

# America's Symbols

Teacher's Resource Book

Newbridge

Early Social Studies



# Social Studies Activities

## REACHING OUT

### CONDUCT A SYMBOL SEARCH AT THE LIBRARY

Tell students that America has many other important symbols, such as buildings, statues, and landmarks (*Mount Rushmore, the Golden Gate Bridge, the Lincoln Memorial*). Ask students to name any symbols of our country that they know of or have visited. Record their responses on chart paper. Visit your school or community library with students to learn more about these and other American symbols. Guide students in using the Internet or age-appropriate reference books to learn more about these symbols. Have each student draw and label a picture of one of the symbols they learned about in the library.

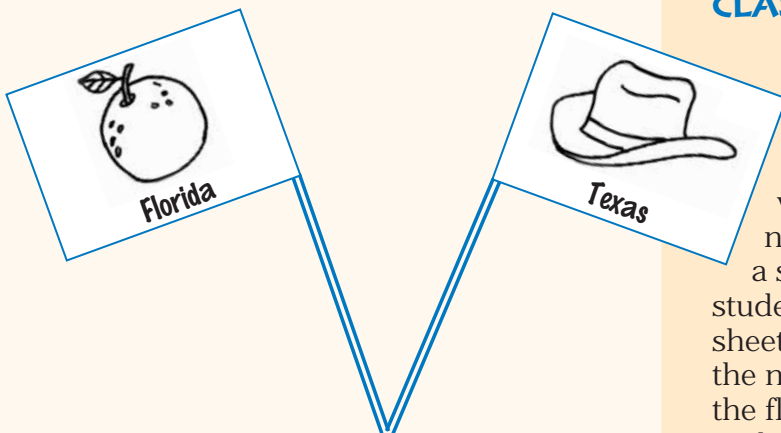
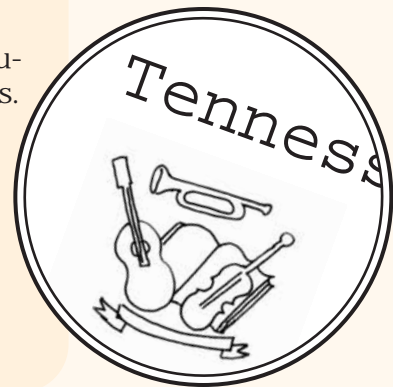
### WRITE CAPTIONS

Collect students' drawings and mount each one on chart paper. Display the mounted drawings in class. Take turns pointing to each picture as you read the label aloud with students. Then work with the class to write captions for each of the pictures. Invite volunteers to suggest different captions for each picture. Write students' ideas on the chart paper. Then work with students to rewrite and revise their ideas. Invite students to share the pen as you write each final caption.

## FOCUS ON ECONOMICS

### DRAW STATE COIN DESIGNS

Remind students that an American symbol, the eagle, appears on the back of many quarters. Tell students that other quarters have designs representing the 50 states. Collect some of these quarters, and pass them around in class. Have students examine the coins. Explain that many of the pictures on the quarters are state symbols—that is, the pictures make people think of certain states. Have each student choose a symbol shown on a state quarter and draw and label it on construction paper. Collect the finished drawings, and review the symbols and the states they represent.



## CLASS PROJECT

### MAKE STATE FLAGS

Point out to students that each of the 50 states has its own flag. Ask students to make a new flag for their state. Provide students with paper, colored pencils or crayons, and note cards. Instruct students to choose or create a state symbol to put on the flag. Then have each student draw his or her flag with that symbol on a sheet of paper. Have students label their flags with the name of their state and write a sentence about the flag's symbol on a note card. Display the flags and note cards in the hall or your classroom.

# Writing Workshop

## SHARED/INTERACTIVE WRITING

### SUGGEST ANOTHER NATIONAL ANIMAL

After students read about the bald eagle, our country's national bird, ask them to suggest ideas for an additional national animal. Encourage students to explain why the animals they suggest would be good symbols of the United States. Record students' ideas on chart paper. Then have the class choose one animal and write a letter to the president explaining why we should have an additional national animal and why the animal chosen is the best symbol for the United States of America.

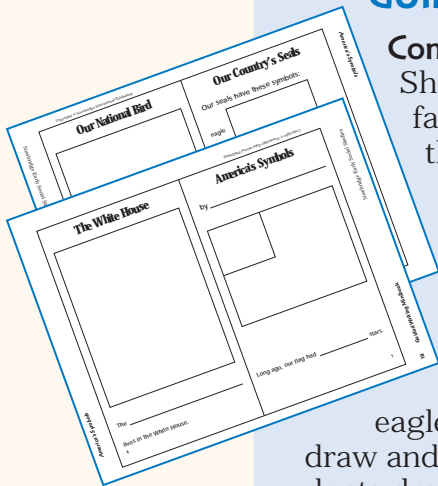
Work with students to turn their ideas for the letter into complete sentences. When they have finished, read and track the sentences with your finger or a pointer. Allow students to change the wording and sentence order. Then invite students to share the pen as you write the sentences in the form of a letter. Read it over with the class for final approval. Some students may want to use the class letter as a model and write one of their own.

## GUIDED WRITING MINIBOOK

**Constructing the Minibook** Make a double-sided copy of pages 17 and 18. Show students how to fold the Minibook down the center so the title is facing them. Model opening the book to pages 2 and 3, and then closing the book to see the back cover.

**Using the Minibook** After you read the entire Big Book together, encourage students to write their own books about America's symbols. Review the Minibook with the class. Read the title on **page 1**. Have students write their names below the title. Then help students complete the sentence and the picture of the flag. On **page 2**, have students complete the sentence with words that describe the bald eagle and then draw a picture of a bald eagle. On **page 3**, have students draw and write about the three symbols in America's seals. On **page 4**, have students draw and write about the White House.

You may prefer to use the Minibook as you read the Big Book, following the cues in More to Do in the Teaching Notes.



## INDEPENDENT WRITING

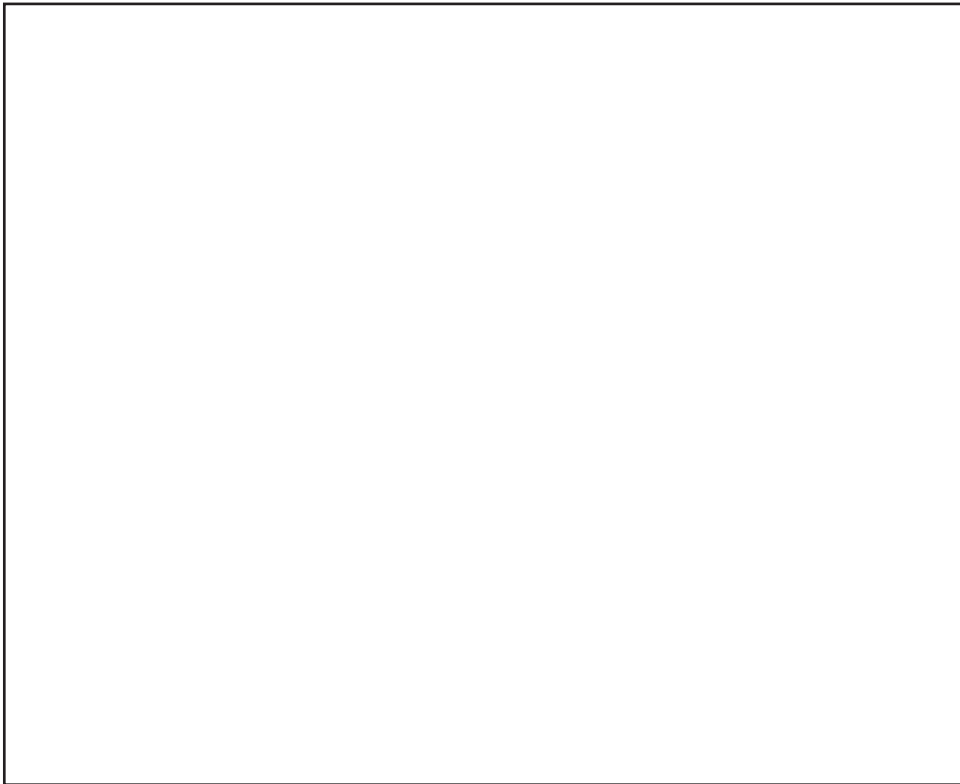
Invite students to write about images from the book in response to the writing prompts listed below. Display the Big Book on an easel in your writing center, or provide a small copy of the book.

**Page 8:** Imagine that you are at the world's fair in 1904. Write a short speech about the Liberty Bell to give to the crowd.

**Page 11:** What does a mail carrier do for our country? Write about the workday of a mail carrier.

**Page 12:** Suppose that you have been invited to ride aboard the plane in this photo. Where would you go? What would you do when you arrived?

# Our National Bird



The bald eagle is \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.

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# Our Country's Seals

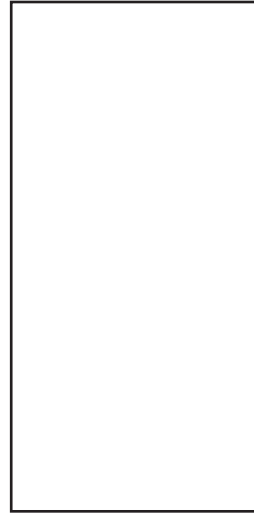
Our seals have these symbols:



eagle



olive  
branch



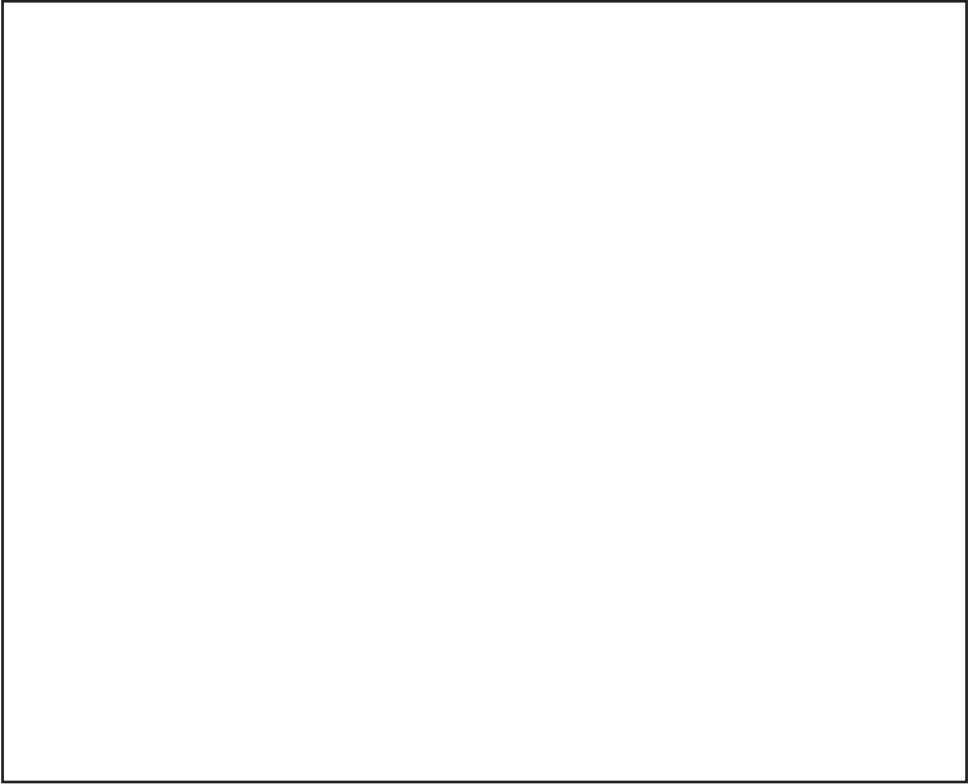
arrows

The olive branch stands for \_\_\_\_\_.

The arrows stand for \_\_\_\_\_.

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# The White House

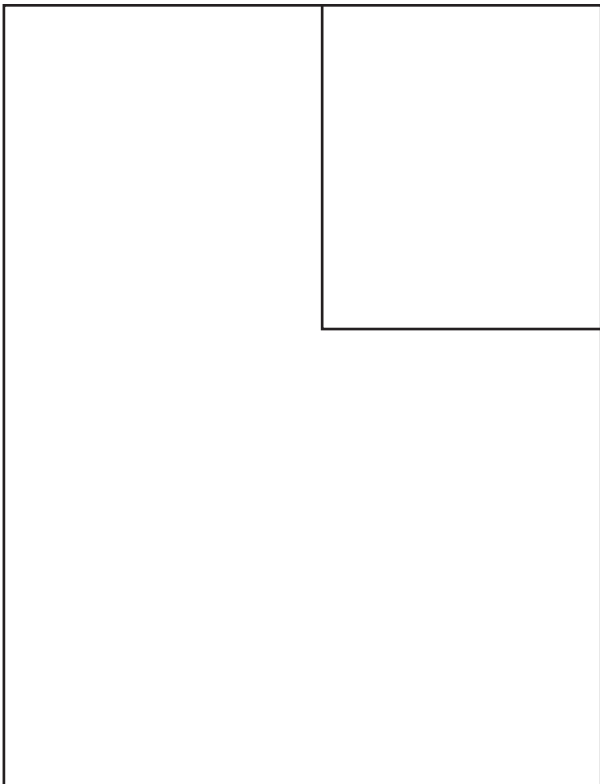


The \_\_\_\_\_

lives in the White House.  
4

# AMERICA'S SYMBOLS

by \_\_\_\_\_



Long ago, our flag had \_\_\_\_\_ stars.

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