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Social Studies Methods
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LESSON PLAN by Sara Kauffman

ADAPTED from http://www.indianastandardsresources.org/files/soc/ss_1_1_4.pdf

Lesson: Pledge of Allegiance

Length: 20 minutes

Age or Grade Intended: First grade

Academic Standard(s):

Social Studies: 1.1.4 Discuss how the Pledge of Allegiance is a promise to be loyal to the United States.

Performance Objectives:

1. After discussing what the Pledge of Allegiance means, the students will write at least one sentence about the Pledge of Allegiance and why they say it.

Assessment:

1. The teacher will collect the students' papers and make sure that each student wrote at least one sentence about why the students say the Pledge of Allegiance and wrote or drew a picture of what the class pledged to do. The teacher will use the Pledge Rubric to grade the papers.

Advanced Preparation by Teacher and Materials:

- The students will need the Sign Language Worksheet, the Pledge of Allegiance worksheet, 2 blank sheets of paper, and a pencil.
- The teacher needs a large blank paper and a marker. The teacher should type up the class pledge after the students create it.

Procedure:

Introduction/Motivation:

1. Ask, "Why do we say the Pledge of Allegiance every morning?" (*Bloom: Application*)
2. Today we're going to learn more about the Pledge of Allegiance and why we say it.
3. Put up the poster of the Pledge so the students can see it.

Step-by-Step Plan:

1. "Let's say the Pledge together."
2. "What does 'pledge' mean?" (*Bloom: Knowledge*) Hand out the Pledge worksheet with vocabulary list here.
3. Go over the words of the pledge and what they mean. "What does 'pledge' mean?" (*Bloom: Knowledge*) When have you made a pledge before? (*Bloom: Comprehension*)"

4. Hand out the sign language worksheet and teach the students how to sign the Pledge of Allegiance. (*Gardner: Kinesthetic*)
5. “Today we are going to write our own pledge to our classroom. How can we be good citizens of our classroom?” (*Bloom: Analysis*)
6. Write “I pledge allegiance to our classroom” on a large piece of paper in the front of the room.
7. Have each student write one sentence that could be included in the classroom pledge on a piece of paper. (*Gardner: Linguistic*)
8. Collect the papers. Read each sentence and let the class vote on whether that sentence should be included in the classroom pledge. If they vote to include it, write it on the large piece of paper.
9. After the pledge is written, have the class read it aloud together. (*Gardner: Linguistic*)
10. The teacher should type up the pledge the class wrote later and distribute it to the class. This can be kept on their desks during the unit on America.

Closure:

1. Tell the students that the teacher will keep the classroom pledge up in the room so they can always refer to it to see how to be good citizens in the classroom.
2. Give the students a blank piece of paper. Ask them to write one sentence about why they say the Pledge of Allegiance. Then have them write or draw a picture about what the class is pledging to in the classroom pledge.

Adaptations/Enrichment:

- The teacher will allow students to draw a picture to include with the classroom pledge if they struggle with writing. (*Gardner: Visual/Spatial*)
- Students who finish early may draw a picture of a time when they pledged something to someone else. (*Gardner: Visual/Spatial*)

Self-Reflection:

- Was the lesson successful?
- How can I improve this next time?
- Comments:

Pledge of Allegiance

I pledge allegiance

allegiance=a promise

to the Flag

of the United States

of America,

and to the Republic

*Republic=government
where people choose those in charge*

for which it stands,

one Nation

*Nation=country with its
own government*

under God,

indivisible,

*indivisible=united,
can't be separated*

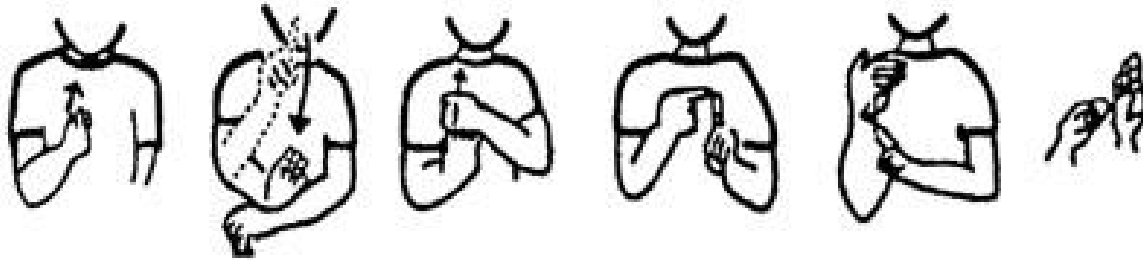
with liberty and

liberty=freedom

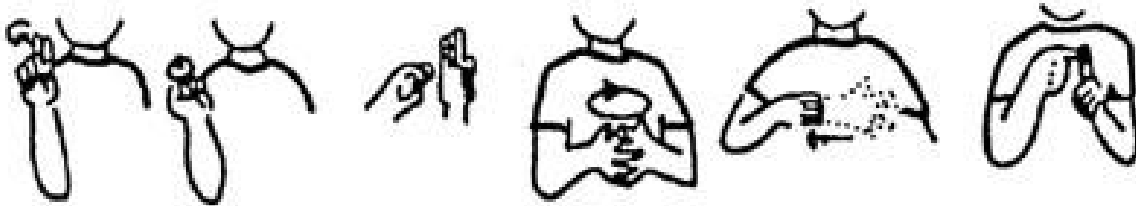
justice for all.

*justice=treating everyone
fairly*

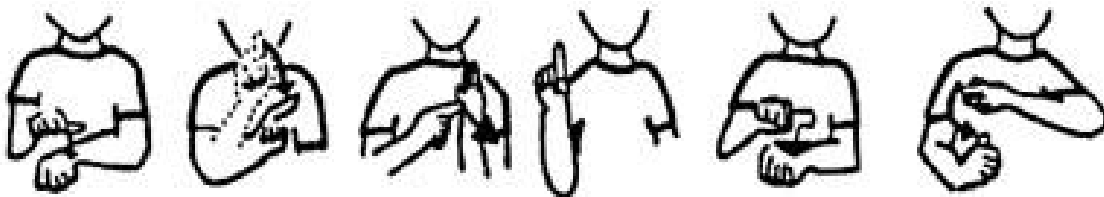
Pledge of Allegiance



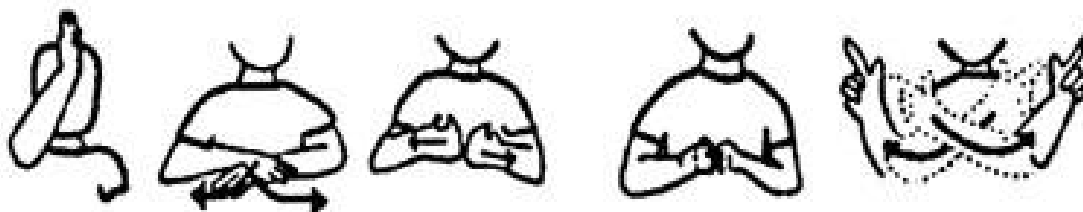
"I pledge allegiance to the flag of



the United States of America and to



the Republic for which it stands, one nation under



God, indivisible, with liberty



and justice for all."

Student name: _____

Pledge Rubric

| | Excellent 4 | Good 3 | Satisfactory 2 | Unsatisfactory 1 |
|-----------------------|--|---|--|--|
| Why we say the Pledge | The student wrote at least one sentence about why it is important to say the Pledge of Allegiance. The student included the fact that the pledge is a promise of loyalty to the United States. | The student wrote at least one sentence about why it is important to say the Pledge of Allegiance. The student talked about what a pledge is. | The student wrote a sentence about why we say the Pledge of Allegiance, but did not talk about what a pledge is. | The student wrote something about the Pledge of Allegiance, but not why we say it or what a pledge is. |
| Sentence structure | The student started the sentence with a capital letter and ended with a period. | The student either started the sentence with a capital letter or ended with a period. | The student did not start with a capital or end with a period, but the words form a sentence. | The student did not write a sentence. |
| Class pledge | The student wrote or drew a picture about what the class pledged to do in the pledge they wrote. | The student wrote or drew a picture about something in the classroom pledge. | The student wrote or drew something about a promise. | The student wrote or drew something that did not connect to the lesson. |
| | | | Total: | _____/12 |