiness, and valor are qualities that might represent the American people. Also discuss why it is important for citizens to show respect for the flag. Report to the class the meaning of the number of stars, stripes, and colors of the flag and how they symbolize our nation.

# Federal Flag Code

Source: Veterans of Foreign Wars Americanism Department

The following document is known as the Federal Flag Code. It prescribes proper display of and respect for the United States Flag. This code does not impose penalties for misuse of the United States Flag. Enforcement of the code is left to the states and to the District of Columbia. Each state has its own flag law. The Federal Flag Code is the guide for all handling and display of the Stars and Stripes. Here is the code in its entirety:

**PUBLIC LAW 94-344**  
**94th CONGRESS, S. J. Res. 49**  
**July 7, 1976**

**JOINT RESOLUTION**

**To amend the joint resolution entitled “Joint resolution to codify and emphasize existing rules and customs pertaining to the display and use of the flag of the United States of America.”**

***Resolved by the Senate and House of Representatives of the United States of America in Congress assembled, That the joint resolution entitled “Joint resolution to codify and emphasize existing rules and customs pertaining to the display and use of the flag of the United States of America,” as amended (36 U.S.C. 171-178), is amended —***

- SEC 1    That the following codification of existing rules and customs pertaining to the display and use of the flag of the United States of America be, and is hereby, established for the use of such civilians or civilian groups or organizations as may not be required to conform with regulations promulgated by one or more executive departments of the Government of the United States. The flag of the United States for the purpose of this chapter shall be defined according to title 4, United States Code, Chapter 1, section 1 and section 2 and Executive Order 10834 issued pursuant thereto.
- SEC 2    (a)    It is the universal custom to display the flag only from sunrise to sunset on buildings and on stationary flagstaffs in the open. However, when a patriotic effect is desired, the flag may be displayed twenty-four hours a day if properly illuminated during the hours of darkness.
- (b)    The flag should be hoisted briskly and lowered ceremoniously.
- (c)    The flag should not be displayed on days when the weather is inclement, except when an all-weather flag is displayed.

- (d) The flag should be displayed on all days, especially on:

New Year's Day	January 1
Inauguration Day	January 20
Lincoln's Birthday	February 12
Washington's Birthday	Third Monday in February
Easter Sunday	Variable
Mother's Day	Second Sunday in May
Armed Forces Day	Third Saturday in May
Memorial Day (half-staff until noon)	Last Monday in May
Flag Day	June 14
Independence Day	July 4
Labor Day	First Monday in September
Constitution Day	September 17
Columbus Day	Second Monday in October
Navy Day	October 27
Veterans Day	November 11
Thanksgiving Day	Fourth Thursday in November
Christmas Day	December 25

and such other days as may be proclaimed by the President of the United States; the birthdays of States (date of admission); and on State holidays.

- (e) The flag should be displayed daily on or near the main administration building of every public institution.
- (f) The flag should be displayed in or near every polling place on election days.
- (g) The flag should be displayed during school days in or near every schoolhouse.

**SEC 3** That the flag, when carried in a procession with another flag or flags, should be either on the marching right; that is, the flag's own right, or, if there is a line of other flags, in front of the center of that line.

- (a) The flag should not be displayed on a float in a parade except from a staff, or as provided in subsection (i).
- (b) The flag should not be draped over the hood, top, sides, or back of a vehicle or of a railroad train or a boat. When the flag is displayed on a motor car, the staff should be fixed firmly to the chassis or clamped to the right fender.
- (c) No other flag or pennant should be placed above or, if on the same level, to the right of the flag of the United States of America, except during church services conducted by naval chaplains at sea, when the church pennant may

be flown above the flag during church services for the personnel of the Navy. (See Public Law 107, page 4.)

- (d) The flag of the United States of America, when it is displayed with another flag against a wall from crossed staffs, should be on the right, the flag's own right, and its staff should be in front of the staff of the other flag.
- (e) The flag of the United States of America should be at the center and at the highest point of the group when a number of flags of States or localities or pennants of societies are grouped and displayed from staffs.
- (f) When flags of States, cities, or localities, or pennants of societies are flown on the same halyard with the flag of the United States, the latter should always be at the peak. When the flags are flown from adjacent staffs, the flag of the United States should be hoisted first and lowered last. No such flag or pennant may be placed above the flag of the United States or to the United States Flag's right.
- (g) When flags of two or more nations are displayed, they are to be flown from separate staffs of the same height. The flags should be of approximately equal size. International usage forbids the display of the flag of one nation above that of another nation in times of peace.
- (h) When the flag of the United States is displayed from a staff projecting horizontally or at an angle from the window sill, balcony, or front of a building, the union of the flag should be placed at the peak of the staff unless the flag is at half-staff. When the flag is suspended over a sidewalk from a rope extending from a house to a pole at the edge of the sidewalk, the flag should be hoisted out, union first, from the building.
- (i) When displayed either horizontally or vertically against a wall, the union should be uppermost and to the flag's own right, that is, to the observer's left. When displayed in a window, the flag should be displayed in the same way, with the union or blue field to the left of the observer in the street.
- (j) When the flag is displayed over the middle of the street, it should be suspended vertically with the union to the north in an east and west street or to the east in a north and south street.
- (k) When used on a speaker's platform, the flag, if displayed flat, should be displayed above and behind the speaker. When displayed from a staff in a church or public auditorium, the flag of the United States of America should hold the position of superior prominence, in advance of the audience, and in the position of honor at the clergyman's or speaker's right as he faces the audience. Any other flag so displayed should be placed on the left of the clergyman or speaker or the right of the audience.

- (l) The flag should form a distinctive feature of the ceremony of unveiling a statue or monument, but it should never be used as the covering for the statue or monument.
- (m) The flag, when flown at half-staff, should be first hoisted to the peak for an instant and then lowered to the half-staff position. The flag should be again raised to the peak before it is lowered for the day. On Memorial Day the flag should be displayed at half-staff until noon only, then raised to the top of the staff. By order of the President, the flag shall be flown at half-staff upon the death of principal figures of the United States Government and the Governor of a State, territory, or possession, as a mark of respect to their memory. In the event of the death of other officials or foreign dignitaries, the flag is to be displayed at half-staff according to Presidential instructions or orders, or in accordance with recognized customs or practices not inconsistent with law. In the event of the death of a present or former official of the government of any State, territory, or possession may proclaim that the National flag shall be flown at half-staff. The flag shall be flown at half-staff:
  - thirty days from the death of the President or a former President
  - ten days from the day of death of the Vice-President, the Chief Justice or a retired Chief Justice of the United States, or the Speaker of the House of Representatives
  - from the day of death until interment of an Associate Justice of the Supreme Court, a Secretary of an executive or military department, a former Vice-President, or the Governor of a State, territory, or possession
  - on the day of death and the following day for a Member of Congress.

As used in this subsection:

1. the term 'half-staff' means the position of the flag when it is one-half the distance between the top and bottom of the staff;
  2. the term 'executive or military department' means any agency listed under sections 101 and 102 of title 5, United States Code; and
  3. the term 'Member of Congress' means a Senator, a Representative, a Delegate, or the Resident Commissioner from Puerto Rico.
- (n) When the flag is used to cover a casket, it should be so placed that the union is at the head and over the left shoulder. The flag should not be lowered into the grave or allowed to touch the ground.
  - (o) When the flag is suspended across a corridor or lobby in a building with only one main entrance, it should be suspended vertically with the union of the flag to the observer's left upon entering. If the building has more than one main entrance, the flag should be suspended vertically near the center of the corridor or lobby with the union to the north, when entrances are to the east

and west or the east when entrances are to the north and south. If there are entrances in more than two directions, the union should be to the east.

**SEC 4** That no disrespect should be shown to the flag of the United States of America, the flag should not be dipped to any person or thing. Regimental colors, State flags, and organization or institution flags are to be dipped as a mark of honor.

- (a) The flag should never be displayed with the union down, except as a signal of dire distress in instances of extreme danger to life or property.
- (b) The flag should never touch anything beneath it, such as the ground, the floor, water, or merchandise.
- (c) The flag should never be carried flat or horizontally, but always aloft and free.
- (d) The flag should never be used as wearing apparel, bedding, or drapery. It should never be festooned, drawn back, nor up, in folds, but always allowed to fall free. Bunting of blue, white, and red, always arranged with the blue above, the white in the middle, and the red below, should be used for covering a speaker's desk, draping the front of the platform, and for decoration in general.
- (e) The flag should never be fastened, displayed, used, or stored in such a manner as to permit it to be easily torn, soiled, or damaged in any way.
- (f) The flag should never be used as a covering for a ceiling.
- (g) The flag should never have placed upon it, nor on any part of it, nor attached to it any mark, insignia, letter, word, figure, design, picture, or drawing of any nature.
- (h) The flag should never be used as a receptacle for receiving, holding, carrying or delivering anything.
- (i) The flag should never be used for advertising purposes in any manner whatsoever. It should not be embroidered on such articles as cushions or handkerchiefs and the like, printed or otherwise impressed on paper napkins or boxes or anything that is designed for temporary use and discard. Advertising signs should not be fastened to a staff or halyard from which the flag is flown.
- (j) No part of the flag should ever be used as a costume or athletic uniform. However, a flag patch may be affixed to the uniform of military personnel, firemen, policemen, and members of patriotic organizations. The flag represents a living country and is itself considered a living thing. Therefore the lapel flag pin being a replica, should be worn on the left lapel near the heart.



(k) The flag, when it is in such condition that it is no longer a fitting emblem for display, should be destroyed in a dignified way, preferably by burning.

SEC 5 During the ceremony of hoisting or lowering the flag or when the flag is passing in a parade or in review, all persons present except those in uniform should face the flag and stand at attention with the right hand over the heart. Those present in uniform should render the military salute. When not in uniform, men should remove their headdress with their right hand and hold it at the left shoulder, the hand being over the heart. Aliens should stand at attention. The salute to the flag in a moving column should be rendered at the moment the flag passes.

SEC 6 During rendition of the national anthem when the flag is displayed, all present except those in uniform should stand at attention facing the flag with the right hand over the heart. Men not in uniform should remove their headdress with their right hand and hold it at the left shoulder, the hand being over the heart. Persons in uniform should render the military salute at the first note of the anthem and retain this position until the last note. When the flag is not displayed, those present should face toward the music and act in the same manner they would if the flag were displayed there.

SEC 7 The Pledge of Allegiance to the Flag:

*“I pledge allegiance to the Flag of the United States of America, and to the Republic for which it stands, one Nation under God, indivisible, with liberty and justice for all,”*

should be rendered by standing at attention facing the flag with the right hand over the heart. When not in uniform men should remove their headdress with their right hand and hold it at the left shoulder, the hand being over the heart. Persons in uniform should remain silent, face the flag and render the military salute.

SEC 8 Any rule or custom pertaining to the display of the flag of the United States of America, set forth herein, may be altered, modified, or repealed, or additional rules with respect thereto may be prescribed, by the Commander-in-Chief of the Armed Forces of the United States, whenever he deems it to be appropriate or desirable, and any such alteration or additional rule shall be set forth in a proclamation.

# ***K-W-L Chart***

<i><b>What I Know</b></i>	<i><b>What I Want to Know</b></i>	<i><b>What I Learned</b></i>

# ★ The Star-Spangled Banner ★

## Purpose

The purpose of this lesson is for students to memorize at least the first verse of “The Star-Spangled Banner.” Students will be able to explain the meaning of the verse.

## Objective

The student will be able to explain the meaning of the first verse of the song, “The Star-Spangled Banner.”

## Theme - Unity

“The Star-Spangled Banner” is a song that serves to unify the nation by providing a common anthem that is used at public and private gatherings of citizens.

## Core Knowledge

Grade 2 - Amer Hist & Geog. Sec II: The War of 1812. Fort McHenry, Francis Scott Key, the Star-Spangled Banner. Sec VIII: Symbols & Figures, U. S. Flag.

## Time

45 minutes

## Materials

- ★ KWL Chart
- ★ “The Star-Spangled Banner” handout
- ★ Dictionary
- ★ Website - [www.americanheritage.org](http://www.americanheritage.org)

## Preparation

- ★ Copy materials for each student or group of students.

## Focus

Students are to gain an understanding of the elements that make up the verses of “The Star-Spangled Banner.” Students will gain an understanding of how the song can contribute to unity for citizens of the nation. (See Links page on [www.americanheritage.org](http://www.americanheritage.org) for additional resources on the Star-Spangled Banner.)

## Activity

1. Have students complete the KWL chart as a pre-test. Review and discuss the Star-Spangled Banner and its general topic. Discuss when, why, and how the song was created. What is the song about? Who wrote it?
2. Have students listen to a recording of the first verse of the song as they read the verse.
3. Students discuss the verse line by line and develop an understanding of the meaning. Students may also discuss the meanings of the other verses as instructed.
4. Students will then stand, remove their hats as needed, and sing the first and possibly all verses of the anthem.
5. Explain to students that while “The Star-Spangled Banner” is a song about our flag, as our national anthem it is also a song that reminds us about our country. Discuss occasions and events that students might hear or sing the national anthem. Students may complete the text puzzle and other activity handouts individually or in groups as instructed. Discuss.

## Closure

As a closure activity students complete the “L” section of their KWL charts on what they have learned about the Star-Spangled Banner.

# K-W-L Chart

<b><i>What I Know</i></b>	<b><i>What I Want to Know</i></b>	<b><i>What I Learned</i></b>

# ***The Star-Spangled Banner***

In the early 1800s, Great Britain and France were involved in a war in Europe. During the war, both countries violated the neutrality of countries like the United States by seizing trading ships. In addition to seizing American ships, the British impressed, or kidnapped, the American sailors on these ships and forced them to serve in the British navy. When the British refused to stop this practice, the United States declared war on Great Britain on June 18, 1812. The war that followed is called the War of 1812.

British troops invaded the United States during the War of 1812. The Americans now fought to preserve the independence that they had won just 30 years before. The British actually captured and burned Washington, D.C., including the Capitol Building and the White House. Next, the British marched toward Baltimore, Maryland. The American troops at Fort

McHenry bravely defended Baltimore and stopped the British advance.

During the battle at Baltimore, a Maryland lawyer and poet named Francis Scott Key was aboard a British ship to arrange for the release of an American held prisoner by the British. The British bombarded Fort McHenry throughout the night of September 13, 1814. The next morning, when Key observed from the ship that the American flag was still flying above the fort, he was inspired to write the words of his poem, "The Star-Spangled Banner."

"The Star-Spangled Banner" was adopted informally as an anthem by the Union Army during the Civil War and was adopted officially by the U.S. Army in World War I. It became the United States' national anthem on March 3, 1931.



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

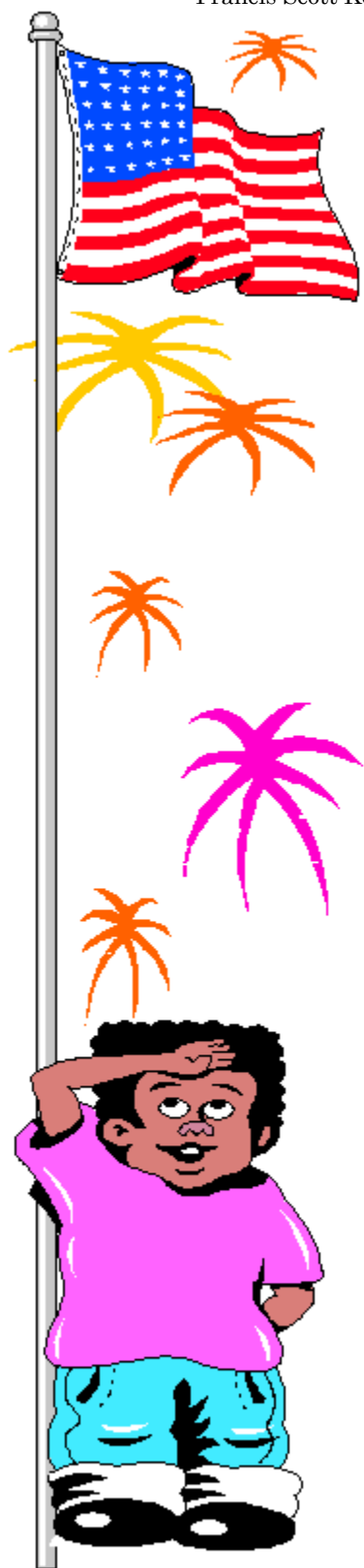
## **Complete the following on a separate sheet of paper.**

1. Define: neutrality, seize, invade, bombard, anthem, dawn, twilight, perilous, rampart, gallant.
2. Why did the United States declare war on Great Britain in 1812?
3. What did the British do to Washington, D.C.?
4. Why was the battle at Baltimore important for the Americans?
5. What inspired Francis Scott Key to write "The Star-Spangled Banner"?
6. When did "The Star-Spangled Banner" become our national anthem?

# ***The Star-Spangled Banner***

Words by  
Francis Scott Key

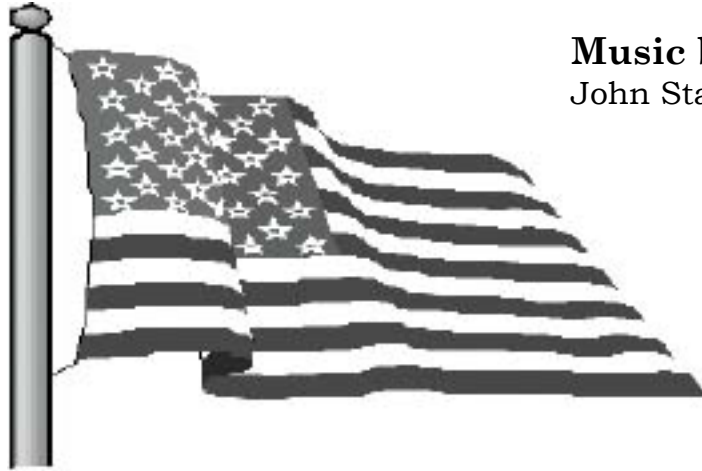
Music by  
John Stafford Smith



Oh, say, can you see,  
by the dawn's early light,  
What so proudly we hail'd  
at the twilight's last gleaming?  
Whose broad stripes and bright  
stars, thro' the perilous fight,  
O'er the ramparts we watch'd  
were so gallantly streaming?  
And the rockets' red glare,  
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Gave proof thro' the night that  
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Oh, say, does that Star-  
Spangled Banner yet wave  
O'er the land of the free and  
the home of the brave?

# ***The Star-Spangled Banner***

**Words by**  
Francis Scott Key



**Music by**  
John Stafford Smith

1. Oh, say, can you see, by the dawn's early light,  
What so proudly we hail'd at the twilight's last gleaming?  
Whose broad stripes and bright stars, thro' the perilous fight,  
O'er the ramparts we watch'd were so gallantly streaming?  
And the rockets' red glare, the bombs bursting in air,  
Gave proof thro' the night that our flag was still there.  
Oh, say, does that Star-Spangled Banner yet wave  
O'er the land of the free and the home of the brave?
2. On the shore, dimly seen thro' the mists of the deep,  
Where the foe's haughty host in dread silence reposes,  
What is that which the breeze, o'er the towering steep,  
As it fitfully blows half conceals, half discloses?  
Now it catches the gleam of the morning's first beam,  
In full glory reflected now shines on the stream;  
'Tis the Star-Spangled Banner, O long may it wave  
O'er the land of the free and the home of the brave!
3. And where is that band who so vauntingly swore  
That the havoc of war and the battle's confusion,  
A home and a country should leave us no more!  
Their blood has washed out of their foul footsteps' pollution.  
No refuge could save the hireling and slave  
From the terror of flight and the gloom of the grave:  
And the star-spangled banner in triumph doth wave  
O'er the land of the free and the home of the brave.
4. Oh, thus be it ever when freemen shall stand  
Between their lov'd homes and the war's desolation!  
Blest with vict'ry and peace, may the heav'n rescued land  
Praise the Pow'r that hath made and preserved us a nation!  
Then conquer we must, when our cause it is just,  
And this be our motto, "In God is our trust."  
And the Star-Spangled Banner in triumph shall wave  
O'er the land of the free and the home of the brave!

Oh, say, can

you see, by

the dawn's

early light,

What so

proudly we

hail'd at

the twilight's



last gleaming?

Whose broad

stripes and

bright stars,

thro'

the

perilous

fight,

O'er

the

ramparts

we

watch'd were

so gallantly

streaming?

And the

rockets' red

glare, the

bombs

bursting in

air,	Gave
proof	thro'
the	night
that	our
flag	was
still	there.
Oh,	say,
does	that

Star-Spangled

Banner

yet

wave

O'er

the

land

of

the

free

and

the

home

of

the

brave?

# ★The National Motto★

## Purpose

The purpose of this lesson is to introduce students to the motto, “In God We Trust.” The motto is found on money and is therefore a constant reminder to the citizens of the United States that progress is a result of freedom for every American as expressed in the Declaration of Independence.

## Objective

The student will be able to explain some of the reasons why people selected “In God We Trust” as the motto for our nation.

## Theme - Progress

The use of the words “In God We Trust” as a motto affirms by the Founders and subsequent leaders the fundamental role of God the Creator in the founding and growth of the United States of America.

## Core Knowledge

Grade 2 - Amer Hist & Geog. Sec V:

Immigration & Citizenship. The meaning of the National Motto, “E Pluribus Unum.” The idea of citizenship. What are the responsibilities of citizens? Sec VIII: Symbols & Figures. The motto on coins.

## Time

45 minutes

## Materials

- ★ Motto timeline
- ★ Encyclopedias
- ★ Several sets of American coinage & paper money,
- ★ Craft paper strips, pencils, colored markers, tracing or copy paper
- ★ Website - [www.americanheritage.org](http://www.americanheritage.org)

## Preparation

- ★ Copy materials & make a transparency of timeline information.
- ★ Arrange groups, each with a presenter, a materials handler, & an artist.
- ★ Make money collections for each group.

## Focus

Students are to gain an understanding of the national motto. Show students the silhouette of the Lincoln penny on the timeline sheet. Discuss the elements of the coin and how the motto has been expressed over time. (See Links page of [www.americanheritage.org](http://www.americanheritage.org) for additional resources on the National Motto.)

## Activity

1. Have students complete the discussion of the timeline & set up cooperative groups.
2. Have students make rubbings of coins and identify the motto.
3. Students present their timelines, rubbings, and the motto used on U. S. money.

## Closure

Debrief in groups or whole class about the motto, and ask students to discuss why they think the motto has been expressed in such different ways.

# The National Motto



## **In God We Trust**

The United States National Motto, "In God We Trust," expresses the ideas from the 1776 Declaration of Independence that nature's God is the Creator who gives humans equal rights to life, liberty, and the pursuit of happiness and is the Supreme Judge of the world.

**1814** "The Star-Spangled Banner," the national anthem of the United States written by Francis Scott Key, states in the final stanza:

**"And this be our motto, In God is our Trust."**

**1863** In the Gettysburg address, President Lincoln said, "This nation, under God, shall have a new birth of freedom."

**1864** President Lincoln declared that the words "In God We Trust" be printed on all coins of the United States. This motto has been printed on all United States coins since 1864.

**1954** Congress added the words "under God" to the Pledge of Allegiance to the flag of the United States.

**1955** Congress ordered that "In God We Trust" also be printed on all the paper currency of the United States.

**1956** Congress designated "In God We Trust" as the national motto. Congress proclaimed a National Day of Prayer which has been celebrated annually on the first Thursday in May since the early 1950s.

**1970** Legal attacks and efforts to remove "In God We Trust" from money of the United States were rejected by the courts.

# ★ Statue of Liberty: Liberty Enlightening the World ★

## Purpose

The purpose of this lesson is to introduce students to the Statue of Liberty, *Liberty enlightening the World*. Activities include a lesson on perspective using various views of the statue. A puzzle of an excerpt from the poem inscribed on the statue is also included. The student will gain an understanding of the meaning of the poem on the base of the statue and how this poem represents the nation's acceptance of people from other countries coming here to become citizens.

## Objective

The student will identify and explain the significance of the Statue of Liberty as a patriotic symbol of the United States.

## Theme - Freedom

The Statue of Liberty is a national symbol representing freedom for all citizens as established in the Declaration of Independence and guaranteed by the Constitution.

## Core Knowledge

Grade 2 - Amer Hist & Geog. Sec II: Immigration & Citizenship. The meaning of a "land of opportunity." Who were the newcomers to this land? Why did they come to America? Where did

immigrant populations settle? Sec VIII: Symbols & Figures. Significance of the Statue of Liberty.

Grade 6 - Amer Hist & Geog. Sec I: Immigration, Industrialization, & Urbanization. Influx of new immigrants from 1830 onward. Ellis Island and the poem, "The New Colossus". How does the poem at the base of the statue address the issues of immigration?

## Time

60 minutes

## Materials

- ★ Front and back statue puppet cutouts
- ★ Wooden craft sticks (optional for puppet)
- ★ Views of the Statue of Liberty
- ★ Camera cutouts
- ★ Poem handout
- ★ Poem word puzzle
- ★ Website - [www.americanheritage.org](http://www.americanheritage.org)

## Preparation

- ★ Copy fronts and backs of statue puppet cutouts.
- ★ Copy and/or make transparencies of statue views.
- ★ Copy and cut cameras.
- ★ Copy and/or make transparencies of poem handout.
- ★ Copy and cut poem word puzzle.

## Focus

Students are to gain an understanding of the elements of freedom that are represented in the Statue of Liberty. Students will gain an understanding that the Statue was a gift from the French people to the people of the United States. The official name of the statue is "Liberty Enlightening the World." Students fill out the "K" section on the K-W-L chart about what they know about the Statue of Liberty.

## Activity

1. **The Meaning of the Statue of Liberty.** A. Students read the article, “Let’s also restore Lady Liberty’s Real Meaning.” Questions to consider before and after reading the article: Who created the statue? What is its official name? Where is it located? Why was the statue given to the United States? What does it represent or stand for? Students can write these and other questions in the “W” section of their K-W-L chart for what they would like to learn about the statue. Discuss the questions and answers learned after reading.  
  
Use a map to show them where New York Harbor and France are in relationship to where they live. Tell students that the statue was a gift to the U. S. from France. Explain that the statue had to be built, taken apart, sent across the Atlantic Ocean, and re-assembled in the U. S. It was finished and dedicated in 1886. Explain how the Statue is a symbol of freedom and opportunity. Point out that it is the first thing millions of immigrants see as they enter America at Ellis Island. (See Links page on [www.americanheritage.org](http://www.americanheritage.org) for additional resources on the Statue of Liberty.)
2. **Beholding Lady Liberty.** Show students a picture or transparency of the Statue and ask them to describe what they see. Discuss what the statue looks like and what it is wearing and holding. Have students stand like the statue. They may wrap a cloth around themselves while holding a book in one arm and something that looks like a torch in the other. With what or in what manner is Lady Liberty adorned? What do these items represent? Students may illustrate.
3. **Making a Statue of Liberty puppet.** Students may color and cut out the front and back view of the Statue of Liberty. Front and back can be attached to a wooden stick to create a Statue of Liberty puppet.
4. **Exploring perspectives of the Statue of Liberty.** Place a Statue of Liberty puppet in front of students. Present views of the statue one at a time, either on cards or on the overhead. While students look at the view, have them determine where a camera would be if they were taking pictures at various angles/distances. One student may hold the puppet while another student uses a camera cutout to show the perspective of the view.
5. **Studying the famous poem engraved on the Statue of Liberty.** Tell students that a poem, “The New Colossus,” by Emma Lazarus is inscribed on the base of the statue. Give students the text of the poem. Read the poem aloud to students and briefly discuss its meaning. (It is not necessary that primary students understand all of the words. This lesson is an introduction.) Give students the poem word puzzles and have them use the text to arrange the words in the proper order. Read the poem again. Students may repeat the scramble. Remove a few words from the puzzle and see if students can supply the missing words.
6. **Interview an Immigrant.** Students interview someone who has chosen to come to this country. Why did he or she come to America? What life did he or she leave? How is it different from life in the U. S.? What did he or she expect from this country? Has this been found true in experience or possibility? What qualities of life and positive experiences has he or she experienced after immigrating to the U. S.?

## Closure

Remind students that the Statue of Liberty has been an important symbol of freedom and opportunity for over one hundred years. Students complete the “L” section on their KWL charts for what they have learned about the Statue of Liberty.



*Liberty Enlightening the World*

## Let's Also Restore Lady Liberty's Real Meaning

By Richard J. Maybury

*Wall Street Journal* (Feb 1985)

For the past year I have played the devil's advocate and asked people: **What's so important about the Statue of Liberty?** Why should anyone care about that corroded old pile of copper and scrap iron?

Last week's news that the Statue of Liberty-Ellis Island Foundation had privately raised \$143 million of the \$230 million needed to restore the two sites once again proved the American people will support a worthy cause.

But those raising the money to restore the statue are curiously unable to properly answer my irreverent questions. Their replies usually come in one of two forms, both of which are wrong.

At a recent Allied Van Lines fund-raising exhibit one of the attendants gave the most common reply. The statue, she said, is a memorial to all the millions of immigrants who came to our shores.

It is easy to see why many people would think this is true. Most of the foundation's literature puts heavy emphasis on the immigrants while almost completely ignoring the real meaning.

The other reply, less common but equally false, is that the statue is a symbol of America, like the flag. One of the brochures says of the statue, "Ultimately, she stands for America itself." Another calls the statue a "national symbol."

The connection between the statue and the immigrants is tenuous and misleading. The statue was delivered to the U. S. in 1884, before more than 80% of the immigrants arrived, and eight years before the Ellis Island immigration center was opened. In fact, the statue did not become associated with the immigrants until this century. Emma Lazarus's poem ("Give me your tired, your poor . . .") was attached as an afterthought in 1903.

As for the statue—a gift from the French people—being a symbol of America, French envoy Jules Jusserand tried to lay this fallacy to rest in 1916. He said, "**The statue was raised not to a man, famous and useful he may have been, not to a nation, great as she may be. It was raised to an idea, an idea greater than any man or any nation, greater than France or the United States, the idea of liberty!**"

A key point here is that "Statue of Liberty" is not its real name. Its real name is *Liberty Enlightening the World*.

The statue could have been erected anywhere on earth. The seven points in the crown symbolize the seven continents and the seven seas. Its creator,

Frederic Auguste Bartholdi, first planned to erect it at Suez, Egypt.

The most important word in the name is **Enlightening**. The statue carries an upraised torch to symbolize the conviction that **when the principles of liberty are understood and protected, the result is a prosperous civilization**. Liberty is the source of prosperity.

So, what are these principles of which *Liberty Enlightening the World* is supposed to remind us? After all, shouldn't someone associated with the restoration project be explaining them?

I've been reading the restoration literature for a year now, and I have yet to find any explanation of *what* the **principles of liberty** represented by the statue are.

They are the **inalienable natural rights of the individual**. One of America's founders, Samuel Adams, enumerated them just prior to the American Revolution. "The natural rights of the colonists are these," he wrote, "first, **a right to life**; second, to **liberty**; third, to **property**; together with the right to support and defend them in the best manner they can."

These are the principles our forefathers were fighting and dying for in the American Revolution, and they are the principles that began to spread around the world after the Revolution. One of the first places they began to take hold was France.

During the 1800s, many French scholars came to realize that as the principles of liberty became better understood and protected, prosperity became more widespread. Liberty enlightens the world. In an 1865 speech, Edouard de Laboulaye, a careful student of American history and constitutional law, called for the creation of a giant monument to liberty. The French artist Bartholdi was sitting at Laboulaye's table listening to the speech. He was so moved he decided to create this 150-foot iron and copper statue to symbolize the principles and benefits of liberty. At the statue's feet lie her chains of bondage, broken and cast aside.

In 1886 the statue was formally dedicated. The gift was the French people's way of saying, thank you for helping to teach us the principles of liberty.

By helping to restore the Statue of Liberty, the Ellis Island Foundation is undertaking the most worthwhile of construction projects. But it could accomplish far more than that if it also helped to restore and explain the principles the statue was intended to represent.

*Mr. Maybury, a free-lance writer, lives in Roseville, CA.*

# K-W-L Chart

<b><i>What I Know</i></b>	<b><i>What I Want to Know</i></b>	<b><i>What I Learned</i></b>

## ★ The Statue of Liberty ★

### Making a Statue of Liberty puppet

Students may color and cut out the front and back view of the Statue. Front and back can be attached to a wooden stick to create a puppet.



★ The Statue of Liberty ★



from **The New Colossus**

by Emma Lazarus

★ ★ ★ ★ ★ ★

"Give me your tired,  
your poor,  
Your huddled masses  
yearning to breathe  
free,  
The wretched refuse of  
your teeming shore.  
Send these, the  
homeless, tempest-tost  
to me,  
I lift my lamp beside  
the golden door!"

★ ★ ★ ★ ★ ★





# The Statue of Liberty

The Statue of Liberty is a statue of a lady that stands 151 feet tall. She wears a crown and holds a **torch** in one raised hand and a **tablet** in the other. The statue is located in New York Harbor. It was designed by Frederic Auguste Bartholdi and was a gift from France to the United States. The statue was built in Paris, France, shipped across the Atlantic Ocean, and presented in New York on October 26, 1886.

The official name of the statue is *Liberty Enlightening the World*. The original idea to create a **monument** to freedom came from a man named Edouard de Laboulaye, a French lawyer who **admired** Abraham Lincoln. At a dinner party, Laboulaye suggested building a statue to the cause of **liberty**.

The Statue of Liberty is one of the best known **symbols** of **freedom** in America. For thousands of immigrants coming to America through New York Harbor to seek a better life, the statue has been a symbol of new opportunity. In 1908, a poem, “The New **Colossus**” by Emma Lazarus, was inscribed in the base of the statue. Part of the **inscription** reads:

*Give me your tired, your poor,  
Your huddled masses **yearning** to breathe free,  
The **wretched** refuse of your **teeming** shore,  
I lift my lamp beside the golden door.*

## Group Activity

- Step 1: Each person in the group will read part of the story above to other members of the group.
- Step 2: Each person will use a dictionary to write definitions for at least three bold words. Every bold word must be defined by at least one member of the group.
- Step 3: When the group is finished defining all the bold words, each student will read aloud their definitions to the others in the group.
- Step 4: Discuss in your group why it is important for America to have a symbol of freedom like the Statue of Liberty. Report to the class about the history of the statue and explain why it is an important American symbol.

"Give me your  
tired, your  
poor, Your  
huddled masses  
yearning to  
breathe free,  
The wretched  
refuse of your

teeming shore.

Send these,

the homeless,

tempest-tost

to me, I lift

my lamp beside

the golden

door!"



# Statue of Liberty

N	T	L	T	W	J	S	T	A	T	U	E	V	I	G
E	E	N	L	I	G	H	T	E	N	I	N	G	J	J
W	M	W	M	A	S	S	E	S	O	Y	H	D	F	S
C	P	S	Y	N	E	M	W	D	V	W	E	R	S	A
O	E	E	E	O	I	O	P	O	O	R	A	U	D	L
L	S	R	V	N	R	Y	G	N	I	N	R	A	E	Y
O	T	O	G	L	D	K	O	T	C	A	H	C	L	T
S	-	H	D	O	O	R	H	E	Z	R	W	U	D	R
S	T	S	O	Q	B	R	E	A	T	H	E	R	D	E
U	O	D	E	M	O	U	L	F	R	U	O	Y	U	B
S	S	F	D	O	E	A	U	A	U	B	T	E	H	I
O	T	H	I	T	M	L	A	M	P	S	O	E	B	L
A	F	Z	S	M	A	D	E	H	C	T	E	R	W	C
I	I	N	E	D	L	O	G	S	K	C	N	F	V	Z
U	L	B	B	R	X	P	A	B	S	L	S	I	R	O

Beside  
 Breathe  
 Door  
 Emmalazarus  
 Enlightening  
 France  
 Free  
 Give  
 Golden  
 Homeless  
 Huddled  
 Lamp  
 Liberty  
 Lift

Masses  
 Me  
 Me  
 Newcolossus  
 Newyorkharbor  
 Poor  
 Refuse  
 Send  
 Shore  
 Statue  
 Teeming  
 Tempest-tost  
 Tired  
 World

Wretched  
 Yearning  
 Your



# ★ The Pledge of Allegiance & Creed ★

## **Purpose**

The purpose of this lesson is to introduce students to the Pledge of Allegiance and to help them memorize it. The students will explain the words of the pledge in the Federal Flag Code.

## **Objective**

The student will recite the Pledge of Allegiance. Students will identify the Pledge as a symbol of unity and explain the ideas expressed in it.

## **Theme-Unity**

The Pledge is a national symbol that represents unity among the citizens of the nation.

## **Core Knowledge**

Grade 1 - Amer Hist & Geog. Sec III: From Colonies to Independence. American Revolution. What does the pledge and the flag represent? What basic ideas of the Founding Fathers are included in the pledge?

Grade 5 - Amer Hist & Geog. Sec II:

The Civil War. Causes, Conflicts, and Consequences. What ideals expressed in the pledge were important factors leading to the decision to have a civil war?

## **Time**

45 minutes

## **Materials**

- ★ History of Pledge of Allegiance/
- ★ Copy of the pledge to identify words & synonyms
- ★ Pledge of Allegiance puzzles
- ★ United States Flag
- ★ Dictionary
- ★ Enrichment: American's Creed handout
- ★ Website - [www.americanheritage.org](http://www.americanheritage.org)

## **Preparation**

- ★ Copy the Pledge of Allegiance handouts.
- ★ Copy and cut out the Pledge of Allegiance puzzle.

## **Focus**

Students are to gain an understanding of the idea of Unity that is represented in the Pledge of Allegiance. Students will gain an understanding that the pledge is one way a citizen is able to make a public commitment to the ideas expressed in the pledge. (See Links page on [www.americanheritage.org](http://www.americanheritage.org) for additional resources on the Pledge of Allegiance and American's Creed.)

Display the Pledge large enough to read from anywhere in the classroom. Ask them what they know about the Pledge of Allegiance. Tell students that they will learn or review the words of the Pledge.

## Activity

1. Discuss how one should stand when reciting the Pledge. Have all students stand facing the flag, with their right hands over their hearts. Have students discuss and demonstrate the things one should not do while reciting the Pledge.
2. Read the History of the Pledge with students and ask them to circle important words and use the dictionary to find their definitions.
3. Enlarge the Pledge and have students from around the room read it. Give students a copy of the handout with the text of the Pledge. Have the class read the Pledge twice and try to memorize it.
4. Cut the Pledge into words and store in baggies. Give students the word puzzle for the Pledge. Have students re-assemble the puzzle and read the Pledge together again.
5. Have students remove one or two words from the puzzle and hide the removed words. Have students read the Pledge with the words missing. Repeat this process until students can recite the Pledge with most or all of the words missing. Students may continue this process over a series of days until they have memorized the Pledge. This activity can be used as a review as needed.
6. Replace the underlined words in the Pledge with synonyms. Does the Pledge's meaning change with these synonyms?
7. Have students read as a class or individually the American's Creed and discuss its meaning. Research the context within which the creed was written. What was the purpose or motivation for writing the creed? What current events were going on during that time?

## Closure

Explain to the students that saying the Pledge is an important way for Americans to show respect for the flag and the United States and to remember the importance and strength of Unity. When we say the Pledge, we are reminded of important things about our country and are expressing our love for our country and our commitment to its ideals.

# ★ The History of the Pledge of Allegiance ★

The Pledge of Allegiance first appeared in the magazine *Youth's Companion* in September 1892. It was written by Frank Bellamy. It was first used in public schools on October 12, 1892 in celebration of the 400th anniversary of the discovery of America by Columbus.

The words of the Pledge have been

changed twice. In 1923, the words “my flag” were changed to “the flag of the United States of America.” The words “under God” were added in 1954 by an act of Congress.

The Pledge is now part of the Federal Flag Code passed by Congress on July 7, 1976. It can only be changed by proclamation of the President of the United States as Commander-in-Chief of the military.

The text of the Pledge is below.

*I pledge allegiance to the flag  
of the United States of America  
and to the Republic for which it stands,  
one Nation under God, indivisible,  
with liberty and justice for all.*

Define these words from the Pledge:

★ pledge

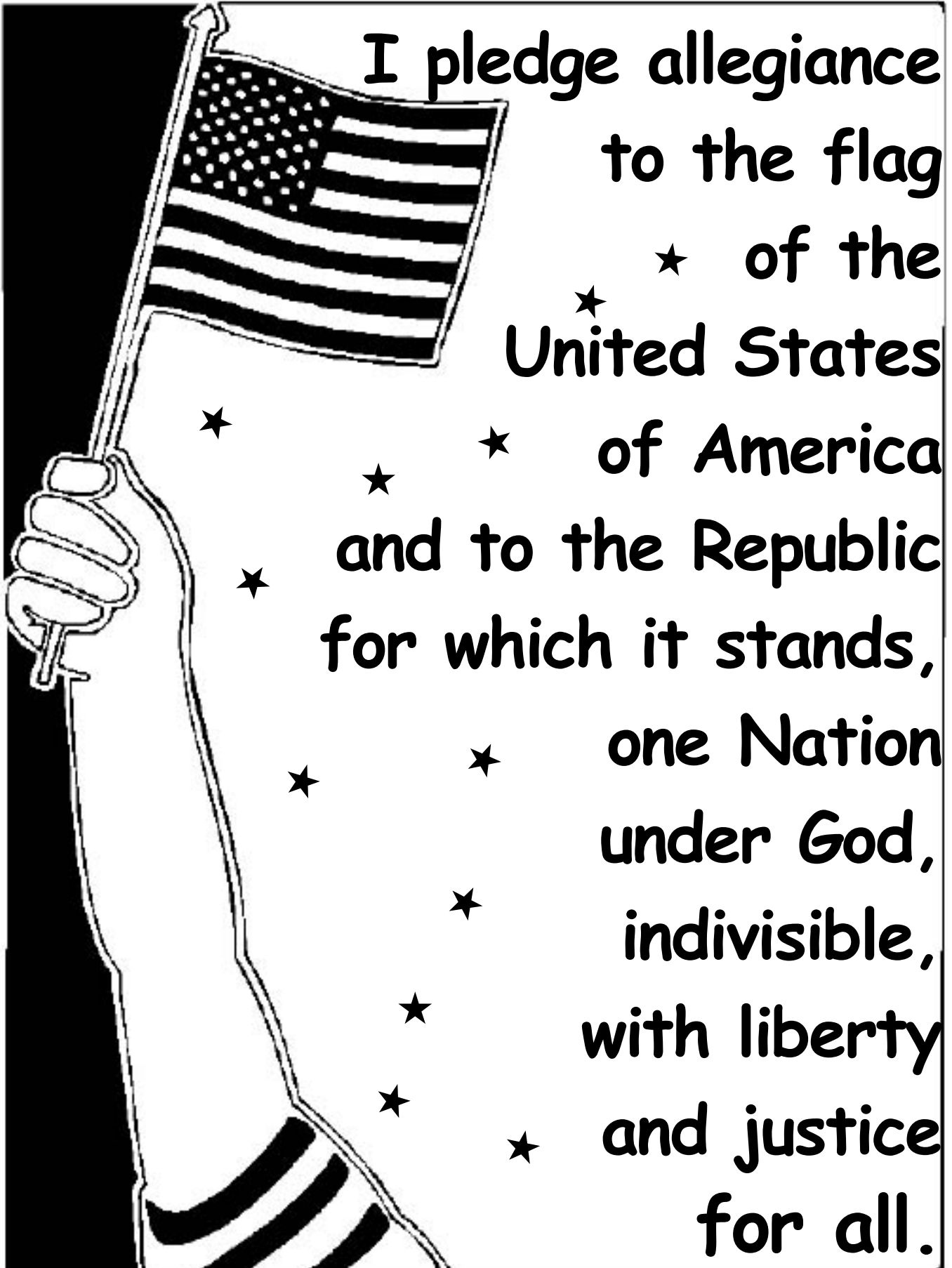
★ allegiance

★ republic

★ indivisible

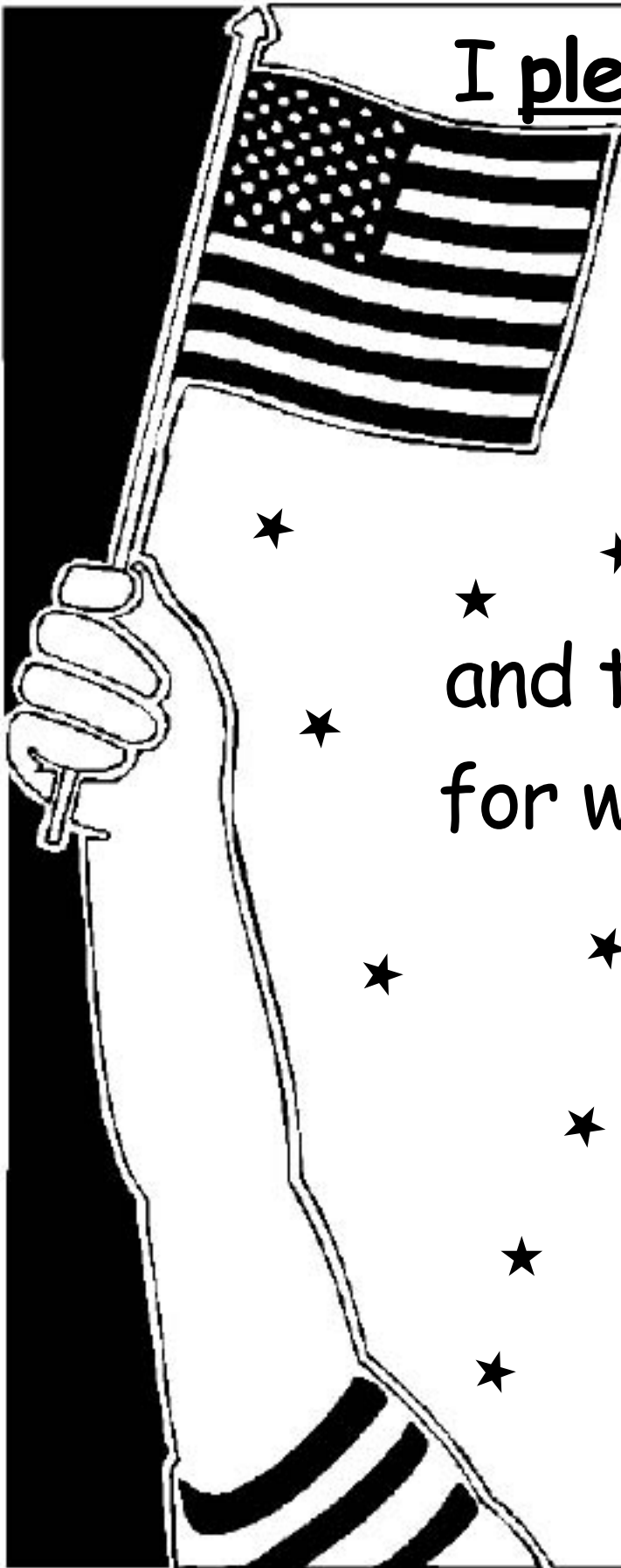
★ liberty

★ justice



I pledge allegiance  
to the flag  
★ of the  
★ United States  
★ of America  
and to the Republic  
for which it stands,  
one Nation  
under God,  
indivisible,  
with liberty  
★ and justice  
for all.

## Synonyms?



I pledge allegiance  
to the flag  
★ of the  
★ United States  
★ of America  
and to the Republic  
for which it stands,  
one Nation  
under God,  
indivisible,  
with liberty  
★ and justice  
for all.

I	pledge	
allegiance	to	
the	flag	
of	the	
United	States	
of	America	
and	to	the
Republic	for	



which	it
stands,	one
Nation	under
God,	
indivisible,	
with	liberty
and	justice
for	all.

# The American's Creed

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In 1916, when half the world was at war, there were many in America who believed that citizens should think more about their blessings, privileges, and obligations as Americans. By 1917, magazines and newspapers from coast to coast were announcing a contest for the writing of the best national creed, a “brief summary of American political faith . . . founded upon the fundamentals of American history and tradition.”

In March, the city of Baltimore offered the prize of \$1,000 for the winning creed. Every state in the Union responded. In all, 3,000 entries were submitted. Judges chose a 100 word creed by William Tyler Page compiled from phrases found in American documents and in the words of American patriots.

## **The American's Creed**

by William Tyler Page, Clerk of the U. S. House of Representatives, 1917

Accepted by the House on behalf of the American People, 1918

**I believe in the United States of America as a government of the people, by the people, for the people; whose just powers are derived from the consent of the governed; a democracy in a republic, a sovereign nation of many sovereign States; a perfect union one and inseparable; established upon those principles of freedom, equality, justice, and humanity for which American patriots sacrificed their lives and fortunes. I therefore believe it is my duty to my country to love it, to support its constitution, to obey its laws, to respect its flag, and to defend it against all enemies.**

*An Album for Americans: A Treasury of American Patriotism.*

Edited by David H. Appel, 1983, Triangle Publications, Crown Publishers, New York, pp. 132 and 170.

# ★ America the Beautiful ★

## Purpose

The purpose of this lesson is to teach students about the background and meaning of the country's "unofficial" national anthem. Students will complete a vocabulary and comprehension activity about the background and first verse of the song, "America the Beautiful."

## Objective

The student will explain the background and meaning of "America the Beautiful."

## Theme - Freedom & Progress

"America the Beautiful" praises the beauty of our free and beloved country in a physical and intellectual or conceptual sense. Further, this song serves to document the progress in America including geographic and economic changes.

## Core Knowledge

Grade 6 - Amer Hist & Geog. Sec I: Westward Expansion. What in the song, "America, the Beautiful" describes why people expanded to the west? What environmental or economic factors are described in the song?

## Time

30 minutes

## Materials

- ★ "America the Beautiful" activity sheet
- ★ Dictionaries
- ★ "America the Beautiful" song sheet (optional)
- ★ Website - [www.americanheritage.org](http://www.americanheritage.org)

## Preparation

- ★ Copy the "America the Beautiful" activity sheet for each student.

## Focus

Ask students to name our national anthem. Tell them that another song, "America the Beautiful," is so loved by many Americans that it is sometimes considered a second, "unofficial" national anthem. Ask students if they can sing or recite the words to the song.

## Activity

1. Have students read and/or discuss the handout on the song's history. Complete and discuss the vocabulary and comprehension questions.
2. Review the background and meaning of "America the Beautiful." Remind students that the song describes the beauty of our country. (See Links page of [www.americanheritage.org](http://www.americanheritage.org) for additional resources on "America the Beautiful.")
3. Discuss the specific meaning of the first famous verse of the song. Clarify words as needed. Sing the song together in class.

4. **Mapping America.** Students may create geographical or topographical maps of the country, labeling and illustrating and/or coloring items such as physical terrain characteristics and natural features. *For higher grades (middle school):* Other items to focus on or include might be climate, natural resources, area populations, transports, farming and crops, homes, inventions, industries, etc.
5. **American Landscape.** Students will draw and/or cut out magazine pictures of American landscapes and create a visual map or collage of the country and its varied landscapes, natural features, resources, crops, etc. In particular, students may illustrate their visual map with pictures or drawings of the scenes and features mentioned in the verses of “America the Beautiful.” Students may write captions or blurbs with the images providing information.
6. **Adapting to a Region.** *For higher grades (upper middle or high school).* Students might write brief map descriptions or a report/essay about how people have adapted to different regions in the U. S. Students may focus on one particular area or region and consider how it has developed over time given various factors. Think about the influences of climate, natural resources, lifestyle, time period, etc. Consider examples such as when the Pilgrims adapted to the new colonies by learning how to grow crops.

## Closure

Students will write in their own words a poem describing the beauty of America.

# "America the Beautiful's" History

"America the Beautiful" first appeared in print in 1895. Katharine Lee Bates (1859-1929) wrote the poem in 1893. She wrote a second version in 1904 and the final version in 1913.

Katharine Lee Bates was born in Falmouth, Massachusetts on August 12, 1859. In 1880, she graduated from Wellesley College where she taught from 1886-1925. She wrote books of poetry and books about her travels around the world. She also enjoyed writing stories for children. Miss Bates loved animals and often had her picture taken with her collie, Hamlet, and her parrot, Polonius. She retired in 1925 and died four years later on March 28, 1929.

In the summer of 1893, Miss Bates was teaching at Colorado College. She joined a group of teachers one afternoon on a trip to the top of Pikes Peak in Colorado Springs, Colorado. When she reached the top of the mountain, she was inspired by the beautiful view to write the first four verses of her poem. She wrote in her journal:

*"One day some of the other teachers and I decided to go on a trip to 14,000-foot Pikes Peak. We hired a prairie wagon. Near the top we had to leave the wagon and go the rest of the way on mules. I was very tired. But when I saw the view, I felt great joy. All the wonder of America seemed displayed there, with the sea-like expanse."*

There was a contest in 1926 to find music for the poem, but none of the entries were chosen. The poem has been sung to a variety of music and Miss Bates never said which was her favorite. Today, "America the Beautiful" is almost always sung to Samuel Ward's *Materna*.



O beautiful for spacious skies,  
For amber waves of grain,  
For purple mountain majesties  
Above the fruited plain!  
America! America!  
God shed his grace on thee  
And crown thy good with  
brotherhood  
From sea to shining sea!

Define: spacious, amber, majesties, grace, brotherhood

1. Who wrote the poem *America the Beautiful*?
2. Where was the poem first written?
3. What beautiful things are described in the poem?
4. What does "God shed his grace on thee" mean?
5. What does "from sea to shining sea" mean?



# America the Beautiful

Words by Katharine Lee Bates

Music by Samuel Ward

1. O beautiful for spacious skies,  
For amber waves of grain,  
For purple mountain majesties  
Above the fruited plain!  
America! America!  
God shed his grace on thee  
And crown thy good  
With brotherhood  
From sea to shining sea!
2. O beautiful for pilgrim feet  
Whose stern impassioned stress  
A thoroughfare for freedom beat  
Across the wilderness!  
America! America!  
God mend thine every flaw,  
Confirm thy soul  
In self-control,  
Thy liberty in law!
3. O beautiful for heroes proved  
In liberating strife.  
Who more than self their country  
loved  
And mercy more than life!  
America! America!  
May God thy gold refine  
Till all success  
Be nobleness  
And every gain divine!
4. O beautiful for patriot dream  
That sees beyond the years  
Thine alabaster cities gleam  
Undimmed by human tears!  
America! America!  
God shed his grace on thee  
And crown thy good  
With brotherhood  
From sea to shining sea!
5. O beautiful for halcyon skies,  
For amber waves of grain,  
For purple mountain majesties  
Above the enameled plain!  
America! America!  
God shed his grace on thee  
Till souls wax fair  
As earth and air  
And music-hearted sea!
6. O beautiful for pilgrims feet,  
Whose stern impassioned stress  
A thoroughfare for freedom beat  
Across the wilderness!  
America ! America !  
God shed his grace on thee  
Till paths be wrought  
Through wilds of thought  
By pilgrim foot and knee!
7. O beautiful for glory-tale  
Of liberating strife  
When once and twice, for man's  
avail  
Men lavished precious life!  
America! America!  
God shed his grace on thee  
Till selfish gain  
No longer stain  
The banner of the free!
8. O beautiful for patriot dream  
That sees beyond the years  
Thine alabaster cities gleam  
Undimmed by human tears!  
America! America!  
God shed his grace on thee  
Till nobler men  
Keep once again  
Thy whiter jubilee!



# ★ What is an American? ★

## Purpose

The purpose of this lesson is to teach students that while Americans come from a variety of backgrounds, there are certain values, beliefs, traditions, and experiences that they all share. Students create a collage to illustrate these themes.

## Objective

The student will describe what it means to be an American.

## Theme-Unity & Responsibility

Americans are responsible for communicating a blueprint to future generations the ideas about how the country gained freedom and was formed and how we unify our citizens and progress toward a better life for ALL people.

## Core Knowledge

Grade 2 - Amer Hist & Geog. Sec V: Immigration & Citizenship. What must a person do to accept citizenship in a new country?

Grade 6 - Amer Hist & Geog. Sec V: Immigration, Industrialization, and Urbanization. Tension between the ideas and reality of the American melting pot and the land of opportunity.

## Time

60 minutes

## Materials

- ★ Poster board
- ★ Markers
- ★ Scissors
- ★ Glue
- ★ Picture sources  
(e.g., magazines, calendars, newspapers)

## Preparation

Gather sets of art materials for students to work in groups.

## Focus

Write “What is an American?” on the board. Have students think about and reflect on what they have learned through lessons and activities on America and its history and heritage. Consider the American heritage themes of freedom, unity, responsibility, and progress. Consider also the democratic ideals and philosophy of America. Solicit responses from students and write the answers in two columns labeled “Different” and “Similar.” Be sure to include the reasons why various groups have come to America. Discuss with students the fact that while there are many differences among Americans, there are important things that we share.

## Activity

1. A. Students will compare the American family of 281,000,000 citizens to their own families. Remind students that just as each of them is a vital member of their own families, so also is each citizen a vital member of the American family. Furthermore, just as individual family

members can draw strength from one another, so can American citizens of one nation draw strength from all other citizens to enjoy and improve each of their lives. Students may present their collages to the class when they are finished.

B. Students will work in groups to create collages titled, “What is an American?” Remind students to include images and symbols that represent the diversity of individuals living together as the “American family” in one nation.

## Closure

Considering the question, “What is an American?” students as a class think about and discuss what they’ve learned about America and its heritage. They may brainstorm notes and ideas on paper individually or in groups. Students should consider important leaders, documents, symbols, events, and themes. Students also review the list made in the Focus as well as the student collages to find things Americans have in common.

### Assessment

Students will write a composition to answer the question, “What is an American?” describing in the process what is the same and different about Americans. Consider the American Heritage themes of freedom, unity, responsibility, and progress. Students should also think about what they learned about America’s democratic ideals, values, philosophy, history, founding documents, national symbols, significant events and leaders/individuals, U. S. citizenship, and national identity.



# What is an American?



# **Teacher Resources**

## **Religious Expression in Public Schools**

# RELIGIOUS FREEDOM DAY

## JANUARY 16TH

In 1993, President George H. W. Bush with Congress designated January 16th as National Religious Freedom Day, recognizing the First Amendment right of the Bill of Rights that provides for the American's freedom to believe and worship as he or she wishes. Presidents Clinton and George W. Bush have also recognized and proclaimed Religious Freedom Day throughout their presidencies. In his 2002 proclamation, President George W. Bush states:

"Religious freedom is a cornerstone of our Republic, a core principle of our Constitution, and a fundamental human right. Many of those who first settled in America, such as Pilgrims, came for the freedom of worship and belief that this new land promised. ...Our Founders constitutionally limited our Federal Government's capacity to interfere with religious belief by prohibiting the Congress from passing any law 'respecting an establishment of religion, or prohibiting the free exercise thereof.' These constitutional limits have allowed the flourishing of faith across our country, which greatly blesses our land....

...I urge all Americans to observe this day by asking for the blessing and protection of Almighty God for our Nation, and to engage in appropriate ceremonies and activities in their homes, schools, and places of worship as a sign of our resolve to protect and preserve our religious freedom."

President George W. Bush  
Proclamation of Religious Freedom Day  
January 16, 2002  
[www.whitehouse.gov](http://www.whitehouse.gov)

In 1992, President H. W. Bush also designated Human Rights Day, Bill of Rights Day, and Human Rights week. Find out when these days are!

### **Additional Reading:**

"Religion and the Public Schools: State of Freedom or Fear?"

Family Research Council

[www.frc.org](http://www.frc.org)

Issue No.: 245

by: Miriam Moore & Crystal Roberts

May 2, 2006

The paper summarizes student religious rights, including rights under the U.S. Constitution and the Equal Access Act of 1984. It also answers frequently asked questions regarding student religious rights, such as whether students are allowed to share their faith with classmates, wear religious articles, or pray during school hours or at a graduation ceremony. The paper also discusses released time education, celebration of religious holidays in schools, and teaching about religion.

# **U. S. DEPARTMENT OF EDUCATION**

## **LETTERS & GUIDELINES ON RELIGIOUS EXPRESSION**

www.ed.gov

In 1995, President William Clinton directed U. S. Secretary of Education Richard Riley, in consultation with the Attorney General, to provide public school districts in America with guidelines on the extent to which religious expression and activity are allowed in public schools, so as to end confusion on the issue. The guidelines were revised in 1998. In 2003, U. S. Secretary of Education Rod Paige, under President Bush, updated the guidelines by outlining specific occasions when prayer in public school is protected.

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### **UNITED STATES DEPARTMENT OF EDUCATION**

#### **THE SECRETARY**

“...Schools do more than train children’s minds. They also help to nurture their souls by reinforcing the values they learn at home and in their communities. I believe that one of the best ways we can help out schools to do this is by supporting students’ rights to voluntarily practice their religious beliefs, including prayer in schools.... For more than 200 years, the First Amendment has protected our religious freedom and allowed many faiths to flourish in our homes, in our work place, and in our schools. Clearly understood and sensibly applied, it works.”

President Clinton  
May 30, 1998

Dear American Educator,

Almost three years ago, President Clinton directed me, as U.S. Secretary of Education, in consultation with the Attorney General, to provide every public school district in America with a statement of principles addressing the extent to which religious expression and activity are permitted in our public schools. In accordance with the President’s directive, I sent every school superintendent in the country guidelines on *Religious Expression in Public Schools* in August of 1995.

The purpose of promulgating these presidential guidelines was to end much of the confusion regarding religious expression in our nation’s public schools that had developed over more than thirty years since the U.S. Supreme Court decision in 1962 regarding state sponsored school prayer. I believe that these guidelines have helped school officials, teachers, students, and parents find a new common ground on the important issue of religious freedom consistent with constitutional requirements.

In July of 1996, for example, the Saint Louis School Board adopted a district wide policy using these guidelines. While the school district had previously allowed certain religious activities, it had never spelled them out before, resulting in a lawsuit over the right of a student to pray before lunch in the cafeteria. The creation of a clearly defined policy using the guidelines allowed the school board and the family of the student to arrive at a mutually satisfactory settlement.

In a case decided last year in a United States District Court in Alabama (Chandler v. James) involving student initiated prayer at school related events, the court instructed the DeKalb County School District to maintain for circulation in the library of each school a copy of the presidential guidelines.

The great advantage of the presidential guidelines, however, is that they allow school districts to avoid contentious disputes by developing a common understanding among students, teachers, parents, and the broader community that the First Amendment does in fact provide ample room for religious expression by students while at the same time maintaining freedom from government-sponsored religion.

The development and use of these presidential guidelines were not and are not isolated activities. Rather, these guidelines are part of an ongoing and growing effort by educators and America's religious community to find a new common ground. In April of 1995, for example, thirty-five religious groups issued "Religion in the Public Schools: A Joint Statement of Current Law" that the Department drew from in developing its own guidelines. Following the release of the presidential guidelines, the National PTA and the Freedom Forum jointly published in 1996 "A Parent's Guide to Religion in the Public Schools" which put the guidelines into an easily understandable question and answer format.

In the last two years, I have held three religious-education summits to inform faith communities and educators about the guidelines and to encourage continued dialogue and cooperation within constitutional limits. Many religious communities have contacted local schools and school systems to offer their assistance because of the clarity provided by the guidelines. The United Methodist Church has provided reading tutors to many schools, and Hadassah and the Women's League for Conservative Judaism have both been extremely active in providing local schools with support for summer reading programs.

The guidelines we are releasing today are the same as originally issued in 1995, except that changes have been made in the sections on religious excusals and student garb to reflect the Supreme Court decision in Boerne v. Flores declaring the Religious Freedom Restoration Act unconstitutional as applied to actions of state and local governments.

These guidelines continue to reflect two basic and equally important obligations imposed on public school officials by the First Amendment. First, schools may not forbid students acting on their own from expressing their personal religious views or beliefs solely because they are of a religious nature. Schools may not discriminate against private religious expression by students but must instead give students the same right to engage in religious activity and discussion as they have to engage in other comparable activity. Generally, this means that students may pray in a nondisruptive manner during the school day when they are not engaged in school activities and instruction, subject to the same rules of order that apply to other student speech.

At the same time, schools may not endorse religious activity or doctrine, nor may they coerce participation in religious activity. Among other things, of course, school administrators and teachers may not organize or encourage prayer exercises in the classroom. Teachers, coaches, and other school officials who act as advisors to student groups must remain mindful that they cannot engage in or lead the religious activities of students.

And the right of religious expression in school does not include the right to have a "captive audience" listen or to compel other students to participate. School officials should not permit student religious speech to turn into religious harassment aimed at a student or a small group of students. Students do not have the right to make repeated invitations to other students to participate in religious activity in the face of a request to stop.

The statement of principles set forth below derives from the First Amendment. Implementation of these principles, of course, will depend on specific factual contexts and will require careful consideration in particular cases.

In issuing these revised guidelines I encourage every school district to make sure that principals, teachers, students, and parents are familiar with their content. To that end I offer three suggestions:

First, school districts should use these guidelines to revise or develop their own district wide policy regarding religious expression. In developing such a policy, school officials can engage parents, teachers, the various faith communities, and the broader community in a positive dialogue to define a common ground that gives all parties the assurance that when questions do arise regarding religious expression the community is well prepared to apply these guidelines to specific cases. The Davis County School District in Farmington, Utah, is an example of a school district that has taken the affirmative step of developing such a policy.

At a time of increasing religious diversity in our country such a proactive step can help school districts create a framework of civility that reaffirms and strengthens the community consensus regarding religious liberty. School districts that do not make the effort to develop their own policy may find themselves unprepared for the intensity of the debate that can engage a community when positions harden around a live controversy involving religious expression in public schools.

Second, I encourage principals and administrators to take the additional step of making sure that teachers, so often on the front line of any dispute regarding religious expression, are fully informed about the guidelines. The Gwinnett County School system in Georgia, for example, begins every school year with workshops for teachers that include the distribution of these presidential guidelines. Our nation's schools of education can also do their part by ensuring that prospective teachers are knowledgeable about religious expression in the classroom.

Third, I encourage schools to actively take steps to inform parents and students about religious expression in school using these guidelines. The Carter County School District in Elizabethton, Tennessee, included the subject of religious expression in a character education program that it developed in the fall of 1997. This effort included sending home to every parent a copy of the "Parent's Guide to Religion in the Public Schools."

Help is available for those school districts that seek to develop policies on religious expression. I have enclosed a list of associations and groups that can provide information to school districts and parents who seek to learn more about religious expression in our nation's public schools.

In addition, citizens can turn to the U.S. Department of Education web site (<http://www.ed.gov>) for information about the guidelines and other activities of the Department that support the growing effort of educators and religious communities to support the education of our nation's children.

Finally, I encourage teachers and principals to see the First Amendment as something more than a piece of dry, old parchment locked away in the national attic gathering dust. It is a vital living

## Religious Expression in Public Schools

continued

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principle, a call to action, and a demand that each generation reaffirm its connection to the basic idea that is America—that we are a free people who protect our freedoms by respecting the freedom of others who differ from us.

Our history as a nation reflects the history of the Puritan, the Quaker, the Baptist, the Catholic, the Jew, and many others fleeing persecution to find religious freedom in America. The United States remains the most successful experiment in religious freedom that the world has ever known because the First Amendment uniquely balances freedom of private religious belief and expression with freedom from state-imposed religious expression.

Public schools can neither foster religion nor preclude it. Our public schools must treat religion with fairness and respect and vigorously protect religious expression as well as the freedom of conscience of all other students. In so doing our public schools reaffirm the First Amendment and enrich the lives of their students.

I encourage you to share this information widely and in the most appropriate manner with your school community. Please accept my sincere thanks for your continuing work on behalf of all of America's children.

Sincerely,  
Richard W. Riley  
U. S. Secretary of Education

# UNITED STATES DEPARTMENT OF EDUCATION LEGAL GUIDELINES ON RELIGIOUS EXPRESSION IN PUBLIC SCHOOLS

[www.ed.gov](http://www.ed.gov)

**Student prayer and religious discussion:** The Establishment Clause of the First Amendment does not prohibit purely private religious speech by students. Students therefore have the same right to engage in individual or group prayer and religious discussion during the school day as they do to engage in other comparable activity. For example, students may read their Bibles or other scriptures, say grace before meals, and pray before tests to the same extent that they may engage in comparable nondisruptive activities. Local school authorities possess substantial discretion to impose rules of order and other pedagogical restrictions on student activities, but they may not structure or administer such rules to discriminate against religious activity or speech.

Generally, students may pray in a nondisruptive manner when not engaged in school activities or instruction, and subject to the rules that normally pertain in the applicable setting. Specifically, students in informal settings, such as cafeterias and hallways, may pray and discuss their religious views with each other, subject to the same rules of order as apply to other student activities and speech. Students may also speak to, and attempt to persuade, their peers about religious topics just as they do with regard to political topics. School officials, however, should intercede to stop student speech that constitutes harassment aimed at a student or a group of students.

Students may also participate in before or after school events with religious content, such as “see you at the flag pole” gatherings, on the same terms as they may participate in other noncurriculum activities on school premises. School officials may neither discourage nor encourage participation in such an event.

The right to engage in voluntary prayer or religious discussion free from discrimination does not include the right to have a captive audience listen, or to compel other students to participate. Teachers and school administrators should ensure that no student is in any way coerced to participate in religious activity.

**Graduation prayer and baccalaureates:** Under current Supreme Court decisions, school officials may not mandate or organize prayer at graduation, nor organize religious baccalaureate ceremonies. If a school generally opens its facilities to private groups, it must make its facilities available on the same terms to organizers of privately sponsored religious baccalaureate services. A school may not extend preferential treatment to baccalaureate ceremonies and may in some instances be obliged to disclaim official endorsement of such ceremonies.

**Official neutrality regarding religious activity:** Teachers and school administrators, when acting in those capacities, are representatives of the state and are prohibited by the establishment clause from soliciting or encouraging religious activity, and from participating in such activity with students. Teachers and administrators also are prohibited from discouraging activity because of its religious content, and from soliciting or encouraging antireligious activity.

**Teaching about religion:** Public schools may not provide religious instruction, but they may teach **about** religion, including the Bible or other scripture: the history of religion, comparative religion, the Bible (or other scripture)-as-literature, and the role of religion in the history of the United States and other countries all are permissible public school subjects. Similarly, it is permissible to consider religious influences on art, music, literature, and social studies. Although public schools may teach about religious holidays, including their religious aspects, and may celebrate the secular aspects of holidays, schools may not observe holidays as religious events or promote such observance by students.

**Student assignments:** Students may express their beliefs about religion in the form of homework, artwork, and other written and oral assignments free of discrimination based on the religious content of their submissions. Such home and classroom work should be judged by ordinary academic standards of substance and relevance, and against other legitimate pedagogical concerns identified by the school.

**Religious literature:** Students have a right to distribute religious literature to their schoolmates on the same terms as they are permitted to distribute other literature that is unrelated to school curriculum or activities. Schools may impose the same reasonable time, place, and manner or other constitutional restrictions on distribution of religious literature as they do on nonschool literature generally, but they may not single out religious literature for special regulation.

**Religious excusals:** Subject to applicable State laws, schools enjoy substantial discretion to excuse individual students from lessons that are objectionable to the student or the students' parents on religious or other conscientious grounds. However, students generally do not have a Federal right to be excused from lessons that may be inconsistent with their religious beliefs or practices. School officials may neither encourage nor discourage students from availing themselves of an excusal option.

**Released time:** Subject to applicable State laws, schools have the discretion to dismiss students to off-premises religious instruction, provided that schools do not encourage or discourage participation or penalize those who do not attend. Schools may not allow religious instruction by outsiders on school premises during the school day.

**Teaching values:** Though schools must be neutral with respect to religion, they may play an active role with respect to teaching civic values and virtue, and the moral code that holds us together as a community. The fact that some of these values are held also by religions does not make it unlawful to teach them in school.

**Student garb:** Schools enjoy substantial discretion in adopting policies relating to student dress and school uniforms. Students generally have no Federal right to be exempted from religiously-neutral and generally applicable school dress rules based on their religious beliefs or practices; however, schools may not single out religious attire in general, or attire of a particular religion, for prohibition or regulation. Students may display religious messages on items of clothing to the same extent that they are permitted to display other comparable messages. Religious messages may not be singled out for suppression, but rather are subject to the same rules as generally apply to comparable messages.



# **LETTER ON CONSTITUTIONALLY PROTECTED PRAYER IN PUBLIC ELEMENTARY AND SECONDARY SCHOOLS**

[www.ed.gov](http://www.ed.gov)

## **UNITED STATES DEPARTMENT OF EDUCATION THE SECRETARY**

February 7, 2003

Dear Colleague:

As part of the implementation of the No Child Left Behind Act of 2001 (NCLB), I am issuing guidance today on constitutionally protected prayer in public elementary and secondary schools. The purpose of this guidance is to provide State educational agencies (SEAs), local educational agencies (LEAs) and the public with information on this important topic. The guidance also sets forth and explains the responsibilities of SEAs and LEAs with respect to this aspect of the NCLB Act. Most significantly, as a condition of receiving funds under the Elementary and Secondary Education Act (ESEA), an LEA must certify in writing to its SEA that it has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in this guidance.

The guidance clarifies the rights of students to pray in public schools. As stated in the guidance, "...the First Amendment forbids religious activity that is sponsored by the government but protects religious activity that is initiated by private individuals" such as students. Therefore, "[a]mong other things, students may read their Bibles or other scriptures, say grace before meals, and pray or study religious materials with fellow students during recess, the lunch hour, or other noninstructional time to the same extent that they may engage in nonreligious activities." Public schools should not be hostile to the religious rights of their students and their families.

At the same time, school officials may not "compel students to participate in prayer or other religious activities." Nor may teachers, school administrators and other school employees, when acting in their official capacities as representatives of the state, encourage or discourage prayer, or participate in such activities with students.

In these challenging times, it is more important than ever to recognize the freedoms we have. I hope that this guidance can contribute to a common understanding of the meaning of the First Amendment in the public school setting. I encourage you to distribute this guidance widely in your community and to discuss its contents and importance with school administrators, teachers, parents, and students.

Sincerely,  
Rod Paige  
U. S. Secretary of Education

# **GUIDANCE ON CONSTITUTIONALLY PROTECTED PRAYER IN PUBLIC ELEMENTARY AND SECONDARY SCHOOLS**

www.ed.gov

February 7, 2003

## **Introduction**

Section 9524 of the Elementary and Secondary Education Act (“ESEA”) of 1965, as amended by the No Child Left Behind Act of 2001, requires the Secretary to issue guidance on constitutionally protected prayer in public elementary and secondary schools. In addition, Section 9524 requires that, as a condition of receiving ESEA funds, a local educational agency (“LEA”) must certify in writing to its State educational agency (“SEA”) that it has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in this guidance.

The purpose of this guidance is to provide SEAs, LEAs, and the public with information on the current state of the law concerning constitutionally protected prayer in the public schools, and thus to clarify the extent to which prayer in public schools is legally protected. This guidance also sets forth the responsibilities of SEAs and LEAs with respect to Section 9524 of the ESEA. As required by the Act, this guidance has been jointly approved by the Office of the General Counsel in the Department of Education and the Office of Legal Counsel in the Department of Justice as reflecting the current state of the law. It will be made available on the Internet through the Department of Education’s web site ([www.ed.gov](http://www.ed.gov)). The guidance will be updated on a biennial basis, beginning in September 2004, and provided to SEAs, LEAs, and the public.

## **The Section 9524 Certification Process**

In order to receive funds under the ESEA, an LEA must certify in writing to its SEA that no policy of the LEA prevents, or otherwise denies participation in, constitutionally protected prayer in public elementary and secondary schools as set forth in this guidance. An LEA must provide this certification to the SEA by October 1, 2002, and by October 1 of each subsequent year during which the LEA participates in an ESEA program. However, as a transitional matter, given the timing of this guidance, the initial certification must be provided by an LEA to the SEA by March 15, 2003.

The SEA should establish a process by which LEAs may provide the necessary certification. There is no specific Federal form that an LEA must use in providing this certification to its SEA. The certification may be provided as part of the application process for ESEA programs, or separately, and in whatever form the SEA finds most appropriate, as long as the certification is in writing and clearly states that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public elementary and secondary schools as set forth in this guidance.

By November 1 of each year, starting in 2002, the SEA must send to the Secretary a list of those LEAs that have not filed the required certification or against which complaints have been made to the SEA that the LEA is not in compliance with this guidance. However, as a transitional matter, given the timing of this guidance, the list otherwise due November 1, 2002, must be sent to the Secretary by April 15, 2003.

This list should be sent to:

Office of Elementary and Secondary Education  
Attention: Jeanette Lim  
U.S. Department of Education  
400 Maryland Avenue, S.W.  
Washington, D.C. 20202

The SEA's submission should describe what investigation or enforcement action the SEA has initiated with respect to each listed LEA and the status of the investigation or action. The SEA should not send the LEA certifications to the Secretary, but should maintain these records in accordance with its usual records retention policy.

## **Enforcement of Section 9524**

LEAs are required to file the certification as a condition of receiving funds under the ESEA. If an LEA fails to file the required certification, or files it in bad faith, the SEA should ensure compliance in accordance with its regular enforcement procedures. The Secretary considers an LEA to have filed a certification in bad faith if the LEA files the certification even though it has a policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public elementary and secondary schools as set forth in this guidance.

The General Education Provisions Act ("GEPA") authorizes the Secretary to bring enforcement actions against recipients of Federal education funds that are not in compliance with the law. Such measures may include withholding funds until the recipient comes into compliance. Section 9524 provides the Secretary with specific authority to issue and enforce orders with respect to an LEA that fails to provide the required certification to its SEA or files the certification in bad faith.

## **Overview of Governing Constitutional Principles**

The relationship between religion and government in the United States is governed by the First Amendment to the Constitution, which both prevents the government from establishing religion and protects privately initiated religious expression and activities from government interference and discrimination. <sup>[1]</sup> The First Amendment thus establishes certain limits on the conduct of public school officials as it relates to religious activity, including prayer.

The legal rules that govern the issue of constitutionally protected prayer in the public schools are similar to those that govern religious expression generally. Thus, in discussing the operation of Section 9524 of the ESEA, this guidance sometimes speaks in terms of "religious expression." There are a variety of issues relating to religion in the public schools, however, that this guidance is not intended to address.

The Supreme Court has repeatedly held that the First Amendment requires public school officials to be neutral in their treatment of religion, showing neither favoritism toward nor hostility against religious expression such as prayer. <sup>[2]</sup> Accordingly, the First Amendment forbids religious activity that is sponsored by the government but protects religious activity that is initiated by private individuals, and the line between government-sponsored and privately initiated religious expression is vital to a proper understanding of the First Amendment's scope. As the Court has explained in several cases, "there is a crucial difference between **government** speech endorsing religion, which the Establishment Clause forbids, and **private** speech endorsing religion, which the Free Speech and Free Exercise Clauses protect." <sup>[3]</sup>

The Supreme Court’s decisions over the past forty years set forth principles that distinguish impermissible governmental religious speech from the constitutionally protected private religious speech of students. For example, teachers and other public school officials may not lead their classes in prayer, devotional readings from the Bible, or other religious activities. <sup>[4]</sup> Nor may school officials attempt to persuade or compel students to participate in prayer or other religious activities. <sup>[5]</sup> Such conduct is “attributable to the State” and thus violates the Establishment Clause. <sup>[6]</sup>

Similarly, public school officials may not themselves decide that prayer should be included in school-sponsored events. In *Lee v. Weisman* <sup>[7]</sup>, for example, the Supreme Court held that public school officials violated the Constitution in inviting a member of the clergy to deliver a prayer at a graduation ceremony. Nor may school officials grant religious speakers preferential access to public audiences, or otherwise select public speakers on a basis that favors religious speech. In *Santa Fe Independent School District v. Doe* <sup>[8]</sup>, for example, the Court invalidated a school’s football game speaker policy on the ground that it was designed by school officials to result in pregame prayer, thus favoring religious expression over secular expression.

Although the Constitution forbids public school officials from directing or favoring prayer, students do not “shed their constitutional rights to freedom of speech or expression at the schoolhouse gate,” <sup>[9]</sup> and the Supreme Court has made clear that “private religious speech, far from being a First Amendment orphan, is as fully protected under the Free Speech Clause as secular private expression.” <sup>[10]</sup> Moreover, not all religious speech that takes place in the public schools or at school-sponsored events is governmental speech. <sup>[11]</sup> For example, “nothing in the Constitution ... prohibits any public school student from voluntarily praying at any time before, during, or after the school day,” <sup>[12]</sup> and students may pray with fellow students during the school day on the same terms and conditions that they may engage in other conversation or speech. Likewise, local school authorities possess substantial discretion to impose rules of order and pedagogical restrictions on student activities, <sup>[13]</sup> but they may not structure or administer such rules to discriminate against student prayer or religious speech. For instance, where schools permit student expression on the basis of genuinely neutral criteria and students retain primary control over the content of their expression, the speech of students who choose to express themselves through religious means such as prayer is not attributable to the state and therefore may not be restricted because of its religious content. <sup>[14]</sup> Student remarks are not attributable to the state simply because they are delivered in a public setting or to a public audience. <sup>[15]</sup> As the Supreme Court has explained: “The proposition that schools do not endorse everything they fail to censor is not complicated,” <sup>[16]</sup> and the Constitution mandates neutrality rather than hostility toward privately initiated religious expression. <sup>[17]</sup>

## **Applying the Governing Principles in Particular Contexts**

### ***Prayer During Noninstructional Time***

Students may pray when not engaged in school activities or instruction, subject to the same rules designed to prevent material disruption of the educational program that are applied to other privately initiated expressive activities. Among other things, students may read their Bibles or other scriptures, say grace before meals, and pray or study religious materials with fellow students during recess, the lunch hour, or other noninstructional time to the same extent that they may engage in nonreligious activities. While school authorities may impose rules of order and pedagogical restrictions on student activities, they may not discriminate against student prayer or religious speech in applying such rules and restrictions.

## ***Organized Prayer Groups and Activities***

Students may organize prayer groups, religious clubs, and “see you at the pole” gatherings before school to the same extent that students are permitted to organize other non-curricular student activities groups. Such groups must be given the same access to school facilities for assembling as is given to other non-curricular groups, without discrimination because of the religious content of their expression. School authorities possess substantial discretion concerning whether to permit the use of school media for student advertising or announcements regarding non-curricular activities. However, where student groups that meet for nonreligious activities are permitted to advertise or announce their meetings—for example, by advertising in a student newspaper, making announcements on a student activities bulletin board or public address system, or handing out leaflets—school authorities may not discriminate against groups who meet to pray. School authorities may disclaim sponsorship of non-curricular groups and events, provided they administer such disclaimers in a manner that neither favors nor disfavors groups that meet to engage in prayer or religious speech.

## ***Teachers, Administrators, and other School Employees***

When acting in their official capacities as representatives of the state, teachers, school administrators, and other school employees are prohibited by the Establishment Clause from encouraging or discouraging prayer, and from actively participating in such activity with students. Teachers may, however, take part in religious activities where the overall context makes clear that they are not participating in their official capacities. Before school or during lunch, for example, teachers may meet with other teachers for prayer or Bible study to the same extent that they may engage in other conversation or nonreligious activities. Similarly, teachers may participate in their personal capacities in privately sponsored baccalaureate ceremonies.

## ***Moments of Silence***

If a school has a “minute of silence” or other quiet periods during the school day, students are free to pray silently, or not to pray, during these periods of time. Teachers and other school employees may neither encourage nor discourage students from praying during such time periods.

## ***Accommodation of Prayer During Instructional Time***

It has long been established that schools have the discretion to dismiss students to off-premises religious instruction, provided that schools do not encourage or discourage participation in such instruction or penalize students for attending or not attending. Similarly, schools may excuse students from class to remove a significant burden on their religious exercise, where doing so would not impose material burdens on other students. For example, it would be lawful for schools to excuse Muslim students briefly from class to enable them to fulfill their religious obligations to pray during Ramadan.

Where school officials have a practice of excusing students from class on the basis of parents’ requests for accommodation of nonreligious needs, religiously motivated requests for excusal may not be accorded less favorable treatment. In addition, in some circumstances, based on federal or state constitutional law or pursuant to state statutes, schools may be required to make accommodations that relieve substantial burdens on students’ religious exercise. Schools officials are therefore encouraged to consult with their attorneys regarding such obligations.

### ***Religious Expression and Prayer in Class Assignments***

Students may express their beliefs about religion in homework, artwork, and other written and oral assignments free from discrimination based on the religious content of their submissions. Such home and classroom work should be judged by ordinary academic standards of substance and relevance and against other legitimate pedagogical concerns identified by the school. Thus, if a teacher's assignment involves writing a poem, the work of a student who submits a poem in the form of a prayer (for example, a psalm) should be judged on the basis of academic standards (such as literary quality) and neither penalized nor rewarded on account of its religious content.

### ***Student Assemblies and Extracurricular Events***

Student speakers at student assemblies and extracurricular activities such as sporting events may not be selected on a basis that either favors or disfavors religious speech. Where student speakers are selected on the basis of genuinely neutral, evenhanded criteria and retain primary control over the content of their expression, that expression is not attributable to the school and therefore may not be restricted because of its religious (or anti-religious) content. By contrast, where school officials determine or substantially control the content of what is expressed, such speech is attributable to the school and may not include prayer or other specifically religious (or anti-religious) content. To avoid any mistaken perception that a school endorses student speech that is not in fact attributable to the school, school officials may make appropriate, neutral disclaimers to clarify that such speech (whether religious or nonreligious) is the speaker's and not the school's.

### ***Prayer at Graduation***

School officials may not mandate or organize prayer at graduation or select speakers for such events in a manner that favors religious speech such as prayer. Where students or other private graduation speakers are selected on the basis of genuinely neutral, evenhanded criteria and retain primary control over the content of their expression, however, that expression is not attributable to the school and therefore may not be restricted because of its religious (or anti-religious) content. To avoid any mistaken perception that a school endorses student or other private speech that is not in fact attributable to the school, school officials may make appropriate, neutral disclaimers to clarify that such speech (whether religious or nonreligious) is the speaker's and not the school's.

### ***Baccalaureate Ceremonies***

School officials may not mandate or organize religious ceremonies. However, if a school makes its facilities and related services available to other private groups, it must make its facilities and services available on the same terms to organizers of privately sponsored religious baccalaureate ceremonies. In addition, a school may disclaim official endorsement of events sponsored by private groups, provided it does so in a manner that neither favors nor disfavors groups that meet to engage in prayer or religious speech.

## Notes:

[ 1 ] The relevant portions of the First Amendment provide: “Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech . . . .” U.S. Const. amend. I. The Supreme Court has held that the Fourteenth Amendment makes these provisions applicable to all levels of government—federal, state, and local—and to all types of governmental policies and activities. See *Everson v. Board of Educ.*, 330 U.S. 1 (1947); *Cantwell v. Connecticut*, 310 U.S. 296 (1940). [ [Return to text](#) ]

[ 2 ] See, e.g., *Everson*, 330 U.S. at 18 (the First Amendment “requires the state to be a neutral in its relations with groups of religious believers and non-believers; it does not require the state to be their adversary. State power is no more to be used so as to handicap religions than it is to favor them”); *Good News Club v. Milford Cent. Sch.*, 533 U.S. 98 (2001). [ [Return to text](#) ]

[ 3 ] *Santa Fe Indep. Sch. Dist. v. Doe*, 530 U.S. 290, 302 (2000) (quoting *Board of Educ. v. Mergens*, 496 U.S. 226, 250 (1990) (plurality opinion)); accord *Rosenberger v. Rector of Univ. of Virginia*, 515 U.S. 819, 841 (1995). [ [Return to text](#) ]

[ 4 ] *Engel v. Vitale*, 370 U.S. 421 (1962) (invalidating state laws directing the use of prayer in public schools); *School Dist. of Abington Twp. v. Schempp*, 374 U.S. 203 (1963) (invalidating state laws and policies requiring public schools to begin the school day with Bible readings and prayer); *Mergens*, 496 U.S. at 252 (plurality opinion) (explaining that “a school may not itself lead or direct a religious club”). The Supreme Court has also held, however, that the study of the Bible or of religion, when presented objectively as part of a secular program of education (e.g., in history or literature classes), is consistent with the First Amendment. See *Schempp*, 374 U.S. at 225. [ [Return to text](#) ]

[ 5 ] See *Lee v. Weisman*, 505 U.S. 577, 599 (1992); see also *Wallace v. Jaffree*, 472 U.S. 38 (1985). [ [Return to text](#) ]

[ 6 ] See *Weisman*, 505 U.S. at 587. [ [Return to text](#) ]

[ 7 ] 505 U.S. 577 (1992). [ [Return to text](#) ]

[ 8 ] 530 U.S. 290 (2000). [ [Return to text](#) ]

[ 9 ] *Tinker v. Des Moines Indep. Community Sch. Dist.*, 393 U.S. 503, 506 (1969). [ [Return to text](#) ]

[ 10 ] *Capitol Square Review & Advisory Bd. v. Pinette*, 515 U.S. 753, 760 (1995). [ [Return to text](#) ]

[ 11 ] *Santa Fe*, 530 U.S. at 302 (explaining that “not every message” that is “authorized by a government policy and take[s] place on government property at government-sponsored school-related events” is “the government’s own”). [ [Return to text](#) ]

[ 12 ] *Santa Fe*, 530 U.S. at 313. [ [Return to text](#) ]

[ 13 ] For example, the First Amendment permits public school officials to review student speeches for vulgarity, lewdness, or sexually explicit language. *Bethel Sch. Dist. v. Fraser*, 478 U.S. 675, 683-86 (1986). Without more, however, such review does not make student speech attributable to the state. [ [Return to text](#) ]

[ 14 ] *Rosenberger v. Rector of Univ. of Virginia*, 515 U.S. 819 (1995); *Board of Educ. v. Mergens*,

496 U.S. 226 (1990); *Good News Club v. Milford Cent. Sch.*, 533 U.S. 98 (2001); *Lamb’s Chapel v. Center Moriches Union Free Sch. Dist.*, 508 U.S. 384 (1993); *Widmar v. Vincent*, 454 U.S. 263 (1981); *Santa Fe*, 530 U.S. at 304 n.15. In addition, in circumstances where students are entitled to pray, public schools may not restrict or censor their prayers on the ground that they might be deemed “too religious” to others. The Establishment Clause prohibits state officials from making judgments about what constitutes an appropriate prayer, and from favoring or disfavoring certain types of prayers—be they “nonsectarian” and “nonproselytizing” or the opposite—over others. See *Engel v. Vitale*, 370 U.S. 421, 429-30 (1962) (explaining that “one of the greatest dangers to the freedom of the individual to worship in his own way lay in the Government’s placing its official stamp of approval upon one particular kind of prayer or one particular form of religious services,” that “neither the power nor the prestige” of state officials may “be used to control, support or influence the kinds of prayer the American people can say,” and that the state is “without power to prescribe by law any particular form of prayer”); *Weisman*, 505 U.S. at 594. [ [Return to text](#) ]

[ 15 ] *Santa Fe*, 530 U.S. at 302; *Mergens*, 496 U.S. at 248-50. [ [Return to text](#) ]

[ 16 ] *Mergens*, 496 U.S. at 250 (plurality opinion); *id.* at 260-61 (Kennedy, J., concurring in part and in judgment). [ [Return to text](#) ]

[ 17 ] *Rosenberger*, 515 U.S. at 845-46; *Mergens*, 496 U.S. at 248 (plurality opinion); *id.* at 260-61 (Kennedy, J., concurring in part and in judgment). [ [Return to text](#) ]