



# Welcome!

**O**n behalf of Splash! Publications, we would like to welcome you to *National Symbols*, one of several books in our Primary Series. Since this curriculum was designed by teachers, we are positive that you will find it to be a comprehensive program that uses Social Studies concepts to reinforce literacy and span the entire curriculum. We would like to take a few moments to familiarize you with *National Symbols*.

## The Format

*National Symbols* is a thirteen lesson program. Our goal is a curriculum that you can use the very first day you purchase our materials. 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

**O**n 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. The answers to all comprehension questions and activities are located on pages 96-106.

## **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**



# Other Titles

## **Complete State History Programs**

*Do American History!*  
*Do Arizona!*  
*Do California!*  
*Do Colorado!*  
*Do Nevada!*  
*Do New Mexico!*  
*Do Texas!*  
*Do Washington!*

## **Literature Study Guides**

*Charlotte's Web*  
*Cricket in Times Square*  
*Enormous Egg*  
*Sarah, Plain and Tall*

## **Primary Series**

*Leveled Math: Addition Bk 1*  
*Leveled Math: Addition Bk 2*  
*Leveled Math: Subtraction Bk 1*  
*Leveled Math: Subtraction Bk 2*  
*National Holidays*  
*Poems for Every Month*  
*Poems for Every Season*

## **American History Series**

*New World Explorers*  
*Spanish Explorers & Conquistadors*  
*The Thirteen Original Colonies*  
*Early American Government*  
*The American Revolution*  
*Slavery in America*  
*The Civil War*  
*Westward Expansion*

## **U.S. Region Series**

*The New England States*  
*The Middle Atlantic States*  
*The Great Lakes States*  
*The Great Plains States*  
*The Southwest States*  
*The Mountain States*  
*The Pacific States*

## **State History Series**

*Arizona Geography*  
*Arizona Animals*  
*Arizona History*  
*Arizona Government & Economy*  
*California Geography*  
*California Animals*  
*California History*  
*California Government & Economy*  
*Florida Geography*  
*Florida Animals*  
*Florida History*  
*Florida Government & Economy*  
*Illinois History*  
*Indiana History*  
*Michigan History*  
*Ohio History*  
*Texas Geography*  
*Texas Animals*  
*Texas History*  
*Texas Government & Economy*



# Table of Contents

## National Symbols

<b>Symbols Pre Test</b> .....	1
<b>Lesson One: The American Flag</b> .....	6
The American Flag Reading Comprehension .....	8
Following Directions: Color the American Flag .....	9
<b>Lesson Two: The Bald Eagle</b> .....	11
The Bald Eagle Reading Comprehension .....	13
Find the Fib .....	14
<b>Lesson Three: The Great Seal</b> .....	21
The Great Seal Reading Comprehension .....	23
Grid Maps .....	24
<b>Lesson Four: The United States Capitol</b> .....	28
The United States Capitol Reading Comprehension .....	30
Pick a Side! .....	31
Letter to Congress.....	33
<b>Lesson Five: The Liberty Bell</b> .....	35
The Liberty Bell Reading Comprehension .....	37
Time Travel .....	38
<b>Lesson Six: The Statue of Liberty</b> .....	40
The Statue of Liberty Reading Comprehension .....	42
Following Directions: Lady Liberty Bookmark .....	43
<b>Lesson Seven: The Washington Monument</b> .....	47
The Washington Monument Reading Comprehension .....	49
Time Travel .....	50
Family Time Line .....	52



# Table of Contents

## National Symbols (continued)

<b>Lesson Eight: The Jefferson Memorial</b> .....	54
The Jefferson Memorial Reading Comprehension.....	56
Just Like Thomas .....	57
<b>Lesson Nine: The Lincoln Memorial</b> .....	59
The Lincoln Memorial Reading Comprehension .....	61
Bar Graphs.....	62
<b>Lesson Ten: The Golden Gate Bridge</b> .....	67
The Golden Gate Bridge Reading Comprehension.....	69
California Map .....	70
<b>Lesson Eleven: Mount Rushmore</b> .....	74
Mount Rushmore Reading Comprehension .....	77
Following Directions: Mount Rushmore Model.....	78
<b>Lesson Twelve: The Gateway Arch</b> .....	82
The Gateway Arch Reading Comprehension .....	84
Grid Maps .....	85
<b>Lesson Thirteen: The Empire State Building</b> .....	88
The Empire State Building Reading Comprehension.....	90
New York Map.....	91
<b>Symbols Post Test</b> .....	95
Answer Pages .....	100
Bibliography .....	109



# 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. 6-7), students will:

- answer *The American Flag* Reading Comprehension Questions. (pg. 8)
- follow written directions to correctly color the American Flag (pps. 9-10)

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. 11-12), students will:

- answer *The Bald Eagle* Reading Comprehension Questions. (pg. 13)
- make and play the game Find the Fib. (pps. 14-20)

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. 21-22), students will:

- answer *The Great Seal* Reading Comprehension Questions. (pg. 23)
- use number and letter pairs to create a picture of the Great Seal. (pps. 24-27)

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. 28-29), students will:

- answer *The United States Capitol* Reading Comprehension Questions. (pg. 30)
- write opinions about a rule and make a graphic organizer. (pps. 31-32)
- use the graphic organizer to write a letter to their parents. (pps. 33-34)



# 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. 35-36), students will:

- answer *The Liberty Bell* Reading Comprehension Questions. (pg. 37)
- make a time line charting the history of the Liberty Bell. (pps. 38-39)

- 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. 40-41), students will:

- answer *The Statue of Liberty* Reading Comprehension Questions. (pg. 42)
- follow written directions to make a Lady Liberty bookmark. (pps. 43-46)

- 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. 47-48), students will:

- answer *The Washington Monument* Reading Comprehension Questions. (pg. 49)
- answer questions about a time line of George Washington's life. (pps. 50-51)
- create a time line for a family member. (pps. 52-53)

- 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. 54-55), students will:

- answer *The Jefferson Memorial* Reading Comprehension Questions. (pg. 56)
- answer questions and create a graphic organizer about how they want to be remembered in history. (pps. 57-58)



# 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. 59-60), students will:

- answer *The Lincoln Memorial* Reading Comprehension Questions. (pg. 61)
- create a bar graph illustrating the heights of famous buildings and statues. (pps. 63-65)
- use their finished bar graphs to answer questions. (pg. 66)

- 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. 67-68), students will:

- answer *The Golden Gate Bridge* Reading Comprehension Questions. (pg. 69)
- use cardinal directions to plot points of interest on a map of California. (pps. 70-73)

- 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. 74-76), students will:

- answer *Mount Rushmore* Reading Comprehension Questions. (pg. 77)
- follow written directions to make a 3-dimensional model of Mount Rushmore. (pps. 78-81)



# 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. 82-83), students will:

- answer *The Gateway Arch* Reading Comprehension Questions. (pg. 84)
- use number and letter pairs to make a map of the Santa Fe and Oregon Trails. (pps. 85-87)

- 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. 88-89), students will:

- answer *The Empire State Building* Reading Comprehension Questions. (pg. 90)
- use cardinal directions to plot points of interest on a map of New York. (pps. 91-94)
- take a Symbols Post Test. (pps. 95-99)