

Sample Social Studies Learning Plan

Big Idea/ Topic

Connecting Theme/Enduring Understanding:

Beliefs and Ideals: People's ideas and feelings influence their decisions.

Students will understand that symbols of the United States represent our country and its people.

Essential Question:

Why do we have American symbols?

1. How do the national symbols tell the story of the America?
2. What is the meaning of the American symbols?

Standard Alignment

SSKH2 Identify the following American symbols:

- a. The national and state flags (United States and Georgia flags)
- b. Pledge of Allegiance
- c. Star Spangled Banner (identify as the national anthem)
- d. The bald eagle
- e. The Statue of Liberty
- f. Lincoln Memorial (identify image and associate with Abraham Lincoln and Presidents Day)
- g. Washington Monument (identify image and associate with George Washington and Presidents Day)
- h. White House (identify image and associate with Presidents Day and the current president)

Connection to Literacy Standards for Social Studies and Social Studies Matrices

ELAGSEKRI1: With prompting and support, ask and answer questions about key details in a text.

ELAGSEKRI5: Identify the front cover, back cover, and title page of a book.

ELAGSEKRI7: With prompting and support, describe the relationship between illustrations and the text (how the illustrations support the text.)

ELAGSEKRI9: With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

ELAGSEKRI10: Actively engage in group reading of informational text with purpose and understanding.

ELAGSEKW2: 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

Map and Globe Skills-

- 1 (use a compass rose to identify cardinal directions)

Information Processing Skills –
1 (compare similarities and differences)
2 (organize items chronologically)

Instructional Design

*This lesson has a flexible timeline and will cross over several days. Lessons associated with the **Lincoln Memorial, Washington Monument and White House** could also be used to support President's Day instruction. If a lesson is associated with a location, showing the location on a map would be beneficial.

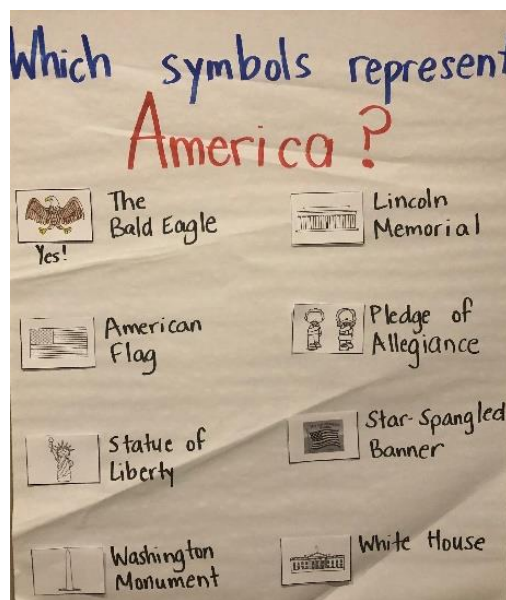
This lesson is intended to reach students in a virtual setting, whether plugged or unplugged. See bottom of lesson for list of unplugged supplies.

Launching American Symbols Unit: In a live or recorded session, show students slide one from the American Symbols power point. Discuss the pictures on the slide. Ask what the pictures mean or represent. After discussing, explain to students that those pictures are called symbols. Symbols are pictures or objects that represent something else. Symbols are everywhere and they help us navigate the things we do every day. Model finding a symbol on your computer. Draw a picture of the symbol and label it (up arrow means move up.) Let students practice finding another symbol or two with you and have students record what they have found. Have students go on a symbol hunt around their house or even simply draw symbols they know. Students may record on plain paper or the recording page. Have students share a symbol they found.

*Unplugged variation – Send home the Symbol Hunt on page 10 in the U.S Symbols resource.

Think about symbols in your everyday life. What symbols do you see in your house?

*Explain to students that we will be learning about many symbols. It will be our jobs as citizens and historians to decide if each one is a symbol of the United States. Create a U.S. symbols chart using the picture cards (see picture.) As you learn about each symbol, have students decide if the symbol represents America and if so, how. Then color in the symbol. Do this after teaching and learning about each symbol.



Part 1: Symbols



In a live or recorded session, explain to your historians that they will be learning more about symbols...American symbols! Just like symbols in our classrooms and homes represent something, American symbols represent America!

Watch the American Symbols video with your class. Tell them to be on the lookout for flags, monuments, and more! <https://www.youtube.com/watch?v=CJLGw0lkcdE&t=54s>

After watching, have students call out the symbols they saw in the video. Add them to the symbols poster (in resources) if needed. Review the definition of symbol.

Discuss how the American flag is a symbol of the United States. It represents our country and people, what we believe, how we live, what we do. It represents all of us. Ask students to think about designing a flag that represents your class. Each student is an individual, but together we create one class. Show students the blank flag. What would they add to their flag to make it a symbol of the whole class? As a class, what do they love? What do they do for fun? Etc. Start by sharing a few examples. Maybe everyone loves morning meeting or show and tell. Add that to your teacher flag to model.

Have students share ideas for the class flag. Then have each student design their own flag that represents the class. It could be called "the Flag of Room 227" or "the Eagles Flag," whatever your class likes! Encourage students to add at least three things to their flags. An example template can be found here <https://patternuniverse.com/files/downloads/flag-pattern.pdf>. Have students share when their flag is completed
Optional: cut out the flags and display.

Symbol or not symbol? Visit your U.S. Symbols chart.

*Unplugged variation –Provide student with a copy of the flag template (<https://patternuniverse.com/files/downloads/flag-pattern.pdf>.) Students will need crayons to complete this activity.

Talk to someone in your family about symbols of America. Make a list together.

Students will design a flag to represent who they are. Students will think about who they are, what they like, etc. and create a flag to show who they are.

Part 2: United States flag, Georgia flag, Star Spangled Banner, and The Pledge of Allegiance

A. In a live or recorded session, read *Why Are There Stripes on the American Flag?* written by Martha E. H. Rustad and illustrated by Kyle Poling.

You may choose to read the book or listen to it on YouTube. <https://www.youtube.com/watch?v=0O8KLxUkpus>

Display slide 3 (American flag.) Read the information on the slide. Ask students to share what they notice. Count the stripes together. Discuss the colors.

Ask students to think of all the places where they have seen the American flag. Have students share. They can be found more places than one might think-Home Depot, school, baseball field, shirt, etc. Challenge students to see if they can find flags when they are out and about with their parents.

Model how to match the colors of the American flag to the flag print out (<http://www.coloringcastle.com/pdfs/flags/flag-usa.pdf>.) Have students color the flag to match the American flag.

Display slide 4. Ask students what they notice about the other flag. Explain that this is our state flag, the flag of Georgia. Even states have flags. Ask students why they think that is.

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Share slide 5 with students. Read the information and ask to students to share what the notice about our state flag. While still displayed, have students color their copy of the Georgia flag (<https://www.designersigns.com/colorbook/free-printable-georgia-flag.html>.)

Display your flag t-chart and explain that the left column will be for things we notice only about the United States flag, the right hand column will be things we notice only about the Georgia flag and the space in the middle will be for things we notice they BOTH have. Students may use their flags to help them. As students share, jot down their observations on the chart.

*Unplugged variation – Provide a print copy of slides 3, 4, and 5, the American and Georgia flags, and page 19 of the U.S. Symbols packet.

Talk to someone in your family about places you have seen the American flag.

Have students look at slides 3, 4, and 5. What do they notice about the flags? How are they the same? How are they different? Have someone read the information on the slides.

Have students color both their American and Georgia flags to show they know how they appear.

Have students talk to someone about how the flags are the same and how they are different. Then complete the Compare the Flag organizer on page 19 of their packet. (You may want to consider starting the organizer to ensure students understand how to complete the activity.)

B. In a live or recorded session, read The Pledge of Allegiance.

You may choose to read the book or listen to it on YouTube.

<https://www.youtube.com/watch?v=VI4mwYaF5Go>

Using slide 6 and your classroom flag, have students join you in reciting the pledge of allegiance as a class. Then ask, “what do these words mean?” [Some students may not be permitted to recite the pledge. They may just observe.]

Using this page (<https://dbsenk.files.wordpress.com/2011/09/meaning-of-words.pdf>) as your guide, lead students through the pledge, highlighting and defining key words like pledge, allegiance, republic, indivisible, liberty and justice.

Have students join you in singing the “Star Spangled Banner” via YouTube

https://www.youtube.com/watch?v=PWMY7Rpk5Bo&list=PLzRcmxHCwTQLYn2V_oup8860XCSCAK9JZ&index=4&t=0s. [Some students may not be permitted to sing this song. They may just observe.] Discuss how and why the song and pledge go together to represent the United States.

Read slide 7 together. Listen to the Star Spangled Banner 1898 recording

<https://www.loc.gov/item/ihas.10000221/>. Show students primary sources of the Star Spangled Banner (<https://www.loc.gov/resource/ihas.100010134.0?st=gallery>.) Discuss now and then, as well as how long the flag and song have stood the test of time.

Symbols or not symbols? Visit your U.S. Symbols chart.

*Unplugged variation –Students will need slides 6 and 7, a copy of the Pledge of Allegiance activity page, and the primary source documents (Star Spangled Banner.) Students will also need crayons, scissors, and glue to complete this activity.



Have students use the Pledge of Allegiance slide as a guide to help them complete the Pledge of Allegiance activity page. They will cut out the words and use the beginning letter sound to help them place the word in the correct place. If possible, provide student with the teacher resource page (<https://dbsenk.files.wordpress.com/2011/09/meaning-of-words.pdf>) as well.

Have students look at slide 7 with a helper. Talk about what it means. Have they ever heard the “Star Spangled Banner”? Where have they heard it played?

Part 3: Bald Eagle, Statue of Liberty

A. Bald Eagle

In a live or recorded session, read *The Bald Eagle* by Lisa Herrington.

You can read the book or listen to it on YouTube <https://www.youtube.com/watch?v=o88n0YJ8XBw>.

Share slide 8. Discuss how the eagle is a symbol for America. Together, complete the bald eagle organizer. Show students the bald eagle template (<https://www.freekidscrafts.com/tissue-paper-bald-eagle-craft/bald-eagle-pattern/>.) Explain that they will be creating bald eagle art. Model tearing white, brown, and yellow construction paper into tiny pieces. Rub a bit of glue over the head of the eagle. Then place the tiny pieces of paper over the glue. Do this in a couple of places so students will understand how paper tear/glue works. Have students tear and glue to create their bald eagle art. *If students do not have construction paper, they are encouraged to color.

Symbol or not symbol? Visit your U.S. Symbols chart.

*Unplugged variation- Students will need slide 8, the eagle art page (<https://www.freekidscrafts.com/tissue-paper-bald-eagle-craft/bald-eagle-pattern/>), the information page <https://bensguide.gpo.gov/bald-eagle-1782/35-age-4/apprentice-symbols-of-us-government/89-white-house-1792>, and the graphic organizer on page 13 of the U.S. Symbols packet. Students will need brown and yellow construction paper and a glue stick or glue for this activity.

Have students look at slide 8 and the bald eagle information page with a helper. Talk about what you learned. Have students complete the bald eagle graphic organizer on page 13 of the handout.

Have students tear paper into small pieces. Then rub glue on the body of the bald eagle. Cover the glue with small brown pieces of paper. Do the same thing with yellow on the eagle’s beak. If construction paper is not available, students may color the eagle. When completed, have students label their artwork.

B. Statue of Liberty

In a live or recorded session, read *The Statue of Liberty* written by Marion Dane Bauer and illustrated by John Wallace.

You could read the book or watch on YouTube: <https://www.youtube.com/watch?v=VRB8fsRg9wg>

View slide 9 with the class. Ask if the picture on the slide is a photo or illustration. Explain that the picture on the slide is a photo. It is a real image of the Statue of Liberty while the pictures in the books were painted. Take your students even closer to the Statue of Liberty by visiting the liberty cams.

https://www.earthcam.com/usa/newyork/statueofliberty/?cam=liberty_mp. [Note: There may be ads at this site]

While looking closely, ask

1. Describe the statue.



2. What are some interesting details that you can see?
3. What other things did you notice from the Liberty cams?

Then show students the Statue of Liberty primary source (<http://loc.gov/pictures/resource/pga.03455/>.) Ask students to share their observations. When was this picture taken? How do we know?

View slide 9 with the class. Create a chart of all things learned so far about the Statue of Liberty. Guide students to draw a picture of the Statue of Liberty (<https://youtu.be/1RSLuiFpATM>) on the Statue of Liberty activity page. Then have students color and write at least one sentence to share something they have learned about the Statue of Liberty. Encourage students to use the Statue of Liberty chart as a resource when writing. Have students share their Statue of Liberty art and writing with the class.

Symbol or not symbol? Visit your U.S. Symbols chart.

*Unplugged variation- Provide students with copy of slide 9, these slides about the Statue of Liberty. <https://www.slideshare.net/RodriguezLehmann/statue-of-liberty-33898371>, and the Statue of Liberty activity page 16 in the U.S. Symbols packet.

Have students look at slide 9 and the pictures printed from slideshare with a helper. Describe the statue. What are some interesting details that you can see? Talk about what you noticed.

Have students draw and color the Statue of Liberty graphic organizer on page 16 of the handout.

Part 4: Washington Monument, Lincoln Memorial & the White House

A. Washington Monument

Take a virtual gallery walk of the Washington Monument by visiting the National Parks page (<https://www.nps.gov/wamo/learn/photosmultimedia/photogallery.htm>.) Ask students to think about the name and pictures. Ask students to share what they wonder. What do they want to know about the Washington Monument?

To help find the answers to some of the questions, read a book like The Washington Monument by Kirsten Chang. Then watch a short video teaching more about the Washington Monument. <https://www.youtube.com/watch?v=chtPSbdINoc> Have students share something they learned or something they found really interesting.

Share slide 10 with the class. Ask students if they think we could create a model of the Washington Monument with playdough or clay. Then, try it! Encourage students to make it as tall as they can! Have students share their models.

*Unplugged variation- Provide students with copy of slide 10. If possible, include a book about the Washington Monument. Students will need playdough to complete the task.

Have students look at slide 10 with a helper. Describe the statue. What are some interesting details that you can see? Talk about what you noticed.

Have students build the Washington Monument with playdough if available. If playdough is not available, encourage students to cut a piece of paper into the shape of the Monument.

B. Lincoln Memorial



In a live or recorded session, read *What is Inside the Lincoln Memorial?* by Martha E. H. Rustad and illustrated by Kyle Poling. You could also watch the story on YouTube. <https://www.youtube.com/watch?v=az8V06e28gl>
Discuss Abraham Lincoln and why there is a memorial honoring him.

Encourage students to look around for a penny. If the coin was printed during certain years, the Lincoln Memorial is on one side and Abraham Lincoln is on the other side. Have students share what they notice about the designs on the penny. Do students have different pennies? Did you know George Washington was our first President, but not the first President on a circulating coin? In 1909, President Lincoln appeared on a one-cent coin and became the first real person, as well as the first American president, to have his face appear on a regular-issue American coin. The Lincoln Memorial is also on the back of the five dollar bill.

Take a virtual field trip to the Lincoln Memorial <http://explorer360.org/dc/memorials/lincoln.html>.

Share slide 11 with the class. Have students color the Lincoln Memorial on the activity page and write at least one sentence to share something they have learned about the Memorial. Have students share what they learned.

*Unplugged variation- Provide students with slide 11. If possible, include a book about Abraham Lincoln or the Lincoln Memorial. Students will need pennies, crayons and a pencil to complete this task. Students will also need a copy of the Lincoln Memorial activity on page 14 of their packet.

Have students look at slide 11 with a helper. Describe the Lincoln Memorial. What are some interesting details that you can see? Talk about what you noticed.

Encourage students to explore pennies and look closely on the fronts and backs. Do they see the Lincoln Memorial?

Have students complete the Lincoln Memorial activity on page 14 of their packet..

C. White House

In a live or recorded session, ask students where the President lives. Share slide 12 with the class. In a live or recorded session read *My Little Golden Book About the White House* by Jen Arena and illustrated by Viviana Garofoli. You can also read the book via YouTube <https://www.youtube.com/watch?v=BGYi97xswto>.

Ask students to think about just how big the White House is. Check out this video to see the layout of the White House. https://www.youtube.com/watch?v=BW6hxIThB_o&vl=en Now take an even closer look with a virtual tour of the White House. <https://www.360virtualtour.co/portfolio/the-white-house-google-virtual-tour/>

The White House has so many rooms, but maybe you have an idea to change things up a bit? Have students think of a room they would like to add to the White House. Have them draw the room and complete the sentence on the White House activity page.

Symbols or not symbols? Visit your U.S. Symbols chart.



*Unplugged variation- Provide students with slide 12. If possible, include a book about American Symbols. Students will need playdough or paper, crayons and a pencil to complete these tasks. Students will also need a copy of the White House activity on page 15 of their packet. If possible, print pictures and information to share with the families. <https://kids.britannica.com/kids/article/White-House/353925>

Have students look at slide 12 with a helper and the additional images from Kids Britannica. Describe the White House. What are some interesting details that you can see? Talk about what you noticed.

Have students think about what room they would like to add to the White House. Have students complete White House activity on page 15 of their packet.

Part 5: American Symbols

Watch the free Brainpop Jr video about American symbols (<https://jr.brainpop.com/socialstudies/citizenship/ussymbols/>.) Review the class symbols chart. Discuss how the class worked as historians and citizens to learn about each symbol and determine if it each symbol represented America.

Have students cut out the picture cards and words. Encourage students to first match the picture to the words with help of the beginning sounds. Display your chart as a guide for students. Then have students sort only the picture cards and share how they sorted.

The sort could be used to support assessment. Wrap up with a matching game that introduces students to other American symbols. <https://jr.brainpop.com/socialstudies/citizenship/ussymbols/matching/>

Have students illustrate what America means to them on the America activity page. Have students write at least one sentence about America. Have students share.

*Unplugged variation- Provide students with a copy of all power point slides, the picture cards with vocabulary words and the America activity from the U.S. Symbols packet. Students will need scissors to complete this task.

Have students review the slides with a helper. Then have students cut out the cards from the packet and match the word to the American symbol. Next have students only use the picture cards and sort them into groups. Have students explain the groups.

Have students complete the America activity on page 20 of the packet. When done, have students illustrate what America means to them and write at least one sentence about America.

Activities and handouts mentioned in this lesson are [linked here](#).

Slides mentioned in this lesson are [linked here](#).



Student Learning Supports

Opportunities for Extension:

- Students could choose to lookup the locations of one or all of the following American symbols and label them on a basic map of the United States: Statue of Liberty, Lincoln Memorial, Washington Monument, or White House. Then the student could find their location on the map and label it as well. Students could share observations with the class. (Black and white printable map found here <https://mrprintables.com/printable-map-of-the-united-states.html>)
- Students could research one of the American symbols and create a brochure or poster encouraging people to visit.
- Students could decide which one of the symbols they believe is most important to our country and provide at least three reasons to support their choice.
- Students could research other American symbols and share their findings with the class. Ideas include the Liberty Bell, Mt. Rushmore, or the Great Seal.
- Have students write a teaching book all about one or more of the American symbols.

Ideas for Differentiation:

Our goal is for all students to be actively engaged using speaking, writing, illustrating, reading, and listening. Below are changes to the lesson to help achieve that goal for students who need additional support. Note: Be careful using these lessons for all students. If students are able to complete the activities on their own, it would be best to let them do this independently.

- Provide pictures to go with words
- Reread directions in small group or one on one
- Have students draw, write labels or write sentences to match ability level
- Provide paper options for students to meet their writing needs (one line, multi line, etc)

Unplugged Supplies: Copy of all power point slides, copy of all activity pages, blank paper, playdough, pennies, scissors, glue, pencil, crayons as available.

Evidence of Student Success

Information for diagnostic, formative, and summative assessments are described within the Instructional Design.

Engaging Families

Materials included to support unplugged learners: copy of power point slides, all activity pages, additional information pages (links in checklist) and resource links

Optional materials to support learning not included: blank paper, pennies, playdough, crayons, scissors, glue sticks/glue, brown, yellow, and white construction paper



American Symbols Lesson Checklist

SSKH2 Identify the following American symbols:

- a. The national and state flags (United States and Georgia flags)
- b. Pledge of Allegiance
- c. Star Spangled Banner (identify as the national anthem)
- d. The bald eagle
- e. The Statue of Liberty
- f. Lincoln Memorial (identify image and associate with Abraham Lincoln and Presidents Day)
- g. Washington Monument (identify image and associate with George Washington and Presidents Day)
- h. White House (identify image and associate with Presidents Day and the current president)

Note: Vocabulary Cards and information posters are included in your supplies to help explain the vocabulary from each lesson in child friendly language.

*Use power point slides as a guide for the following activities.

Thinking about Symbols

1. Think about symbols in your everyday life. Think about the power button on the remote control and the walk symbol that lets you know it is safe to cross the street. Symbols are pictures or objects that represent something. What symbols do you see in your house?
2. Draw and label symbols you see on the Symbol Hunt page.

Part 1: Symbols

1. American symbols represent America. Talk to someone in your family about symbols of America. Make a list together.
2. The American flag represents the United States. What would represent you? Design a flag that shows who you are-what you like, your favorite foods, your family, what you do for fun, etc. Share you flag with someone in your family.

If you have internet access, the following website may be useful:

<https://www.youtube.com/watch?v=CJLGw0lkcdE&t=54s>



Part 2: United States flag, Georgia flag, Star Spangled Banner, Pledge of Allegiance

A. The flags

- 1. Talk to someone in your family about places you have seen the American flag.
- 2. Look at slide 3 with a helper. Look closely at the American flag. Color the flag print out to match the American flag. You could also draw the American flag in your journal.
- 3. Look at slide 5 with a helper. Our state has a flag, too. Look closely at the Georgia flag. Color the Georgia flag print out to match. You could also draw the Georgia flag in your journal.
- 4. Compare the two flags. What do you notice? Talk to someone in your family about how the flags are alike and different. Write what you talked about on the Complete the Flag organizer.

B. The Pledge of Allegiance and the Star Spangled Banner

- 1. Practice saying the Pledge of Allegiance, or think about the words in it. Talk to someone in your family about what the words in the pledge mean. Look at slide 6 with a grown up.
- 2. Complete the Pledge of Allegiance activity page. Cut out the words and put them in the correct place to complete the Pledge of Allegiance.
- 3. Look at slide 7 with a helper. Talk about the Star Spangled Banner with someone in your family. Have you ever heard it before? Where have you heard it played? What does it mean?

If you have internet access, the following websites may be useful:

<https://www.youtube.com/watch?v=0O8KLxUkpus>

<https://www.youtube.com/watch?v=VI4mwYaF5Go>

https://www.youtube.com/watch?v=PWMY7Rpk5Bo&list=PLzRcmxHCwTQLYn2V_oup8860XCSCAK9JZ&index=4&t=0s

<https://www.loc.gov/item/ihas.100000221/>

<https://www.loc.gov/resource/ihas.100010134.0?st=gallery>

Part 3: Bald Eagle, Statue of Liberty

- 1. Look at the slide with a helper and read the bald eagle information page from Ben's guide together.
- 2. Discuss what you learned about the bald eagle.
- 3. Write what you learned on the bald eagle page.
- 4. If available, tear small pieces of brown, yellow, and white construction paper. Glue the small pieces of paper onto the eagle printout. If construction paper is not available, color the eagle with crayons or markers.
- 5. Look closely at the Statue of Liberty pictures. Describe the statue? What are some details you see?
- 6. Have a parent read the information about the Statue of Liberty or visit the website if you can. (<https://www.slideshare.net/RodriguezLehmann/statue-of-liberty-33898371>)
- 7. Draw the Statue of Liberty (<https://richdavis1.wordpress.com/2014/03/03/draw-the-statue-of-liberty/>) on the activity page.
- 8. Write at least one sentence about the Statue of Liberty. Read the sentence to your parent.

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If you have internet access, the following websites may be useful:

<https://www.youtube.com/watch?v=o88n0YJ8XBw>

<https://www.youtube.com/watch?v=VRB8fsRg9wg>

https://www.earthcam.com/usa/newyork/statueofliberty/?cam=liberty_mp

<http://loc.gov/pictures/resource/pga.03455/>

<https://youtu.be/1RSLuiFpATM>

Part 4: Washington Monument, Lincoln Memorial, The White House

- 1. Look closely at the picture of the Washington Monument. Think about the name and what you see. What do you wonder about the Washington Monument?
- 2. Have a helper share the information on the power point slide 10 with you.
- 3. Try building the Washington Monument with materials you have at your house. Ideas include playdough, popsicle sticks, or even paper. Share your Monument with a family member.
- 4. Find a few pennies. Look closely at the front and back of the penny. Abraham Lincoln is on one side of the penny and the Lincoln Memorial is on the other side of some pennies. What do you see? How are the pennies alike and different?
- 5. Have a helper read the Lincoln Memorial power point slide 11 to you.
- 6. Complete the Lincoln Memorial activity page. Color the Lincoln Memorial and write one sentence.
- 7. Have a helper read the White House power point slide 12 to you.
- 8. Explore the pictures and information from Britannica or visit the website if you can. (<https://kids.britannica.com/kids/article/White-House/353925>)
- 9. There are so many rooms in the White House. Think about what room you would like to add to the White House. There is already an office, a bowling alley and red room!
- 10. Complete the White House activity page. Draw a picture of the room you would add. Then complete the sentence.

If you have internet access, the following websites may be useful:

<https://www.nps.gov/wamo/learn/photosmultimedia/photogallery.htm>

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

<https://www.youtube.com/watch?v=az8V06e28gl>

<http://explorer360.org/dc/memorials/lincoln.html>

<https://www.youtube.com/watch?v=BGYi97xswto>

https://www.youtube.com/watch?v=BW6hxlThB_o&vl=en

<https://www.360virtualtour.co/portfolio/the-white-house-google-virtual-tour/>

Part 5: American Symbols

- 1. Review all the power point slides with a family member.
- 2. Cut out the vocabulary cards.
- 3. Match the vocabulary words to the pictures. Use the first letter to help you.
- 4. Sort the cards into groups. How did you sort the cards? Share how you sorted with someone in your family. Could you sort them a different way?
- 5. Which symbol is your favorite? Why? Share with a family member.

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- 6. Complete the America page. Draw about what America means to you and write at least one sentence about America.

If you have internet access, the following websites may be useful:

<https://jr.brainpop.com/socialstudies/citizenship/ussymbols/>

<https://jr.brainpop.com/socialstudies/citizenship/ussymbols/matching/>

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