

**Subject:** Social Studies

**Date:** Week of November 2-6

**Grade:** 1st

**Objective:** Students will identify differences between the original colonies flag and the current American flag.  
Students will identify the parts of the Statue of Liberty and what the crown, torch, and tablet symbolize.  
Students will review the bald eagle and its importance to the United States.  
Students will create his/her own national symbol and explain its importance to the class.  
Students will display his/her knowledge of the symbols: Washington Monument, American flag, bald eagle, and Statue of Liberty.  
Students will identify and describe the Washington Monument, American flag, bald eagle, and Statue of Liberty.

**Related SOL's:**

- 1.11 The student will recognize the symbols and traditional practices that honor and foster patriotism in the United States by
- a) identifying the American flag, bald eagle, Washington Monument, and Statue of Liberty;
  - b) demonstrating respect for the American flag by learning the Pledge of Allegiance.

**Materials:** computer, projector, symbols movies, first American flag paper, current day American flag paper, flag timeline, crayons, scissors, glue, pencil, Statue of Liberty cut-out, Statue of Liberty books, green construction paper, paper plates, red, orange, and yellow tissue paper, bald eagle books, pendants, craft supplies (glitter, sequins, pom poms, pipe cleaners, markers, colored pencils, colored paper, etc.), Symbols assessment, sentence strips with terms and definitions

**Prerequisite knowledge:** basic reading skills, basic time line reading skills

**Monday**

- Procedures:**
- 1) Students will watch a United Streaming video about symbols.
  - 2) Students will sit on the carpet and discuss the video with the teacher:
    - What symbols did you see?
    - What is one thing you learned about each symbol?
    - How would you describe each symbol?
  - 3) Students will match the term with the definition for the following words: patriotic, symbol, tradition, Washington Monument, Statue of Liberty, bald eagle, American flag.
  - 4) Students will view a timeline of the American flag and how it has progressed.
  - 5) Students will learn about the first flag made by Betsy Ross.
  - 6) Students will learn about the current flag of the United States.
  - 7) Students will color the first flag and the current flag.

8) Students will compare and contrast the two flags.

### **Tuesday**

- Procedures:**
- 1) Students will listen to a book about the Statue of Liberty.
  - 2) Students will view the Statue of Liberty and learn about what the crown, torch, and tablet symbolize.
  - 3) Students will make a crown (paper plate with seven spikes) and torch (construction paper rolled up with tissue paper put in the top).

### **Thursday**

- Procedures:**
- 1) Students will view a symbol movie created by a fellow teacher.
  - 2) Students will listen to a story about the bald eagle and its importance to America.
  - 3) Students will discuss the importance of symbols.
  - 4) The teacher will model how to create a personal symbol on a pendant.
  - 5) Students will create his/her own national symbol on a pendant.
  - 6) Students will share his/her national symbol with the class and discuss why it represents him/herself.

### **Friday**

- Procedure:**
- 1) Students will use the sentence strip terms to review prior to the assessment.
  - 2) Students will complete the unit test required by the school.

**Evaluation:** Students will be monitored daily for accuracy in representing the symbols. Students will also be monitored daily for understanding of the symbol focused on that day. Students will be assessed on Friday and a grade will be taken on the assessment.

**Differentiation:** None necessary.