

Unit 3: Symbols and Traditions of the United States

Content Area: **Social Studies**
Course(s): **Sample Course**
Time Period:
Length: **Full Year - Grade 1**
Status: **Published**

Title Section

Department of Curriculum and Instruction



Belleville Public Schools

Curriculum Guide

Social Studies, Grade 1

Symbols and Traditions of the United States

Belleville Board of Education

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Unit Overview

In Unit 3, the students will learn about symbols and traditions celebrated in the United States. They will learn how about the importance of the United States flag and how the flag has different meanings for many people. Students will learn about different American symbols and how these symbols represent America's history. They will learn about important documents that help guide our country and songs that explain America's history. Finally, the students will learn about American heroes who were historical figures that fought for justice.

Enduring Understanding

- There are symbols and traditions that connect all Americans across the country.
- The American flag is a symbol of freedom.
- American documents are the basis of the United States' freedom and laws.

Essential Questions

- What does it mean to be American?
- Why is the United States flag important?
- What freedoms do you have at school?
- What are important American symbols?
- What are important American documents?
- Why is the Declaration of Independence an important document?
- What are important American songs?
- Why is it a tradition to sing our national anthem?
- Who are important American heroes?
- What does it mean to be an American hero?
- What are important national holidays?
- Why do we celebrate national holidays?

Exit Skills

- **Chapter 3, Lesson 1:**

- Identify the United States flag.
- Define and explain the meaning of the Pledge of Allegiance to the United States flag.
- Understand that the United States flag has different meanings to different people.

- **Chapter 3, Lesson 2:**

- Recognize that the United States has many symbols.
- Identify why symbols are important to Americans.
- Identify American symbols, including Uncle Sam, the bald eagle, the Statue of Liberty, and the Golden Gate Bridge.

- **Chapter 3, Lesson 3:**

- Recall that America was once ruled by England.
- Understand that the Declaration of Independence and the U.S. Constitution are important American documents.
- Identify the U.S. Constitution as a set of rules and laws for our country and the Bill of Rights as changes to the Constitution.

- **Chapter 3, Lesson 4:**

- Identify historical figures, such as Francis Scott Key, who have written American songs.
- Remember American songs.
- Recall the history of American songs.
- Identify American anthems and songs and explain how they reflect American individualism and freedom.

- **Chapter 3, Lesson 5:**

- Understand that some heroes work to help people who are not treated fairly.
- Identify contributions of historical figures, including Dr. Martin Luther King Jr. and Cesar Chavez, who worked for justice.
- Compare the similarities and differences among the lives and activities of historical figures who have worked for justice.

- **Chapter 3, Lesson 6:**

- Recall that our nation celebrates special days to remember and honor people and events.
- Remember the origins of national holidays and celebrations, such as Independence Day, Veterans Day, Memorial Day, Presidents' Day, and Martin Luther King Jr. Day.
- Remember how families celebrate national holidays.

New Jersey Student Learning Standards (NJSLS-S)

SOC.6.1.4.D.4	Explain how key events led to the creation of the United States and the state of New Jersey.
SOC.6.1.4.D.5	Relate key historical documents (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, and the Bill of Rights) to present day government and citizenship.
SOC.6.1.4.D.17	Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.
SOC.6.1.4.D.18	Explain how an individual's beliefs, values, and traditions may reflect more than one culture.
SOC.6.1.4.D.CS2	Key historical events, documents, and individuals led to the development of our nation.
SOC.6.1.4.D.CS9	Historical symbols and the ideas and events they represent play a role in understanding and evaluating our history.
SOC.6.3.4.CS1	Recognize that people have different perspectives based on their beliefs, values, traditions, culture, and experiences.

Interdisciplinary Connections

LA.W.1.2	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
LA.W.1.5	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed.
LA.W.1.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
LA.W.1.7	Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).
LA.W.1.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
LA.RI.1.1	Ask and answer questions about key details in a text.
LA.RI.1.2	Identify the main topic and retell key details of a text.
LA.RI.1.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text.
LA.RI.1.4	Ask and answer questions to help determine or clarify the meaning of words and phrases

	in a text.
LA.RI.1.5	Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
LA.RI.1.6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
LA.RI.1.7	Use the illustrations and details in a text to describe its key ideas.
LA.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.
LA.SL.1.1.A	Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
LA.SL.1.1.B	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
LA.SL.1.1.C	Ask questions to clear up any confusion about the topics and texts under discussion.

Learning Objectives

After completing Unit 3, students will demonstrate the ability to:

- **Chapter 3, Lesson 1:**
- Describe the United States flag.
- Recite and explain the meaning of the Pledge of Allegiance to the United States flag.
- Recognize that the United States flag has different meanings to different people.
- **Chapter 3, Lesson 2:**
- Understand that the United States has many symbols.
- Explain why symbols are important to Americans.
- Identify American symbols, including Uncle Sam, the bald eagle, the Statue of Liberty, and the Golden Gate Bridge.
- **Chapter 3, Lesson 3:**
- Understand that America was once ruled by England.
- Recognize that the Declaration of Independence and the U.S. Constitution are important American documents.
- Identify the U.S. Constitution as a set of rules and laws for our country and the Bill of Rights as changes to the Constitution.
- **Chapter 3, Lesson 4:**
- Identify historical figures, such as Francis Scott Key, who have written American songs.
- Recite American songs.
- Explain the history of American songs.
- Identify American anthems and songs and explain how they reflect American individualism and freedom.
- **Chapter 3, Lesson 5:**
- Recognize that some heroes work to help people who are not treated fairly.
- Identify contributions of historical figures, including Dr. Martin Luther King Jr. and Cesar Chavez, who worked for justice.
- Compare the similarities and differences among the lives and activities of historical figures who have worked for justice.
- **Chapter 3, Lesson 6:**
- Explain that our nation celebrates special days to remember and honor people and events.
- Describe the origins of national holidays and celebrations, such as Independence Day, Veterans Day, Memorial Day, Presidents' Day, and Martin Luther King Jr. Day.
- Describe how families celebrate national holidays.

Suggested Activities & Best Practices

- **Chapter 3:**

- Complete the Quest throughout the chapter. The Quest is to write a scrapbook page.
- See the My World Activity Guide to find additional resources to complete the Quest.

- **Chapter 3, Lesson 1:**

- Act out these ways to honor the flag: 1) Put your hand over your heart. 2) Take off your hat and put your hat over your heart. 3) Say the Pledge of Allegiance.
- Draw A Symbol: Have children draw a classroom flag that is important to them. Have small groups brainstorm what their classroom flag should look like. Have groups share and explain the parts of their flag.
- Make and Play a Game: Write a list of symbols, traditions, or people from America that children know. Have each child choose one idea and draw a picture of it on an index card. Collect the cards and play a game of charades. Call one child to the front of the class and give him or her a card to act out. Have the rest of the class guess who or what it is.
- Turn to a partner. Talk about what you think it means to make and keep a promise.
- Find and Point: Have children look for the United States flag all around the classroom. Have them raise their hand when they see a flag and then point to it when called.
- Turn and Talk: Have children turn to a partner and discuss what the United States flag stands for. Then, have pairs discuss how the flag relates to the Big Question.

- **Chapter 3, Lesson 2:**

- Find one thing in your classroom that stands for something. Tell a partner about it.
- What Am I: Explain to children that you will give clues about different symbols of the United States, one at a time. It is their job to guess which symbol you are describing. If they can guess the symbol with one clue, they get 10 points. They then lose 2 points for each additional clue they need to guess the symbol.
- What Happens Next: Explain that children will play a game about cause and effect. Prepare pictures or sentences in advance about causes that you feel will lead to interactive, humorous answers with your particular group of children. Point out the cause and effect in each scenario. Encourage children to be creative and have fun.

- **Chapter 3, Lesson 3:**

- Talk with a partner about why we sometimes write down ideas on paper.
- Reading Circle: Gather children around you and read picture books about the Declaration of Independence and the U.S. Constitution. An example would be "The Fourth of July Story" by Alice Dalgliesh.
- Round Robin Brainstorming: Explain to children that we celebrate Constitution Day on September 17 each year, because this was the day leaders signed the Constitution long ago. Have children take turns brainstorming a list of activities they can do in class to celebrate the birthday of our Constitution.

- **Chapter 3, Lesson 4:**

- Sing a favorite song for a partner. Tell why it is important to you.
- Make a Collage: Gather children around you and read a picture book that tells the story of "The Star-Spangled Banner" and includes its lyrics. Discuss with children the meaning behind each phrase of the lyrics. Then have children work with a partner or in a small group to create a collage to illustrate the story.
- Everybody Dance Now: After children have completed the reading check, have partners take turns teaching the rest of the class or small groups the dance moves they created for "My Country 'Tis of Thee".
- Draw It: Have children read the song lyrics again and discuss the ideas as a group. Write the big ideas on the board, and discuss ways to draw them. Have children choose one idea to draw a picture. Collect the drawings and place them around the room. Then read song lyrics in chunks, for example, "Sweet land of liberty," and see who can find a picture to illustrate that idea first.

- **Chapter 3, Lesson 5:**

- Draw a poster of someone you look up to. Tell the class about him or her.
- Make a Speech: Explain to children that Dr. King gave an important speech more than 50 years ago that was about all people having the same rights. Read portions of his speech aloud, emphasizing his quote, "I have a dream..." Then have children write a sentence or two about their own dream for people's rights and equality. Write this sentence frame where all children can see: I have a dream that _____. When children are ready, have volunteers present their sentences/dreams to the rest of the class.

- Where Am I: Have children draw a picture of an event they have been to. In pairs, have children take turns asking and answering questions to find out information about the drawing. Together, have children write a caption for their drawings.
- **Chapter 3, Lesson 6:**
- Act out a holiday tradition from home. Have a partner guess what holiday it is.
- Name That Holiday: Give children clues related to a national holiday and have them guess which holiday it is. If you'd like, you can have the child who guesses the holiday first be the next person to give clues. You can also play this game by drawing a picture instead of giving verbal clues.
- Make a Speech: Remind children that Susan B. Anthony wanted women to have the right to vote. In groups, have children imagine they are Susan B. Anthony. Have children make a speech, pretending they are Susan B. Anthony. Give them time to practice their speeches before performing them for the class.

Evidence of Student Learning - Checking for Understanding (CFU)

- Thumb-Ometer
 - Red Light, Green Light
 - Exit Tickets
 - Common benchmarks
 - Evaluation rubrics
 - Self-assessments
 - Unit tests
 - Quizzes
 - Journals
 - KWL Chart
 - Teacher Observation Checklist
 - Explaining
 - Evaluate
 - Describe
 - Define
 - Compare & Contrast
 - Illustration
 - Study Guide
 - Think, Write, Pair, Share
 - Think, Pair, Share
-
- Admit Tickets
 - Anticipation Guide
 - Common benchmarks

- Compare & Contrast
- Create a Multimedia Poster
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit tests

Primary Resources & Materials

Social Studies Pearson: myWorld Interactive Grade 1 Teacher's Edition, Student Activity Mats, Leveled Readers, Activity Guide, Student myWorld Interactive book.

Ancillary Resources

www.pearsonrealize.com

<https://www.tikatok.com/>

Technology Infusion

- Smart TV
- Laptops
- Microsoft Word
- Microsoft Powerpoint
- Websites such as:
- www.pearsonrealize.com
- <https://www.tiktok.com/>
- relevant YouTube/TeacherTube videos



Alignment to 21st Century Skills & Technology

Mastery and infusion of **21st Century Skills & Technology** and their Alignment to the core content areas is essential to student learning. The core content areas include:

- English Language Arts;
- Mathematics;
- Science and Scientific Inquiry (Next Generation);
- Social Studies, including American History, World History, Geography, Government and Civics, and Economics;
- Technology;
- Visual and Performing Arts.

21st Century Skills/Interdisciplinary Themes

- Communication and Collaboration
 - Information Literacy
 - Media Literacy
 - ICT (Information, Communications and Technology) Literacy
 - Life and Career Skills
 - Creativity and Innovation
 - Critical thinking and Problem Solving
-
- Communication and Collaboration
 - Creativity and Innovation
 - Critical thinking and Problem Solving
 - ICT (Information, Communications and Technology) Literacy
 - Information Literacy
 - Life and Career Skills
 - Media Literacy

21st Century Skills

- Global Awareness
 - Civic Literacy
-
- Civic Literacy
 - Environmental Literacy
 - Financial, Economic, Business and Entrepreneurial Literacy
 - Global Awareness
 - Health Literacy

Differentiation

Differentiations:

- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Use manipulatives
- Center-based instruction
- Token economy
- Study guides
- Teacher reads assessments allowed

- Scheduled breaks
- Rephrase written directions
- Multisensory approaches
- Additional time
- Preview vocabulary
- Preview content & concepts
- Story guides
- Behavior management plan
- Highlight text
- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations
- Large print edition
- Dictation to scribe
- Small group setting

Hi-Prep Differentiations:

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Guided Reading
- Independent research and projects
- Interest groups
- Learning contracts
- Leveled rubrics
- Literature circles
- Multiple intelligence options
- Multiple texts
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products
- Varying organizers for instructions

Lo-Prep Differentiations

- Choice of books or activities
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Reading buddies
- Varied journal prompts

- Varied supplemental materials

Intervention Strategies

- Decreasing the amount of work presented or required
 - Using videos, illustrations, pictures, and drawings to explain or clarify
 - Teaching key aspects of a topic. Eliminate nonessential information
 - Tutoring by peers
 - Having peers take notes or providing a copy of the teacher's notes
 - Providing study guides
 - Allowing students to correct errors (looking for understanding)
 - Marking students' correct and acceptable work, not the mistakes
 - Reducing or omitting lengthy outside reading assignments
 - Allowing students to select from given choices
 - Allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
 - Modifying tests to reflect selected objectives
 - Using authentic assessments with real-life problem-solving
 - Using true/false, matching, or fill in the blank tests in lieu of essay tests
 - Reducing the number of answer choices on a multiple choice test
 - Allowing the use of note cards or open-book during testing
 - Collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test
-
- allowing students to correct errors (looking for understanding)
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 - allowing students to select from given choices
 - allowing the use of note cards or open-book during testing
 - collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
 - decreasing the amount of work presented or required
 - having peers take notes or providing a copy of the teacher's notes
 - marking students' correct and acceptable work, not the mistakes
 - modifying tests to reflect selected objectives
 - providing study guides
 - reducing or omitting lengthy outside reading assignments
 - reducing the number of answer choices on a multiple choice test

- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

Special Education Learning

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length
- multiple test sessions
- multi-sensory presentation
- preferential seating
- preview of content, concepts, and vocabulary
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

English Language Learning (ELL)

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarify
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of work presented or required
- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

Sample Lesson

Using the template below, please develop a **Sample Lesson** for the first unit only.

Unit Name:

NJSLS:

Interdisciplinary Connection:

Statement of Objective:

Anticipatory Set/Do Now:

Learning Activity:

Student Assessment/CFU's:

Materials:

21st Century Themes and Skills:

Differentiation/Modifications:

Integration of Technology:

