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A whole language approach to teaching history: Social studies through literature

Glenda Nell Tharp

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A WHOLE LANGUAGE APPROACH TO TEACHING 
HISTORY - SOCIAL STUDIES THROUGH LITERATURE

A Project 
Presented to the 
Faculty of 
California State University, 
San Bernardino

In Partial Fulfillment of the Requirements for the Degree 
Master of Arts in 
Education: Elementary Education

by 
Glenda Nell Tharp 
September 1995
A WHOLE LANGUAGE APPROACH TO TEACHING
HISTORY - SOCIAL STUDIES THROUGH LITERATURE

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Presented to the
Faculty of
California State University,
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by
Glenda Nell Tharp
September 1995
Approved by:

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August 1, 1995

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ABSTRACT

The History-Social Studies curriculum at fifth grade level is taught mostly as a single isolated subject. Children often find this a boring and fact based with nothing they can relate to. The California History-Social Studies framework guidelines recommend the use of core literature and related literature to meet its requirements.

The use of literature will help students with meaningful encounters through historical persons and events in order to help motivate learning.

This project presents a literature based unit on the American Revolution for fifth grade in a way that should allow students to construct meaning and help them relate the History-Social Studies curriculum to their own lives. This will be done through the use of literature in a whole language approach integrating History-Social Studies, reading, and writing.

Students will use novels to learn about history. They will answer higher level thinking questions and will keep a journal about what they have read and their thoughts about characters and events. It will endeavor to promote learning that brings forth feelings and help promote uncommon meaning.
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SECTION I: INTRODUCTION

Social Studies today needs to have a more universal appeal in order to promote the highest level of learning possible for all students. Literature has more appeal and children can relate better to characters in a novel than they can in a text book. The History-Social Studies Framework (1988) embraces the use of literature. And in fact expects the teacher to integrate the teaching of history with other humanities. It goes on to say that it is the teachers responsibility to bring the past to life. California schools face a problem doing this with the use of a textbook curriculum.

The educational debate of the 1980's concerning the quality of American education has focused on a wide range of issues and had generated an abundance of concerns, recommendations, and proposals. As part of this dialogue, the debate about the basal textbook has emerged as one component, and the quality of the secondary school basal textbook has come into question. (Silver, 1989-90).

Social studies textbooks frequently pose real problems for readers. Ambruster and Gudbrandson (1986) explain that the writing in social studies texts is so poor that students need help to
decipher passages that are confusing and inconsiderate. Inconsiderate text are those that lack coherence because they contain a collection of unrelated facts. In addition, as Vocke and Hishn (1989) point out, "even officials in the Department of Education have used adjectives such as arid, life less and boring to describe the writing styles of current social studies text."

(Freeman & Freeman, 1991, p. 30).

Students find the textbooks dry, lifeless and boring. They do not relate the text to their own lives as recommended by Freeman and Freeman (1988).

History text books are not meaningful, relevant, or relatable to students. Jarslild (1949), Girod and Harmon (1985), and Siler (1989-1990) all agree when assigned a textbook section to read the students are often off task because of the interest level of the text. That is, if they can understand the text book to begin with.

Presently the fifth grade California History-Social Studies curriculum is often taught as an isolated content area. There maybe some integration, but the majority of work is done in the social studies period. Things like art and writing, except for the occasional Indian report, are seldom built into the curriculum. Integration is important. This is agreed upon by Aiken (1985), Freeman and Levslk.
The social studies text books makes no allowance for the differing abilities of children, especially the English as a Second Language (ESL) student. Freeman and Freeman (1991) and Jaeger and Lauritzen (1994) support the idea that when these children sit down with a social studies textbook it really has no relationship to them. The children with differing disabilities tend to throw up their hands in despair when confronted with the social studies text. If the text is written on a fifth grade reading level as it says it is, then how do students with disabilities find meaning or relevance.

Jean Fritz (1984), when she came to America and was presented with her history textbooks was excited about learning the history of Pennsylvania and the people who settled it and how they fared. Instead she found talk about dates, square miles, cultivation, population, and immigration. She felt it was as if the forests had been laid down and turned into farms with out human struggles and sacrifice. She thought the peoples lives must come later. But they didn't.

Many students today are asked to read a textbook alone or in groups. They then do worksheets or questions from the book. At the end of a chapter, they take a test that is suppose to tell how well they know or understood the
information presented. The text type of learning asks children to regurgitate what the text presents. It does not promote higher level thinking skills or problem solving as is suggested by Bohning and Radencick (1989). Neither does it help the student relate to events of the past or the present.

This project will promote an instructional strategy that would use literature in the fifth grade for the basic reading program which would include the social studies period also. This may need to be a longer period of time, possibly as long as one and a half to two hours. Language could also be included to make a comprehensive program.

Selecting literature as the basis for instruction has several advantages. First, trade books, magazines, newspapers, and other such materials tend to be on the market faster than textbooks; therefore information is often more current. Second, using literature enables the teacher to accommodate the differing abilities and disabilities of students as well as differing background experiences. Third, using these materials allows students different points of view. Fourth, using a variety of materials allows students to study a topic in greater depth and/or breath than is usually provided in a text. Fifth,
the language tends to be easier to understand. Sixth, teachers do not feel compelled to use irrelevant workbooks and/or worksheets that too often come with textbooks. This leaves the teachers and students free to engage in real reading and writing activities. Finally, teachers can capitalize upon the interest of their students. (Mandlebaum, Lightbourne, & VanderBroek, 1994. p. 135-136).

This project will be developed around existing literature. It will use a variety of titles with both teacher and students reading. It will include both reading and writing. It will also promote critical thinking skills. Historical fiction can be a very effective source of social data and can initiate the type of inquiry that is the essence of good social studies. (Freeman & Levstik, 1988, p. 334).

A solution to the problem existing in social studies needs to be found. Is integrating reading and social studies in a whole language approach, a solution to the existing problems in the social studies curriculum?

**TERMS**

**Whole Language** - Whole Language is a philosophy which refers to meaningful, real and relevant teaching and learning. Learning activities are open-ended and involve student
choice, discussion, and sharing in a social, literate environment.
SECTION II: LITERATURE REVIEW

THE TEXT

The review of current literature in regards to history-social studies shows the problems with the use of textbooks and student characteristics of learning. It also confirms that literature makes connections to students, and can be integrated with history-social studies.

American history-social studies text books are coming under a lot of heat. They have for years provided a way to represent organized ideas, information, and structure for the teacher, but what they present to the student is fragmented facts in a colorful format.

The decade of the eighties saw an onslaught of criticism of the social studies curriculum, with particularly vehement attacks being made on textbooks. (Fleming, 1989-90, p. 63).

The problem with the social studies text books are numerous. Fleming (1989-1990) says that Siler found the textbooks lacking. They fell short of giving the children an understanding of topics ranging from The Declaration of Independence to the Holocaust.

Siler (1989-1990) agreed with Fitzgerald that Social Studies textbook were amazingly dull and had been since the 1930's. He found the text books were lacking in intellectual history, covered the events in a chronological
order that was confusing, and that text books failed to personalize history by using abstract situations rather than relating history as a dynamic of human interaction. History broke up the past rather than seeing it connected through cause and effect relationships. The writing styles were said to be less than vivid and interesting. This mundane and lifeless style was called text book prose.

Instead of presenting the historical context in a flowing, endearing, and inspiring narrative, the textual style was generally, lifeless, graceless, dry, and boring. Instead of being an inspirational adventure into America's illustrative past, the reading was laborious (Siler, 1989-90, p. 26).

Siler (1989-1990) continued his disparaging remarks about the social studies text books. He called the writing style many names such as lifeless, graceless, dry, boring. The historical content should be presented in a flowing, endearing, and inspiring manner.

Textbooks today are sadly lacking in what it takes to motivate students. The human side of history with its struggles, and adventures, its happiness and tears are not there to involve the students mind and heart. Instead they get boring facts that fail to personalize meaning for the student.
STUDENT CHARACTERISTICS

Motivation is also a problem for students when it comes to social studies. Siler (1989-1990) also agreed with Harriet Tyson Dernstein's remarks that the text books were done in a choppy and graceless writing format that may have lead to an awkwardly constructed vocabulary. This may be the reason that students have motivational problems reading in the subject matter areas.

Jarslild (1949) found that social studies is a discipline that most school age children prefer to avoid. Girod and Harmon (1985) purport that the problem with social studies is that children simply dislike learning the content and skills necessary to attain the goals of social studies instruction. Where is the student interaction and interest? True, many teachers put students into cooperative groups to do the questions at the end of a chapter. How does this bring about real interest in what is being studied and how the subject related to the lives of the student?

In Renewing the Social Studies Curriculum, published by The Association for Supervision and Curriculum Development (ASCD), Parker suggests that the goal of Social Studies in the 21st century should be to 'help develop a deep rich network of understanding.'(p.1) "As the twenty-
first century approaches, educators at all levels are assessing how well they will be able to teach a diverse school population to meet the increased knowledge and skill demands of a complex democratic society. Social studies can play a part in addressing the multiple needs of schooling. The endorsement of social studies as an integrated field of study recognizes the importance of organizing the curriculum in a holistic manner." (McGuire, 1993, p. 2).

Students like to talk. Yet the average classroom fails to make use of this feature in the students' jargon. Instead the teachers do the talking and the students listen, memorize, and regurgitate on standardized tests. Let the students have a voice in what they do. Talking can be quite a motivational factor for many students.

History-Social Studies should not be a subject students wish to avoid. It should be a subject to touch children's lives. The motivation should be there through meaningful encounters with universal feelings. The reading level should be at an understandable level. Student interaction whether it be through groups, plays or discussion are invaluable.

CONNECTIONS

Literature is a way to grasp the students interest. A
way for the students to connect the past to their own lives and even the future. Stories tend to stay with us when facts slip away. History-Social Studies should connect the student to a time machine that lets them experience the past in a meaningful carefully chosen way.

Instead of teachers depositing knowledge, Friere suggests that they should provide opportunities for 'conscientization' in which students become aware of the influences of their environment and of their ability to change their lives. (Freeman & Freeman, 1991, p. 29).

McGuire (1993) says that students will be more motivated, interested, and knowledgeable in ways important to conscientious educators and more attuned to civic responsibilities important to the nation, if they put more thought, care, and personal attention into their learning than those students who are just infused with facts and led to emphasize each page in the textbook as much as the one before and the one after.

We need to make social studies something that the students want to do. Something that has meaning and interest. For today's student, a feasible route to making history meaningful and enjoyable is through the use of literature. Students enjoy stories. Recent studies
indicate that the use of historical fiction and biography can promote student's interest and enthusiasm for studying history. While the use of history related literature in the classroom is by no means new. Our own Department of Education put it this way:

The History-Social Sciences Framework for California Public Schools, Kindergarten through Grade Twelve emphasizes restoring the consistent use of this literature in the curriculum. Over the years, reading in the historical literature gives youngsters a fundamental grasp of earlier times and places and allows them to emphasize with characters, events and causes. (California Department of Education, 1992, p. 4).

Combs and Beach (1994) believe that children are receptive to story form. That having them use historical fiction and biographies is a way to provide a rich social studies curriculum that is vitally necessary.

Many believe that literature could grasp the student as no text book ever has. Stories are meaningful to students and provide a way to open up a vast array of educational opportunities. Freeman and Levstik (1988) stated that literature provides a way for children to see themselves as an extension of the living past, a part of human existence. They can study and evaluate human behavior in a way that is
developmentally appropriate. Stories are an appropriate way
to introduce history to children and is more easily
understood than expository (text like) writing. Lauritzen
and Jaeger (1994) support this with the idea that story can
reach out and captivate the reader. So that the reader can
participate and interact with the text. Aiken (1985) also
support in that dates and statistic slip away, but stories
grip the imagination and ten to stick. That literature,
most specifically historical fiction, gives the reader a way
to feel the past instead of just knowing it.

If participation, imagination, interaction,
understanding, and a personal relationship are important in
educating the student, then there is something wrong with
the way most people teach history. Fifth grade history is
the history of the United Sates. It should be alive with
conflict and choice and relatable to the live of children.
Compare the two sections of quotes. The textbook states:

The British soldiers were a secret raiding party
from Boston looking for colonial weapons. They
surprised no one, however Paul Revere, Billy
Dazes, and Samuel Prescott had ridden all night
from Boston to warn the local militia. (Aarmento,

This type of reading is uninspired and dry. Yet we can
use a story about the same subject such as, a quote from Sam
the Minuteman:

His Father was a Minuteman which meant he had to be ready for trouble at a minute's notice. 'Get you gun, Sam,' he said. 'Why?' asked Sam. 'What's happening?' 'Nobody knows for sure,' his father said. 'The British have left Boston and are coming this way.' 'Who told you?' asked Sam, hoping it wasn't true. 'Paul Revere,' said his father. 'Now get your gun.' (Benchley, Lobel, 1969)

and it comes alive. Something we can relate to, expound on, and relive.

Freeman and Levstik (1988) wanted to consider what the following historical novels have to offer when compared to the social studies textbook. Sara Plain and Tall by MacLachlin (1985) details the lives of frontier women. Laura Ingalls Wilder's books and the Sign Of The Beaver by Speare (1983) capture the imagination. The readers of these books vicariously experience the past through the characters in these books, and then can reinterpret it on the basis of their own experiences, values, hopes and fears.

Bohning and Radenclick (1989) talked about informational and action books. Selectively chosen informational books both inform and motivate. Action books can offer a wide range of topics with information to
motivate students to read and enhance learning. Motivate and enhance learning is what education is looked for.

There are many advantages to using literature based social studies. Combining literature and social studies into one large block of time instead of two different segments, allows the teacher to plan a more in-depth study of the topic. Routman (1991) said to think of class time as being on a continuum versus being so many little rigid parcels.

Literature is a way to grasp the students interest. A way for the students to connect the past to their own lives and even the future. Stories tend to stay with us when facts slip away. History-Social Studies should connect the student to a time machine that lets them experience the past in a meaningful carefully chosen way.

INTEGRATION

Integrating has the benefit of sanctioning lessons that last up to two hours, enough time for students to really get something accomplished. One of the natural consequences of pursuing authentic learning tasks over large blocks of time is that this approach tends to dissolve the rigid distinctions between subject areas. (California Department of Education, 1992, p. 26-7).

A longer time block gives time for reading, writing,
responding, role-playing, cooperative discussions, problem solving, and it allows more opportunity for children of lesser ability or students of weaker skills to be more successful in acquiring thinking skills.

Another advantage as Mandlebaum, Lightborne, and Vandebrock (1994) put it is that literature can provide the flexibility that enables teachers to effectively accommodate students of differing abilities and backgrounds.

For the English as Second Language (ESL) learner, the textbook is not a good comprehension source. Freeman and Freeman (1991) indicate that in order to develop their English and social studies skill the ESL student needs comprehensible input, something they can understand. If the lesson is on something that relates to their own lives or has personal meaning for them, they are more likely to comprehend the lesson. Also that teachers using the whole language philosophy have found that authentic tests instead of text book style tests is effective for all learners but especially for second language learners. Literature stories often give the ESL students something they can relate to their own experiences, such as the book The Long Way To A New Land by Joan Sandin (1981).

Lauritzen and Jaeger (1994) believe that literature like that of Hawthorne or the diaries of the Oregon Trail emigrants help students to develop an appreciation and
respect for the language and culture of others as they enjoy reading. According to Mandelbaum, Lightbourne, and VandenBrack (1994) researchers have shown that interest and prior knowledge does affect what a student is able to learn.

Students are also more likely to relate the present to history through the use of literature. Nelson (1994) believes real learning is more likely to happen when students are explaining and asking questions about real issues such as racism and discrimination, sexism and gender issues, war and peace, rights and responsibilities, just and freedom. Students are better able to relate today to the past and see how possible issues such as women right to vote, slavery, and the reasons for war cause students to ask why,

Open discussion about these types of concerns helps students to understand and appreciate the people and times in which they live.

A literature based social studies program can be cross curricular, because it would involve reading, writing, speaking, and thinking. Lauritzen and Jaeger (1994) believe that the thinking and problem solving skills needed today are incompatible with compartmentalized knowledge. Dunthorn and Woods (1993) back this up with using literature to connect and build upon prior knowledge, develop map and study skills, and increase conceptual understanding through
reading, writing, listing and speaking.

The Florida K-5 social studies program of study, is convinced that history and geography should be the primary focus of social studies instruction at all levels because they are holistic disciplines that emphasize cross-cultural, cross-spatial, and cross-temporal perspectives. History and geography provide the basis for reading, writing, and conversing with voices from the past. They have allowed Florida teachers and students to implement a literature-based approach to teach social studies and to capitalize on the need for a strong writing component. (Dunthorne & Woods, 1993, p. 35).

Stanek (1991) felt that integrating needs to take place across the disciplines. To do this takes writing across the curriculum connecting what we know about history, science, math, music and art to literature. Trade books offer an avenue for integrating reading, writing, thinking, and curricular material. Call this whole language or anything else, but a literature based social studies program can become a vehicle for cross curricular studies.

Students interest is also important to motivation and getting children to use higher thinking skills. Literature is one way to do this. Towery (1991) agreed that literature
(trade books) appeal and created the curiosity and novelty to bring about effective thinking. It also creates a broader field to strive to learn about events and concerns of the world. Combs and Beach (1994) say that stories are a way to get students to work through the story mode themselves to find away to a expression of a more abstract formulation.

Social Studies based on literature can do all of these things. Stanek commented about using trade books in place of the textbooks in an integrated reading and writing program across the curriculum works for kids.

James and Zurrillo (1989) "suggest five points to consider when selecting literature to use in a history unit.

1. As many selections as possible should be primary sources, or be well-written, child appropriate accounts based on referenced primary sources.

2. Material should be selected so that the perspectives held by participants during the period are represented.

3. The variety of student reading levels should be met.

4. Both a collection of historical fiction and nonfiction should be used including songs, poetry, speeches, letters and diaries.

5. A careful balance must be found between
enjoying the literature selected as art, and using literature as data for social science analysis. The process should never be so onerous that the joy of reading is diminished. (p. 154)

Social studies in elementary school should be one of the most relevant and interesting part of instruction (Towery (1991). Too often this is not true. Textbooks are often lifeless and boring to students. The literature based social studies program can make social studies come alive. It can help students relate to the past. Cross curricular opportunities are almost unlimited. Skills in reading, writing, and thinking can be fostered. Great works of literature with which children are not familiar can be brought to the student attention. The pluses to a literature based program make it well worth while. This may require a shift in content, but teachers and student will benefit.

Social studies must share in promoting long-term literacy. Regardless of the approach taken, using literature in social studies classes increases the potential for enjoying reading and for considering it a life time activity. Students also gain important values from literacy activities and teachers should encourage them as major complements to the instructional program"
(Sanacore, 1991, p.65).

When using stories and storytelling Combs and Beach (1994) believe that the possibilities of a dynamic and relevant social studies curriculum for children is high. Nelson (1994) probably put it the best way of all with teachers need to tell a story and tell it well.

Integration allows for a theme or concept to expose students to a variety of activities that can be drawn from many disciplines. These activities can be presented in novel and more in depth ways that allow students to relate to the subjects being studied from their own experiences. Thus, their interest level is higher and this makes the comprehension of what they are studying higher for all students regardless of their abilities or the language they speak.
SECTION III: GOALS AND OBJECTIVES

The intention of this project is that, through the use of literature, the teaching of History-Social Studies will become a meaningful and an enjoyable learning experience for the students of the fifth grade, in an integrated whole language program.

The project will provide students with literature that should build motivation in students to want to learn more about history, a desire to become lifelong readers, and promote writing skills. It will allow an opportunity for students to interact with each other and the literature. It will allow for meaningful alternative methods of teaching and responding and expose students to a variety of literature that will help the students to relate history to their own background experiences.

GOALS

The following is a list of goals expected from implementation of this program:

1. Students will have a more in depth understanding of the history of the United States.
2. Students will experience different views of the same topic.
3. Students will use different viewpoints to form personalized meanings.
4. Students will engage in higher level think skills.
5. Students will be more equal partners in their learning.

6. Students will engage in collaborative learning so students can learn from each other.

7. Students will engage in reading historical novels everyday.

8. Students will be engaged in a number of writing activities.

9. Students will develop speaking skills through active participation.

10. Students will be asked to make predictions about each piece of literature.

11. Students will realize there is no right or wrong response to literature.

12. Students responses will be kept in journals, which can be used in portfolios.

13. Students will be evaluated in a holistic type of evaluation.

14. Students will understand the motivation behind and problems for Americans in the Revolutionary War.
SECTION IV: LIMITATIONS

This project is limited because it is designed to be used only with fifth grade. However, the concept can be used for any grade level.

The second limitation is that of finances to purchase the literature books necessary to teach with this method. This is a problem not easily overcome as money for any books above the textbooks must be found in the school's limited budget.

The third limitation is that of getting staff members to accept this alternative form of instruction. Although whole language has been around for awhile, it is still meeting with resistance. A lot of this is from lack of knowledge of what whole language really is about. The best solution here is to educate your staff. Whole language doesn't say to do away with skills, but to incorporate those skills into a more effective use of time.

The fourth limitation is the problem of the lack of ready made student materials, teachers guides, and evaluation forms, may cause some teachers difficulty. There is no way around this problem that doesn't involve time. A teacher's time is very valuable. There never seems to be enough of it. One solution would be to work as a team and each teacher develop a unit on one or two books and then share with each other. No matter what, it takes time to
make needed materials.

The fifth limitation is the acceptance of student's viewpoints as neither right or wrong, but as a critical thinking process. The amount of knowledge that man is acquiring is happening at a phenomenal rate. Students need to be able to deal with it. It is the thinking process that we want to deal with not the regurgitation of facts.

The sixth limitation is that of evaluation process. A portfolio of student work can be set up for student work. The student can select certain papers for evaluation or some parts can be done in groups and others as individuals for grading purposes. A holistic test for seeking out what students have learned can be done at the end of each section.

The seventh limitation is that of time. There never seems to be enough time to accomplish what you want to accomplish. But by integrating the subjects of reading, writing and social studies, the amount of time has available has just tripled. The integrated approach allows for more flexibility than separate components.

Regardless of these limitations this project should be able to be implemented with success and adaptable to other grade levels. Planning and preparation should help the learner become active partners in learning. The work involved will have its reward when the student becomes truly
involved.
SECTION V: PROJECT

WORKING WITH THE UNIT: OVERVIEW


The activities take approximately a two hour time period to complete, as they are designed. They can easily be broken down into smaller segments of time if so desired. Each two hour block of time incorporates reading, writing, and History-Social Studies.

Books may be read aloud by the teacher or read by students either orally or silently. Orally works better for this type of unit because a lot of discussion and student involvement is one of the goals we are working toward.

The journals are done by individual students. It is their own thoughts and feelings. They may share these with other students if they so desire.

The questions can either be done as groups or individuals or both. They can be used for evaluation and or a portfolio.
The assessment tools vary from an essay putting themselves into the war, to the retelling of George Washington's life, to writing their own constitution, and to taking a personal look at Benjamin Franklin. They are not meant to be a testing of dates and facts but of an individuals understanding of the period.

The time period need to complete the unit is approximately 31 days.

The day by day layout of the unit precedes each unit.

**WORKING WITH UNIT 1**

Materials needed are the books *My Brother Sam Is Dead* by James Lincoln Collier and Christopher Collier, *The Boston Coffee Party* by Doreen Rappaport, *Sam The Minuteman* by Nathaniel Benchley, a pencil and paper, copies of the questions for the day, and a journal of some sort. These can easily be made by stapling notebook paper in a sheet of construction paper. Let the student design their cover.

**Day 1**

Read chapter one of *My Brother Sam is Dead*. Be sure to stop to let students add their input and feelings. Give the students time after reading to write their thoughts and feelings down about the chapter in their journal. Let the students share their journals with someone if they wish. Either as a group or as
individuals have the students answer the questions for the chapter. File these in their portfolio.

**Day 2 – 15**

Continue as you did for day one. Be sure to give students ample thinking and reading time.

**Day 16**

Read *Sam The Minuteman* by Nathaniel Benchley. Students write in their journals their thoughts and feelings about this book which deals with a young boy's feelings about war. Answer the questions to *Sam The Minuteman* and file them in portfolio.

Next read *The Boston Coffee Party* by Doreen Rappaport to get some of the women's feelings. Have students write in journals. As a group have the students do the sheet about the book.

Both of these are very short books and take little time to read.

**Day 17**

Preparing for the essay test.

Give students a copy of the essay test for *My Brother Sam is Dead*. Let them start to figure out their essay. This is only a rough draft.

**Day 18**

Let the students refine their essay test, so that the essay is clearly in their memory.
Day 19

Test day.

Students will turn in their rough draft of the essay test and then rewrite the one that they want to be graded. If you need a separate language grade, be sure they know that grammar and such will be graded.
Define the following words as they are used in the book.

1. minutemen (p. 2) 5. treason (p. 5)
2. Lobsterbacks (p. 2 & 4) 6. swill (p. 13)
3. ammunition (p. 5) 7. trousers (p. 13)
4. trousers (p. 5) 8. Brown Bess (p. 17)


Respond to the following.

10. Sam comes home from college announcing, "We've beaten the British in Massachusetts." This is a surprise for his family. How did each family member (Tim, Father, Mother) feel about Sam's announcement? What does this tell you about each person (Sam, Tim, Father, Mother)? Support your answers. (pp. 2-4)

11. Why do you suppose that no one knows who really shot first at the battle of Lexington? (p. 4-5)

12. "Sir it's worth dying to be free." How do you feel about this quote? Is freedom worth lives? (p. 7)

13. "Why should they get rich off our taxes back in England? They're 3,000 miles away, how can they make laws for us?" How do you feel about the British taxing the colonist? How can you relate the British taxes to the taxes of today? (p. 7)

14. "Sam always argued with grown-ups." This is a thing that still happens. Do you feel that there is ever sufficient reason to argue with a grown-up? (p. 8)

15. Tim does all of the work in the barn as Sam watches, because Sam doesn't want to get dirty. Does this tell you anything about Sam? Why do you think this? (p. 3)

16. Consider Sam's reasons for going to war? How do you feel about the British taxing the colonist? How can you relate the British taxes to the taxes of today?
Define the following words:

1. tavern (p. 25) 7. rebellion (p. 27)
2. Tory (p. 25) 8. bayoneted (p. 29)
3. rebel (p. 25) 9. parish (p. 31)
4. Patriot (p. 26) 10. militia (p. 33)
5. boasting (p. 27) 11. commission (p. 34)
6. meddle (p. 27) 12. pence (p. 34)

Respond to the following:

13. On page 25 in your book, the second paragraph begins with "Because our church was the English Church, the people here on the Ridge seemed to be more on the Tory side and wanted to be loyal to the King." Please read the rest of this paragraph on page 25-26. Then tell about the confusion that is going through Tim's head about loyalties. Do problems of loyalties still exist today? How?

14. "What is the use of principles if you have to be dead to keep them." What do you think of this thought? (p. 28)

15. There are several cases where Sam and Tim lie to their father in this chapter. Can lying be justified? (pp. 27, 31, 32)

16. Tim talks to Sam about the fight Sam had with their father. Have you ever had an argument with a parent? Do you feel it was worth the consequences? (p. 33)

17. Why couldn't Tim answer Sam's question about whose side of the war he was on? Why do you think it was such a hard question for Tim to answer? (p. 33)

18. How do you feel about Sam taking his father's gun? Do you think that he had good enough reasons to take the gun? (pp.36-37)

19. Was your prediction from chapter three correct?
Define the following words as they are used in the book.

1. subversion (p. 39)
2. drilling (p. 38)
3. Locate Bunker Hill and Fort Ticonderoga on your map.

Respond to the following:

4. "Father brought home the Rivington's Gazette from Verplanks. It was a Tory paper and it was illegal, so he kept it hidden. It made me wonder how the war was going to make us freer if you couldn't read any paper you wanted any more." (p. 39) How can the Patriots say that they are fighting for freedom, then not let people read what they want to read? Can you relate this type of action to today's world?

5. Again Tim is being asked to keep secrets from his father. How do you think Tim feels about this? How do you feel? (p. 43)

6. "Sam was back." What do you think will happen now between Tim and Sam and Sam and his father? (p. 45)
MY BROTHER SAM IS DEAD
by
James Lincoln Collier & Christopher Collier

Chapter IV

Define the following words as they are used in the book.

1. Continentals (p. 48)
2. muzzle (p. 55)
3. desert (p. 57)
4. woodlot (p. 60)

Respond to the following:

5. Have you ever been so excited that it was hard to keep a secret? If so what happened? (p. 46-top of 47)

6. Tim is watching as a group of military personal are coming down the road on horseback. How did Tim feel? Why do you think he felt that way? (p. 48-49)

7. Tim's father has a confrontation with a rebel officer about his beliefs. Remember Tim's father is a Tory. How was Tim feeling? Has anything ever had this type of affect on you? (p. 50-51)

8. Tim tries to steal the Brown Bess back from Sam. What happened? How do you feel about Sam's response to Tim about helping their father? Do you believe Sam did the right thing or not? Why? (p. 58-59)
MY BROTHER SAM IS DEAD
by
James Lincoln Collier & Christopher Collier

Chapter V

Define the following words according to the book.

1. livestock (p. 63)
2. petition (p. 63)
3. envied (p. 64)
4. skirmishes (p. 65)
5. underdogs (p. 65)
6. militiamen (p. 65)
7. holystoning (p. 73)

Respond to the following questions.

8. What are some of the problems of war that Tim is thinking about? Can you think of other possible problems that might occur? What? (pp. 62-63)

9. Tim wishes for the excitement of his brother's life. Do you ever wish for more excitement in your life or to be grown-up? Explain.

10. On page 69, Mr. Heron tries to talk Tim's father into letting Tim deliver some business letter to Fairfield, but Tim's father says no. Tim gets angry on page 70 and 71. Tim and his father get in an argument. Who does this remind you of and why?

11. What does Tim's Father say will happen to him if he gets caught carrying the letters? How do you feel about these type of consequences where children are concerned? (p. 72)

12. How does Tim find an excuse to deliver the letters? (pp. 72-73)
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James Lincoln Collier & Christopher Collier

Chapter VI

Define the words according to what you read in the book.

1. suspicious (p. 74)
2. brisk (p. 78)
3. stow (p. 78)
4. hitch (p. 78)

Respond to the following:

5. Tim is putting glory before honor in telling Mr. Heron that he will carry the letter without his father's knowledge. How do you feel about this? (p. 76)

6. Betsy is very suspicious of Tim's journey. She reveals later that she saw Tim get the letter from Mr. Heron. What does she think is going on? Do you think she is right? (pp. 81-84)

7. When Tim picked up the letter that Betsy had thrown away, how do you think he felt when he read, "If this message is received, we will know that the messenger is reliable." (p. 84)

8. What do you think will happen to Tim since he no longer has the letter?

9. In the library Mr. Heron is very secretive. He wants the letter delivered to a Mr. Burr. Look in the encyclopedia and find out who Mr. Burr is. Tell a little about him. (p. 78)
MY BROTHER SAM IS DEAD
by
James Lincoln Collier & Christopher Collier

Chapter VII

Define the following words by how they are used in the book.

1. regiment (p. 86)
2. encamped (p. 86)
3. recalcitrance (p. 87)
4. scarcer (p. 90)
5. cow-boys (p. 91)
6. churned (p. 92)

Respond to the following.

7. Why do you think Mr. Heron never mentioned the letter he had given Tim? (pp. 85-86)

8. Sam describes life in the winter of 1776. Why would spirits be so high if there was almost no food or clothing and the men were having to wrap their feet in cloth to keep them from freezing? (p. 87)

9. Why do you think Sam's mother insisted on answering Sam's letters although his father didn't want her to? (pp. 87-88)

10. Tim's father didn't want him to go to Verplancks Point because of the danger of the thieves, but Tim has to go since his father needs his help. Have you ever gotten to help out when really need? How? (pp. 90-91)

11. Tim and his father meet up with the cow-boys. Tim fears his father will say the wrong thing. Why? Are Tim's fears justified? (pp. 93-97)

12. Tim makes it to Verplanks Point but he says, "It disappoints me. It didn't look any different and I didn't feel any different, either. Here I was in a foreign country, and it was just like being home." Why do you think he feels that way since he was so excited at the beginning of the trip? (p. 98)

13. During any unstable time in history there are always those who make matters worse by their behavior. Criminals know that those responsible for law and order have their hands full. Can you cite other examples from history
or the present when this type of thing happened?
Define the following word according to the book.

1. seditious (p. 102)

Respond to the following:

2. Tim is talking with his cousin, Ezekiel, when he thinks what if I fought with the Loyalists and Sam was a Patriot. In a battle, he sees himself aiming a gun at his brother. Can you imagine what it would be like brother against brother in a war? What do you think would happen if two brothers met in a war? (p. 103)

3. Tim sees Verplanck's Point and wishes he lived there. As he walks around and really sees what hard work it is in the large town, he is grateful for who he is. Have you ever felt this way? When? (pp. 106-107)

4. Tim and his father go back to Verplanck's Point through Ridgebury where they were escorted through originally because of the cow-boys. Did anything happen? What? If not, why not? (p. 109)
MY BROTHER SAM IS DEAD
by
James Lincoln Collier & Christopher Collier

Chapter IX

Define the following words as they are used in the book.

1. miserable (p. 113)
2. escort (p. 114)
3. prickle (p. 119)
4. ambush (p. 121)

Respond to the following.

5. Tim's father keeps riding about a mile ahead of him to scout the area coming back occasionally to make sure Tim is all right. Tim doesn't like being alone so much. How do you think you would feel in his situation? (p. 115)

6. The cow-boys have taken Tim's father. What do you think they will do with him? (p. 119)

7. "Why hadn't they come back for the wagon?" This is what Tim is thinking as he is alone near the hemlocks. What would your answer to this question be? (p. 120)

8. "I was too scared to cry; I just felt frozen and unable to move or think what I should do next." Have you ever felt this way? (p. 120)

9. Tim makes a difficult decision about his father and the wagon. What was his decision? (p. 121)

10. What do you think of the story that Tim told the cow-boys? Do you think he scored telling points that he can tell Sam about? (pp. 124-125)

11. "By midnight I was home." Do you think Tim is the same boy he was when he left home? Have his experiences changed him? (p. 126)
MY BROTHER SAM IS DEAD
by
James Lincoln Collier & Christopher Collier

Chapter X

Define the following words as they are used in the book.

1. commissary note (pp. 128-129)
2. depreciation (p. 129)
3. vanguard (p. 136)
4. trainband (p. 137)
5. fusillade (p. 141 & 143)

Respond to the following.

6. Pages 128-129 tell of many problems caused by the war. Six problems are named. Find and list the six problems caused by the war.

7. The original English settlers came to the colonies for religious freedom. Was religious freedom still possible in the Revolutionary War? (p. 131)

8. You made a prediction in chapter nine about Tim. That is if Tim was still the same person that he was before his father was taken or not. Was he? What is Tim's answer to your prediction? (p. 132-133) Was your prediction correct or not?

9. Tim watches the British troops march onto the training ground. How would you describe his feeling? (p. 137)

10. Why do you think the British soldier from Ireland said, "I wisht I was back there roight naow, 'stead of marching though this bloomin place." (p. 138)

11. Jerry Sanford is only a boy but is taken prisoner by the British. What do you predict will happen to him? (pp. 140-141)

Think about and respond to the following.

12. Would you say Tim has now seen what war is really like? Why?
Define the following words as they are used in the book.

1. cockaded (p.151)
2. desertion (p.160)
3. enlistment (p.160)
4. pledge (p.161)

Respond to the following.

5. What do you think of the medical treatment the wounded rebel soldier received? How would you compare this to a visit to the doctor today? (p. 147)

6. Tim's mother gets a little violent when Captain Betts asks Tim to go ring the church bell together the men together. Why? Was she justified.

7. How do you feel about Sam knowing that his father was missing and yet doing nothing, not even a letter home? (pp. 156-157)

8. Tim presses Sam to do something about finding their father. What do you feel is motivating him? (pp. 156-158)

9. Have you ever had an argument with an older brother or sister like Sam and Tim did? (pp. 156-157)

10. Sam and his mother have a tearful reunion on page 159. How do you think Sam's mother felt when she saw him?

11. Tim says of Sam, "I didn't feel like his little brother anymore, I felt more like his equal." Give reasons why you think Tim feels this way. (p. 163)
Define the words according to the book.

1. apprentice (p. 169)
2. exchequer (p. 170)
3. lashes (p. 175)

Respond to the following

4. The Meekers find out that father is dead. He died on a British prison ship. His family basically already figured that he was dead. How do you think the Meeker family is feeling? (p. 164-165)

5. Jerry Sanford is also dead. Tim's mother says of the military, "They're all animals now, they're all beasts." What do you think she meant by that statement? (p. 166)

6. "In war the dead pay the price for the living." What do you think that Mrs. Meeker meant by that? (p. 167)

7. Sam gives reasons why he and other soldiers have stolen food. How do you feel about this? Are there any reasons that justify stealing? (p. 173-174)

8. Drinking became a way of forgetting about the dying for the soldiers. Do you think this is a common side effect of war? Are there other problems caused by drinking? Does drinking really solve problems? (p. 176)

9. Sam describes the living conditions of the soldiers that winter. Can you remember another place that had the same kind of conditions in the winter during the Revolutionary War? Where? (p. 176-177)

10. Sam continually warns Tim to sell or butcher the cows. The cows end up being stolen and Sam is arrested for the crime. What do you think will happen to Sam? (pp. 177 & 181)
Define the following words according to the book.

1. floundering (p. 183)
2. foreboding (p. 184)
3. stockade (p. 196)
4. execute (p. 192)
5. compulsory (p. 192)

Respond to the following:

6. Sam has been taken to General Putnam for stealing cattle. What do you think will happen to him? Why? (p. 185)

7. "They've seem so much death these soldiers. What does the life of one more man mean to them?" mother said. War hardens people can you think of anything today that would make people feel this way about life? Why would people feel this way? (pp. 185-186)

8. War is hard. Sometimes we do a lot of things we don't want to. "I think it will be worth it despite the death and destruction." said Mr. Read. What do you think about this quote? Consider our country today. Do you feel that the price of freedom was worth the cost of human lives and suffering? (p. 193)
Define the following word according to the book.

1. clemency (p. 199)

Respond to the following:

2. Tim decides to save Sam. His mother says your going to get yourself killed son. "Men must fight and women must weep." How do you feel about that statement? (p. 202)

3. Tim's mother tells him that if he is killed, that he will get no tears from her. She has done her weeping for this war. Does she no longer care about Tim? Why do you think she says this? (p. 202)

4. Tim tries to help Sam escape, but the effort doesn't work. Do you think the effort was worth it? Have you ever tried to do something that didn't work out? What? How did you feel afterwards? (pp. 202-206)

Reflect on and respond to the following:

5. Why do you think General Putnam refused Sam's plea for clemency? Do you agree or disagree with his reasoning? Explain.

6. Sam remains so calm throughout his capture, imprisonment, and court-martial. Given what he was facing, this seems unusual. Why do you think Sam remained so calm?
YOU HAVE NOW READ SECTION ONE OF MY BROTHER SAM IS DEAD. PLEASE TELL ABOUT ANY FEELING YOU HAD ABOUT WHAT YOU READ, INCLUDE ANY INTERPRETATIONS ABOUT THE LITERATURE THAT YOU HAD.
YOU HAVE NOW READ SECTION TWO OF MY BROTHER SAM IS DEAD. PLEASE TELL ABOUT ANY FEELING YOU HAD ABOUT WHAT YOU READ, INCLUDE ANY INTERPRETATIONS ABOUT THE LITERATURE THAT YOU HAD.
YOU HAVE NOW READ SECTION THREE OF MY BROTHER SAM IS DEAD. PLEASE TELL ABOUT ANY FEELING YOU HAD ABOUT WHAT YOU READ, INCLUDE ANY INTERPRETATIONS ABOUT THE LITERATURE THAT YOU HAD.
YOU HAVE NOW READ SECTION FOUR OF MY BROTHER SAM IS DEAD.
PLEASE TELL ABOUT ANY FEELING YOU HAD ABOUT WHAT YOU READ,
INCLUDE ANY INTERPRETATIONS ABOUT THE LITERATURE THAT YOU
HAD.

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PLEASE TELL ABOUT ANY FEELING YOU HAD ABOUT WHAT YOU READ,
INCLUDE ANY INTERPRETATIONS ABOUT THE LITERATURE THAT YOU HAD.
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MY BROTHER SAM IS DEAD

by

James Lincoln Collier & Christopher Collier

YOU HAVE NOW READ SECTION FOURTEEN OF MY BROTHER SAM IS DEAD. PLEASE TELL ABOUT ANY FEELING YOU HAD ABOUT WHAT YOU READ, INCLUDE ANY INTERPRETATIONS ABOUT THE LITERATURE THAT YOU HAD.
YOU HAVE NOW READ THE EPILOGUE OF MY BROTHER SAM IS DEAD. PLEASE TELL ABOUT ANY FEELING YOU HAD ABOUT WHAT YOU READ, INCLUDE ANY INTERPRETATIONS ABOUT THE LITERATURE THAT YOU HAD.
1. Sam is only a boy, yet he gets a gun and goes to Lexington to fight the Lobsterbacks. Why do you think that a boy would be in a battle?

2. Who was Paul Revere and what did he do that was important?

3. "Sam could see their red coats and the sun glinting on their bayonets. They looked like a bright river of red." (p. 37) Try to put yourself in Sam's place what would you be thinking?

4. Sam is angry about his friend being shot. Can anger make you do something you wouldn't normally do? Why?

5. The American revolution lasted eight years. What do you think it was like for the families who had to live through it? What do you think it would be like for you today to have to endure such a thing?
THE BOSTON COFFEE PARTY

by

Doreen Rappaport

Please tell what you think about Merchant Thomas' hoarding of the coffee so that he can charge more money when all of the people are out of coffee. Also tell what you think of what the ladies did to Merchant Thomas. Then tell me what you think of the book. This book is based on a real incident in Boston.
PLANNING GUIDE FOR ESSAY TEST

Name __________________________

ESSAY TEST FOR MY BROTHER SAM IS DEAD

You are to choose to be either a Loyalist or a Patriot. Then write an essay that includes the following.

PARAGRAPH ONE:
Who you are.
Where you live in the colonies.
What you think of the taxes that England has put on the colonies (include the names of specific taxes).

PARAGRAPH TWO:
Are you a Loyalist or a Patriot? Why?
How does your family feel about your decision?

PARAGRAPH THREE:
Tell about two battles that you were in. Include you feelings about the deaths of you comrades and your friends.
Tell what life was like in the 1770's armies?

PARAGRAPH FOUR:
Tell about a time of hardship that is not a battle, such as a bad winter or lack of food.

PARAGRAPH FIVE:
Tell about how the war ended for you. Did you side win or loose?

PARAGRAPH SIX:
What will you do with the freedom the end of the war has brought?

Be sure that you thoughts and feelings come through to the reader about the war and what must be done!

Parent Signature __________________________

Test date __________________________
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WORKING WITH UNIT 2

This unit uses the three small books *A Picture Book of George Washington* by David A. Adler, *George Washington* by Kathie Billingslea Smith, and *Buttons for General Washington* by Peter and Connie Roop.

Day 20

Read the book *Buttons for General Washington*. Take a few minutes to let the students do the sheet for the book and write in their journals. This takes about 30 minutes. Next hand out the sheet to take notes on the two books *George Washington* and *A Picture Book of George Washington*. When the students have the sheets, read the books to the students, giving them plenty of time to write down what they want. Repeat what ever they need repeated. This takes approximately 1 1/2 hours.

Day 21

From their notes have the students retell the story of George Washington in their own words. They can do this on notebook paper or you can use the sheets provided. This retelling of Washington's life will serve as the evaluation for this unit.
This book tells the story of the Darraghs. One brother is a Continental soldier and the rest of the family are spies. Please tell about any feelings you had while reading this book.
You can use these pages to take notes on George Washington.

CHILDHOOD


YOUNG MAN


SOLDIER


67
GEORGE WASHINGTON

by

Kathie Billingslea Smith

A PICTURE BOOK OF GEORGE WASHINGTON

by

David A. Adler

Retell the story of George Washington in your own words. Begin with his childhood, and go to his being a general in the Revolutionary War, until his death at sixty-seven years old.
WORKING WITH UNIT 3

Materials needed: The book *SSH! We're Writing The Constitution* by Jean Fritz, pencil and paper or sheets provided for notes, the question sheet on the book.

Day 22

Read the book *SSH! We're Writing The Constitution*, letting the students take notes. Read slowly and carefully if each child does not have their own copy. Depending on your students this could take 2 days.

Day 23

Have the students write their own constitution using parts from the U. S. Constitution as described in the book and tell how they would have made it different. This makes a great group project and can be used for evaluation if carefully monitored.
notes on SSH! WE'RE WRITING THE CONSTITUTION
SSH! WE'RE WRITING THE CONSTITUTION

by

Jean Fritz

1. Why do you think the states did not want a strong central government? (p. 7)

2. What were the problems with the Articles of Confederation? (p. 9)

3. What were the three branches of government in the Virginia Plan? What was each branch to do? (p. 14)

4. The delegates to the Continental Convention suffered miserably. Why do you think that only two quit? Have you ever been in a situation that wasn't pleasant? What did you do? (pp. 24-26)

5. What was the Great Compromise? Have you ever had to make a compromise? What? (p. 29)

6. The Constitution starts out with "We the people." What was special about these words? Why did it frighten some people? Can our country today still be represented by the words "We the people?"

7. Why was a Bill of Rights important to the people? Is the Bill of Rights still the protector of peoples freedoms and rights that it was when the constitution was written? (p. 39)
WORKING WITH UNIT 4


**Day 24**

Read chapters 1-4 of *Ben and Me*. Give students time to write in their journals and then answer the questions to chapters 1-4.

**Day 25**

Read chapters 5-6 of *Ben and Me*, write in journal and answer questions to chapters 5-6.

**Day 26**

Read chapters 7-8 of *Ben and Me*, write in journal and answer questions.

**Day 27**

Read chapters 9-11 of *Ben and Me*, write in journal and answer questions.

**Day 28**

Read chapters 12-13 of *Ben and Me*, write in journal and answer questions.

**Day 29**

Read chapters 14-15 of *Ben and Me*, write in journal and answer questions.

**Day 30**

Give the students a sheet of notebook paper and have
them write why they think Benjamin Franklin was an amazing man and why he was important to his country. This will serve as the evaluation for this chapter. Let the student use their book if they wish.

**Day 31**

Just for fun. Make copies of the sheet Ben Franklin's Maxims. Have them write a short explanation of what the maxim means. Then draw a picture on the copy you hand out to them that they feel illustrates the maxim. The short explanation can be glued to the back. This makes an excellent class book if put together. This may take a second day.
Please define the following words.

1. lamented
2. vestry
3. ember
4. warming-pans
5. flatirons
6. anvil
7. tankard
8. domicile
9. maxims
10. grampus
11. frolic
12. yokels
13. rakish

Respond to the following:

14. Explain the speech "poor as a church mouse."

15. How did Ben Franklin look when Amos first saw him? Why do you think that Franklin is pictured this way?

16. What is "waste not, want not"? What does it mean? Have you ever been guilty of too much waste? How?

17. Inventors often have problems to solve. What were the problems that Ben had to solve with the Franklin stove?

18. Ben and Amos come to an agreement. Why was it important that this agreement be in writing and not just verbal? Have you every made an agreement? What? Was it oral or written?

19. The two country yokels find Ben's clothes and take them back to town as proof of Ben's death. Does Ben make the right decision when he meets the crowd in Philadelphia in his torn trunks and hat? What would you have done in his situation?

20. How did Ben show concern for Amos? How did he fail to show concern?

21. What could Ben have done to insure Amos's safety while he was swimming?
Ben and Me
by
Robert Lawson

CHAPTER 5 & 6

Please define the following words.

1. insomnia 6. derived
2. alterations 7. convulsive
3. counterfeit 8. cumbered
4. contemptible 9. apprentice
5. lenient

Respond to the following:

10. Amos doesn't like Ben's maxims. Do you think these maxims are worthwhile? Why or why not?

11. Amos was trying to help Ben when he made changes in the almanac. Do you think this excuses his actions?

12. Amos hid for two days after the Almanac incident. What do you think would have happened if he had not hidden.

13. Ben and Amos have different feelings about electricity. Compare their feelings and tell why you think each feels the way he does. If you had been there, would your feelings have been more like Ben or more like Amos's? Why

14. Ben said that Amos had no vision (p. 40B). What do you think he meant by this? Think of three examples of people who had vision. Tell why you think each one had this quality.

15. Do you think that Amos learned anything from the incident with the almanac? Support your opinion with examples from the story.
Define the following words.

1. ridgepole
2. andirons
3. treacherous
4. incessant
5. idyllic
6. mania

Respond to the following

7. What is the question that Ben Franklin, the scientist, is asking in this chapter?

8. Do you think Ben is a coward? Give examples from the book to support your opinion.

9. Make a list of facts we know about electricity. Which of these facts were known in Ben Franklin's time? Mark them with a star.

10. What caused the "first and only rift " in Ben and Amos's friendship?

11. What do you think made Ben trick Amos into staying up in the kite during the storm. Do you think his reasons justified his actions? Why or why not?

12. Think of some of the things that both Ben and Amos have done to ruin their friendship. Compare each of their reasons when they have been disappointed by the other. Have you ever been disappointed by a friend? How?

13. You are a judge who has been asked to hear the case of Ben Franklin vs. Amos Mouse. Each claims that the other has broken his side of their legal agreement. Give the arguments each side would use and tell how you would judge the case and why?
Define the following words.
1. manifesto
2. aspirations
3. rumblings
4. thwart
5. rapscallion
6. agile

Respond to the following.

7. Would you like to have Red as you best friend? Why or why not?

8. Suppose Amos had told the world that the Declaration of Independence had been written by Red. What consequences would there be?

9. Make a list of the advantages and disadvantages of asking a foreign country of aid. Do you think it was a wise decision for the colonies too send Ben to France? Why?

10. Compare Ben's success as a diplomat in England and in France. How can you account for the difference?

11. What plan would you devise for Amos to rescue Sophia's children?

12. In most history books, who is credited with being the most influential writer of the constitution?

13. What is the double meaning of Amos's comment to Ben, "Are we men or are we mice?"
Define the following words.

1. gout
2. uncouth
3. foppish
4. preen
5. turmoil
6. opulent
7. cudgel
8. intrepid
9. bosun

Respond to the following.

10. Why do you think Amos didn't tell Ben about Sophia's problems? What do you think Ben would have done if he had known?

11. Compare your plan, that you did for the last chapters, for rescuing Sophia's children to Amos's and Red's plan. Which plan do you think has the best chance of succeeding? Why?

12. Do you think it was right for so many hundreds of mice to risk their lives just to save seven children? Give reasons for your opinions. How does this relate to the idea of freedom in the Revolutionary War?

13. Try to think of a non-violent way the children could have been saved? Would you plan help solve some of today's problems? How?

14. What finally changes Ben's mind about returning to the United States?

15. What effect did the Battle of Versailles have on Ben? Do you think Amos took this into account when he made his plans? Do you think Amos would have or should have changed his plans if he had known how Ben would have been affected?
Define the following words.

1. downcast
2. frivolous
3. succumbed
4. innumerable

Respond to the following:

5. Describe the relationship between Amos and Sophia. How do you think each feels about the other?

6. List all the reasons that Ben should leave France. Why do you think he is reluctant to leave?

7. Suppose that Sophia were unable to find her husband once she arrived in America. List all the possible consequences of this happening.

8. What do you think of Amos's plan for the future? Do you have plans for the future? What?

9. Ben was 81 when the book ended. Look back to the beginning of the story when Amos first met Ben. Use information from a biography of Franklin, along with Ben and Me to figure out how many years Ben and Amos have been together.

10. Amos says that he was bored with Ben's activities. Do you think that Ben suspected that this was why Amos got him the new hat? Support your opinion with examples from the book.

11. Suppose you could interview Ben Franklin about his life. List three questions that you would want to ask him.
YOU HAVE NOW READ CHAPTERS ONE, TWO, THREE, AND FOUR OF BEN AND ME. PLEASE TELL ABOUT ANY FEELINGS YOU HAD ABOUT WHAT YOU READ. INCLUDE ANY INTERPRETATIONS ABOUT THE LITERATURE THAT YOU HAD.
BEN AND ME

by

Robert Lawson

YOU HAVE NOW READ CHAPTERS FIVE AND SIX OF BEN AND ME.
PLEASE TELL ABOUT ANY FEELINGS YOU HAD ABOUT WHAT YOU READ.
INCLUDE ANY INTERPRETATIONS ABOUT THE LITERATURE THAT YOU HAD.
YOU HAVE NOW READ CHAPTERS SEVEN AND EIGHT OF _BEN AND ME_.

PLEASE TELL ABOUT ANY FEELINGS YOU HAD ABOUT WHAT YOU READ. INCLUDE ANY INTERPRETATIONS ABOUT THE LITERATURE THAT YOU HAD.
YOU HAVE NOW READ CHAPTERS NINE, TEN, AND ELEVEN OF BEN AND ME. PLEASE TELL ABOUT ANY FEELINGS YOU HAD ABOUT WHAT YOU READ. INCLUDE ANY INTERPRETATIONS ABOUT THE LITERATURE THAT YOU HAD.
BEN AND ME

by

Robert Lawson

YOU HAVE NOW READ CHAPTERS TWELVE AND THIRTEEN OF BEN AND ME. PLEASE TELL ABOUT ANY FEELINGS YOU HAD ABOUT WHAT YOU READ. INCLUDE ANY INTERPRETATIONS ABOUT THE LITERATURE THAT YOU HAD.

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86
You have now read Chapters Fourteen and Fifteen of *Ben and Me*. Please tell about any feelings you had about what you read. Include any interpretations about the literature that you had.

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"THE LABORER IS WORTHY OF HIS HIRE."
"FISH AND VISITORS SMELL IN THREE DAYS."
BEN FRANKLIN'S MAXIMS

"THE ROTTEN APPLE SPOILS HIS COMPANIONS."
"NOW I HAVE A SHEEP AND A COW, EVERYBODY BIDS ME GOOD MORROW."
"APPROVE NOT OF HIM WHO COMMENDS ALL YOU SAY."
BEN FRANKLIN'S MAXIMS

"HE'S A FOOL THAT MAKES HIS DOCTOR HIS HEIR."
"HUNGER NEVER SAW BAD BREAD."
BEN FRANKLIN'S MAXIMS

"KINGS AND BEARS OFTEN WORRY THEIR KEEPERS."
BEN FRANKLIN'S MAXIMS

"INNOCENCE IS ITS OWN DEFENSE."
"WASTE NOT, WANT NOT."
BEN FRANKLIN'S MAXIMS

"HE THAT GOES A-BORROWING GOES A-SORROWING."
"AT THE WORKING MAN'S HOUSE HUNGER LOOKS IN BUT DARES NOT ENTER."
"WHEN YOU ARE GOOD TO OTHERS, YOU ARE BEST TO YOURSELF."
"GREAT TALKERS LITTLE DOERS."
BEN FRANKLIN'S MAXIMS

"NO GAINS WITHOUT PAINS."
BEN FRANKLIN'S MAXIMS

"EARLY TO BED, EARLY TO RISE, MAKES A MAN HEALTHY, WEALTH, AND WISE."
WOULD YOU LIVE WITH EASE, DO WHAT YOU OUGHT, NOT WHAT YOU PLEASE.
BEN FRANKLIN'S MAXIMS

"A PENNY SAVED IS A PENNY EARNED."
"BETTER SLIP WITH FOOT THAN BY TONGUE."
"A LIE STANDS ON ONE LEG, TRUTH ON TWO."
"EAT TO LIVE, NOT LIVE TO EAT."
"HE THAT FALLS IN LOVE WITH HIMSELF WILL HAVE NO RIVALS."
"LOOK AHEAD OR YOU WILL FIND YOURSELF BEHIND."
"THREE MAY KEEP A SECRET IF TWO OF THEM ARE DEAD."
"ONE DAY IS WORTH TWO TOMORROWS."
BEN FRANKLIN'S MAXIMS

"WELL DONE IS BETTER THAN WELL SAID."
"A CAT IN GLOVES CATCHES NO MICE."
"EXPERIENCE KEEPS A DEAR SCHOOL, YET FOOLS WILL LEARN IN NO OTHER."
BEN FRANKLIN'S MAXIMS

"A SLEEPING FOX CATCHES NO POULTRY."
BEN FRANKLIN'S MAXIMS

"LIGHT PURSE, HEAVY HEART."
BEN FRANKLIN'S MAXIMS

"HE THAT DOTH WHAT HE SHOULD NOT, SHALL FEEL WHAT HE WOULD NOT."
"DON'T THROW STONES AT YOUR NEIGHBORS IF YOUR OWN WINDOWS ARE GLASS."
BEN FRANKLIN'S MAXIMS

"MEN AND MELONS ARE HARD TO KNOW."
APPENDIX A: INDEPENDENCE DAY

REVOLUTIONARY TEA

The tea was conveyed to the daughter's door
All down by the oceanside
And the bouncing young lady poured out every pound
In the dark and boiling tide.
And then she called out to the Island Queen,
"O mother, dear mother," quoth she:
"Your tea you may have when 'tis steeped enough
But never a tax from me.
But never a tax from me."

Disguised in war paint and wrapped in "Indian" blankets
rather than sporting the feathers shown in the J.B. Beale painting at right), Sam Adams' men axed open 342 chests
of taxed tea on the night of December 16, 1773, and
dumped it "to steep," as the song says, in the harbor.
"Revolutionary Tea," one of few songs surviving from
that time, recounts the sauciness of an American daughter
to her English mother. The mother soon boxed the daughter's ears, unwittingly turning more colonials into rebels.

"Vow, mother, dear mother," the daughter replied,
I can't do a thing you ask,
I'm willing to pay a fair price for the tea
But never the three penny tax."
"You shall!" quoth the mother and reddened with rage.
"For you're my own daughter, you see,
And sure, 'tis quite proper the daughter should pay
Her mother a tax on the tea.
"Your mother a tax on the tea,
"Your mother a tax on the tea.

And so the old lady her servant called up
And packed off a budget of tea,
And eager for three pence a pound, she put in
Enough for a large family.
She ordered her servants to bring home the tax,
Declaring her child should obey
Or, old as she was and almost woman grown,
She'd half whip her life away.
She'd half whip her life away.
PAUL REVERE'S RIDE
Henry Wadsworth Longfellow
Illustration by Flora Brent

Listen, my children, and you shall hear
Of the midnight ride of Paul Revere,
On the eighteenth of April, in Seventy-five;
Hardly a man is now alive
Who remembers that famous day and year.

He said to his friend, "If the British march
By land or sea from the town to-night,
Hang a lantern aloft in the belfry arch
Of the North Church tower as a signal light—

One, if by land, and two, if by sea;
And I on the opposite shore will be,
Ready to ride and spread the alarm
Through every Middlesex village and farm;
For the country folk to be up and to arm."

Then be said, "Good night!" and with
muffled oar
Silently rowed to the Charlestown shore,
Just as the moon rose over the bay,
Where swinging wide at her moorings lay
The Somerset, British man-of-war;
A phantom ship, with each mast and spar
Across the moon like a prison bar,
And a huge black hulk, that was magnified
By its own reflection in the tide.

Meanwhile, his friend, through alley and
street,
Wanders and watches with eager ears,
Till in the silence around him be hears
The muster of men at the barrack door,
The sound of arms, and the tramp of feet.
And the measured tread of the grenadiers
Marching down to their boats on the shore.

Then he climbed the tower of the Old
North Church,
By the wooden stairs, with stealthy tread,
To the belfry-chamber overhead,
And startled the pigeons from their perch

On the sombre rafters, that round him
made
Masses and moving shapes of shade.—
By the trembling ladder, steep and tall,
To the highest window in the wall,
Where he paused to listen and look down
A moment on the roofs of the town.
And the moonlight flowing over all.

Beneath, in the churchyard, lay the dead,
In their night-encampment on the hill,
Wrapped in silence so deep and still
That he could hear, like a sentinel's tread,
The watchful night-wind, as it went
Creeping along from tent to tent,
And seeming to whisper, "All is well!"
A moment only he feels the spell
Of the place and the hour, and the secret
dread
Of the lonely belfry and the dead;
For suddenly all his thoughts are bent
On a shadowy something far away,
Where the river widens to meet the bay.—
A line of black that bends and floats
On the rising tide, like a bridge of boats.

Meanwhile, impatient to mount and ride,
Booted and spurred, with a heavy stride
On the opposite shore walked Paul Revere.
Now he patted his horse's side,
Now gazed at the landscape far and near,
Then, impetuous, stamped the earth,
And turned and tightened his saddle-girth;
But mostly he watched with eager search
The belfry-tower of the Old North Church,
As it rose above the graves on the hill,
Lonely and spectral and sombre and still.
And lo! as he looks, on the belfry's height
A glimmer, and then a gleam of light!
He springs to the saddle, the bridle he
turns,
But lingers and gazes, till full on his sight
A second lamp in the belfry burns!

A hurry of hoofs in a village street,
A shape in the moonlight, a bulk in the
dark.
And beneath, from the pebbles, in passing
a spark
That's What It Means to Be Free

_All:_ You can say anything that you want to say
whoever you may be.
You can meet with your neighbors across the way.
THAT'S WHAT IT MEANS TO BE FREE.

You can write anything that you want to write
and dare to disagree.
You can sleep without feeling afraid at night.
THAT'S WHAT IT MEANS TO BE FREE.

You can't be imprisoned or taken away
until you've been justly tried.
You can choose the church where you want to pray
with your family by your side.

You can dream any dream that you want to dream
and make it all come true,
'cause you live in a land where the star of liberty
is shining over you.

_Narrator:_ It took a lot of great men to keep
those stars of liberty shining . . .
men like George Washington

_Voice 1:_ . . . Thomas Jefferson . . .
_Voice 2:_ . . . Benjamin Franklin . . .

_Narrator:_ Great men!
But no story of America
could be told without the “Common Man”—
Mister Nobody-In-Particular—
whose restless eye and “itching foot”
led him West,
to change the nation’s history.
Narrator: The voice of the people had spoken.
Liberty! Freedom!
The words thundered in a Revolutionary sky.
And Yankee Doodle America was ready to fight for them.
1781! A brand new nation had been born in revolution.
And now—slowly, painfully—we had to establish law and order,
settle our differences,
and, finally, frame a representative government.

Voice: Hey, Mister! We sure do have ourselves
a mighty fine Constitution.

Narrator: (Proudly) Nothing like it in the whole world!
Voice: But I was just wondering,
could you add a little something about Freedom?
Narrator: Can we? This is America. You bet we can!!
We'll put it all down on paper...
the first ten amendments to the Constitution...
and we'll call it The Bill of Rights.
APPENDIX B: THE UNITED STATES FLAG

Are You for Independence?

Chairman: Connecticut, ARE YOU FOR INDEPENDENCE?
Are you for the pursuit of happiness?
For life and liberty and freedom?
Solo 1: Connecticut votes yes!

Chairman: Rhode Island, ARE YOU FOR INDEPENDENCE?
Are you for the pursuit of happiness?
For life and liberty and freedom?
Solo 2: Rhode Island votes yes!

Chairman: Massachusetts, how 'bout you, sir?
Voice: Upon due reflection, we do, sir.

Chairman: Delaware and Pennsylvania?
2 Voices: Delaware and Pennsylvania vote yes!

Chairman: New York, New Hampshire and New Jersey?
3 Voices: The three of us vote yes!

Chairman: Virginia?
Solo: Virginia, home of Patrick Henry, George Washington, Thomas Jefferson, James Madison and James Monroe votes yes!

Chairman: Maryland and Georgia?
2 Voices: We agree, sir!

Chairman: North and South Carolina?
2 Voices: So do we, sir!

All: And that's how our country had its birthday, a day that ev'rybody celebrates. When thirteen original colonies became The United States!
Narrator: Where man goes, he carries his dreams with him. And with the early settlers, across three thousand miles of lonely ocean, came the dreams of Freedom. Its seeds were planted in Jamestown, took root at Plymouth Rock, and — as colonies spread up and down the Eastern seaboard — the dream traveled by horseback, by stagecoach, by foot, by flatboats going up river...

Woman 1: It traveled to quiltin' parties...
Woman 2: Sewin' bees...
Man: Town meetin's...
Boy: One-room schoolhouses...

Narrator: It traveled to Boston where they had a tea party — to Virginia, where Patrick Henry made a fiery speech — and finally, on July 4th, 1776, the dream reached a hot, crowded Philadelphia courthouse.

All: (*Crowd noises, gavel knocking*)
Chairman: Order, gentlemen, please!
Sherman: (*Above crowd noises*) Mister Chairman!
Chairman: The Chair recognizes Roger Sherman, delegate from Connecticut.
Sherman: I move that the resolution called "The Declaration of Independence" be put to an immediate vote.
All: Yea! Hear! Hear!
Narrator: The thirteen colonies are going to take a vote! There's the roll call beginning now!
There was a man...

**Narrator:** Well, to start with... Who made it possible?

**All:** But where did it all begin?

and dreams as tall as the Great Northwest
with a heart as big as Texas
and invention
and industry

A land of steel
and baseball, Day at the baseball park

barefoot boys with fishing rods

of county fairs, and ticker-tape parades

land of New England meadows and Southern cotton fields.

**Narrator:** Our country, the of the sea,

Our country, the of the sea.

Hear our song of liberty,

Land we love, America,

**All:** We sing of thee, America,
Our National Bird (cont.)

Use these pattern pieces to make a bald eagle.

Here is the head and the tail feathers of the bald eagle. Color the beak yellow and the head and tail feathers white.

Cut them out and assemble your eagle.

Look at a dollar bill to help you arrange the pieces.

Attach your finished bald eagle to a large piece of red or blue construction paper. Add a shield like the one that is on the dollar bill if you would like!
Our National Bird (cont.)

Use these pattern pieces to make a bald eagle.

Here are the arrows and the other wing. Color the wing feathers brown with streaks of black. Color the arrows yellow. Cut them out.
Our National Bird (cont.)

Use these pattern pieces to make a bald eagle.

Here is the bald eagle's body and its feet.
Color the body brown with black streaks.
Color the feet yellow.
Cut out this piece.
Our National Bird

The bald eagle on our dollar bill holds an olive branch in its right talon. The olive branch is a symbol of peace. In its left talon, the eagle holds arrows as a symbol of strength. To make a bald eagle, follow the directions to color, cut out, and assemble the pieces on pages 81-84.

Here is one of the bald eagle's wings and the olive branch.

Color the wing feathers brown with streaks of black.

Color the branch and olives in shades of green. Cut out the pieces.
This magnificent bird can be found on many things in the United States. It is our national bird, the bald eagle.

Since ancient times, eagles have been a sign of power. Eagles have great size and strength, and because of this, many have claimed this bird as their emblem and symbol. When it came to choosing a national bird for America after the Revolutionary War, many wanted this bird to be chosen. It was a great and powerful bird, just as the new nation was great and powerful.

But, not all in Congress wanted this bird as theirs. Benjamin Franklin proposed that the turkey be the national bird, because it was a true native of the country. It was finally decided that the bald eagle, which was unique to North America, be the choice. In 1782, the bald eagle was finally adopted as the national bird for our new democracy.

The bald eagle is not really bald. The head of the adult bird is white, and was called "bald" by the people from England who first settled in America. To them, "bald" meant "white" or "white-streaked," not hairless! This bird also has white tail feathers.

The bald eagle still serves as our national bird, a symbol of the size and strength of our nation.
The Liberty Bell

Let Freedom Ring! (cont.)

Put the remaining pieces of the Liberty Bell together.
Let Freedom Ring!

On the next three pages, you will find pieces of the Liberty Bell. It is your job to put the pieces together to make our special symbol of freedom.

Once you've put the pieces together, glue or paste the completed bell on a large sheet of construction paper. Use it as the cover for a story about what the Liberty Bell has meant and continues to mean to the people of the United States.
Let Freedom Ring! (cont.)
Put the pieces of the Liberty Bell together.
The Liberty Bell

On July 8, 1776, a bell rang out to announce the first reading of The Declaration of Independence to the people of Philadelphia. It became then, and still is, a symbol of American Independence.

The people of Pennsylvania sent an order to England in 1751 for the making of a "bell of about two thousand pounds weight" to be used in the State House in Philadelphia. They asked that this inscription be cast around the bell's crown:

"Proclaim Liberty throughout all the land unto all the inhabitants thereof."

Soon after the bell's arrival to America in 1752, it cracked the first time it rang. It was then recast in Philadelphia and began its ringing for freedom. The Old State House Bell, as it was called, was beginning to live up to the words "Proclaim Liberty" that were inscribed on it, even before the people of the New World knew that it was complete liberty they wanted.

The Old State House Bell rang to summon people to protests of the Stamp Act, the tea tax, and the closing of the port of Boston, as well as to pledge Boston aid. It rang at the public reading of the Declaration of Independence, the Proclamation of Peace with England, and the adoption of the Constitution of the United States. It tolled at the deaths of many important leaders of the fight for democracy. This historic bell rang to proclaim liberty until 1835, when it cracked while tolling during the funeral services of Chief Justice John Marshall.

This bell was known by several names besides the Old State House Bell. It was called the Bell of the Revolution and Old Independence. But it was not until 1839 that it was called the Liberty Bell. An antislavery pamphlet published in this year used the inscription on the great bell as part of its campaign to end slavery: to guarantee freedom "unto all the inhabitants thereof." The pamphlet was called The Liberty Bell. The name caught on.

The Liberty Bell became a symbol of freedom, even though it could not be heard. It began to tour the country by train, visiting such places as New Orleans, Chicago, Charleston, Boston, Atlanta, St. Louis, and San Francisco. Since 1915, the Liberty Bell has been on permanent display in Philadelphia.

The Liberty Bell continues to "Proclaim Liberty throughout all the land" and to people throughout the world.
OUR FIRST PRESIDENT

Fill in the puzzle. Use words from the WORD LIST:

1. "I cannot tell a ________.
2. Washington was a great ________.
3. He was our ________ president.
4. His wife's name was ________.
5. Washington was a ________ in the army.
6. A kind of tree.
7. Washington led the ________.

WORD LIST:
- cherry
- lie
- army
- general
- war
- first
- leader
- Martha
The first president of the United States was George Washington. As a young boy, he liked to study math. A story says that George never lied. He told his father he was the one who chopped down the cherry tree. George led America’s fight with England. He is called the “Father of Our Country.”
CROSSING THE DELAWARE

Find and circle the words. The words may be down, across, diagonal or backwards.

**WORD LIST**
- Washington
- February
- birthday
- holiday
- president
- George
- valley
- crossing
- country
- river

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A TITLE FOR OUR FIRST PRESIDENT

Solve each math problem and write the letter that is next to your answer in correct spaces below.

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IT'S A GRAND OLD FLAG!

Read the story below. Find all the underlined words in the Wordsearch Puzzle. Words may be down, across, diagonal or backwards.

On June 14, 1777 the Stars and Stripes was adopted as the official flag of the United States. Every year on this day businesses, public buildings and homes display the flag. Today's flag has thirteen alternating red and white stripes that stand for the original thirteen colonies. A blue background contains fifty white stars, one for each state.
Our Flag

Our flag had 13 stars and stripes when it was first made. The stars and stripes were arranged like this:

Color the odd-numbered stripes red.
Leave the even-numbered stripes white.
Color the background square for the stars blue.
Leave the stars white.
APPENDIX F: OUR COUNTRY 'TIS OF THEE
NICKNAMES FOR THE FLAG

Write the correct letter of the shape on each line to find two nicknames for the United States flag.

\[
\begin{array}{cccc}
\triangle & \blacksquare & \bigcirc & \square \\
\hline
\end{array}
\]

and

\[
\begin{array}{cccccc}
\triangle & \blacksquare & \bigcirc & \square & \bigstar & \bigdiamond \\
\hline
\end{array}
\]

- O = A
- □ = I
- △ = P
- □ = I
- △ = S
- □ = R
- △ = N
- □ = O
- △ = T
- ● = L
- △ = Y

\[\text{Corrected Shapes}]

143
HOORAY FOR THE FLAG

ACROSS
1. Our flag was adopted in this month.
4. Number of white stripes.
7. The flag was adopted in this city.
9. Our flag has thirteen ________________.
12. ________________ stands for loyalty.
13. ________________ stands for courage.
15. The colonies fought for their ________________.

DOWN
2. The colonies won their freedom from ________________.
3. Number of original colonies.
4. Each colony became a ________________.
5. ________________ stands for purity.
6. The colonists fought in the Revolutionary ________________.
8. The ________________ is the symbol of our nation.
10. There are fifty ________________ on the flag.
11. Number of red stripes.
14. Betsy ________________ may have made the first flag.
The United States Flag

One of the most loved symbols of our country is the American flag. It stands for many things.

The thirteen stripes in our flag, seven red and six white, stand for the thirteen colonies that joined together in 1776 to declare themselves free from the rule of England. The fifty white, five-pointed stars stand for the fifty states that now make up our nation.

Our flag did not always look like this. After independence from England was declared, the first American flag had only thirteen stars to go with the thirteen stripes. As each new state was added to the country, so was a new star and stripe. But, as the flag began to grow, people realized that there would be many more states joining in the United States, and soon the flag would be too big. So in 1818, the members of Congress voted to return the size of the flag to thirteen stripes and add a star for each new state.

The colors of the flag stand for something, too. Red stands for valor, or having great courage. White stands for purity and a goodness that those who founded the country hoped its people would have. Blue stands for justice and the fair treatment of all people who live under the American flag.

This simple piece of cloth called the flag of the United States is a symbol of what makes our country so special.
A PATRIOTIC HOLIDAY

Read the following story. Find the underlined words in the Wordsearch Puzzle. Words may be down, across, diagonal or backwards.

The Fourth of July, also known as Independence Day, is the anniversary of the signing of the Declaration of Independence. It is the birthday of our country. Independence Day was first observed in Philadelphia, Pennsylvania in 1776 with a parade and ringing church bells. Today, people celebrate the Fourth of July by having picnics and watching fireworks.

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

Find two ways that people like to celebrate the Fourth of July. Answer each problem below and write the letter for that number in the spaces at the bottom of the page.

\[
\begin{align*}
7 - \Box &= 3 \\
2 + \Box &= 7 \\
6 - \Box &= 4 \\
\Box + 1 &= 10 \\
5 + \Box &= 8
\end{align*}
\]

and

\[
\begin{align*}
E + 0 &= 10 \\
D - 2 &= 6 \\
1 + \Box &= 8 \\
C - \Box &= 4
\end{align*}
\]
ACROSS
1. The season between spring and fall.
5. Yankee ________ Dandy.
7. The ________ Bell.
9. One color on our flag.
13. July 4th is our nation's ________
15. Pack up the ________ basket!
16. A bright display of lights in the sky.
17. ________ Washington.
18. The colonists fought for ________

DOWN
2. "________ Sam" is our nation's symbol.
3. Our nation's birthday is in this month.
4. Another color in our flag.
6. America is the "Land of the ________".
8. A large fire built outside.
10. July 4th is a summer ________.
11. Number of original colonies.
12. The ________ on tea started the Boston Tea Party.
14. Another color in our flag.
15. ________ are filled with marching bands.
16. The "Stars and Stripes" is our ________.
APPENDIX H: SONGS

Independence Day

On Independence Day, the Fourth of July, the people of the United States celebrate the anniversary of the founding of our democratic nation. The signs of the holiday are all around. Flags are unfurled around the countryside, people cover the parks and recreation areas with picnics. Uncle Sam leads town parades, patriotic music fills the air, and spectacular fireworks light up the sky! It is a noisy, joyous day!

Independence Day is the birthday of the United States. On July 4, 1776, over 200 years ago, the United Colonies of America adopted the document which declared the United States to be “Free and Independent States,” and that “all political connection between them and the State of Great Britain, is and ought to be totally dissolved.” This document was the Declaration of Independence which gave all who lived in these new United States the equal right to “Life, Liberty, and the Pursuit of Happiness.”

The Declaration of Independence set up the foundation for freedom and democracy in our country and inspired many people throughout the world to be free.

The first Independence Day celebration took place in Philadelphia on July 4, 1777. It was a grand day of celebration. Through the years, the Fourth of July has been kept as a special holiday by the people of the United States. It’s a day filled with historic remembering, a rededication to democracy, and a whole lot of fun!
And there we saw a thousand men,
As rich as 'Squire David,
And what they wasted every day,
I wish it could be saved. (Chorus)

And there we saw a swamping gun,
Large as a log of maple,
Upon a decided little cart,
A load for father's cattle. (Chorus)

When the hated British regiments arrived in Boston in 1768, there were skyrockets and jollity as their band struck up "the Yankee Doodle Song"—a ditty that probably included insults about American cowardice during the French and Indian War. British fifer read "Yankeedoodle dandy" in his cap and called it "macaroni." Men and boys as thick as 'hasty pudding.' "Yankeedoodle dandy, Mind the music and the step and with the girls be 'dandy.'"

And every time they shoot it off,
It takes a horn of powder,
And makes a noise like father's gun,
Only a nation louder. (Chorus)

And there was Captain Washington,
And gentle folks about him,
They say he's grown so sartorial proud,
He will not ride without 'em.

He got him in his meeting clothes,
Upon a slapping stallion,
He set the world along in rows,
In hundreds and in millions.

The flaming ribbons in his hat,
They look'd so tearing fine ah,
I wanted pockily to get.
To give to my Jemima.
APPENDIX I:  SHH!  WE'RE WRITING THE CONSTITUTION

by JEAN FRITZ

#1: After the Revolutionary War most people in America were glad that they were no longer British.

#2: Still, they were not ready to call themselves Americans.

#3: The last thing they wanted was to become a nation. They were citizens of their own separate states, just as they had always been: each state different, each state proud of its own character, each state quick to poke fun at other states.

#6: To everyone, the states themselves were all important.

#4: "Sovereign states," they called them. They loved the sound of "sovereign" because it meant that they were their own bosses.

#5: George Washington, however, scoffed at the idea of "sovereign states."

#2: He knew that the state could not be truly independent for long and survive.

#6: Ever since the Declaration of Independence had been signed, people had referred to the country as the United States of America.

#1: It was about time,

#3: he thought,

#1: for them to act and feel united.

#4: In September 1774, when the First Continental Congress met, the common concern was Great Britain.

#6: Two years later, after the Declaration of Independence had been signed, the concern was that the country needed some kind of government.

#1: Not a fully developed government because of course they had their states.

#3: All they wanted were some basic rules to hold them
together to do whatever needed to be done.

#2: So the Congress wrote the Articles of Confederation which outlined rules for a "firm league of friendship." In practice, however, the states did not always feel a firm need to follow any rules.

#4: In 1786 some of the country's leaders suggested to the Congress that all the states send delegates to a Grand Convention in Philadelphia to improve the existing form of government.

#5: It sounded innocent. Just a matter of revising the old Articles of Confederation to make the government work better. No one would quarrel with that.

#2: But they did.

#1: Rhode Island refused to have anything to do with the convention.

#4: Patrick Henry, when asked to be a delegate from Virginia, said he "smelt a rat" and wouldn't go.

#3: Willie Jones of North Carolina didn't say what he smelled, but he wouldn't go either.

#6: But in the end the convention was scheduled to meet in the State House in Philadelphia on May 14, 1787.

#5: It was May 25th before delegates from enough states showed up. They blamed their delays on the weather.

#3: muddy roads,

#2: personal business,

#6: lack of money.

#5: Delegates for New Hampshire couldn't scrape up enough money to come until late July, but even so, they beat John Francis Mercer of Maryland. He sauntered into the State House on August 6th.

#1: The most colorful arrival was that of Benjamin Franklin who at eighty-one was the oldest of the delegates. Because he experienced so much pain when he was bounced about in a carriage, Franklin came to the convention in a Chinese sedan chair carried by four prisoners from
the Philadelphia jail.

#4: In all, there would be fifty-five delegates, although coming and going as they did, there were seldom more than thirty there at the same time.

#2: The first thing the delegates did was to elect George Washington president of the convention.

#6: They knew that there would be many arguments during the meeting, but they agreed that they didn't want the whole country listening in and taking sides.

#5: They would keep the proceeding a secret.

#3: So before every meeting the door was locked.

#2: Sentries were stationed in the hall.

#4: And even though it turned out to be a hot summer, the windows were kept closed.

#1: Why should they risk eavesdroppers?

#6: Members were not supposed to write gossipy letters home.

#4: Nor to answer nossey questions.

#5: Nor to discuss their business with outsiders.

#3: Benjamin Franklin was the one who had to be watched. Hem meant no harm but he did love to talk, especially at parties, so if he seemed about to spill the beans, another delegate was ready to leap into the conversation and change the subject.

#2: For fifty-five men to keep a secret for four months was an accomplishment in itself.

#5: But they did.

#1: Of course this didn't prevent rumors from starting.

#3: If the people of the country were afraid of what might happen in the convention, so were the delegates themselves.

#6: They didn't call the document they were working on a
"constitution;" the referred to it as "the plan."
Because they knew that the country was sensitive to the word "national", they tried to stick to "federal", a word they were used to and one which didn't reduce the power of the states.

#1: Edmund Randolph, Governor of Virginia, presented what came to be called the Virginia Plan.

#4: Edmund Randolph was a tall, handsome, likable man and nothing he said at first seemed alarming. Some of the states had constitutions that were similar to the one he described.

#5: But at the end of his speech Randolph did arouse his audience. It should be clear, he said, that his resolutions were not merely for a federal government but for a national government that would be supreme over the states. There was a dead silence.

#2: As the meetings went on all kinds of fear surfaced.

#5: The smaller states with fewer people were afraid of the larger states which had more people.

#4: What would happen to the small states now?

#1: And what kind of government were they forming?

#3: Some people were afraid of a "high-toned" or aristocratic government run by a small, privilege, wealthy group, the way a monarchy was usually run.

#6: Others were just as afraid of the common people having too much power.

#2: They weren't capable of governing, it was said.

#3: There were so many questions to decide.

#6: What about the person who was to be the executive or head of the government? Should there be just one person?

#1: If so, would he seem like a king?

#4: Why not three people, each representing a different part of the country?
#3: But what if they fought among themselves? What if they couldn't reach an agreement?

#5: Should the executive be paid a salary?

#6: Yes,
#5: said Madison.

#6: Don't count on patriotism.

#1: How should the executive be chosen?
#2: By the people?
#4: By the states?
#3: By branch of the United States legislature?
#6: By electors?
#2: By lot?

#5: They had to vote sixty times before they could settle this question.

#1: Alexander Hamilton was one of the few who wanted the president to serve a long term, perhaps even for life. He thought it would be embarrassing to watch a lot of ex-president wandering around like ghosts.

#4: But suppose you had a long-term president.

#3: Franklin pointed out.

#4: And suppose he turned out to be a bad president. What then?

#1: Out of simple kindness they ought to provide some way to get rid of him.

#4: Otherwise,
#3: Franklin chuckled,
#4: the only thing they could do would be to shoot him.

#2: In the end it was decided that there should be single executive. And yes, if it was necessary, he could be
impeached.

#6: Mr. Randolph finished presenting his plan on May 29 and for the next two weeks - until June 13 - the convention went over it.

#5: After a day's recess, on June 15, William Paterson of New Jersey stood up. He didn't approve of a single idea of Mr. Randolph's.

#1: When James Madison answered Mr. Paterson, it was as if he were fencing.

#4: Madison danced all around Mr. Paterson's arguments, thrusting at first one point, then another until it seemed as if there were nothing left of William Paterson's plan.

#6: And there wasn't. When the delegates were asked to vote in favor of one of the two plans, Mr. Randolph's won.

#2: But so much work lay ahead! They would be at it all summer, the delegates said, and some sent for their families to join them.

#1: Meanwhile, the people in Philadelphia did their best to keep the delegates happy. They entertained them, provided musicals, and so that they could work in peace and quiet, they covered the cobblestone street in front of the State House with gravel. Now carriages made less noise when they rolled past.

#5: Sometimes when a delegate worried that "the people" wouldn't like this or that, James Madison became impatient.

#6: Who knew what the people would like?

#5: he asked.

#6: Their job was to make the best possible government, not simply please the people.

#2: And all the time George Washington sat in front of them, his expression stern as if he were saying, "Now or never." It would be hard to walk out on Washington.

#4: But as the convention droned on and on, the delegates
worried.

#1: Was it possible for them ever to agree on a constitution?

#3: The biggest stumbling block was the question of how power should be divided in the government.

#2: Should the states be represented in Congress according to the population of each state?

#1, 3, 5: Yes

#2: said the large states with large populations.

#2, 4, 6: No,

#3: said the small states with small populations.

#1: Perhaps the weather helped to break the stalemate. The month-long head wave broke over the weekend of July 14 and 15 and by Monday, July 16, the delegates seemed to recognize how urgent it was to find a way to agree.

#4: And they did.

#6: They called it the Great Compromise.

#2: Every state would have two members in the Senate with equal votes,

#3: while the House of Representatives would have one representative for every forty thousand inhabitants.

#2: It was such a relief to have this settled that the convention appointed a committee of five to put their resolutions in order and make a document that would read like a constitution.

#4: Then the delegates voted themselves a ten day vacation.

#1: Six weeks of work still lay ahead after the convention reassembled. Throughout the discussions there had been trouble not only between the large states and the small states but between the northern states and the southern states.

#2: The southern states worried about their trade.
Would the north try to get rid of slavery altogether?

It was clear that if they wanted a constitution, the north and south would have to strike a bargain.

So the northern states agreed to continue the slave trade until 1808 and the southern states agreed to give up their demand that commercial regulations had to be passed by a two-third vote of both Houses.

And there were other questions.

Where would the government be located?

New York?

Philadelphia?

A special district should be set aside, they said, not more than ten miles square.

But since they couldn't decide where it should be, they decided to let the new Congress take care of it.

They made provisions for new states to join the Union and specified how additions or changes to the Constitution could be made in the future.

These would be called amendments but under no circumstances were they to change the type of government the delegates had created.

Finally, with some changes, the Constitution was sent out to be engrossed on parchment, an official document for the delegates to sing.

When it came back the delegates looked at it in wonder.

After all, this was the first time that a people had written down rules to start a nation off from scratch.

On paper the Constitution looked so real that, Washington declared, it was "a little short of a miracle."

Still, it was not perfect,

Benjamin Franklin pointed out.
He disagreed with some parts but then he wasn't perfect either.

None of them were and he was convinced that this was the best that they could do.

The Constitution was scary.

Some of the delegates didn't think of themselves as "We the People." It gave them a strange feeling to have created a nation that they didn't really know.

All at once some had last minute thoughts.

They had not included a Bill of Right which spelled out the rights of individual persons, it was pointed out.

There was no mention of freedom of religion, freedom of speech, trial by jury - all those rights which they'd cherished and which many states had listed in their state constitutions.

Now it was up to the country. After so much secrecy, people didn't know what to expect, but once they had read the Constitution, they were quick to take sides.

Those were for it called themselves Federalists.

Those against were called Anti-Federalists, although the "antis" said they were the true Federalists and those in favor of the Constitution should be called Nationalists.

It took more than six months for the states, one by one, to call their conventions, debate, and vote.

All over the country people argued about a Bill of Rights.

In Connecticut Noah Webster, educator and compiler of dictionaries, contended that such a bill would be nonsense.

How could you list all the rights a person had?

he asked.

Would you include the right to go fishing in good
weather? The right of people to turn over in bed at night?

#1: But most people were serious about the issue and many were unhappy.

#4: Federalists tried to reassure them. Once the government was formed,

#2: they pointed out,

#4: the constitution could easily be amended to include those rights that they wanted. All they had to do was to recommend improvements and then go ahead and ratify.

#6: On June 21 New Hampshire was the ninth state to ratify the Constitution (57-47). And with its vote the United States of America officially became a nation.

#2: The country may have kicked and screamed its way into becoming a nation, but once there it celebrated.

#1: Bells pealed and cannon roared as state after state acknowledged that the Constitution they had adopted was now "the Supreme Law of the Land."
APPENDIX J: SUMMARY OF BOOKS

The following books can be used for reading about the Revolutionary War.

BACK TO PAUL REVERE

Matt and Emily’s grandfather has invented a way to travel back in time. Now Matt, Emily, and Matt’s best friend Johnatan are about to take a trip: to the night the American Revolution began.

They arrive in Lexington, Massachusetts, in the year of 1775 just in time to see Paul Revere ride by, warning the country that the Redcoats are coming. Then they get separated.

Matt is captured by the British—and discovers that Paul Revere has been captured, too. Emily makes a wild cross-country horseback ride of her own. And Johnatan finds himself in the middle of a famous battle.

History has never been so real. But if Matt, Emily, and Johnatan can’t be reunited, they may become a part of the past they’re visiting—permanently.

Ben And Me

Amos, the mouse, decides to leave home and ends up in Ben Franklin’s house. Ben and Amos strike up a friendship that will lead them on many adventures and the discovery of
many inventions.

Follow the story from the invention of the Franklin Stove, to electricity, to the French court, and back to America.

Find out what happens when Amos decides to part ways with Ben.

BENJAMIN Franklin

Among the great figures in American History, Benjamin Franklin is one of the most brilliant and the most unique. He played an important role in founding the nation, helping to draft The Declaration of Independence, secure France's aid in the Revolutions, negotiate peace with Great Britain, and create the Constitution. He always contributed not just diplomatic skill, but also a keen sense of humor.

But Franklin's interests range far beyond statesmanship. A publisher and a writer, the witty proverbs of Poor Richard's Almanac have become part of American folklore. Famous for his kite experiment with lightning, he was a scientist with unlimited curiosity and an inventor of such things as bifocals. For his beloved city of Philadelphia, Franklin founded a volunteer fire department, hospital, and the first colonial lending library.

With boundless energy and optimism, Franklin was a true American hero.
BUTTONS FOR GENERAL WASHINGTON

Fourteen-year-old John Darragh was an American spy. If he were captured, he knew he would be hanged.

Based on the true accounts of the Darragh family's spying activities for George Washington, this is a suspenseful story of young John's dangerous mission to deliver a message to the American army.

CAN'T YOU MAKE THEM BEHAVE KING GEORGE

Before England's King George the Third was either king or the Third, he was just plain bashful George, and he blushed a lot. When he became the king, he did everything he could to be a good king. He got married, had lots of children and was very careful with his country's money. Everyone agreed that George was a good king. But he was a little too careful with his country's money. He taxed the Americans so that England would have enough. The Americans didn't like the tax, and that was the end of good King George as far as they were concerned.

EARLY THUNDER

This vivid and compelling story of the American Revolution is set in Salem in 1774, when people were either Tories or Whigs and the growing violence between the two groups split Salem and its people. Daniel West and his
widowed doctor father were undeniably Tories, and neither
tax on tea nor wild acts by the rowdy Liberty boys could
weaken their loyalty to the king. After a series of further
disappointments, from his father and from England, Daniel
disappoints himself on a night when all of Salem goes wild.
Eventually Daniel comes to terms with himself and makes his
difficult decision. And in a major confrontation between
the British troops and the townspeople, he proudly supports
his chosen side.

GEORGE WASHINGTON'S BREAKFAST

George W. Allen was named for George Washington, and
had the same birthday. He felt almost related to the first
president and he wanted to know everything he could about
him.

George discovered a lot about George Washington but he
didn't know what Washington ate for breakfast. He got his
grandmother to promise she'd cook George Washington's
breakfast if he found out what it was, and he was going to
find out—no matter what.

GEORGE WASHINGTON'S SOCKS

When five kids take a walk along Lake Levart late one
night, a mysterious wooden rowboat beckons them aboard. As
if in a trance, they all step inside. But what they don't
realize is that this enchanted boat is headed backwards in
time—to the time of George Washington. And their neighborhood lake has been turned into the icy Delaware River on the eve of the battle of Trenton. How will they find their way back to the safety of their familiar suburban homes?

As Matthew, Quintin, Hooter, Tony, and Katie experience the American Revolution firsthand and learn the sobering realities of war.

MY BROTHER SAM IS DEAD

All of his life Tim Meeker looked up to his brother Sam. Sam's smart and brave and always the right thing to do. In fact, everyone in town had admired Sam Meeker. Until now.

Now Sam is a part of the new American Revolutionary Army. He talks about defeating the British and becoming independent and free. But not everyone in town wants to be part of the new America. Most people are loyal supporters of the English king—most especially Tim and Sam's father.

The war is raging, and Tim knows he will have to make a choice. But how can he choose—when it means fighting his father on one side, and fighting his brother on the other.

PAUL REVERE SON OF LIBERTY

Journey with Paul Revere through the 1700's as he grows from a babe to young boy. Enjoy the time of being a
young boy in a new land. Continue to view Paul as he grows to be a man joining the cause for liberty in a land bound for Revolution.

SARAH BISHOP

Sarah Bishop isn't a Patriot. She isn't a Tory. Sarah Bishop is a fifteen-year-old girl.

The Revolutionary War has come to her village, and the Patriots have made her an orphan without a home. Now the British army is after her for a crime she didn't commit.

Running for her life, Sarah finds a cave in the woods. Alone, she makes her home there. The wild animals, the terrible hardships are not as bad as what she has left behind. Sarah Bishop vows never to trust anyone again.

The war will end. Peace will come. But will peace ever find Sarah Bishop.

SHH! WE'RE WRITING THE CONSTITUTION

This book will take you to the hot summer in Philadelphia when great men like Thomas Jefferson and Benjamin Franklin gather to write the Constitution for the new United States of America. Join them through their trials and their triumphs.

THE SECRET SOLDIER

In 1778, when Deborah Sampson was 18 years old, most
girls her age were settling down and getting married. But Deborah had other ideas. She wanted to travel and have adventures—even if it meant joining the army and dressing like a man!

In 1782, the Revolutionary War was still going on. And no one suspected that the man in uniform was really a woman.

TREE OF FREEDOM

When thirteen-year-old Stephanie Venable and her family moved to Carolina from Kentucky in 1780, they knew they were in for a great adventure. Their new life would be full of promise but also full of hardships. In addition to clearing the land, building a cabin, and raising crops, the Venables had to contend with the constant threats associated with the advancing Revolution. Now more than ever before, they would need to fight in order to retain their freedom.
BIBLIOGRAPHY


