



# Welcome!

On behalf of Splash! Publications, we would like to welcome you to *National Symbols*, a teacher-created unit that spans the entire curriculum and uses Social Studies concepts to reinforce literacy. We would like to take a few moments to familiarize you with *National Symbols*.

## The Format

*National Symbols* is a thirteen lesson program. We've created a color and black line version each lesson in this unit. Use the color versions of the lessons for your Smart Board and the black line masters to make copies for your students. Our goal is a unit that you can use immediately. No lessons to plan, comprehension questions to write, or activities to create. Simply open the book and start teaching.

## Center or Whole Group

*National Symbols* can be utilized as a Center or in a Whole Group setting. No matter what you decide, we suggest that you read the lesson content aloud with your class. The comprehension questions and activities following the lesson content can then be completed as Center work or as part of your Whole Group instruction.

## The Lesson Plans

On the next several pages, you will find the Lesson Plans for *National Symbols*. The Lesson Plans clearly outline what students must do before, during, and after each lesson. Page numbers are listed so you that you will immediately know what you need to photocopy before beginning each lesson. **On pages 128-136, you will find answers and grading rubrics!**

## **Core Standards: The “Big Ideas”**

Core Standards help teachers prioritize instruction and connect the “big ideas” students need to know in order to advance. *National Symbols* is a reading-based program that fosters literacy in History and Social Studies for students in grades 1-3.

At the same time that students are learning important factual content about our national symbols, they are meeting the Common Core Standards for English Language Arts by constructing and analyzing time lines for themselves and important events in history, strengthening vocabulary, comprehension, and decoding skills, making and utilizing maps, grids, graphs, and other diagrams to clarify text, writing and justifying opinions, following written directions to construct 3-dimensional symbols, and conducting short research projects to build knowledge and make connections to the “big ideas” in history.

## **The Copyright**

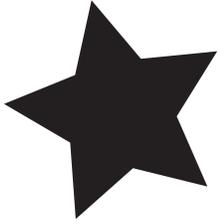
Text Copyright © 2011 by SPLASH! Publications, Glendale Az

Illustration Copyright © 2011 by SPLASH! Publications, Glendale Az

All rights reserved. No part of this publication may be reproduced or transmitted in any form by any means, electronic or mechanical, including photocopy, recording, or any information storage or retrieval system without permission in written form from the authors. Pages in *National Symbols* may be reproduced by the original purchaser only for use in the original purchaser’s classroom and may not be sold or used for purposes other than those specifically permitted by the authors.

Illustrations and cover design by Victoria J. Smith

**ISBN 978-1-935255-38-3**



# Table of Contents

## National Symbols

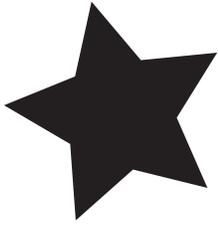
|   |    |
|---|----|
| <b>Symbols Pre Test</b> .....                         | 1  |
| <b>Lesson One: The American Flag</b> .....            | 6  |
| The American Flag Reading Comprehension .....         | 10 |
| Following Directions: Color the American Flag .....   | 11 |
| <b>Lesson Two: The Bald Eagle</b> .....               | 13 |
| The Bald Eagle Reading Comprehension .....            | 17 |
| Find the Fib .....                                    | 18 |
| <b>Lesson Three: The Great Seal</b> .....             | 25 |
| The Great Seal Reading Comprehension .....            | 29 |
| Grid Maps .....                                       | 30 |
| <b>Lesson Four: The United States Capitol</b> .....   | 34 |
| The United States Capitol Reading Comprehension ..... | 38 |
| Pick a Side! .....                                    | 39 |
| Letter to Congress.....                               | 41 |
| <b>Lesson Five: The Liberty Bell</b> .....            | 43 |
| The Liberty Bell Reading Comprehension .....          | 47 |
| Time Travel .....                                     | 48 |
| <b>Lesson Six: The Statue of Liberty</b> .....        | 50 |
| The Statue of Liberty Reading Comprehension .....     | 54 |
| Following Directions: Lady Liberty Bookmark .....     | 55 |
| <b>Lesson Seven: The Washington Monument</b> .....    | 60 |
| The Washington Monument Reading Comprehension .....   | 64 |
| Time Travel .....                                     | 65 |
| Family Time Line .....                                | 67 |



# Table of Contents

## National Symbols (continued)

|   |     |
|---|-----|
| <b>Lesson Eight: The Jefferson Memorial</b> .....       | 69  |
| The Jefferson Memorial Reading Comprehension.....       | 73  |
| Just Like Thomas .....                                  | 74  |
| <b>Lesson Nine: The Lincoln Memorial</b> .....          | 76  |
| The Lincoln Memorial Reading Comprehension .....        | 80  |
| Bar Graphs.....   | 81  |
| <b>Lesson Ten: The Golden Gate Bridge</b> .....         | 86  |
| The Golden Gate Bridge Reading Comprehension.....       | 90  |
| California Map .....                                    | 91  |
| <b>Lesson Eleven: Mount Rushmore</b> .....              | 95  |
| Mount Rushmore Reading Comprehension .....              | 101 |
| Following Directions: Mount Rushmore Model.....         | 102 |
| <b>Lesson Twelve: The Gateway Arch</b> .....            | 106 |
| The Gateway Arch Reading Comprehension .....            | 110 |
| Grid Maps .....   | 111 |
| <b>Lesson Thirteen: The Empire State Building</b> ..... | 114 |
| The Empire State Building Reading Comprehension.....    | 118 |
| New York Map.....                                       | 119 |
| <b>Symbols Post Test</b> .....                          | 123 |
| Answer Pages .....                                      | 128 |
| Bibliography .....                                      | 137 |



# Lesson Plans

1. Before beginning *National Symbols Unit* and reading about *The American Flag*, students will take a Symbols Pre Test (pps. 1-5)

After reading about *The American Flag* (pps. 6-9), students will:

- answer *The American Flag* Reading Comprehension Questions. (pg. 10)
- follow written directions to correctly color the American Flag (pps. 11-12)

2. Before reading about *The Bald Eagle*, activate prior knowledge by asking students to help you list the differences between eagles and turkeys. Record the list on the front board or overhead. Explain that today, they will be learning about the Bald Eagle and why it was chosen over a turkey as the national bird of the United States.

After reading about *The Bald Eagle* (pps. 13-16), students will:

- answer *The Bald Eagle* Reading Comprehension Questions. (pg. 17)
- make and play the game Find the Fib. (pps. 18-24)

3. Before reading about *The Great Seal*, activate prior knowledge by reviewing that the Great Seal is a picture showing symbols that are important to our country. Ask students to draw a picture of what they think our nation's Great Seal looks like. Have students share their pictures. Explain that today, they will see what the Great Seal really looks like.

After reading about *The Great Seal* (pps. 25-28), students will:

- answer *The Great Seal* Reading Comprehension Questions. (pg. 29)
- use number and letter pairs to create a picture of the Great Seal. (pps. 30-33)

4. Before reading about *The United States Capitol*, activate prior knowledge by asking students to tell you what they think **Congress** is. Solicit responses and explain that today, they will be learning about Congress and the United States Capitol.

After reading about *The United States Capitol* (pps. 34-37), students will:

- answer *The United States Capitol* Reading Comprehension Questions. (pg. 38)
- write opinions about a rule and make a graphic organizer. (pps. 39-40)
- use the graphic organizer to write a letter to their parents. (pps. 41-42)



# Lesson Plans

5. Before reading about *The Liberty Bell*, activate prior knowledge by asking students what they already know about the Liberty Bell. Explain that today, they will be learning about the history of the Liberty Bell.

After reading about *The Liberty Bell* (pps. 43-46), students will:

- answer *The Liberty Bell* Reading Comprehension Questions. (pg. 47)
- make a time line charting the history of the Liberty Bell. (pps. 48-49)

6. Before reading about *The Statue of Liberty*, activate prior knowledge by asking students to raise their hands if they have ever visited the Statue of Liberty. For those who have, ask them to share one detail that they remember about the famous statue. Explain that today, they will be learning about the history of the Statue of Liberty.

After reading about *The Statue of Liberty*, (pps. 50-53), students will:

- answer *The Statue of Liberty* Reading Comprehension Questions. (pg. 54)
- follow written directions to make a Lady Liberty bookmark. (pps. 55-59)

7. Before reading about *The Washington Monument*, activate prior knowledge by asking students to list everything they know about George Washington. Encourage students to share their answers. Explain that today, they will be learning about a famous building that honors George Washington.

After reading about *The Washington Monument* (pps. 60-63), students will:

- answer *The Washington Monument* Reading Comprehension Questions. (pg. 64)
- answer questions about a time line of George Washington's life. (pps. 65-66)
- create a time line for a family member. (pps. 67-68)

8. Before reading about *The Jefferson Memorial*, activate prior knowledge by asking students to help you make a list of everything they know about Thomas Jefferson. Record the list on the front board or overhead and explain that today, they will be learning about a famous building that honors Thomas Jefferson.

After reading about *The Jefferson Memorial*, (pps. 69-72), students will:

- answer *The Jefferson Memorial* Reading Comprehension Questions. (pg. 73)
- answer questions and create a graphic organizer about how they want to be remembered in history. (pps. 74-75)



# Lesson Plans

- 9.** Before reading about *The Lincoln Memorial*, activate prior knowledge by asking students to tell you what they already know about Abraham Lincoln. Solicit responses and explain that today, they will be learning about Abraham Lincoln and the famous building that honors him.

After reading about *The Lincoln Memorial* (pps. 76-79), students will:

- answer *The Lincoln Memorial* Reading Comprehension Questions. (pg. 80)
- create a bar graph illustrating the heights of famous buildings and statues. (pps. 81-84)
- use their finished bar graphs to answer questions. (pg. 85)

- 10.** Before reading about *The Golden Gate Bridge*, activate prior knowledge by asking students to locate California on a map of the United States. Explain that today, they will be learning about a famous bridge in California.

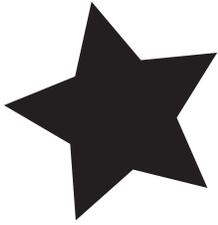
After reading about *The Golden Gate Bridge*, (pps. 86-89), students will:

- answer *The Golden Gate Bridge* Reading Comprehension Questions. (pg. 90)
- use cardinal directions to plot points of interest on a map of California. (pps. 91-94)

- 11.** Before reading about *Mount Rushmore*, activate prior knowledge by reviewing what students have already learned about George Washington, Abraham Lincoln, and Thomas Jefferson. Explain that today, they will be learning more about these men, Theodore Roosevelt, and the national symbol that honors them.

After reading about *Mount Rushmore* (pps. 95-100), students will:

- answer *Mount Rushmore* Reading Comprehension Questions. (pg. 101)
- follow written directions to make a 3-dimensional model of Mount Rushmore. (pps. 102-105)



# Lesson Plans

- 12.** Before reading about *The Gateway Arch*, activate prior knowledge by asking students write down what they think the word **pioneer** means. Solicit responses and explain that today, they will be learning about a national symbol that honors our nation's first pioneers.

After reading about *The Gateway Arch* (pps. 106-109), students will:

- answer *The Gateway Arch* Reading Comprehension Questions. (pg. 110)
- use number and letter pairs to make a map of the Santa Fe and Oregon Trails. (pps. 111-113)

- 13.** Before reading about *The Empire State Building*, activate prior knowledge by asking students to locate New York on a map of the United States. Explain that today, they will be learning about one of New York's most famous buildings.

After reading about *The Empire State Building*, (pps. 114-117), students will:

- answer *The Empire State Building* Reading Comprehension Questions. (pg. 118)
- use cardinal directions to plot points of interest on a map of New York. (pps. 119-122)
- take a Symbols Post Test. (pps. 123-127)

# Symbols Pre Test

1. What is a **symbol**?  
\_\_\_\_\_
2. How many stars are on the American Flag?  
a. 13                                      b. 25  
c. 48                                        d. 50
3. What does each star on the American Flag represent?  
\_\_\_\_\_
4. What is our national bird?  
a. penguin                                b. turkey  
c. bald eagle                              d. parrot



# The Bald Eagle

The bald eagle is the national bird of the United States. A bald eagle is in the center of the Great Seal of the United States. A seal is a picture. It shows symbols that are important to our country.

Eagles are on paper money and most stamps in our country. Gold coins, silver dollars, and quarters also have eagles on them.

## Bald Eagles

Bald eagles aren't really bald. Their name comes from the old English word, "balde." The word balde means white. The feathers on the top of a bald eagle's head are white.



Bald eagles eat fish that they are able to grab from the water with their sharp **talons**. Talons are claws. Bald eagles also eat ducks, small animals, and turtles.

Bald eagles have white heads and upper necks. They have white tails, dark brown bodies, and yellow bills. The nests of bald eagles can be seven or eight feet across. They usually build their nests in tall trees.

## The Bald Eagle

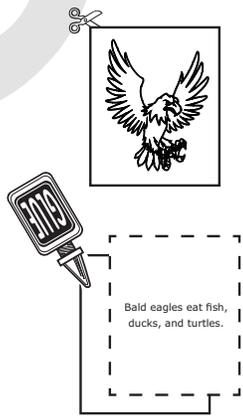
1. The bald eagle is our national -  
a. flower  
b. bird  
c. tree
2. **Talons** are -  
a. wings  
b. turtles  
c. claws
3. Benjamin Franklin thought the bald eagle was -  
a. strong  
b. ugly  
c. lazy
4. Do you agree with Benjamin Franklin? Explain the reason for your answer.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Find the Fib

A fib is something that is not true. In this activity, you will make a game called Find the Fib. Then you will see if your friends can tell the difference between the truth and a fib.

### Directions:

1. Neatly color the pictures of the bald eagles and the turkeys on the 12 cards.
2. Cut out each card.
3. Choose 9 true facts. Cut out the facts. Glue them onto the blank side of 9 of your cards.
4. Choose 3 fibs. Cut out the fibs. Glue them onto the blank side of 3 of your cards.
5. Mix up your cards.
6. Number the cards from 1 to 12.
7. Make an answer sheet so you will know which facts are true and which facts are fibs.
8. Give your cards to a friend. See if your friend can tell which cards are the facts and which cards are the fibs!



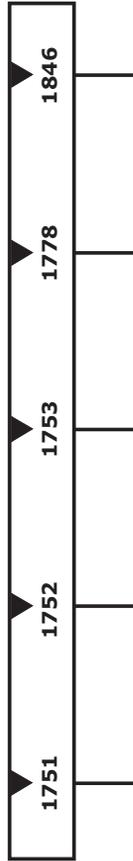


Name \_\_\_\_\_

# Time Travel

A **time line** shows the order that things happened. The time line below lists important dates from the history of the Liberty Bell. The events are missing.

## The Liberty Bell



# Time Travel

**Directions:**

Color and cut out the pictures below.

Glue the pictures under the correct dates on the time line.

Use what you have read about the Liberty Bell to help you.



The Liberty Bell was moved back to Philadelphia.



The Liberty Bell was shipped across the Atlantic Ocean.



The Liberty Bell was made in honor of William Penn.



The Liberty Bell rang for George Washington's birthday.

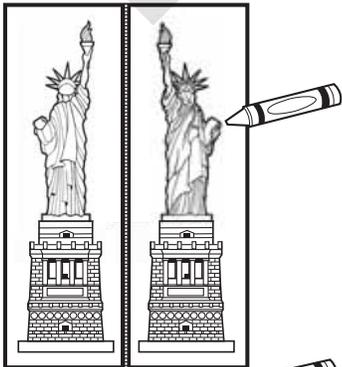


The Liberty Bell was hung in Independence Hall.

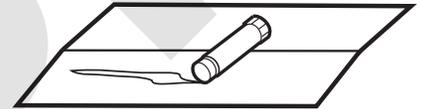
# Lady Liberty Bookmark

The Statue of Liberty is a symbol of freedom in the United States. In this activity, you will follow directions to make a bookmark featuring Lady Liberty.

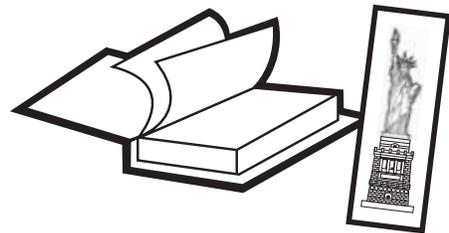
1. Your teacher will give you a page with the Statue of Liberty pattern on it. Neatly color the front and back patterns of the Statue of Liberty.



4. Put glue on the **blank** side of the Statue of Liberty pattern.



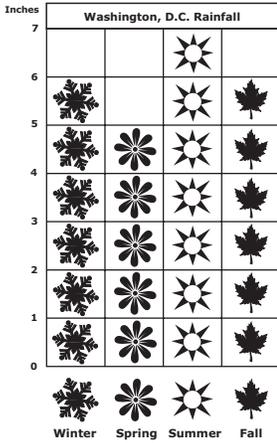
5. Press the two halves together. Use your Lady Liberty bookmark to hold the place in your favorite book!



# Bar Graphs

A **bar graph** is a graph that uses bars to show and compare information.

The bar graph below shows how many inches of rainfall Washington, D.C. gets each season.



Move your finger up the bar graph for Winter. It ends at the number 6.

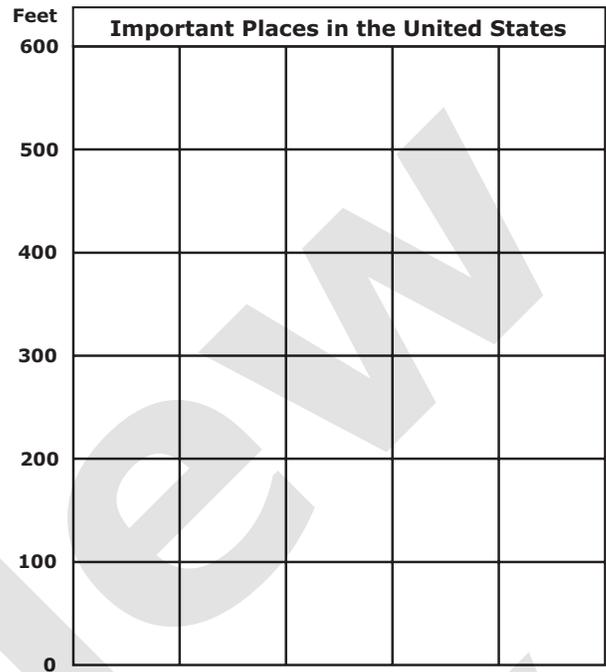
That means Washington, D.C. usually has about 6 inches of rainfall in the Winter.

Which other season has about the same amount of rainfall as Winter?

If you said Fall, you are correct!

By looking at the bar graph, you can tell that Summer has the most rainfall.

Now you will get the chance to make your own bar graph that shows the heights of five important places in the United States.



Name \_\_\_\_\_



**Directions:** Use your finished bar graph to answer the questions below.



1. What is the title of your bar graph?  
\_\_\_\_\_
2. How tall is the Washington Monument?  
\_\_\_\_\_
3. Which important place is the same height as the Statue of Liberty?  
\_\_\_\_\_
4. Which two places are 100 feet tall?  
\_\_\_\_\_
5. How many important places are shorter than the United States Capitol?  
\_\_\_\_\_



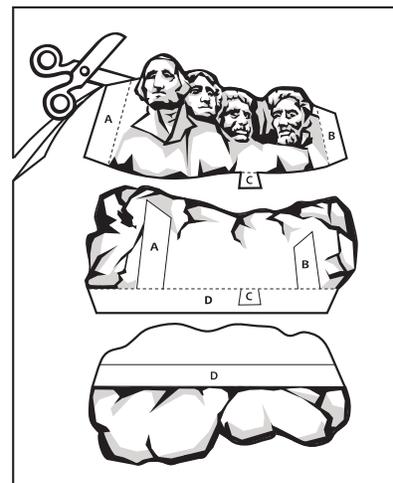
**Extra!**

How much taller is the Washington Monument than the Lincoln Memorial?  
\_\_\_\_\_

# Mount Rushmore

Mount Rushmore honors four important presidents of the United States. In this activity, you will follow directions to make a model of Mount Rushmore.

1. Your teacher will give you a page with three patterns on it. Use your scissors to cut out the patterns along the dark lines.



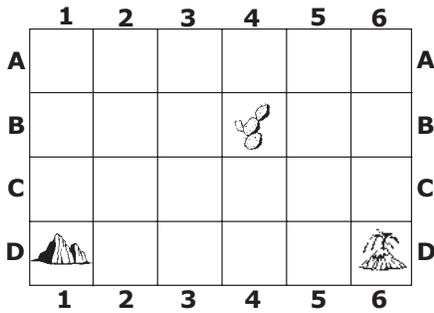
# Grid Maps

You already know that a **grid map** is a map divided by lines. The lines form squares. A letter and a number name each square.

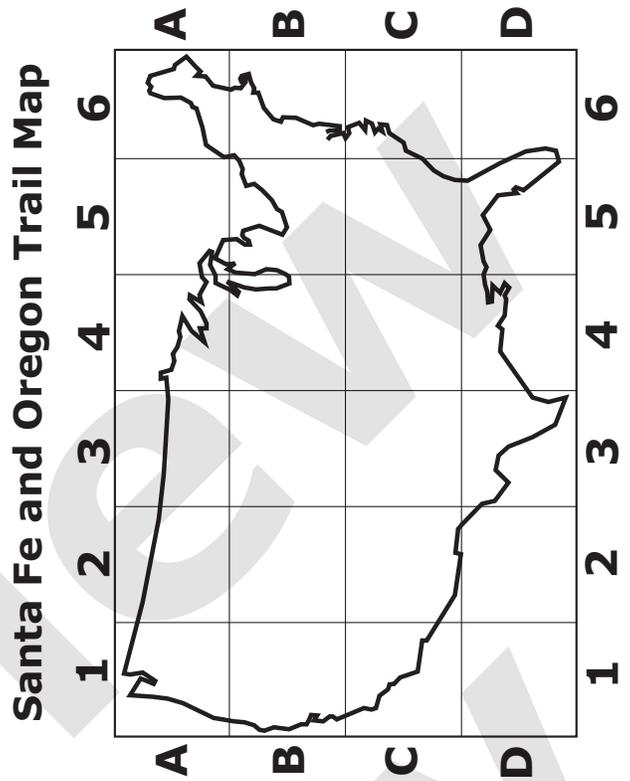
Look at the grid below. Put your finger on the first square in the bottom row. This square is D1. You should find some mountains in square D1.

Now move your finger over to square D6. You should find a volcano in square D6.

Move your finger to square B4. There is a cactus in square B4.



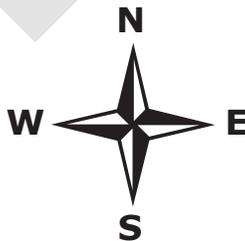
Name \_\_\_\_\_



# New York Map

The Empire State Building is in New York. In this activity, you will use what you already know about the directions north, south, east, and west to make a map of New York.

Remember, you need a **compass rose** to make a map. A compass rose is a tool with arrows that point north, south, east, and west.



Look at the map of New York. Put your finger on the Empire State Building. Use your compass rose to move your finger two squares **north** of the Empire State Building. You should be in the city of Albany. Albany is the capital of New York.



- Put your finger on the Empire State Building.
- Move one square **north** and one square **west**. Glue Fort Delaware in this square. Fort Delaware is a museum. Visitors can learn about early pioneer life at Fort Delaware.
- Move one square **west**. Glue Ellis Creek in this square. Ellis Creek was named in honor of a Revolutionary War soldier.
- Move two squares **north** and one square **west**. Glue Niagara Falls in this square. Niagara Falls is home to huge waterfalls.
- Move one square **south**. Glue the Buffalo Zoo in this square. The Buffalo Zoo is home to many different types of animals.
- Move two squares **east** and one square **north**. Glue the New York State Fair in this square. Every year, the New York State Fair is located here.
- Move two squares **north** and one square **east**. Glue the Bluff Point Lighthouse in this square. Lighthouses use their powerful lights to guide ships safely.
- Move one square **south**. Glue Lake Placid in this square. Snow skiers train for the Olympics at Lake Placid.

