SYMBOLS OF AMERICA AS TOLD BY STAMPS

Learning Activities and Teaching Resources

The American Philatelic Society
www.stamps.org
# Learning Activities and Teaching Resources

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About  *Symbols of America as Told by Stamps*

**Genre:** Informational  
**Lexile:** 980

The short text, *Symbols of America as Told by Stamps*, was produced by the American Philatelic Society, a nonprofit society of over 30,000 stamp collectors, as a part of the Stamps Teach program. The Stamps Teach program provides information and resources to K – 12 educators in a wide variety of content areas. The goal of the Stamps Teach program is to develop and share standards-based learning activities that use philatelic artifacts as instructional tools.

For more information on the program: [http://stamps.org/Stamps-Teach](http://stamps.org/Stamps-Teach).

**Using Philatelic Artifacts**

Most of the images in the text, *Symbols of America as Told by Stamps*, are philatelic in nature. Using philatelic images and artifacts as instructional tools can be engaging for learners, build background knowledge, and help learners to develop deeper understandings of content-area concepts. Philatelic artifacts can be used to: launch a lesson (i.e. activate prior knowledge, build background knowledge, initiate inquiry, and generate questions about a topic); introduce academic and content-specific vocabulary; preview reading; and initiate and support text dependent questions. Postal artifacts can also serve as primary source documents and provide a context for summarizing text. Additionally, images can help make a lesson’s learning objectives explicit for students (prior to learning) and can be used when revisiting them during and after learning as whole group, small group or as independent activities.

Every stamp image tells a story. The story it tells will depend upon the questions that are asked. Each stamp has a date of issue, displays a vignette and has significance worthy of exploring. Artifacts within this text can lead to short research projects (stamp investigations) where students think, read, and research “like detectives” and then write about their research “as investigative reporters”.

**In This Publication**

In this publication you will find activities, aligned with the Common Core State Standards (CCSS), guided by a “big idea”, essential questions, and learning objectives to be used with the text, *Symbols of America as Told by Stamps*. It also contains information about using the instructional strategies of: introducing “big ideas”, essential questions, collaborative conversations, close reading, text dependent questions, and writing in response to reading. Additionally, before, during and after learning activities; vocabulary cards; background information; extension activities; short research projects; mathematics applications (see pages 11 and 17 of this resource); resources; and answers to text dependent questions can be found. All handouts and additional resources are available in the “Reproducible Materials” packet.
There are pre-reading activities listed in the section “Before Reading Symbols of America as Told by Stamps”. Activities for each chapter are listed separately. Close reading activities can be found in two sections: “Reread the Text – Learning Activities” and “After Rereading the Text – Culminating Activities”. Common Core State Standards (CCSS) have been indicated where appropriate.

**Teaching Using Big Ideas and Essential Questions**
Teaching with the “end in mind” includes identifying the desired outcomes (learning objectives) and crafting essential questions that provide a focus for learning. Designing instruction around essential questions enables students to build on their knowledge and understanding in order to develop deep, thoughtful answers as they revisit them multiple times. Making learning objectives and essential questions explicit for learners results in more effective learning environments. It is imperative for educators to provide opportunities for students to revisit learning objectives and essential questions at the beginning of learning, during learning and at the conclusion of learning and then to tie learnings to the “Big Idea” in explicit ways.

**Collaborative Conversations**
Collaborative Conversations are structured conversations about text and topics being learned. They can be accomplished as whole group, small group or partner discussions. Collaborative Conversations should engage students in meaningful dialogue that encourages the use of academic and content specific vocabulary. During a Collaborative Conversation, students should be required to: actively participate as respectful speakers and listeners, stay on topic, contribute relevant and accurate information, respond to ideas of others, and summarize and synthesize information. Often asking students to write at the conclusion of a Collaborative Conversation can provide important formative assessment data for the teacher.

**Close Reading**
Close reading is the careful and purposeful rereading of text. Students will be asked to reread Symbols of America as Told by Stamps multiple times utilizing their close reading skills. Close reading activities can be found in the following sections: “Conclusion – Learning Activities”; “Reread the Text – Learning Activities”; “After Rereading the Text – Culminating Activities”. Additionally, there are text dependent questions for each chapter that require students to return to the text in order to cite text evidence in their answers. When students are asked to critically examine a text through multiple rereadings for different purposes they are better able to extract both implicit and explicit meaning of a text.
Text Dependent Questions

Text dependent questions ask students to provide evidence from text and draw inferences based on what the text explicitly says (CCSS Literacy Standards 1 and 10). A text dependent question does not rely on student background knowledge or experiences to answer a question; instead a student is to extract information from the text to formulate an answer. Effective text dependent questions encourage students to spend time lingering over a specific portion of the text looking for answers instead of just giving a cursory look to get the gist of what is meant. These questions often delve into the words, sentences and paragraphs of the text to guide students in extracting the key meanings or ideas and events found. Students gain comprehension by examining details, explanations, and arguments as they reread the text to answer text dependent questions.

Writing in Response to Reading

In addition to responding to reading by answering text dependent questions (see pages 8 & 9 of “Reproducible Material” packet for a set of questions listed by chapter), students should be encouraged to write in response to their reading. A variety of different writing activities can be found on:

- Page 5 – Extension Activity – Ben Franklin’s A to Z Words of Wisdom
- Page 12 (2e) – Writing prompt: You are a reporter for the Philadelphia Public Ledger. Write a newspaper article to describe the bell’s last day.
- Page 12 (2f) – Writing prompt: You are the Liberty Bell. Describe your travels around the country as a display.
- Page 16 (6b) – Read the poem, The New Colossus, and interpret each line.
- Page 19 (2) – Identify the main ideas and key details in each chapter. Write a summary using this information.
- Page 19 (3) – Identify examples of symbols that represent the American values of: freedom, liberty, equality, and justice.
- Page 20 (1) – Cite Text Evidence to Support a Conclusion
- Page 20 (2) – Museum Curator – Short Research Project Conduct research to identify details of a person, event, or place.

Obtaining Philatelic Material

The “Reproducible Materials” packet that is available for download at stamps.org/stamps-teach, contains copies of stamps and covers that can be utilized for instructional purposes with the text, Symbols of America as Told by Stamps. On pages 27 – 30 of this publication there are additional images of patriotic themed stamps.

When requested, the American Philatelic Society will send classroom teachers a container of patriotic-themed used postage stamps. There is no cost for the first shipment when mailed to a school address; however, educators will be asked to pay postage for additional shipments.
1. Activate Prior Knowledge – What are symbols?
Using the “Words or Phrases Related to the Word Symbol” graphic organizer (handout located on page 2 of “Reproducible Materials” packet), have students individually, or with a partner, brainstorm words or phrases that help to describe the meaning of the term, “symbol”.

2. Introduce the “Big Idea” – The images found on postage stamps provide a visual history of the people and events that helped to shape the United States. (inside front cover of text and on handout page 3)

3. Post and discuss learning objectives (inside front cover of text and on handout page 3)
After reading, Symbols of America as told by Stamps, you will be able to:
a) Describe symbols that represent the United States of America
b) Identify individuals depicted on stamps who are important historical figures.
c) Name landmarks that represent the American values of freedom, liberty, equality, and justice.

4. Post and Introduce Essential Questions (text pg. 1 and handout pg. 3)
(Posting Essential Questions provides a visual reminder and is helpful for structuring collaborative conversations that occur before, during, and at the conclusion of learning.)
a) How do symbols tell America’s story?
b) What images found on postage stamps help to describe the American values of: freedom, liberty, equality, and justice?
Provide examples of stamps. (A collection of patriotic stamps can be ordered from the American Philatelic Society.)

5. Stamp Exploration – Find/Pair/Share
Provide students with a small number of stamps. Individually or in pairs, identify stamps that depict symbols. Share findings.

6. Text Feature Walk (CCSS.ELA-Literacy.RI.4.5)
Procedure:
a) Students work in groups of 2, 3 or 4
b) First person follows these steps:
   (1) Choose a text feature found in the text
   (2) Name the text feature to group members (title, table of contents, index, glossary, chapter heading, sub-heading, sidebar, picture/image, caption, bold words, etc.)
   (3) Read the text of the feature aloud to group members
   (4) Do something with the information just read, such as; make a prediction, ask a relevant question, or identify the main idea.
c) The next person then chooses a different text feature and repeats 1-4 above
d) Repeat until all text features have been discussed or time expires
7. Academic and Content Specific Vocabulary  
(CCSS.ELA-Literacy.RI.4-6.4)  
Academic and content specific vocabulary words are listed on the inside front cover and highlighted in bold red print in the text. Vocabulary cards for these words can be found on pages 4 – 7 of the “Reproducible Materials” packet. The academic vocabulary cards on page 4 contain a definition, the word in a sentence (example), a question to help students connect to other known words, and blank cards for additional words from the text. The cards on page 5 are for the same academic vocabulary words as page 4 but do not contain a preprinted definition and example. The content specific cards on page 6 contain a definition, the word in a sentence (example), synonyms, antonyms, and blank cards for additional words from the text. The cards on page 7 are for the same content specific vocabulary words as page 6 but do not contain a preprinted definition, an example sentence, synonyms, or antonyms.  
a) Using Vocabulary Cards  
(1) Introduce vocabulary using the cards  
(2) Have students complete interactive activities on cards; include having students write the vocabulary word and draw a visual representation of the word on the reverse side; define each word using student-friendly language, and use each word in a sentence.  
(3) Place words on word wall and have students use them during collaborative conversations.  

8. Collaborative Conversations  
(CCSS.ELA-Literacy.RI.4-8.7)  
a) Encourage students to use vocabulary words during Collaborative Conversations  
b) Provide time for students to  
(1) Discuss answers to text-dependent questions  
(2) Identify main idea and supporting details  
(3) Cite text evidence to support answers  
(4) Compare entries on graphic organizers  
(5) Discuss results of “close” readings of text  
(6) Share results of short research projects  

9. Text Dependent Questions  
A complete listing of text dependent questions for the text can be found on pages 8 – 9 of “Reproducible Materials” packet. Answers are embedded in each section of “Learning Activities and Teaching Resources” (look for bracketed italic text [answer]).
1. **Collaborative Conversation Questions** (Encourage students to use academic vocabulary during conversations. If words are posted in the classroom, model for students how to look at the word wall while formulating answers.)
   a) How do you feel when you see the American flag waving in the wind?
   b) What about when you hear the national anthem being played or recite the Pledge of Allegiance?
   c) What do you imagine people think the first time that they see the Statue of Liberty?
   d) What are some symbols that represent our country or remind us of what it means to be an American?

2. **Gather a collection of used postage stamps that have a patriotic theme.** Distribute one stamp to each student (or display an image of a stamp onto a projection screen). Identify if the image on the stamp is a person, place, or an event.
   Think, Pair, Share - Turn to your neighbor and share the story that the stamp might be trying to tell.

   A box of used, patriotic postage stamps can be ordered from the American Philatelic Society.

3. **Possible Collaborative Conversation Topics**
   a) Is a postage stamp a symbol?
   b) Share your stamp and explain why it is or is not a symbol.
   c) What can postage stamp images tell us about the country in which we live?
Chapter 1 – U.S. Postage Stamps (pages 3 – 4 of text) – Learning Activities

1. Revisit Big Idea and Essential Questions
   Structure Collaborative Conversations for using academic and content specific vocabulary words.
   
   **CCSS.ELA-Literacy.RI.4-8.1**

2. After reading paragraph 1 on page 3, have students walk through the text to find a stamp image that depicts a struggle or an achievement
   a) Examples of achievements: Ben Franklin, Postmaster (page 3); Raising of Flag on the Lunar Surface (page 7); Francis Scott Key (page 8); Statue of Liberty (page 17)
   b) Examples of struggles: Battle of Fort McHenry (page 8); Desegregating Public Schools (page 12); Declaration of Independence (page 15)

3. Re-read paragraph 2 on page 3 - Identify details that show the text is informational
   [Facts listed in paragraph U.S. began issuing postage stamps in 1847. Parts of a U.S. stamp include the initials USA and the denomination. The term denomination means the amount paid towards the cost of mail delivery.]

4. Look for facts from paragraph 2 on page 3 in other parts of the text
   a) Find USA printed on stamps (Some stamps will have USA, others will have United States or U.S. Postage. This varies due to the year when the stamp was issued.)
   b) How many different denominations are depicted on images in the text?
      [16 different denominations - 1c, 1 1/2c, 3c, 4c, 6c, 10c, 13c, 15c, 21c, 22c, 29c, 33c, 39c, 42c, $2.40, Forever]
   c) What is the smallest denomination?
      [1c - page 24]
   d) What is the largest denomination?
      [$2.40 – page 7]
   e) What does the term “Forever” as a denomination mean?
      [Forever as a denomination means that the stamp can be used to mail First Class letters no matter what the postal rate.]

5. Ben Franklin, Postmaster Stamp (page 3 of the text)
   Find the following on the Ben Franklin, Postmaster Stamp: the denomination, an 18th century post boy, 1775 letter sent from Marlboro, Maryland to Philadelphia, Pennsylvania, and a colonial-era postmark.

   See “Reproducible Materials” packet (page 10) for enlarged image.
6. Ben Franklin Museum Cover (page 4 of the text)

Background - The B Free Franklin Post Office is the only one named after a signature and the only one without a zip code. To obtain a B. Free Franklin cancel, send a stamped post card or envelope bearing first class postage to: Postmaster, B. Free Franklin Post Office, 316 Market Street, Philadelphia, PA 19106.

7. The National Postal Museum Stamp (page 4 of the text)

Background - The Smithsonian’s National Postal Museum is located in the historic City Post Office Building, which was constructed in 1914 and served as the Washington, D.C., post office from 1914 through 1986. The museum is dedicated to the preservation, study and presentation of postal history and philately. The museum’s many exhibition galleries present America’s postal history from Colonial times to the present. The museum uses exhibits, educational public programs and research to make this rich history available to scholars, philatelists, collectors and visitors from around the world.

8. Extension Activity - Benjamin Franklin's A to Z Words of Wisdom

Benjamin Franklin wrote a list of wise sayings and published them in the Poor Richard's Almanack, which is depicted on the Benjamin Franklin, Printer commemorative postage stamp (left). Franklin used his printing press to share his wisdom with his fellow Americans and had hope that these would provide guidance for daily life.

Have students read Benjamin Franklin’s A to Z Words of Wisdom, then paraphrase each line’s meaning or rewrite the A – Z as a contemporary listing.

See “Reproducible Materials” packet (page 10) for enlarged image.
Chapter 2 – The Flag (pages 5 – 7) – Learning Activities

1. Revisit Big Idea and Essential Questions
   Structure Collaborative Conversations for using academic and content specific vocabulary words.

   **CCSS.ELA-Literacy.RI.4-8.1**

2. After reading Chapter 2 have students respond in writing or verbally to the following:
   a) Chapter 2 implies that the Flag of the United States serves as a visual sign of the fight for independence. Cite text evidence that supports this idea.
      [Text evidence that could be included in an answer: In 1776, Congress wanted a flag that would serve as a visual sign of the new nation’s declaration of freedom from the British. A flag with 13 stars and 13 stripes became America’s first flag. The 13 stars symbolized each of the 13 original colonies. The Birth of our Nation’s Flag stamp shows the 13 star/13 stripe flag being shown. The flag with 15 stars and 15 stripes was the flag that flew over Fort McHenry when Francis Scott Key wrote The Star Spangled Banner during the War of 1812.]
   b) The first paragraph of Chapter 2 states, “the flag is one of the most enduring symbols of America”. Explain why the flag is one of the most enduring symbols of America. Cite text evidence to support your answer.
      [Text evidence that could be included in an answer: In 1776, Congress wanted a flag that would serve as a visual sign of the new nation’s declaration of freedom from the British. A flag with 13 stars and 13 stripes became America’s first flag. The flag with 15 stars and 15 stripes was the flag that flew over Fort McHenry when Francis Scott Key wrote The Star Spangled Banner during the War of 1812. The 50-star flag was adopted in 1960.]

3. “The Stars and Stripes are Born” Envelope Cover Analysis
   a) On the front of the envelope cover (seen on page 5 of the text) is a postmark dated, June 14, 1977. What is the significance of the postmark (cite text evidence)?
      [It was the 200th anniversary of the flag’s adoption by the Continental Congress as the official flag of the United States.]
   b) What additional information can be gleaned from “The Stars and Stripes are Born” envelope cover?
      [a cachet (picture) of Betsy Ross sewing a flag; there is a 13-star/13-stripe flag in the background; in the text below the cachet, “adopted by Congress June 14, 1777”; a Philadelphia, Pennsylvania postmark which was the city where Congress voted to adopt the flag; a stamp depicting a flag over Independence Hall which is the building where the adoption took place; a Birth of Our Nation’s Flag stamp that commemorates the 200th anniversary of Betsy Ross’s birth.]
4. Re-read Chapter 2, identify three text features. List what was learned from each feature.

<table>
<thead>
<tr>
<th>Text Feature</th>
<th>What Was Learned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapter Heading</td>
<td>Chapter 2 is about the flag</td>
</tr>
<tr>
<td>Bold vocabulary word</td>
<td>Enduring – The flag is one of the most enduring symbols of America</td>
</tr>
<tr>
<td>Bold vocabulary word</td>
<td>Distinctive – The most distinctive feature of the flag was the arrangement of 13 stars in a circle</td>
</tr>
<tr>
<td>Glossary</td>
<td>Enduring means long-lasting or permanent</td>
</tr>
<tr>
<td>Glossary</td>
<td>Distinctive means unusual, different, and/or interesting</td>
</tr>
<tr>
<td>Sub-Heading</td>
<td>The 13-Star/13-Stripe Flag was our nation’s first flag</td>
</tr>
<tr>
<td>Sub-Heading</td>
<td>The 15-Star/15-Stripe Flag was adopted in 1795 when Vermont and Kentucky became states</td>
</tr>
<tr>
<td>Sub-Heading</td>
<td>The Flag Act of 1818 returned the flag to the original 13 stripes</td>
</tr>
<tr>
<td>Sub-Heading</td>
<td>The 50-Star Flag was adopted in 1960 after Hawaii became a state</td>
</tr>
<tr>
<td>Sidebar</td>
<td>Interesting Facts – The Birth of Our nation’s Flag painting helped to make Betsy Ross the most famous woman in American history</td>
</tr>
<tr>
<td>Sidebar</td>
<td>Interesting Facts – There are six U.S. Flags on the Moon</td>
</tr>
<tr>
<td>Image</td>
<td>“The Stars and Stripes are Born” envelope cover celebrates the 200th anniversary of the 13-star/13-stripes flag by Congress</td>
</tr>
<tr>
<td>Caption</td>
<td>The caption for Scott #1350 states that the circle of stars [on the flag] is symbolic of a new constellation</td>
</tr>
</tbody>
</table>

5. The U.S. flag has changed 28 times since 1776. Develop a flag timeline to help explain how it has evolved over time. Use stamps to help tell the story where possible. Below is an example.

<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1776</td>
<td>Congress wanted a flag with 13-stars and 13-stripes</td>
</tr>
<tr>
<td>1777</td>
<td>13-star flag becomes “official” on June 14, 1777</td>
</tr>
<tr>
<td>1795</td>
<td>15-star and 15-stripe flag is adopted</td>
</tr>
<tr>
<td>1881</td>
<td>Flag Act returns flag to original 13 stripes</td>
</tr>
<tr>
<td>1960</td>
<td>50-star flag is adopted when Hawaii becomes a state</td>
</tr>
<tr>
<td>1969</td>
<td>Flag placed on the Moon by Apollo 11 astronauts</td>
</tr>
</tbody>
</table>


7. Interesting Fact Answer (page 7 of the text) – Apollo 13 was unable to place a flag on the moon due to a damaged oxygen tank that prohibited them from attempting a lunar landing during that trip.
Chapter 3 – The National Anthem (pages 8 – 10 of text) – Learning Activities

1. Revisit Big Idea and Essential Questions
   Structure Collaborative Conversations for using academic and content specific vocabulary words.

2. Background
   The War of 1812 broke out when the British regularly interfered with American trade to France and constantly captured and imprisoned American sailors. During the war, the British attacked and burned Washington, D.C. Tangier Island, Virginia became the British staging ground for an unsuccessful assault on Fort McHenry in Baltimore, Maryland. Due to the leadership of U.S. Army Major George Armistead, Baltimore and Fort McHenry were better prepared than the forces involved in the assault on Washington D.C. In the west, the English also encouraged the Indians to attack settlements on the American frontier. Although the war ended in a stalemate, Americans remembered only the final victory at New Orleans, which resulted in an upsurge of national unity and patriotism.

3. After reading Chapter 3 have students respond in writing or verbally to the following:
   a) What specific sights and sounds did Francis Scott Key experience during the battle of Fort McHenry? Cite text evidence to support your answer.
      [Francis Scott Key saw the “rockets’ red glare” and heard “bombs bursting in air” during the battle. In the morning, he saw the American flag still flying over the fort.]
   b) The flag with 15-stars and 15-stripes is often called by two other names. What are they? Cite text evidence to support your answer. [The Fort McHenry Flag and the Star Spangled Banner]

4. Page 8 Sidebar Answer:
   [Key recorded his experience in a poem written on the back of a letter he had in his pocket.]

5. Page 9 Sidebar Answer:
   [“The land of the free. The home of the brave” are lyrics from the last line of the Star Spangled Banner.]

6. Mathematics Applications (CCSS.MP1; CCSS.MP4; CCSS.MathContent.4.MDA.3)
   a) How many square feet makeup each of the flags that Major George Armistead had created for his Fort McHenry command?
      (i) Storm flag – 17’ x 25’ = 425 sq. feet
      (ii) Garrison flag – 30’ x 42’ = 1,260 sq. feet
   b) What was the average price per square foot for each flag?
      (i) Storm flag = $2.52 per sq. foot
      (ii) Garrison flag = $3.10 per sq. foot
   c) How many square feet has the Garrison flag lost over the years?
      (i) 30’ x 42’ = 1,260 sq. feet; 30 x 34’ = 1,020 sq. feet
      1,260 – 1,020 = 240 sq. feet lost
7. Francis Scott Key and Fort McHenry First Day Cover Analysis
   
a) What is the signature below, “And this is our motto, in God we trust” on both the cachet (design) and stamp? 
   [F S Key – Francis Scott Key]
   
b) Use your research skills to find out where the quote, “And this is our motto, in God we trust” comes from. 
   [The 4th verse of the Star Spangled Banner]
   
c) Compare and contrast the two flags that appear on the cover (envelope). 
   [Both flags have 15-stripes. The flag on the left has 15-stars. The flag on the right has 14-stars (one was cut out). The flag on the right is tattered, showing that it is battle worn (this is the flag that is now on display in Washington, D.C.)

8. Resources
   
a) K – 8 lessons and activities linked to National History Standards 
   [http://amhistory.si.edu/starspangledbanner/educational-resources.aspx]
   
b) Star-Spangled Banner Website 
   [http://amhistory.si.edu/starspangledbanner/]
   
c) Virtual tour of Star Spangled Banner Flag on display at the National Museum of American History 
   [https://www.flickr.com/photos/nationalmuseumofamericanhistory/sets/72157623910310943/]
   
d) Facts about the Star Spangled Banner and the War of 1812 
   [http://www.si.edu/encyclopedia_si/nmah/starflag.htm]
Chapter 4 – The Pledge of Allegiance (pages 11 – 12 of text) – Learning Activities

1. Revisit Big Idea and Essential Questions
   Structure Collaborative Conversations for using academic and content specific vocabulary words.

   CCSS.ELA-Literacy.RI.4-8.1

2. After reading Chapter 4 have students respond in writing or verbally to the following:
   a) What was the Columbian Exposition?
      [A commemorative program to celebrate the 400th anniversary of Christopher Columbus’ arrival in the New World.]
   b) On the cover (envelope) on page 11, what is different from the way the pledge is recited today?
      [Children are saluting with their right hands instead of placing their hands over their hearts.]
   c) Compare the original pledge written by Francis Bellamy with the pledge of today.
      [“my flag” has been changed to “the flag of the United States of America”; “to” added before republic; “under God” added after “one nation”]
   d) Summarize the evolution of the Pledge of Allegiance.
      1892 – Pledge written by Francis Bellamy;
      1923 – the phrase, “the flag of the United States of America” was added;
      1942 – Adopted by Congress as nation’s pledge;
      1945 – “The Pledge of Allegiance” adopted as “official” name;

3. How do the two covers (seen on left) support the text in Chapter 4? Cite evidence to support your answer.
   a) Star bordered cover
      [The pledge prior to 1954 did not have the words, “under God” included.]

   b) The First Pledge of Allegiance Cover
      [An important part of the program to commemorate the 400th anniversary of Christopher Columbus’ arrival in the New World was a new salute to the flag for school children to recite.]

      See “Reproducible Materials” packet (page 15) for enlarged images.

4. Extension Activity - What the PLEDGE Means to Me
   Red Skelton analyzed each word/phrase of the Pledge of Allegiance (see left). Notice that when his version was published there were only 48 states and the last change to the Pledge had not yet occurred, this was because Red’s version was learned when he was a child.

   Have students individually, with a partner, or with a small group, analyze the Pledge of Allegiance. Have students compare their analysis with Skelton’s version.

   See “Reproducible Materials” packet (page 16) for a copy of What the PLEDGE Means to Me
Chapter 5 – The Great Seal of the United States (page 13 of text) – Learning Activities

1. Revisit Big Idea and Essential Questions
   Structure Collaborative Conversations for using academic and content specific vocabulary words.

   CCSS.ELA-Literacy.RI.4-8.1

2. After reading Chapter 5 have students respond in writing or verbally to the following:

   a) The Seal is intended to reflect the values of freedom and liberty. List at least two images on the Seal that portray these values and describe how each reflects them.

   - [The arrows symbolize the war that was fought to achieve liberty and freedom from British rule.]
   - [The thirteen stripes and thirteen arrows symbolize the thirteen individual colonies that worked together to achieve independence (liberty and freedom from British rule).]
   - [The thirteen star constellation symbolizes a new nation that is free to make its own decisions.]
   - [The blue bar at the top of the shield symbolizes the uniting of the 13 colonies and represents Congress, a government of free men (and women).]

   b) Compare and contrast The Great Seal of the U.S. with the Eagle & Shield stamp. (page 13 of the text)

   [Seal is round, the stamp is square; no constellation on stamp; no ribbon “E Pluribus Unum” on stamp; both eagles facing left; both have a shield with 13 red and white stripes and blue bar (bar symbolizes the unifying of the 13 colonies and represents Congress); Seal shield is square; stamp shield is shield shaped; eagle on Seal has wings spread; wings down on stamp; both holding olive branch and arrows]

2. Answers to, “Find items on the Seal” (page 13 left side bar)

   See “Reproducible Materials” packet (page 17) for enlarged image.

4. Answers to page 13 right sidebar:

   How many red and white stripes are on the shield in front of the eagle? [13]

   What do you suppose they represent? [The 13 original colonies]
Chapter 6 – National Landmarks (pages 14 – 21 of text) – Learning Activities

1. Revisit Big Idea and Essential Questions
   Structure Collaborative Conversations for using academic and content specific vocabulary words.

2. After reading Chapter 6 have students respond in writing or verbally to the following:

   a) Line 1, page 14 states, “Many American landmarks remind us of the fight for independence and freedom led by our forefathers.” Rewrite or paraphrase this statement to demonstrate understanding of all of the words in the statement and of the meaning intended by the author.

   b) Why is Independence Hall often referred to as the “Birthplace of America”?  [It is where the Declaration of Independence was signed and also the Constitution.]

   c) Why did Thomas Jefferson show his final draft of the Declaration of Independence to John Adams and Benjamin Franklin? [John Adams and Benjamin Franklin were two people whom Jefferson trusted and admired.]

   d) Speaker of PA Assembly, Isaac Norris, ordered a bell in 1751 to commemorate the 50th anniversary of Pennsylvania’s Charter. Norris also chose the quote engraved upon it. Rewrite this quote in more contemporary language. Explain why this rewritten passage provides the same message as the original.

   e) Writing prompt: You are a reporter for the Philadelphia Public Ledger. Write a newspaper article to describe the bell’s last day.

   f) Writing prompt: You are the Liberty Bell. Describe your travels around the country as a display.

   g) What was the inspiration behind Bartholdi’s design of the Statue of Liberty?  [A Victor Hugo poetry verse from “Stella”]

   h) There is a date inscribed on Lady Liberty’s tablet. What is the date and its significance?  [Lady Liberty carries a tablet in her left arm inscribed with the date, July 4, 1776, the date of the signing of the Declaration of Independence.]

   i) What does the Statue of Liberty’s torch symbolize?  [The torch symbolizes “safe harbor” for ships entering the harbor by providing a lighted pathway.]

k) What does the term “sesquicentennial” printed on the White House stamp (Scott 990) mean? 
[150 years – John Adams was the first president to move into the White House in 1800. The stamp released in 1950 celebrated its 150th anniversary.]

l) The first paragraph on page 20 describes the Washington Monument as an “obelisk”. Use context clues to explain what this term means. 
[“.. an upright, 4-sided pillar that narrows as it goes up”]

m) What makes the Washington Monument unique? 
[It is the world’s tallest stone structure and surrounded by 50 American flags]

n) What do the 36 columns of the Lincoln Memorial symbolize? What do the 26 columns of the Jefferson Memorial symbolize? 
[The 36 columns symbolize the number of states in the Union at the time of Lincoln’s death. The 26 columns symbolize the number of states in the Union at the time of Jefferson’s death.]

o) Why is the Jefferson Memorial a symbol of America’s independence? 
[Jefferson was the author of the Declaration of Independence. His words from the Declaration are inscribed on the monument.]
3. **Mathematics Applications**  

*a*) When Congress edited Jefferson’s draft of the Declaration of Independence the word count of the document was reduced by 1/4. Approximately how many words were contained in the final version?  

*One quarter of 1800 words is 1,350 words.*

*b*) The Liberty Bell originally weighed 2,080 pounds. Due to souvenir thieves it lost 1% of its weight. Approximately how many pounds were lost?  

*208 pounds of metal were lost*

*c*) Graphing Activity – Graph the heights of the national landmarks described in the text. Graphic can be found on page 18 of the “Reproducible Materials” packet.
4. Declaration of Independence - Extension Activities & Resources

a) Background on the writing of the Declaration of Independence
   http://www.eyewitnesshistory.com/jefferson.htm

b) John Adams' letter to Timothy Pickering - A primary source document available at:
   Background – In 1822, John Adams wrote a letter to Timothy Pickering responding to
   Pickering’s questions about the writing of the Declaration of Independence. Timothy
   Pickering was a politician from Massachusetts who served as the third U.S. Secretary of
   State from 1795 – 1800 under presidents George Washington and John Adams. In this
   letter, Adams discusses, among other things, a young Jefferson, whom he appointed
   to the committee that drafted the famous declaration. Lesson plan ideas can be found at:
   www.njcore.org/resource/letter-thomas-jefferson/download

c) Postage stamps, Scott #1691 – 1694, (located on page 15 of text) were designed after a
   painting by John Trumbull, entitled, “Declaration of Independence”. Trumbull’s painting
   does not show the actual signing of the Declaration of Independence. What is actually
   happening in Trumbull’s painting? [It shows the presentation of the draft of the Declaration
   by the “Committee of Five”. The Committee can be seen standing in the center of the
   painting.]

See “Reproducible Materials” packet (page 19) for enlarged image.
Interactive activity for identifying individuals in Trumbull's painting
Move the mouse over the person that you would like to identify. You will see the name
and a short biographical note of that person.

d) First Day Cover Analysis of 3 Envelopes Featuring
   Thomas Jefferson
   What is significant about the date of each of the 3
   postmarks? What is significant about the city and state
   on each? Look at the cachet (artwork) on the side of
   the envelopes, how does each celebrate Jefferson
differently? Why are the quotes important? Where are
   they from? If you were to design an envelope to
   celebrate Thomas Jefferson and the Declaration of
   Independence, what would you include? (National
   Standards for U.S. History Era 3 1B; TEKS 8.4B, 8.1A/C, 8.29B/C)

See “Reproducible Materials” packet (page 20) for enlarged images.
5. **Liberty Bell - Extension Activities & Resources**
   
   CCSS.ELA-Literacy.RI.4-8.1; CCSS.ELA-Literacy.W.4-8.7
   
   a) Develop a timeline to describe the experiences of the Liberty Bell based on information in the text (and through personal research on the topic).

   ![Timeline Table](image)

   b) For a complete story of the Liberty Bell


6. **Statue of Liberty - Extension Activities & Resources**

   a) **Background**

   In 1883, Emma Lazarus became upset by the need for Jewish people in Russia to flee their country due to their religious beliefs. Inspired by the troubles of these Russian Jews, she wrote a sonnet entitled, *The New Colossus*, and donated it to an auction to raise money to help build the pedestal upon which the Statue of Liberty now stands. The words of the poem told of people’s struggles to reach America and find freedom.

   b) The poem, *The New Colossus*, by Emma Lazarus is engraved on a tablet within the pedestal upon which the Statue of Liberty stands. Read the poem and interpret each line.

   ![The New Colossus Poem](image)

   See “Reproducible Materials” packet (page 21) for reproducible handout of poem.
7. **White House - Extension Activities & Resources**
   Compare and contrast the rendering of the White House on the James Hoban stamp with the image on the White House Postal Card (page 18 of text).

   - 4 pillars
   - Pitched roof in center
   - 3 stories
   - 9 windows across

   - 6 pillars
   - Curved front
   - 2 stories
   - 11 windows across

   See “Reproducible Materials” packet (page 22) for enlarged images.

8. **U.S. Capitol - Extension Activities & Resources**
   a) Answer to, “Do you know this speech?” found in second bullet on bottom “Interesting Facts” sidebar:  *The words are from the last line of Abraham Lincoln’s speech, The Gettysburg Address, “…and that government of the people, by the people, for the people, shall not perish from the earth.”*

   b) The National Statuary Hall is located in the U.S. Capitol. There is not enough room for all 100 statues in the hall. Presently 38 statues are located in National Statuary Hall, the rest are placed throughout the building. Research the statues donated by your state. Find out information about each. Create a poster with a visual image of one statue with a summary telling about it.

   c) Website for the National Statuary Hall Collection
Conclusion (page 22 of text) – Learning Activities

1. Revisit Big Idea and Essential Questions (Cite text evidence when answering each question.)
   a) List symbols that represent the United States of America.
   b) Identify important historical figures and landmarks found on stamps.
   c) What images found on postage stamps help to describe the American values of freedom, liberty, equality, and justice?
   d) Explain how the images found on postage stamps tell the history of the United States.

2. Revisit initial Collaborative Conversation topics
   a) What are some symbols that represent our country or remind us of what it means to be an American?
   b) Is a postage stamp a symbol?
   c) What can postage stamp images tell us about the country in which we live?

3. Page 24 – Who were these men? Answers

<table>
<thead>
<tr>
<th>Postage Stamp Denomination and Scott #</th>
<th>Stamp Image</th>
<th>Role in U.S. History</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 cent Scott 804</td>
<td>George Washington</td>
<td>1st President</td>
</tr>
<tr>
<td>2 cent Scott 806</td>
<td>John Adams</td>
<td>2nd President</td>
</tr>
<tr>
<td>3 cent Scott 807</td>
<td>Thomas Jefferson</td>
<td>3rd President</td>
</tr>
<tr>
<td>4 cent Scott 808</td>
<td>James Madison</td>
<td>4th President</td>
</tr>
<tr>
<td>5 cent Scott 810</td>
<td>James Monroe</td>
<td>5th President</td>
</tr>
</tbody>
</table>
1. **Identify Main Ideas and Key Details**

   Use graphic organizer, “Identifying Main Ideas and Key Details” to identify the main ideas and key details for each chapter in the text.

   “Identifying Main Ideas and Key Details” handout can be found in “Reproducible Materials” packet (page 23). Annotated version can be found on page 24 of “Reproducible Materials” packet.

2. **Summarize each chapter in the text**

   After rereading the text and identifying the main ideas and key details in each chapter write a summary for each chapter.

3. **Identify examples of symbols found in the text**

   Using the graphic organizer, “American Symbols: A Graphic Organizer” (found in “Reproducible Materials” packet, page 25), reread the text to identify examples of symbols that represent the American values of freedom, liberty, equality, and justice.

   Use one example for each of the concepts of freedom, liberty, equality, and justice to complete the statements on the handout:

   - One symbol of freedom is ____; It is a symbol of freedom because ____; text evidence to support my reason ____: a stamp image that symbolizes freedom ____.
   - One symbol of liberty is ____; It is a symbol of liberty because ____; text evidence to support my reason ____: a stamp image that symbolizes liberty ____.
   - One symbol of equality is ____; It is a symbol of equality because ____; text evidence to support my reason ____: a stamp image that symbolizes equality ____.
   - One symbol of justice is ____; It is a symbol of justice because ____; text evidence to support my reason ____: a stamp image that symbolizes justice ____. 
After Rereading the Text – Culminating Activities

1. Citing Text Evidence to Support a Conclusion
   From a group of stamps, choose one stamp that best represents the United States of America. Describe reasons for your choice. Cite text evidence to support your answer. Conduct a “stamp investigation” to find out more information about the story behind the stamp selected.

2. Museum Curator – Short Research Project
   You are a museum curator. Your museum has been given a collection of stamps. It is your job to examine and describe each stamp. Figure out various ways the items could be categorized. Conduct research (a stamp investigation) to identify details of the person, event, or place. Display items with their descriptions. Conduct tours of your display.