

# Let's Represent! Listening, Reading, and Writing through the Study of the Symbols of American Freedom

**Grade Level:** 2<sup>nd</sup> Grade

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**Length of Unit:** Twelve Lessons (appx. 60 minutes/lesson)

## I. ABSTRACT

“Let’s Represent!” is an interactive unit that explores the meanings and history of important American symbols. Students will consider how these symbols represent the principles that unite the citizens of the United States- such as patriotism, freedom, pride, democracy and strength. The unit is saturated with engaging literature and poetry, as well as detailed non-fictional resources that will help your students develop a variety of reading comprehension strategies. Students will explore through a variety of hands-on projects as well as web based learning activities. Your students will never forget to “represent”!

## II. OVERVIEW

### A. Concept Objectives

1. Students will develop an understanding of nonfiction texts representing diversity in content, culture, authorship, and perspective, including areas, such as race, religions, and socioeconomic background by listening, reading, writing, and discussing (adapted from: Maryland Voluntary State Curriculum General Reading Process 1.E.1.a)
2. Students will develop an appreciation for diverse cultures, perspectives, and time periods by listen to, read, and discuss a variety of literary texts, ( Adapted from: Maryland Voluntary State Curriculum Comprehension of Literary Text 3.A.1.a)
3. Students will develop an understanding of writing to express personal ideas using a variety of forms, such as journals, narratives, letters, and reports (Adapted from: Maryland Voluntary State Curriculum Writing 4.A.2.a)
4. Students will develop an appreciation for certain symbols, landmarks, songs and poems to the democratic ideals they represent, such as the Statue of Liberty represents fairness and justice, the American flag represents liberty, and the Star Spangled Banner represents freedom (Adapted from: Maryland Voluntary State Curriculum Political Science 4.A.2.a)

### B. Content from the Core Knowledge Sequence

#### 1. Language Arts

##### Reading and Writing

- a. Recall incidents, characters, facts, and details of stories or other text. (Pg.43)
- b. Gain answers to specific questions from reading nonfiction materials, and interpret information from simple diagrams, charts, and graphs. (Pg. 43)
- c. Pose plausible answers to how, why, and what if questions in interpreting text, both fiction and nonfiction. (Pg. 43)
- d. Explain and describe new concepts and information in his or her own words. (Pg 43)
- e. Demonstrates familiarity with a variety of fiction and nonfiction selections, including both read aloud works and independent readings.
- f. Produce a variety of types of writing- such as short stories, reports, letters, poems, descriptions – and make reasonable judgments about what to include in his or her own written works based on the purpose and type of composition. (Pg. 43)

#### 2. American History and Geography Symbols and Figures

- a. Recognize and become familiar with the significance of the Liberty Bell, Current US President, American flag, Eagle (pg. 30)
- b. Recognize and become familiar with the significance of US flag, current and earlier versions, Statue of Liberty, Lincoln Memorial. (Pg. 51)

3. Mathematics

- a. Know that one foot = 12inches. (Pg. 57)
- b. Know abbreviations: ft., in. (pg. 57)
- c. Measure and draw line segments in inches to 1/2 inch. (Pg. 57)

C. Skill Objectives

1. Reading/ Language Arts

- a. Students will compare meanings of symbols by viewing a PowerPoint and discussing “everyday” symbols with a partner.
- b. Students will recognize common meanings of symbols by creating a class list of symbols and their meanings. Students will compare and contrast past and present versions of the American flag by completing a graphic organizer (Venn diagram).
- c. Students will respond to text by creating a “personalized “ American flag.
- d. Students will understand the chronological order of events by creating a time line of the life of the Liberty Bell.
- e. Students will determine important ideas and facts in the text by listening to and discussing a read aloud.
- f. Students will analyze the meaning of lines and stanzas in a poem by listening to and discussing a poem about the bald eagle.
- g. Students will demonstrate the significance of the bald eagle to America by creating a class book of poetry about the eagle.
- h. Students will create poetry with lines and stanzas.
- i. Students will use descriptive language to describe the bald eagle.
- j. Students will recognize and use supporting details by recalling the measurements of the Statue of Liberty and creating a life-size model of the face.
- k. Students will recognize and use supporting details by labeling a diagram showing the parts of the statue.
- l. Students will compare and contrast the characteristics of Mr. Lincoln and the child in the selection.
- m. Students will understand the use of mood in literature by reading the text and discussing the narrator’s feelings towards Mr. A. Lincoln.
- n. Students will recall facts from the text by creating a puzzle of Mt. Rushmore.
- o. Students will write persuasive text to support a stated opinion
- p. Students will understand the significance of the American Presidency by exploring the role of President through text.
- q. Student will demonstrate an understanding of first person perspective by completing a journal entry.

2. Social Studies

- a. Students will understand the history of the American Flag by listening to and discussing a read aloud.
- b. Students will explore the significant of the current American flag by listening to and discussing personal connections to the text.
- c. Students will understand the chronological order of events by creating a time line of the life of the Liberty Bell.
- d. Students will understand the significance of the American flag to other Americans by exploring and completing a web quest.
- e. Students will demonstrate the significance of the bald eagle to America by creating a class book of poetry about the eagle.

- f. Students will demonstrate the significance of the statue of Liberty by creating models of the statue in small groups.
- g. Students will understand the significance of the Lincoln Memorial by examining a website about the Lincoln Memorial.
- h. Students will understand the significance of Mount Rushmore by listening to and discussing the read aloud.
- i. Students will understand the significance of the American Presidency by exploring the role of President through text.
- j. Students will understand the significance of the White House by visualizing what it would be like to live there.

### III. BACKGROUND KNOWLEDGE

- 1. For Teachers
  - a. Harrison, J. & Van Zandt, E. *The Young People's Atlas of the United States*. New York: Kingfisher, 1992. 1-85697-804-4.
  - b. Hirsch, E.D., Jr. *Pearson Learning: Core Knowledge History and Geography*. Parsippany, NJ: Pearson Education, 2002. ISBN# 0-76905026-3
- 2. For Students
  - a. Basic American History
  - b. Reading Comprehension and Response: making connection
  - c. Using text as a reference
  - d. Basic understanding

### IV. RESOURCES

- 1. Books
  - a. Barnes, P.W. & Barnes, C. *Woodrow, The White House Mouse*. New York: Scholastic Press, 1998. ISBN# 0-439-12952-4
  - a. Bateman, T. *Red White Blue and Uncle Who?* New York: Holiday House, 2001. ISBN # 0-8234-1285-7
  - a. Bordon, L. & Lewin, T. *A Lincoln and Me*. New York, Scholastic Press, 1999. ISBN# 0-590-45714-4
  - e. Herman, J. *Red, White and Blue: The Story of the American Flag* New York: Grosset and Dunlap, 1998.
  - f. Nobleman, M. *American Symbols: The Statue of Liberty* Mankato, MN: Capstone Press, 2003.
  - g. Ryan, P. M., *The Flag We Love* Watertown, MA: Charlesbridge Publishing, 1996. ISBN # 0-88106-845-4
  - h. Winters, K. *My Teacher for President* New York: Scholastic Press, 2004. ISBN 0-439-69995-9
  - i. Wheeler, K. *Great American Patriots* Grand Rapids, MI: McGraw Hill, 2002.
- 2. Websites
  - a. Brock, A. "American Symbols Scavenger Hunt" *American Symbols Website* (online). Available at URL: [http://www.pasadenaisd.org/pearlhall/2003%20American\\_Syms.htm](http://www.pasadenaisd.org/pearlhall/2003%20American_Syms.htm) 2004.
  - b. Smith, S. "Majestic Dreams" *Bald Eagle Information* (Online). Available URL: [www.baldeagleinfo.com](http://www.baldeagleinfo.com), 2005.
  - c. U.S. Government Printing Office. Superintendent of Documents. "Ben's Guide (k-2): The Lincoln Memorial." *Ben's Guide to U.S. Government for Kids*. Available at URL: <http://bensguide.gpo.gov/3-5/symbols/lincoln.html>, 2003.
- 3. Videos

- a. Schlessinger Media. *American History For Children Series- American Independence*, Schlessinger Media; 1996.

### **Lesson One: What is a symbol? (45 min.)**

#### **A. Daily Objectives:**

1. Concept Objectives:
  - a. Students will develop an understanding of writing to express personal ideas using variety of forms, such as journals, narratives, letters, and reports (Adapted from: Maryland Voluntary State Curriculum Writing 4.A.2.a)
2. Lesson Content:
  - a. Recognize and become familiar with the significance of the Liberty Bell, Current US President, American flag, Eagle (pg. 30)
  - b. Recognize and become familiar with the significance of US flag, current and earlier versions, Statue of Liberty, Lincoln Memorial. (Pg. 51)
3. Skill Objectives
  - a. Students will compare meanings of symbols by viewing a Power Point and discussing “everyday” symbols with a partner.
  - b. Students will recognize common meanings of symbols by creating a class list of symbols and their meanings.

#### **B. Materials**

1. Symbol Power Point attachment
2. (OR) pictures of “heart, “yellow bracelet”, pink ribbon, peace sign, first place ribbon, sunshine, cloud,, dollar sign, etc.
3. Lined Paper (numbered 1-11)
4. Pencil

#### **C. Key Vocabulary**

1. Symbol – an object that stands for something else

#### **D. Procedures/Activities**

1. Introduce Unit to students telling them we are going to be examining some famous American symbols. Explain that before we begin exploring some of the common symbols that Americans cherish, we are going to do an activity on some “everyday” symbols.
2. Distribute writing paper, have students number their paper 1-11. Ask students to keep their answers to themselves.
3. Show Power Point Presentation. Pause during each slide and ask students to write what they think that picture stands for.
4. When finished, divide into small groups and have students compare their answers.
5. Reassemble class and teacher will lead a discussion, inviting them to share which symbols that they had in common/which were different. Have students create a list of the symbols and meanings that are agreeable to the group.
6. Save & refer to list at the end of the unit.

#### **E. Assessment/Evaluation**

1. Teacher will informally assess student understanding of everyday symbols through discussion, and their individual Power Point list.
2. Teacher will assess the students’ initial understanding of “common” symbolic meanings for ‘groups of people’ by generating a class list and observing group discussion.

### **Lesson Two: The American Flag- A History (Day 1)**

#### **A. Daily Objectives**

1. Concept Objectives

- a. Students will develop an appreciation for certain symbols, landmarks, songs and poems to the democratic ideals they represent, such as the Statue of Liberty represents fairness and justice, the American flag represents liberty, and the Star Spangled Banner represents freedom (Adapted from: Maryland Voluntary State Curriculum Political Science 4.A.2.a)
  - b. Students will develop an understanding of nonfiction texts representing diversity in content, culture, authorship, and perspective, including areas, such as race, religions, and socioeconomic background by listening, reading, writing, and discussing (adapted from: Maryland Voluntary State Curriculum General Reading Process 1.E.1.a)
- 2. Lesson Content
  - a. Recall incidents, characters, facts, and details of stories or other text. (Pg.43)
  - b. Recognize and become familiar with the current and earlier versions of the American flag. (Pg, 30&pg. 51)
- 3. Skill Objective
  - a. Students will understand the history of the American Flag by listening to and discussing a read aloud.
  - b. Students will compare and contrast past and present versions of the American flag by completing a graphic organizer (venn diagram).
  - c. Students will respond to text by creating a “personalized “ American flag.
- B. Materials
  - 1. Book: *Red, White and Blue: Story of the American Flag* by: John Herman
  - 2. Venn Diagram for flags (Appendix A)
  - 3. Flag (Appendix A)
  - 4. Red, white, and blue paint
  - 5. Water
  - 6. Newspaper clippings (Appendix A)
  - 7. Directions for personalized flag (Appendix A)
  - 8. Scissors
- C. Key Vocabulary
  - 1. Old Glory – a nickname for the American flag
  - 2. Colonies – a country or area under full or partial control of another country
  - 3. Revolution – a forcible overthrow of a government
  - 4. Colonist – a person who lives in a colony
- D. Procedures/Activities
  - 1. Teacher will display the American Flag (present version) as the first of American symbols. The students will briefly what they know about the American Flag.
  - 2. The teacher will introduce the selection, *Red, White and Blue: Story of the American Flag* by John Herman.
  - 3. The teacher will read aloud the story focusing on key vocabulary *old glory, colonies, revolution, and colonist*. Students will use these words in sentences.
  - 4. Students will complete a Venn diagram comparing and contrasting the flag of 1777 and the current U.S. Flag in partners or small groups. Class will discuss and respond
  - 5. (Teacher will introduce the Flag Art Project and begin preparing students to make their project.)
- E. Assessment/Evaluation
  - 1. Assessment will be based on oral responses to reading comprehension questions posed on comparing and contrasting and discussion of Venn diagram. Rubric followed for Venn diagram completed in groups. (Appendix)

### **Lesson Three – The American Flag – What does it mean today (Day 2)**

#### A. Daily Objectives

##### 1. Concept Objectives:

- a. Students will develop an appreciation for certain symbols, landmarks, songs and poems to the democratic ideals they represent, such as the Statue of Liberty represents fairness and justice, the American flag represents liberty, and the Star Spangled Banner represents freedom (Adapted from: Maryland Voluntary State Curriculum Political Science 4.A.2.a)
- b. Students will develop an appreciation for diverse cultures, perspectives, and time periods by listen to, read, and discuss a variety of literary texts, (Adapted from: Maryland Voluntary State Curriculum Comprehension of Literary Text 3.A.1.a)

##### 2. Lesson Content:

- a. Recall incidents, characters, facts, and details of stories or other text. (Pg.43)
- b. Recall incidents, characters, facts, and details of stories or other text. (Pg.43)
- c. Recognize and become familiar with the current and earlier versions of the American flag. (Pg, 30&pg. 51)

##### 3. Skill Objectives:

- a. Students will explore the significant of the current American flag by listening to and discussing personal connections to the text.
- b. Students will understand the significance of the American flag to other Americans by exploring and completing a webquest.
- c. Students will respond to text by creating a personalized American flag.

#### B. Materials

1. Book: *The Flag We Love* by: Pat Munoz Ryan
2. Flag (Appendix A)
3. Red, white, and blue paint
4. Water
5. Newspaper clippings (Appendix A)
6. Directions for personalized flag (Appendix A)
7. Scissors
8. Computer with internet access

#### C. Key Vocabulary

- a. Allegiance-loyalty or commitment of an individual person to a group
- b. Citizen-an inhabitant of a particular place

#### D. Procedures/Activities

- a. Teacher will review prior days lesson and history of American flag as a symbol
- b. Teacher will introduce selected text, *The Flag We Love* by: Pat Munoz Ryan
- c. Students will respond to text personally sharing their experiences with the American Flag as a symbol. (i.e. Pledge of allegiance, wearing a pin, singing the “Star Spangled Banner” at an event, etc.)
- d. Students will create their own version of the American Flag, personalizing it with their own words and phrases.

#### E. Assessment/Evaluation

- a. Teacher will assessed orally by answering questions based on the selection and making personal connection to the text.
- b. Teacher will assess students informally on their understanding of the sybolism of the flag by observing students create their “personalized” flag.

### **Lesson Four: Let Freedom Ring – Exploring the Liberty Bell**

#### A. Daily Objectives

##### 1. Concept Objectives:

- a. Students will develop an understanding of nonfiction texts representing diversity in content, culture, authorship, and perspective, including areas, such as race, religions, and socioeconomic background by listening, reading, writing, and discussing (adapted from: Maryland Voluntary State Curriculum General Reading Process 1.E.1.a)
  - b. Students will develop an appreciation for certain symbols, landmarks, songs and poems to the democratic ideals they represent, such as the Statue of Liberty represents fairness and justice, the American flag represents liberty, and the Star Spangled Banner represents freedom (Adapted from: Maryland Voluntary State Curriculum Political Science 4.A.2.a)
2. Lesson Content:
    - a. Recall incidents, characters, facts, and details of stories or other text. (Pg.43)
    - b. Demonstrates familiarity with a variety of fiction and nonfiction selections, including both read aloud works and independent readings. (Pg. 43)
    - c. Recognize and become familiar with the significance of the Liberty Bell, Current US President, American flag, Eagle (pg. 30)
  3. Skill Objectives:
    - a. Students will determine important ideas and facts in the text by listening to and discussing a read aloud
    - b. Students will understand the chronological order of events by creating a time line of the life of the Liberty Bell.
- B. Materials
1. Book: *American Symbols: The Liberty Bell* by: Debbie L. Yanuck
  2. Timeline (Appendix B)
  3. Crayons
  4. Pencils
  5. Video, American History for Children Series, *American Independence*
- C. Key Vocabulary
1. Announce – to tell people something in public
  2. Clapper – a swinging piece of metal that makes a bell ring
  3. Colony – an area that has been settled by people from another country and is ruled by another country
  4. Copper – a reddish brown metal
  5. Freedom – the right to live the way you want
  6. Independence – freedom from the control of other people and things
  7. Liberty – freedom
- D. Procedures/Activities
1. Teacher will show picture of the Liberty Bell.
  2. Teacher will review comprehension strategy: ordering events. Students will listen to the selection, *American Symbols: The Liberty Bell* by Debbie L. Yamuck.
  3. Students will discuss the events that led to the making of the Liberty Bell and it's use.
  4. Students will order the major events in the life of the Bell chronologically individually, in partners, or in groups.
  5. Students will watch a clip of the video,
- E. Assessment/Evaluation
1. Teacher will assess students understanding of major events of the Liberty Bell by their oral responses.
  2. Teacher will assess students in ordering events chronologically by a rubric. (Appendix)

### **Lesson Five: The Bald Eagle – A Symbol of Pride and Strength**

#### A. Daily Objectives

1. Concept Objectives:

- a. Students will develop an appreciation for certain symbols, landmarks, songs and poems to the democratic ideals they represent, such as the Statue of Liberty represents fairness and justice, the American flag represents liberty, and the Star Spangled Banner represents freedom (Adapted from: Maryland Voluntary State Curriculum Political Science 4.A.2.a)
  - b. Students will develop an understanding of writing to express personal ideas using a variety of forms, such as journals, narratives, letters, and reports (Adapted from: Maryland Voluntary State Curriculum Writing 4.A.2.a)
2. Lesson Content:
    - a. Produce a variety of types of writing- such as short stories, reports, letters, poems, descriptions – and make reasonable judgments about what to include in his or her own written works based on the purpose and type of composition. (Pg. 43)
    - b. Recognize and become familiar with the significance of the Liberty Bell, Current US President, American flag, Eagle (pg. 30)
  3. Skill Objectives:
    - a. Students will analyze the meaning of lines and stanzas in a poem by listening to and discussing a poem about the bald eagle.
    - b. Students will demonstrate the significance of the bald eagle to America by creating a class book of poetry about the eagle.
    - c. Students will create poetry with lines and stanzas.
    - d. Students will use descriptive language to describe the bald eagle.
- B. Materials
1. *Bald Eagle Poem* by Stacy Smith from [www.crazymanpress.serious\\_poems.htm](http://www.crazymanpress.serious_poems.htm)
  2. Big book pages (Appendix C)
  3. Rubric (Appendix C)
  4. Crayons/markers
  5. Pencils
- C. Key Vocabulary
1. Pride- a person or thing that is an object of or source of a feeling or satisfaction
  2. Strength- the influence or power possessed by a person, organization, or country
- D. Procedures/Activities
1. Teacher will show the pictures of the bald eagle including from a dollar bill seal & quarter.
  2. Teacher will discuss with students the symbolism of the bald eagle (the countries strength and showing pride for country)
  3. Teacher will read aloud the selected poem. (Ask, How does the author show she is proud of her country, the eagle?)
  4. Students will discuss the language and imagery of the poem and how it relates to the symbolism of the bald eagle.
  5. Students will write their own poem to contribute to a class book of poems.
  6. Students will view examples of student poetry online at [www.crazymanpress.serious\\_poems.htm](http://www.crazymanpress.serious_poems.htm)
- E. Assessment/Evaluation
1. Teacher will assess students understanding of poetry based on oral responses. Teacher will assess students understanding of the bald eagle as a symbol of strength and pride by their oral responses during discussion.

## **Lesson Six: The Statue of Liberty – Welcome to the Land of Liberty**

### **A. Daily Objectives**

1. Concept Objectives:

- a. Students will develop an appreciation for certain symbols, landmarks, songs and poems to the democratic ideals they represent, such as the Statue of Liberty represents fairness and justice, the American flag represents liberty, and the Star Spangled Banner represents freedom (Adapted from: Maryland Voluntary State Curriculum Political Science 4.A.2.a)
  - b. Students will develop an understanding of nonfiction texts representing diversity in content, culture, authorship, and perspective, including areas, such as race, religions, and socioeconomic background by listening, reading, writing, and discussing (adapted from: Maryland Voluntary State Curriculum General Reading Process 1.E.1.a)
2. Lesson Content:
    - a. Know that one foot = 12inches. (Pg. 57)
    - b. Know abbreviations: ft., in. (pg. 57)
    - c. Measure and draw line segments in inches to 1/2 inch (pg. 57)
    - d. Pose plausible answers to how, why, and what if questions in interpreting text, both fiction and nonfiction. (Pg. 43)
    - e. Recall incidents, characters, facts, and details of stories or other text. (Pg.43)
  3. Skill Objectives:
    - a. Students will recognize and use supporting details by recalling the measurements of the Statue of Liberty and creating a life-size model of the face.
    - b. Students will recognize and use supporting details by labeling a diagram showing the parts of the statue.
    - c. Students will demonstrate the significance of the statue of Liberty by creating models of the statue in small groups.

#### B. Materials

1. Book: *American Symbols: The Statue of Liberty* by: Marc Tyler Nobleman (First Facts Series)
2. Statue of Liberty Diagram (Appendix D)
3. Statue of Liberty Fact Sheet (Appendix D)
4. White roll paper
5. Markers
6. Pencils

#### C. Key Vocabulary

1. Liberty – the state of being free
2. Immigrant- a person leaving one country to live in another.
3. Pedestal- the base or support of a statue
4. Crown-circular head piece worn by royalty
5. Rays- points on the crown
6. Monument-a building, structure, or sight that is of historical or symbolic importance (an individual or an event)

#### D. Procedures/Activities

1. Teacher will ask students what they know about The Statue of Liberty. Allow for student responses.
2. Teacher will discuss with students how the Statue of Liberty was a welcoming sight for immigrants entering the U.S. for the first time. Teacher will ask students how they think the people felt when they saw the statue for the first time.
3. Teacher will read aloud the text, *American Symbols: The Statue of Liberty*, highlighting/thinking aloud about the size and scope of the statue.
4. Review Vocabulary with students by using diagram of the Statue of Liberty (Appendix)
5. Distribute “Statue of Liberty Fact Sheet” (Appendix) and large sheet of white paper.

6. Students will work in groups to draw the face of the statue using the proportions listed on the fact sheet.
7. Students will share their faces with the class.

#### E. Assessment/Evaluation

1. Teacher will assess the students work in small groups using the Rubric (Appendix)
2. Teacher will assess the students on their recalling of details by their oral responses.

### **Lesson Seven: The Lincoln Memorial – A Tribute to Patriotism**

#### A. Daily Objectives

1. Concept Objectives:
  - a. Students will develop an appreciation for diverse cultures, perspectives, and time periods by listen to, read, and discuss a variety of literary texts, (Adapted from: Maryland Voluntary State Curriculum Comprehension of Literary Text 3.A.1.a)
  - b. Students will develop an appreciation for certain symbols, landmarks, songs and poems to the democratic ideals they represent, such as the Statue of Liberty represents fairness and justice, the American flag represents liberty, and the Star Spangled Banner represents freedom (Adapted from: Maryland Voluntary State Curriculum Political Science 4.A.2.a)
2. Lesson Content:
  - a. Pose plausible answers to how, why, and what if questions in interpreting text, both fiction and nonfiction. (Pg. 43)
  - b. Explain and describe new concepts and information in his or her own words. (Pg.43)
  - c. Recognize and become familiar with the significance of US flag, current and earlier versions, Statue of Liberty, Lincoln Memorial. (Pg. 51)
3. Skill Objectives:
  - a. Students will compare and contrast the characteristics of Mr. Lincoln and the child in the selection.
  - b. Students will understand the use of mood in literature by reading the text and discussing the narrator’s feelings towards Mr. A. Lincoln.
  - c. Students will understand the significance of the Lincoln Memorial by examining a website about the Lincoln Memorial.

#### B. Materials

1. Book: *A. Lincoln and Me* by: Louise Borden
2. Computer with internet access
3. Web quest questions (Appendix E)

#### C. Key Vocabulary

1. Memorial-a building built to remind people of an event or a person
2. Patriot – a person who passionately supports their country and is prepared to defend it.

#### D. Procedures/Activities

1. Students will begin a KWL chart about the Lincoln Memorial.
2. Teacher will read aloud the text *A. Lincoln and Me*
3. Teacher will discuss with students who Lincoln was and what he did for America and how that is presented in the text.
4. Students will discuss how the text makes them feel and why they think Lincoln deserves a memorial. (group one)
5. Student s will complete a web quest about the Lincoln Memorial at <http://bensguide.gpo.gov/3-5/symbols/lincoln.html> (group 2)

6. Students will come together to and discuss what they have learned about the Lincoln Memorial by completing their KWL chart.

E. Assessment/Evaluation

1. Teacher will assess students understanding through oral response to text.
2. Teacher will assess students by observing them during group activities.
3. Teacher will assess students by reviewing their completed questions from the web quest.
4. Teacher will assess students through completed KWL chart.

**Lesson Eight: Mount Rushmore – Four Great Patriots**

A. Daily Objectives

1. Concept Objectives:
  - a. Students will develop an appreciation for certain symbols, landmarks, songs and poems to the democratic ideals they represent, such as the Statue of Liberty represents fairness and justice, the American flag represents liberty, and the Star Spangled Banner represents freedom (Adapted from: Maryland Voluntary State Curriculum Political Science 4.A.2.a)
  - b. Students will develop an understanding of nonfiction texts representing diversity in content, culture, authorship, and perspective, including areas, such as race, religions, and socioeconomic background by listening, reading, writing, and discussing (adapted from: Maryland Voluntary State Curriculum General Reading Process 1.E.1.a)
2. Lesson Content:
  - a. Pose plausible answers to how, why, and what if questions in interpreting text, both fiction and nonfiction. (Pg. 43)
  - b. Explain and describe new concepts and information in his or her own words. (Pg.43)
  - c. Recognize and become familiar with the significance of the Liberty Bell, Current US President, American flag, Eagle (pg. 30)
  - d. Recognize and become familiar with the significance of US flag, current and earlier versions, Statue of Liberty, Lincoln Memorial. (Pg. 51)
3. Skill Objectives:
  - a. Students will understand the significance of Mount Rushmore by listening to and discussing the read aloud.
  - b. Students will recall facts from the text by creating a puzzle of Mt. Rushmore.

B. Materials

1. Book: *Red, White, Blue and Uncle Who?* Pg 33-35
2. Double Sided Puzzle (Appendix F)
3. Scissors
4. Construction paper
5. Glue

C. Key Vocabulary

1. Patriot-a person who passionately supports their country and is prepared to defend it.
2. Honor (v)- to show a high level of respect
3. Surveyor- a person who marks land for building

D. Procedures/Activities

1. Teacher will show students a picture of Mount Rushmore.
2. Teacher will read the *Red, White, Blue and Uncle Who?* Pg 33-35
3. Students will discuss information presented in the text and answer questions presented by the teacher about why they think these presidents were chosen for Mount Rushmore.

4. Distribute the worksheet, tell students that they must glue the poster on construction paper, and write the names of each President honored on the back of the construction paper.
  5. Students will let dry.
  6. While the puzzle is drying students should write about what president they think deserves to be on Mount Rushmore the most and why.
  7. When the puzzles dry have the students cut the photograph into no more than 12 pieces.
  8. Student trade puzzles with a partner and complete their puzzle.
- E. Assessment/Evaluation**
1. Teacher will assess students understanding by their oral responses.
  2. Teacher will assess students written response to “Which president deserves to be honored on Mount Rushmore the most?”

### **Lesson Nine: The American President– What is a Presidency? (Day One)**

#### **A. Daily Objectives**

1. Concept Objectives:
  - a. Students will develop an appreciation for certain symbols, landmarks, songs and poems to the democratic ideals they represent, such as the Statue of Liberty represents fairness and justice, the American flag represents liberty, and the Star Spangled Banner represents freedom (Adapted from: Maryland Voluntary State Curriculum Political Science 4.A.2.a)
  - b. Students will develop an understanding of writing to express personal ideas using a variety of forms, such as journals, narratives, letters, and reports (Adapted from: Maryland Voluntary State Curriculum Writing 4.A.2.a)
2. Lesson Content:
  - a. Produce a variety of types of writing- such as short stories, reports, letters, poems, descriptions – and make reasonable judgments about what to include in his or her own written works based on the purpose and type of composition. (Pg. 43)
  - b. Demonstrates familiarity with a variety of fiction and nonfiction selections, including both read aloud works and independent readings.
  - c. Recognize and become familiar with the significance of the Liberty Bell, Current US President, American flag, Eagle (pg. 30)
3. Skill Objectives:
  - a. Students will write persuasive text to support a stated opinion.
  - b. Students will understand the significance of the American Presidency by exploring the role of President through text.

#### **B. Materials**

1. Book *My Teacher for President* by: Kay Winters.
2. “Me for President!” Poster (appendix G)
3. Pencils
4. Crayons
5. Markers

#### **C. Key Vocabulary**

1. Chief executive- alternate name for the President of the United States
2. Democracy-
3. Representative-serving as a symbol of something  
(The President is a **representative** of the United States to foreign countries.)

#### **D. Procedures/Activities**

1. Teacher **will** show a picture of President George W. Bush, ask students who it is?
2. Teacher will read the text, *My Teacher for President* by: Kay Winters, Class will discuss the role of the American President using the question, how does the president represent democracy? What are the responsibilities of the American President?

3. Students will “nominate” themselves or another individual for President and create a poster persuading voters to elect that candidate.
  4. Students will share their posters and have a mock election.
- E. Assessment/Evaluation**
1. Teacher will assess the students understanding of the role of President by their oral responses,

**Lesson Ten: The White House – Does the president ? (Day Two)**

**A. Daily Objectives**

1. Concept Objectives:
  - a. Students will develop an understanding of writing to express personal ideas using a variety of forms, such as journals, narratives, letters, and reports (Adapted from: Maryland Voluntary State Curriculum Writing 4.A.2.a)
  - b. Students will develop an appreciation for certain symbols, landmarks, songs and poems to the democratic ideals they represent, such as the Statue of Liberty represents fairness and justice, the American flag represents liberty, and the Star Spangled Banner represents freedom (Adapted from: Maryland Voluntary State Curriculum Political Science 4.A.2.a)
2. Lesson Content:
  - a. Recognize and become familiar with the significant of the Liberty Bell, Current US President, American flag, Eagle (pg. 30)
  - b. Explain and describe new concepts and information in his or her own words. (Pg. 43)
  - c. Demonstrates familiarity with a variety of fiction and nonfiction selections, including both read aloud works and independent readings. (Pg. 43)
  - d. Produce a variety of types of writing- such as short stories, reports, letters, poems, descriptions – and make reasonable judgments about what to include in his or her own written works based on the purpose and type of composition. (Pg. 43)
3. Skill Objectives:
  - a. Students will understand the significance of the White House by visualizing what it would be like to live there.
  - b. Student will demonstrate an understanding of first person perspective by completing a journal entry.

**B. Materials**

1. Book: *Woodrow, The White House Mouse* by: Peter W. Barnes and Cheryl Shaw Barnes.
2. Letter Journal page (Appendix H)
3. Letter Rubric (Appendix H)
4. Pencils
5. Vocabulary Review (White House and Presidency)

**C. Key Vocabulary**

1. Oval Office- room in the White House, “office” of the President
2. Foreign-having to do with another country other than your own
3. Elect-choose someone to hold an office

**D. Procedures/Activities**

1. Students will brainstorm what their houses symbolize for them.
2. Teacher will read aloud, *Woodrow, the White House Mouse* by Peter W. Barnes and Cheryl Shaw.
3. Teacher will guide the children in a visualizing activity in seeing the White House through the eyes of a mouse.

4. Students will write a journal entry from point of view of the mouse responding to the prompt: *Pretend you are Woodrow Washingtall. A group of citizens is petitioning to have the white house repainted red, white and blue. Respond in your journal as to how you feel about changing this important American symbol. State reasons as to why or why this is not a good idea.*

**E. Assessment/Evaluation**

1. Teacher will assess students understanding of the White House as an American symbol by oral responses and a constructed journal response using “visual” cues from the text.

**VI: CULMINATING ACTIVITY**

**Lesson Eleven/Twelve: So What Do These Symbols Mean to Me? (Day 1 -2)**

**A. Daily Objectives**

1. Concept Objectives:

- a. Students will develop an appreciation for certain symbols, landmarks, songs and poems to the democratic ideals they represent, such as the Statue of Liberty represents fairness and justice, the American flag represents liberty, and the Star Spangled Banner represents freedom (Adapted from: Maryland Voluntary State Curriculum Political Science 4.A.2.a)
- b. Students will develop an understanding of writing to express personal ideas using a variety of forms, such as journals, narratives, letters, and reports (Adapted from: Maryland Voluntary State Curriculum Writing 4.A.2.a)

2. Lesson Content:

- a. Recall incidents, characters, facts, and details of stories or other text. (Pg.43)
- b. Gain answers to specific questions from reading nonfiction materials, and interpret information from simple diagrams, charts, and graphs. (Pg. 43)
- c. Pose plausible answers to how, why, and what if questions in interpreting text, both fiction and nonfiction. (Pg. 43)
- d. Explain and describe new concepts and information in his or her own words. (Pg 43)
- e. Recognize and become familiar with the significance of the Liberty Bell, Current US President, American flag, Eagle (pg. 30)
- f. Recognize and become familiar with the significance of US flag, current and earlier versions, Statue of Liberty, Lincoln Memorial. (Pg. 51)

3. Skill Objectives:

- a. Students will demonstrate an understanding of American symbols by creating a travel brochure for four different American symbols.
- b. Students will demonstrate understanding of American symbols by viewing a Power Point and participating in a class discussion.
- c. Student will demonstrate a variety of reading comprehension skills by navigating a web quest and using the information to create a travel brochure.

**B. Materials**

1. Computer with internet access
2. Power Point presentations (Slides 12 –20) with American symbols (remember to include images from the unit).
3. Paper
4. Crayons
5. Scissors
6. Rubric <http://www.pasadenaisd.org/pearlhall/2003as%20rubric.htm>
7. Paper numbered 1-8

**C. Key Vocabulary**

Web quest- a tool that teaches you how to navigate websites to find information and solve problems.

**D. Procedures/Activities**

1. Teacher will tell students that we are going to complete a culminating activity for this unit to demonstrate what they have learned about American symbols.
2. Teacher will ask students if they remember the Power Point at the beginning of the unit and show them the list they created.
3. Have students number paper 1-8
4. Show students Power Point of American symbols, have them write down what they think each picture symbolizes.
5. Have students share with the partners quickly. Have students come together and discuss each symbol and create a class list.

**OPTIONAL EXTENTION – Web quest**

- a. Review what a web quest is with students.
- b. Tell students that they are going to demonstrate their knowledge of American symbols by creating a travel brochure of some famous symbols.
- c. Guide students to the website  
[http://www.pasadenaisd.org/pearlhall/2003%20American\\_Syms.htm](http://www.pasadenaisd.org/pearlhall/2003%20American_Syms.htm), and have them read the directions together.
- d. Review rubric with students, <http://www.pasadenaisd.org/pearlhall/2003as%20rubric.htm>
- e. Have students complete the web quest, monitor students to help when needed with any computer difficulties.
- f. Have students share their brochures with the class.

**E. Assessment/Evaluation**

1. Teacher will assess students with oral response to discussion.
2. Teacher will assess students' response to Power Point.
3. Teacher will assess students with the class list of symbol meanings.
4. Teacher will assess students travel brochure using rubric.

**VII. BIBLIOGRAPHY FOR CLASSROOM LIBRARY**

**Fictional Texts on American Symbols for Students**

Bartoletti, S. *The Flag Maker*. New York: Houghton Mifflin, 2004  
ISBN# 0-618-26757-3

Bordon, L. & Lewin, T. *A Lincoln and Me*. New York: Scholastic Press, 1999.  
ISBN# 0-590-45714-4

Bordon, L. *America Is....* New York: Simon and Schuster, 2001.  
ISBN# 0-89-839006

Martin, B. Jr. *I Pledge Allegiance*. Cambridge: Candlewick Press, 2002.  
ISBN# 0-7636-1648-6

Stier, C. *If I Were President*. Morton Grove, IL: Whitman and Co, 1999.  
ISBN# 0-8075-3541-9

**Non-Fictional Texts on American Symbols for Students**

Bateman, T. *Red White Blue and Uncle Who?* New York: Holiday House, 2001.  
ISBN # 0-8234-1285-7

Boyer-Binns, T. *The American Flag* Chicago, IL: Heinemman Library Press, 2001.  
ISBN# 1-68515-154-6

Boyer-Binns, T. *The Lincoln Memorial* Chicago, IL: Heinemman Library Press, 2001.  
ISBN# 1-58810-117-7

Boyer-Binns, T. *The Bald Eagle* Chicago, IL: Heinemman Library Press, 2001.  
ISBN #1-58810-402-8

Fisher, L.E. *Stars and Stripes: Our National Flag.* New York: Holiday Press, 1993.  
ISBN# 0-8234-1053-6

\_Granfield, L. *America Votes: How Our President is Elected.* Toronto: KidsCan Press, 2003.  
ISBN# 1-55337-0864

HoChain, S. *Building Liberty.* Washington, D.C.: National Geographic Press, 2004.  
ISBN# 0-7922-6765-6

Maynard, C. W. *Fort McHenry* New York: PowerKids Press, 2002.  
ISBN# 0-8239-5838-8

West, D. & West, J. *Uncle Sam and Old Glory: Symbols of America.* New York: Simon and Schuster, 2000.  
ISBN # 0-689-82043-7

### **Additional Teaching Resources for Teaching American Symbols**

Andrew, S. *Mouth Rushmore: Cornerstones of Freedom.* New York: Childrens' Press, 1999.  
ISBN# 0-516-21140-4

Barnes, P.W. & Barnes, C. *Woodrow, The White House Mouse.* New York: Scholastic Press, 1998.  
ISBN# 0-439-12952-4

Crouthers, D. *Flags of American History.* Maplewood, NJ: Hammond Incorporated, 1978.  
ISBN# 0-87518-650-5

Gordon, P.S. & Snow, R.C. *Kids Learn America!* Charlotte, VT: Williamson Publishing Co.. 1992.  
ISBN# 1-885593-31-7

Guzzetti, P. *The White House* Parsippany, NJ: Dillon Press, 1996.  
ISBN # 0-7518-650-6

Harrison, J. & Van Zandt, E. *The Young People's Atlas of the United States.* New York: Kingfisher, 1992. 1-85697-804-4.

Herman, J. *Red, White and Blue: The Story of the American Flag* New York: Grosset and Dunlap, 1998.

Krensky, s. *Maiden Voyage: The Story of the Statue of Liberty*. New York: Atheneum, 1995. ISBN# 0-689-31111-7

Murphy, F. *Fresh and Fun: Our Country*. New York: Scholastic, 2002. 0-439-29463-0.

Nobleman, M. *American Symbols: The Statue of Liberty* Mankato, MN: Capstone Press, 2003.

Parker, N.W. *Money, Money, Money*. New York: Harper Collins Publishers, 1995.

Presnall, J.J. *Mount Rushmore* San Diego, CA: Lucent Books, 2000. ISBN# 1-56006-529-4

Wheeler, K. *Great American Patriots*. Grand Rapids, Michigan: McGraw-Hill, 2002. 0-7682-2467-5.

Ryan, P. M. *The Flag We Love* Watertown, MA: Charlesbridge Publishing, 1996. ISBN # 0-88106-845-4

Winters, K. *My Teacher for President* New York: Scholastic Press, 2004. ISBN 0-439-69995-9

### **Musical References**

Music for Little People, *Celebration of America* Music for Little People, 2002. ISBN# 1-56628-32-6

Music for Little People, *This Land is Your Land* Music for Little People, 2002. ISBN# 1-56628-341-8

Activity Records, *Patriotic and Morning Time Song* Activity Records, 1997.

### **On the Web Resources**

<http://www.electriceacher.com/webquest/resources.htm>

This has a list of web quests divided up for the students to click on which will take them to the actual sight.

<http://www.libertystatepark.com/statueof.htm>  
state park website

<http://www.baldeagleinfo.com/eagle/eagle9.html>  
info about the bald eagle - a little advanced - good teacher resource

[http://www.fpl.com/environment/angered/contents/southern\\_bald\\_eagle\\_overview.shtml#TopOfPage](http://www.fpl.com/environment/angered/contents/southern_bald_eagle_overview.shtml#TopOfPage)  
another good teacher resource on the bald eagle

<http://www.usflag.org/>  
teacher resource on the current flag. Also contains info about what the flag colors mean. Contains links for the historic and current flags of the US

<http://www.flaghouse.org/>  
flag house in Baltimore - information about the making of the "Star Spangled Banner"

<http://www.annieshomepage.com/flagday2.html>  
kid friendly - contains information of the flag

<http://www.law.ou.edu/hist/flags/fedflag.shtml>  
contains pictures of all of the flags connected with the US – past and present

[http://www.crazymenpress.com/serious\\_poems.htm](http://www.crazymenpress.com/serious_poems.htm)  
Kids' Poems Page · Kids- Submit Poems, included teacher Info

[http://score.rims.k12.ca.us/score\\_lessons/symbols\\_freedom/pages/symbolsoffree.html](http://score.rims.k12.ca.us/score_lessons/symbols_freedom/pages/symbolsoffree.html)  
kid friendly links to info about the flag, liberty bell, statue of liberty, bald eagle, etc

<http://bensguide.gpo.gov/k-2/symbols/index.html>

This site is great and contains many of the symbols included in this unit! Very kid friendly, broken down by grade levels. Contains interactive and printable games

<http://www.whitehouse.gov/history/presidents/index.html>

Official government kids website about the presidents - includes them all! Has great pictures  
<http://www.whitehouse.gov/history/presidents/gb41.html> this is the specific link for GWB

<http://www.ushistory.org/libertybell/>

Good teacher resource - gives tons of background on the liberty bell

[http://www.pasadenaisd.org/pearlhall/2003%20American\\_Syms.htm](http://www.pasadenaisd.org/pearlhall/2003%20American_Syms.htm)

Lots of different American symbols included - an actual web quest!

<http://helios.acomp.usf.edu/~oswillia/sos.htm>

SOS Save or Symbols web quest – interesting, but higher level reading. Good teacher resource.

<http://webtech.kennesaw.edu/mburroughs/wquest.htm>

Making a flip book included in this web quest

<http://www.ncsd.k12.mo.us/emints/dhorn/revisedwebquest/>

Make a US symbols book on this web quest

<http://score.rims.k12.ca.us/activity/rushmore/>

Mount Rushmore web quest

<http://www.nps.gov/moru/>

Official mount Rushmore sight - good teacher resource

<http://bensguide.gpo.gov/3-5/symbols/lincoln.html>

Lincoln memorial - info for kids. Great pictures

<http://www.nps.gov/linc/home.htm>

Official Lincoln memorial website - great resource for teachers

<http://sc94.ameslab.gov/TOUR/linmem.html>

More good Lincoln info for teachers (it will even tell you what the columns mean)

[http://www.muncie.k12.in.us/WebQuest%20library/carolyn\\_king.htm](http://www.muncie.k12.in.us/WebQuest%20library/carolyn_king.htm)

Take a field trip to American landmarks on the web - Lincoln memorial and statue of liberty included

[http://www.libsci.sc.edu/miller/DuRant\\_President.htm](http://www.libsci.sc.edu/miller/DuRant_President.htm)

Meet the president white house web quest – cute but a little advanced

<http://www.whitehouse.gov/kids/>

very cute - a little advanced / good teacher resource

Kids

Baseball

Football

Freedom

Patriot

School

Seven

Eight

Dance

Me

Mom

Dad

Grandpa

Grandma

Aunt

Uncle

Awesome

Special

Fun

Great

Wonderful

History

Pride

Brother

Sister

Love

Friendship

Playing

Washington

## **Directions for Personalized Flag**

1. Choose words that represent you. They can either be from the newspaper clipping worksheet or words you write yourself.
2. Glue the word you choose onto the flag.
3. Glue your flag onto a piece of construction paper.
4. Give your flag a chance to dry.
5. Mix one part water to one part paint.
6. Paint over your words with red, white, and blue paint.





Flag of 1777

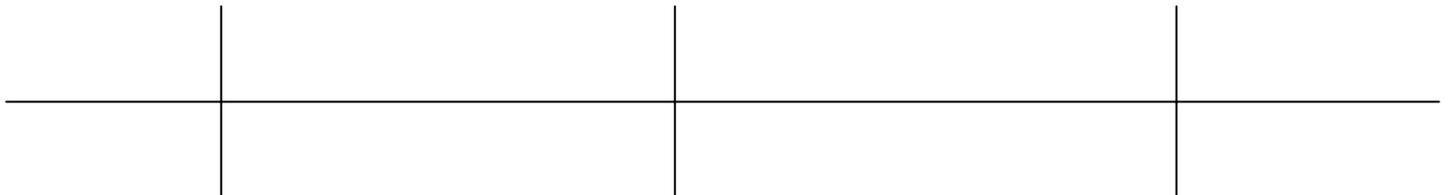
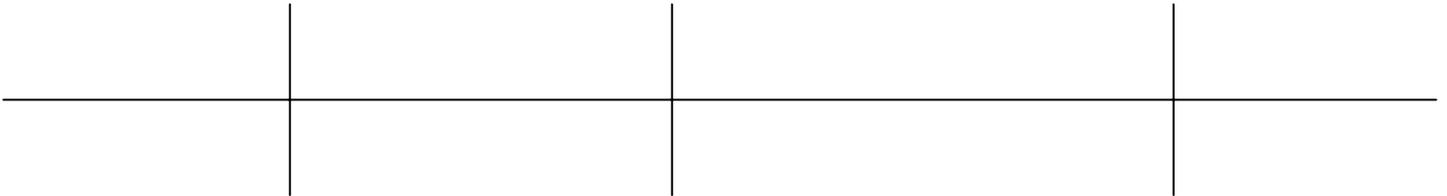
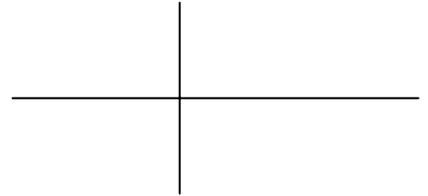
Flag of 2005



Appendix B



# The Liberty Bell



Appendix C



By: \_\_\_\_\_

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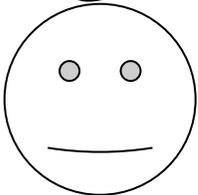
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# Eagle Poem Rubric

<p>4</p> 	<ul style="list-style-type: none"> <li><input type="radio"/> Has a Title</li> <li><input type="radio"/> All lines and stanzas relate to the topic of eagles</li> <li><input type="radio"/> Words are spelled correctly</li> <li><input type="radio"/> Is very neat and easy to read</li> </ul>
<p>3</p> 	<ul style="list-style-type: none"> <li><input type="radio"/> Has a title</li> <li><input type="radio"/> All lines and stanzas relate to the topic of eagles</li> <li><input type="radio"/> Most words are spelled correctly</li> <li><input type="radio"/> Is neat and easy to read</li> </ul>
<p>2</p> 	<ul style="list-style-type: none"> <li><input type="radio"/> Has a title</li> <li><input type="radio"/> Some of the poem relates to the topic</li> <li><input type="radio"/> There are many words spelled incorrectly</li> <li><input type="radio"/> Is not easy to read</li> </ul>
<p>1</p> 	<ul style="list-style-type: none"> <li><input type="radio"/> Has a title</li> <li><input type="radio"/> Most of the poem does not relate to the topic</li> <li><input type="radio"/> There are many words spelled incorrectly</li> <li><input type="radio"/> Is difficult to read</li> </ul>

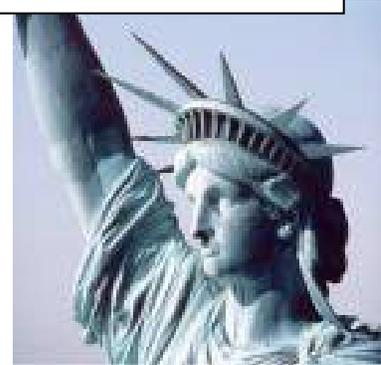
# Statue of Liberty Fact Sheet



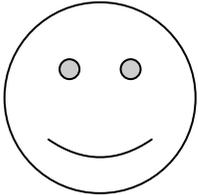
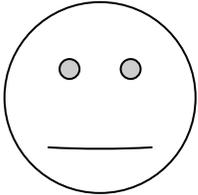
## The Statue of Liberty Face Facts

- There are 354 steps inside the statue and the pedestal.
- There are 25 viewing windows.
- The seven rays of the Statue of Liberty's crown symbolize the seven continents and the seven seas.
- The height from the ground to the tip of the torch is 305 ft. 1 in.
- From the ground to the top of the pedestal is 154 ft.
- The length of one sandal is 25 ft.
- One arm is 42 ft. long.

- Her nose is 4 ft. 6 in. long.
- Her mouth is 3 ft. wide.
- Her eyes are 2 ft. six in. across.



Statue of Liberty Group Work Rubric

<p>4</p> 	<ul style="list-style-type: none"><li>- My group very worked well together</li><li>- My group completed all tasks</li><li>- My group solved problems in a positive way</li><li>- Our project is neat and colorful</li></ul>
<p>3</p> 	<ul style="list-style-type: none"><li>- My group tried worked well together</li><li>- My group completed most tasks</li><li>- My group tried to solve problems in a positive way</li><li>- We tried to make our project neat and colorful</li></ul>
<p>2</p> 	<ul style="list-style-type: none"><li>-My group worked well together only part of the time</li><li>- My group did not complete all tasks</li><li>- My group did not try to solve problems in a positive way</li><li>- We tried to make our project neat and colorful</li></ul>
<p>1</p> 	<ul style="list-style-type: none"><li>- My group did not work well together.</li><li>- My group did not complete all tasks.</li><li>- My group did not try to solve problems in a positive way.</li><li>- We did not make our project neat and colorful.</li></ul>



Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Lincoln Memorial Webquest Questions

<http://bensguide.gpo.gov/3-5/symbols/lincoln.html>

1. Lincoln was the \_\_\_\_\_ president of the United States.
2. What do the columns represent at the Lincoln Memorial?

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3. What other presidential monuments does the Lincoln Monuments face?

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4. Why do you think the designer chose to have Lincoln face that way?

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5. What do the two murals at the Lincoln Monument represent?

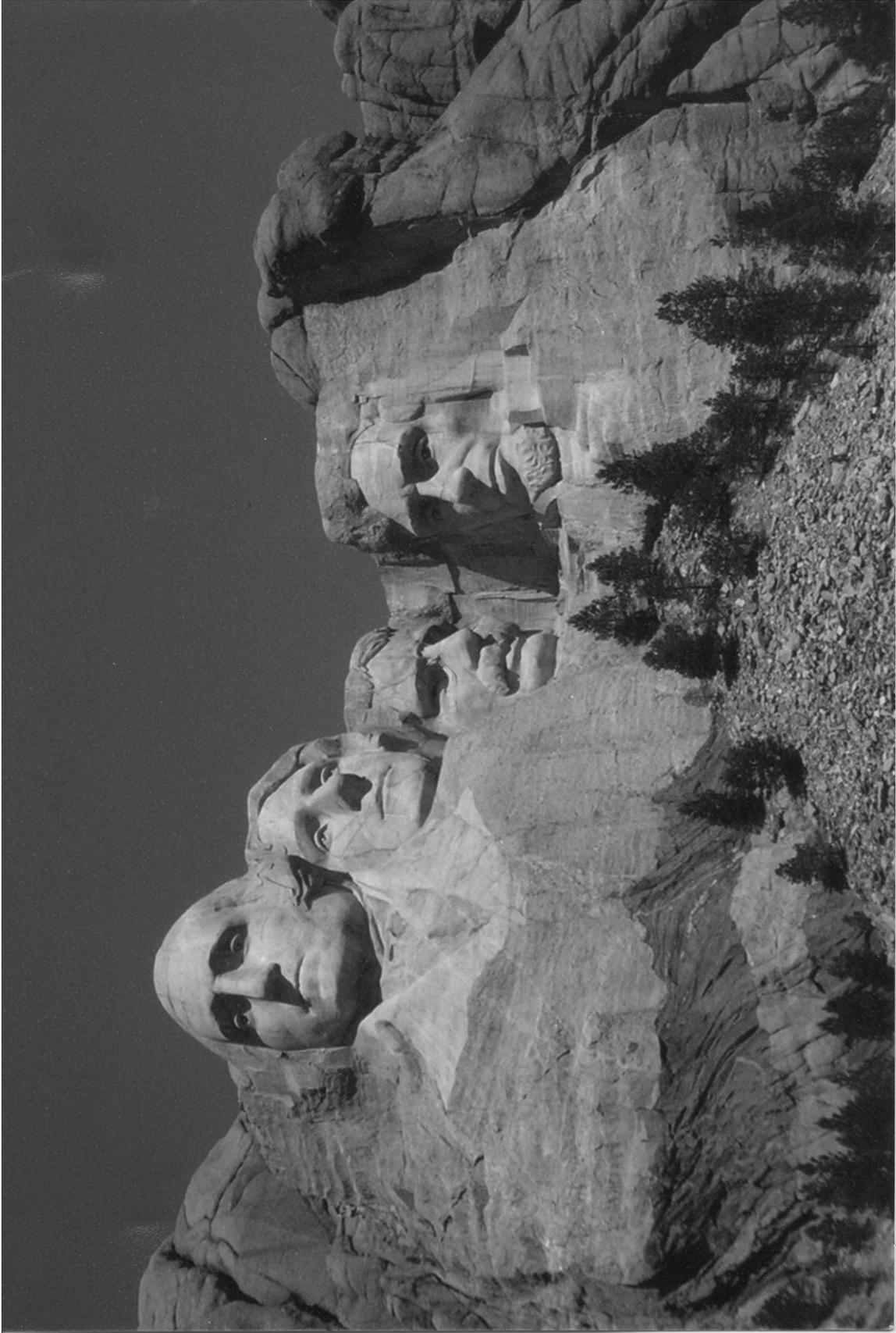
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Appendix F





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For  
**President**

I would make a good president

because

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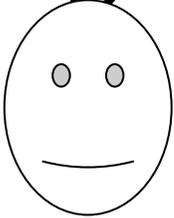
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Woodrow Washingtall Letter Rubric

<p style="text-align: center;">4</p> 	<ul style="list-style-type: none"> <li>- My letter gives at least three reasons why the white house should not be repainted.</li> <li>- I signed my letter</li> <li>- My spelling is all correct</li> <li>- My letter is neat and easy to read.</li> </ul>
<p style="text-align: center;">3</p> 	<ul style="list-style-type: none"> <li>- My letter gives at least two reasons why the white house should not be repainted</li> <li>- I signed my letter</li> <li>- Most of my spelling is correct</li> <li>- My letter is neat and easy to read</li> </ul>
<p style="text-align: center;">2</p> 	<ul style="list-style-type: none"> <li>- My letter gives at least one reason why the white house should not be repainted.</li> <li>- I signed my letter</li> <li>- Most of my spelling is incorrect</li> <li>- My letter is not easy to read</li> </ul>
	<ul style="list-style-type: none"> <li>- My letter does not give reasons why the white house should not be repainted</li> <li>- I signed my letter</li> <li>- Most of my spelling is incorrect</li> <li>- My letter is not easy to read</li> </ul>