

Waynesburg University TPS Unit Outline



Title of Learning Unit: Symbols of the United States

Subjects: Literacy and Social Studies

Grade Level/Range: Grades 1 – 2

Overarching Goal or Concept for the Learning Unit: Students will understand what symbols are, and how they represent the United States.

Overview: Through this unit, students will complete a variety of activities to better understand United States symbols. Students will identify the term “symbol”, and investigate how certain symbols represent our country. The symbols focused on in this unit are the American flag, the bald eagle, and the Statue of Liberty. Through different assessments, students will gain knowledge of what symbols are, and how they apply to our lives as United States citizens.

Written By: Jessica Costolo

Date: December 4, 2017

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Pre-instructional Assessment/Introduction:

- Begin with pre-assessment discussion. Pose the question: What is a symbol?
- Allow students to discuss and explain what they think a symbol is.
- After they have some ideas from the discussion, write the question on the board.
- Provide students with paper. Students will write their thoughts, defining what a symbol is, based on their knowledge.
- Show students the following video to give them a basic idea of what symbols are. (<https://www.youtube.com/watch?v=-9zLkh-aXMs>)
- After students have finished, explain that you are going to begin a unit where they will learn all about symbols, specifically ones in our country.

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Title of Lesson/Activity #1: Symbols Introduction

Created By: Jessica Costolo

Overview of Lesson: This lesson serves as an introduction to the unit. Students will define "symbol" as a vocabulary term, and learn how symbols represent our country. The American flag will be the first symbol discussed.

PA Standards:

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

5.1.1.F Identify national symbols.

Investigative Question for this activity: What is a symbol? (Specifically regarding the United States)

Objective(s): After defining what a symbol is, students will draw a picture and write one sentence to identify one place they have seen an American flag with 100% participation.

Materials:

- Primary Source (to be displayed on the Promethean board)
 - American flag
- Vocabulary assessment worksheet (created by myself)
- Pencils
- Crayons

Print Sources:

1. American flag Primary Source:
Title: High above, over a true "home of the brave," the floating folds of the Star Spangled Banner symbolize the American way of life to soldiers in training for the battles that will bring freedom to an unhappy, wartorn world, Fort Knox, Ky
Date: June 1942
Creator: Palmer, Alfred T., photographer
(<http://www.loc.gov/pictures/item/fsa1992001065/PP/>)
2. Vocabulary assessment worksheet (created by myself)

Student Learning Process:

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1. Begin by displaying the American flag primary source on the Promethean board.
2. Allow students to take a moment to look at the source. Ask them the following questions:
 - What do you see in the picture?
 - How does this picture make you feel?
3. Ask the question, "What is in this primary source?" Students should all say it is an American flag.
4. Ask students, "What do you know about the American flag?"
5. Explain to students that the American flag is a symbol that represents our country.
6. Display the same vocabulary worksheet that the students will complete on the Promethean board.
7. Write the following definition as you read it to students: Symbol – a thing that stands for something else.
8. Explain to students that United States symbols are used to show others what our country means to us as citizens. Explain that the American flag is used to identify our country, and that each country has a flag of its own. Ours represents our freedom in this country.
9. Ask students, "Where have you seen an American flag?"
10. Allow several students to respond. Explain to students that, along with their vocabulary word and definition, they will draw a picture of the American flag in a place they have seen it before.
11. Allow students to return to their seats, and distribute the vocabulary worksheet.
12. Instruct students to write the same word and definition on their paper. Then, they will draw a picture to show a place they have seen the American flag.
13. Collect vocabulary sheets for assessment.

Closure: Ask a few students to share the places they have seen an American flag. Explain that American flags hang many places in our country to serve as a symbol of freedom, and the pride we have for our country.

Modifications/Accommodation Techniques for Students with Special Needs:

- Struggling students will be provided with a modified vocabulary worksheet.
- If necessary and possible, students could use a "talk-to-text" technology system to record their responses.
- Advanced students may interview another teacher or staff member in the building about what the American flag means to them.

Informal Assessment: Teacher will observe students during discussion.

Formal Assessment:

Name: _____ Date: _____

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Vocabulary word: _____

Definition: _____

Where have you seen the American flag?

Formal Modified Assessment:

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Name: _____ Date: _____

Vocabulary word: Symbol

Definition: a thing that stands for something else



Where have you seen an American flag?

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Title of Lesson/Activity #2: What does freedom mean to you as an American citizen?

Created By: Jessica Costolo

Overview of Lesson: After discussing the bald eagle and how it represents freedom in our country, students will write about what freedom means to them, and how they see freedom in our country. Work will be displayed in the hallway for all to see.

PA Standards:

CC.1.4.2.W Recall information from experiences or gather information from provided sources to answer a question.

5.1.3.C Define the principles and ideals shaping local government. Liberty / Freedom

Investigative Question for this activity: What does freedom mean to you?

Objective(s): After discussing the bald eagle and its symbolism to our country, students will write a short essay about what freedom means to them, using at least 3 examples.

Materials:

- Primary source of bald eagle
- Writing template
- Modified writing template
- Pencils
- Red and blue construction paper

Print Sources:

1. Bald eagle Primary Source:
Title: A bald eagle surveys its surroundings high above the northernmost Wyoming reaches of Yellowstone National Park
Date: 2/10/2016
Creator: Highsmith, Carol M., 1946-, photographer
(<https://www.loc.gov/item/2017686045/>)
2. Writing Template for assessment
3. Modified Writing Template for assessment

Student Learning Process:

1. Display primary source of bald eagle on the Promethean board for students to analyze.
2. Ask, "What is in this photo?" Most students will at least identify that it is a bird, if not an eagle.
3. Ask, "How can you describe a bird?"

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4. On a large piece of chart paper, allow students to help you create a list of adjectives that describes a bird. Students will probably give several adjectives, but specifically look for the words “strong”, and “majestic”.
5. Ask students, “What do you imagine when you think of the way a bird, such as the bald eagle, can fly anywhere?” Look for answers regarding the “freedom” of the bird.
6. Tell the students that the bald eagle is free to fly anywhere. Then, explain to students that it is considered our national bird, and represents our country. Using the previous vocabulary word, tell students that it is a symbol of the United States.
7. Tell the students that the bald eagle was chosen as a national symbol because of its strength, majesty, and long life. Explain that it represents freedom in our country.
8. Write the word “freedom” on the board. Ask students, “What is freedom?”
9. After students respond, give examples of freedom in our country.
10. Ask students, “What does freedom mean to you? How are you free in this country?”
11. After students respond, explain that they will be writing about what freedom means to them, and their work will be displayed in the hallway for all to see.
12. On the board, begin a list of ways that we are free in our country, and what it means to us. This will help students get started.
13. Distribute writing templates, and allow students to begin writing. Float through the room to offer help where necessary.
14. Collect writing for assessment, and display work in the hallway.

Closure: Ask a few students to share what they wrote about. Reiterate that these examples show ways that we have freedom in our country.

Modifications/Accommodation Techniques for Students with Special Needs:

- Struggling students may complete the modified assessment sheet, where they will only list two examples of what freedom means to them.
- If necessary and possible, students could use a “talk-to-text” technology system to record their responses.
- Advanced students may provide 4 – 5 examples, instead of only 3.

Informal Assessment: Teacher will observe students during discussion.

Formal Assessment attached.

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Name: _____

What does freedom mean to you?



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Formal Modified Assessment:

Name: _____

What does freedom mean to you?

1. _____

2. _____



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Title of Lesson/Activity #3: L is for Liberty

Created By: Jessica Costolo

Overview of Lesson: Students will analyze a Primary Source of the Statue of Liberty. Then, they will listen to the book *L is for Liberty* by Wendy Cheyette Lewison. After discussing how the Statue of Liberty symbolizes our country, students will go on a virtual tour of the statue. They will also discuss in small groups, as well as the whole class, what they would do if they went to visit the Statue of Liberty.

PA Standards:

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

8.1.3.C Conduct teacher guided inquiry on assigned topics using specified historical sources.

Investigative Question for this activity: What would it be like to visit the Statue of Liberty?

Objective(s): After listening to *L is for Liberty*, students will go on a virtual tour of the Statue of Liberty and discuss what it would be like to visit the statue in real-life in small groups with 100% participation.

Materials:

- Book, *L is for Liberty* by Wendy Cheyette Lewison
- List of discussion questions for small groups
- Participation checklist used for assessment

Print Sources:

1. Statue of Liberty primary source:
Title: Statue of Liberty, New York
Creator: Highsmith, Carol M., 1946-, photographer
Date: Between 1980 and 2006
(<https://www.loc.gov/item/2011632115/>)
2. List of discussion questions (created by myself)
3. Participation checklist used for assessment (created by myself)

Online Collections/Exhibits/Websites:

Virtual Tour of Statue of Liberty
(<https://www.youtube.com/watch?v=FEqGmv8cN7w>)

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Student Learning Process:

1. Display Statue of Liberty Primary Source on the Promethean board. Ask students if they know what is in the image.
2. Explain to students that the image shows the Statue of Liberty. Ask students to share what they know about the statue.
3. After students respond, explain that the Statue of Liberty is a symbol of the United States. Then, tell them that you will be reading them a book about the Statue of Liberty, and how it became a national symbol.
4. Read *L is for Liberty* aloud. Ask guiding questions as you read.
5. Recap the information in the story, such as how it came to our country, and how why it represents our country.
6. Ask students, "Has anyone ever visited the Statue of Liberty?"
7. After students respond, allow anyone who has visited the statue to share their experience.
8. Explain to students where the statue is located, and explain that it is a tourist attraction.
9. Tell students that, while it would be a great field trip to go on, the class is not able to go. However, tell them that it is possible to take a tour of the Statue of Liberty virtually. Explain what a virtual tour is to students.
10. Play the video for students.
11. After the video is over, split students into small groups of 4 or 5 students.
12. Give each group a list of the discussion questions to discuss in their groups. The questions should serve as a guide for meaningful discussion.
13. Teacher should rotate through the groups, observing their conversations and assessing through the checklist.

Closure: Allow each group to share a few points from their small group discussion with the class. Then, revisit the reasons that the Statue of Liberty is a symbol of our country.

Modifications/Accommodation Techniques for Students with Special Needs:

- Students that struggle socially in groups may choose to write their responses to the questions.
- Advanced students may write about a make-believe trip to the Statue of Liberty.

Informal Assessment: Teacher observation during small group discussions.

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Small Group Discussion Questions

1. What did you think of the virtual tour of the Statue of Liberty?
2. What was most surprising to you from the tour?
3. What did you like best during the tour?
4. What do you think would be different about the tour, compared to visiting the statue in real-life?
5. Is this a place you would like to visit? Why or why not?



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Formal Assessment:

Statue of Liberty Small Group Discussion

Date: _____

Student Name	Participated in group discussion	Gave logical answers	Had enthusiasm for the topic	Cooperated with group members
Student 1				
Student 2				
Student 3				
Student 4				
Student 5				

Comments:

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Title of Lesson/Activity #4: Writing Center: Choose a Symbol

Created By: Jessica Costolo

Overview of Lesson: Students will have the opportunity to look at pictures of United States' symbols, such as the Bald Eagle, the American Flag, and the Statue of Liberty. Since we already discussed the symbols together as a group, students will choose one of the symbols to write about. They will write a few sentences about why the symbol is important to our country, and how it is honored. They will finish by drawing a picture to go with their writing.

PA Standards:

CC.1.4.1.B Identify and write about one specific topic.

5.1.1.F Identify national symbols.

Investigative Question for this activity: Why are symbols important to our country?

Objective: After going through each lesson of the unit, students will choose one national symbol to reflect on by writing at least one reason why it is important to our country, and one way we honor the symbol in our lives.

Materials:

- Primary Sources
 - Bald Eagle
 - Statue of Liberty
 - American flag
- Writing Activity Template
- Modifications Writing Activity Template (3 separate sheets, one for each of the symbols)
- Checklist used for assessment
- Pencils
- Erasers
- Crayons

Print Sources:

- Primary Sources
 - Bald Eagle
 - Title: A bald eagle surveys its surroundings high above the northernmost Wyoming reaches of Yellowstone National Park
 - Date: 2/10/2016
 - Creator: Highsmith, Carol M., 1946-, photographer
 - (<https://www.loc.gov/item/2017686045/>)

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- American flag
Title: High above, over a true "home of the brave," the floating folds of the Star Spangled Banner symbolize the American way of life to soldiers in training for the battles that will bring freedom to an unhappy, wartorn world, Fort Knox, Ky
Date: June 1942
Creator: Palmer, Alfred T., photographer
(<http://www.loc.gov/pictures/item/fsa1992001065/PP/>)
- Statue of Liberty
Title: Statue of Liberty, New York
Creator: Highsmith, Carol M., 1946-, photographer
Date: Between 1980 and 2006
(<https://www.loc.gov/item/2011632115/>)
- Writing Activity Template
- Modifications Writing Activity Template (3 separate sheets, one for each of the symbols)
- Checklist used for assessment

Student Learning Process:

1. Students should spend about 15 – 20 minutes in this center. With prompting and instructions before the center, it should last approximately 25 minutes.
2. Ask students, "What symbols of the United States have we learned about?"
3. Encourage them to share a few things they have learned about each symbol (American flag, Statue of Liberty, Bald Eagle).
4. Ask students, "What have we learned about these symbols?" "Why are they important to our country?" "How do we honor these symbols?". (By this point, students will have discussed these questions before, so this is just a review to get them thinking.)
5. Explain to students that the writing center for the week will allow them to choose one of the symbols discussed in class, and write about why it is important and how it is honored.
6. While holding up the writing activity sheet, tell students that the same writing sheets are available at the writing center for them.
7. Then, show the students each of the primary sources that will be available at the center.
8. Explain that they will choose one of the three symbols to write about. Tell them that they will write one reason that the symbol is important to the United States, and one way the symbol is honored.
9. Tell students that, after they write, they will create an illustration to go with their writing. Encourage them to draw the symbol and how it is honored, or somewhere they have seen the symbol lately (i.e. American flag in their classroom).
10. Remind students that they must bring their own pencil and eraser to the writing center, but crayons are provided.

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11. Encourage students to ask questions for further clarification if necessary.
12. Tell the students to place the sheet in their center folder when they finish.
13. When all students have had a chance to go to the writing center, use the assessment checklist to assess student learning.

Modifications/Accommodation Techniques for Students with Special Needs:

- Struggling students will be provided with one of the modified writing activity sheets
- If necessary and possible, students could use a “talk-to-text” technology system to record their responses.
- Advanced students will be permitted to use the computer to look up other symbols of the United States (National Anthem, Liberty Bell, etc.). They may write a journal entry about their findings.

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Formal Assessment:

Name: _____ Date: _____

Writing Center: Symbols of Importance

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Formal Modified Assessment 1:

Name: _____ Date: _____

Writing Center: Symbols of Importance

The Statue of Liberty is an important symbol to our country because _____

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Formal Modified Assessment 2:

Name: _____ Date: _____

Writing Center: Symbols of Importance

The American flag is an important symbol to our country because _____

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Formal Modified Assessment 3:

Name: _____ Date: _____

Writing Center: Symbols of Importance

The Bald Eagle is an important symbol to our country because _____
