

# Kindergarten Unit 2: Flags & Other Symbols

Content Area: **Social Studies**  
Course(s): **Social Studies Grade K**  
Time Period:  
Length: **14 days**  
Status: **Published**

## NJSLS - Social Studies

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SOC.6.1.2.CivicsDP.1	Explain how national symbols reflect on American values and principles.
SOC.6.1.2.CivicsDP.2	Use evidence to describe how democratic principles such as equality, fairness, and respect for legitimate authority and rules have impacted individuals and communities.
SOC.6.1.2.CivicsDP.3	Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.
SOC.6.1.2.HistoryCC.3	Make inferences about how past events, individuals, and innovations affect our current lives.

## Rationale & Transfer Goals

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Students will expand upon their knowledge of citizenship to understand that they are citizens of one country, the United States of America. Students will learn about the United States flag and other American symbols, including the values and principles these symbols represent. Students will identify symbols throughout their school and classroom community, such as flags, mascots, phrases, anthems and landmarks.

## Enduring Understandings

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- Symbols and songs can help groups of people feel connected
- Symbols have different meanings
- Symbols can be found all around the world

## Essential Questions

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- What is a symbol and how are they used?
- Why and how do we show respect to US symbols?
- How are symbols chosen?

## **Important Vocabulary**

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- flag
- symbol
- Pledge of Allegiance
- loyal
- liberty
- anthem
- freedom
- seal
- capital
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## **Content - What students will know**

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- What country we live in (The United States of America)
- What is our National anthem? (The Star Spangled Banner)
- What does the Liberty Bell stand for? (The Liberty Bell stands for freedom)
- What does the bald eagle stand for? (The bald eagle stands for strength)
- What does Mt. Rushmore honor? (Mt. Rushmore honors four presidents)
- Who are the presidents on Mt. Rushmore? (George Washington, Thomas Jefferson, Theodore Roosevelt and Abraham Lincoln)
- What does the Statue of Liberty stand for? (The Statue of Liberty stands for freedom)
- What is Washington DC? (Washington DC is the nation's capital)
- What are some important buildings in Washington DC (Washington Memorial, White House, Lincoln Memorial, Capitol Building)
- Why are some buildings important? (The president lives there, it is where leaders make laws, it honors a president)
- Describe one state symbol by naming the state and the symbol

## **Skills - What students will be able to do**

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- Demonstrate an understanding of American symbols and what they represent through reading, writing, discussion and project based activities

- Explain why we say the pledge of allegiance
- Identify symbols of our country and classroom/school
- Recall and retell details about the American Flag
- Explain why we say the pledge of allegiance
- Recall and retell details about the National Anthem
- Demonstrate how to show respect during the National Anthem
- Recall and retell information about the Liberty Bell
- Analyze a photograph of the Liberty Bell
- Pose questions about symbols
- Compare and contrast images containing a Bald Eagle
- Recall and retell information about the Bald Eagle
- Explain why Mt. Rushmore is a symbol of America
- Tell who Mt. Rushmore honors
- Recall and retell information about the Statue of Liberty
- Recall and retell information about Washington DC
- Identify important buildings in Washington DC
- Explain why certain buildings in Washington DC are important
- Identify and describe different state symbols
- Compare and contrast state symbols
- Reading Skill: recall and retell
- Critical Thinking Skill: pose questions

### **Instructional Activities - How we teach content and skills**

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- [HMH Magazine](#)
- [HMH In The News](#)
- [HMH FYI](#)
- [Online Resources](#)
- Little Thinkers
- Brainpop Jr.
- Youtube
- Scholastic Kids

### **Evidence/Assessment - How we know students have learned**

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- [Magazine & Benchmark Assessment](#)
- Informal assessments
- Anecdotal notes & participation

- Project: A conversation with Liberty, a book of symbols

### Spiraling for Mastery

Content or Skill for this Unit	Spiral Focus from Previous Unit	Instructional Activity
Practicing positive participation and interactions within a group	Students have been working on participating as a member of their classroom and school community	Continue to demonstrate Cubs Pride expectations Be kind, responsible, a problem solver

### Key Resources

- [Unit 2 Resources](#)
- [Unit 2 Magazine](#)
- Little Thinkers supplemental resource
- American flag

### 21st Century Life & Careers

WRK.9.1.2.CAP.1                      Make a list of different types of jobs and describe the skills associated with each job.

### Career Readiness, Life Literacies, & Key Skills

TECH.9.4.2.CI.1                      Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).

TECH.9.4.2.GCA.1                      Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).

## Interdisciplinary Connections

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MA.K.CC.A.1	Count to 100 by ones and by tens.
MA.K-2.1.2.2.Cr1a	Discover, share and express ideas for media artworks through experimentation, sketching and modeling.
MA.K.CC.B.4	Understand the relationship between numbers and quantities; connect counting to cardinality.
MA.K.G.A.1	Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.
MA.K.G.A.2	Correctly name shapes regardless of their orientations or overall size.
LA.W.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
SCI.K-ESS3-1	Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.
VPA.1.4.2.A.3	Use imagination to create a story based on an arts experience that communicated an emotion or feeling, and tell the story through each of the four arts disciplines (dance, music, theatre, and visual art).

## Intersections of History

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The objective of this unit is for students to identify symbols of unity. Students will identify the country we live in and symbols within the United States- whether the anthem, monuments, flags, buildings or statues- as those that unite us as a country. Students will describe these symbols in terms of acting out, drawing, verbal description, telling where located, locating in a picture, etc. Students will tell the specific meaning behind each symbol (i.e. the Bald Eagle is “strength”) and recall specific details of symbols, such as the American flag. Students will develop and build upon global awareness through current and past events.

**Black:** Students will identify and describe symbols associated with black culture and tradition. Through a study of winter holidays, students will become familiar with the meaning behind all of the traditional elements of a Karamu at Kwanzaa. Throughout the year, students will share their experiences or traditions with symbols of their cultures or families. Through video and pictures, students will explore, describe and discuss flags of other countries. Related literature to support intersection: *When We Say Black Lives Matter* by Maxine Beneba Clarke, *Kevin’s Kwanzaa* by Lisa Bullard, *Heart and Soul: The Story of America and African-Americans* by Kadir Nelson

**Hispanic:** Students will identify and describe symbols associated with hispanic culture and tradition. Through a study of winter holidays, students will become familiar with the meaning behind hispanic celebrations such as Posadas and King’s Day. Throughout the year, students will share their experiences or traditions with symbols of their cultures or families. Through video and pictures, students will explore, describe and discuss flags of other countries. Related literature to support intersection: *Carmela Full of Wishes* by Matt de la Pena, *Mango, Abuela and Me* by Meg Medina, *How Tia Lola Came to Stay* by Julia Alvarez

**Women:** Students will identify and describe symbols associated with female based meaning or achievement. Throughout the year, students will share their experiences or traditions with symbols of their cultures or families. Students will explore notable women who contributed to our country's symbols or history, such as Betsy Ross- credited with making the first US flag and Kamala Harris- the first female VP of the US. Related literature to support intersection: Betsy Ross by Becky White, Kamala Harris: Rooted in Justice by Nikki Grimes, She Persisted: 13 Women Who Changed the World by Chelsea Clinton

**LGBTQ:** Students will identify and describe symbols associated with LGBTQ based meaning or achievement, such as the rainbow flag. Throughout the year, students will share their experiences or traditions with symbols of their cultures or families. Students will explore LGBTQ figures who contributed to LGBTQ equality and history, such as Harvey Milk and Gilbert Baker. Related literature to support intersection: Rainbow: A First Book of Pride by Michael Genhart, M is for Mustache by Catherine Hernandez, A is for Activist by Innosanto Nagara