**Lesson Cycle**

**Lesson Title/Topic:** American Symbols/2nd Grade Social Studies

**Concept:** Culture and identifying different American symbols

**Standards/Rationale:**113.13(b)14(C)-Identify selected symbols such as state and national birds and flowers and patriotic symbols such as the U.S. and Texas flags and Uncle Sam; and

113.13(b)14(D)-Identify how selected customs, symbols, and celebrations reflect an American love of individualism, inventiveness, and freedom.

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| **Learning Target:** The student will design and label the parts of their own American flag on manila paper with 75% accuracy. | **Assessment:** Finished flag |
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**Materials:** PowerPoint about Betsy Ross and the American Flag, premade flag and Betsy Ross answer bingo cards, red, white, and blue large buttons, large manila paper, colored pencils or markers

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| **Lesson Cycle:** **(Direct instruction)** |

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| **The teacher will:** | **The student will:** |
| **Focus/Mental Set:** Write “American Legends and Symbols” on the board to help explain to students what they are about to learn. Introduce yourself as Ms. Betsy Ross, and ask students if they know who you are. There is a PowerPoint saved on the computer desktop labeled Betsy Ross. The teacher computer password is in the substitute notebook on teacher desk in the section labeled, “important names, numbers, and passwords”. Use the PowerPoint to give a few simple facts about Betsy Ross. Connect the fact that students know the pledge and songs about the flag, but that it is also important to know how the flag was made and what the parts of the flag mean. They should also know why the flag is a symbol of pride in our country. Show the first flag design and the current design. Explain that today students will create and label a flag with a partner to present to their classmates. There is a saved video on the computer desktop labeled Betsy Ross star with directions on how to make the 5-point star. To spark student creativity, demonstrate to them how to make a 5-point star with one cut with their scissors. | Interact with Ms. Betsy Ross to understand the importance of the American flag. Begin brainstorming how they would like to create their flags. Students will copy demonstration of the 5-point start to spark creativity. |
| **Teacher Input:** Share full PowerPoint about the legend of Betsy Ross and the American flag. Point out important flag facts such as why George Washington thought the stars should be in a circle for the first flag. Point out to students how many stripes there are and why. Explain to students why the flag is called “Old Glory”. Explain why the colors are Red, White, and Blue. Define the color meanings of valor and hardiness for red. Purity and innocence for white, and vigilance, perseverance, and justice for blue. Have students form a circle to represent the stars. Ask them who is the first star, who is the last star, which star is most important? Helps students visualize that in a circle they are all equal and why George Washington thought that was important. Next have students form two circles, one inside and one outside by numbering them off by 1 and 2. There should be an even number of students if no absences. If you have an odd number of students you can have them trade places so everyone gets a turn. Have the circles of students face each other. The inside circle will ask the outside circle a question from the lesson on the premade cards provided on the teacher desk. After the first question is answered have the inside circle move to the left and the outside circle move to the right. Have the inside circle raise their left hand and the outside raise their right hand to check student understanding of the direction they must move. On your cue have students move their direction for a short time and stop them and have them partner up. There are ten questions total. Have the inside circle ask five questions and then allow the outside circle to ask questions while the inside circle answers. | Listen to PowerPoint. Create circle and participate in answering questions from the teacher to learn about the equality of the circle. Create inside and outside circle. Follow teacher direction and answer questions asked by their circle partner to assess understanding of the lesson. |
| **Guided Practice:** Have students return to their seats. Give each student the premade bags of large red, white, and blue buttons to use as markers and pass out premade flag and Betsy Ross bingo cards with the answers to trivia questions to encourage repetition of the information. The buttons and bingo cards are on the teacher desk in a large Ziploc bag. | Students will actively participate in the bingo game and receive correction as needed if they do not have a true bingo. |
| **Independent Practice:** Put students in pairs to have them create and label their own flags. Students will present their flags in the next class meeting. | Students will work together to create flag design using manila paper and colored pencils or markers. Students will label their flags and practice presenting their flags. |
| **Closure:** Quickly review how the current flag looks today. Have students right on a piece of paper to turn in what their favorite part of the flag is and why. | As an exit ticket students will turn in their piece of paper with their answer to what their favorite part of the flag is and why. |

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| **Options:** |  |
| ***Enrichment:*** | ***Reteach:*** |

**Modifications/Correctives:**

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**References:** [www.ushistory.org/betsy](http://www.ushistory.org/betsy)