

# Land That I Love! Landmarks and Symbols

**Author** Lorena Cabrera  
**Grade Level** K  
**Duration** 4 class periods

## National Standards

### GEOGRAPHY

#### Element 1: The World in Spatial Terms

3. How to analyze the spatial organization of people places, and environments on Earth's surface

#### Element 2: Places and Regions

4. The physical and human characteristics of places

## AZ Standards

### ELA

#### Reading

##### Key Ideas and Details

**K.RI.1** With prompting and support, ask and answer questions about key details in a text.

#### Writing

##### Text Types and Purposes

**K.W.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.

### MATHEMATICS

#### Measurement and Data

**K.MD.A.2.** Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference.

## Arizona Social Science Standards

### GEOGRAPHY

The use of geographic representations and tools help individuals understand their world.

K.G1.2 Explore locations in stories shared.

### HISTORY

Patterns of social and political interactions have shaped people, places, and events throughout history and continue to shape the modern world.

K.H4.1 Explain and explore origins of key American symbols, traditions and holidays.

## SIOP Elements

<p><b>Preparation</b>            Adapting content  <b>Linking to background</b>            Linking to past learning            Strategies used</p>	<p><b>Scaffolding</b>  <b>Modeling</b>            Guided practice            Independent practice  <b>Comprehensible input</b></p>	<p><b>Grouping Option</b>  <b>Whole class</b>            Small groups  <b>Partners</b>            Independent</p>
<p><b>Integrating Processes</b>            Reading  <b>Writing</b>  <b>Speaking</b>  <b>Listening</b></p>	<p><b>Application</b>  <b>Hands on</b>            Meaningful            Linked to objectives  <b>Promotes engagement</b></p>	<p><b>Assessment</b>  <b>Individual</b>            Group  <b>Written</b>            Oral</p>

## Arizona English Language Proficiency Standards

### Basic

#### Reading

**Standard 1:** The student will listen actively to the ideas of others in order to acquire new knowledge.



## Land That I Love! Landmarks and Symbols

B-2: responding to read-alouds (fiction and nonfiction) by identifying main ideas and supporting details in complete sentences.

Writing

Standard 3: Students use the steps of the writing process as a writing piece moves toward completion.

B-1: generating ideas through class discussion and guided writing to record ideas (e.g., graphic organizers, etc.) with instructional support.

### Overview

Some of the foundations of our American system of government are liberty, democracy, and equality. Symbols are often created to represent such concepts. And famous places (landmarks) can also be seen as representing these concepts.

### Purpose

In this lesson students will learn that a symbol is something that stands for or represents, something else. They will be able to identify two symbols of the United States. They will also learn about and locate two national landmarks that are unique to our country as well as practice relative location vocabulary. This lesson includes strategies for diverse learners (ELLs).

### Key Vocabulary

- symbol: something that reminds you of a bigger idea
- landmark: famous places to visit
- near: close to you
- far: a long way
- bald eagle: a kind of bird
- Statue of Liberty: symbol of freedom
- White House: where the President of the United States lives

### Materials

- Vocabulary Cards and Vocabulary Test
- United States Map (with state names)
- Land That I Love Printout
- Statue of Liberty Printout and Bubble Map
- Bald Eagle Printout and Bubble Map
- American Flag Coloring Page
- White House Printout and Bubble Map
- American Flag Printout and Bubble Map
- Image of Mt. Rushmore (optional)
- Image of Liberty Bell (optional)
- Washington Monument (optional)

- Lincoln Memorial (optional)
- 50 star stickers per student
- 12 x 18 inch construction paper
- Colored cardstock
- Yarn
- Chart Paper
- Statue of Liberty and White House images for printing on sticky mailing labels
- Mailing Labels (5160) 1 inch x 2 5/8 inches
- Graphic Organizer (Bubble Map) of American flag, White House, Statue of Liberty and Bald Eagle

### Objectives

The student will be able to:

- identify two American symbols.
- locate two American landmarks on a map.
- write two facts about each landmark and symbol.
- explain what each color and the stars on the American flag represent.

### Procedures

#### SESSION ONE and TWO

##### Engage:

a. Pass out an American Flag Coloring Page [https://etc.usf.edu/clipart/72500/72561/72561\\_48\\_us\\_b.htm](https://etc.usf.edu/clipart/72500/72561/72561_48_us_b.htm) to each student and allow time for him/her to color the flag. (**Application: Hands on**) Do not instruct students on what colors to use.

b. Once students are done, have them talk to their neighbors and inform them of why they selected the colors they did. Select a couple of volunteers and ask:

- Why did you color the flag the way you did?
- If colored correctly, how did you know to color it those colors?
- What does the American flag mean to you?

(**Application: Promotes engagement, Preparation: Linking to background**)

##### Explore:



## Land That I Love! Landmarks and Symbols

c. Show the video to get students thinking and looking to see if they recognize any of the symbols and/or landmarks. (1.31 min) (**Preparation: Linking to background**)

<http://www.youtube.com/watch?v=AXjCpBwqxF4>

d. After watching the video, ask the students to name people, places, and things that they believe represent the United States of America and that are unique to the nation. As students brainstorm write down what they say within a web on the whiteboard. (**Integrating processes: Listening and Speaking, Grouping option: Whole class**)

### Explain:

e. Display all the symbols: images of the Statue of Liberty, American flag, American bald eagle, and the White House.

f. Inform the students that they will be learning about the American flag, bald eagle, Statue of Liberty and the White House but do not discuss much about each symbol; to keep the students intrigued about each symbol.

g. Inform the students they will be making a book in which to write the information about the American symbols that they create.

h. Pass out the vocabulary cards and introduce the words to the students. Have the students create motions to go to with the words: near, far, landmark and symbol. Post the vocabulary words on a word wall. (**Scaffolding: Comprehensible input**)

### Elaborate:

i. Read an elementary-level informational text on the Statue of Liberty. (See Materials for a suggestion.) Have students generate facts and sentences they comprehend from the text. Write the facts on chart paper under the heading, Statue of Liberty, and display for the students to refer to. Students will then fill in their bubble map on this topic. (**Integrating processes: Listening, Speaking, and Writing; Scaffolding: Comprehensible input; Grouping option: Whole class**)

Sample facts that can be taken from text reading and should be written on chart paper:

- It was a present from France.
- It stands on Liberty Island.
- It has stood for more than 100 years.
- It is a symbol of freedom.
- It's made of copper.

j. Hand out the Statue of Liberty Printout <https://www.pinterest.com/pin/245586985905341392/?lp=true> for the students to color. Once all students have colored and cut out the page, have them glue and label their Statue of Liberty on a half a sheet of large sized construction paper. Once all students

have completed this activity, collect and keep where they can be readily available to the students.

k. Read an elementary-level informational text on the American flag. (See Materials for a suggestion.) Have students generate facts and sentences they comprehend from the book. Write the facts on chart paper under the heading, American flag, and display for the students to refer to. Students will then fill in their bubble map on this topic. (**Integrating processes: Listening, Speaking, and Writing; Scaffolding: Comprehensible input; Grouping option: Whole class**)

Sample facts that can be taken from text reading and should be written on chart paper:

- It is red, white, and blue.
- It has 50 white stars.
- It has 13 stripes for the original 13 states.
- The flag should be raised up a flagpole quickly and lowered slowly.
- It can be flown from sunrise until sunset.
- It should never touch the ground.

l. Display an image of the American flag. Now tell the students they will be creating their own American flag. Option 1: Show students how to assemble the flag by using 1 white sheet of construction paper, 7 strips of red paper, and one blue rectangle paper. After the students have glued on the strips and the rectangle, show them how to stick the 50 stars to onto the blue rectangle. Option 2: Have students color the American Flag Coloring Page using the correct colors this time. (**Scaffolding: Modeling**) Once all students have colored and cut out the flag, have them glue and label their flag on a half a sheet of large sized construction paper. Once all students have completed this activity, collect and keep where they are readily available to the students.

(**Application: Hands on, Promotes engagement**)

### SESSION THREE and FOUR

*Prior to Session Four: print on sticky mailing labels images of the White House and the Statue of Liberty. Cut the two images apart so students have one Statue of Liberty and one White House sticker.*

m. Review some of the concepts from the previous sessions and introduce new concepts by watching: <https://www.youtube.com/watch?v=as9apKNqcG8>

n. Review the vocabulary cards from the previous session and have the students review their motions for such words.

o. Read an elementary-level informational text on the White House. (See Materials for a suggestion.) Have students generate facts and sentences they comprehend from the text. Write the facts on chart paper under the heading, White House, and display



## Land That I Love! Landmarks and Symbols

for the students to refer to. Students will then fill in their bubble map on this topic. **(Integrating processes: Listening, Speaking, and Writing; Scaffolding: Comprehensible input; Grouping option: Whole class)**

Sample facts that can be taken from text reading and should be written on chart paper:

- The President of the U.S. lives here.
- There are 132 rooms.
- The President's office is called the oval office.
- It took 8 years to build.
- It has been standing for 200 years.

p. Distribute the White House Printout

<http://www.supercoloring.com/coloring-pages/white-house> for the students to color. **(Scaffolding:**

**Modeling)** Once all students have colored and cut out the page, have them glue and label the White House on a half a sheet of large sized construction paper. Once all students have completed this activity, collect and keep where they can be readily available to the students. **(Application: Hands on, Promotes engagement)**

q. Read an elementary-level informational text on the bald eagle. (See Materials for a suggestion.) Have students generate facts and sentences they comprehend from the text. Write the facts on chart paper under the heading, Bald Eagle, and display for the students to refer to. Students will then fill in their bubble map on this topic. **(Integrating processes: Listening, Speaking, and Writing; Scaffolding: Comprehensible input; Grouping option: Whole class)**

Sample Facts that can be taken from text reading and should be written on chart paper:

- It is a symbol of the United States.
- It stands for the president too.
- It stands for strength, peace, and freedom.
- This bird only lives in North America.
- It is on the Great Seal of the U.S.

r. Hand out the Bald Eagle Printout

<https://www.mikalhameed.com/bald-eagle-coloring-page/bald-eagle-coloring-page-elegant-eagles-coloring-pages-new-england-patriots-logo-coloring-page-free/> for the students to color. Once all

students have colored and cut out the page, have them glue and label their bald eagle on a half a sheet of large sized construction paper. Once all students have completed this activity, collect and keep where they can be readily available to the students. Students will then fill in their bubble map on this topic. **(Integrating processes: Listening, Speaking, and Writing; Scaffolding: Comprehensible input; Grouping option: Whole class)**

s. Finally, have students color Land that I Love

Printout that will be the cover page for the booklet. Instruct student to put their name on the bottom left corner. Once all of the students have completed all pages of their book; hole punch each booklet and bind it with yarn. **(Application: Hands on, Promotes engagement)**

t. Show the students a map of the United States. Model how to find your location on the map and put a star on it indicating this is where you are. Now model how to locate on the same map where the Statue of Liberty is located and place a sticker on it. Repeat for White House. Distribute the United States map to the students. Model several times where and how to label the landmarks (White House and Statue of Liberty) on the map. **(Application: Hands on, Promotes engagement, Scaffolding: Modeling)**

u. Once all students are able to properly label where the landmarks are located proceed to measuring the distance. **(Assessment: Individual)**

v. Model how to take a piece of yarn and measure the distance from your location to White House. Then using a different piece of yarn, model how to measure the distance from your location to the Statue of Liberty. Show students how to compare both pieces of yarn and determine which landmark is nearest and farthest from your location. **(Scaffolding: Modeling, Comprehensible input)**

w. Pair up students and provide them with a labeled map and two pieces of yarn for them to locate the landmarks and measure the distance.

**(Grouping option: partners, Application: Hands on, Promotes engagement)**

**Evaluate:**

x. Hand out a United States map with a star where you are located and a dot where both landmarks are located to each student.

y. Provide each student with a sticker (made from mailing labels) with an image of the Statue of Liberty and White House. Have students place the two stickers on the correct locations for these landmarks.

z. Quiz each student on which landmark is nearest your location and which landmark is the farthest from your location. Have students turn the map over and write two facts for each landmark that they have learned. (Some cute pages for the writing assignment can be found on Teachers Pay Teachers website. You need to join but then can access for free images of American symbols and landmarks, etc. See Sources below for more information.)

## Assessment





## Land That I Love! Landmarks and Symbols

### Geography

By teacher observation, students can be assessed on their ability to correctly locate the Statue of Liberty and the White House when labeling their maps. Mastery will be considered 100%.

By teacher observation, students can be assessed on their ability to correctly measure and state which landmark is nearest and farthest from your location. Mastery will be considered 100%.

### Reading, Writing, History, and Civics/Government

Students' two facts about each landmark can be graded for correctness. Mastery will be considered 100%.

Students' Land That I Love booklet can be graded for completeness and correctness. Special attention should be paid to grading the bubble maps since this measures their knowledge. Mastery will be seen as 90%.

### Reading

Students can take an oral vocabulary test by the teacher reading the definition and the student pointing to the correct vocabulary card or the students can match the vocabulary cards to their meanings or students can take the written vocabulary test. Mastery will be considered 75% or higher.

### Mathematics

Students' ability to measure with yarn the distances from their location to the White House and then the Statue of Liberty can be assessed by teacher observation. Students should then correctly state which landmark is the nearest and farthest from their location. Mastery will be considered 100%.

## Extensions

1. Repeat steps above with other landmarks and symbols:

- Liberty Bell
- Mount Rushmore
- Lincoln Memorial
- Washington Monument

Add these pages to their booklet.

2. Have students create a flag of their own. They should plan their design, choose a symbol or no symbols, and select the colors for their flag. Once they have created their flag on paper, they then explain why they have created it the way they did to a partner. Students can also create their flags on

Pixie or any other computer software. Finally, students will present their flags to the class and explain the meaning of their flags.

## Sources

### Videos:

<http://www.youtube.com/watch?v=AXjCpBwqx4>

<https://www.youtube.com/watch?v=as9apKNqcG8>

### Printouts:

<http://www.supercoloring.com/coloring-pages/white-house> (White House)

<http://www.superteacherworksheets.com/pinterest/images/love-america-coloring.jpg> (booklet cover)

[https://etc.usf.edu/clipart/72500/72561/72561\\_48\\_us\\_b.htm](https://etc.usf.edu/clipart/72500/72561/72561_48_us_b.htm) (American flag)

<https://www.mikalhameed.com/bald-eagle-coloring-page/bald-eagle-coloring-page-elegant-eagles-coloring-pages-new-england-patriots-logo-coloring-page-free/> (bald eagle)

<https://www.pinterest.com/pin/245586985905341392/?lp=true> (Statue of Liberty)

<http://www.coloring.ws/usa.htm>  
(bald eagle, American flag, Liberty Bell)

<http://www.raisingourkids.com/coloring-pages/patriotic/> (Liberty Bell, Statue of Liberty, Mount Rushmore, American flag, White House)

<http://www.bestcoloringpagesforkids.com/wp-content/uploads/2013/07/Statue-of-Liberty-Coloring-Pages-To-Print.gif> (Statue of Liberty)

### Graphic Organizer:

Bubble Maps by Tristan Boyer Binns

### Map:

The United States (color, states labeled version) from Arizona Geographic Alliance  
<http://geoalliance.asu.edu/azga/>



Education Studies Department

Teachers of Language Learners Learning Community (TL<sup>3</sup>C)

