

National Symbols

Kindergarten Lesson Plans

Objective

Understands how democratic values came to be, and how they have been exemplified by people, events, and symbols, such as knowing the history of American symbols.

McREL K-4 History Standard 4, Level 1.8.

Materials

H copies of *Fly Like An Eagle* (page 10)

H copies of *Design a Flag* (page 11)

H copies of *Symbol Sort* (page 12)

H art supplies and blank paper

H *Uncle Sam and Old Glory* by Delano West and Jean C. West (optional)

H Pictures of a United States flag, a bald eagle, and a model of the Statue of Liberty

Procedure

Ask the students to brainstorm items that remind them of the United States and their freedom. (You might first want to discuss the meaning of freedom.) Write their suggestions on the board. Explain to the students that the bald eagle, the flag, and the other items mentioned are all symbols of the United States and show what our country is about.

Next, show students items that include a bald eagle, the United States flag, and the Statue of Liberty. Ask them what comes to mind when they see these items.

Share some of the information from *Background Information* (page 9) with your students. You will need to be selective for your younger students. Go over the bolded words before reading. You might choose to copy the information for the students so that they can follow along.

After you have discussed *Background Information* with the students, put them in pairs. Give each pair *Fly Like An Eagle* (page 10). Discuss the directions with the students. Then, give them the opportunity to complete the graphic organizer concerning what they learned as they read the background information. Encourage students to write down or draw at least one thing they have learned about each of the symbols of the United States. You may also choose to do this activity as a class.

After students have completed their organizers, give them a copy of *Design a Flag* (page 11). This image can be found on the Library of Congress website at this URL address: <http://hdl.loc.gov/loc.pnp/cph.3g02791>. As a class, answer the *Design a Flag Questions* (page 8) about the picture of Betsy Ross and the flag. Then, ask students to complete the activity underneath the primary source picture.

To assess your students' learning, go over each activity in the *Bloom's Taxonomy Chart* (page 8) with the class. Assign each student an activity or allow them to choose their own. All of these activities are based on Bloom's Taxonomy of Cognitive Development.

Finally, for an extension, refer to *Extension Activity* (page 8).

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Kindergarten Lesson Plans *(cont.)*

Design a Flag Questions

- H What do you see in the picture?
- H Does the flag look the same as it does today?
- H Who do you think is holding the flag?
- H Do you think the people in the picture like the flag?
- H Who do you think the man is standing near the flag?

Bloom's Taxonomy Chart

Knowledge: List three United States symbols. Then, draw a picture of each.

Comprehension: What is your favorite United State's symbol? Explain why you like it.

Application: What is your school's symbol? Find out, and draw a picture of it.

Analysis: Find a picture of your state flag. Name or draw two ways it is like the United States flag. Name or draw two ways it is not like the United States flag. You can use a Venn diagram to compare the flags if you would like.

Synthesis: A symbol is a picture or item that tells about something. What symbol would tell about you? Draw a picture of a symbol that would describe you.

Evaluation: Benjamin Franklin wanted the wild turkey to be the national symbol, but Thomas Jefferson and John Adams did not like it. Do you think the turkey would make a good national symbol? Why or why not?

Extension Activity

Use the book *Uncle Sam and Old Glory* by Delano West and Jean C. West to complete *Symbol Sort* (page 12).

Read the book *Uncle Sam and Old Glory* aloud to students. You do not need to read the entire book. You might choose just the symbols mentioned in the lesson plus a couple of the symbols that would be of most interest to the students.

Next, divide the class in half. Name one half "Freedom" and the other "Liberty."

Make a list, or draw, the following symbols on the board or overhead: Uncle Sam, United States flag, Liberty Bell, bald eagle, "Yankee Doodle," and the Statue of Liberty. Tell students to refer to this list as they play the game.

Read a clue from *Symbol Sort*. Give only one clue at a time. The team that figures out the clue first gets the points. If they guess the symbol on the first clue, award three points. On the second clue, award two points, and on the third clue, award one point.

National Symbols

Kindergarten Lesson Plans *(cont.)*

Background Information

The Constitution is the **document**, or paper, that explains the rules and laws in America. It also tells other countries that we want to be free from rule. America has a lot of symbols that show other countries what the Constitution means to Americans. Three of those symbols are the United States flag, the bald eagle, and the Statue of Liberty.

The United States Flag

On June 14th, America celebrates Flag Day. That is because our first flag was approved by the **Continental Congress** on June 14, 1777. Many people believe that Betsy Ross made the first flag. This first flag had 13 stripes and 13 stars. The stars were on a blue background. But, in 1818 more states became a part of our country. So, the flag was changed to make the stars always equal to the number of states. The 13 stripes stand for the 13 **colonies**, or the first states. The Continental Congress never said why they chose red, white, and blue for the colors. People believe that blue means **justice**, red stands for strength, and the white represents purity. Sometimes, the flag is called “Old Glory” or the “Stars and Stripes.”

The Bald Eagle

The bald eagle was chosen to be the national **emblem**, or symbol, in 1782. It was the idea of a man called William Burton, because he thought the bald eagle was strong and powerful.

In 1776, Benjamin Franklin, Thomas Jefferson, and John Adams were first asked to decide what the national symbol should be. These men helped write the Constitution, but, they could not agree on a symbol. Benjamin Franklin wanted it to be a wild turkey. Adams and Jefferson said no to that idea. In the end, the bald eagle was chosen.

The bald eagle is only found in the United States and most of them live in Alaska. You can see images of them on a lot of buildings in the United States. There are also pictures of them on United States money.

The Statue of Liberty

The Statue of Liberty is a symbol of **freedom**. It was a gift to the United States from France. France is a country on the **continent** of Europe. The same man who built the Eiffel Tower in Paris created the iron frame of the statue. But, a Frenchman named Frederic-Auguste designed the actual statue. You have to travel to New York City to visit the Statue of Liberty. It has been there since 1886.

The entire name of the statue is “Liberty Enlightening the World.” Chains are around the feet of the statue. The right hand of the statue holds a torch. It stands for **liberty**. The left hand of Lady Liberty holds a book called a tablet. It has the date July 4, 1776 written on it. That is the day the United States said they wanted to be free from Britain—the country that once controlled the United States. There are seven spikes on the Statue of Liberty’s crown. They stand for the seven seas and the seven continents.

Fly Like An Eagle

Student Reproducible

Name: _____

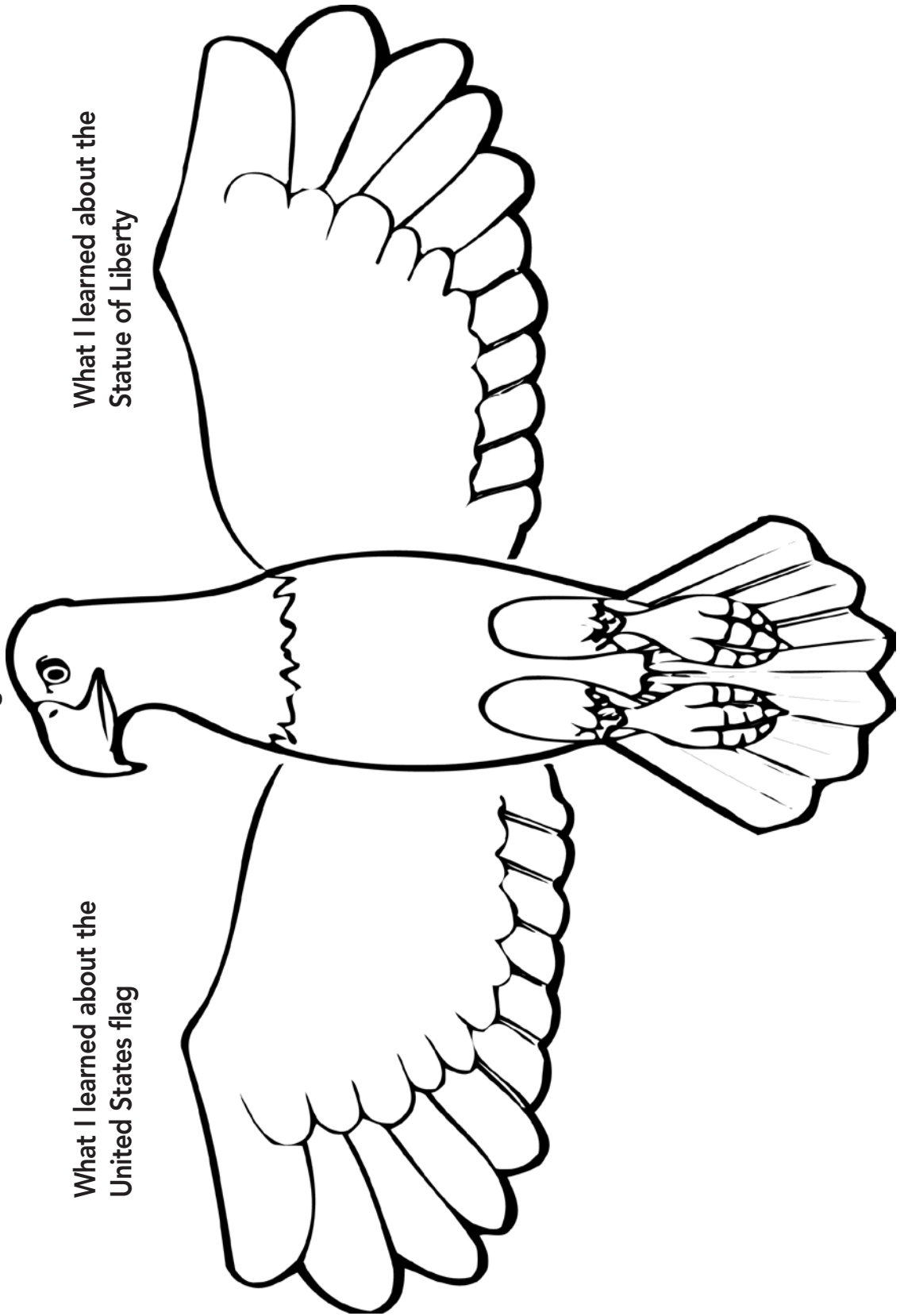
Date: _____

DIRECTIONS: Fill this bald eagle with words or pictures to show what you have learned about the flag, the bald eagle, and the Statue of Liberty.

What I learned about the
bald eagle

What I learned about the
United States flag

What I learned about the
Statue of Liberty



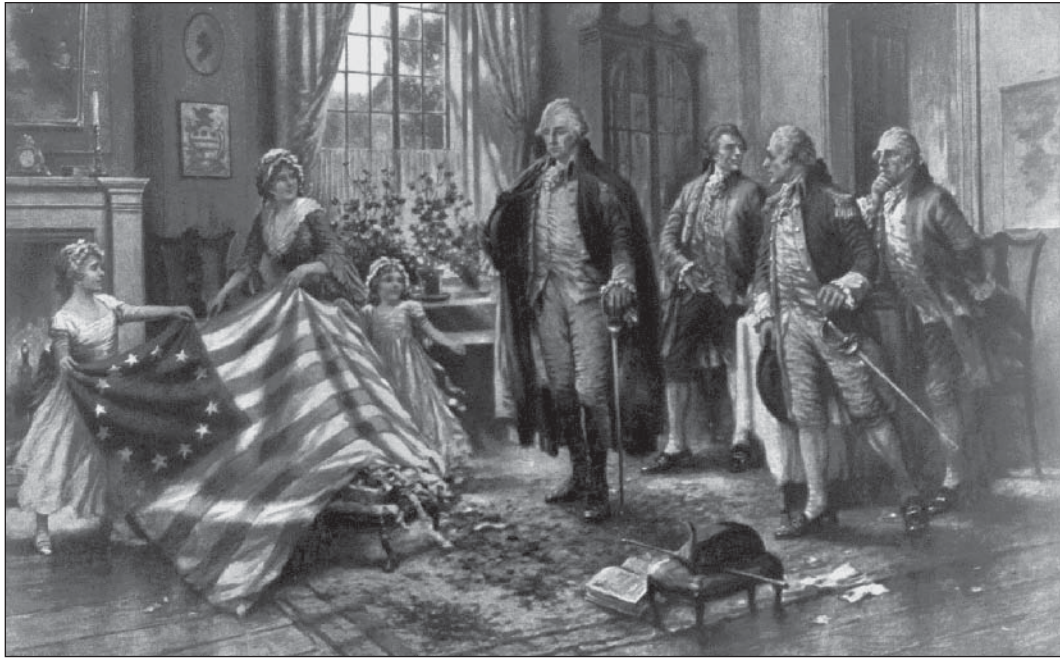
Design a Flag

Student Reproducible

Name: _____

Date: _____

The painting below is Betsy Ross and two small girls showing the United States flag to George Washington and three other men.



Courtesy of The Library of Congress

DIRECTIONS: Pretend that you are Betsy Ross. George Washington has asked you to create a flag for the United States of America. Use crayons, paints, or other art supplies to create your own original flag for the United States.

Symbol Sort

Student Reproducible

Name: _____

Date: _____

Symbol 1

1. Ding Dong!
2. This symbol cracks me up!
3. I live in Philadelphia.

I am _____.

Symbol 2

1. I was sung to make fun of the soldiers that were fighting for America's freedom.
2. I was also sung by the men who fought for our freedom as they marched into battle.
3. I talk about macaroni, but it isn't the kind with cheese.

I am _____.

Symbol 3

1. Many say I was started by a butcher named Sam Wilson.
2. I am a cartoon that is on posters saying, "I Want You!"
3. I have a beard, and I like to wear a blue coat and red and white pants so I look like the United States flag.

I am _____.

Symbol 4

1. I am sometimes called "Old Glory" or the "Stars and Stripes."
2. A lot of people say that Betsy Ross was the first to sew me up.
3. My favorite colors are red, white, and blue.

I am _____.

Symbol 5

1. I am the United States' symbol of strength.
2. Ben Franklin liked turkeys better than me.
3. I was almost extinct because of hunters.

I am _____.

Symbol 6

1. I live in New York City.
2. I was a gift from France.
3. My nickname is "Lady Liberty."

I am _____.