

Lesson plan by: Stephanie Bennett

Lesson type: Social Studies

Lesson: Grand Old Flag **Length:** 20-30 min.

Age/Grade level: 3rd grade

Academic Standards:

Standard 2 - Civics and Government

3.2.2 Identify fundamental democratic principles and ideals in American songs, stories, and symbols.

Example: Songs and stories may emphasize freedom and equality. Symbols, such as the flag, emphasize unity and other ideals.

Objectives:

After saying the Pledge of Allegiance, the students will discuss the meaning of the words having 100% participation

After discussing the Pledge of Allegiance, the students will write a paragraph of what the words mean to them having

Given the proper materials, the student will create a flag having at least 2 citizenship characteristics and qualities.

Using their created flag, the students will write a small paragraph description of the meaning of their flag having 1 or no grammatical errors.

Assessment: Lesson is worth a total of 35 points. For flag designs, students will get 20 points: 10 for the flag, 5 points for at least 2 characteristics, and 5 points for explanation of their flag. Students will get 5 points for what they think the Pledge of Allegiance means to them. 10 points for participation (saying the pledge, class discussions)

Advanced Preparation by Teacher:

- write the Pledge of Allegiance on oversized paper
- U.S. Flag
- tape, art supplies, plain white paper, writing paper
- cd of patriotic songs

Procedure:

Introduction/Motivation:

We will stand as a class, place our hand on our heart, and say the Pledge of Allegiance. (Bloom's Knowledge) (Gardner's Linguistic, Bodily Kinesthetic)

Step by Step Plan:

- 1.) "What does it mean to *pledge allegiance*?"
 - "What does *indivisible* mean? What do the words *liberty* and *justice* mean?"
 - Write a short paragraph about what the Pledge of Allegiance means to you.

(Gardner's Bodily Kinesthetic) (Bloom's Comprehension, Knowledge)

2.) "How does the Pledge of Allegiance remind you to be a good citizen?"

- Review with students the basic ideas behind good citizenship.

(Bloom's Knowledge, Comprehension) (Gardner's Linguistic)

3.) Design their own flag to symbolize their citizenship in their community and/or school.

-Hand out a piece of white construction paper

-think of a symbol for their flag, such as a drawing of their school, a school mascot, school colors, recycling, helping others, sportsmanship, or an activity they perform at school.

-each part of the flag should have specific meaning

-when finished write a short explanation of the meaning of the symbols and colors used on the back of the flag.

(Bloom's Synthesis, Knowledge) (Gardner's Bodily Kinesthetic, Visual/Spatial)

4.) Play a cd while students are working

5.) Clean-up

Closure: I will take a couple of volunteers to show and explain their flag. Finally, we will go out into the hall and hang our flags up for display. (Gardner's Linguistic, Bodily Kinesthetic, Interpersonal) (Bloom's Knowledge, Analyze)

Adaptations/Enrichment:

An adaptation for students who don't know the Pledge of Allegiance, I would make personal copies for them to read from. Those students who have trouble writing, I would have them explain what the meaning of the Pledge of Allegiance means to them and write their interpretation. For Enrichment and as the music from the cd is playing, I could have those students tell the class what they think those songs mean while working on the flag designs. There's no right or wrong answer but opinions and interpretations.