



Honoring the Spirit of America

www.museumofpatriotism.org

“Who Is Uncle Sam?”

Grades 3-8

Objective: The student will identify why Uncle Sam is a symbol of our country and list a possible solution to a problem in our country today.

Materials:

- Summaries of Uncle Sam:
 - <http://bensguide.gpo.gov/3-5/symbols/unclesam.html>
 - http://home.nycap.rr.com/content/us_bio.html
- Picture of Uncle Sam poster:
 - <http://www.loc.gov/exhibits/treasures/images/tlc0090.jpg>
- Coloring page of Uncle Sam
 - <http://bensguide.gpo.gov/k-2/games/unclesam.html>
- white construction paper
- rulers
- crayons, pencils

Procedure:

1. Ask students if they have any uncles. Allow them to name them as you write responses on the board. Ask if they knew that they had an uncle named “Sam.” Explain that “Uncle Sam” is a reference that people sometimes make to our government. Explain the background story behind the origination of the term Uncle Sam using the two sites listed above.
2. Explain that after the war of 1812, “Uncle Sam” began to be shown as a patriotic man wearing red, white, and blue striped clothes and a tall patriotic hat. His most famous appearance was on a poster that encouraged young men to join the military during wartime. Show students picture of the Uncle Sam poster listed above.
3. Inform students that the poster was created because during that time, our country needed more soldiers for the military.
4. Have students identify a problem in our country today. Record student responses on the board. Have students choose one problem that they could help “Uncle

- Sam” solve. Students should generate several ideas to help solve the problem they choose.
5. Next, have students create their own Uncle Sam poster modeling the original poster. Students should make sure their posters contain the sentence, “I WANT YOU to...” completing it with one of their solutions to the problem they chose. If students do not wish to draw Uncle Sam on their poster, they may use the coloring page of Uncle Sam listed above, and paste it to their poster. Encourage students to complete their posters neatly and add lots of color and patriotic symbols.
 6. Allow students to share their completed posters with the class. Display posters in the school hallway.

Assessment:

Evaluate students on their completed Uncle Sam posters. Make sure that the solution generated is practical for the problem presented. Posters should be completed neatly and colored.

Resources:

GeorgiaStandards.Org

<http://www.glc.k12.ga.us/BuilderV03/LPTools/LPShared/lpdisplay.asp?LPID=56851>