

Proud As a Peacock

By: ***Joleen Feazell*** for Blue Ridge PBS (WBRA, WMSY, WSBN)
Mountain View Elementary, Covington, Virginia

Grade Level: K - 3

Time Allotment: Two 30 minute class periods

Overview: Using video streaming clips, computer and hands-on activities, students will learn that the United States has symbols that demonstrate respect and pride in our country.

Subject Matter: Social Studies

Learning Objectives:

- The student will recognize that a symbol is a picture or thing that stands for something else.
- The student will understand that something is patriotic when it shows respect and love for its country.
- The students will demonstrate recognition of important symbols such as: the American Flag, the Bald Eagle, the Statue of Liberty and the Washington Monument.
- The student will recognize a picture of the current President of the United States and understand the President is the leader of the United States.
- The student will understand the flag has 50 white stars on a blue rectangle and 13 stripes that are red and white.
- The student will understand that people in the United States say the Pledge of Allegiance to demonstrate respect for the flag and the country.
- The student will be able to understand that the bald eagle is a protected animal because of what it symbolizes.

Standards:

This lesson covers the following History and Social Science Standards of Learning.

These SOLs are available at:

<http://www.pen.k12.va.us>.

- K.9 The student will recognize the American flag, the Pledge of Allegiance, and that the President is the leader of the United States.
- 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.

Media Components:

Streaming Videos:

- *U.S. Symbols*; Segments to download include: “Statue of Liberty”, “The Flag”, and “The Bald Eagle”.
- *Symbols of America* – Segment to download: “Presidential Monuments”

Both of these videos can be found at the United Streaming Website www.unitedstreaming.com

Web Sites:

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

The website offers pictures and descriptions of different United States symbols. Clicking on a picture will bring up a description of the symbol.

Materials:

- Cards with pictures of recognizable symbols and Cards with words matching the symbols
- Stapler
- Crayons, Scissors, Glue, Tape
- A dictionary
- Index Cards

Preparations for Teacher:

- The teacher should find ten pairs of pictures that go together. Examples are as follows:
 1. picture of the Trix rabbit and the word “Trix”
 2. picture of Ronald McDonald and the word “McDonalds”
 3. picture of the Rice Krispies guys and the words “Snap, Krackle, Pop”
 4. picture of a handicap sign and the word “Handicap”
 5. picture of the Energizer Bunny and the word “Energizer battery”
 6. picture of the Mouse Ear Icon and the words “Mickey Mouse”
 7. picture of a smiley face and the word “Wal-Mart”
 8. picture of the red and white “Target” symbol and the word “Target”
 9. picture of skull and crossbones and the word “poison ”

10. picture of a gas pump and the word “gas”

The teacher will need to glue these to index cards for durability.

- The teacher should download clips mentioned above from United Streaming to the desktop of a computer or the clips can be burned onto a disc.
- An LCD projector must be hooked up to view the clips on a Smartboard, wall or pull down screen. These clips may also be shown on a television hooked to a computer. The teacher should review the clips before presentation to understand at which points to start and stop the clip for student answers.
- The teacher should always provide a **FOCUS FOR MEDIA INTERACTION** so students will be aware of what they are viewing and how it relates to the particular concept which is being taught.
- The teacher should make a copy of the “Booklet” worksheet that is at the end of the lesson description. One copy should be made for each student.
- The teacher should use Kidspiration software to develop a review activity for the United States Symbols.
- The teacher should find a picture of the President of the United States.

Introductory Activity:

- 1. Say:** “What is a symbol?” After student responses, read the dictionary definition for a symbol to the class.
- 2. Say:** “We are going to play a game today that will show me if you recognize various symbols for things in our world.” **Say:** “I am going to pass out cards with a symbol or a word on it. Once I say you may start, you will need to find the person that has the word or symbol to match yours. After you do this, you may sit down next to each other somewhere in the room.” The teacher will pass out cards to the students and then give the go ahead to start the activity.
- 3.** Once everyone has found his/her match and is seated, **Say:** “Now I would like each pair of students to tell about their match.”

Learning Activity:

- 1. Say:** “Now we are going to watch several video clips that will allow us to see some symbols that are very important to our country. Does anyone know of a particular symbol that is important to our country?” Write student responses on the board. Students will watch United Streaming clips about each of the United States symbols. **Provide a Focus for Media Interaction by saying:** “We are going to watch and listen to this introduction to symbols. Please listen carefully to hear what a symbol is?” Cue the bald eagle clip and stop when the eagle says he’s American (:16). **Ask:** “What is a symbol?” After student responses, **say:** “We are going to watch a clip about each of our United States Symbols. We just saw one of our symbols in cartoon form. Even though the eagle in the previous clip was somewhat silly, we normally think of eagles as majestic animals.” Cue the Bald Eagle segment clip. **Say:** “I want you to listen for what the Bald Eagle stands for and how we use this bird as a symbol for our country.” Play the clip from where the real eagle is flying (:20) and stop the clip when the great seal of the country appears on the screen (:35). **Ask:** “What does the Bald Eagle stand for? How do we use the Bald Eagle as a symbol for our country?” Discuss student responses. Our

next symbol is the American flag. Cue the American flag clip. **Provide a Focus for Media Interaction by saying:** “Listen to the clip about our flag. I want you to listen for how many stripes and how many stars are on our flag. I also want you to listen for what the stripes and stars symbolize.” **Start** the American Flag segment clip. **Stop** the clip after the narrator says, “The number of stars on our flag today symbolize or stand for the 50 states that make up the United States of America.” (:39) **Ask:** “How many stripes and stars are on our flag? What do they symbolize?” Wait for student responses. Discuss the student responses. **Say:** “Every morning at school most of you stand, put your hand on your heart and repeat a pledge. What is that pledge called?” Wait for student responses. **Provide a Focus for Media Interaction by saying:** “Now we will listen to a clip about the pledge. Listen for the promise we are making when saying the pledge.” Play the clip from where the students begin to say the pledge (:40) and stop when the students from the clip finish reciting the pledge (:58). **Ask:** “What promise are we making when we say the pledge?” Wait for student responses. **Say:** “Does the flag have any nicknames?” Wait for student responses. Start the clip from where the narrator says “The flag has been around a long time.” (3:05) Stop the clip when you hear the children begin to sing (3:25). **Ask:** “What are some of the flag’s nicknames?” Wait for student responses. Cue the clip for the Statue of Liberty segment. **Provide a Focus for Media Interaction by saying:** “I want you to listen to how and why we received the Statue of Liberty.” Start the clip when the narrator says “This is the Statue of Liberty.”(:15). Stop when you see the birthday cake appear on the screen (:30). **Ask:** “Who gave us the Statue of Liberty? Why did they give us the Statue of Liberty?” Wait for student responses. **Say:** “I want you to listen for what the Statue of Liberty symbolizes?” Begin the clip when the narrator says “She is a symbol.”(1:19) Stop the clip when there is a close-up shot of the torch (1:49). **Ask:** “What does the Statue of Liberty symbolize?” Wait for student responses. **Say:** “There is another symbol of our country that is a building that no one lives in, but you can go visit. I am going to show you a clip about this building and I want you to listen for the name of the building and why it is so special. Cue the Presidential Monument segment. Begin the clip when you see the U.S. Capitol (:53). Stop when you see the statue of George Washington (1:27). **Ask:** “What was the name of the building in the clip? What makes this building different than the other buildings in Washington, D.C.?” Wait for student responses.

2. **Say:** “We will review what we have learned about our United States symbols. We will compare our list now to the list we made earlier.” **Ask:** “Are there any symbols that we talked about today that are not on the list? Are there any items on our list that we thought were U.S. symbols, but are actually not symbols for our country?” Discuss student responses.

Say: “We also have a person that we think about when we are talking about our country. Who knows the person I am talking about?” Allow for student responses and then show them a picture of the current President. Some students may say Uncle Sam as a response. The teacher may want to explain that he is a character that can represent our country. Uncle Sam does not have to be addressed unless the students mention him. **Say:** “When people see this picture, they think of the United States because he is the leader of our country. The picture may change because our President can change at election time.”

3. **Say:** “We are going to play a game now to see how much you have learned.”

Students will play a game using Kidspiration software where students will match a

picture of a symbol with its name. **Say:** “On the board, you will see words that name each of our symbols. I will call on students to come up to the board and move the correct picture under the name. Students will match the picture of the symbol with the name of the symbol. (Teachers that do not have access to Kidspiration software can use the pictures of the symbols on the sheets attached to this lesson.)

4. **Say:** “There is also a website I would like to show you that will help you if you forget the United States Symbols.” Students will also visit the website <http://bensguide.gpo.gov/k-2/symbols/index.html>. Students will listen to the descriptions of each symbol.

Culminating Activity:

1. **Say:** “We are going to take what we have learned about symbols so we can make a book to teach others about the symbols. I am going to give you a paper with six blocks on it. You will need to draw a picture of the symbol it says in each block. When you are finished, please color your pictures.” Wait for students to color all of the pictures. **Say:** “Now you will cut each block out and put them in the order you see on the board. Raise your hand when you are finished and I will check to see if your book is in the correct order and staple it for you.” The teacher will need to put the pictures up on the board in front of the room to show which order to place the pages.

Cross-Curricular Extensions

Technology:

- Students will make podcast of themselves saying the Pledge of Allegiance and singing “You’re a Grand Old Flag”.
- Students will make digital storytelling projects about the symbols.
(The teacher may want to contact his/her school’s ITRT to help set up equipment and teach the students the process of podcasting and digital storytelling.)

Language Arts:

- Students will write a question to the President of the United States.
- Students will write a sentence about the pictures they drew.

Math:

- Students will count the stripes and stars on the flag.
- Students will count how many flags are displayed in and around our school.
- Students will put different size pictures of the flag in order from smallest to largest and largest to smallest.

Art:

- Students will draw pictures representing each of the symbols.

Science:

- Students will study the bald eagle’s habitat, food needs and life cycle.

Social Studies:

- Students can pick another country and locate a picture of a symbol that identifies the country.

Community Connections:

- Invite representatives from the Veterans of Foreign Wars to come in and demonstrate how to properly fold a flag.

Booklet Worksheet

<p>The American Flag</p>	<p>The Statue of Liberty</p>
<p>The Bald Eagle</p>	<p>The Washington Monument</p>
<p>Our President</p>	<p>My Book of United States Symbols</p>

If you do not have access to Kidspiration software, the teacher can enlarge the pictures and write the names of the symbols on index cards. Once the teacher tapes the enlarged pictures to a chalkboard or whiteboard in the classroom, students can tape the corresponding name under the symbol.



Flag of
the United
States

The Bald
Eagle

The
Statue of
Liberty

The
Washington
Monument

President
George
W. Bush