

The Making of America

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Introduction

My rationale for writing this unit is to change how our young students look at the world: geographical areas, people, culture, and societies. Typically when students learn about the world through a social studies curriculum they are taught about isolated facts, events, and geography. They learn new information, and perhaps memorize this information for a test. They remember bits and pieces, but the “whole” gets lost.

Think about the standard project where students are asked to research a country. Students are asked to find information on a country and tell about its food, clothing, religion, history, famous people, land, business, flag, etc. They Google on the Internet and obtain the information that they need for the project. They might also read a non-fiction book and obtain some important facts. However, how much thought is really imposed by the student about that country as a nation, or about how that country came to be? Who suffered? Who made an impact? What was life like in earlier years and how did people assemble as a society? What would it feel like to be there now? What would it be like to have lived there 100 years ago?

I think sometimes just finding the facts is not enough. If we want to teach our students about the world, and to think of themselves as an critical part of the world, specifically America, and to have a deeper sense about what it means to be the citizen of a nation – a nation that took hundreds of years to evolve, a nation that will continue to change based on their involvement and actions - then we need to take a different approach in the classroom. It may be that our youth have not been given enough information to see America for all that it is today.

They do not treasure their country or think of it as land that was once fought over because of its richness. They do not see America as the early colonists did - a place with vast lands, rich soil, space, and the freedom to develop a new life. They do not see it as a place where Indians once roamed on horseback through the flat plains at sunset, later to be forced to leave due to selfish settlers.

They do not see it as a place where schools were once segregated or where people couldn't sit where they wanted to on a bus. They do not see it as a place where immigrants wanted to come because they saw it as the land of opportunity, a place where they would thrive and be happy, or a new world with endless resources - a place for a better life.

They do not see how safe our country is due to the government, laws, and regulations that took hundreds of years to create and alter due to an ever-changing world. I fear they do not see this at all. I feel they do not respect our country, their country, for what it is...a NATION-STATE.

Therefore, my motivation for writing this unit is to create a resource for teachers to help young citizens realize what it takes to make a nation, what it took to develop America, and what their role may be in shaping and maintaining their nation-state. I also see this unit as a means to teach children that other nations did not form for the same reasons, or under the same circumstances, that America did, and that other countries may base their nationalism on different criteria than we do.

Objective

The focal point for the third grade North Carolina Standard Course of Study for Social Studies is *Citizenship: People Making a Difference*. It is designed to expand the students' concept of citizenship in relation to creating and maintaining a community and nation, and to learn how leaders, individuals, and events initiate change in communities. The standard course of study also focuses on the relationship between people and geography, in addition to looking at what influences the economic resources and interdependence between different areas of the world. Students compare aspects of communities with those of other cultures and other time periods¹.

My unit will include many of these concepts, but with a more central theme relating back to the definition of nationalism and the posed question: "What makes a nation?" We will look at topics such as religion, culture, ethnicity, freedom and hope, ancient traditions, contributions, and the reasons for war. An integral part of the unit will be to incorporate children's literature to help students understand the history of America. We will read historical and realistic fiction to help us better comprehend what it was like to live in a different era, and how it was to be a part of an area or group of people that either was or wasn't a nation. Some objectives from the North Carolina Standard Course of Study for literacy will be integrated as students interpret text by looking at context clues, cause and effect relationships, compare and contrast scenarios, drawing conclusions, and making connections to self, to text, and to the world.

The unit will help students learn about nationalism, with an underlying focus on how and why a nation becomes a nation. Students will analyze society during different time periods and discuss and debate if that society was in fact a nation, becoming a nation, or nowhere near being a nation. Students will continually define and redefine nationalism based on information and events that they learn about, and they will determine if the nation is primordial, constructed, imagined, or if it occurred naturally due to our human nature to want to be with others in some sort of unified manner.

A misconception of many primary school students today is that a nation is a country, and that a state means “a state or region within America”. One objective of my unit is to clarify this mistaken belief for students. A *nation* is a community of people, with or without geographical borders, who share a common language, culture, ethnicity, or belief system. Examples of nations without specific borders include the Cherokee Nation, the Kurds in Southwestern Asia, and the Gypsies of Eastern Europe ⁱⁱ. The Cherokee Nation resides in the southeastern part of the United States, and although they have a Cherokee government, they have not developed absolute sovereignty. The Kurds are a group of people who travel the borders of Syria, Iran, Iraq, and Turkey. They are without any organized political system of their own. The Gypsies (called “Roma” today) of Eastern Europe are a nomadic nation of people who live primarily in Romania, Bulgaria, Slovakia, and Hungary ⁱⁱⁱ. A *State* is political area with recognized boundaries. It has a formed economy, a government, and a system of laws. Examples are China, Cuba, and Vietnam. A *nation-state*, therefore, has defined borders and a political system that is followed by a group of people who have similar cultural background, national values, and language. Examples of nation states are Japan, France, Egypt, and America (with an adopted “American” culture). Canada and Belgium are examples of states with two nations ^{iv}.

Typically, social studies are taught using a textbook, some non-fiction passages, worksheets, and small pieces of historical fiction. Students learn facts and realistic ideas about times long ago. An important part of my unit will incorporate small groups of students reading historical fiction and realistic fiction. Students will be encouraged to take pieces of the text and relate them to the topics surrounding nationalism. Discussions, activities, technology, written ideas, and stories will reflect the topic. We will be using condensed and modified versions of text written by different scholars of nationalism. We will discuss their theories and relate them to different events and people in history that have impacted not only the creation of America, but the political ideology and strong group identification of other nations as well. In addition, we will look at the geographical boundaries of some nations and explore the impact of land acquisition on nationalism. The nation of America will be the first analyzed by students, in hopes of inculcating a sense of patriotism and togetherness within our own constructed nation prior to examining others.

Overview

Where do nations come from? Some say a nation is defined by its borders. Some say a nation is based on a culture that people associate with to create a clear identity. Benedict Anderson, a scholar on nationalism, suggests that a nation is socially constructed and imagined by the people who live in it ^v. He believes that some people hold a mental image of kinship, but their unification is not based on personal relationships with each other. It is their similar interests and beliefs that enable them to identify themselves with each other as part of a constructed nation ^{vi}. He also infers that the development of language and printing enable imagined communities to feel as though they are connected. His modernist view

sheds light on a constructed nation as being one that is contrived for the main purpose of political and economical power ^{vii}.

In contrast, the perennialist approach to nationalism focuses on the idea that it is a natural and organic occurrence for people to want to be a part of a social group or community. One perennialist scholar, Anthony D. Smith, suggests that nationalism develops from the culture, religious beliefs, or common origin of a group. The historical events surrounding such groups forms a bond that continues through generations ^{viii}. Nationalism, in this perspective, is seen as a way to honor the past and maintain that bond between people of future generations. According to Smith, ethnicity is a core part of a nation, even as the nation undergoes change and development over time ^{ix}.

Furthermore, another scholar of nationalism, Ernest Gellner, suggests that industrialization destroyed ancient culture, as well as the religious and ethnic beliefs from past societies ^x. Without a sense of belonging to a unified group, people found an identity within the territorial boundaries of a state. He feels that a sense of strength that appeared to emerge from government is what caused nations to develop in post-modern times.

Nationalism, and the definition and ideology of a nation, is not as simple as many students think. Therefore, by looking at some of the scholarly viewpoints on nationalism, coupled with exploring historical events, symbols and people, students will be able to develop more intelligent conclusions about this ideology.

Strategies

Strategy One: KWL Chart

A KWL chart helps students define and explore a topic throughout the unit. “K” stands for “what you already know”, “W” stands for what you want to know or learn, and “L” stands for “what you did learn” during and after completing the unit. The KWL chart can be made using large chart paper and should be visible in the classroom throughout the unit so students can use it as a resource. This unit will begin by asking students, “what is a nation?” and “what is nationalism?” Responses made during group discussions will be posted. As students progress through the unit, they will revisit these two questions and add new ideas and concepts to the KWL chart.

Strategy Two: An introduction to the “notebook” and definitions.

Students should each have a notebook for the unit. The notebook can be titled, “Nationalism”, “Building America”, or any other title that matches the main idea of the unit. My students titled their notebooks as “Nationalism”. The notebook is divided into the following sections: Terms and definitions, Historical events, National symbols, Geography, Viewpoints of Scholars, and Reading Groups: Historical/Realistic Fiction.

In order to better understand the direction and purpose of the unit it is recommended that students be given definitions and examples of a nation, a State, and a nation-state. Students have a notebook in which these three concepts and the definitions are listed on separate pages. Although the nationalism of America is the focal point of the unit, students will compare and contrast other nations, States, and nation-states in their journal to help better understand each term and the difference between the United States and other areas or groups of people in the world. Students will continually add information, facts, pictures, or ideas to their journal as the unit is taught to better compare and contrast the three terms. This will be done through multi-media such as the Internet, non-fiction books, and Power Point presentations.

Strategy Three: How historical events changed America.

The key element of this unit is to help students understand how America became a nation-state. Students look at important historical events and discuss how those events impacted America throughout the years. The history of America is broken down into time periods beginning in the 1400's with Christopher Columbus and the European expansion to America.

- 1400-1700: Christopher Columbus and European settlement to America.
- 1770's: American Revolutionary War, the creation of the Declaration of Independence.
- 1800's-1880's: Louisiana Purchase, the War of 1812, Missouri Compromise, Trail of Tears, Lewis and Clark Expedition, the California Gold Rush, Irish Immigration, and the Civil War.
- 1880's -1950's: Ellis Island Immigration, Annexation of Hawaii, Spanish American War, World War I, Great Depression, World War II, United Nations and NATO.
- 1950's-2000: Vietnam War, Puerto Rico and Northern Mariana Islands as commonwealths of the United States, Alaska becomes the 49th state, Persian Gulf War, Civil Rights Movement ^{xi}.

Students have a section in their notebook for each time period. Information is learned through the Discovery Education website, other on-line resources, teacher-created Power Points, discussions, and through historical fiction and non-fiction books. Students look at the individual event and how the event relates to other happenings in America. Students write a paragraph to summarize each event, and another paragraph as to how the event impacted America towards nationalism.

Strategy Four: Students will view and understand nationalism through patriotic symbols.

- | | |
|----------------------|-------------------------|
| • Statue of Liberty | The Washington Monument |
| • United States Flag | The Capitol |
| • The Eagle | The White House |

- The Great Seal
 - The Liberty Bell
 - Star Spangled Banner
 - Yankee Doodle
- Mount Rushmore
 - The National Anthem
 - The Pledge of Allegiance
 - Uncle Sam

“Why are national symbols so important to people? Why are they important to American’s? Why do children say the Pledge of Allegiance before every school day begins? Why do Americans listen to the National Anthem before a major sporting event? Do symbols help build a nation or a state?”

These are questions to ask students in the beginning, during, and end of the unit. Students will view words and pictures of each symbol, learn about the history and why it was adopted as a symbol, and write about if, and how, each symbol makes them feel as an American. This will be done in the notebook. We will discuss how symbols help people affiliate themselves with the values, beliefs, and goals of a nation ^{xii}.

Strategy Five: Defining and understanding geographical areas and applying map skills.

Throughout the unit it is important to supply maps and geographical depictions of the land and areas where events took place. Students are given printouts of maps to put in their notebooks. The maps are distributed and discussed as they are introduced. Students glue the maps in their notebooks with a caption or paragraph that describes the geographical area, the historical event that it relates to, and its significance to America as a country. Map skills will be integrated into the unit (physical vs. political maps, map legends, compass rose, latitude and longitude, prime meridian, equator, weather map, map scale, continents, and countries).

Strategy Six: Comparing and contrasting different scholarly viewpoints on nationalism: Anderson, Smith and Gellner.

Students will learn that nationalism is an ideology that has been studied for years by scholars. They will learn three different viewpoints on nationalism and then decide which ideology best describes America. Each viewpoint will be taught separately and information will be logged into student notebooks. Benedict Anderson, Anthony D. Smith, and Earnest Gellner’s viewpoints are compared and contrasted using graphic organizers. A look at these scholars helps students understand the significance of nationalism over time, and to see that there are meaningful, but different, interpretations.

Strategy Seven: Students will learn about nationalism and America through guided reading groups.

Students learn and discuss new ideas by reading books in small groups. They interpret text by looking at context clues, cause and effect relationships, compare and contrast, drawing conclusions, and making connections to self, to text, and to the world. Small-guided reading groups allow the teacher to read and discuss national events, people, and the impact they

had on America. The teacher also facilitates proper use of reading strategies and skills, as they are able to differentiate instruction based on student reading fluency and comprehension levels. (A suggested book list is provided at the end of the unit).

Strategy Eight: Students will learn about the U.S. Constitution and the branches of government.

Students will learn the importance of the United States government in providing laws, order, and safety when different cultures and ethnicities exist in a diverse country. As the supreme law, the Constitution defines the framework of American government and the role and relationship of the people. However, the Congress, state governments, and city councils also create many laws that Americans follow and respect on a daily basis as citizens of the country. Students will learn about the three branches of government and how this formation of government is unique to the United States.

Lessons and Activities

Lesson 1: Objectives: Third Grade NCSCOS: 1.01, 1.02, 3.01

- Define “nationalism”. Discuss “what makes a nation?” on KWL chart
- Explain and write, “What makes a citizen of a nation?” on KWL chart
- Review timeline between 1492-1760 (Christopher Columbus-Colonization)
- Interpret events between 1492-1760 and how they impacted America.
- Write about an event and explain its impact on the U.S.

Full Group Activity

1. Tell students that they are going to be learning about an idea called “nationalism”. Define nationalism as: having a sense of identity with a group of people that share common interests.

Ask students, “What makes a nation?” Write student responses under the “K” – “What you know” column on the KWL chart. Next, ask students “What makes a citizen of a nation?” Write student responses under the “K” section on the KWL chart. Tell students that we are going to find out more about nations, citizens, and nationalism throughout the unit.

2. Ask, “Do you think America is a nation?” Review timeline on Promethean Board from 1492-1760. Discuss how the Native Americans were the original inhabitants of the land in America before Christopher Columbus and other explorers. The European expansion to America brought cultural and territorial conflict between the natives and the settlers.

Have students write entries for their own time-line in their notebooks.

Before 1492: Native Americans occupied the land in America

From 1492-1760: Christopher Columbus discovers America. Europeans explore, move, and settle in America.

3. Students will choose one of the three events (Native American as inhabitants in America, the discovery of Christopher Columbus, or European and Spanish settlement to America) and explain the event and how it impacted America towards nationalism. This will be done in paragraph form in their notebooks. Students will share and discuss with a partner.

4. Students will view images of early America on-line.

5. Throughout the unit students will contribute ideas about land, war, government, events, people, and nationalism to the KWL chart?

Lesson 2: Objectives: Third Grade NCSCOS: Literacy 2.01-2.05; Social Studies 1.01, 1.04, 2.02, 3.02

- Read historical fiction and discuss the time period in American history.
- Visualize, predict, and evaluate text
- Use context clues to comprehend vocabulary
- Analyze cause and effect relationships in text
- Determine if America showed signs of nationalism during the story based on events and the relationships between characters.

Small Guided Reading Group (4-5 students and teacher)

Day 1: Have students read the title, “My America: A Strange New Land” and have them predict what time period they feel the story takes place in. Ask them, “What do you think you are going to learn about in this story?”

Have students take turns reading pages 3-23 in the text. Tell them that the reading strategies that they will focus on today will be (1) finding details in the story, and (2) identifying figurative language. Students will practice reading fluency, chunking words, clarifying, rereading for meaning, and summarizing throughout the read aloud.

Next, have students respond to and then discuss the following prompts in their notebooks:

Reread the top of page 4, “Prayers flew up to heaven like little birds.” What does this phrase mean? Now reread page 3 and page 6. Identify a piece of figurative language from either page, write the phrase, and then write the true meaning of the phrase in your notebook.

Reread page 7 and list some details as to why Elizabeth feels the Indian is gentle.

Why do Elizabeth and her parents come to the New World? (find details in her August 12th diary entry).

Why does Elizabeth try to be a friend to Mr. Foster? What does this tell us about Elizabeth?

Day 2: Have students take turns reading pages 24-43 in the text. Tell them that the reading strategy that they will focus on today is using context clues to figure out the meaning of difficult words in the text. Students will practice reading fluency, chunking words, clarifying, rereading for meaning, and summarizing throughout the read aloud.

Next, have students respond to the following prompt in their notebooks:

After reading pages 24-43, go back to the pages listed below and write what you think each word means based on how it is used in the sentence.

Pg 26. pallet: _____

Pg 26. rebellious: _____

Pg 27. billowing: _____

Pg 30. scamper: _____

Pg 33. thatching : _____

Pg 41. weary: _____

What signs of nationalism are evident in the story so far? Explain.

Day 3: Have students take turns reading pages 44-63 in the text. Tell them that the reading strategy that they will focus on today will be making inferences. Students will practice reading fluency, chunking words, clarifying, rereading for meaning, and summarizing throughout the read aloud.

Next, have students respond to the following prompt in their notebooks:

Throughout Elizabeth's diary entries she writes about the Indians. Make an inference, based on what you do know from the story, on how Elizabeth feels about the Indians. Support your inference with clues from the text.

Day 4: Have students take turns reading pages 64-83 in the text. Tell them that the reading strategy that they will focus on today is predicting what will happen next based on the sequence of events that have occurred in the story. Students will practice reading fluency, chunking words, clarifying, rereading for meaning, and summarizing throughout the read aloud.

Next, have students respond to the following prompt in their notebooks

Predict what you think will happen when Captain Smith leaves the Jamestown Settlement.

What signs of nationalism are evident in the story so far? Explain.

Day 5: Have students take turns reading pages 84-98 in the text. Tell them that they will focus on integrating concepts from the story with America becoming a nation. Students will tell about the leadership in Jamestown, working as a community, valuing family life and friends, the relationship with the colonists and Indians, and the desire to work together and against all odds for freedom and opportunity. Students will practice reading fluency, chunking words, clarifying, rereading for meaning, and summarizing throughout the read aloud.

Next, have students respond to the following prompt in their notebooks

What are some signs of nationalism that you read in the story?

Do you feel that America is a nation yet? Why or why not?

Lesson 3: Objectives: Third Grade NCSCOS: Literacy: 2.03, 2.05; Social Studies: 1.04, 2.03, 3.02, 4.02

- Read non-fiction text and discuss the time period in American history.
- Define new vocabulary related to nationalism
- Analyze the structure of non-fiction text
- Explore the reasons for the war and the outcome of the American Revolution
- Determine if America showed signs of nationalism and leadership during the revolutionary period.
- Identify and color the 13 colonies on a US map.

Day 1: Give students the packet on the American Revolution. Read over the vocabulary words and their definitions. Next, in small groups, have students take turns reading the summary from beginning to end. Ask students if they need clarification on any of the events or parts of the text. Last, give students a printout of a map of the United States. Discuss how the thirteen colonies were formed from the English settlers coming to America. Show a large picture of these colonies on the Smart Board and have students color those areas in on their map. Staple or glue the map in their notebook.

Day 2: Reread and discuss the vocabulary words. Read the first part of the summary with the heading “Causes of the American Revolution” in small reading groups. Discuss and analyze text. Have students write a paragraph in their notebook about the major causes of the war.

Day 3: Read the second and third parts of the summary with the headings, “The Start of the American Revolution” and “The Aftermath of the Revolution”. Have students write a paragraph in their notebook about the war and the outcome.

Day 4: Have students work on the comprehension questions in the packet. Encourage them to use some of the vocabulary words in their responses. Next, show images of the

Revolutionary War on the Smart Board to help give students a visual of the time period and events.

Day 5: Review comprehension questions with students. Discuss viewpoints and the aspect of nationalism during the time period of the revolution. Ask students if they have any ideas or comments that they would like to add to the KWL chart.

THE AMERICAN REVOLUTION PACKET

Part A: Vocabulary of the American Revolution

revolution: To remove from power.

parliament: High government law makers.

act: A law

economics: The production, distribution and consumption of goods and services.

revenue: The amount of money actually received or earned.

resist: To not agree with; to oppose.

authority: power

revolt: To rebel or go against

outcome: Result

liberal: To accept new behavior, opinions, and ideas.

declare: To formally state something or make it official.

The Declaration of Independence: A formal, written, announcement made by the second American Continental Congress on July 4, 1776, which declares the freedom and independence of the 13 Colonies from Great Britain.

Part B: A Summary of the American Revolution

British colonists came to America for land, fortune, and for religious and political freedom. The American Revolution (1763-1783) was the struggle of the thirteen American colonies against Great Britain.

Causes of the American Revolution

The Stamp Act

The Stamp Act, which was passed in 1765, by the highest level of lawmakers in Britain, was the first serious attempt to push government authority on the thirteen American colonies. The Stamp Act required that many printed materials in the American colonies be produced on stamped paper produced in London, carrying an embossed revenue stamp. These printed materials were legal documents, magazines, newspapers and many other types of paper used throughout the colonies. Like previous taxes, the stamp tax had to be paid in valid British currency, not in colonial paper money. The main purpose of these taxes was to help Britain pay for the troops that were placed in North America, for British victory in the Seven Year's War. The British colonies in America, British merchants, and British manufacturers opposed the tax because it would cause all of them to lose money.^{xiii}

The Townshend Acts

The Townshend Acts were a series of acts passed in January 1767, by the British Parliament. The only purpose of these acts was to raise revenue in American colonies and establish the authority that the British Parliament had the right to tax them. The colonists resisted the Townshend Act, which caused British Troops to enter Boston, Massachusetts in 1768 to enforce their power.

The Tea Act and the Boston Tea Party

The Boston Tea Party was one of the key events that led to the growth of the American Revolution. It was an outcome of the Tea Act, which was created by the British Parliament. The Tea Act was created to help get rid of the surplus of tea that was sitting in British warehouses and not being sold. The British East India Tea Company lowered the price of the tea in hopes of selling more of it, but also put a tax on the tea. They thought the colonists would buy the tea at a lower price, even if it were taxed. However, the colonists protested. On December 16, 1773, a group of colonists boarded the three shiploads of taxed tea in Boston and destroyed the tea by throwing it into Boston Harbor. The event became famously known as the Boston Tea Party.^{xiv}

Other Causes of the Revolution

There were various other acts (or laws) which prompted the people in British American colonies to revolt against the British Parliament. Amongst these were the Sugar Act, the Quebec Act and the Boston Port Bill. According to the Boston Port Bill, Boston Harbor was closed to all ships until the Bostonians repaid the British East India Company, for damages caused in the Boston Tea Party.

The Start of the American Revolution

In 1772, Samuel Adams created the first Committee of Correspondence. Within a year, the committee organized and led dozens of discussion groups throughout the colonies. These groups came together to organize and exchange ideas, and they soon joined forces against the British government. In 1774, The Continental Congress was formed after the Boston Tea Party. By 1775, colonial resentment in many cities and towns caused the organization of volunteer military groups, who began to drill openly in public common areas. On April 19, 1775, a British commander sent troops to obtain an arsenal of colonial military weapons stored in Concord. The British arrived in Concord only to be ambushed by the Concord military in the battle, famously known as the War of Lexington and Concord. It was a success for Americans as more than 270 were killed from the British troops, compared to approximately 100 Americans. In June 1775, the Battle of Bunker Hill was fought outside Boston where the British were victorious. However, over 1,000 British men died, which made British officials realize that the colonists were serious about breaking away from the government of Britain to start their own nation.

The Aftermath of the Revolution

Thomas Jefferson, Ben Franklin, George Washington, and John Adams were some of the people who played an important role in the American Revolution. The revolution was followed by the Revolutionary War, an assemblage of many events like the Battle of Saratoga (1777), France and United States form Franco-American Alliance (1778), the entrance of Spain in the war against Britain (1779), and the Peace of Paris signed to end the

war (1783). However, Independence Day in the United States is celebrated on the Fourth of July, the date on which America was declared independent in 1776. The revolution had a strong impact on the thirteen colonies of America, Great Britain, Ireland, and France. It influenced the liberal thought flow throughout the American colonies. The last British troop departed from New York in November 1783, leaving the nation independent and to be ruled by its own government.^{xv}

Part C: Reading Comprehension on the American Revolution

1. In paragraph form, write about two causes (or more) of the American Revolutionary War.
2. List one topic heading that is part of the summary.
 - a. Write a detail from that topic heading.
3. List two sub-topic headings that are part of the summary.
 - a. Write a detail from each sub-topic heading.
4. What was the outcome of the war?
5. Why was Samuel Adams an important person to the American Revolution? Would you consider him a leader?
6. Do you think the colonists should have been upset and revolted against the British for the reasons they did? Why? Support your response.
7. Do you think there were signs of nationalism between 1763 and 1783? Explain and give examples as to why or why not.

Lesson 4: Objectives: NCSCOS: Social Studies 5.02, 4.02, 2.03

- Distinguish between and define the terms (1) nation, (2) State (country), and (3) nation-state
- Identify, discuss, and locate States, nation-States and nations on the world map
- Determine the characteristics of America that make it a nation-state (government, laws, economy, geographical borders, culture, beliefs, educational system, transportation system)
- Compare and contrast America to a nation, a nation-state and to a State
- Investigate the Cherokee Indian Nation and the Roma in Europe as nations
- Investigate Puerto Rico, the UK, and Bermuda as States (countries)

Day 1: Full Group Activity

Have students write the headings: *nation, State, and nation-state* on three separate pages in their notebook. Definitions can be shown on a Smart Board. As students record in their notebooks, complete a large chart in front of the room.

(A). Define **nation** as: A community of people, with or without geographical borders, who share a common language, culture, ethnicity, or belief system.

- **Culture:** The thoughts, behaviors, languages, and customs of a group of people.
- **Ethnicity/heritage:** Qualities, traditions, and customs of life that have been passed down from generation to generation.

Discussion/Lesson 1:

The United States is home to many different ethnic and religious groups due to our history as a nation. We are a land of immigrants. Immigrants bring and try to maintain the special features of their own culture, while at the same time trying to become American. Italian-Americans, Irish-Americans, and Jewish-Americans are all sub-cultures within the larger American culture. Does this mean America is not a nation-state, or does this mean that America is a nation-state because all people have adopted the American culture?^{xvi}

Discussion/Lesson 2: Examples of American Culture (shown with pictures on Smart Board)

Examples: Hot dogs, hamburgers, St Patrick, Columbus Day, tacos, baseball, Boys Scouts, summer picnics, family reunions, potato chips, military, etc.

There is a culture of competition in the United States. We expect to compete in every aspect of our lives. At the same time we expect to compete, we also expect to be given equal opportunity to grow to our fullest potential. We believe we all have equal rights under the law.^{xvii}

Discussion/Lesson 3:

(B). Define **State (or country)** as a political area with recognized boundaries. It has a formed economy, a government, and a system of laws.

- Define **economics** as: A system of making (production), selling/delivery (distribution), and buying (consumption) of goods and services. Give an example of the following chain of production: Use a Graphic organizer on the Smart Board.

1. A tree is cut down in the forest by a tree-cutting service (call it: *Carolina Tree Service*)
2. The wood is sold and delivered to a company that makes furniture (call it: *The Table Company*).

3. *The Table Company* makes the table and sells it to *Pottery Barn* for \$50.
4. The Pottery sells the table to a customer for \$100.

(C). Define **nation-state** as having defined borders and a political system that is followed by a group of people who have similar cultural background, national values, and language.

(D). Ask students, “Do you think America in a nation, a State, or a nation-state? Have them discuss their ideas with a partner (2 minutes).

Day 2: Full Group Activity

(E). Give an example of a nation and a State. Have students write these down in their notebooks and label/color these areas on the printed world map located in the notebooks.

Discussion/Lesson 4:

NATIONS

Cherokee Nation

- Today, there are more than 300,000 tribal citizens in the Cherokee Nation.
- The Cherokee Nation is the second largest Indian tribe in the United States and the largest in the state of Oklahoma. The Cherokee Nation has the power to determine citizenship and exercise control and development of tribal assets. These rights are guaranteed in Cherokee, federal and international law. The Cherokee Nation employs more than 8,000 people and is a leader in education, health care, business and economic development. They live on trust land.
- The same spirit and perseverance that helped the Cherokee survive through the Trail of Tears is the same spirit leading their nation today. See the website below for more about the culture and beliefs of the Cherokee.^{xviii}

<http://www.cherokee.org/AboutTheNation/Culture/General/24405/Information.aspx>

Share information with students via Smart Board and have them take notes and color the Cherokee Nation territory today on the maps in their notebooks.

Gypsies (Roma) of Eastern Europe

- The Roma originated in India and migrated throughout Europe. Large populations of Roma can be found in Eastern Europe today.
- The Roma of Eastern Europe have often been discriminated by society. They speak

their own language, called Romani, and dress in brightly colored clothing. The Roma people can also be loud and outspoken

- The Roma of Eastern Europe take pride in large families and cherish children. The Roma have no written language and many Roma are illiterate. The Roma tend to live in groups and answer to an elder male when internal problems arise. Most Roma are nomads.
- The Roma of Eastern Europe is still one of the poorest nations. They often live in slums, are unable to find jobs, have trouble getting education (either because of segregation, bias or other social problem), and face multitudes of other oppressive standards that give Roma little opportunity to improve their situation.^{xix}

Discussion/Lesson 5:

STATES

Puerto Rico

Is Puerto Rico a State or a commonwealth of the United States?

The eight criteria of independence in regard to Puerto Rico:

- Has space or territory with recognized boundaries. **Yes, Puerto Rico's boundaries are undisputed because it is an island.**
- Has people who live there on an ongoing basis. **Yes, Puerto Rico is home to nearly four million people (2005). However, the people of Puerto Rico have been citizens of the United States since 1917.**
- Has economic activity, an organized economy, regulated foreign and domestic trade, and issues money. **No. While Puerto Rico has economic activity and an organized economy, it does not regulate foreign trade nor does it issue money. The United States dollar is used in Puerto Rico and the U.S. controls the economy.**
- Has the power of social engineering, such as education. **Somewhat. Puerto Rico is able to engineer society to the extent allowed by the U.S. federal government.**
- Has a transportation system for moving goods and people.
- **Yes, but boat and air traffic is regulated by U.S. law and federal agencies.**
- Has a government that provides public services and police power.

- **Puerto Rico does have a police force, but defense is provided the United States military.**
- Has sovereignty. No other State should have power over the country's territory.
- **No. The United States has claim to Puerto Rico as its own. In 1998 voters chose to retain commonwealth status and remain part of the United States.^{xx}**

Bermuda

- The Government of Bermuda is self governing (except for defense, external affairs (how it interacts with other countries) and internal security) - independent of the United Kingdom in all internal matters and with its own set of laws. Bermuda is a self-governing overseas territory of the United Kingdom (England, Scotland Wales, and N. Ireland). It makes all its own laws. UK and European Community laws do not apply
- What Bermuda has with the UK is a colonial relationship, which costs the Bermuda taxpayers \$2 million a year. It is for the upkeep of the Palace-like Government House and its 30-plus pristine acres - at a time when land is at a premium in Bermuda - and for the Governor and Deputy Governor's salary and their cars, their security, their travel, their housekeepers and their domestic staff. The Queen appoints the governor.^{xxi}

Northern Ireland, Wales, Scotland, England (UK). The UK is a sovereign state. See website below: Is it a nation-state due to its countries within a country complexity?^{xxii}

http://en.wikipedia.org/wiki/United_Kingdom

Discussion/ Lesson 6:

(F) Finally, after looking at other entities, ask students again if they think America is a State, nation, or nation-state? Have them discuss their thoughts with a partner (2 minutes)

(G) Conduct a full group discussion on sub-lesson (F).

(H) Use a chart or graphic organizer to compare and contrast a nation, a State, and a nation-state. The chart can include the following categories: defined borders, common culture, national language, common ethnicity, national values & beliefs, economy, government, and laws and rights for the people. Discuss the differences in small groups.

(I) Writing assignment: Have students write a persuasive paragraph or opinion paper on why they feel America is a Nation-State, a State, or a Nation. Have them write at least three reasons why they feel the way they do, and support their reasons with information learned from the lessons.

Notes

ⁱ North Carolina Department of Public Instruction (2006). Essential standards for third grade social studies, accessed October 5, 2011 from: URL.

<http://www.ncpublicschools.org/curriculum/socialstudies/scos/2003-04/027thirdgrade>

ⁱⁱ Matt Rosenberg, “Country, State, and Nation: Defining an Independent Country”, accessed October 7, 2011 from URL. <http://geography.about.com/cs/politicalgeog/a/statenation.htm>

ⁱⁱⁱ Cameron Hewitt, “Rick Steves’ Eastern Europe -Through the Back Door: The Gypsy Question”, accessed October 10, 2011 from URL.

<http://www.ricksteves.com/plan/destinations/east/gypsy.htm>

^{iv} Matt Rosenberg, *Country, State, and Nation: Defining an Independent Country*, accessed October 7, 2011 from URL. <http://geography.about.com/cs/politicalgeog/a/statenation.htm>

^v Benedict Anderson, *Imagined Communities: Reflections on the Origin and Spread of Nationalism* 2nd edition (New York: Verso, 2006)

vi Ibid

vii Ibid

viii Anthony D. Smith, *Nationalism* 2nd edition (Cambridge: Polity Press, 2001)

ix Ibid

x Athena S. Leoussi, editor, Anthony D. Smith, consultant advisor, *Encyclopaedia of Nationalism* (New Brunswick: Transaction Publishers) p. 102-104, accessed October 15, 2011 from URL. <http://easyweb.easynet.co.uk/conversi/Gellner.pdf>

xi "U.S History Timeline," accessed October 15, 2011, www.infoplease.com/ipa/A0902416.html

xii Michael E. Geisler, *National Symbols: Fractured Identities* (Middlebury, VT: Middlebury College Press, 2007).

xiii "Summary of the American Revolution," accessed October 16, 2011, <http://www.buzzle.com/articles/summary-of-the-american-revolution.html>

xiv Ibid

xv Ibid

xvi "What is a Nation-state?," accessed October 5, 2011, <http://www.wisegeek.com/what-is-a-nation-state.htm>

xvii "American Family Traditions," accessed October 28, 2011, http://www.americanfamilytraditions.com/american_culture.htm

xviii "Cherokee Nation," accessed October 27, 2011, <http://www.cherokee.org/>

xix Kerry Kubilius, "Roma of Eastern Europe," accessed November 1, 2011, <http://goeasteurope.about.com/od/easterneuropeanhistory/p/roma.htm>

^{xx} Matt Rosenberg, "Puerto Rico is not a country: Does not meet independent criteria, Puerto Rico is a US Territory", accessed November 1, 2011, <http://geography.about.com/od/politicalgeography/a/puertoricoisnot.htm>

^{xxi} "Welcome to Bermuda," accessed November 1, 2011, <http://www.bermuda-online.org/colonial.htm>

^{xxii} "The United Kingdom" accessed November 2, 2011, http://en.wikipedia.org/wiki/United_Kingdom

Resources for Students

- My America Our Strange New Land: Elizabeth's Jamestown Colony Diary, by Patricia Hermes
- The Trail of Tears, by Joseph Bruchac
- Dear America Book Series
- The Arrow Over the Door, by Joseph Bruchac
- Lily and Miss Liberty, by Carla Stevens
- Dust for Dinner, by Ann Turner
- Who Was George Washington? By Roberta Edwards
- The Long Way to a New Land, by Joan Sandin
- If Your Name was Changed at Ellis Island, by Ellen Levine
- Betsy Ross, by Alexandra Wallner
- Pheobe the Spy, by Judith Berry Griffin
- Pilgrims of Plymouth, by Susan E. Goodman
- Martin Luther King Jr. by Mary Winget
- I Am Rosa Parks, by Jim Haskins
- Susan B. Anthony: Champion of Women's Rights, by Helen Monsell
- Lewis and Clark: A Prairie Dog for the President, by Shirley Raye Redmond
- Toliver's Travels, by Ester Wood Brady
- Abigail Adams: Girl of Colonial Days, by Jean Brown Wagoner
- The Flag We Love, by Pam Munoz Ryan
- Liberty, by Lynn Curlee
- Pioneer Girl: The Story of Laura Ingalls Wilder, by William Anderson
- Freedom Summer, by Deborah Wiles
- The Drinking Gourd: A Story of the Underground Railroad, by F.N. Monjo
- The Other Side, by Jacqueline Woodson

Appendix

Implementing District Standards

Third Grade Social Studies

- 1.01** Identify and demonstrate characteristics of responsible citizenship and explain how citizen participation can impact changes within a community.
- 1.02** Recognize diverse local, state, and national leaders, past and present, who demonstrate responsible citizenship.
- 1.03** Identify and explain the importance of civic responsibility, including but not limited to, obeying laws and voting.
- 1.04** Explain the need for leaders in communities and describe their roles and responsibilities.
- 1.06** Identify selected personalities associated with major holidays and cultural celebrations.
- 2.02** Analyze similarities and differences among families in different times and in different places.
- 2.03** Describe similarities and differences among communities in different times and in different places.
- 3.01** Analyze changes, which have occurred in communities past and present.
- 3.02** Describe how individuals, events, and ideas change over time.
- 3.03** Compare and contrast the family structure and the roles of its members over time.
- 4.01** Distinguish between various types of maps and globes.
- 4.02** Use appropriate source maps to locate communities.
- 5.01** Define and identify examples of scarcity.
- 5.02** Explain the impact of scarcity on the production, distribution, and consumption of goods and services.
- 5.05** Distinguish and analyze the economic resources within communities.
- 5.06** Recognize and explain reasons for economic interdependence of communities.
- 5.07** Identify historic figures and leaders who have influenced the economies of communities and evaluate the effectiveness of their contributions.

Third Grade Literacy

- 2.03** Read a variety of texts, including:

fiction (short stories, novels, fantasies, fairy tales, fables).
nonfiction (biographies, letters, articles, procedures and instructions, charts, maps).
poetry (proverbs, riddles, limericks, simple poems).
drama (skits, plays).

2.04 Identify and interpret elements of fiction and nonfiction and support by referencing the text to determine the:

author's purpose.
plot.
conflict.
sequence.
resolution.
lesson and/or message.
main idea and supporting details.
cause and effect.
fact and opinion.
point of view (author and character).
author's use of figurative language (e.g., simile, metaphor, imagery).

2.05 Draw conclusions, make generalizations, and gather support by referencing the text.

2.06 Summarize main idea(s) from written or spoken texts using succinct language.

3.01 Respond to fiction, nonfiction, poetry, and drama using interpretive, critical, and evaluative processes by:

considering the differences among genres.
relating plot, setting, and characters to own experiences and ideas.
considering main character's point of view.
participating in creative interpretations.
making inferences and drawing conclusions about characters and events.
reflecting on learning, gaining new insights, and identifying areas for further study.

3.02 Identify and discuss similarities and differences in events, characters, concepts and ideas within and across selections and support them by referencing the text.

3.03 Use text and own experiences to verify facts, concepts, and ideas.

4.08 Focus reflection and revision (with assistance) on target elements by:

clarifying ideas.
adding descriptive words and phrases.
sequencing events and ideas.
combining short, related sentences.
strengthening word choice.