

Unit: National Symbols and Holidays (Week 21, 9 Weeks)

Stage 1: Desired Results

Established Goals

GLE: Reading, Grade 1, Early Reading Strategies

R—1—10 Demonstrates understanding of concepts of print during shared or individual reading by...

- R—1—10.5 Identifying basic punctuation marks and their usage (e.g., question marks, periods, quotation marks) (Local)
- R—1—10.6 Demonstrating 1-1 matching of words spoken to words in print (Local)

GLE: Reading, Grade 1, Vocabulary

R—1—2 Students identify the meaning of unfamiliar vocabulary by...

- R—1—2.1 Using strategies to unlock meaning (e.g., activating prior knowledge, using cues, using context clues, or asking questions during read-alouds or text reading) (Local)

R—1—3 Shows breadth of vocabulary knowledge, demonstrating understanding of word meanings or relationships by ...

- R—1—3.2 Selecting appropriate words to use in context (Local)
- R—1—3.3 Describing words in terms of categories, (e.g., A mallard is a kind of duck.), functions (e.g., Scissors are used for cutting.), or features (e.g., A rectangle has four sides.) (Local)

GLE: Reading, Grade 1, Informational Texts

R—1—7 Demonstrate initial understanding of informational texts (expository and practical texts) by...

- R—1—7.1 Obtaining information, using text features (e.g., title and illustration) (Local)
- R—1—7.2 Using explicitly stated information to answer questions (Local)
- R—1—7.4 Generating questions before, during, and after reading (Local)

R—1—8 Analyze and interpret informational text read aloud or independently, citing evidence as appropriate by...

- R—1—8.1 Telling what was learned (Local)
- R—1—8.2 Identifying the topic of the text or explaining the title (Local)
- R—1—8.3 Making basic inferences or drawing basic conclusions (Local)

- R-1-8.4 Identifying facts presented in text (Local)

GSE: Civics and Government/RI History, Grades K-2, Civics & Government

C&G 2 (K-2) –2 Students demonstrate an understanding of the democratic values and principles underlying the U.S. government by ...

- a. identifying symbols and national holidays used to depict Americans’ shared democratic values, principles, and beliefs (e.g., American flag, Pledge of Allegiance, Presidents’ Day, Independence Day)
- b. using a variety of sources (e.g., trade books, picture books, songs, artwork) to illustrate the basic values and principles of democracy (e.g., Statue of Liberty represents freedom, Independent Man on State House represents individual rights, Grand Old Flag represents national unity, This Land is Your Land represents respect for diversity)

GLE: Written & Oral Communication, Grade 1, Habit of Writing

W-1-10 Students use pre-writing, drafting, revising, editing, and critiquing to produce final drafts of written products. (Local)

- no benchmarks.

GLE: Written & Oral Communication, Grade 1, Structures of Language

W-1-1 Students demonstrate command of the structures of sentences, paragraphs, and text by...

- W-1-1.1 Writing recognizable short sentences (Local)
- W-1-1.5 Distinguishing between letters, words, and sentences (Local)
- W-1-1.6 Applying directionality as appropriate to text (e.g., left to right, top to bottom) (Local)

GLE: Written & Oral Communication, Grade 1, Reading - Writing Connection

W-1-2 In response to literary or informational text, students show understanding of plot/ideas/concepts by...

- W-1-2.1 Representing understanding of text through pictures, “words,” “sentences,” or some combination (Local)

W-1-3 In response to literary or informational text read aloud or read independently, students make and support analytical judgments about text by...

- W-1-3.1 Using prior knowledge or references to text to respond to a question (evidence may take the form of pictures, words, sentences, or some combination) (Local)
- W-1-3.4 Organizing ideas by using a beginning and an ending given a structure (Local)

GLE: Written & Oral Communication, Grade 1, Informational Writing

W-1-6 In informational writing (reports or procedures), students organize ideas/concepts by ...

- W-1-6.1 Sorting and classifying facts (Local)

- W-1-6.2 Representing facts through pictures, “words,” “sentences,” or some combination (Local)

W-1-7 In informational writing (reports or procedures only), students effectively convey purpose by...

- W-1-7.1 Using pictures to create meaning (Local)

GLE: Written & Oral Communication, Grade 1, Writing Conventions

W-1-9 In independent writing, students demonstrate command of appropriate English conventions by...

- W-1-9.5a Using phonemic awareness and letter knowledge to spell independently (using phonetic or temporary spelling when needed) (Local)
- W-1-9.5b. Correctly spelling many common words (e.g., had, can, including own first name) (Local)

GLE: Written & Oral Communication, Grade 1, Oral Communication Strategies

OC-1-1 In oral communication, students demonstrate interactive listening by ...

- OC-1-1.1 Following simple verbal instructions and directions (Local)
- OC-1-1.4 Participating in large group discussions to show understanding (Local)
- OC-1-1.5a Understanding that communicating is verbal and nonverbal (Local)
- OC-1-1.5b Attending to speaker and waiting for appropriate turn to speak (Local)

OC-1-2 In oral communication, students make oral presentations by...

- OC-1-2.1 Orally ordering ideas in a sequence or telling a familiar story (Local)
- OC-1-2.3 Telling/retelling stories using details (Local)
- OC-1-2.4 Providing appropriate feedback to audience (Local)

Enduring Understandings

Understanding the significance of our national symbols and holidays and the role they play in our own history. Holidays and national symbols to be covered include:

1. American Flag
2. President's Day
3. Martin Luther King, Jr. Day
4. Memorial Day
5. The Statue of Liberty
6. The Lincoln Memorial
7. The Bald Eagle
8. The White House

Essential Questions

1. Why are the national symbols important to us as Americans?
2. What does each national symbol represent?
3. Where can we locate each national symbol?
4. What contributions have these historical leaders made to the United States of America (George Washington, Abraham Lincoln, and Martin Luther King, Jr.)

<p>9. The Liberty Bell</p>	<ol style="list-style-type: none"> 5. What significance does Memorial Day have for Americans? 6. Why is it important to remember and honor for those who have died in the fight to preserve the basic rights of freedom, liberty and the pursuit of happiness? 7. What are some ways we can honor and respect the soldiers who have fought for our rights?
<p>Content Knowledge</p> <ul style="list-style-type: none"> • Awareness of the importance and significance of our national symbols • Identification of national symbols and what each one represents • Knowledge of the location of our national symbols • Knowledge of national songs • Demonstrating respect and a developing awareness of the concept of patriotism • Recognition of national holidays (when they occur and what they are celebrated for) • Identifying the meaningful contributions of national leaders such as George Washington, Abraham Lincoln, and Martin Luther King, Jr. • Increasing understanding of the meaning behind Memorial Day and the sacrifices made to preserve our sense of freedom and rights. • Recognizing the importance for showing respect for veterans and how that respect could be shown. 	<p>Skills</p> <p>Students will:</p> <ul style="list-style-type: none"> • Identify what a symbol is • Identify our national symbols (eagle, Lincoln Memorial, White House, Statue of Liberty, Liberty Bell, Presidential Seal, American Flag) by labeling pictures or diagrams, or by matching a picture to the appropriate title. • Demonstrate knowledge of what each national symbol represents, and where they are located (including on coins and in sports arenas, etc...) • Participate in singing patriotic songs • Explain what it means to be patriotic • Show respect by standing to say the pledge and participating in singing of patriotic songs • Identify national holidays and when they are celebrated (including President's Day, Martin Luther King, Jr Day, Memorial Day.

	<ul style="list-style-type: none"> • Identify what a veteran is and how we can show respect to both veterans and our national symbols.
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Stage 2: Assessment Evidence

<p>Assessment (New)</p>	<p>Assessment</p> <ul style="list-style-type: none"> • Create a brochure/post card for one of the national symbols identifying its significance, where it is located, and brief history. This can be shared out with the class as an oral presentation. • Identify the key parts of the American flag and what each represents after creating a correct representation of the American Flag • Correctly label pictures of national symbols and match to what each one represents. • State where national symbols are located • Create a holiday book about one of the national holidays, including important facts related to why we honor this day.
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Stage 3: Learning Plan

<p>Learning Activities</p> <ul style="list-style-type: none"> • Students will understand what a symbol is and will find symbols in their school and neighborhood and record it in a symbol notebook. • Students can choose an animal to represent themselves after reading and discussing the Bald Eagle and why it was chosen as the symbol of the United States. • Students can create a flag to represent themselves or their class after learning about the American Flag and what it represents. • Create a picture wheel identifying at least three key 	<p>Resources</p> <ul style="list-style-type: none"> • Songs: <u>Grand old Flag; America the Beautiful, Star Spangled Banner; Proud to be an American</u> • Website: Ben'sGuide historyplace.com • Books: <u>The American Flag; The Liberty Bell, The Bald Eagle; George Washington;</u>
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facts about one of the national symbols or historic leaders.

- Write two sentences about each national symbol using the website Ben's guide as a tool to get info on the web.
- Create a riddle book about a historical leader
- Create a flag
- Learn patriotic songs
- Create a timeline on the significant events of one of the historical leaders lives
- Navigate on webquest with a peer for information of one of the national symbols
- Character poem: Students will write a poem about the subject and character trait of one of the historical leaders (Cinquain is good type because it is short)
- Create a list of the top five reasons someone should learn about their historical leader.
- Students can compare the setting of their subject's biography to the setting of their own life.
- Wax museum: Students will dress up as one of the leaders discussed and present facts about their lives to "visitors" to the "museum"
- Students can create a story board of six important facts in chronological order of their national symbol or historical leader.

Abraham Lincoln

- Video Streams: Old Glory - 10:00 minutes (9 segments); Holiday Facts and Fun: Martin Luther King, Jr. 11:00 minutes (9 Segments); Martin's Big Words: The Life of Martin Luther King, Jr. 8:05 minutes; More Holiday Adventures of Lollipop Dragon: TumTum Celebrates Lincoln's Birthday 12:15 minutes; Holiday Introduction: President's Day 15:00 minutes (5 segments); Animated Hero Classics: President Abraham Lincoln 29:47 minutes (10 segments); Animated Hero Classics: George Washington 29:20 minutes (9 segments) ; Presidents Washington and Lincoln 15:00 minutes (5 segments); More Holiday Adventures of the Lollipop Dragon: Washington's Birthday Surprise 12:29 minutes; US Symbols 17 minutes (6 segments); Heroes of American History 45 minutes (6 segments)

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