

**Topic:** Patriotic Symbols

## Overview

The purpose of this lesson is to have students identify patriotic symbols, including the American Flag, Bald Eagle, Washington Monument, Statue of Liberty, Independence Hall, Liberty Bell, and the White House.

**Grade** 1

## Time Allotment

One 60- minute period

## Learning Objectives

On completion of this lesson students will be able to:

- Identify the following patriotic symbols: American Flag, Bald Eagle, Washington Monument, Statue of Liberty, Independence Hall, Liberty Bell, and the White House.

This lesson addresses Va SOLs Civics 1.11

## Media Components

- Computer with Internet access and LCD projector
- Computer lab with 20 computers with Internet access
- KidPix software on computers in lab
- Websites:
  1. Ben's Guide to U.S. Government for Kids <http://bensguide.gpo.gov/> It provides learning tools for K-12 students, parents and teachers on how our government works and civic responsibilities.
  2. <http://www.enchantedlearning.com/usa/flags/> Enchanted Learning is a website of educational activities and games for children on many subject areas.
  3. <http://www.facthound.com/> This website is provided in the Capstone Press "First Facts--American Symbols" series This particular web page came from the book The Liberty Bell by Debbie Yanuck, Capstone Press, Mankato, Minnesota 2003

## Materials and Student Handouts

- 20 copies of "Match the Symbols" worksheet from Day 1 culminating activity, copy from <http://www.enchantedlearning.com/usa/flags/>
- Maps of World and United States
- 20 small U.S. flags

## Teacher Preparations

- Reserve computer lab
- Bookmark websites
- Copy handout
- Obtain World and United States Maps
- Collect 20 small flags of the U.S.

## **Introductory Activity**

### **Day 1**

**Focus:** Review what a “symbol” is and some symbols they see in their everyday world (school mascot, smiley face, sports emblems, fast food logos)

**Activity:** Why are symbols important to us?

**Follow-up:** Today we are going to be talking about some patriotic symbols. Patriotic symbols are symbols that stand for our country. I am going to show you some patriotic symbols and we are going to learn about each of them.

## **Learning Activities**

### **Day 1**

**1. Focus:** Go to website “Ben’s Guide to U.S. Government for Kids” at <http://bensguide.gpo.gov/>. Click on “K-2 link”. Click “Symbols of the U.S. Government” link. Click on “Flag” link.

**Activity:** Read orally to students from the site: “The United States flag has 13 stripes. Seven are red and six are white. It also has 50 white stars on a blue background. The stripes represent the 13 original colonies. The 50 stars represent the 50 states in the U.S. The first U.S. flag was designed in 1777. The flag had changed many times since then. New stars are added each time new states join the union.”

**Follow-up:** How is today’s flag different from 1777? Why is it different? What do the stars and stripes stand for?

**2. Focus:** Click “Back” button to get back to “Symbols of U.S. Government” page. Click on “Bald Eagle” link. Read orally to students from the page: “The Bald Eagle is a large, powerful, brown bird with a white head and tail. The Founding Fathers (ask students what is meant by Founding Fathers--possible answer is the men who started our country like George Washington) chose the bald eagle to be the national bird of the United States in 1782. This majestic bird can only be found in North America.”

**Activity:** Where is North America? Why was the bald eagle chosen as our national bird?

**Follow-up:** The word “Bald” does not mean that this bird has no feathers. Instead, it comes from the word pie bald, an old word which means “marked with white’.”

**3. Focus:** Click “Back” button to get back to “Symbols of U.S. Government”. Click on “Independence Hall”.

**Activity:** Read orally to students: “Independence Hall is located in Philadelphia, Pennsylvania. At this building, colonial leaders met to plan the future of the new nation. Many of the most important documents in U.S. history were written at Independence Hall. Independence Hall was also the home of the Liberty Bell for over 200 years.”

**Follow-up:** What decisions might Colonial leaders have had to make? What rules or laws would you recommend?

**4. Focus:** Click “Back” button to get back to “Symbols of U.S. Government.” Click on the “Liberty Bell” link.

**Activity:** Read to students from the page: “The Liberty Bell has become the symbol of freedom in the United States. It rang when the Continental Congress signed the

Declaration of Independence. The Bell was cast in London, England in 1752. It is made mostly of copper and tin. After it arrived in the U.S., the Bell cracked. A new bell was made from the metal in the old one, but this one also cracked. The third bell was built from the same metal, and now this one has a crack too! The last time the bell rang was on February 23, 1846 for George Washington's birthday celebration. Today, the Liberty Bell hangs in Philadelphia for all to see."

**5. Focus:** Click "Back" button to get back to "Symbols of U.S. Government". Click on "Statue of Liberty".

**Activity:** Read aloud to students: "The Statue of Liberty is located in New York. The Statue of Liberty symbolizes freedom throughout the world. The Statue was actually a gift from the people of France. The Statue represents a woman escaping the chains of tyranny. (Explain that tyranny means ruling over people in an unfair way). She holds a torch, which represents liberty. The Statue's full name is Liberty Enlightening the World." (Tell the students that some people call her Lady Liberty).

**Follow-up:** What is freedom/ liberty? What does it mean to you?

**6. Focus:** Click "Back" button to go back to "Symbols of U.S. Government". Click on "White House" link.

**Activity:** Read aloud to students: "The White House is the home of the President of the United States. (Can anyone tell me the name of our president today--George W. Bush). It is located at 1600 Pennsylvania Avenue in Washington, D.C. (Point out Washington DC on a map and ask if any students have visited there). Every President except George Washington has lived there. The President's Office is called the Oval Office. Here the President does the business of the country. He signs bills and Executive Orders, and he meets with staff, visitors, and guests."

**Follow-up:** Who is our current president? Would you like to be president? Why/why not? Click "Back" button twice to get to home page. Click on "Games and Activities" link. Click "Print Games". Click "Match the Symbols". Print out the worksheet and have each student complete the worksheet.

### **Culminating Activities**

**Focus:** I have shared some information with you about symbols. Now is your turn to try some research about the Washington Monument.

**Activity:** Go to website <http://www.enchantedlearning.com/usa/flags/> Scroll down and click on "Symbols of the USA" link. Click on the "Washington Monument" link. As I read it to you (or have students read to themselves if able), I want you to write down the answers to the following questions:

1. Who was this monument built for?
2. How tall is it?

Why are there not any taller buildings in Washington D.C.?

### **Assessment**

- Oral participation of students
- Provide a riddle format for students to write their own riddles about our

patriotic symbols. Take students to the computer lab and have them use Kid Pix software to draw the patriotic symbols listed in the objective. Students will share their drawing with the class and tell their riddle.

### **Community Connections**

- Invite boy or scout troop to demonstrate the proper way to fold, raise and lower the flag.

### **Cross-Curricular Extensions**

#### **Social Studies**

- Have students research other countries' flags. Discuss what colors and emblems stand for with those flags.

#### **Music**

- Play patriotic music such as John Philip Sousa's "Stars and Stripes Forever", "The Star-Spangled Banner", "America the Beautiful" and "You're a Grand Old Flag"

#### **Math**

- How Big is the Statue of Liberty? Have students measure three pieces of yarn—one piece should be 4 feet, 6 inches long, cut the second 8 feet long and cut the third piece 16 feet, 5 inches long. Have the students work in pairs and stretch each piece, one piece at a time, between them. The first piece is the length of the Statue of Liberty's nose. The second piece is the same length as the Statue of Liberty's index finger. The third and longest piece is the same length as the Statue of Liberty's hand. This activity is from The Statue of Liberty by Marc Tyler Nobleman, Capstone Press, Mankato Minnesota, 2003  
<http://www.capstone-press.com>

### **About the Author**

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