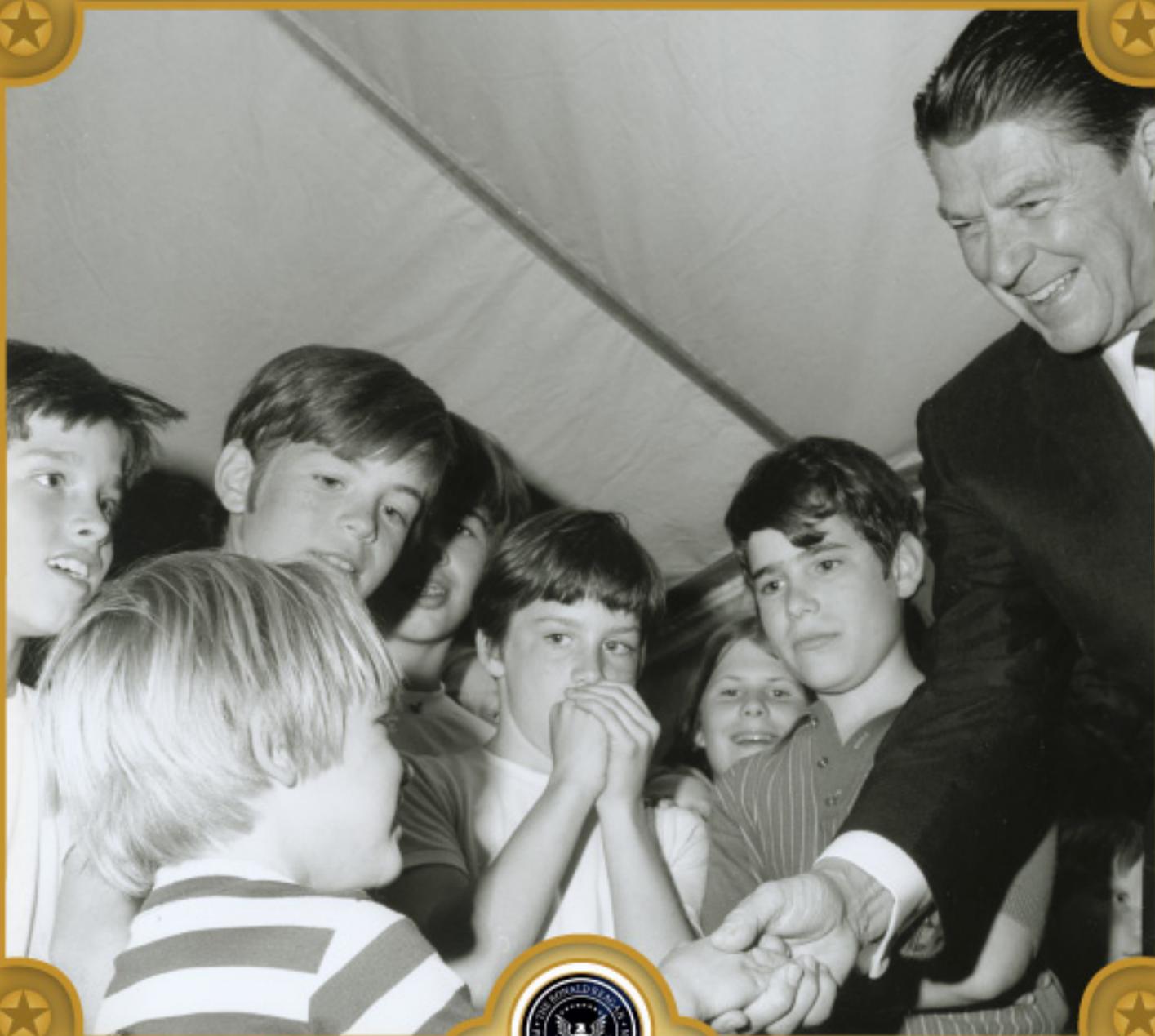


FEBRUARY 6TH

RONALD REAGAN DAY CURRICULUM

LESSON FOR LOWER ELEMENTARY SCHOOL STUDENTS



WALTER & LEONORE ANNEBERG
PRESIDENTIAL LEARNING CENTER



Ronald Reagan Day

Lower Elementary School Lesson Plan

Section 37222 of California Education Code designates February 6th of each year as Ronald Reagan Day, and encourages public schools and educational institutions to engage in exercises remembering the life of Ronald Reagan. For the full text of Senate Bill 944, the legislation which authorizes Ronald Reagan Day, please see the appendix to these lessons.

"While I take inspirations from the past, like most Americans, I live for the future." - Ronald Reagan

Overview

This thematic lesson plan is designed to introduce lower elementary school students to the life and interests of Ronald Reagan, the 40th President of the United States and the 33rd Governor of California, through activities that develop literacy, numeracy, and physical education skills.

In the Reading and Writing Lesson, students will explore a timeline that explains some of the major events and accomplishments in President Reagan's life. In the mathematics lesson, students will utilize President Reagan's favorite snack, jelly beans, to explore basic concepts of addition and subtraction. In the physical education lesson, students will learn about President Reagan's favorite hobby, horseback riding, as they learn to change speeds while moving in different patterns.

Lesson 1: Reading-Writing President Reagan's Biography

Standards

• Writing Standards

- Kindergarten: 2. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is . . .*).
- Grade 1: 2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
- Grade 2: Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because, and, also*) to connect opinion and reasons, and provide a concluding statement or section.
- Grade 3: 2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
 - a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
 - b. Develop the topic with facts, definitions, and details.
 - c. Use linking words and phrases (e.g., *also, another, and, more, but*) to connect ideas within categories of information.
 - d. Provide a concluding statement or section.

• Reading Standards for Informational Text

- Kindergarten: 2. With prompting and support, identify the main topic and retell key details of a text.

- Grade 1: 2. Use Identify the main topic and retell key details of a text.
- Grade 2: 2. Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
- Grade 3: 2. Determine the main idea of a text; recount the key details and explain how they support the main idea.

(<http://www.corestandrds.org/the-standards>)

Objectives

Students will be able to (SWBAT):

- Identify major events in the life of Ronald Reagan.
- Recount and summarize main details in a text.
- Arrange major events in a timeline.
- Compose an opinion piece about the most important event in President Reagan's life.

Materials

- Sampling of Print Resources
 - Venezia, Mike. (2008). *Ronald Reagan: 40th President, 1981-1989*. New York: Scholastic.
 - Milton, Joyce. (2005). *Who was Ronald Reagan?* New York: Grosset & Dunlap.
 - Dunham, Montrew. (1999). *Ronald Reagan: Young Leader*. New York: Aladdin Paperbacks.
- Sampling of Online Resources
 - Life and Times of Ronald Reagan. (n.d.) *Ronald Reagan Presidential Foundation, Life and Times of Ronald Reagan*. Retrieved from <http://www.reaganfoundation.org/life-and-times.aspx>
 - Ronald Reagan. (2009). *White House Historical Association: Ronald Reagan*. Retrieved from <http://www.whitehouse.gov/about/presidents/ronaldreagan>
 - Patrick, John J. (2011). *Center for Civic Education: Ronald Reagan Our Fortieth President*. Retrieved from http://new.civiced.org/images/stories/Resources/Curriculum/Reagan_Lesson/ReaganElementary-9.28.11.pdf
- Ronald Reagan Biography for Lower Elementary School Students (see attached PowerPoint).

Classroom Procedures

- I. Essential Question: How can I find the main idea of a text?
- II. Agenda
 - a. Essential Question
 - b. Hook: Brainstorming: What do we know about the President?
 - c. Guided Practice
 - d. Independent Practice
 - e. Assessment
- III. Hook: (5 minutes). Show students the picture of President Reagan in the Oval Office (Photo A) and lead a discussion with the students about what they already know about the President of the United States. As they respond, write their responses on the board or on an overhead projector. Possible questions you could pose include:
 - What do we know about the President of the United States?
 - Who is the president?
 - Do you know any other presidents?
 - How do you get to be the president?

- What does the president do?

Wrap up discussion and highlight some of the responses from the students. Make sure that they are clear on a couple of points:

- The President of the United States is the leader of our country.
- Our 40th president, Ronald Reagan, was one of these leaders. In fact, he is one of only two presidents ever whose home state was California.
- President Reagan was also the oldest person ever to be elected President of the United States.

Tell the students that today, in honor of President Reagan's birthday on February 6th, the class is going to learn about the life of President Ronald Reagan.

IV. Guided Practice: (30-45 minutes)

In this exercise, students will first hear a biography of President Reagan, then they will summarize by placing four of the major events on a timeline. Finally, they will write or share an opinion on which event in his life was most important and explain why they have this opinion.

- Using either one of the recommended biographies of President Reagan, or the Lower Elementary Biography PowerPoint presentation (see attached materials), share the story of Ronald Reagan with your class. Ask students to pay attention to the order of the major events in his life.
- After reading through the story, work with students to identify the main topic and supporting details of the story of Ronald Reagan.
 - Main Topic: Ronald Reagan was a good man who was elected president, and he played an important role in the history of our country.
 - Supporting Details (possible)
 - He grew up in Illinois.
 - He had a lot of interests, including sports, acting, writing, and horses.
 - He was an actor.
 - He married Nancy Davis.
 - He was governor of California.
 - He was President of the United States, and he fought for freedom and a good life for Americans.
- As a class, complete the Ronald Reagan Day Timeline (see attached) by either distributing to each student individually, or on the overhead as a class.
- Begin class discussion by talking about important dates in people's lives (i.e. birthday, wedding, first job, first day of school, death etc.). Ask students to think about what the most important events in their lives might be. Then, have them choose 3 events from the life of Ronald Reagan as the most important events of his life. You may either do this as a whole class or have the students do this independently, depending on the age and abilities of your students. Then, have students draw an image that represents each of these events on the timeline according to what happened First, Next, and Last. Students should be prepared to explain why they chose these three events. Finally, students should choose one of these three events as the single most important event in his life. They will then use details to support the reasoning for their choice at the bottom of the handout.
- Instruct students on possible sentence ideas for independent practice. Include instruction about capital beginnings and punctuation endings.

V. Independent Practice: (10-20 minutes)

- Students should place or write the events in the appropriate order on the timeline. For younger students, you will want to prompt them to explain aloud why they thought these three events were the most important events in Ronald Reagan’s life. For older students, students should write a sentence or several sentences explaining their choices and giving specific details from the story to support their choices.

VI. Assessment: Timeline and any writing or speaking activities that accompany the timeline will serve as a formative assessment for this lesson.

VII. Extension Activities:

- Technology Option. If classroom is equipped with a SMART board, use the Timeline as an interactive activity.
- Personal Option: Have students create a timeline of their own life with the three most important events so far. They can draw pictures for each of the three events, and then explain why these three events were the most important for them.



PHOTO A

Official Portrait of President Ronald Reagan, 1985
Courtesy Ronald Reagan Library

Name _____ Date _____

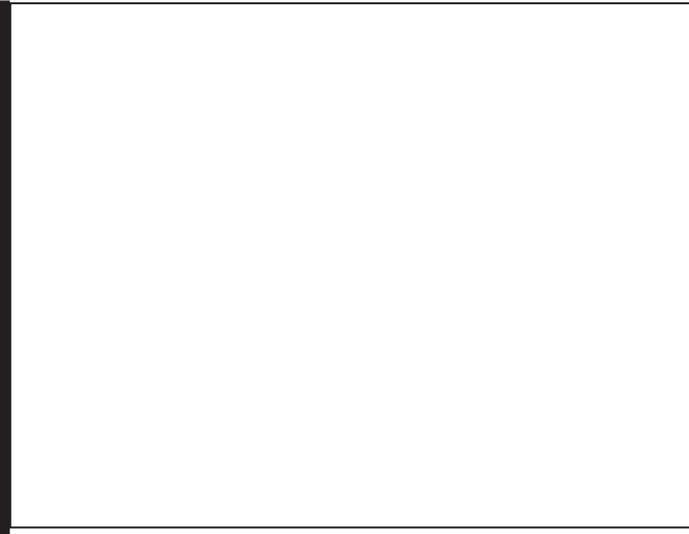
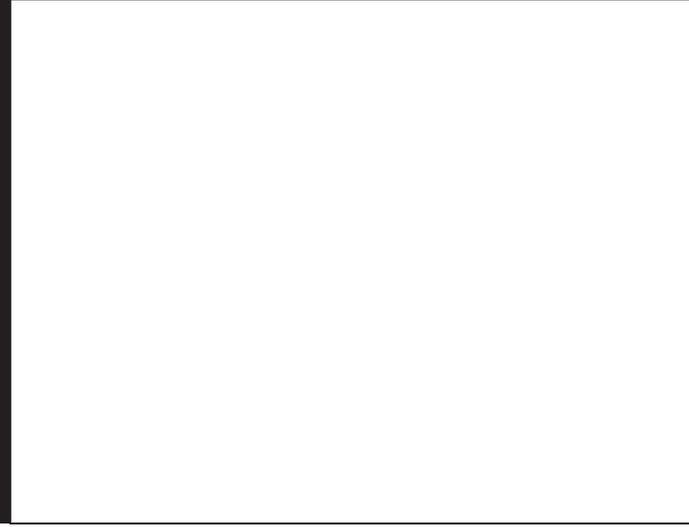
Ronald Reagan Day Timeline

Directions: Choose 3 important events from the life of Ronald Reagan and arrange them on the timeline below using the order in which they happened. Draw a picture to represent each event in the boxes provided. Underneath each picture, write a word or sentence to describe what your picture represents. Finally, on the bottom of the handout, write down which event you think was the most important event in President Reagan's life, and explain why you chose this event.

FIRST

NEXT

LAST



I think that the most important event in Ronald Reagan's life was _____
because:

Lesson 2: Mathematics

Counting with Jelly Beans

Overview

The purpose of this lesson is to develop student's numeracy skills using President Reagan's favorite snack food, jelly beans, as a counting tool.

"You can tell a lot about a fellow's character by the way he eats jelly beans." - Ronald Reagan

Standards

- **Mathematics: Operations and Algebraic Thinking**
 - Kindergarten: 1. Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.
 - Grade 1: 1. Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. 2. Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
 - Grade 2: 2. Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.
 - Grade 3: 1. Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each. *For example, describe a context in which a total number of objects can be expressed as 5×7 .*
 - For more information on the Common Core State Standards Initiative, please visit: <http://www.corestandards.org/the-standards/mathematics/>

Objectives

Students will be able to (SWBAT):

- Understand the representation of objects to numbers.
- Perform addition, subtraction, and multiplication problems using jelly beans as counters.
- Increase knowledge of properties of operations in addition and subtraction.

Materials

- Jelly Beans (if available), or cut outs of jelly beans (Attached)
- Math Worksheets (Addition, Addition & Subtraction, Multiplication, and Multiplication & Division. Attached.)

Classroom Procedures

- I. Essential Question: How can I use objects to represent numbers?
- II. Agenda:
 - a. Essential Question
 - b. Hook: Today we are going to use jelly beans to solve and develop math problems.
 - c. Guided Practice

- d. Independent Practice
 - e. Assessment (informal)
- III. Hook: (5 minutes) What is your favorite snack? And how much do you think you could eat? Allow students to respond to these questions either verbally or in writing. Allow a few minutes for discussion. Then tell students that to continue your study of President Reagan, the class is going to use his favorite snack, jelly beans, to develop skills and understanding in mathematics. In 1986, when he proclaimed April 14th through April 20th as Mathematics Awareness Week, President Reagan said, "...mathematics is indispensable in such diverse fields as medicine, computer sciences, space exploration, the skilled trades, business, defense, and government." So today, when they practice these skills, they do so knowing that mathematics skills will help them regardless of where their life will take them.
- IV. Guided Practice: (15 minutes)
- Distribute equal numbers of four colors of either jelly beans or jelly bean cutouts (see attached) to each student, minimum 20 jelly beans per each student. Depending on your style of teaching, you might want each student to have the same amount of each color to ensure consistency throughout the class, or you might want each student to have different numbers for a variety of answers.
 - First, ask students to sort the jelly beans by color, and add up how many jelly beans of each color they have. They should write the number that represents the total number of jelly beans at the top of their Ronald Reagan Day Mathematics Exercises Handout. (Four different sheets have been provided for you to allow for different grade levels and math abilities. These include Addition, Addition and Subtraction, Multiplication, and Multiplication and Division.)
 - Using a teacher set of the materials, demonstrate the counting of the four different colors of jelly beans to the class. Write the totals on the board or on an overhead projector.
 - Then, demonstrate the first two problems on the handout using the numbers you've arrived at as a class. Ask students if they have any questions. Once any questions have been answered, students will proceed to count and perform the appropriate numeracy exercises independently or in small collaborative groups.
- V. Independent Practice: (10 minutes)
- Have students complete the handout.
 - Transition around the room to assess students' knowledge.
- VI. Assessment: (5 minutes) Informal assessment taken with the collection of worksheet.
- VII. Extension:
- Technology Option. If classroom is equipped to expand the Jelly Bean sorting game, students can log into www.thecolor.com/coloring/Jelly-Beans (sweet treats-jelly beans) to color, with the computer, jelly beans. Students can print, cut out, and sort jelly beans.
 - Students can create their own word problems using their classmates and their jelly bean numbers as characters in the problems.

Name _____

Date _____

RONALD REAGAN DAY: MATH EXERCISES (+)

Step 1: Count the total number of each color of jelly beans and write the sum below.

Red	Black	Blue	Green

Addition: Using your jelly beans to help you, solve the following addition problems.

1. **Red** _____ + **Black** _____ = SUM _____

2. **Black** _____ + **Red** _____ = SUM _____

3. **Black** _____ + **Blue** _____ = SUM _____

4. **Blue** _____ + **Black** _____ = SUM _____

5. **Blue** _____ + **Green** _____ = SUM _____

6. **Green** _____ + **Blue** _____ = SUM _____

7. **Green** _____ + **Red** _____ = SUM _____

8. **Red** _____ + **Green** _____ = SUM _____

Bonus: Create Your Own Jelly Bean Math Problem : Using your jelly beans, create and solve your own addition problems below.

1. _____ + _____ = _____

2. _____ + _____ = _____

3. _____ + _____ + _____ = _____

4. _____ + _____ + _____ + _____ = _____

Name _____

Date _____

RONALD REAGAN DAY: MATH EXERCISES (+/-)

Step 1: Count the total number of each color of jelly beans and write the sum below.

Red	Black	Blue	Green

Addition and Subtraction Fact Families: Using your jelly beans to help you, solve the following fact family addition and subtraction problems.

1. Red and Black

a. **Red** _____ + **Black** _____ = SUM _____

b. SUM _____ - **Red** _____ = _____

c. SUM _____ - **Black** _____ = _____

2. Black and Blue

a. **Blue** _____ + **Black** _____ = SUM _____

b. SUM _____ - **Blue** _____ = _____

c. SUM _____ - **Black** _____ = _____

3. Blue and Green

a. **Blue** _____ + **Green** _____ = SUM _____

b. SUM _____ - **Blue** _____ = _____

c. SUM _____ - **Green** _____ = _____

4. Green and Red

a. **Red** _____ + **Green** _____ = SUM _____

b. SUM _____ - **Red** _____ = _____

c. SUM _____ - **Green** _____ = _____

Name _____

Date _____

RONALD REAGAN DAY: MATH EXERCISES (×)

Step 1: Count the total number of each color of jelly beans and write the sum below.

Red	Black	Blue	Green

Multiplication: Using your jelly beans to help you, solve the following multiplication problems.

1. **Red** _____ x **Black** _____ = _____

2. **Black** _____ x **Red** _____ = _____

3. **Black** _____ x **Blue** _____ = _____

4. **Blue** _____ x **Black** _____ = _____

5. **Blue** _____ x **Green** _____ = _____

6. **Green** _____ x **Blue** _____ = _____

7. **Green** _____ x **Red** _____ = _____

8. **Red** _____ x **Green** _____ = _____

Bonus: Create Your Own Jelly Bean Math Problem : Using your jelly beans, create and solve your own multiplication problems below.

1. _____ x _____ = _____

2. _____ x _____ = _____

3. _____ x _____ x _____ = _____

Name _____

Date _____

RONALD REAGAN DAY: MATH EXERCISES (\times & \div)

Step 1: Count the total number of each color of jelly beans and write the sum below.

Red	Black	Blue	Green

Multiplication and Division Fact Families: Using your jelly beans to help you, find the products and dividends for the following multiplication and division fact families.

1. Red and Black

a. **Red** _____ \times **Black** _____ = PRODUCT _____

b. PRODUCT _____ \div **Red** _____ = _____

c. PRODUCT _____ \div **Black** _____ = _____

2. Black and Blue

a. **Black** _____ \times **Blue** _____ = PRODUCT _____

b. PRODUCT _____ \div **Black** _____ = _____

c. PRODUCT _____ \div **Blue** _____ = _____

3. Blue and Green

a. **Blue** _____ \times **Green** _____ = PRODUCT _____

b. PRODUCT _____ \div **Blue** _____ = _____

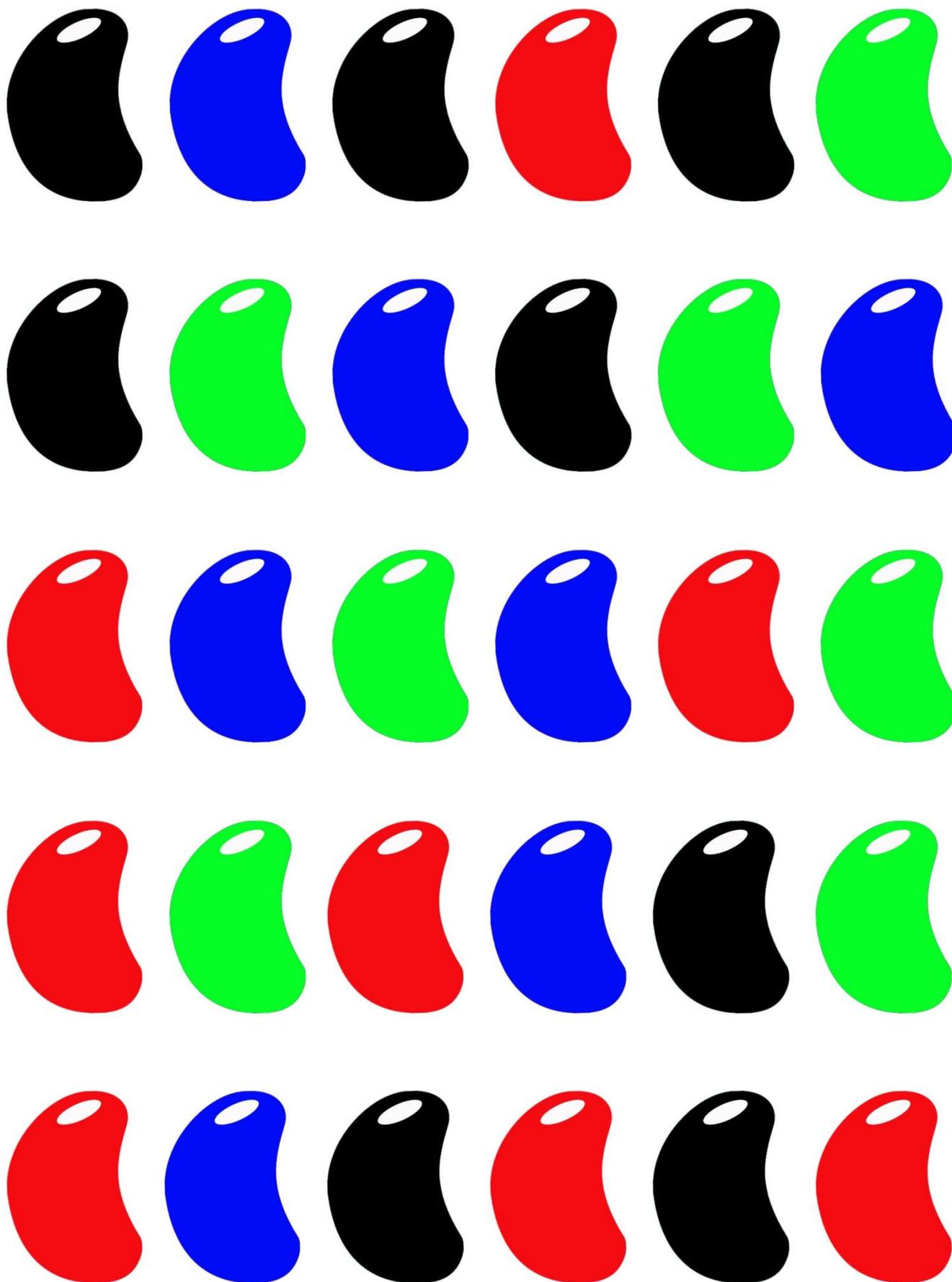
c. PRODUCT _____ \div **Green** _____ = _____

4. Green and Red

a. **Green** _____ \times **Red** _____ = PRODUCT _____

b. PRODUCT _____ \div **Green** _____ = _____

c. PRODUCT _____ \div **Red** _____ = _____



Lesson 3: Physical Education

President Reagan's Favorite Pastime

Overview

The purpose of this lesson is to learn about the importance of physical exercise as it relates to good health. Students will look at images of Ronald Reagan engaged in various forms of physical exercise, discuss fitness, and demonstrate locomotor movement by simulating President Reagan's favorite pastime, riding a horse.

"I've often said there's nothing better for the inside of a man than the outside of a horse." - Ronald Reagan

Standards

- **Physical Education Model Content Standards for California Public School**
 - Kindergarten: 1.2. Travel forward and sideways while changing direction quickly in response to a signal. 1.3. Demonstrate contrasts between slow and fast speeds while using locomotor skills.
 - Grade 1: 1.3. Change speeds in response to tempos, rhythms, and signals while traveling in straight, curved, and zigzag pathways, using the following locomotor movements: walking, running, leaping, hopping, jumping, galloping, sliding, and skipping.
 - Grade 2: 1.1. Move to open spaces within boundaries while traveling at increasing rates of speed.
 - Grade 3: 1.1. Chase, flee, and move away from others in a constantly changing environment.
 - For more information on California State Standards for Physical Education, see: <http://www.cde.ca.gov/be/st/ss/documents/pestandards.pdf>

Objectives

Students will be able to (SWBAT):

- Travel in a variety of patterns using different locomotor skills.
- Change speeds according to terms used in horseback riding.

Materials

- Photographs B-F
- Cones
- Ropes
- Stop watch

Classroom Procedures

- I. Essential Question: How does physical fitness relate to health?
- II. Agenda:
 - a. Essential Question
 - b. Hook: Response to Image
 - c. Guided Practice
 - d. Independent Practice
 - e. Assessment (informal)
- III. Hook: (5 minutes) Tell students that today, as part of their study of Ronald Reagan, they will be learning about how physical fitness relates to health. Tell students you are going to show them some photographs of Ronald Reagan engaged in various types of physical activities. As

you show them Photos B-F ask students to either discuss or write about how the image suggests physical activity. Then have the students mimic the ways the body moves in that form of physical activity.

- Photo B: Lifting Weights: Have students lift their arms above their heads as though they are lifting weights.
- Photo C: Football: Have students move their legs to run in place, then mimic throwing a football with their arm, and catching a football with both hands.
- Photo D: Baseball: Have students mimic throwing a baseball to a classmate, catching a ball, and running around the bases.
- Photo E: Horseback riding: Have students lift their leg up high as though they were climbing into a saddle, and then bounce up and down as though they were riding on a trail.
- Photo F: Swimming: Have students move their arms in big circles as though they were swimming.

Ask students: “How is physical activity connected to being healthy?” Remind students that when Ronald Reagan was elected President, he was the oldest man ever to be elected to that office. However, Ronald Reagan, despite his age, was in excellent physical condition. He was a three sport athlete in college and during his time as President, Ronald Reagan would work out every day by lifting weights for 30-45 minutes. He was also very physically active on his ranch, where he would build fences, ride horses, and perform other physical ranch duties. Tell students that today they will learn about one of Ronald Reagan’s favorite physical activities, riding a horse, by “pretending” to be a horse during physical education.

IV. Guided Practice: (15-25 minutes)

- Students will participate in a series of physical exercises based on President Reagan’s love of horses. Set up a course for students to follow using cones or an existing track or playground structure. (For this exercise setting up either an oval or a square will work.)
- Tell students that President Reagan’s favorite animal, a horse, moves at different speeds, much like they do. They’ll learn about these as they exercise today. You will probably want to demonstrate each of the following exercises yourself, or have a student demonstrate for you.
- **Step 1: Walk:** The first speed a horse moves at is a walk. Students should complete the designated course at a normal walking speed. You might ask them to pick up their knees very high to simulate a horse’s walk.
- **Step 2: Trot:** The next speed a horse moves at is called a trot. This is quicker than a walk, but slower than a canter or gallop. For students, they should lightly jog around the course this time. This should be about 33% of their fastest speed.
- **Step 3: Canter:** The next speed for a horse is called a canter. This is about twice as fast as the trot. You should ask students either to skip as quickly as they can around the course to simulate this speed or to run at roughly 67-75% of their fastest speed.
- **Step 4: Gallop:** The fastest speed for a horse is called a gallop. This is where the horse is at full speed. Students should run as fast as they possibly can to complete the course.
- **Step 5: Obstacle Course:** Now that students have a basic understanding of the way horses change speeds, you want to have them work on changing their direction as well. Set up a course that requires them to move forward for twenty feet, then sideways for twenty feet, then in a zig zag pattern. As they complete the course, call out different speeds, alternating between Walk, Trot, Canter, and Gallop, so students can feel the difference.

- **Step 6: Round Up:** Tell students that one of the activities ranchers perform is called a round up. This is where the cowboys and cowgirls ride around on horses to gather the various animals on the ranch. In this game, you will need to set up boundaries that students are not allowed to pass, and then designate two cowfolk. These cowfolk will be “IT” and their task is to go around and herd up as many of their classmates as they can. Once they tag a classmate, the classmate becomes a herder and joins the others who are “IT.” The last person to be tagged is called El Alamein (Al- A- Main) and declared the winner. (El Alamein was President Reagan’s favorite horse, and was so spirited that a secret service agent would have to arrive at Rancho del Cielo a few days early and ride him until he was tired. This way El Alamein would be calm when President Reagan arrived.) The student designated El Alamein then selects a partner, and these two are the cowfolk for the next round of the game.

➤ *Accommodations: Special need students may need partnering for this activity. Alternate options include using fingers or feet to simulate the changing speeds.*

V. Independent Practice: (5 minutes)

- Students should demonstrate the various speeds on their own.

VI. Assessment: (5 minutes)

- Either in writing or verbally as a class, ask students to reflect on how their bodies feel after the exercise. Do they notice a difference between the way their body feels before the exercise and after? What have they learned about the connection between physical activity and health? Why do they think President Reagan thought it was so important to exercise every day?

VII. Extension: Students may create their own pattern to follow using ropes and cones.



PHOTO B

President Ronald Reagan lifting weights, 1982
Courtesy Ronald Reagan Library



PHOTO C

Ronald Reagan in football uniform for *Knute Rockne- All American*, 1940.
Courtesy Ronald Reagan Library



PHOTO D

President Ronald Reagan throws out the first pitch at a Chicago Cubs game, 1988.
Courtesy Ronald Reagan Library



PHOTO E

President Ronald Reagan horseback riding at Camp David, 1981.

Courtesy Ronald Reagan Library



PHOTO F

Ronald Reagan as member of Eureka College swim team, 1928-1932.

Courtesy Ronald Reagan Library

Introduced by Senators Runner and Strickland
(Principal coauthor: Assembly Member Audra Strickland)

February 3, 2010

An act to amend Section 37222 of the Education Code, and to add Section 6722 to the Government Code, relating to Ronald Reagan Day.

LEGISLATIVE COUNSEL'S DIGEST

SB 944, as introduced, Runner. Ronald Reagan Day.

Existing law designates specified days as having special significance, and specifies how the days of special significance should be observed in public elementary and secondary schools and educational institutions.

This bill would express findings and declarations of the Legislature relating to Ronald Reagan.

This bill would designate February 6 of each year as Ronald Reagan Day, and would encourage public schools and educational institutions to engage in exercises remembering the life of Ronald Reagan, as specified.

Existing law requires the Governor to proclaim various days in honor of a person, status, or an event.

This bill would require the Governor to annually proclaim February 6 as Ronald Reagan Day.

Vote: majority. Appropriation: no. Fiscal committee: no. State-mandated local program: no.

The people of the State of California do enact as follows:

1 SECTION 1. The Legislature finds and declares all of the
2 following:

1 (a) Ronald Wilson Reagan was a man of humble background
2 who worked throughout his life serving freedom and advancing
3 the public good, having been employed as an entertainer, union
4 leader, corporate spokesman, Governor of California, and President
5 of the United States.

6 (b) Ronald Reagan served with honor and distinction for two
7 terms as the 40th President of the United States of America; the
8 second of which he earned the confidence of three-fifths of the
9 electorate and was victorious in 49 of the 50 states in the general
10 election—a record unsurpassed in the history of American
11 presidential elections.

12 (c) In 1981, when Ronald Reagan was inaugurated President,
13 he inherited a disillusioned nation shackled by rampant inflation
14 and high unemployment.

15 (d) Ronald Reagan’s commitment to the nation’s children helped
16 lower crime and drug use in our neighborhoods.

17 (e) Ronald Reagan’s commitment to our Armed Forces
18 contributed to the restoration of pride in America, her values, and
19 those cherished by the free world, and prepared America’s Armed
20 Forces to meet 21st Century challenges.

21 (f) Ronald Reagan’s vision of “peace through strength” led to
22 the end of the Cold War.

23 (g) Members of the Legislature take great pride in honoring
24 Ronald Reagan for his many contributions to our country and in
25 celebrating his life.

26 SEC. 2. Section 37222 of the Education Code is amended to
27 read:

28 37222. (a) The following days in each year are designated and
29 set apart as days having special significance:

30 (1) The second Wednesday in May as the Day of the Teacher.

31 (2) April 21 of each year as John Muir Day.

32 (3) April 6 of each year as California Poppy Day.

33 (4) May 22 of each year as Harvey Milk Day.

34 (5) *February 6 of each year as Ronald Reagan Day.*

35 (b) On each of the days designated in subdivision (a), all public
36 schools and educational institutions are encouraged to observe
37 those days and to conduct suitable commemorative exercises as
38 follows:

39 (1) On the Day of the Teacher, exercises commemorating and
40 directing attention to teachers and the teaching profession.

1 (2) On John Muir Day, exercises stressing the importance that
2 an ecologically sound natural environment plays in the quality of
3 life for all of us, and emphasizing John Muir’s significant
4 contributions to the fostering of that awareness and the indelible
5 mark he left on the State of California.

6 (3) On California Poppy Day, exercises honoring the California
7 Poppy, including instruction about native plants, particularly the
8 California Poppy, and the economic and aesthetic value of
9 wildflowers; promoting responsible behavior toward our natural
10 resources and a spirit of protection toward them; and emphasizing
11 the value of natural resources and conservation of natural resources.

12 (4) On Harvey Milk Day, exercises remembering the life of
13 Harvey Milk, recognizing his accomplishments, and familiarizing
14 pupils with the contributions he made to this state.

15 (5) *On Ronald Reagan Day, exercises remembering the life of*
16 *Ronald Reagan, recognizing his accomplishments, and*
17 *familiarizing pupils with the contributions he made to this state.*

18 (c) It is the intent of the Legislature that the exercises
19 encouraged in this section be integrated into the regular school
20 program, and be conducted by the school or institution within the
21 amount otherwise budgeted for educational programs.

22 SEC. 3. Section 6722 is added to the Government Code, to
23 read:

24 6722. The Governor shall annually proclaim February 6 as
25 Ronald Reagan Day.