

# Symbols Lesson I and II

## PART A: PLANNING

Grade Level: 2

Targeted Content: Social Studies

Integrated Content: English/Language Arts

For Lessons Taught: # of Students \_\_\_\_\_ # of Boys \_\_\_\_\_ # of Girls \_\_\_\_\_

# of IEP Students \_\_\_\_\_ # of ELL Students: \_\_\_\_\_ # of High Ability Students \_\_\_\_\_

State Content Standard and/or Common Core Standard(s):

*Target Standard(s):*

K-12.H.2 Students will analyze and evaluate the impact of people, events, ideas, and symbols upon history using multiple sources.

2.C.1.. Explain, in written form, through speech, or through the use of technology, the meaning behind our national symbols.

*Supporting Standard(s):*

2.W.2. Write informative/ explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

Instructional Setting: Check all that apply:

Whole Group	<input checked="" type="checkbox"/>	Centers		Other (list)	
Small Group	<input type="checkbox"/>	Workshop			
Individual Student	<input checked="" type="checkbox"/>	Lab			

Lesson Focus: Students will learn what a symbol is, learn to identify several important symbols of the United States, and will identify some emblems of belief on markers at the Black Hills National Cemetery.

- **Lesson 1:** Students will research state symbols and will complete a short informative writing about at least 3 state symbols from a state of their choice
- **Lesson 2:** Students will research symbols of belief on veteran markers at Black Hills National Cemetery. They will engage in a discussion of the diversity of symbols at BHNC and what this means about our service men and women across the nation. Finally, students will choose their own symbol and discuss what it means to them.

### Learning Outcome(s):

- As a result of this lesson, students will know that symbols are something that stand for something else and will complete one short informative writing piece with at least 3 state symbol facts from a state of their choice.
- Additionally, they will define symbols of belief found at the Black Hills National Cemetery,
- Finally, they will apply their knowledge of symbols by creating one meaningful to them and explaining their choice to their classmates.

### Assessment Measures:

*Formative Assessment(s):* The assessment during this lesson will be mostly through observations in whole- and small-group discussions, the short writing piece that the student has completed, and the final product of the student-generated symbol.

*Summative Assessment(s):* None

Differentiation: A gifted student can research more than 3 facts about a state and write about them. An IEP student can write about less than 3 facts if it takes them longer to complete assignments.

When students are done with their writing piece, students can be given these to complete/color:

South Dakota symbol activity sheet:

<http://www.gallopade.com/South-Dakota-Symbols-Facts-FunSheet-Pack-of-30-P5264.aspx>

Link to other states symbol activity sheets:

[http://www.gallopade.com/cw\\_Search.aspx?k=State+symbols+and+facts](http://www.gallopade.com/cw_Search.aspx?k=State+symbols+and+facts)

### Materials:

“What are symbols?” Prezi

Direction handout for writing assignment

Lined paper

Pencils

Extra: crayons, colored pencils, markers for coloring page

## **PART B: DELIVERY OF INSTRUCTION**

### **LESSON 1:**

#### Introduction:

1. Begin by discussing the recognizable symbols in the Power Point “**Symbols PPT Lesson I:**”
2. McDonalds: How many of you have ever seen this symbol before? What do you think of when you see the symbol? These golden arches are all over the world and they represent the fast food restaurant McDonald’s.
3. Emojis: How about these images? These are symbols that have become wildly popular online and in text speak, and they all represent some type of feeling or emotion. (Have

students identify the corresponding emotions.)

4. Peace Sign: What about this one? What does it mean—and can you think of any other symbols or ways we demonstrate this idea? (Click to peace dove in next slide.) Some ideas have many or multiple symbols attached to them, like the peace sign and the dove: both represent the idea of peace.
  - a. Let's think about symbols we use to communicate feelings of love. Which ones can you think of? (Show slide once discussion commences.)
5. These are all images that represent something else (specifically, an idea), and they are symbols you probably see and use in your everyday life. Today, we are going to learn about the popular symbols of the United States and also our own state of South Dakota.
6. Click on the YouTube video by Brain Pop Jr. and watch with students: [https://www.youtube.com/watch?v=A4h\\_uxDVtiA&t=17s](https://www.youtube.com/watch?v=A4h_uxDVtiA&t=17s)
7. After the video, review its content. Reiterate the symbolism behind the American flag and the bald eagle (both have PPT slides), and then preview the upcoming discussion by mentioning that South Dakota has specific symbols as well.
8. Flag slide: The American Flag has 50 stars for each states and 13 stripes because when the Europeans first settled in America, there were only 13 different colonies. Discuss how the flag represents each American and his/her home. Discuss what it means to respect the flag.
9. Eagle slide: The bald eagle is a symbol for the United States. What do you think this particular bird represents? Explain your answer. (FYI: The bald eagle is protected in the USA and it's illegal to capture or hurt these birds.)
10. South Dakota flag slide: Explain to students why South Dakota is called the Mount Rushmore State (because Mount Rushmore is its most famous national monument) and ask students if they have ever been to or seen Mount Rushmore (this will instigate classroom discussion). Ask: who is on Mount Rushmore? (The four presidents on the monument are George Washington, Thomas Jefferson, Theodore Roosevelt, and Abraham Lincoln) Ask: what is Mount Rushmore supposed to represent for the people of America?
11. On the next slide, click on the link provided, and this will take you to <https://statesymbolsusa.org/states/united-states/south-dakota>. Here is a list of state symbols specific to South Dakota.
  - a. This portion of the lesson will be to go through the symbols and talk about each one as a class. For each symbol, ask students: Why do you think this was chosen to represent our state?
    - i. Extension: each student will be provided an iPad and are only allowed to visit this site, but will also be able to click on any of the state links on the sidebar of the lesson to learn about other states' symbols.
12. Next slide: Reiterate to students the definition of symbols. Have students talk in their small groups about the different symbols they have looked at today. Walk around classroom observing, providing feedback, and answering any questions.

13. After class discussion, hand out “State Symbols Writing Assignment” directions and go over directions as a class.
14. Hand out lined paper for students (see attached) and give students necessary time for their writing.

Closure:

Today we learned about symbols and how they are images that come to represent something other than themselves. They are a kind of “short-hand” communication between people. We also learned how each state has their very own symbols and we practiced our informative writing by picking a state and writing about at least 3 interesting symbols. We also learned about the important symbols for America, like our flag and national bird, and how they represent our freedom and strength as a country.

In our next lesson, we’ll learn about some very specific symbols that are found at the Black Hills National Cemetery, where many of our veterans are buried.

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**LESSON 2:**

1. Use **Symbols PPT Lesson 2** as an illustrative guide for this discussion. Ask students to define “symbol,” recalling information from the previous lesson.
2. Pull up the slide of “Black Hills National Cemetery Symbols” and begin to talk about how when a veteran passes away, they can choose to be buried in a national cemetery. The veteran and their family members are able to decide what they get to put on their headstone, and often, families will elect to mark the stone with a symbol.
3. As a class, look at photos of different headstones from the BH National Cemetery. What do you notice about each of these images? Do you recognize any of the symbols?
  - a. Discuss that many of the symbols put on headstones represent a veteran’s religion or beliefs.
4. Hand out the 2-page symbol reference guide to students and have them study the various options for belief symbols.
5. After discussion, provide each student with an individual white board, a dry erase marker, and an eraser. Each student will be able to draw a symbol of choice from the handout and hold it up for their classmates to see. Have the students explain either whole group or in their small groups why they chose to draw that symbol.
  - a. Take the top three reoccurring symbols from the students’ selections.
    - i. Ask students if they know anything about the symbols.
    - ii. Conduct whole-class research online to learn more about the chosen symbols. (This is a good opportunity to informally and briefly walk students through responsible research online: how to look for good sources. In other words, explain how and why you select the sources you do.)
6. Engage students in the following discussion:

- a. Did you recognize any of these symbols before this lesson? Which ones?
  - b. Are you surprised by how many belief symbols there are? Why or why not?
  - c. What does this tell you about our veterans buried at Black Hills National Cemetery?
7. Hand each student an individual white board, a dry erase marker, and an eraser. Ask students to draw a symbol that is meaningful to them that they would have on their headstone. This symbol does not have to be one representing a belief system or religion. Ask them to explain their selections in small- or whole-group.

Closure:

“Today, we looked over some of the symbols of belief that you might find on markers at the Black Hills National Cemetery and you all got a chance to draw and talk about the symbols that stood out to you. Each symbol represents a belief system that each veteran believed in during his or her life. Our military come from all walks of life and backgrounds, yet act as a united front protecting and serving this country. It’s important that we, as human beings, respect all of these symbols. If you have any questions about any of these symbols, please feel free to talk with (teacher).