

Grade 1 Unit 6: U.S. Symbols

Content Area: **Social Studies**
Course(s): **Social Studies Grade 1**
Time Period:
Length: **10 days**
Status: **Published**

NJSLS - Social Studies

SOC.6.1.2.CivicsDP.1	Explain how national symbols reflect on American values and principles.
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.CivicsCM.1	Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.

Rationale & Transfer Goals

Entering first grade students should be able to recite the Pledge of Allegiance if they attended Kindergarten and PreK. In first grade they will understand why we recite the song and learn in more depth about the flag. Students will identify American symbols and sing other patriotic songs, such as our national anthem. Learners will read diagrams about American Landmarks and identify The Statue of Liberty. Students will recognize the patriots in our country and describe how settlers first came to our country.

Enduring Understandings

Students will learn about the United States flag, our National Anthem, and other symbols that represent our country, and the meanings behind these symbols.

Essential Questions

- What are some important symbols of the United States and why are they important?

Important Vocabulary

- flag
- pledge
- symbol
- liberty
- anthem
- landmark

- monument
- settler
- colony
- patriot

Content - What students will know

- I Pledge Allegiance
- American Symbols
- American Songs
- Landmarks and Documents
- The Statue of Liberty
- Our Country Begins
- Freedom and Liberty
- Patriots

Skills - What students will be able to do

- SWBAT Explain why people recite “The Pledge Allegiance” and read a diagram to gain information about the U.S. flag.
- SWBAT Identify American Symbols and recognize the main idea of a text.
- SWBAT Sing patriotic songs and identify the national anthem as a symbol for our country.
- SWBAT Read a diagram about an American Landmark and recognize the main idea and detail.
- SWBAT Read a diagram to gain information about the Statue of Liberty.
- SWBAT Describe how settlers first came to the colonies and take notes to identify main ideas and details.
- SWBAT Analyze primary resources and summarize events from our country's history.
- SWBAT Identify patriots of America’s independence.

Instructional Activities - How we teach content and skills

- Reading Skills: Main Idea and Detail
- Chart and Graph: Read a Diagram
- Unit 6 Magazine
- Little Thinkers Resource
- YouTube
- BrainPOP Jr
- Role Play

Evidence/Assessment - How we know students have learned

- Unit Assessment
- Benchmarks
- Teacher observation
- Class discussion
- informal assessments
- [Assessments](#)

Spiraling for Mastery

Content or Skill for this Unit	Spiral Focus from Previous Unit	Instructional Activity
Students may have some familiarity with U.S. symbols like the flag and songs. They have been reciting the Pledge since PreK.	<p>Yesterday and Today- Connect the information in this Magazine</p> <p>to the idea that even though these U.S. symbols have been around a long time, they continue to provoke feelings of pride in people.</p> <p>Rules and Laws -Note that the U.S. The Constitution is not only a symbol for our country, but it is also a set of rules that Americans must follow.</p>	Students will be able to name American Symbols and what they stand for.

Key Resources

- Unit 6 Magazine
- YouTube Videos
- Little Thinkers Resource
- Scholastic News Articles

- BrainPOP Jr.

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.
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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

VA.K-2.1.5.2.Cr2c	Create art that represents natural and constructed environments. Identify and classify uses of everyday objects through drawings, diagrams, sculptures or other visual means including repurposing objects to make something new.
MU.K-2.1.3A.2.Pr6a	Perform music for a specific purpose with expression and technical accuracy.
LA.K-12.NJSLSA.SL1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
MA.1.G.A.1	Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.

Intersections of History

Students will expand upon their knowledge of community members to recognize that our country is home to diverse individuals with varying experiences, cultures, traditions and families. Students will explore how symbols, monuments and holidays reflect shared values and principles of various groups. Students will identify that we are all citizens of the United States. Students will develop and build upon global awareness through current and past events.

Black: Students will explore the different symbols, monuments and holidays that represent the black community.

Hispanic: Students will explore the different symbols, monuments and holidays that represent the Hispanic community.

Women: Students will learn about Rosie the Riveter and understand how she symbolizes the strength of women. They will read the story Rosie the Riveter by Sarah Dvojack and learn how this character encouraged women to join the labor force.

LGBTQ: Students will explore the different symbols, monuments and holidays that represent the LGBTQ community.