



Lesson Plan: National Symbols

Assessment:

Students will be evaluated through informal checks for understanding, teacher observation, writing, class participation, and artwork.

Students will complete a “Museum Notebook” summarizing eight different national symbols, landmarks and monuments.

Students will write a friendly letter describing their favorite symbol or monument, what it represents and why it is important to them.

Students will create a Class Flag using symbols and colors to represent the cherished ideals the class, as a whole, have agreed upon.

Students will present their completed flag to the class stating why they chose specific symbols and what they represent

Quality Criteria:

Necessary components of a friendly letter – Rubric (following Pages)

Necessary components of the Museum Notebook – Rubric (following pages)

Class Flag with oral presentation: Student interpretation – no rubric - Scored as:

Credit: Student sites at least one symbol on their flag and explains how it represents an agreed upon classroom cherished ideal.

No Credit: Students is not able to make a connection between a symbol on the flag and an agreed upon classroom cherished ideal.



Social Studies National Symbol-Museum Notebook Rubric:

| Quality Level | Applications | Strategies | Conventions |
|------------------------|--|--|--|
| 4 - Advanced | Student has completed descriptions of all 8 symbols. Each includes the name, what it represents, and one or more distinct, clear facts. | Entries are written in clear coherent sentences | Contains few if any errors in grammar, punctuation, capitalization, spelling and sentence structure. Errors do not interfere with the reader's understanding. |
| 3-Proficient | Student has completed descriptions of at least 6 symbols. Each includes the name, what it represents, and one fact. | Entries are written in coherent sentences | Contains some errors in grammar, punctuation, capitalization, spelling and sentence structure Errors do not interfere with the reader's understanding. |
| 2-Partially Proficient | Student has completed descriptions of at least 4 symbols. Each includes the name, what it represents, and one fact that may be vague or unclear. | Some sentences are weak and not clear or coherent. | Contains several errors in grammar, punctuation, capitalization, spelling and sentence structure Errors may interfere with the reader's understanding. |



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| 1-Not Proficient | Student has completed descriptions of less than 4 symbols. Facts and descriptions are unclear and incomplete. | Sentences are weak and not coherent | Contains numerous errors in grammar, punctuation, capitalization, spelling and sentence structure. Errors interfere with the reader's understanding. |
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Social Studies National Symbol-Friendly Letter Rubric:

| Quality Level | Applications | Strategies | Conventions |
|---------------|--|--|--|
| 4 -Advanced | Includes all elements of a personal letter. Letter establishes a clear purpose and context. | Conveys the intended message through coherent sentences. Includes the four items listed in the assignment – Name of symbol, what it represents, a fact or some history, why it is their favorite. | Contains few if any errors in the conventions of English language. Errors do not interfere with the readers understanding of the writing. |



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| <p>3 - Proficient</p> | <p>Includes most elements of a personal letter</p> <p>Letter establishes a purpose and context for which it is being written.</p> | <p>Conveys the intended message through coherent sentences</p> <p>Includes three of four items listed in the assignment – Name of symbol, what it represents, a fact or some history, why it is their favorite.</p> | <p>Contains some errors in the conventions of English language</p> <p>Errors do not interfere with the readers understanding of the writing.</p> |
| <p>2 – Partially Proficient</p> | <p>Includes some elements of a personal letter</p> <p>Letter does not establish a clear purpose and does not give a context for which it is being written.</p> | <p>Some evidence that conveys the intended message through coherent sentences</p> <p>Includes the two items listed in the assignment – Name of symbol, what it represents, a fact or some history, why it is their favorite.</p> | <p>Contains several errors in the conventions of English language</p> <p>Errors may interfere with the readers understanding of the writing.</p> |



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| 1 – Not Proficient | Includes few elements of a personal letter. Letter does not establish a purpose and context. | Little or no evidence is present to convey the intended message. Address less than two items listed in the assignment. – Name of symbol, what it represents, a fact or some history, why it is their favorite. | Contains few if any errors in the conventions of English language. Errors interfere with the readers understanding of the writing. |
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