

# Waynesburg University TPS Unit Outline



## The American Flag and its Symbols

### **Subjects:**

History, Geography, Civics, Language Arts

### **Grade Level:**

2<sup>nd</sup> Grade

### **Overarching Goal for the Learning Unit:**

The goal is that students would apply primary sources to learn about American

### **Overview:**

This unit has the intention of familiarizing students with multiple sources surrounding the topic of American symbols. Students will use this exploration to spring an in-depth focus on specific symbols; namely the Star Spangled Banner, the Pledge of Allegiance, and the American flag. Students will learn about these topics via a primary source set as well as through the reading of O, Say Can You See by Shelia Keenan. Following this exploration of primary sources, students will further their vocabulary skills by using a glossary from that same book. By the end of the unit, students will have developed both lasting Social Studies and Language Arts skills.

### **Written By:**

Denell Cormany

### **Date:**

12/6/16



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### **Pre-instructional Assessment/Introduction:**

The introduction and pre-assessment will take place immediately before the first lesson in the unit. So, students will each be given a primary source, located in the book backdrop, and be asked to examine the details of the document. One student will record the observations on a chart (below). Then, the group will share their observations with the class. The groups will also make inferences, based on their prior knowledge, about what the document is displaying. These inferences will also be recorded on the chart and serve as the pre assessment.

Rather than starting out with giving students information on the topic, and asking questions about their knowledge, this unit is designed to be inquiry-based. Students will explore a primary source, then share information that they already know, based on previous education or background knowledge. Students will also be able to link their own life and experiences from the beginning.

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## Title of Lesson/Activity #1: Symbols

**Created By:** Denell Cormany

**Overview of Lesson:** This lesson will generally introduce American Symbols including the flag, the Pledge of Allegiance and the Star Spangled Banner. Students will look deeply at their source to answer specific questions in small groups. They will also choose two words from a list of words that relate to their source.

### PA Standards:

8.1.2.C Apply sources of historical information.

CC.1.5.2.A Participate in collaborative conversations with peers and adults in small and larger groups.

### Investigative Question for this activity:

*What American symbols are related to this primary source?*

**Objective:** During the exploration of a primary source, students will work in small groups to respond to observations of a primary source in full participation.

### Materials:

- Primary Source Analysis tool sheet
- O, Say Can You See by Shelia Keenan.

### Print Sources:

- Primary Sources (See attached organizer)

### Student Learning Process:

1. Introduction: 10 minutes

*"Today, we are going to practice being historians!"*

*"Does anyone know what a historian is?"*

*\*students respond\**

*"A historian is someone who studies history."*

*"I brought in some pieces of history today for us to study."*

*"All of the pieces put together will tell us about an American Symbol."*

*"Your job is to study your piece of history with your group and find information about your symbol."*

*"Does anyone know what a symbol is?"*

*\*students respond\**

*"Yes, a symbol is something that represents something else."*

Lesson Sequence: 20 minutes

2. Pass out primary sources and loc.gov primary source analysis tool sheet.

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3. Ask one student in each group to be the recorder. The recorder will write one thing they noticed, one thing they thought, and one question they had.
4. Circulate the classroom, assisting each group in developing meaning from and discussion about their source.

Source 1:

*“What are the students saying?”*  
*“How do you know?”*  
*“How do you stand when you say the Pledge of Allegiance?”*  
*“Why do you think we stand?”*  
*“Why do you think you put your hand over your heart?”*

Source 2:

*“What do you notice about how the woman is dressed?”*  
*“What do you notice about her hair?”*  
*“Do you think this picture is from the past or present?”*  
*“Who do you think is in this picture?”*  
*“What do you think she is doing?”*

Source 3:

*“What do you notice about this paper?”*  
*“How did you know this was music?”*  
*“What is the title?”*  
*“Have you heard this song?”*  
*“How do you know this song?”*

Source 4:

*“Do you know the words on this paper?”*  
*“How do you know these words?”*  
*“What is the title?”*  
*“Do any of these words look different than what you know?”*

5. Have students come up together and share their sources with the class. Let each student share one detail that they noticed about their source.
6. Following group presentations, read pages 30 and 52 to students about the Flag and the Pledge of Allegiance. Ask students to hold up their source if they hear something that relates to their source while you read aloud.

### **Closure:** 5 minutes

Ask students comprehension questions relating the book information, the primary source, and their own experiences.

*“What American Symbols did we learn about from our primary sources today?”*  
*“What do the 13 stripes on the flag represent?”*  
*“How many stars are on our flag?”*  
*“Why 50?”*  
*“Who sewed the first American flag?”*  
*“Who wrote our Pledge of Allegiance?”*  
*“How do we stand when saying the pledge?”*  
*“How can you show respect for the flag?”*

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### **Modifications/Accommodation Techniques for Students with Special Needs:**

For effective growth, group students in high-low groups, so that high achieving students can model for low achieving students.

### **Assessment:**

Participation in group discussion, class and student responses to reading.

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## PRIMARY SOURCE ANALYSIS TOOL



**OBSERVE**

Lined writing area for the OBSERVE stage.

**REFLECT**

Lined writing area for the REFLECT stage.

**QUESTION**

Lined writing area for the QUESTION stage.

**FURTHER INVESTIGATION**

Large blank writing area for further investigation.

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## Lesson/Activity #2: The Star Spangled Banner

**Created By:** Denell Cormany

### **Overview of Lesson:**

Students will learn more about the Star Spangled Banner sources and the meaning of its lyrics.

### **PA Standards:**

CC.1.2.2.G Explain how graphic representations contribute to and clarify a text.

CC.1.2.2.J Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.

8.1.2.B Identify documents relating to an event.

### **Investigative Question for this activity:**

*What is the Star Spangled Banner and what does it mean?*

### **Objective:**

Following the exploration of primary sources and lyrics of the Star Spangled Banner, students will draw a picture of a portion of the national anthem, which is completely relevant to the corresponding phrase they've been assigned.

### **Materials:**

- Star Spangled Banner video:  
<https://app.discoveryeducation.com/learn/videos/B979FA96-B3C5-425B-A464-4D3D44F8BCA6?hasLocalHost=true>
- Rewritten Star Spangled Banner lyrics (attached)
- Pre-drawn picture of Francis Scott Key, looking for the flag.
- Drawing paper
- Crayons/ Colored Pencils (In student art boxes)
- O, Say Can You See by Shelia Keenan.

### **Print Sources:**

Primary Sources (See attached organizer)

### **Student Learning Process:** 20 minutes

1. Bring out the Primary Sources and ask students to recall what they knew about those sources. Ask them what each source shows.
2. Read page 50 out of, O, Say Can You See by Shelia Keenan to students.  
Stop throughout the book to ask questions.  
*"Who wrote the words to the National Anthem?"*  
\*Students respond\*  
*"Was Francis Scott Key writing a song or a poem?"*  
\*Students respond\*  
*"Where was he when he wrote it?"*  
\*Students respond\*  
*"What made him write the poem?"*

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\*Students respond\*

*"Here is a challenge question, What year did he write the poem?"*

\*Students respond\*

3. *"Now we're going to pretend that we are Francis Scott Key."*  
*"Remind me again, who was Francis Scott Key?"*  
\*Students respond\*  
*"And where was he?"*  
\*Students respond\*  
*"Right! He was on a boat, looking at Fort McHenry."*  
*"Now everyone pull out your imagination cap and imagine you are Francis Scott Key, writing the National Anthem."*
4. *"While we listen to the Star Spangled Banner, I am going to stop the video and ask each of you to read about what the words that we sing mean."*  
*"If you are not reading, please stay quiet and listen closely."*  
*"I will read the first sentence."*  
*"Would everyone please stand?"*
5. Organize students in a line in reading order from left to right  
Pass out sentences left to right  
*"I will begin. "*  
Read your sentence.  
*"You are on a boat, looking at Ft. McHenry. If the American flag is there, then that means we won! But if the flag is not there, then America lost. Watch closely"*

Video: "Oh, say, can you see by the dawns early light?"

(Stop at 0:29)

Student: We are looking for something, but it is morning time and the sun has not come up all the way. It is still mostly dark.

Video: "What so proudly we hailed at the twilight's last gleaming"

(Stop at 0:42)

Student: But stop! Stand proud! It is brighter now and we can see.

Video: " Whose broad stripes and bright stars."

(Stop at 0:49)

Student: Do you see? There are big stripes and stars. What is it?

Video: "Through the perilous fight"

(Stop at 0:56)

Student: It is our flag and it made it through the battle!

Video: "O'er the ramparts we watched were so gallantly streaming."

(Stop at 1:08)

Student: Look over the walls of Fort McHenry; The flag is blowing strong and happy in the wind!

Video: "And the rocket's red glare, the bombs bursting in air."

(Stop at 1:24)

Student: Our flag had to keep flying while enemy boats were attacking it with bombs.



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Video: "Gave proof through the night, that our flag was still there."  
(Stop at 1:36)

Student: But our flag kept standing all night long.

Student: The flag proved to be strong just like America's people.

Video: "O, say does that Star Spangled Banner yet wave."  
(Stop at 1:49)

Student: Our flag keeps flying all around America, even today!

Student: It is in schools.

Student: It is at baseball fields.

Student: It is on our front porches.

Video: "O'er the land of the free"  
(Stop at 1:55)

Student: America is a country where people are free to make their own choices.

Video: "And the home of the brave"  
(Play to the end)

Student: America is also the place where veterans protect our freedom.

Student: We should be proud that the flag was still there!

\*applaud\*

### Closure: 15 minutes

6. *"Thank you so much! I am proud of each of you for reading. You may take a sheet of paper and have a seat."*
7. *"Now, I would like you to keep your sentence and draw a picture to go with it."  
"My sentence said 'You are on a boat, looking at Ft. McHenry. If the American flag is there, then that means we won! But if the flag is not there, then America lost.' So I drew a picture of Francis Scott Key, on a boat, looking for the flag."  
"You may have 10 minutes to draw your sentence."  
"When you are finished, you may put your picture in the basket."*
8. *"Now, while you're working, I would just like to ask some review questions. Please listen while you draw."  
\*Hold up your picture\*  
"If one of you couldn't read this sentence that I wrote, what could you do to help you figure out what it said?"  
\*students respond\*  
"What if I had a book, and I wasn't sure what it was about. What could I do to figure out what the book was about without reading any words?"  
\*Students respond\*  
"What is the Star Spangled Banner?"  
\*students respond\*  
"What does it stand for?"  
\*students respond\*  
"Who wrote the National Anthem?"  
\*Students respond\**

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*“What Fort was the flag flying over in 1814?”*

*\*Students respond\**

*“Was our flag still there after the battle?”*

*\*Students respond\**

*“Yes, our flag was still there!”*

### **Modifications/Accommodation Techniques for Students with Special Needs:**

Place higher level readers with lower level readers so they can be model students for their group. Also, give higher level readers more difficult sentences to read during the video. Ask a couple challenge questions during and after reading. Also, give lower level readers sentences, which are more appropriate for their ability. Assist in decoding if necessary.

**Assessment:** Student drawings will be a formal assessment of their comprehension of the text read. Teacher observation of student participation will also be used.

# Waynesburg University TPS Unit Outline

## Lesson/Activity #3: Using a Glossary

**Topic of Unit:** American Symbols

**Title of Lesson/Activity:** Vocabulary Center

**Created By:** Denell Cormany

### Overview of Lesson:

This learning center will be completed in pairs following reading the book O, Say Can You See by Shelia Keenan and following the exploration of four primary sources. Within each pair, each student will have a job. One student will be the investigator and the other student will be the recorder. Student pairs will share a copy of the book, O, Say Can You See by Shelia Keenan, and use their knowledge of a glossary to define social studies terms. Students will then use a new word, correctly, to describe a familiar primary source in a sentence. Sources will then be displayed with newly created sentences on a wall.

### PA Standards:

8.1.2.C. Apply sources of historical information.

CC.1.2.2.E Use various text features and search tools to locate key facts or information in a text efficiently.

CC.1.2.2.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing from a range of strategies and tools.

### Investigative Question for this activity:

*How can a glossary be a writing tool?*

*How can new words be used to describe a primary source?*

### Objective:

Using a glossary, students will find the definition of four new words and record their findings on a separate sheet with no more than two errors.

Using a glossary, students will find the meaning of a new word and use it correctly to describe a provided primary source.

### Materials:

- Multiple copies of O, Say Can You See by Shelia Keenan.
- Glossary Recording Sheet (attached)
- Primary Source Set (See grid below)
- Notecards

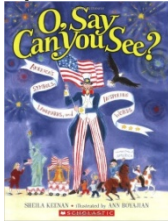
### Print Sources:

- Primary Sources (See attached organizer)
- Glossary Recording Sheet (attached)

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(Directions to be posted at Center)

1. Open to *Glossary* in the book.



2. Choose one Job:



The Investigator



The Recorder

3.  Investigator: Find the word **“anthem.”**



Recorder: Write the definition of **“anthem.”**

4.  Investigator: Find the word **“nation.”**



Recorder: Write the definition of **“nation.”**

5.  Investigator: Find the word **“patriotic.”**




Recorder: Write the definition of **“patriotic.”**

6.  Investigator: Find the word **“symbol.”**



Recorder: Write the definition of **“symbol.”**

7.  Investigator: Choose a bold word from above.  
Create a sentence about one picture on the wall.



Recorder: Write the sentence on a notecard. Post next to its picture.

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### **Closure:**

Ask students “How did you use the glossary to help you write?” Then, ask students to show how they used the new words that they learned to describe the primary sources. Have students share with the class. Have the investigator read the word’s definition and have the recorder read the sentence that their pair wrote.

### **Modifications/Accommodation Techniques for Students with Special Needs:**

For students with difficulty writing, give them the recording job, so that their partner can assist them. Also, pair students on varying abilities so academically on-level students can be models for those who may struggle.

### **Assessment:**

Student recording sheet and notecard will allow for formal assessment. Teacher observation and student presentations would serve as informal assessment.



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### Post-instruction Assessment:

The Post Assessment is a one-paragraph writing prompt. Write a paragraph about the American symbols learned in class. Students would need to meet all of the expectations provided the rubric below. The assessment is worth 10 points total.

By examining student assessments, the teacher is able to assess a student's understanding of the new vocabulary as well as their retention of the knowledge taught over the entire unit. Areas which seem to be unclear for students could be revisited using more specific primary sources and alternate texts.

### Writing Checklist (2 pts. each)

\_\_\_\_\_ I have six sentences.

\_\_\_\_\_ I wrote about three American symbols





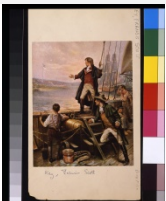

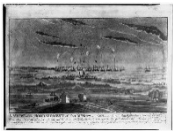
\_\_\_\_\_ I wrote three facts.

\_\_\_\_\_ My paragraph uses one new vocabulary word.

\_\_\_\_\_ My sentences start with a capital letter and end with an end mark.

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## The American Flag and its Symbols

Thumbnail Image	Document Title, Author/Creator, Date	Library of Congress URL
<b>Lesson #1: Symbols</b>		
	<p>Title: Reciting "I pledge allegiance," etc., public school. Norfolk, Virginia            Creator: Vachon, John, 1914-1975, photographer            Date: March, 1941</p>	<p><a href="https://www.loc.gov/item/fsa2000043151/PP/">https://www.loc.gov/item/fsa2000043151/PP/</a></p>
	<p>Title: Betsey [sic] Ross            Creator: Unnamed            Date: 1908</p>	<p><a href="http://www.loc.gov/pictures/item/94507644/">http://www.loc.gov/pictures/item/94507644/</a></p>
	<p>Title: Star spangled banner. Johnson, Song Publisher, Phila            Creator: Johnson song publisher            Date: N/A</p>	<p><a href="https://www.loc.gov/item/amss.cw105710/">https://www.loc.gov/item/amss.cw105710/</a></p>
	<p>Title: Star spangled banner            Creator: Smith, John Stafford -- 1750-1836 (composer)            Key, Francis Scott -- 1779-1843 (lyricist)            Date: 1918</p>	<p><a href="https://www.loc.gov/item/ih.100010134/">https://www.loc.gov/item/ih.100010134/</a></p>
<b>Lesson #2: The Star Spangled Banner</b>		
	<p>Title: The Star Spangled Banner            Creator: Moran, Percy, 1862-1935, artist            Date: 1913</p>	<p><a href="https://www.loc.gov/item/98513933/">https://www.loc.gov/item/98513933/</a></p>
	<p>Title: Fort McHenry, the place where Francis Scott Key observed that the "flag was still there" and wrote the words to "The Star-Spangled Banner" following an engagement with the invading British during the War of 1812. Baltimore, MD            Creator: Highsmith, Carol M., 1946-, photographer            Date: Between 1980-2006</p>	<p><a href="https://www.loc.gov/item/2011635191/">https://www.loc.gov/item/2011635191/</a></p>
	<p>Title: A view of the bombardment of Fort McHenry, near Baltimore, by the British fleet, taken from the observatory under the command of Admirals Cochrane &amp;</p>	<p><a href="https://www.loc.gov/item/2012645273/">https://www.loc.gov/item/2012645273/</a></p>



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Cockburn, on the morning of the 13th of  
Sept. 1814 ... / J. Bower sc Phila.

Creator: Bower, John, engraver

Date: Between 1950 and 1990

Title: Fort McHenry, Baltimore, Md

Creator: N/A

Date: Oct. 29, 1861

<https://www.loc.gov/item/2003656652/>



### Lesson #3: Using a Glossary



Title: Reciting "I pledge allegiance," etc.,  
public school. Norfolk, Virginia

Creator: Vachon, John, 1914-1975,  
photographer

Date: March, 1941

<https://www.loc.gov/item/fsa2000043151/PP/>



Title: Betsey [sic] Ross

Creator: Unnamed

Date: 1908

<http://www.loc.gov/pictures/item/94507644/>



Title: Star spangled banner. Johnson, Song  
Publisher, Phila

Creator: Johnson song publisher

Date: N/A

<https://www.loc.gov/item/amss.cw105710/>



Title: Star spangled banner

Creator: Smith, John Stafford -- 1750-1836  
(composer)

Key, Francis Scott -- 1779-1843 (lyricist)

Date: 1918

<https://www.loc.gov/item/ihms.100010134/>