

# **I Love America**

## **Volume 1**



**American Heritage Lessons  
for Young People**

**The Flag**  
**Columbus**  
**The Pilgrims**  
**George Washington**  
**The Preamble to the Constitution**  
**Benjamin Franklin**  
**Thomas Jefferson**  
**Pocahontas**

## I Love America, Volume 1

# *Table of Contents*

September	My Flag	Page 5
October	Why I Like Columbus	Page 37
November	Why I Like Thanksgiving	Page 63
December	Why I Like George Washington, Part 1	Page 85
January	Why I Like George Washington, Part 2	Page 107
February	Why I Like Being An American	Page 121
March	Why I Like Benjamin Franklin	Page 153
April	Why I Like Thomas Jefferson	Page 177
May	Why I Like Pocahontas	Page 195
Bibliography		Page 214

## INTRODUCTION

Dear Parents and Teachers,

Welcome to this new edition of “I Love America!” Like the former version created in 1984, this book is intended to serve as a supplement to any primary curriculum in any schooling situation. The layout and lessons, however, are in a more user-friendly version, and additional pictures and information give more integrity to the material.

The CD included with this book contains pdf files of the student activities for each month. From your home computer you can download as many games and coloring pages as you need for your family or class. The manual will thus be kept in better condition for continued use without having to cut out pages or worry about repeated copying.

The purpose of this book is to help children ages 4 to 8 learn about selected events and personalities in America’s patriotic history, and to develop in their hearts an appreciation for our American Heritage. You may wish to prepare a special place in the home or schoolroom where all the books, projects and resources for studying about America can be displayed and available.

There are nine chapters in this book, each one highlighting a holiday during that month:

SEPTEMBER	My Flag (Constitution Day, September 17)
OCTOBER	Why I Like Columbus (Columbus Day, October 12)
NOVEMBER	Why I Like Thanksgiving (Thanksgiving and the Pilgrims)
DECEMBER	Why I Like George Washington, Part 1 (Christmas; Delaware Crossing)
JANUARY	Why I Like George Washington, Part 2 (Winter; Valley Forge)
FEBRUARY	Why I Like Being an American (President’s Day; the Preamble)
MARCH	Why I Like Benjamin Franklin (March winds; Daylight Savings Time)
APRIL	Why I Like Thomas Jefferson (Jefferson’s Birthday, April 13)
MAY	Why I Like Pocahontas (Native American Day)

The use of many other activities and originality by the teacher and students can be easily incorporated into the various subjects. It is important to keep a positive attitude about our country by helping the students realize their part in keeping America the land of the free.

Good luck in your preparations, and have FUN teaching these lessons!

# September Lessons



**Emphasis:** The American Flag

**Purpose:** To help each child gain a respect for the flag through an understanding of what it represents.

**Holiday:** Constitution Day, September 17<sup>th</sup>

## ***Constitution Day and Citizenship Day Constitution Week, 2007***

A proclamation by the President of the United States

**O**n Constitution Day and Citizenship Day and during Constitution Week, we celebrate the anniversary of our Nation's Constitution and honor the framers who created the landmark document that continues to guide our Nation.

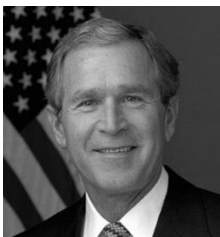
In the summer of 1787, delegates convened in Philadelphia to create "a more perfect Union" and craft the document that is the foundation of our country. With great diligence, they worked to develop a framework that would balance authority and inherit freedoms, Federal interests and State powers, individual rights and national unity. On September 17<sup>th</sup> of the same year, the delegates signed the Constitution of the United States.

Today, every American shares in this legacy of liberty, and we are grateful for the courage, conviction, and sacrifice of all those who have helped preserve and uphold the principles of a free society. As we remember the enduring importance of the Constitution, we also recognize our responsibility as citizens to respect and defend the values of our founding and participate in the unfolding story of freedom.

In celebration of the signing of the Constitution and in recognition of the Americans who strive to uphold the duties and responsibilities of citizenship, the Congress, by joint resolution of February 29, 1952 (36 U.S.C. 106, as amended), designated September 17 as "Constitution Day and Citizenship Day," and by joint resolution of August 21, 1956 (36 U.S.C. 108, as amended), requested that the President proclaim the week beginning September 17 and ending September 23 of each year as "Constitution Week."

NOW, THEREFORE, I, GEORGE W. BUSH, President of the United States of America, do hereby proclaim September 17, 2007, as Constitution Day and Citizenship Day, and September 17 through September 23, 2007, as Constitution Week. I encourage Federal, State, and local officials, as well as leaders of civic, social, and educational organizations, to conduct ceremonies and programs that celebrate our Constitution and reaffirm our rights and responsibilities as citizens of our great Nation.

IN WITNESS WHEREOF, I have hereunto set my hand this twenty-first day of August, in the year of our Lord two thousand seven, and of the independence of the United States of America the two hundred and thirty-second.



A handwritten signature of George W. Bush in black ink.

GEORGE W. BUSH

# My Flag

## LESSON 1

### The Flag Design

#### PREPARATION

##### *Materials needed*

- A large American flag
- Colorful pictures of the American flag
- A large political boundary map of the United States (wall-map)
- A large map of the Thirteen Colonies (or use the map in this section)
- Betsy Ross “hidden picture” (page 6)
- Illustrations for the Betsy Ross story (pages 7-15)

#### SUGGESTED PRESENTATION

Hold up the American flag. Ask the children to tell you what it is. Have them name the colors on the flag. Express your pride in and love for the flag. Ask a child to help you hold the flag straight and let the children count the stripes with you. Point to the blue field and have them guess the number of stars. Explain that there are fifty of them, and each star represents one of our states. Then display the flag in a prominent place.

Refer to the map of the United States. Explain that this is a map of our land as if we were looking at it from a satellite in space. Ask the children to help you count the 50 states as you point to them on the map.

When you come to your own state, show where your city is located. Tell the children that the 50 states used to be only 13 states! Our country has really grown since that time long ago. Point to the general area of the Thirteen Colonies on the East Coast. Show the map of the Thirteen Colonies. Count each colony. Ask: “How many stripes are on the flag?” (13) Explain that whenever we look at the stripes on the flag we can remember the first 13 states – called the *Thirteen Colonies*. (Repeat with class.)

#### STORY

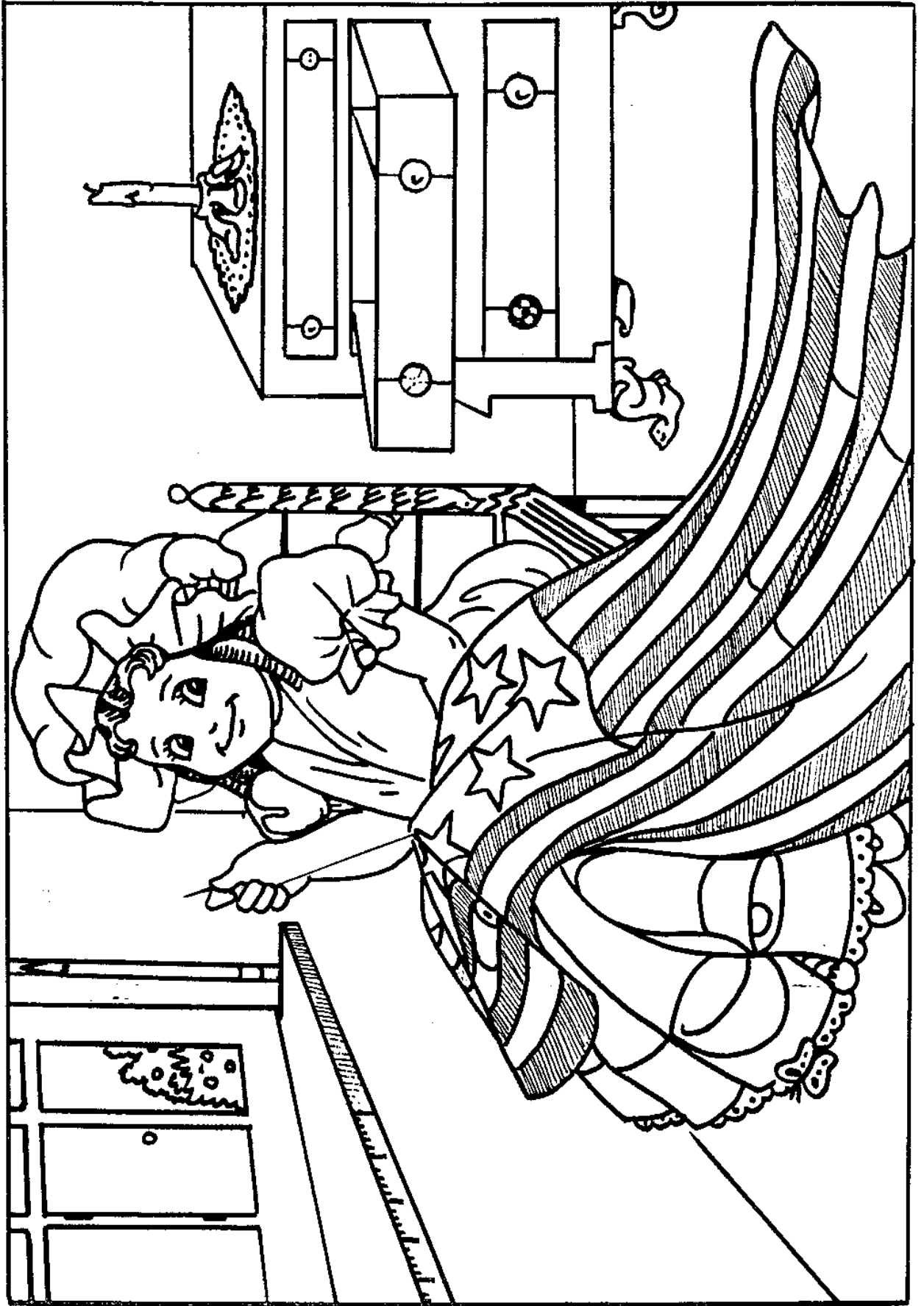
Tell the children that America’s first flag also had only thirteen stars. That was over 200 years ago! Listen to this story about how the first flags of America were made.

*Tell the Betsy Ross story beginning on page 7. After the story, give each child a “Betsy Ross Hidden Picture.” Tell the children the hidden items to find in the picture.*

Make a 5-pointed star.

#### ACTIVITY

Find the twenty hidden things!  
Two ice cream cones, a spool of thread, a bird, a button, a flower, the number 1, a box, a butterfly, a glove, a door, a pencil, the letter N, a bell, a lightbulb, a muffin, a baseball, a bowl, a slipper and a ruler.







Long ago, in the days of George Washington, a young woman named Betsy Ross sat by a sunny window, sewing. She was enjoying her work very much, but she frowned a little as she tried very hard to make the stitches small and straight.

Betsy Ross did not have a sewing machine. She had never even seen one! No one had made a sewing machine yet. So if people wanted to have a new hat, or coat, or suit, they asked seamstresses like Betsy Ross to sew their clothing – all by hand, one stitch at a time.