

# Cobblestone™

## OUR NATIONAL SYMBOLS

Use the articles, lessons, and activities in this Teacher Guide to help students understand the origin and meaning of some of America's national symbols.

## CONVERSATION QUESTION

Why are historic symbols and places important to Americans?

## TEACHING OBJECTIVES

- Students will learn about national symbols.
- Students will discuss people who have created places of continued significance.
- Students will explain how culture and environmental characteristics of a place change over time.
- Students will explain how historic symbols are useful for studying a topic.
- Students will conduct research.
- Students will create a timeline.



In addition to supplemental materials focused on core Social Studies skills, this flexible teaching tool offers vocabulary-building activities, questions for discussion, and cross-curricular activities.

## SELECTIONS

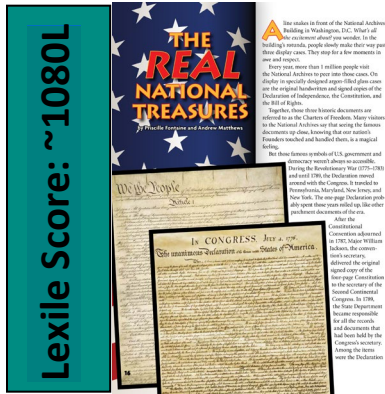
- **The Real National Treasures**  
Expository Nonfiction, ~1080L
- **A Grave Decision**  
Expository Nonfiction, ~890L
- **A Gift of Friendship**  
Expository Nonfiction, ~1060L

# Cobblestone® Teacher Guide: July/August 2022

## The Real National Treasures

pp. 16–17, Expository Nonfiction

Use this article about the National Archives and the preservation of important national documents to explore the importance of studying history.



### OBJECTIVES

- Students will explain how historic symbols are useful for studying a history topic.
- Students will learn how some of America's most valuable historic documents are protected.
- Students will analyze how preservation affects the cultural perspective of a document.

### KEY VOCABULARY

**archive** (p. 16) a collection of historical documents and records about a certain place or institution

**argon** (p. 16) a colorless, odorless gas used instead of oxygen to preserve documents in display cases

**parchment** (p. 16) a material similar to paper but made from the prepared skin of an animal

### ENGAGE

**Conversation Question:** Why are historic symbols and places important to Americans?

Ask students if they have ever seen or handled a very old document. What kind of document was it (historical, something related to their family, a letter, et cetera)? Did they feel like the document was important? Why? Did it help them better understand something, like a period in history or people from long ago? And was the document in good shape, or was it damaged?

### INTRODUCE VOCABULARY

Display and read aloud the vocabulary words and definitions. For each word, have students write a sentence that uses it correctly. Have students share their sentences with a partner. Then remind students to look for the vocabulary words as they read the article.

### READ & DISCUSS

Have students read the article. Then use these questions for discussion:

1. What were some of the reasons why so many of these documents were in danger of being lost or destroyed before they were placed in the National Archives?
2. Why is seeing these important documents of US history so important to many people?
3. Why did some documents need to undergo extensive preservation treatment?

### CONCEPT/SKILL FOCUS: Cultural Perspective

**INSTRUCT:** Explain to students that this article describes important documents of United States history that have been protected from destruction and preserved. What does the choice to save these documents tell us about the people who decided to save them? Is seeing them helpful for learning about US history at a certain time? Have students work in pairs to decide what documents or items they would choose to preserve to tell future students about United States history.

**ASSESS:** Have students share their choices with the class for discussion.

### EXTEND

**English** Have each pair of students write a letter to a student in the future, explaining the specific items or documents they chose, and why. Students can even choose to create a time capsule of their letters to be opened after a certain number of years.

# Cobblestone® Teacher Guide: July/August 2022

## A Grave Decision

pp. 22–23, Expository Nonfiction

Give students an opportunity to explore how the characteristics and meaning of a place change over time, using this article about how Arlington National Cemetery was created.



## RESOURCES

- Sequence of Events

## OBJECTIVES

- Students will learn about the history of Arlington National Cemetery.
- Students will explain how cultural and environmental characteristics of a place change over time.
- Students will create a timeline.

## KEY VOCABULARY

- **sarcophagus (p. 22)** a stone coffin that is usually covered with sculptures or inscriptions
- **interred (p. 23)** buried in a grave or tomb, usually with a solemn ceremony
- **sentinel (p. 23)** a soldier or guard whose job is to stand and keep watch

## ENGAGE

**Conversation Question:** Why are historic symbols and places important to Americans?

Ask students to list famous American places and symbols. Have they visited any of the places or seen any famous symbols in museums? How did seeing those places or things make them feel about being American? Now ask students to think about how famous places have changed since they were built. Tell students that the article they will be reading discusses the changes that have taken place at Arlington National Cemetery since its creation in 1864.

## INTRODUCE VOCABULARY

Read the vocabulary words and definitions. Then display the sentences below and have students use the vocabulary words to complete them. Finally, remind students to look for the vocabulary words as they read.

1. The Tomb of the Unknown Soldier is a marble \_\_\_\_\_ at Arlington National Cemetery.
2. Soldiers from every US war are \_\_\_\_\_ in the cemetery.
3. A soldier trains hard to become a \_\_\_\_\_ at the tomb.

## READ & DISCUSS

Have students answer these questions after reading the article.

1. Who first owned the land where Arlington National Cemetery was built?
2. Why did Montgomery C. Meigs choose the Lee estate as the site for the cemetery?
3. What was the reason for creating the Tomb of the Unknown Soldier?

## SKILL FOCUS: Sequence of Events

**INSTRUCT:** Explain that the cultural and environmental characteristics of a place change over time. The article describes how and why Arlington National Cemetery was created, and how it became the national historic place of remembrance it is today. Have students work in pairs to review the article and list the sequence of events that took place since the creation of the cemetery. Then have them list these events in order on the *Sequence of Events* graphic organizer.

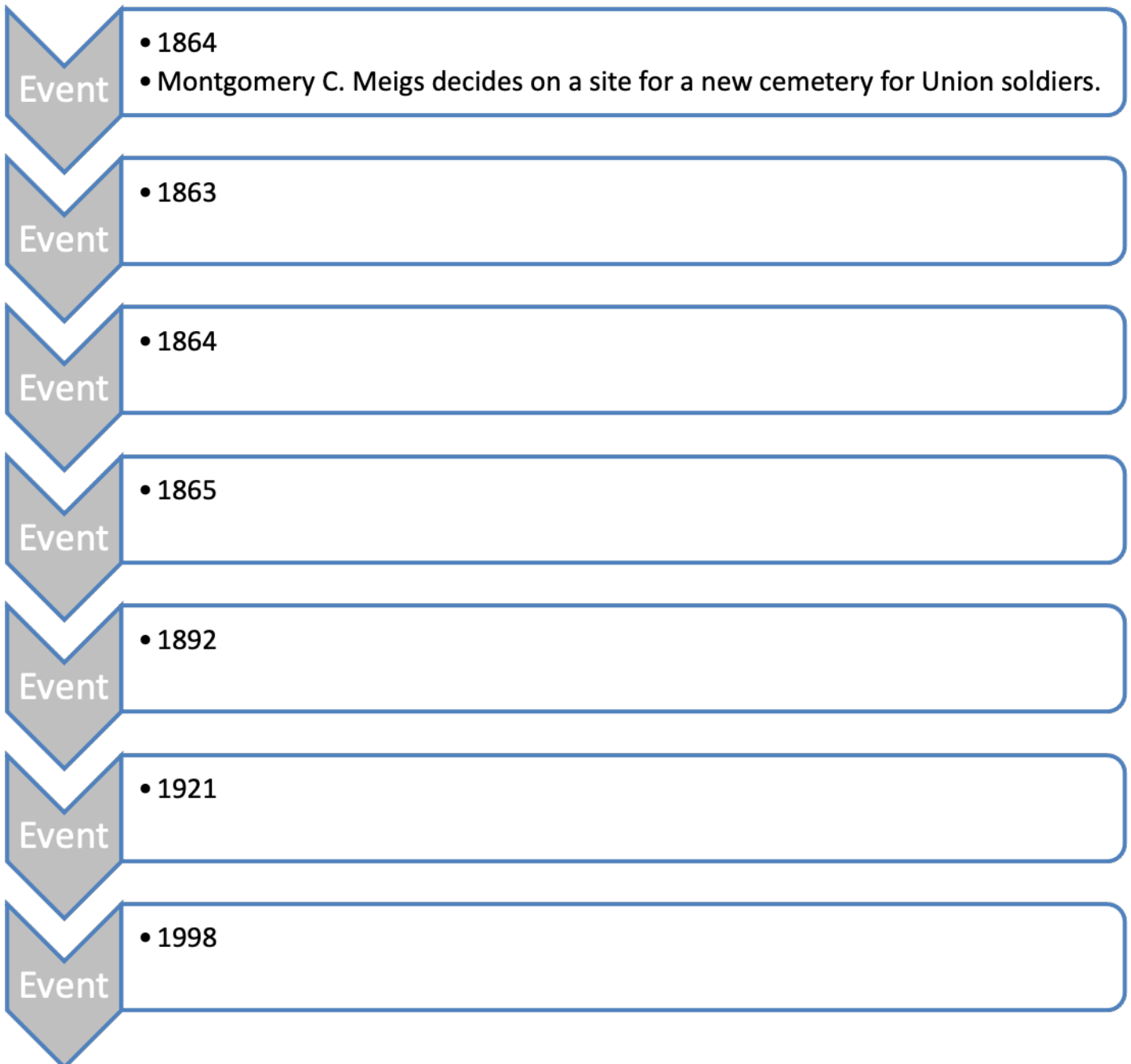
**ASSESS:** Have students peer-review by comparing their events and sequence with other students in their class.

## EXTEND

**Science** Have students research the process for identifying unknown soldiers using DNA testing. How is a DNA sample linked to a family and a specific soldier?

### Sequence of Events

Understanding the sequence of events helps to see how a historical site often develops from a single intention. Arlington National Cemetery began as a resting place for Civil War soldiers but became an important place to remember all people who have served their country. Look at the chart below. Starting with Meigs's need to find a new cemetery, use the dates and the article to find and add the events that followed.

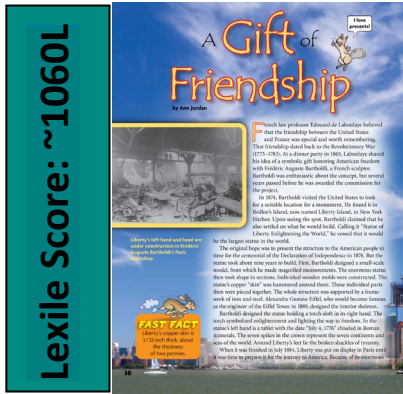


# Cobblestone® Teacher Guide: July/August 2022

## A Gift of Friendship

pp. 31–32, Expository Nonfiction

Use this article about the construction of the Statue of Liberty to learn how one person can create a lasting national symbol.



## ENGAGE

**Conversation Question:** Why are historic symbols and places important to Americans?

Ask students if they know what the Statue of Liberty is. Ask if they have ever been to New York City, and if so, if they have seen the Statue of Liberty in person. If not, have students describe where they have seen an image of the statue. Discuss what the statue might mean to them, to Americans in general, and to people arriving in America for the first time.

## INTRODUCE VOCABULARY

Define each word with students. Then arrange students in small groups and have them practice using two or even three of the words in a single sentence. Finally, tell students to look for these words as they read the story.

## OBJECTIVES

- Students will learn about Édouard de Laboulaye, who helped create a famous symbol of America.
- Students will learn how the Statue of Liberty was built.
- Students will analyze the cultural significance of statues and symbols.
- Students will conduct research.

## KEY VOCABULARY

**commission** (p. 30) an instruction, command, or duty given to a person or group of people

**aloft** (p. 30) something overhead or in the air

**pedestal** (p. 31) the base or support under a statue or monument

## READ & DISCUSS

Have students read the article. Then use these questions for discussion:

1. Why did Édouard de Laboulaye want to build a statue?
2. What were some of the things that made it difficult to move the statue and finally get it into place in New York Harbor?
3. What was done to the statue to prepare her for her 100th anniversary? How will these help the statue remain an important symbol?

## CONCEPT/SKILL FOCUS: Cultural Significance

**INSTRUCT:** Explain to students that this article describes the creation of the Statue of Liberty as an American symbol. Explain how the statue is more than a national symbol, because it also became a symbol for immigrants who came to the US by boat. Working in pairs, have students write a journal entry or story of a fictional historical character that sees the statue as they enter America. Where is their character from? What do they think of the statue? How does it make them feel? How does it make them feel about America?

**ASSESS:** Have students share their journals with the class.

## EXTEND

**Social Studies** Invite students to use print and digital sources to learn about the 1885 campaign for raising funds to build the Statue of Liberty's pedestal.