

# What America Means to Me

<b>Author</b>	Sara Jenkins and Ron Dorn
<b>Grade Level</b>	1-2
<b>Duration</b>	2 class periods

National Standards
<b>GEOGRAPHY</b> <b>Element 4: Human Systems</b> 10. The characteristics, distribution and complexity of Earth's cultural mosaics. 11. The patterns and networks of economic interdependence.

AZ Standards
<b>ELA</b> <b>Writing</b> <b>Production and Distribution of Writing</b> 1.W.4 and 2.W.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

Arizona Social Science Standards
<b>GEOGRAPHY</b> <b>Human-environment interactions are essential aspects of human life in all societies.</b> 1.G2.1 Compare how human activities affect culture and the environment now and in the past. 2.G1.2 Describe how human activities affect the communities and the environment of places or regions. <b>HISTORY</b> <b>Patterns of social and political interactions have shaped people, places, and events throughout history and continue to shape the modern world.</b> 1.H4.1 Explain and explore origins of key American symbols, documents, landmarks, holidays, and leaders as well as their importance from the past to the present in our country. <b>The development of civilizations, societies, cultures, and innovations have influenced history and continue to impact the modern world.</b> 2.H1.1 Explain how individuals can make contributions to a civilization and/or culture in place or region studied.

## Overview

What is patriotism? Is it something that can be written or crafted?

## Purpose

In this lesson students will review National Symbols and reflect on the different ways to show patriotism.

## Materials

- Symbols of Our Nation
- National Symbols Worksheet and Answer Key
- The Impossible Patriotism Project by Linda Skeers
- Bingo Cards-blank and Bingo Markers
- Scissors
- Glue

- Projection device

## Objectives

The student will be able to:

1. Identify and describe American symbols.
2. Write a letter to a U.S. soldier describing their community and thanking them for their service to the U.S.

## Procedures

### SESSION ONE

1. Begin the lesson by asking students, "What is patriotism?" Use think, pair, and share.
2. Read The Impossible Patriotism Project to the students. Project the hand-drawn images so students can visualize the symbols of our nation.

Then re-read the book. Review the book illustrations one more time and give students a chance to identify the U.S. symbols in the hand-drawn images.

3. Distribute the National Symbols worksheet, scissors, and glue. Model how to do the first matching item (Liberty Bell). Allow time for students to glue the symbol to its description.

### SESSION TWO

4. Brainstorm some of the people who are heroic and help America (firefighters, Red Cross, police, people in the armed forces). Discuss how these people are patriotic. Then discuss how people in the armed forces are especially patriotic (away from home, often in dangerous places, can be hurt or killed, protecting our freedoms and territory, making sure America is safe, etc.). Then have students write a friendly letter to a soldier thanking them for their service and describing what it is like in Arizona.
5. As student finish their writing assignment, play Symbol Bingo to reinforce American symbols. To win at Symbol Bingo, students must cover one row. This game can be played throughout the year.

## Assessment

### History

Mastery will be considered a score of 80% or higher on the National Symbols Worksheet.

### ELA and Geography

Mastery will be considered 4 or higher on the 6 Points Writing Rubric in the area of Organization and Ideas/Content for their letter. They need to mention two or more geographical/community facts in their letters for geography mastery.

## Extensions

Have students design their own national symbol to celebrate patriotism.

## Sources

Skeers, Linda. [The Impossible Patriotism Project](#). New York: Dial Books, 2007.

All artwork is done by Nicolas Jenkins.