



**Literacy Design
Collaborative**

1D. American Symbols

by Pam Ferrante, Patricia Goldman, Marilyn D. Kline, Patty Linder, and Judith L. Irvin

This module is part of the *National Literacy Project (NLP) Civics Collection*, a comprehensive and sequenced group of modules aimed at providing a foundation for students to master the essential concepts of civic education. The entire collection of nineteen modules addresses all of the Florida Standards/Benchmarks in civics in grades K-6. Although the collection was aimed at Florida Standards/Benchmarks, the modules can be easily modified to fit civics and literacy benchmarks in another state.

Each module covers one to three weeks of classroom instruction. The modules can be successfully implemented as a schoolwide progression, with each grade's instruction building and deepening students' knowledge and skill. Or modules can stand alone, and teachers can implement modules that address particular standards/benchmarks, as needed. Some teachers use these modules as part of their reading/language arts block; others teach the modules during the time allocated for social studies.

The modules in the *NLP Civics Collection* cover all of the benchmarks in civics (for a matrix of all of the modules, see the Teacher Resources) that are addressed in either the teaching task *or* a mini-task; some benchmarks are covered *only* in a mini-task. Essential literacy standards (Language Arts Florida Standards) are also addressed in each module (for a matrix that lists all of the LAFS standards, see Teacher Resources). In addition, the modules are designed to reinforce the instructional shifts needed for college and career readiness:

- Building knowledge through content-rich texts
- Reading and writing grounded in evidence from text
- Regular practice with complex text and its academic vocabulary

Many Florida district content specialists, school level principals, and teachers participated in this project. In addition, the *National Literacy Project*, in collaboration with the *Florida Joint Center for Citizenship*, provided direction, guidance, and oversight for each module and the collection as a whole. Each module was field-tested by at least two teachers during January – May 2017. Systematic feedback was collected from 100+ teachers through a survey and virtual conversations. If you have suggestions to improve a module or feedback you would like to give, please contact Dr. Judith Irvin at jirvin@NLProject.org.

1D. American Symbols

This module helps students understand the importance of American symbols. After learning about American symbols, students will share their understanding of the symbols by drawing, writing, and speaking about the symbols.

GRADES

1

DISCIPLINE

 **Social
Studies**

COURSE

 **Civics**

PACING

 **3hr**

Section 1: What Task?

Teaching Task

Task Template IE3 - Informational or Explanatory

After reading and listening to texts about American symbols, draw one symbol and write a paragraph in which you explain the symbol's meaning. Support your response with evidence from the text/s. Include at least one historical or descriptive fact about the symbol from the texts in your response.

Standards

Social Studies Next Generation Sunshine State Standards

SS.1.C.3.2

Focus

Recognize symbols and individuals that represent American constitutional democracy.

Florida Standards

LAFS.1.RI.3.7.

Focus

Use the illustrations and details in a text to describe its key ideas.

LAFS.1.W.3.8.

Focus

With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

LAFS.1.SL.1.1.

Focus

Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

Texts

- 🔗 [U.S. Symbols by BrainPOP Jr. – Video](#)
- 🔗 [U.S. Symbols by Ann-Marie Kishel – Print Book Option](#)
- 🔗 [L is for Liberty by Wendy Cheyette Lewison – Print Book Option](#)
- 🔗 [L is for Liberty by Wendy Cheyette Lewison – Video Option](#)
- 🔗 [F is for Flag by Wendy Cheyette Lewison – Print Book Option](#)
- 🔗 [F is for Flag by Wendy Cheyette Lewison – Video Option](#)
- 🔗 [The Liberty Bell by Lloyd G. Douglas – Print Book Option](#)
- 🔗 [The Liberty Bell by Lloyd G. Douglas – Video Option](#)
- 🔗 [The Bald Eagle by America's Greatest Animals - Video](#)

Student Work Rubric - Informational or Explanatory Task - Grade 1

	Emerging	Approaches Expectations	Meets Expectations	Advanced
	1	2	3	4
Topic / Main Idea	Response does not address the prompt, does not name a topic, or is mostly off-topic.	Names a topic; response is loosely related to the prompt and the topic, or is partially off-topic .	Names a topic; response addresses the prompt and is related to the topic.	Names a clear topic; response addresses the prompt and stays focused on the topic .
Use of Sources	Includes no information from sources.	Includes information from sources loosely related to topic.	Includes information from sources related to the topic.	Includes detailed information from sources related to the topic.
Development	Lists no facts or facts unrelated to the topic.	Lists facts loosely related to the topic.	Lists facts related to the topic.	Lists and elaborates on some facts related to the topic.
Organization	Sentences have no evident relationship with each other.	Sentences are related to each other.	Sentences are related to each other; provides a sense of closure .	Sequences sentences with a beginning, middle, and end ; provides a sense of closure.
Conventions (general)	Major errors in standard English conventions appropriate to the grade level interfere with the clarity of the writing.	Errors in standard English conventions appropriate to the grade level sometimes interfere with the clarity of the writing.	Consistently applies standard English conventions appropriate to the grade level. Minor errors, while noticeable, do not interfere with the clarity of the writing.	Consistently applies standard English conventions appropriate to the grade level, with few errors. Attempts to use untaught conventions, appropriate to grade level.
Conventions (Grade 1 examples)	Most words spelled phonetically Use of capital letters inconsistent Appropriate spacing between words Little to no use of punctuation	Most frequent-use words spelled correctly Some words spelled phonetically End punctuation used inconsistently First word in each sentence capitalized Pronoun "I" capitalized	Conventional spelling of frequent-use words Phonetic spelling of new words Consistent use of end punctuation Consistent spacing of words and sentences Dates and names capitalized Use of commas in dates and series of words	Holidays, product names and geographic names capitalized Use of apostrophe to form contractions Conventional spelling of new words
C3 Core Idea	Identifies irrelevant content OR includes major errors.	Identifies relevant content with some errors.	Identifies relevant and accurate content.	Elaborates on relevant and accurate content.

Background for Students

America is a land of symbols. Some of these symbols include the flag of the United States, the bald eagle, the Statue of Liberty and many more. We will listen to some stories to help us learn about these American symbols. Then you will choose one symbol to draw and write about.

Extension

Optional Extension Activity

Students write "I Am" statements about their symbol. Students lead a guessing game by reading their "I Am" statements and calling on classmates to guess which American Symbol they wrote about. (See Teacher Resources).

Section 2: What Skills?

Preparing for the Task

TASK ENGAGEMENT: Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.

TASK ANALYSIS: Ability to understand and explain the task's prompt and rubric.

Reading Process

ESSENTIAL VOCABULARY: Ability to identify and master terms essential to understanding a text.

ACTIVE READING: Ability to read explicitly and identify the central point and main supporting elements of a text.

ENHANCING COMPREHENSION: Ability to respond to a text by connecting the text to the task.

Transition to Writing

PREPARING FOR WRITING: Ability to begin linking reading results to writing task.

Writing Process

FINAL DRAFT: Ability to submit final piece that meets expectations.

Section 3: What Instruction?

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
Preparing for the Task				
20 mins	<p>TASK ENGAGEMENT:</p> <p>Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.</p>	<p>1. SYMBOL DRAWING</p> <p>Draw two examples of symbols from the U.S. Symbols video and discuss their meaning.</p>	<p>Students meet expectations if they:</p> <ul style="list-style-type: none"> • Draw two symbols from the video • Discuss the meaning of the symbols with a classmate 	<ol style="list-style-type: none"> 1. Draw a heart and ask students to discuss the following with a shoulder partner: <ul style="list-style-type: none"> • What is this picture? • What does it mean? <p>Call on several students to share what they discussed.</p> 2. Write <i>symbol</i> on the board and define the word: <ul style="list-style-type: none"> • something that stands for or means something else 3. Explain that a heart is often used as a symbol to mean "love." <ul style="list-style-type: none"> • Share other common symbols and allow students to discuss the meaning. <ul style="list-style-type: none"> ◦ Use symbols from the Common Symbol resource or select other symbols that will be familiar to your students. (see Teacher Resources) ◦ Encourage students to share some symbols, too. 4. Teacher Talk: We are going to be learning about some national symbols - that means symbols that stand for the United States of America. Watch this short video very closely because after it is over, you will draw two symbols you learned about in the video and explain what they stand for. <ul style="list-style-type: none"> • Review: After the video, how many symbols will you draw? (Two) 5. Watch <i>U.S. Symbols</i> by BrainPop Jr., then ask students to draw. 6. Model the Stand Up - Hand Up - Pair Up Collaborative Strategy with a small group to demonstrate how the class will share their symbols and meanings. (See Teacher Resources) <ul style="list-style-type: none"> • The whole class uses the Collaborative Strategy to share.
<p>Standards:</p> <p>LAFS.1.SL.1.2. : Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>LAFS.1.SL.1.1. : Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>SS.1.C.3.2 : Recognize symbols and individuals that represent American constitutional democracy.</p>				

1D. American Symbols

Additional Attachments:

 [Stand Up - Hand Up - Pair Up Collaborative Structure.pdf](#)

 [Common Symbols.docx](#)

 [U.S. Symbols by BrainPOP Jr. – Video](#)

20 mins

TASK ANALYSIS:

Ability to understand and explain the task's prompt and rubric.

2. TEACHING TASK ANALYSIS

With a partner, use a text coding strategy to identify what you need to know and do in order to successfully complete the Teaching Task.

Students meet expectations if they:

- actively participate in the discussion to identify what they need to know and do to successfully complete the Teaching Task

1. Prepare in advance: Make a copy of Text Coding the Task answer key for yourself and enough handouts for each pair of students. (See Student Handouts)

2. Give each pair of students a copy of the Text Coding handout.

- Ask them to put their names on the paper, then put their pencils down. Don't write anything else.

3. Use a document camera (or create a Teaching Task chart) to review the directions with the class.

- Read the task below with a partner. (Provide time for students to read together or have the whole class read aloud together.)
- Draw a box around all the words that tell you what you need to **do**.
 - Model - *After reading and listening to texts...wait! Did I just hear words that tell us what to do? Can you find the do-ing words? (Draw a box around reading.) What other word is there to tell us what to do? (Draw a box around listening.)*
 - Continue modeling until the pairs can work independently. Circulate around the room to assist as needed.

(Text Coding Worksheet Answer Key and ESOL Strategies are available in the Teacher Resources.)

4. Model the next step in the directions: Underline the words that tell you something you need to know.

- Continue modeling until the pairs can work independently. Circulate around the room to assist as needed.

5. Review the answers and have the class read the Task aloud.

- Let's all read the words that tell us what to do:
 - reading
 - listening to texts
 - choose one symbol
 - draw
 - write a paragraph
 - explain
 - support your response
 - include at least one
- Now let's read the words that tell us something we will have to know:
 - American symbols
 - the symbol's meaning
 - evidence from the texts
 - historical or descriptive fact about the symbol

1D. American Symbols

6. Have students store the task for future reference. Or collect the tasks for use later.

Standards:

LAFS.1.SL.1.1.B. : Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

LAFS.1.RI.1.2. : Identify the main topic and retell key details of a text.

Additional Attachments:

 **1.D Text Coding the Task Worksheet.pdf**

 **ESOL Strategies.pdf**

 **1.D Text Coding the Task Answer Key.pdf**

Reading Process

20 mins

ESSENTIAL

VOCABULARY:

Ability to identify and master terms essential to understanding a text.

3. ESSENTIAL

VOCABULARY LIST

Students discuss essential vocabulary, sort the words and glue them alphabetically in a list.

Students meet expectations if they:

- list the essential vocabulary words alphabetically

1. Prepare in advance: Make a copy of the Essential Vocabulary Sort for each student. Make sure table groups have scissors and glue. (See Student Handouts)

2. Explain the directions for step 1 and 2.

- Students complete the cutting for the activity.

3. Explain step 3. Provide a review on how to alphabetize words and model the process if needed.

4. Students glue the six vocabulary words in alphabetical order.

- eagle
- flag
- freedom
- liberty
- respect
- symbol

5. Provide answer keys for student self-check.

- Options:
 - place answer key at a center or special location
 - provide answer key for table group
 - students check work individually or in pairs

6. Class reads vocabulary aloud from their personal list.

7. Teacher Talk: Raise your hand if you know what some of these words mean. (Select a few students to share a word and what they think it means.) Let's watch the U.S. Symbols video again and listen carefully for our vocabulary words. (See Teacher Resources)

- View U.S. Symbols video and discuss vocabulary
- Optional: Stop video before or after each vocabulary word is emphasis meaning and check for understanding

Standards:

1D. American Symbols

LAFS.1.L.3.4. : Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.

Additional Attachments:

 [Essential Vocabulary Sort Answer Key.pdf](#)

 [Essential Vocabulary Sort .pdf](#)

 [1D Essential Vocabulary.pdf](#)

 [U.S. Symbols by BrainPOP Jr. – Video](#)

20 mins

ACTIVE READING:

Ability to read explicitly and identify the central point and main supporting elements of a text.

4. AMERICAN SYMBOLS FACT CHART

Read or listen to *U.S. Symbols* by Ann-Marie Kishel. Work collaboratively in a small group to create a chart of the symbols

Students meet expectations if they:

- actively listen to *U.S. Symbols*
- collaborate with classmates to complete the American Symbols Fact Chart

1. Prepare in advance:

- Print a copy of American Symbols Fact Chart for pairs or table groups. (see Student Handouts)
- Make sure you have index cards or large sticky notes for each student to write at least one fact.

2. Teacher Talk: Today we will read *U.S. Symbols* by Ann-Marie Kishel. After reading, you will work in a small group (or with a partner) to write down some facts you learned. Some facts may be historical - they are about how the symbol came to be. Other facts may be descriptive - what the symbol looks like, what size it is.

- Read *U.S. Symbols* by Ann-Marie Kishel once or twice.
- Stop to point out examples of historical and descriptive facts.

3. Group students and provide a copy of American Symbols Fact Chart.

- Read the text on the chart together.
- Roundtable Writing Strategy - Everyone will take a turn writing.
 - Start with the first symbol, American Flag
 - Discuss what you learned about the American Flag
 - One person writes down something you all learned from the book/video
 - Pass the Chart to the next person, discuss the next symbol, and the 2nd person writes down something you learned.
 - Continue to pass the chart, discuss, and write until the American Symbols Fact Chart is finished.

4. Review the symbols chart by calling on a few students from various groups to share facts with the whole class.

5. Teacher Talk: Now that you have recorded facts with a group, it's time to practice that skill by yourself. We are going to watch a video about a very important American Symbol: the bald eagle. After we watch the video, you will each write at least one fact you learned from the video.

- View *The Bald Eagle* by America's Greatest Animals.
- Give students an index card or large post-it note and have them write at least one historical or

1D. American Symbols

				<p>descriptive fact about bald eagles that they learned in the video.</p> <ul style="list-style-type: none"> ● Share a few of the facts. <p>5. Wrap up: Remind students that they have a great start on completing the Teaching Task.</p> <ul style="list-style-type: none"> ● Have students read the Teaching Task aloud from a class chart or the Text Coding the Task Worksheet from Mini-Task 2. (See Student Handouts).
<p>Standards:</p> <p>LAFS.1.SL.1.1. : Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>LAFS.1.RI.1.2. : Identify the main topic and retell key details of a text.</p> <p>SS.1.C.3.2 : Recognize symbols and individuals that represent American constitutional democracy.</p>				
<p>Additional Attachments:</p> <ul style="list-style-type: none"> 📄 1.D Text Coding the Task Answer Key.pdf 📄 1.D Text Coding the Task Worksheet.pdf 📄 American Symbols Fact Chart.pdf 🎥 The Bald Eagle by America's Greatest Animals - Video 📖 U.S. Symbols by Ann-Marie Kishel – Print Book Option 				
20 mins	<p>ACTIVE READING:</p> <p>Ability to read explicitly and identify the central point and main supporting elements of a text.</p>	<p>5. LIBERTY JEOPARDY GAME</p> <p>Listen to <i>L is for Liberty</i> by Wendy C. Lewison and <i>The Liberty Bell</i> by Lloyd G. Douglas. Participate in a game of Liberty Jeopardy to review facts (text-based evidence) about the symbols.</p>	<p>Students meet expectations if they:</p> <ul style="list-style-type: none"> ● listen actively to <i>L is for Liberty</i> and <i>The Liberty Bell</i> ● participate in the Liberty Jeopardy Game 	<p>1. Prepare in advance: Print a Liberty Jeopardy Response Card for each student.</p> <p>2. Introduce this lesson with a review of the Essential Vocabulary Sort from Mini-Task 3. (See Teacher Resources and Student Handouts.)</p> <ul style="list-style-type: none"> ● Emphasize the word <i>liberty</i> (Option: Have students color or circle the word box.) <ul style="list-style-type: none"> ○ <i>liberty</i> is not a symbol; it's an idea ○ <i>liberty</i> means <i>freedom</i> <p>3. Teacher Talk: Today we are going to read two books about American symbols that stand for freedom. Both of these symbols have the word <i>liberty</i> in their name. Can you guess what these American symbols are? (Invite students to make predictions.)</p> <ul style="list-style-type: none"> ● After we read the two books about American symbols with <i>liberty</i> in their name, we will play a Liberty Game so listen carefully for facts about each American symbol. ● Read both books (see Teacher Resources): <ul style="list-style-type: none"> ○ <i>L is for Liberty</i> by Wendy C. Lewison ○ <i>The Liberty Bell</i> by Lloyd G. Douglas <p>4. Teacher Talk: Now let's see if you learned any new facts about the Liberty Bell and the Statue of Liberty by playing the Liberty Jeopardy Game. (see Teacher Resources)</p> <ul style="list-style-type: none"> ● Explain that in a Jeopardy Game the teacher gives the answer and the students have to ask the

1D. American Symbols

				<p>right question .</p> <ul style="list-style-type: none"> ● Give each student a Liberty Jeopardy Response Card and review the two questions. <ul style="list-style-type: none"> ○ What is the Statue of Liberty? ○ What is the Liberty Bell? ● Students fold the card in half and practice holding up each question. ● Play the game. <p>5. Teacher Talk: Wow! You have learned so much about American symbols. It going to easy for you to complete the Teaching Task.</p> <ul style="list-style-type: none"> ● Have students read the Teaching Task aloud from a class chart or the Text Coding the Task Worksheet from Mini-Task 2. (See Student Handouts and Teacher Resources).
<p>Standards:</p> <p>LAFS.1.RI.1.2. : Identify the main topic and retell key details of a text.</p> <p>SS.1.C.3.2 : Recognize symbols and individuals that represent American constitutional democracy.</p>				
<p>Additional Attachments:</p> <ul style="list-style-type: none"> 📄 1.D Text Coding the Task Worksheet.pdf 📄 1.D Text Coding the Task Answer Key.pdf 📄 Liberty Jeopardy Game.pdf 🎧 The Liberty Bell by Lloyd G. Douglas – Video Option 📖 The Liberty Bell by Lloyd G. Douglas – Print Book Option 🎧 L is for Liberty by Wendy Cheyette Lewison – Video Option 📖 L is for Liberty by Wendy Cheyette Lewison – Print Book Option 📄 1D Essential Vocabulary.pdf 📄 Liberty Jeopardy Response Card.pdf 📄 Essential Vocabulary Sort .pdf 				
<p>20 mins</p>	<p>ENHANCING COMPREHENSION: Ability to respond to a text by connecting the text to the task.</p>	<p>6. AMERICAN FLAG WORKSHEET Read or listen to <i>F is for Flag</i> by Wendy Cheyette Lewison, then complete a worksheet by coloring an American flag and writing to explain what the American flag stand for.</p>	<p>Students meet expectations if they:</p> <ul style="list-style-type: none"> ● participate in the discussion ● listen attentively to <i>F is for Flag</i> ● complete the American Flag Worksheet 	<p>1. Prepare in advance (see Teacher Resources):</p> <ul style="list-style-type: none"> ● Print American Flag Worksheets for each student. <p>2. Review the Mini-Task 2 Text Coding the Task Worksheet to emphasize what students must <u>know</u> and <u>do</u> to successfully complete the task. (See Student Handouts)</p> <p>3. Teacher Talk: You have already started on the work of knowing and doing! Today we are going to learn more about the American Flag as a symbol for the United States of America. Point to the American Flag in our classroom. (Option: Show or pass around a small American Flag.)</p> <p>4. Read <i>F is for Flag</i> by Wendy Lewison. (see Teacher Resources)</p> <ul style="list-style-type: none"> ● Shoulder partner discussion (Encourage students to use their Essential Vocabulary List from Mini-Task 3 for clues - see Teacher Resources.) ● Question 1: What does the American Flag stand

1D. American Symbols

				<p>for?</p> <ul style="list-style-type: none"> ○ Have several students share out answers and record responses on chart, whiteboard, etc. <ul style="list-style-type: none"> ● Question 2: What facts did you learn about the American Flag? <ul style="list-style-type: none"> ○ Have several students share out answers and record responses on chart, whiteboard, etc. <p>5. Distribute American Flag Worksheets and provide directions:</p> <ul style="list-style-type: none"> ● Color the American Flag (use the classroom flag as a model) ● Write to complete 3 sentences. Use your Vocabulary List and the questions we answered after reading the book for help. <ul style="list-style-type: none"> ○ This is... ○ It stands for... ○ I learned that...
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Standards:

LAFS.1.SL.1.2. : Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

LAFS.1.SL.1.1. : Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

LAFS.1.W.3.8. : With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

LAFS.1.RI.1.1. : Ask and answer questions about key details in a text.

SS.1.C.3.2 : Recognize symbols and individuals that represent American constitutional democracy.

Additional Attachments:

 [1.D Text Coding the Task Worksheet.pdf](#)

 [F is for Flag by Wendy Cheyette Lewison – Video Option](#)

 [F is for Flag by Wendy Cheyette Lewison – Print Book Option](#)

 [1D Essential Vocabulary.pdf](#)

 [American Flag Worksheet.pdf](#)

 [1.D Text Coding the Task Answer Key.pdf](#)

Transition to Writing

30 mins	<p>PREPARING FOR WRITING: Ability to begin linking reading results to writing task.</p>	<p>7. AMERICAN SYMBOLS POSTER</p> <p>Review the American symbols presented in the module texts, then choose one to make a poster about. Work in small groups to create and present a poster in which you explain what you have learned about that symbol.</p>	<p>Students meet expectations if they:</p> <ul style="list-style-type: none"> ● work collaboratively ● complete all parts of the poster ● present their posters to the class 	<p>1. Prepare in advance: Supplies/materials needed for students to create a poster in small groups. Print a copy of the Poster Directions for each group (see Student Handouts).</p> <p>2. Guide a brief reflection of each module texts and the symbols presented. Students should refer to the American Symbol Fact Chart to guide review (see Student Handouts).</p> <ul style="list-style-type: none"> ● <i>U.S. Symbols</i> by BrainPop Jr. - video ● <i>U.S. Symbols</i> by Ann-Marie Kishel - book or video ● <i>F is for Flag</i> by Wendy Cheyette Lewison - book or video ● <i>L is for Liberty</i> by Wendy Cheyette Lewison - book or video ● <i>The Liberty Bell</i> by Lloyd G. Douglas - book or
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1D. American Symbols

			<p>video</p> <ul style="list-style-type: none"> • <i>The Bald Eagle</i> by America's Greatest Animals - video <p>3. Divide students into groups of three (a triad). Each triad will select one symbol from module texts and work together to create a poster. (See Poster Directions in Student Handouts)</p> <ul style="list-style-type: none"> • The poster should include: <ul style="list-style-type: none"> ◦ a picture of the symbol ◦ four sentences: <ul style="list-style-type: none"> ■ name the symbol ■ tell which text(s) helped you learn about the symbol ■ explain what the symbol stands for ■ share a fact about the symbol <p>4. Triads present their posters to the class. (Presentations can be made at another time, if necessary.)</p>
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Standards:

LAFS.1.W.3.8. : With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

LAFS.1.SL.1.1.B. : Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

LAFS.1.SL.1.1. : Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

LAFS.1.SL.2.5. : Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

SS.1.C.3.2 : Recognize symbols and individuals that represent American constitutional democracy.

Additional Attachments:

 [American Symbol Poster Directions.pdf](#)

 [American Symbols Fact Chart.pdf](#)

 [The Bald Eagle by America's Greatest Animals - Video](#)

 [The Liberty Bell by Lloyd G. Douglas – Video Option](#)

 [The Liberty Bell by Lloyd G. Douglas – Print Book Option](#)

 [F is for Flag by Wendy Cheyette Lewison – Video Option](#)

 [F is for Flag by Wendy Cheyette Lewison – Print Book Option](#)

 [L is for Liberty by Wendy Cheyette Lewison – Video Option](#)

 [L is for Liberty by Wendy Cheyette Lewison – Print Book Option](#)

 [U.S. Symbols by Ann-Marie Kishel – Print Book Option](#)

 [U.S. Symbols by BrainPOP Jr. – Video](#)

Writing Process

25 mins	FINAL DRAFT: Ability to submit final piece that meets expectations.	8. AMERICAN SYMBOL PAGE Select one American symbol to draw. Then write a paragraph that includes at least one fact about the symbol and explains the symbol's meaning .	<p>Students meet expectations if they:</p> <ul style="list-style-type: none"> • draw one American symbol • write a paragraph about the symbol • write at least one historical or descriptive fact 	<p>1. Review the Teaching Task with the class:</p> <p><i>After reading and listening to texts about American symbols, choose one symbol to draw and write a paragraph in which you explain the symbol's meaning. Support your response with evidence from the text/s. Include at least one historical or descriptive fact about the symbol from the texts in your response.</i></p> <p>2. Review the list of American symbols from the texts</p>
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1D. American Symbols

			about the symbol	<p>and class discussions. Note the sources of information.</p> <p>3. Suggest students use their Essential Vocabulary List as a resource.</p> <p>4. Differentiate the Task by giving students one of the following (found in Students Handouts):</p> <ul style="list-style-type: none">● An American Symbol● An American Symbol Scaffold (includes sentence starters) <p>5. As student draw and write, circulate to provide assistance as needed.</p> <p>Optional Extension Activity</p> <p>Students write "I Am" statements about their symbol. Students lead a guessing game by reading their "I Am" statements and calling on classmates to guess which American Symbol they wrote about. (See Teacher Resources).</p>
<p>Standards:</p> <p>LAFS.1.W.3.8. : With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>SS.1.C.3.2 : Recognize symbols and individuals that represent American constitutional democracy.</p>				
<p>Additional Attachments:</p> <ul style="list-style-type: none">■ An American Symbol Scaffold.pdf■ I Am - Extension Guessing Game.pdf■ An American Symbol .pdf				

Instructional Resources

Student Handout

- [1.D Text Coding the Task Worksheet.pdf](#)
- [Essential Vocabulary Sort .pdf](#)
- [American Flag Worksheet.pdf](#)
- [American Symbols Fact Chart.pdf](#)
- [An American Symbol .pdf](#)
- [An American Symbol Scaffold.pdf](#)
- [Liberty Jeopardy Response Card.pdf](#)

Teacher Resource

- [Common Symbols.pdf](#)
- [1.D Text Coding the Task Answer Key.pdf](#)

-  [1D Essential Vocabulary.pdf](#)
-  [Essential Vocabulary Sort Answer Key.pdf](#)
-  [ESOL Strategies.pdf](#)
-  [I Am - Extension Guessing Game.pdf](#)
-  [Liberty Jeopardy Game.pdf](#)
-  [Stand Up - Hand Up - Pair Up Collaborative Structure.pdf](#)
-  [U.S. Symbols by BrainPOP Jr. – Video](#)
-  [U.S. Symbols by Ann-Marie Kishel – Print Book Option](#)
-  [L is for Liberty by Wendy Cheyette Lewison – Print Book Option](#)
-  [L is for Liberty by Wendy Cheyette Lewison – Video Option](#)
-  [F is for Flag by Wendy Cheyette Lewison – Print Book Option](#)
-  [F is for Flag by Wendy Cheyette Lewison – Video Option](#)
-  [The Liberty Bell by Lloyd G. Douglas – Print Book Option](#)
-  [The Liberty Bell by Lloyd G. Douglas – Video Option](#)
-  [The Bald Eagle by America’s Greatest Animals - Video](#)
-  [Standards Matrix for All Modules.pdf](#)
-  [Descriptive Matrix of All Modules.pdf](#)

Section 4: What Results?

Student Work Samples

Meets Expectations

 **1D About the Writing Samples.pdf**

 **1D.Writing Sample - High.3 examples.pdf**

Approaches Expectations

 **1D.Writing Sample - Medium.4 examples.pdf**

Emerging

 **1D.Writing Sample - Low.2 examples.pdf**

Teacher Reflection

Not provided

All Attachments

- 🔗 U.S. Symbols by BrainPOP Jr. – Video : <https://s.ldc.org/u/v6i501ye0gv6j3a4d2en6n4v>
- 🔗 U.S. Symbols by Ann-Marie Kishel – Print Book Option :
<https://s.ldc.org/u/7rx27834j2lv6tmuphgn71acb>
- 🔗 L is for Liberty by Wendy Cheyette Lewison – Print Book Option :
<https://s.ldc.org/u/4oob60ie0c753h136e9rw2nhm>
- 🔗 L is for Liberty by Wendy Cheyette Lewison – Video Option :
<https://s.ldc.org/u/4nlf6t293jvmx6d1bsfwcomn3>
- 🔗 F is for Flag by Wendy Cheyette Lewison – Print Book Option :
<https://s.ldc.org/u/4o1ngr4o4qqpp2yp4j9k0q2n5>
- 🔗 F is for Flag by Wendy Cheyette Lewison – Video Option :
<https://s.ldc.org/u/eufw1okw4n8lk2gqzj6nq04zk>
- 🔗 The Liberty Bell by Lloyd G. Douglas – Print Book Option :
<https://s.ldc.org/u/a3xg5bdl0weche5oj1hhk1vxe>
- 🔗 The Liberty Bell by Lloyd G. Douglas – Video Option :
<https://s.ldc.org/u/spd63dapj2aquoti6axk38m2u>
- 🔗 The Bald Eagle by America’s Greatest Animals - Video :
<https://s.ldc.org/u/98xbg0vri5vp6gn5bl0fvcfuk>
- 📄 1D About the Writing Samples.pdf : <https://s.ldc.org/u/cof0ahf7hcsd4nsdnz03wqmvb>
- 📄 1D.Writing Sample - High.3 examples.pdf : <https://s.ldc.org/u/w4s84wxjuww1ljlep8ygr77u>
- 📄 1D.Writing Sample - Medium.4 examples.pdf : <https://s.ldc.org/u/f5cx0h3e5ej3m6lo6fitgtosz>
- 📄 1D.Writing Sample - Low.2 examples.pdf : <https://s.ldc.org/u/pl6l4i3dgg6qxp0116satmav>
- 📄 1.D Text Coding the Task Worksheet.pdf : <https://s.ldc.org/u/9opet1646igbjsne4qd0rjy3y>
- 📄 Essential Vocabulary Sort .pdf : <https://s.ldc.org/u/5s09b6fxzpzewin5cs4jfbyz3>
- 📄 American Flag Worksheet.pdf : <https://s.ldc.org/u/50bawqmi8auk9m1dau6yy4pw5>
- 📄 Americian Symbols Fact Chart.pdf : <https://s.ldc.org/u/a3psdx1y7y5yv4uk43qtrqy2u>
- 📄 An American Symbol .pdf : <https://s.ldc.org/u/7vm5qswkqjrkvusorbkszx8oz>
- 📄 An American Symbol Scaffold.pdf : <https://s.ldc.org/u/babkm3lre0zvlyng31cl8yyac>
- 📄 Liberty Jeopardy Response Card.pdf : <https://s.ldc.org/u/bak7xhv7vf6csvgltk9oz7pv>
- 📄 Common Symbols.pdf : <https://s.ldc.org/u/8xlc03hx24wcm6bgnob5rzysy>
- 📄 1.D Text Coding the Task Answer Key.pdf : <https://s.ldc.org/u/d06zuud5a51nj4b7dd2l970bw>
- 📄 1D Essential Vocabulary.pdf : <https://s.ldc.org/u/cj72jv6eb3gdq4lra7z6cgjim>
- 📄 Essential Vocabulary Sort Answer Key.pdf : <https://s.ldc.org/u/d51w33g1cdh14b0y09dstolvs>
- 📄 ESOL Strategies.pdf : <https://s.ldc.org/u/ayigshqrx5cufxpgtponbx65h5>
- 📄 I Am - Extension Guessing Game.pdf : <https://s.ldc.org/u/9t2pja2zchyh5if5vlo8hci97>
- 📄 Liberty Jeopardy Game.pdf : <https://s.ldc.org/u/5p7712yy6svsrdq1vpgu5hpf9>
- 📄 Stand Up - Hand Up - Pair Up Collaborative Structure.pdf :
<https://s.ldc.org/u/2a6bn969xvxbazyg1ed75gkj>

🔗 U.S. Symbols by BrainPOP Jr. – Video : <https://s.Idc.org/u/v6i501ye0gv6j3a4d2en6n4v>

🔗 U.S. Symbols by Ann-Marie Kishel – Print Book Option :

<https://s.Idc.org/u/7rx27834j2lv6tmuphgn71acb>

🔗 L is for Liberty by Wendy Cheyette Lewison – Print Book Option :

<https://s.Idc.org/u/4oob60ie0c753h136e9rw2nhm>

🔗 L is for Liberty by Wendy Cheyette Lewison – Video Option :

<https://s.Idc.org/u/4nlf6t293jvmx6d1bsfwcomn3>

🔗 F is for Flag by Wendy Cheyette Lewison – Print Book Option :

<https://s.Idc.org/u/4o1ngr4o4qqpp2yp4j9k0q2n5>

🔗 F is for Flag by Wendy Cheyette Lewison – Video Option :

<https://s.Idc.org/u/eufw1okw4n8lk2gqzj6nq04zk>

🔗 The Liberty Bell by Lloyd G. Douglas – Print Book Option :

<https://s.Idc.org/u/a3xg5bdl0weche5oj1hkh1vxe>

🔗 The Liberty Bell by Lloyd G. Douglas – Video Option :

<https://s.Idc.org/u/spd63dapj2aqui6axk38m2u>

🔗 The Bald Eagle by America’s Greatest Animals - Video :

<https://s.Idc.org/u/98xbg0vri5vp6gn5bl0fvcfuk>

📄 Standards Matrix for All Modules.pdf : <https://s.Idc.org/u/f07k00hbluq4iy8kjigx1re9p>

📄 Descriptive Matrix of All Modules.pdf : <https://s.Idc.org/u/4too7asrg284yv26q5ehkgoqo>