

I Am America

My birth certificate is the Declaration of Independence, and I was born on July 4, 1776. I am a fabulous country of many things and many people. I am the United States of America.

I am over 200 million living souls and the ghosts of millions who have courageously lived and died for me.

I am William Penn and Paul Revere. I stood on the Lexington green and fired the shot heard around the world. I am Washington, Jefferson, Hale, and Patrick Henry. Bunker Hill, Valley Forge, and Yorktown are a part of my heritage. I am John Paul Jones, Daniel Boone, the Green Mountain Boys, and Davy Crockett. I am Generals Lee, Grant, and MacArthur. I am Abraham Lincoln and the Gettysburg Address.

I remember the Alamo, the Lusitania, Pearl Harbor and Iwo Jima. Whenever freedom called, I answered that call. I have left my heroic dead in the Argonne Forest, Flanders Field, on the rock of Corregidor, on the cold bleak slopes of Korea, and in the jungles of South-east Asia.

I am the Golden Gate Bridge, the wheatlands of Kansas, the farmlands of Idaho, and the fabulous forests of the Northwest. I am the Grand Canyon and Old Faithful. I am a small village in the hills of New England, an open-pit copper mine in Montana and a farm in South Dakota.

My capital, Washington, D. C., is like no other American city. It is completely free from any state government, and there are no factories or commerce here. It has but one business and that is government.

From the top of the Washington Monument you can look north to the White House and to the east you see the Capitol. To the west is the long reflecting pool and the memorial to Lincoln. Inside is the famous statue of him by Daniel Chester French. His face is compassionate, sad, and strong.

Looking south, you see the Tidal Basin, the famous cherry trees and the memorial to Jefferson, author of the Declaration of Independence.

Across the Potomac River in Arlington, Virginia, in the huge national cemetery, is the tomb of the Unknown Soldier. All during the day and night, back and forth, paces an armed sentry in honor of those men who are known "but to God." There is no other memorial in my capital which is quite so symbolic of our Republic as this one. There have always been the unknown Americans who have played a fundamental part in my progress, in addition to the famous men whose names have been known to all.

I am a Christian nation founded upon Christian principles. My people recognize God's power and authority and their responsibility to Him.

I am a nation that believes in the worth and dignity of the individual and the inability to solve problems without the help of God.

A sense of responsibility to God carries my people beyond the short range view of what they can get for the moment. They consider the future benefits or damages as a result of their action and conduct.

I am a government that is responsible to God and the people. Most of my organic documents of government, the Mayflower Compact in 1620, the Declaration of Independence of 1776, the Constitution of 1789, give recognition to God.

I am a nation of freedom-loving people. God created my citizens as free moral agents with the power to choose between right and wrong. Freedom is possible for those citizens who choose the right. Tyranny, suppression, and slavery is the lot for those who choose wrong. William Penn, one of my great statesmen and patriots, summed it up accurately when he said, "If men will not be governed by God, then they must be ruled by tyrants."

Political posters tacked on the country store near the crossroads down by the creek are a part of my heritage. The tiny country churches, roaring snows, howling winds, endless fields, and crystal-clear lakes are all a part of me.

I am big. I sprawl from the Atlantic to the Pacific, more than three and one half million square miles of throbbing private enterprise. Within my boundaries lies a wondrous country. I am a land of fertile fields, country mailboxes, and winding country lanes. I am remote quiet villages and large metropolitan cities that never sleep.

I am a republican form of government with the Constitution as my cornerstone. It is the best plan ever devised to assure freedom and to release the creative powers of everyone. Its guarantees of life, liberty, and property have made possible the great "American Way of Life."

You can look at me and see Patrick Henry ending his fiery speech before the Virginia Convention with these defiant words, "I know not what course others may take; but as for me, give me liberty or give me death!" You can see the colonists discussing their problems at a town meeting, the building of the Wilderness Road and Lewis and Clark crossing the Continental Divide.

Yes, I am the United States of America and these are the things that I am. I was conceived in freedom and, God willing, in freedom I will spend the rest of my days.

May I always possess the integrity, moral courage, and strength to keep myself unshackled, to remain a stronghold of freedom and a beacon of hope to all the oppressed throughout the world.

This is my prayer . . . my goal . . . my wish. May God be with me, always.

Clarence Newell Shoemaker, Jr.

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SOCIAL STUDIES BOOK FOR LOWER GRADES

By C. N. Hayes
and Helen S. Hansen

ALL ORIGINAL ART BY HELEN S. HANSEN

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To the Teacher:

This book has been planned to help children in the early grades to gain an appreciation of our American heritage. There are three parts to the book with all three related and helpful to the aim of the book in its entirety. Each lesson is a complete step in itself to be used according to the needs of the individual.

OUR COUNTRY'S FLAG

This group of lessons 1-12 presents the history of our flag, the rules on its use and how to display it. This is a good beginning study in building a back-

ground of appreciation and spirit of patriotism for our flag and for our country. Each child should gain an understanding of what it means to be an American.

Each lesson is complete in itself. They can be used consecutively in this group or individually when needed.

OUR COUNTRY'S BEGINNING

It is the aim in this group of lessons to present in simple text and activities some of the steps and struggles of a new country. In order to appreciate what we are and what we have today we need to know from where we started and how we grew.

These lessons briefly present the historical events and the people important to those events in a manner to be appreciated by and appealing to this age group.

The lessons in this section are planned and presented in chronological order but can be used when needed as each one is complete in itself.

Page 1 — THE COUNTRY IN WHICH I LIVE

The answers to this page will vary perhaps, although aimed at reading comprehension. If a student chooses to answer the third question with something other than **happy**, this is acceptable to do so. **Glad** will be the same; however, if the answer is **sad** or **unhappy**, ask why. A lively discussion may develop. We should all know how we **really** feel about living in America, although we may never have lived elsewhere. If any of your students or their parents have lived in other countries, this would be a good time to have someone come in to tell about life in that country. Learning to appreciate ourselves as well as to understand other nationalities is what this is all about.

Page 2 — I AM AN AMERICAN

Children color poster as directed.

Page 3 — THE FLAG OF THE UNITED STATES OF AMERICA

Answers obvious. Perhaps the children can bring various sizes of flags. Some are sure to still have the 48-stars. Some might like to do a freehand drawing, making the flag ripple in the breeze. Find the symbolic meaning of the colors, red, white, blue.

Page 4 — THE FLAG IN THE SCHOOLROOM

These answers are obvious. Discuss whether it is proper to tack the flag to the wall or use it for decoration purposes alone. (Use bunting instead.) If a flag is old and dirty, can it be destroyed? (Destroy in a dignified way; preferably, by burning in private.)

Page 5 — DISPLAY AND CARE OF OUR FLAG

See the WORLD ALMANAC for other comments upon the use of the flag.

Page 6 — PLEDGE TO THE FLAG

Be sure your students understand the meaning of each word in the Pledge, then memorize it correctly. One young student in a classroom was heard to "pledge allegiance . . . to the Republican party for which it stands!"

Page 7 — SALUTING THE FLAG

These lessons on the history of our flag, the rules on its use, and how to display it make a good beginning study in building a background of appreciation and spirit of respect for our flag and for our country. Each child, hopefully, will gain an understanding of a patriot's attitude toward our country's symbols and for what they stand.

Page 8 — THE STARS AND STRIPES OF THE FLAG

Puzzle:

- | | |
|------------|-------------------|
| 1. stripes | 2. states |
| 3. white | 4. red . . . blue |

Page 9 — THE STORY OF OUR FLAG

George Washington headed the committee named to have an official flag made for the newly-formed United States. Betsy Ross had made flags for the navy; so they presented her with an idea for the first flag. She is said not to have liked the six-pointed star the original design called for. She showed how easy it was to fold and cut a five-pointed star. She considered it much more attractive.

Perhaps someone in the class has been to Philadelphia and has visited the Betsy Ross House where this flag was made. Discuss it. No definite arrangement of the 13 stars was "official" as adopted by Congress; some of the military units used 12 stars encircling the 13th.

Page 10 — THE PRESIDENT'S DAY

Discuss with the students why Congress declared the third Monday of February as a legal holiday rather than Feb. 22. (Better for business . . . people like long weekends, etc.) Some states call the third Monday Presidents' Day" . . . notice the placing of the apostrophe . . . thereby honoring both Lincoln and Washington. Several states call it Lincoln-Washington Day (See list of legal holidays in *WORLD ALMANAC*). Eventually, perhaps, they will all agree upon the title.

Page 11 — MORE SPECIAL DAYS

The American Legion has been very unhappy over making Veterans Day anything except Armistice Day, Nov. 11. As a result the Veterans Day observance has been changed back to Armistice Day, Nov. 11.

Page 12 — VETERANS' DAY POSTER

Children color poster as directed.

Page 13—AMERICA IS DISCOVERED

In preparation for this lesson a study of the globe or a world map would be helpful. It could be pointed out just how little of our Earth was known at that time. It will help the class to realize the daring of Columbus to start on his voyage into the unknown.

Topics for Discussion:

1. How many people at that time believed the Earth was flat.
2. Discuss their ships. The use of wind power at that time.
3. The size of the New World. North America, South America, and Central America.
4. The number of American flags in the Americas. (But only **one** flag of the United States of America)
5. Mention other American explorers.
 - a. The Italian explorer, Amerigo Vespucci for whom the New World was named America.

Answers:

1. sailor
2. Christopher Columbus
3. America
4. Columbus Day

Page 14 — THE FIRST AMERICANS

It should be understood from the very beginning that most of our direct ancestors are not NATIVE AMERICANS. Use a good encyclopedia or study book on INDIANS if your students are old enough to use one. Certainly they should know that the natives had a right to fight for their land and to try to keep the white settlers from taking from them their hunting grounds, etc. At the same time, many natives became friendly and helpful. Their greatest gift to the white settlers was food. The natives knew how to get food from the forests, the lakes, the rivers. They introduced the white settlers to many new foods, such as corn, sweet potatoes, and tomatoes. They showed them how to grow peppers, pineapples, squash, and peanuts; how to make chocolate and maple sugar. This subject offers the possibility of a long study if interested. It is so important that we NOT look upon the natives as the intruders . . . the whites were. It is important that we not think of the natives as "unfriendly, vicious, cruel" without reason: the whites were invading their homeland.

Is the native American a citizen of the U.S.? Of course, if she/he was born here. Some still choose to live on reservations because of close family ties and traditions. Many are well-educated and a success in various occupations. They may live anywhere they choose like anyone else.

In the States one is considered a native American only if that person is at least one fourth native American by blood lines. Many of us proudly boast that "my grandfather (or mother) was a native American," etc., even though we ourselves may be only $\frac{1}{8}$ or less. Do you have someone of direct native American descent living in your district? If so, you may have a wonderful contact there for your class discussion. We have a great native American heritage and should cultivate knowledge of it.

To the left of the page are some symbols at least similar to native American picture writing of long ago. The meaning is given under the first three. Have the students look at some native American symbols to see if they can suggest a possible meaning for the other four. (The Editor does not know the intention of the writer, but the fourth symbol is very similar to their butterfly pattern, which symbolizes "Everlasting Life"; the fifth is mountains over two deep valleys, or a very difficult journey ahead. The next is one version of the Thunderbird tracks. In "writing" the symbol is more likely to be two thinner inverted V's, meaning "Bright Prospects." The last one is a form of the Thunderbird, considered good luck wherever he appears.)

Suggested topics for additional reading and discussion:

1. Names and locations of native American groups
2. Types of homes in each group
3. Native dances, arts, and crafts
4. Importance of buffalo to Plains native Americans
5. Native words in usage today as state names, names of rivers, lakes, and towns
ex. Kansas, Mississippi, Winnebago, Huron, Seattle, Erie, etc.
6. For helpful additional study:
Hayes Indian Posters in full color

The designs of native Americans were often symbolic. Note the meaning of some of the designs on the lesson page.

Page 15—AMERICA'S BRAVE BEGINNING

The first colony to settle in America was sent here by the King of England. This group settled in what is now the state of Virginia. (Find on map.) This settlement was named Jamestown.

Tell or read the story of Captain John Smith and Pocahontas, the daughter of the native Chief, Powhatan.

The first crops raised by these early settlers were corn and tobacco. They learned from the natives how to cure the tobacco. England sent them supplies and the colonists shipped tobacco back to England. The Jamestown Colony began to prosper.

Page 16—THE PILGRIMS

Answer to puzzle, Mayflower

PILGRIMS
A
COUNTRY
F
ENGLAND
O
WORSHIP
E
CHURCHES

Page 17—THE FIRST THANKSGIVING DAY

This would be a good time to discuss the foods the Pilgrims might have served on their table for the first Thanksgiving dinner.

Page 18—THE THIRTEEN COLONIES

The location of the colonies on a map will give the picture of the small portion of the United States bordering the Atlantic Ocean that had been settled at this time.

Answers:

1. Farms and villages
2. men on horseback
3. Americans
4. Americans free

Pictures showing colonial dress, homes, and crafts would be helpful background for this lesson.

Page 19—PAUL REVERE'S RIDE

Read the poem "The Midnight Ride of Paul Revere" by Henry Wadsworth Longfellow for a good introduction to this puzzle.

The story of Paul Revere's ride offers good art possibilities for illustration by the class.

Page 20—THE DECLARATION OF INDEPENDENCE

Answers:

1. free
2. ancestors
3. Declaration of Independence
July 4, 1776

Discussion topics:

1. Will the King of England agree to this Declaration of Independence by the Americans?
2. What will he do?
3. What do we do on July 4th each year here in the United States?

Page 22—THE LIBERTY BELL

The Liberty Bell was brought to our country from England before the Revolutionary War. It was rung in July, 1776, when the Declaration of Independence was announced.

The bell is 12 feet in circumference around the lip and is 3 feet high. It has been recast twice but was cracked after each casting. It was rung the last time in the year 1835.

Page 24—OUR ANCESTORS FOUGHT FOR FREEDOM

Additional facts on the Minutemen might be added:

The Minutemen were ready when the British army arrived at Lexington. Paul Revere had aroused them with his news as he rode through the night.

More Minutemen met the British at Concord Bridge. They drove back the redcoats. This was the beginning of the war for freedom.

Page 25—GENERAL GEORGE WASHINGTON

A poster to be colored.

Page 26 — DANIEL BOONE—EARLY AMERICAN EXPLORER

The word "explorer" could be discussed.

Discuss other explorers of early America:

Sir Francis Drake
Hernando Cortes
Lewis and Clark
Joliet and Marquette

Discuss explorers of today:

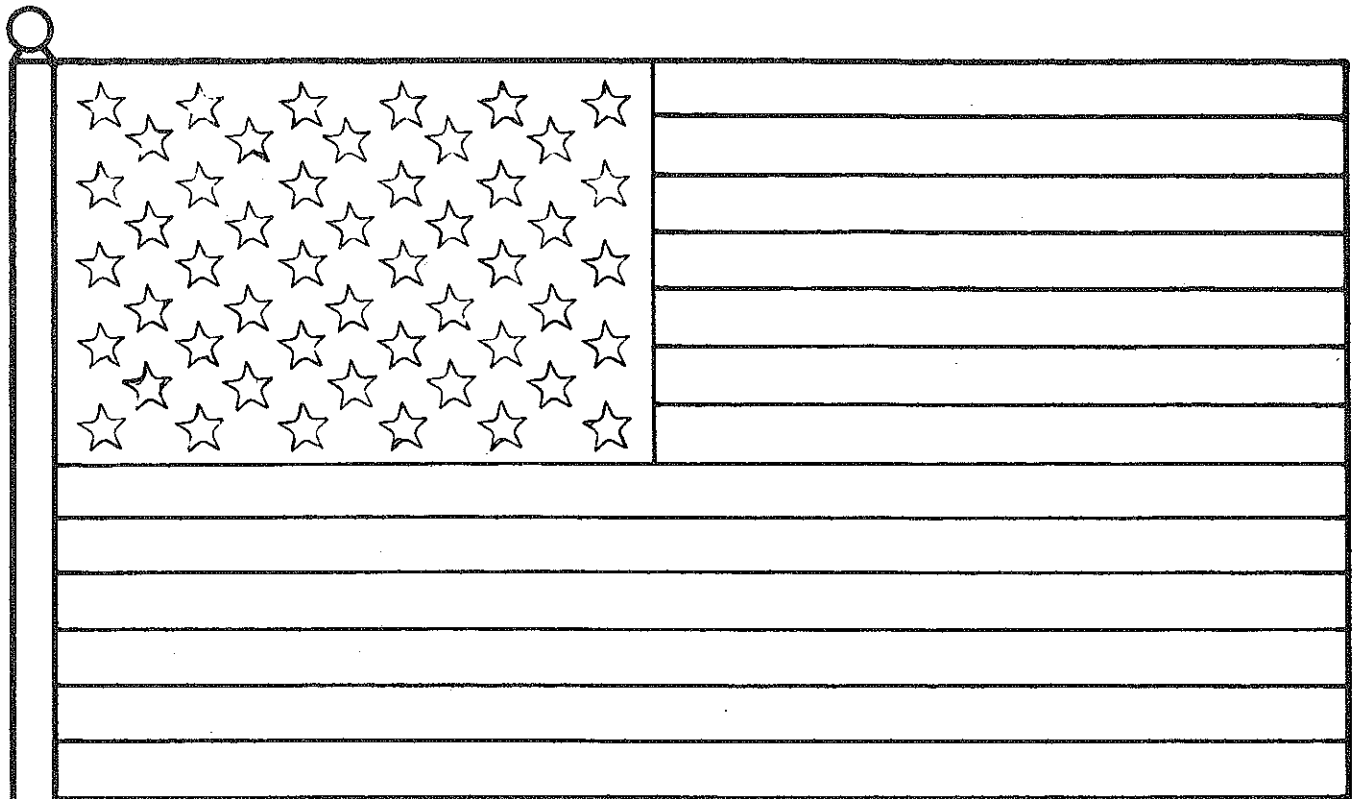
Astronauts
Underwater explorations

Look at the map to find how the long range of the Appalachian Mountains cut the colonists off from westward movements. Find the Cumberland Gap. Find the town of Boonesboro named after Daniel Boone, who settled there with his family.

Page 27—THE PIONEERS GO WEST

Additional study:

1. Show pictures of pioneers
2. Read stories of pioneers (The Laura Ingalls



The country in which we live is called the UNITED STATES OF AMERICA.

The UNITED STATES OF AMERICA is the greatest country in the world. People who live in the UNITED STATES OF AMERICA are called Americans. We are all happy that we live here.

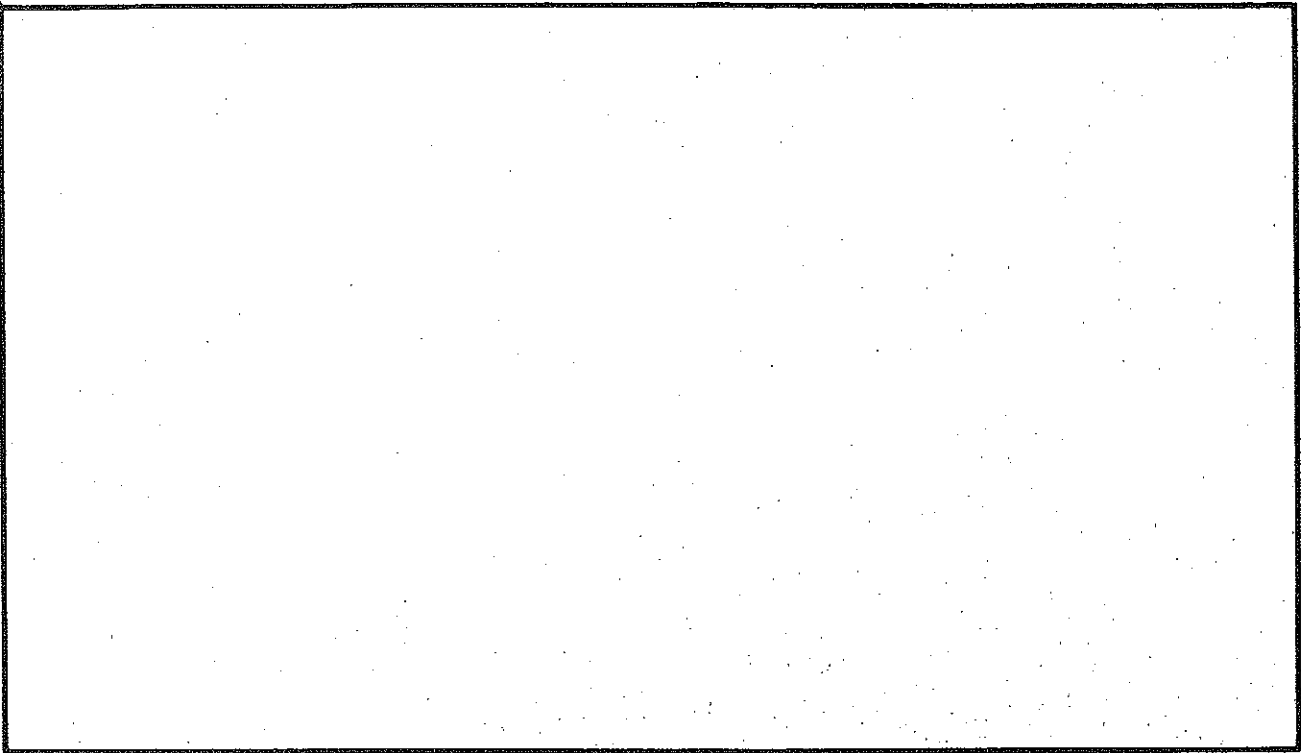
The flag is the emblem of our country. Our flag is sometimes called "The Stars and Stripes." Color the flag.

Write the right words in the blanks:

1. I am an _____.
2. I live in the _____
_____.
3. I am _____ that I live here.
4. The flag is the _____ of our country.



Color this poster.



Our flag has 7 red stripes. The red stands for courage.
Our flag has 6 white stripes. The white stands for liberty.
Our flag has 50 white stars on a field of blue.
Blue stands for truth and loyalty.

Fill in the blanks:

Our flag has _____ stripes.

Our flag has _____ red stripes.

Our flag has _____ white stripes.

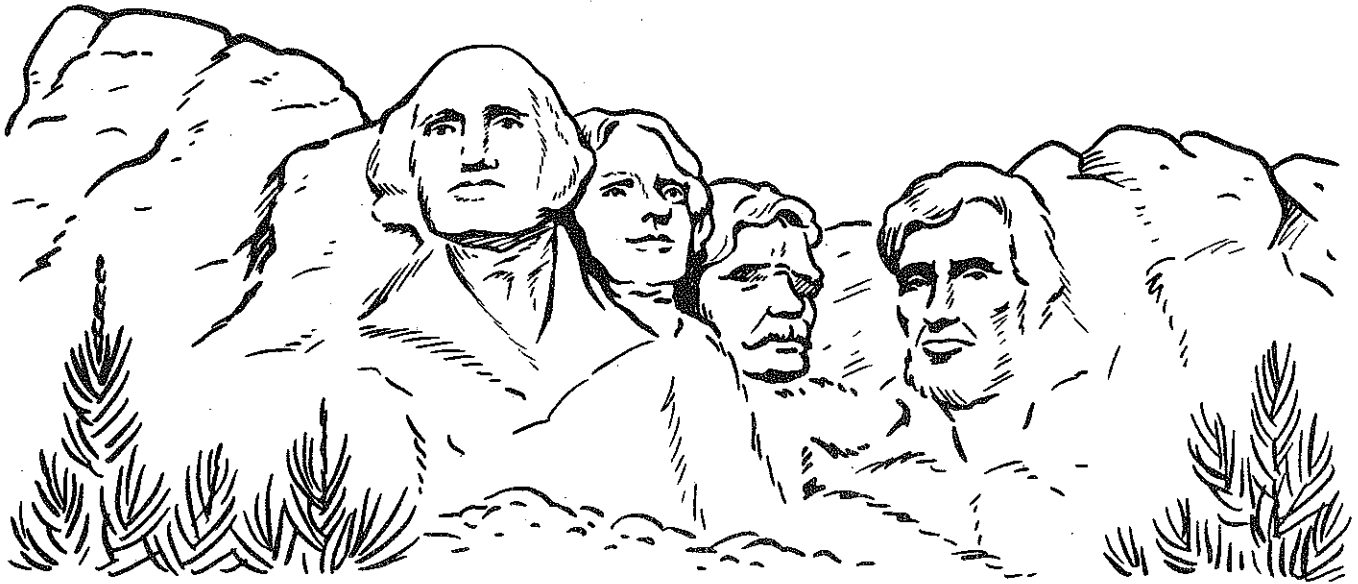
Our flag has _____ stars.

Finish drawing the flag. Then color the flag.

Write in the words that fit the spaces below:

stars dots blue stripes white

Our flag has 13 _____ and 50 _____ in it.



George
Washington
1789-1797

Thomas
Jefferson
1801-1809

Theodore
Roosevelt
1901-1909

Abraham
Lincoln
1861-1865

Once there was a man who said, "I will make the greatest monument in all the world." This man was Gutzon Borglum.

He made this monument on the top of a mountain in the Black Hills of South Dakota. He carved the faces of four great Americans from this mountaintop. It took him 14 years to finish it.

The four great Americans chosen to be on this monument are: George Washington, our first president, helped with the beginning of our country. He is called the "Father of His Country."

Thomas Jefferson, a wise and thoughtful president, wrote much of the Declaration of Independence.

Abraham Lincoln, who kept our United States together when they quarreled over slavery, was a great president and will always be remembered.

Theodore Roosevelt, well liked by all Americans, loved the out-of-doors. He set aside our national forests.

Write the names of the four presidents carved on Mt. Rushmore.

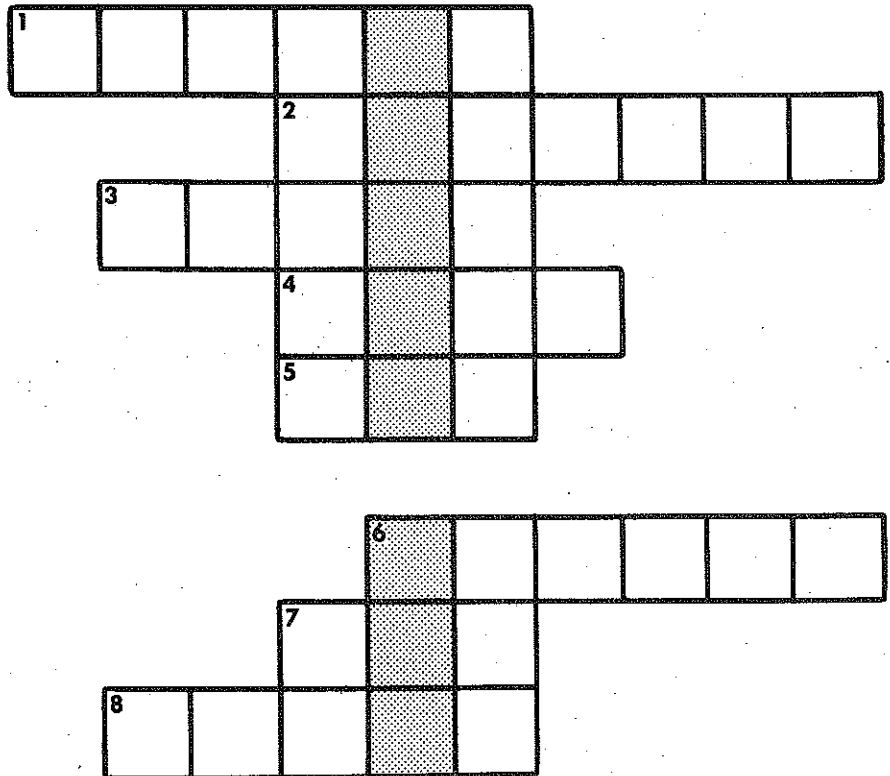
UNCLE SAM, OUR UNITED STATES SYMBOL

A Puzzle

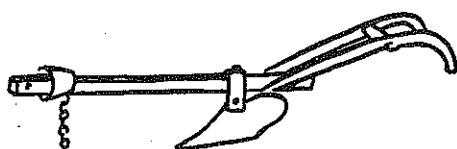


Uncle Sam is an imaginary person dressed in red, white, and blue. He is a symbol of our United States of America. His initials are the same as that of the United States.

Print his name, Uncle Sam, in the grey squares, starting at the top.



Fill in the spaces across the puzzle from these numbered clues:

1. A famous one stands in New York City harbor.
2. The first Americans
3. What the train runs on
4. 
5. One of the colors of our flag
6. Where boys and girls go to get an education
7. What Uncle Sam wears on his head
8. What you put on a letter before you mail it