

The following instructional plan is part of a GaDOE collection of Unit Frameworks, Performance Tasks, examples of Student Work, and Teacher Commentary for Kindergarten Social Studies.

## **UNIT 6 – “You’re a Grand Old Flag & Other US Symbols”**

### **Elaborated Unit Focus**

In this unit, students will focus on the theme of *culture*. They will discuss symbols of the United States, as well as major patriotic holidays. Within this unit, students will also develop their understanding of citizenship and character traits traditionally valued in the United States.

### **Standards/Elements**

**SSKH1 The student will identify the purpose of national holidays and describe the people or events celebrated.**

- a. Labor Day
- b. Columbus Day (Christopher Columbus)
- c. Veterans Day
- d. Thanksgiving Day
- e. Martin Luther King, Jr. Day
- f. Presidents Day (George Washington, Abraham Lincoln, and the current President)
- g. Memorial Day**
- h. Flag Day**
- i. Independence Day**

**SSKH2 The student will identify important American symbols and explain their meaning.**

- a. The national and state flags (United States and Georgia flags)**
- b. The bald eagle**
- c. The Statue of Liberty**
- d. Lincoln Memorial
- e. Washington Monument
- f. White House
- g. Pledge of Allegiance**
- h. Star Spangled Banner**

### **Enduring Understandings/Essential Questions**

**Culture:** The student will understand that the culture of a society is the product of the religion, beliefs, customs, traditions, and government of that society.

***K-5 EU: The student will understand that culture is how people think, act, celebrate, and make rules, and that it what makes a group of people special.***

- Why do we celebrate Memorial Day?
- When do we celebrate Memorial Day?
- How do we celebrate Memorial Day?
- What are some symbols of the United States of America (flag, national anthem, eagle, pledge of allegiance, etc)?
- Why do we celebrate Flag Day?
- When do we celebrate Flag Day?
- How do we celebrate Flag Day?

- What are some differences between our state's flag and our country's flag?
- Why do we use flags?
- Why do we celebrate Independence Day?
- When do we celebrate Independence Day?
- How do we celebrate Independence Day?
- Why is the Statue of Liberty important to us?

\*NOTE: The balanced assessment plan included in this unit is presented as a series of suggested activities. It is not expected that the teacher complete all assessments for a successful unit.

### **Balanced Assessment Plan**

Description of Assessment	Standard/ Element	Type of Assessment
<p>Create a class book of US symbols / holidays (July 4<sup>th</sup>, Veteran's Day, Memorial Day, etc.) that we celebrate. Assign each person one symbol to focus on. Ask the student to draw a picture of their symbol/holiday and write one sentence about why this is an important symbol in the United States.</p> <p><a href="http://www.enchantedlearning.com/history/us/symbols/">http://www.enchantedlearning.com/history/us/symbols/</a></p> <p><u>Modifications-</u></p> <ul style="list-style-type: none"> <li>• Assist with illustration</li> <li>• Line area for sentence</li> <li>• Dictation of written work</li> <li>• Assist with written work</li> </ul>	SSKH1 g h i ELAKW1 a b	Constructed Response Observation
<p>Great for ActivBoard/SmartBoard Users: (Audio is needed) Students will match the correct holiday/tradition to the correct month of the year.</p> <p><a href="http://www.sfsocialstudies.com/g1/u5/index.html">http://www.sfsocialstudies.com/g1/u5/index.html</a></p> <p><u>Modifications-</u></p> <ul style="list-style-type: none"> <li>• Seat away from distractions</li> <li>• Monitor student</li> </ul>	SSKG3 b MKM2 b	Observation
<p>United Steaming: US Symbols { Visit <a href="http://www.unitedstreaming.com">www.unitedstreaming.com</a>, enter username and password, and type "U.S. Symbols" in the search box. The video will probably be the third listing in the results. }</p> <p>Introduce students to US symbols and explain why they are important. During video, stop and discuss each symbol, and help students identify symbols independently. Each chapter deals with a different symbol, and could be used without the others.</p> <p><u>Modifications-</u></p> <ul style="list-style-type: none"> <li>• Seat away from distractions</li> <li>• Monitor student attention</li> </ul>	SSKH1 h SSKH2 a b c	Observation
<p>This website will show students pictures of the Statue of Liberty and give the background of why this US symbol is important to us.</p>	SSKH2 c	Observation Dialog and Discussion

<p><a href="http://www.statueofliberty.org/Statue_of_Liberty_Picture.html">http://www.statueofliberty.org/Statue_of_Liberty_Picture.html</a></p> <p>After viewing a number of different images, have students draw one image of the statue, and label it with important facts that they remember. For extension, students could also write 2-3 sentences explaining why the statue is a symbol of our country.</p> <p><u>Modifications-</u></p> <ul style="list-style-type: none"> <li>• Seat away from distractions</li> <li>• Monitor student</li> <li>• Allow students to dictate labels/sentences</li> <li>• Guide students to identify different features of the statue and its meaning as discussed in class</li> </ul>		
<p>Students will discuss the meaning of the Pledge of Allegiance. After the discussion, students will participate in creating a classroom pledge. The pledge could contain values that the students want to promote in the classroom, as well as promises they want to make to each other and the school. Click <a href="#">here</a>, <a href="#">here</a>, and <a href="#">here</a> for examples of classroom pledges.</p> <p><u>Modifications-</u></p> <ul style="list-style-type: none"> <li>• Check for understanding of vocabulary in Pledge of Allegiance</li> <li>• Use of visual aid-copy of Pledge of Allegiance at desk</li> </ul>	SSKH2 g	Observation
<p>Pledge of Allegiance PPT (Jefferson County Schools, TN)  <a href="http://jc-schools.net/PPTs-socst.html">http://jc-schools.net/PPTs-socst.html</a></p> <p>Allow students to view the powerpoint, and discuss the meaning of various parts of the pledge. Then, have students write down their reflections on the meaning of the pledge. (Note: Students will be doing this at their own level – not all comments will be deep philosophical reflections.)</p>	SSKH2 g	Observation
<p>Invite boy scout leader or military personnel to come to the classroom and demonstrate how to fold a flag and explain the importance of why the flag is folded in a certain way. Discuss why Flag Day is important to us.</p> <p><a href="http://www.usflag.org/flagetiquette.html">http://www.usflag.org/flagetiquette.html</a></p> <p><u>Modifications-</u></p> <ul style="list-style-type: none"> <li>• Seat away from distractions</li> <li>• Monitor student</li> </ul>	SSKH1 h	Observation
<p>Provide students with a blank picture of the Georgia flag. Have students color the flag. Compare and contrast this flag with the United States' flag.</p> <p>Georgia:  <a href="http://flagspot.net/misc/us-ga-l.gif">http://flagspot.net/misc/us-ga-l.gif</a></p> <p>United States:  <a href="http://abcteach.com/flags/usa.htm">http://abcteach.com/flags/usa.htm</a></p>	SSKH2 a	Observation

<u>Modifications-</u> <ul style="list-style-type: none"> <li>• Use of visual aid-provide a desk copy of Georgia flag</li> <li>• Assist with illustration</li> <li>• Check for understanding-ask student which color goes where prior to coloring</li> </ul>		
<p>Using the attached graphic organizer, guide students through a comparison of the three holidays taught in this unit (Memorial Day, Flag Day, &amp; Independence Day). The organizer can be used independently, as part of a guided reading/writing lesson, or on an interactive white board with the whole group. The teacher could also transfer it to chart paper as a large-group review activity. In addition, students could be asked to write a sentence about each holiday, explaining its link to the enduring understanding of <b>culture</b>.</p> <p><u>Modifications-</u></p> <ul style="list-style-type: none"> <li>• Use only a portion of the organizer at a time; cover irrelevant portions</li> <li>• Allow student to dictate written work</li> <li>• Provide a visual clue for each holiday (the “symbol” portion of the organizer could be ignored for this student, as well)</li> </ul>	SSKH1g,h,i	

### **Sample Performance Task**

**Culture:** The student will understand that the culture of a society is the product of the religion, beliefs, customs, traditions, and government of that society.

**K-5 EU:** *The student will understand that culture is how people think, act, celebrate, and make rules, and that it what makes a group of people special.*

**Standards:** SSKH1g,h,I; SSKH2a,b,g,h.

#### **Description:**

We have discussed what it means to be a good American. Brainstorm a list of things that you and your family can do to show honor/pride in our country. Students can use one of these things from this list or tell about another way to show honor/pride in our country. Create a class quilt with the class. Have each student choose one thing from the list to focus on.

Step 1:

**Materials Needed:** hole punch, white drawing paper (8x8 square), pencils, markers, crayons

Give the students a piece of paper. Ask the student to draw a picture that shows one way Americans can honor our country. We have talked about parades, fireworks, hanging flags at our home, wearing a flag pin, etc.

Step 2:

Draw a picture describing how Americans can honor their country.

**Step 3:**

Write one sentence to describe the picture. Tell about how you can honor our country.

Example: I can honor my country by wearing a t-shirt with an American flag.

**Step 4:**

We are at the end of the school year. Can you describe ways we honor our school? What are some things we have done for our school to make our school a better place and build community within our school? Some schools will have Spirit Day, carnivals, various school events, etc.

**Step 5:**

The student will punch a hole in each corner of the square. The teacher will assist the student in tying the squares together. The class will discuss the finished product and allow each student to tell about their square and read their sentence to the class.

These questions relate to the Enduring Understandings.

\*Describe things that we do as Americans to show pride in our country?

\*Why do we celebrate holidays in America?

\*How do we celebrate holidays in America?

\*How do we honor our country?

**Modifications-**

- Assist student with illustration choice
- Assist with actual illustration
- Assist with written work-description sentence for quilt piece
- Dictation of written work
- Line area for written work

Map and Globe Skills:

Information Processing Skills:

1, 3

**Content Rubric for Performance Task**

<b>Criteria</b>	<b>Does Not Meet</b>	<b>Needs Improvement</b>	<b>Meets Standard</b>	<b>Exceeds Standard</b>
<b>Draws a picture to represent how Americans honor their country</b>	Draws a picture not related to the topic.	Draws a picture related to content, but cannot explain what it is.	Draws a picture to represent how Americans show honor to their country, and can explain what it is.	Draws a detailed picture to represent how Americans show honor to their country, can explain what it is <b>AND</b> why we honor our country.
<b>Writes a sentence to describe their picture</b>	Writes random letters	Writes a sentence, but it does not address the picture.	Writes a sentence to describe their picture	Writes a sentence and describes in detail the elements of their picture
<b>Explains how the action in their picture will show honor to their country</b>	Begins discussion about their picture	Tells about their picture but does not tell how this shows honor to our country	Explains how the action in their picture will show honor to our country	Explains in why this action shows honor to our country, and why this action is important.

### Product Rubric for Performance Task

<b>Criteria</b>	<b>Does Not Meet</b>	<b>Needs Improvement</b>	<b>Meets Expectation</b>	<b>Exceeds Expectation</b>
<b>Picture demonstrates detail</b>	Draws a picture not related to the content	Draws a picture related to content, but with little detail	Draws a picture to represent how Americans show honor to their country	Draws a detailed picture to represent how Americans show honor to their country
<b>Picture shows a way to honor America</b>	Picture is not related to content	Picture begins to show content	Picture shows a way to honor America	Picture demonstrates in detail a way we can honor America
<b>Reads the sentence to the class</b>	Presents picture to the class but does not talk about content related to the activity	Presents picture to the class and tells about picture but does not read the sentence	Presents the picture and reads the sentence they wrote to tell about the picture	Presents the picture and reads the sentence they wrote to tell about the picture. Describes the picture and explains why they wrote the sentence to describe their picture
<b>Writes a sentence to tell about the picture</b>	Writes random letters	Writes to label picture but does not write a sentence	Writes a sentence to describe their picture	Writes a sentence and describes in detail the elements of their picture
<b>Punches one hole in each corner of the square</b>	Punches one hole in the corner of the paper	Punches 2-3 holes in the corner of the paper	Punches one hole in each corner of the square	n/a

### Resources for Unit

Great for ActivBoard/SmartBoard users

<http://www.sfsocialstudies.com/g1/u5/index.html>

The life of George Washington

<http://www.earlyamerica.com/gwlifemovie2.htm>

Presidents

<http://pbskids.org/wayback/>

Pledge of Allegiance PPT (Jefferson County Schools, TN)

<http://jc-schools.net/PPTs-socst.html>

Statue of Liberty

[http://www.statueofliberty.org/Statue\\_of\\_Liberty\\_Picture.html](http://www.statueofliberty.org/Statue_of_Liberty_Picture.html)

US Flag Etiquette

<http://www.usflag.org/flaquetiquette.html>

US Symbols

<http://www.enchantedlearning.com/history/us/symbols/>

This unit was created by Julie Ott Branyan, Kimberly Gates, Linda Herrington, and Carol Thomas and approved by the Social Studies Advisory Council and the Georgia DOE Social Studies Staff. It was last updated 8/21/08.

## Comparing Holidays

	<b>Memorial Day</b>	<b>Flag Day</b>	<b>Independence Day</b>
<b>When?</b> (When is it celebrated?)			
<b>Why?</b> (Why is it celebrated?)			
<b>How?</b> (Why is it celebrated?)			
<b>Symbol</b>			