

The Inauguration of a President: What is an *Inauguration*?

Grade Level: Elementary

Time Required: 15 minutes (expandable as needed)

Rationale:

“I am the son of a black man from Kenya and a white woman from Kansas. I was raised with the help of a white grandfather who survived a Depression to serve in Patton’s Army during World War II and a white grandmother who worked on a bomber assembly line at Fort Leavenworth while he was overseas. I’ve gone to some of the best schools in America and lived in one of the world’s poorest nations. I am married to a black American who carries within her the blood of slaves and slaveowners—an inheritance we pass on to our two precious daughters. I have brothers, sisters, nieces, nephews, uncles and cousins, of every race and every hue, scattered across three continents, and for as long as I live, I will never forget that in no other country on Earth is my story even possible.”

President-elect **Barack Obama**, in a speech on race offered at the **National Constitution Center, Philadelphia, March 18, 2008**.

On November 4, American voters selected the nation’s first black president. While that in itself is historic, it is also part of a much larger story that concerns the constitutional miracle of a peaceful and orderly transfer of power. In times of war, economic crisis, peace and prosperity, Americans have witnessed the arrival of new members of Congress and the new President without riots and military intervention. Few nations can say the same.

In the meantime, the country is preparing for an inauguration that could be witnessed by as many as four million people in Washington, D.C. and four *billion* people worldwide. Why all the interest? What happens within these ceremonies that span nearly twenty-four hours from start to finish? What exactly is an *inauguration* and why is it so important to the nation and its people, and for that matter, the world? The ceremony, its origins, and its meaning are the subject of a series of lesson plans designed especially for the occasion.

There are four 15-minute lessons included here for teachers who wish to take advantage of this timely historic opportunity. While together they constitute an interesting scope of the ceremony surrounding the inauguration of a President of the United States, they are also sufficient to stand independently and to serve as springboards for further study and discovery. In any case, these lessons are completely expandable to meet the needs of students in the classroom. The materials section provides links and resources that can be employed for different directions or more intense study. The lesson plans are organized like this:

- 1) What is an *Inauguration*?” (Roots, Traditions. Practices)
- 2) The Inaugural Address
- 3) Supreme Security
- 4) A National Celebration

Pennsylvania Standards:

Civics and Government

- 5.1.6.C Describe the principles and ideals shaping government.
(Equality, Majority rule/Minority rights, Popular sovereignty, Privacy, Checks and balances, Separation of powers).
- 5.1.6.E Explain the basic principles and ideals within documents of United States government.
- 5.1.6.G Describe the proper use, display and respect for the United States Flag and explain the significance of patriotic activities.
- 5.1.6.K Describe the purpose of symbols and holidays.
- 5.3.6.B Describe the responsibilities and powers of the three branches of government.
- 5.3.6.E Identify major leaders of local, state and national governments, their primary duties and their political party affiliation.
- 5.3.6.J Describe the influence of media in reporting issues.

History

- 8.1.6.A Understand chronological thinking and distinguish between past, present and future time.
- 8.1.6.B Explain and analyze historical sources.

Big Ideas:

An active citizen is a life-long learner.

Just because information appears on the television, radio or internet or comes from a friend or acquaintance doesn't make it true.

America's global leadership role commits it to a number of obligations that require American citizens to understand other nations and cultures.

Essential Questions:

Why is the American flag an important symbol to Americans?

How do holidays and local, state and national celebrations say who we are as Americans?

How can a citizen show patriotism?

Materials:

There are a number of materials and sites dedicated to the inauguration, some including specious and misleading information. The listings here are not all-inclusive nor are they intended to be. At the least, they are offered here to provide a basis for each of the lessons and to stimulate further discovery by students.

Primary Documents:

- [*The Constitution of the United States*](#). This copy of the Constitution and Amendments is posted courtesy of the **U.S. House of Representatives**. There are many sites that feature the U.S. Constitution, but this one is particularly good because of the associated primary documents and educational materials surrounding the central document. The only bit that applies to the Inauguration is the Oath of Office, which is found in Article II, Section 1. The date of the inauguration is set in Amendment XX.

Other Primary Sources:

- The transcripts of ALL inaugural addresses have been compiled by the [Avalon Project](#) at the **Yale University Law School**.
- The **National Archives** also offers transcripts of a number of inaugural addresses, but includes digital images of the originals as well. See, for example, [George Washington's First Inaugural Address](#).
- The [Miller Center at the University of Virginia](#). Superb resources on the Presidents!
- [The University of Arkansas Little Rock](#) has also amassed a number of good presidential resources.
- Many of you are already familiar with the **American Memory Project of the Library of Congress**. For the Inauguration, the LOC has compiled an excellent collection of digital files in [I Do Solemnly Swear...](#)

Springfield High School (Springfield Township School District, Springfield, Delaware County) is providing the schools of the Commonwealth with an unparalleled opportunity in regard to the inauguration. Springfield is undertaking an ambitious project that combines 21st century skills with advanced student involvement in learning. One team of students will be in place in Washington, D.C. (Jan. 17-23) while another is at the National Constitution Center in Philadelphia on Inauguration Day. At the same time, the broadcast journalism students at Springfield High School will be streaming informational video through the district website. Schools will be able to interact with these correspondents and view their contributions through a [dedicated blog](#).

Useful Secondary Sources:

- The [Joint Congressional Committee on Inaugural Ceremonies](#) (JCCIC) offers one of the best overarching sites, with appropriate historical perspective, customs,

traditions, weekly photos of the platform construction at the inaugural site, an overview of the 2009 inauguration, advisories for travelers to the event, and the ability to subscribe to e-mail updates.

- [**Inauguration Day Central**](#), from the *Washington Post*. What should a traveler to what is prospectively the largest crowd ever assembled in Washington, D.C. know in advance? The respected *Washington Post* tries its hand at attempting to prepare visitors while providing a webcam view of preparations and RSS feed capability.
- Using the American Memory project's *I Do Solemnly Swear* is *Education World*, with some alternative [**lesson plans**](#).
- [**FREE \(Federal Resources for Educational Excellence\)**](#) offers several lesson plans concerning the inauguration that may be of interest.
- [**The Smithsonian Institution**](#) has developed an excellent site to help bring the inauguration into classrooms.
- [**EdSitement**](#), in cooperation with the **National Endowment for the Humanities**, also offers several alternative lesson plans designed in 2002 that may be useful to you. These plans were originally designed to accompany the **Library of Congress** materials for "I Do Solemnly Swear." They are not aligned to Pennsylvania Standards, but they are adaptable.

INSTRUCTION

Anticipatory Set:

An inauguration is a LONG day for the President-elect. Up early in the morning and expected to be cheerful and engaging well into the evening, it is a day of solemn ceremony and a lot of celebration. It hasn't always been that way. George Washington's first inaugural in 1789 was a relatively simple affair in New York City, although there were a number of celebrations for him along the way as he traveled from Mount Vernon to New York City. Over the years, new ceremonies and traditions were added that shaped the inauguration that we mark every four years.

Procedures/Activities:

This lesson may be approached as a jigsaw activity.

Divide the class into 9 or 10 groups and assign to each a fast bit of research on each of the important segments of the modern inauguration day (if you have online access, there are excellent secondary sources at the [Joint Congressional Committee for Inaugural Ceremonies](#), including good historical background, or you could choose to prepare your own informative briefs based upon some research from our selected sources). The nine segments of the ceremonies surrounding Inauguration Day are:

- 1) Morning worship service
- 2) Procession to the capitol
- 3) Swearing-in of vice-president
- 4) President's swearing-in ceremony
- 5) Inaugural Address
- 6) Departure of the Outgoing President
- 7) Inaugural Luncheon
- 8) Inaugural Parade
- 9) Inaugural Ball or Balls
- 10) If you need a tenth item, you may want to investigate the origin of the [21 gun salute](#) for the head of state

Bring the groups back to the whole and report in on the segments of Inauguration Day. You may choose to have the class watch the proceedings on any of the major news networks.

Follow up with a short assessment (see possible Assessments below).

Assessment:

Questions for Writing or Reflection:

What are the different ceremonies that take place during the day of the inauguration? Which are intended to be solemn and reflective? Which are meant to be a celebration?

Why is it important to celebrate an inauguration?

Why do many people travel from all over the United States and the rest of the world to personally witness the inauguration? Why not simply watch on TV or the Internet?

How many leaders from other nations were present at the inauguration? Why do you suppose they were in attendance?

How was the American flag used for both official purposes and as decoration at the inauguration? Did you see anyone using the American flag for protest?

The Inauguration of a President: The Inaugural Address

Grade Level: Elementary

Time Required: 15 minutes (expandable as needed)

Rationale:

The rationale supporting any study of the inauguration is forwarded in Lesson 1, *What is an Inauguration?* In this lesson, the focus shifts to what many consider the most important part of the ceremony, the Inaugural Address. People around the world watch and listen carefully as the new President offers a preview of what might be expected from the new administration. Over the years, inaugural addresses have been inspiring, disappointing, visionary, challenging, rambling, moving, very long, and on one occasion, very short. Still, in nearly every case, the address set the tone for the direction of the American government and nation. What will the new President include in his address? It is known that there are a number of serious problems facing Americans and the United States, and it is also known that somehow the legacy of Abraham Lincoln will serve as a guidepost or focus. The sixteenth President is claimed by Illinois as a native son (as is the President-elect), delivered one of the finest inaugural addresses ever (1865), and will be the subject of national attention in 2009 as the year marks the bicentennial of the great American's birth.

Pennsylvania Standards:

Civics and Government

- 5.1.6.C Describe the principles and ideals shaping government.
- 5.1.6.K Describe the purpose of symbols and holidays.
- 5.1.6.M Explain the basic principles and ideals found in famous speeches and writings.
- 5.2.6.D Describe the importance of political leadership and public service.
- 5.3.6.E Identify major leaders of local, state and national governments, their primary duties and their political party affiliation.
- 5.3.6.J Describe the influence of media in reporting issues.

History

- 8.1.6.A Understand chronological thinking and distinguish between past, present and future time.
- 8.1.6.B Explain and analyze historical sources.
- 8.1.6.C Explain the fundamentals of historical interpretation.

Big Ideas:

The choices we make, whether as consumers or as citizens active in politics, impact people around the globe.

America's global leadership role commits it to a number of obligations that require American citizens to understand other nations and cultures.

Political and economic ideas motivate societies to new behaviors.

Just because information appears on the television, radio or internet or comes from a friend or acquaintance doesn't make it true.

Essential Questions:

What is civic participation and how can I be involved?

How can I make a positive difference?

How does one develop and express well-informed opinions or positions?

Why do we need government?

Materials

There are a number of materials and sites dedicated to the inauguration, some including specious and misleading information. The listings here are not all-inclusive nor are they intended to be. At the least, they are offered here to provide a basis for each of the lessons and to stimulate further discovery by students.

Primary Sources:

- The transcripts of ALL inaugural addresses have been compiled by the [Avalon Project](#) at the **Yale University Law School**.
- [John F. Kennedy's Inaugural Address](#) (audio and transcript) is available from the Kennedy Presidential Library.
- The **National Archives** also offers transcripts of a number of inaugural addresses, but includes digital images of the originals as well. See, for example, [George Washington's First Inaugural Address](#).
- The [Miller Center at the University of Virginia](#). Superb resources on the Presidents!
- [The University of Arkansas Little Rock](#) has also amassed a number of good presidential resources.

- Many of you are already familiar with the **American Memory Project of the Library of Congress**. For the Inauguration, the LOC has compiled an excellent collection of digital files in [*I Do Solemnly Swear...*](#)
- **Springfield High School** (Springfield Township School District, Springfield, Delaware County) is providing the schools of the Commonwealth with an unparalleled opportunity in regard to the inauguration. Springfield is undertaking an ambitious project that combines 21st century skills with advanced student involvement in learning. One team of students will be in place in Washington, D.C. (Jan. 17-23) while another is at the National Constitution Center in Philadelphia on Inauguration Day. At the same time, the broadcast journalism students at Springfield High School will be streaming informational video through the district website. Schools will be able to interact with these correspondents and view their contributions through a [dedicated blog](#).

Useful Secondary Sources:

- The [Joint Congressional Committee on Inaugural Ceremonies](#) (JCCIC) offers one of the best overarching sites, with appropriate historical perspective, customs, traditions, weekly photos of the platform construction at the inaugural site, an overview of the 2009 inauguration, advisories for travelers to the event, and the ability to subscribe to e-mail updates. There is also a link on this page to the “New Birth of Freedom” theme for the inauguration. You might recognize the phrase from Lincoln’s Gettysburg Address.
- [Inauguration Day Central](#), from the *Washington Post*. What should a traveler to what is prospectively the largest crowd ever assembled in Washington, D.C. know in advance? The respected *Washington Post* tries its hand at attempting to prepare visitors while providing a webcam view of preparations and RSS feed capability.
- Using the American Memory project’s *I Do Solemnly Swear* is Education World, with some alternative [lesson plans](#).

Instruction

Anticipatory Set:

Teachers and coaches, among others, often use the power of words to stir action from the listeners. How can words alone have such power? Take a few moments to determine what makes you willing to act when you are asked to do something.

A few moments may be set aside for reflection and for sharing.

Now consider how a new President may use the first ten or fifteen minutes in office to try and convince Americans to move in a certain direction or to use their efforts to change behaviors.

What problems should be addressed? What promises made? What should Americans be asked to do? What will other nations watching the inaugural address take from the words?

Procedures/Activities:

The current President-elect is not the first young, untested chief of state to face uncertain economic times and international crises. John Fitzgerald Kennedy's inaugural speech 47 years ago addressed a wide range of issues and problems that defined much of the America we know today. Listen or watch this speech from one of our resources in the "Materials" category. Alternatively, you could certainly examine Lincoln's second inaugural address, focusing on the final paragraph. Extraordinary words for a bitterly divided nation. Do such thoughts have any significance today?

This inaugural address is considered one of the greatest in terms of persuading Americans to act. What specifically did President Kennedy ask Americans to do? How was he persuasive?

Watch the inaugural address of President Obama on one of the news networks or by streaming video.

Take a few moments to evaluate the speech. Assess learning and attitudes with one or more of the items in the "Assessment" section.

Assessments

Questions for Writing /Discussion/Reflection:

How can a speech inspire people to ACT? Think back on what you heard from President Kennedy and the new President.

What was mentioned in the inaugural address that made you feel proud to be an American?

What long-range goals for America did the President mention?

What are the priorities for America (what jobs have to be tackled first)?

What does the President expect from the American people?

Was the new President's address comparable to President Kennedy's?

If you had the chance to view any of it, what was the reaction of television news to the address?

How did President Obama's inaugural address tap into the inaugural theme of a "New Birth of Freedom" from Lincoln's Gettysburg Address?

The Inauguration of a President: Supreme Security

Grade Level: Elementary

Time Required: 15 minutes (expandable as needed)

Rationale:

The overall rationale for this group of lessons clustered about the inauguration is offered in the first lesson plan. The second focused upon the inaugural address, and this, the third, turns to the important concerns around security and the inauguration.

As many as four million people may attempt to visit Washington, D.C. for the inauguration, making it the largest crowd ever to witness such a spectacle (nearly one and a half million is the current record, set in 1965 for the inauguration of Lyndon Baines Johnson). Fifty-eight agencies will attempt to coordinate efforts in providing security not only for the assembled leadership of the nation, but also for the spectators. What should be expected? Why do we have to have a public ceremony? Why take the risk and lay out all the money just for this one event?

Pennsylvania Standards:

Civics and Government

5.1.6.K Describe the purpose of symbols and holidays.

5.2.6.G Explain the importance of participating in government and civic life.

5.3.6.B Describe the responsibilities and powers of the three branches of government.

5.3.6.J Describe the influence of media in reporting issues.

History

8.1.6.A Understand chronological thinking and distinguish between past, present and future time.

8.1.6.B Explain and analyze historical sources.

Big Ideas:

Just because information appears on the television, radio or internet or comes from a friend or acquaintance doesn't make it true.

America's global leadership role commits it to a number of obligations that require American citizens to understand other nations and cultures.

Essential Questions:

How do holidays and local, state and national celebrations say who we are as Americans?

In what ways does the U.S. political scene impact global society?

Is public safety or individual freedom more important in our society?

Materials:

There are a number of materials and sites dedicated to the inauguration, some including specious and misleading information. The listings here are not all-inclusive nor are they intended to be. At the least, they are offered here to provide a basis for each of the lessons and to stimulate further discovery by students.

Primary Sources:

- **Springfield High School** (Springfield Township School District, Springfield, Delaware County) is providing the schools of the Commonwealth with an unparalleled opportunity in regard to the inauguration. Springfield is undertaking an ambitious project that combines 21st century skills with advanced student involvement in learning. One team of students will be in place in Washington, D.C. (Jan. 17-23) while another is at the National Constitution Center in Philadelphia on Inauguration Day. At the same time, the broadcast journalism students at Springfield High School will be streaming informational video through the district website. Schools will be able to interact with these correspondents and view their contributions through a [dedicated blog](#).

Useful Secondary Sources:

- The [Joint Congressional Committee on Inaugural Ceremonies \(JCCIC\)](#) offers one of the best overarching sites, with appropriate historical perspective, customs, traditions, weekly photos of the platform construction at the inaugural site, an overview of the 2009 inauguration, advisories for travelers to the event, and the ability to subscribe to e-mail updates. There is a special section on some of the restrictions that visitors to the D.C. area can expect in public areas during the inaugural ceremonies.

- [“Big Brother to Watch Inaugural Crowd,”](#) from WAVY-TV
- An [extraordinary piece on security issues](#) from **Ari Shapiro at National Public Radio** (just under five minutes) outlines the astonishing tasks anticipated.
- [Inauguration Day Central](#), from the *Washington Post*. What should a traveler to what is prospectively the largest crowd ever assembled in Washington, D.C. know in advance? The respected *Washington Post* tries its hand at attempting to prepare visitors while providing a webcam view of preparations and RSS feed capability. A section on proscriptions and warnings for visitors is included.

Instruction:

Anticipatory Set:

Have you ever been to an event where it was so much better to be in the audience than it would be to watch it on TV or the Internet? What sorts of events were they? Why is it sometimes much more rewarding to say “I was there” than “yes, I saw that on TV or on YouTube?”

If you’ve been to a moving public ceremony or an exciting professional sporting event or an immense parade, you know that there is a whole different feeling to *experiencing* an event rather than passively watching it. Many people want to attend the presidential inauguration on January 20 because they sense that history is being made and they want to be part of it. They are willing to experience some degree of discomfort (it’s bound to be cold, perhaps cold and wet), inconvenience (lines for EVERYTHING), and personal expense just to be there.

Procedures/Activities:

With a fine internet connection, bring up *Google Earth* and navigate to Washington, D.C. and the National Mall. Tilt the angle and move slowly from the Lincoln Memorial to the U.S. Capitol. If the bandwidth is too constricted or your computer laboring, you may wish to use the *Washington Post’s* [Inauguration Day Central](#) webcam. This is the space in which most of the visitors numbering between 1.5 and 4 million will be STANDING.

Examine the **Joint Congressional Committee on Inaugural Ceremonies** list of terse [security expectations](#). Given the guidelines, are there certain types of people that are discouraged from attending the inauguration? Why are umbrellas prohibited? How will the authorities keep watch over such a vast crowd? How do the buildings along the National Mall present a security problem?

Watch the inaugural address if the opportunity presents itself and if the classroom or school has the capability. What security measures can you see in the media coverage?

Discuss in groups or as a whole why the United States should or should not have a public inauguration ceremony. What does such a national ceremony say about Americans and our

ideals?

Wrap-up by employing a short assessment (suggestions in the section titled “Assessments” following this section).

Assessments:

Questions for Writing/Discussion/Reflection:

Why is it important for America to go to the expense and risk of a public inauguration?

What measures would you suggest to the Joint Congressional Committee on Inaugural Ceremonies to make the inauguration less of a risk?

What does the inauguration and the ceremonies around it say to the other nations of the world?

The Inauguration of a President: A National Celebration	
Grade Level: Elementary	Time Required: 15 minutes (expandable as necessary)
Rationale:	
<p>The overall rationale for this group of lessons clustered about the inauguration is offered in the first lesson plan. The second focused upon the inaugural address, the third upon security, and this, the fourth, turns to the spectacle of the celebration surround the inauguration.</p> <p>In lesson one, the simple basis for the inauguration was under examination. Over the years, the ceremonies and traditions grew around what is considered to be a new beginning for the most powerful executive office in the world. A luncheon, a public ceremony, an immense parade, and many lavish balls all surround a modern inauguration. What can be expected from the historic and immense ceremony and celebration this time?</p>	
Pennsylvania Standards:	
<u>Civics and Government</u>	
<p>5.1.6.C Describe the principles and ideals shaping government.</p> <p>5.1.6.G Describe the proper use, display and respect for the United States Flag and explain the significance of patriotic activities.</p> <p>5.1.6.K Describe the purpose of symbols and holidays.</p> <p>5.2.6.D Describe the importance of political leadership and public service.</p> <p>5.3.6.J Describe the influence of media in reporting issues.</p> <p>8.1.6.A Understand chronological thinking and distinguish between past, present and future time.</p> <p>8.1.6.B Explain and analyze historical sources.</p> <p>8.1.6.C Explain the fundamentals of historical interpretation.</p> <p>8.1.6.D Describe and explain historical research.</p>	
Big Ideas:	
<p>America's global leadership role commits it to a number of obligations that require American citizens to understand other nations and cultures.</p> <p>The choices we make, whether as consumers or as citizens active in politics, impact people</p>	

around the globe.

Essential Questions:

How do holidays and local, state and national celebrations say who we are as Americans?

How can a citizen show patriotism?

In what ways does the U.S. political scene impact global society?

Materials:

There are a number of materials and sites dedicated to the inauguration, some including specious and misleading information. The listings here are not all-inclusive nor are they intended to be. At the least, they are offered here to provide a basis for each of the lessons and to stimulate further discovery by students.

Primary Sources:

- The [Miller Center at the University of Virginia](#). Superb resources on the Presidents!
- [The University of Arkansas Little Rock](#) has also amassed a number of good presidential resources.
- Many of you are already familiar with the **American Memory Project of the Library of Congress**. For the Inauguration, the LOC has compiled an excellent collection of digital files in [I Do Solemnly Swear...](#)
- **Springfield High School** (Springfield Township School District, Springfield, Delaware County) is providing the schools of the Commonwealth with an unparalleled opportunity in regard to the inauguration. Springfield is undertaking an ambitious project that combines 21st century skills with advanced student involvement in learning. One team of students will be in place in Washington, D.C. (Jan. 17-23) while another is at the National Constitution Center in Philadelphia on Inauguration Day. At the same time, the broadcast journalism students at Springfield High School will be streaming informational video through the district website. Schools will be able to interact with these correspondents and view their contributions through a [dedicated blog](#).

Useful Secondary Sources:

- The [Joint Congressional Committee on Inaugural Ceremonies \(JCCIC\)](#) offers one of the best overarching sites, with appropriate historical perspective, customs, traditions, weekly photos of the platform construction at the inaugural site, an overview of the 2009 inauguration, advisories for travelers to the event, and the ability to subscribe to e-mail updates.

- [*Inauguration Day Central*](#), from the *Washington Post*. What should a traveler to what is prospectively the largest crowd ever assembled in Washington, D.C. know in advance? The respected *Washington Post* tries its hand at attempting to prepare visitors while providing a webcam view of preparations and RSS feed capability.
- Using the American Memory project's *I Do Solemnly Swear* is Education World, with some alternative [lesson plans](#).
- [The Smithsonian Institution](#) has developed an excellent site to help bring the inauguration into classrooms.

Assessment:

Questions for Further Study/Writing/Discussion/Reflection:

What American symbols were used in the inaugural ceremonies? How were they employed?

How was the American flag or representations of the flag used in the inaugural ceremonies?

Who was represented by the units in the inaugural parade? How were they chosen?

Who bears the cost for participating in the parade?

Review some of the inaugural luncheon menus for the Presidents over the years. What do they say about changing American tastes and the role of food in our culture? Would you, for example, enjoy President Dwight Eisenhower's inaugural luncheon in 1953?

Why is so much attention paid to the inaugural balls? Is it our affinity for celebrities, or do we really want to learn something about the human nature of the new President? Examine the range of inaugural balls taking place in the Washington, D. C. area. What are the themes? What causes do they serve? Who is invited?

Instruction:

Anticipatory Set

Imagine that your school has been chosen to represent Pennsylvania in the inaugural parade. This is a very serious undertaking and requires a lot of planning. The parade entry you are to design is a float.

Procedures/Activities

Divide the class into teams of no less than three. The parameters for the inaugural parade float are as follows:

- 1) The parade entry is to represent ALL of the Commonwealth of Pennsylvania
- 2) The float is to honor the new President, so national symbols may be employed
- 3) The float may be segmented, but can't be longer than 75 feet (can't make the corners on the parade route) and no more than 16 feet wide, although you may want to design it around the width of a standard traffic lane at 12 feet.
- 4) You may wish to employ a motto or slogan.
- 5) Keep in mind Pennsylvania's history, its contributions to the United States, and its historic figures when designing the scope of the float.

Allow 15-30 minutes for design, as you desire. Bring the groups back to the whole and share designs. You may allow for peer evaluation, keeping in mind that *collaboration* is the skill in focus here.

Further study and ideas for assessment are also included in the "Assessment" section.