

Symbols and Figures

Grade Level or Special Area: 2nd Grade, American History and Geography

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Length of Unit: Five lessons (six days, 45 minutes each lesson)

I. ABSTRACT

In this unit, 2nd graders will experience three different symbols and their importance to our country. The symbols being taught are the flag, Statue of Liberty and Lincoln Memorial. This unit can be taught as a whole or broken up and each symbol can be taught individually where you feel it best fits into the curriculum.

II. OVERVIEW

A. Concept Objectives

1. Students understand how democratic ideas and institutions in the United States have developed, changed, and/or been maintained. (Colorado Content Standard 5.1, History)
2. Students understand how people use symbols as shorthand for larger ideas and values. (*Core Knowledge Teacher Handbook Grade 2*)

B. Content from the *Core Knowledge Sequence*

1. 2nd Grade History and Geography: American History and Geography: Symbols and Figures (pg. 51)
 - a. Recognize and become familiar with the significance of
 - i. U.S. flag: current and earlier versions
 - ii. Statue of Liberty
 - iii. Lincoln Memorial

C. Skill Objectives

1. Students will explain the importance of national symbols and their ideas in their historical context. (Colorado Content Standard 5.1, History)
2. Students will identify the current U.S. flag.
3. Students will become familiar with past versions of the U.S. flag and how it has evolved.
4. Students will identify the Statue of Liberty.
5. Students will understand that the Statue of Liberty is a symbol of friendship and freedom.
6. Students will identify the Lincoln Memorial.
7. Students will understand that the Lincoln Memorial represents the concepts of democracy and freedom.

III. BACKGROUND KNOWLEDGE

A. For Teachers

1. *Core Knowledge Teacher Handbook Grade 2*
2. *Red, White and Blue The Story of the American Flag* by John Herman
3. *The Story of the Statue of Liberty* by Betsy and Giulio Maestro
4. *The Lincoln Memorial* by Tristan Boyer Binns

B. For Students

1. Kindergarten History and Geography: American History and Geography: Symbols and Figures (pg. 13)
 - a. Recognize and become familiar with the significance of
 - i. American Flag
 - ii. Statue of Liberty

2. 1st Grade History and Geography: American History and Geography: Symbols and Figures (pg. 30)
 - a. Recognize and become familiar with the significance of
 - i. American Flag
3. 1st Grade History and Geography: American History and Geography: From Colonies to Independence: The American Revolution (pg. 30)
 - a. Legend of Betsy Ross and the flag
4. 2nd Grade History and Geography: American History and Geography: The Civil War (pg. 50)
 - a. Controversy over slavery
 - b. President Abraham Lincoln: keeping the Union together
 - c. Emancipation Proclamation and the end of slavery
5. 2nd Grade Language Arts: Reading and Writing: Writing (p. 43)
 - a. Produce a variety of types of writing – such as stories, reports, letters, poems, descriptions – and make reasonable judgments about what to include in his or her own written works based on the purpose and type of composition

IV. RESOURCES

- A. *Red, White, and Blue The Story of the American Flag* by John Herman or *Stars and Stripes The Story of the American Flag* by Sarah L. Thomson (Lesson One)
- B. “The Star-Spangled Banner” (Optional) (Lesson One)
- C. *The Flag We Love* by Pam Munoz Ryan (Lesson Two)
- D. *The Story of the Statue of Liberty* by Betsy and Giulio Maestro (Lesson Three)
- E. www.nyctourist.com/liberty1.htm (Lesson Three)
- F. *The Lincoln Memorial* by Kristin L. Nelson or *The Lincoln Memorial* by Tristan Boyer Binns (Lesson Four)

V. LESSONS

Lesson One: Our Flag: Past and Present (45 minutes)

- A. *Daily Objectives*
 1. Concept Objective(s)
 - a. Students understand how democratic ideas and institutions in the United States have developed, changed, and /or been maintained.
 - b. Students understand how people use symbols as shorthand for larger ideas and values.
 2. Lesson Content
 - a. U.S. flag: current and earlier versions
 3. Skill Objective(s)
 - a. Students will explain the importance of national symbols and their ideas in their historical context.
 - b. Students will identify the current U.S. flag.
 - c. Students will become familiar with past versions of the U.S. flag and how it has evolved.
- B. *Materials*
 1. *Red, White, and Blue The Story of the American Flag* by John Herman or *Stars and Stripe The Story of the American Flag* by Sarah L. Thomson
 2. Red construction paper 9” x 12” (one for each student)
 3. Blue construction paper 9” x 12” (one for each student)
 4. White construction paper 12” x 18” (one for each student)
 5. Appendix A – Stars (13 stars for each student) (pre-cut to save time)

6. Scissors (one pair for each student)
 7. Glue (one bottle for each student)
 8. Optional: “The Star-Spangled Banner”
 9. Optional: Cassette or CD player
 10. Appendix B – Flag Checklist (one for every two students)
 11. Appendix C – Flag Quiz (one for each student)
- C. *Key Vocabulary*
1. A nickname for the U.S. flag is *stars and stripes*.
 2. There are 50 stars in the *blue field* on the U.S. flag.
 3. *Old Glory* is a nickname for the U.S. flag.
- D. *Procedures/Activities*
1. Review what the students should know about the flag from kindergarten and first grade. Ask the students: How many stars are on the flag? *50*. Why are there 50 stars on the flag? *Each star represents a state*. How many stripes are on the flag? *13*. What do the 13 stripes represent? *The 13 original colonies*. According to a popular legend, Betsy Ross is famous for doing what? *Sewing the first U.S. flag*.
 2. Read the book *Red, White, and Blue The Story of the American Flag*. Ask the students to share something they learned or found interesting from the book. **OR** Read the book *Stars and Stripes The Story of the American Flag*. Ask the students to share something they learned or found interesting from the book.
 3. Reread page 20 in the book *Red, White, and Blue The Story of the American Flag*. Tell the students they are going to create their own American flag using these guidelines. **OR** Reread pages 15 and 16 in the book *Stars and Stripes The Story of the American Flag*. Tell the students they are going to create their own American flag using these guidelines.
 4. Pass out to each student the following: a red, a white and a blue piece of construction paper, and 13 white stars. As you are passing the paper out let the students know the red stripes stand for courage, the white stripes for liberty and the blue field is for truth and loyalty.
 5. Explain to the students that the white paper is for gluing onto and should not be cut. The red and blue paper can be cut and then glued onto the white paper along with the stars. (Optional: Listen to “The Star-Spangled Banner” while the students are working.)
 6. Have the students take a turn holding up their flag so the class can see it. Ask the students: What do you notice about the flags? *They are all/mostly different*. Would it be easy or hard to recognize which country we are from if we always displayed a different flag? *It would be hard*.
 7. Reread pages 31 and 32 from *Red, White, and Blue The Story of the American Flag*. **OR** Reread page 20 from *Stars and Stripes The Story of the American Flag*. Ask the students: Why did Congress make this decision? *By adding a star for each state, each state could be represented without the flag getting too big*.
 8. Pass out Appendix C and have the students complete it with a partner.
- E. *Assessment/Evaluation*
1. Use Appendix B to grade the flag each student created.
 2. Pass out Appendix C and have the students complete it with a partner.

Lesson Two: What Does the Flag Mean to Me? (45 minutes)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students understand how democratic ideas and institutions in the United States have developed, changed, and /or been maintained.
 - b. Students understand how people use symbols as shorthand for larger ideas and values.
 2. Lesson Content
 - a. U.S. flag: current and earlier versions
 3. Skill Objective(s)
 - a. Students will explain the importance of national symbols and their ideas in their historical context.
 - b. Students will identify the current U.S. flag.
 - c. Students will become familiar with past versions of the U.S. flag and how it has evolved.
- B. *Materials*
1. *The Flag We Love* by Pam Munoz Ryan
 2. Notebook paper (one for each student)
 3. Appendix D – What the Flag Means to Me Rubric (one for each student)
- C. *Key Vocabulary*
- None
- D. *Procedures/Activities*
1. Read the book *The Flag We Love* by Pam Munoz Ryan. Discuss what the flag means to our country and people in our country. Make a list on the board.
 2. Have the students write a paragraph about what the flag means to them.
- E. *Assessment/Evaluation*
1. Have the students write a paragraph about what the flag means to them.
 2. Use Appendix D to grade the paragraphs.

Lesson Three: Statue of Liberty (45 minutes, extra time is needed to complete optional activities)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students understand how democratic ideas and institutions in the United States have developed, changed, and /or been maintained.
 - b. Students understand how people use symbols as shorthand for larger ideas and values.
 2. Lesson Content
 - a. Statue of Liberty
 3. Skill Objective(s)
 - a. Students will explain the importance of national symbols and their ideas in their historical context.
 - b. Students will identify the Statue of Liberty.
 - c. Students will understand that the Statue of Liberty is a symbol of friendship and freedom.
- B. *Materials*
1. *The Story of the Statue of Liberty* by Betsy and Giulio Maestro
 2. Appendix E – Immigrant Quote (one copy for the teacher)
 3. Appendix F – Statue of Liberty Worksheet (one copy for each student)
 4. (Optional) Computer with internet access and a way to show it to all students

5. (Optional) Appendix G – Why is the Statue of Liberty Green? (one copy for the teacher)
- C. *Key Vocabulary*
1. *Liberty Enlightening the World* is the official name of the Statue of Liberty.
 2. *The Statue of Liberty* is a major symbol of freedom in the United States.
 3. An *ally* is a country that gives support to another one for the achievement of a common cause.
- D. *Procedures/Activities*
1. Show the students the cover of the book *The Story of the Statue of Liberty* and cover the title with your hand. Ask the students: Who is this a picture of? *Statue of Liberty*. What do you know about her? (These responses can be written down in a list form on the whiteboard.)
 2. Read the story to the students. Go back to the list on the board and cross off anything that was not true and add things that we learned from the book.
 3. Ask the students: Why would you give a gift to a friend? When/Why have you received a gift from a friend?
 4. Tell the students that Bartholdi wanted the statue he built to be as a remembrance of the old friendship between France and America as well as a symbol of freedom in the New World (pages 12-14). France was the first and main European ally of the United States.
 5. Tell the students many of the people who came to America were poor and didn't even bring very much with them. America was the land of hope where their dreams could come true. Read Appendix E to the students and ask them: How do you think people felt about seeing the Statue of Liberty for the first time? *Excited and hopeful*.
 6. **(Optional)** If you have the resources, there is a great tour of the Statue of Liberty on the web at: www.nyctourist.com/liberty1.htm. Please make sure to check this out yourself before showing it to your students.
 7. **(Optional)** Appendix G has an experiment to help the students understand that the Statue of Liberty was not painted green.
 8. Pass out Appendix F and have the students complete it. Guide those who are struggling.
- E. *Assessment/Evaluation*
1. Pass out Appendix F and have the students complete it. Guide those who are struggling.

Lesson Four: Lincoln Memorial (45 – 50 minutes)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students understand how democratic ideas and institutions in the United States have developed, changed, and /or been maintained.
 - b. Students understand how people use symbols as shorthand for larger ideas and values.
 2. Lesson Content
 - a. Lincoln Memorial
 3. Skill Objective(s)
 - a. Students will explain the importance of national symbols and their ideas in their historical context.
 - b. Students will identify the Lincoln Memorial.
 - c. Students will understand that the Lincoln Memorial represents the concepts of democracy and freedom.

- B. *Materials*
1. Pennies (one for each student)
 2. *The Lincoln Memorial* by Kristin L. Nelson or *The Lincoln Memorial* by Tristan Boyer Binns
 3. Appendix H – The Gettysburg Address (one copy for each student and teacher)
 4. Appendix I – Memorial to Myself (one copy for each student)
 5. Appendix J – Rubric for Memorial to Myself (one copy for each student)
 6. White paper (one for each student)
 7. Crayons (enough for each student)
- C. *Key Vocabulary*
1. The *Lincoln Memorial* is a memorial honoring the 16th president of the United States.
 2. A *memorial* is something that helps us remember a person who died.
 3. *Hallow* means to render holy by means of religious rites.
 4. To *consecrate* something means to solemnly dedicated to or set apart for a high purpose.
- D. *Procedures/Activities*
1. Pass out one penny to each student. Ask the students: Whose picture is on the penny? *Abraham Lincoln*. What is the building on the back of the penny? *Lincoln Memorial* (the students may not get this answer and may need some help) Why would our country create a memorial for President Lincoln? *He kept our nation together through the Civil War and he freed the slaves*. Collect all of the pennies.
 2. Read one of the following books to the class: *The Lincoln Memorial* by Kristin L. Nelson or *The Lincoln Memorial* by Tristan Boyer Binns.
 3. Discuss with the students that the Lincoln Memorial is a symbol of unity, and freedom for all. Abraham Lincoln worked hard to keep our country united through the Civil War and believed strongly that people should be free. His memorial has been used as a gathering place for people who believed in freedom for all. Martin Luther King Jr. gave his famous “I Have a Dream” speech on the steps of this memorial and many people gathered to hear him.
 4. Inside the memorial are two of Lincoln’s speeches carved into the walls. One is his Second Inaugural Address, and the other is the Gettysburg Address. Pass out Appendix H and read it aloud and explain it to the students as they follow along.
 5. Tell the students you want them to imagine what a memorial or statue for them would look like. If you could create a memorial or statue for yourself, what would it look like and what would it represent or be symbolic of? Let the students know that a memorial doesn’t have to be a statue of them, it can be something they enjoy or a symbol of what they stand for.
 6. Pass out Appendix I and have the students draw a memorial for themselves and then explain on the lines why they drew what they did and what it represents.
- E. *Assessment/Evaluation*
1. Pass out Appendix I and have the students draw a memorial for themselves and then explain on the lines why they drew what they did and what it represents.
 2. Use Appendix J to grade the students.

Lesson Five: Culminating Activity (two class periods, 45-50 minutes each)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students understand how democratic ideas and institutions in the United States have developed, changed, and/or been maintained.

- b. Students understand how people use symbols as shorthand for larger ideas and values.
 - 2. Lesson Content
 - a. U.S. flag: current and earlier versions
 - b. Statue of Liberty
 - c. Lincoln Memorial
 - 3. Skill Objectives
 - a. Students will explain the importance of national symbols and their ideas in their historical context.
 - b. Students will identify the current U.S. flag.
 - c. Students will become familiar with past versions of the U.S. flag and how it has evolved.
 - d. Students will identify the Statue of Liberty.
 - e. Students will understand that the Statue of Liberty is a symbol of friendship and freedom.
 - f. Students will identify the Lincoln Memorial.
 - g. Students will understand that the Lincoln Memorial represents the concepts of democracy and freedom.
- B. *Materials*
 - 1. White copy paper (one per student)
 - 2. Crayons (enough for each student)
 - 3. Appendix K – Rubric for A Symbol of Our Classroom (one copy per student)
- C. *Key Vocabulary*
None
- D. *Procedures/Activities*
 - 1. Review how the flag, Statue of Liberty and Lincoln Memorial are all symbols that represent something special to our country.
 - 2. Discuss some different symbols that might represent your school.
 - 3. Tell the students that they are going to create a symbol for our classroom. They will need to explain to the class why they created this particular symbol, what it means to them and how it represents the classroom.
 - 4. Pass out one piece of copy paper to each student to create their symbol on.
- E. *Assessment/Evaluation*
 - 1. Pass out one piece of copy paper to each student to create their symbol on.
 - 2. Have each student present his or her symbol to the class.
 - 3. Use Appendix K to grade this.

VI. CULMINATING ACTIVITY

- A. See Lesson Five

VII. HANDOUTS/WORKSHEETS

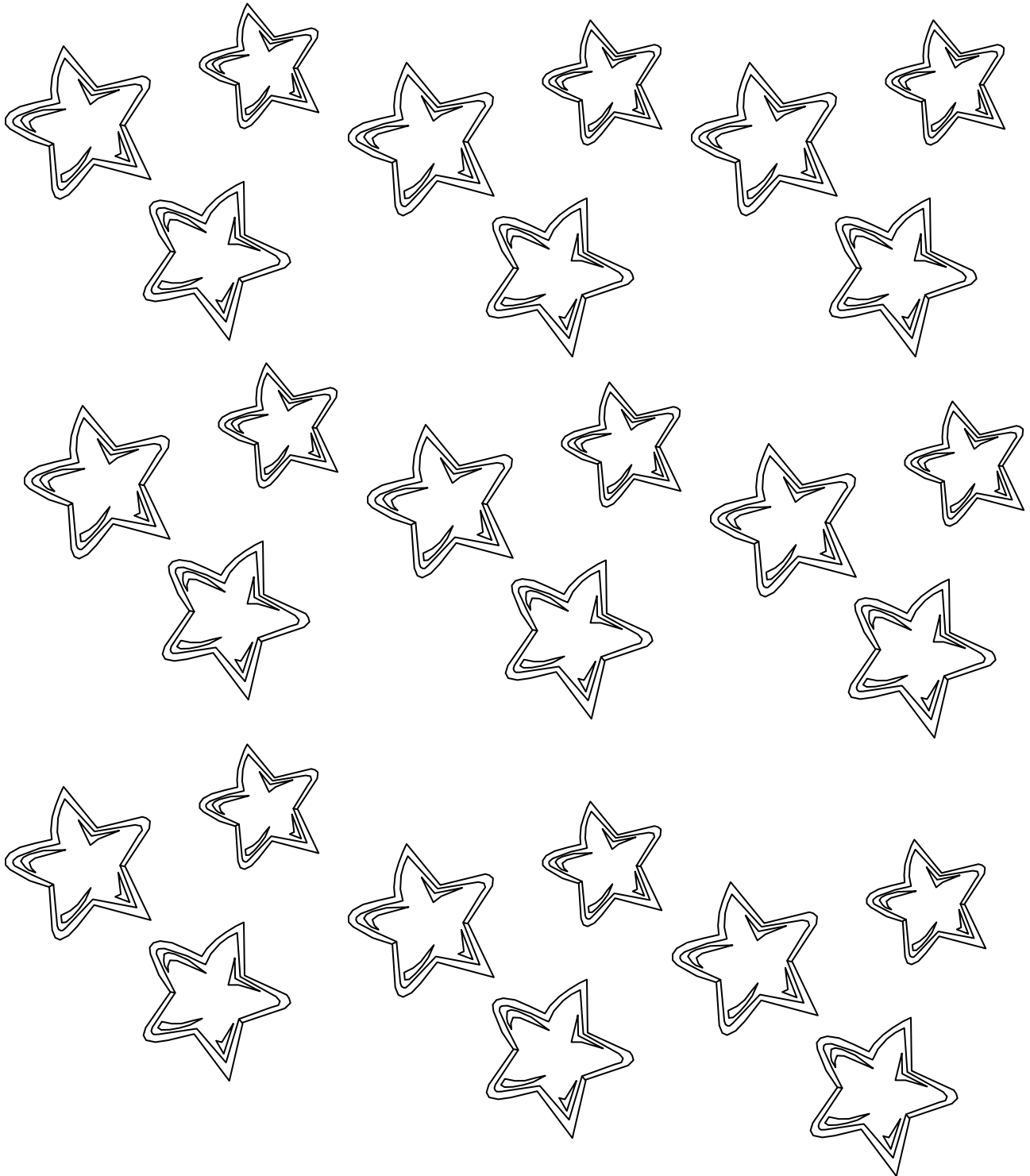
- A. Appendix A: Stars
- B. Appendix B: Flag Checklist
- C. Appendix C: Flag Quiz
- D. Appendix D: Rubric for What Does the Flag Mean to Me?
- E. Appendix E: Immigrant Quote
- F. Appendix F: Statue of Liberty Worksheet
- G. Appendix G: Why is the Statue of Liberty Green?
- H. Appendix H: The Gettysburg Address
- I. Appendix I: Memorial to Myself
- J. Appendix J: Rubric for Memorial to Myself

- K. Appendix K: Rubric for A Symbol of Our Classroom

VIII. BIBLIOGRAPHY

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Appendix A
Stars



Appendix B
Flag Checklist

Name _____

Each yes answer earns 1 point.

	Yes	No
1. Are there 13 stripes on the flag?		
2. Are all of the stars on the blue field?		
3. Is the flag different from our current version?		
4. The white paper was left whole.		
Total _____/4		

Flag Checklist

Name _____

Each yes answer earns 1 point.

	Yes	No
1. Are there 13 stripes on the flag?		
2. Are all of the stars on the blue field?		
3. Is the flag different from our current version?		
4. The white paper was left whole.		
Total _____/4		

Appendix C, page 1
Flag Quiz

Name _____ Date _____

1. How many stars are on the current flag? _____

2. How many stripes are on the flag? _____

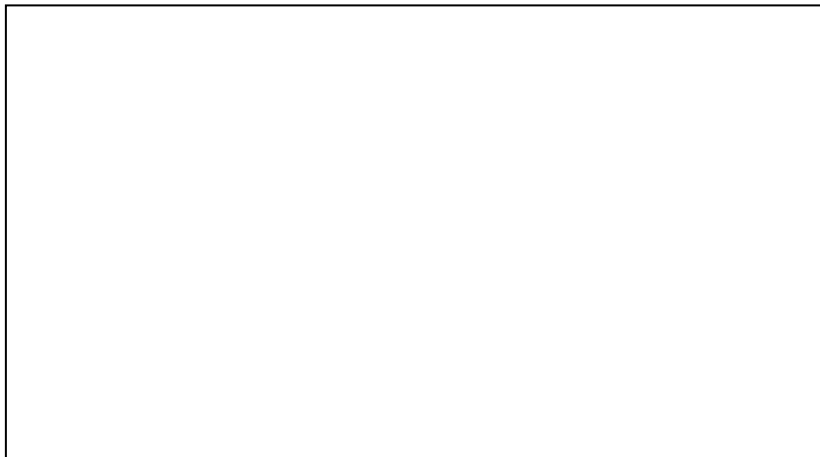
3. What do the stripes represent? _____

4. According to a popular legend who sewed the first flag?

5. Match the following:

red stripes	truth and loyalty
white stripes	liberty
blue field	courage

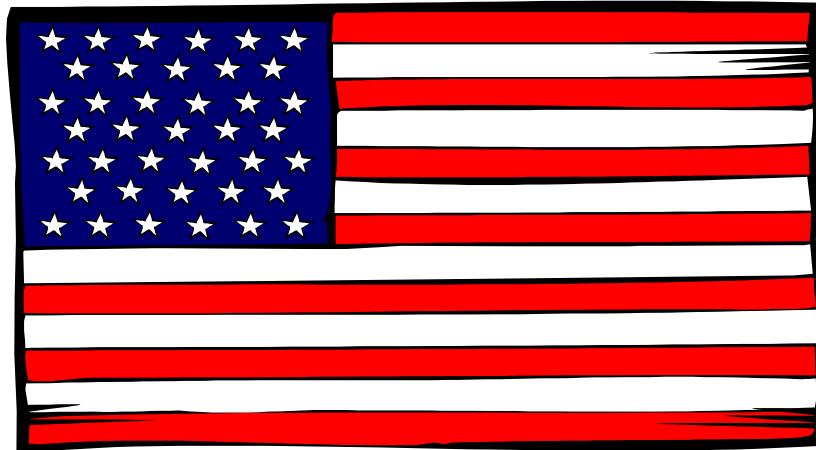
6. Draw a picture of the current American flag in the box below.



Appendix C, page 2
Flag Quiz Answer Key

1. How many stars are on the current flag? 50
2. How many stripes are on the flag? 13
3. What do the stripes represent? The 13 colonies.
4. According to a popular legend who sewed the first flag? Betsy Ross
5. Match the following:

red stripes	truth and loyalty
white stripes	liberty
blue field	courage
6. Draw a picture of the current American flag in the box below.



Appendix D

What Does the Flag Mean to Me? Rubric

Name _____

CATEGORY	4	3	2	1	Total
Content: FOCUS 2	Maintains focus on topic/subject throughout response.	May exhibit minor lapses in focus on topic/subject.	May lose or may exhibit major lapses in focus on topic/subject.	May fail to establish focus on topic/subject.	
Content: ORGANIZATION 2	Organization is a logical progression of ideas/events and is unified and complete.	There is a logical progression of ideas/events and is reasonably complete, although minor lapses may be present.	One or more major lapses in the logical progression of ideas/events is evident.	Ideas/events are presented in a random fashion.	
Content: ELABORATION	Elaboration consists of specific, developed details.	Elaboration consists of some specific details.	Elaboration consists of general and/or undeveloped details, which may be presented in a list-like fashion.	Elaboration is sparse; almost no details.	
Content: STYLE - Sentence Fluency	Demonstrates skillful sentence fluency (varies length, good flow rhythm, and varied structure).	Demonstrates reasonable sentence fluency.	Demonstrates minimal sentence fluency.	Sentence fluency is lacking.	
Grammar/ Punctuation	No mistakes in spelling, capitalization, and punctuation.	One-three mistakes in spelling, capitalization and punctuation.	Four or more mistakes in spelling, capitalization and punctuation. Mistakes do not slow the reader down.	Many mistakes in spelling, capitalization and punctuation. Mistakes slow the reader down and make it difficult to read.	

Total _____/20

Appendix E
Immigrant Quote

Victor Tartarini, Italy

“When I saw the Statue of Liberty . . . (gasp) . . . it was something beautiful. I knew I was in America, you know. I knew I was going to see my father. I knew I was going to see my stepmother. I had somebody to love.”

Appendix F, page 1
Statue of Liberty Worksheet

Name _____ Date _____

Use the words in the box to answer the questions below.

France	freedom	torch	July 4, 1776	friendship	copper
Liberty Enlightening the World		New York			

1. The Statue of Liberty represents _____ and _____.
2. The Statue of Liberty's official name is _____.
3. Which country gave the Statue of Liberty to us? _____
4. In her right hand she holds a _____.
5. In her left hand she holds a tablet with the date _____, _____ written on it.
6. What state is the Statue of Liberty in? _____.
7. What is the Statue of Liberty made out of? _____



Statue of Liberty Worksheet Answer Key

Use the words in the box to answer the questions below.

France	freedom	torch	July 4, 1776	friendship	copper
Liberty Enlightening the World		New York			

1. The Statue of Liberty represents freedom and friendship.
2. The Statue of Liberty's official name is Liberty Enlightening the World.
3. Which country gave the Statue of Liberty to us? France
4. In her right hand she holds a torch.
5. In her left hand she holds a tablet with the date July 4, 1776 written on it.
6. What state is the Statue of Liberty in? New York.
7. What is the Statue of Liberty made out of? Copper



Appendix G

Why is the Statue of Liberty Green?

Show the students pages 22-29 in the book *The Story of the Statue of Liberty* by Betsy and Giulio Maestro. Ask the students: What color is the Statue of Liberty on these pages? *Brown*, What color is she on the front of the book? *Green*, How did she go from brown to green? *Answers will vary.*

Tell the students that she is brown because copper is brown and that is what she is made of. When copper is exposed to air, it oxidizes and, if it is not polished, will turn green.

Tell the students that pennies are made out of copper and you are going to turn some pennies green without painting them, just like the Statue of Liberty. (Make sure the students understand that the Statue of Liberty did not turn green overnight, this took a long time.)

Experiment

Supplies:

paper towel
¼ cup white vinegar
5 pennies (1981 or earlier)
bowl

Directions:

1. Soak the paper towel in the vinegar.
2. Place the paper towel in the bottom of the bowl.
3. Place the five pennies on the soaked paper towel.
4. Fold the paper towel over the pennies so that the pennies are covered and the paper towel is touching the pennies on both sides.
5. Wait 24 hours or at least over night.
6. Uncover the pennies; they should now be green.

Experiment from: www.easyfunschool.com/article1589.html

Appendix H
The Gettysburg Address

Abraham Lincoln: The Gettysburg Address

Four score and seven years ago our fathers brought forth up this continent, a new nation conceived in liberty, and dedicated to the proposition that all men are created equal.

Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived and so dedicated, can long endure. We are met on a great battlefield of that war. We have come to dedicate a portion of the field, as a final resting place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this.

But, in a larger sense, we can not dedicate – we can not consecrate – we can not hallow – this ground. The brave men, living and dead, who struggled here, have consecrated it, far above our poor power to add or detract. The world will little note, nor long remember what we say here, but it can never forget what they did here. It is for us the living, rather, to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us – that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion – that we here highly resolve that these dead shall not have died in vain – that this nation, under God, shall have a new birth of freedom – and that government of the people, by the people, for the people, shall not perish from the earth.

Core Knowledge Text Resources Grade 2

Appendix I
Memorial to Myself

Name _____ Date _____

Title: _____

Appendix J

Making a Poster: Memorial to Myself Rubric

Name _____

CATEGORY	4	3	2	1
Required Elements	The poster includes all required elements. (Name, title, picture and at least two sentences.)	All but one of the required elements are included on the poster.	All but two of the required elements are included on the poster.	More than two of the required elements are missing.
Attractiveness	The poster is attractive in terms of design, layout and neatness. Space is used well.	The poster is acceptably attractive though it may be a bit messy. Space is used well.	The poster is acceptably attractive though it may be a bit messy. The picture is too small.	The poster is distractingly messy or very poorly designed. It is not attractive.
Mechanics	Capitalization and punctuation are correct throughout the poster.	There is one error in capitalization or punctuation.	There are two errors in capitalization or punctuation.	There are more than two errors in capitalization or punctuation.
Sentences	There are no grammatical mistakes on the poster. At least two complete sentences are written that explain the memorial.	There is one grammatical mistake on the poster. At least two complete sentences are written that explain the memorial.	There are two grammatical mistakes on the poster. Only one complete sentence is written that explains the memorial.	There are more than two grammatical mistakes on the poster. The sentences are not complete and/or do not explain the memorial.

Total _____/16

Appendix K

Oral Presentation Rubric: A Symbol of Our Classroom

Name _____

CATEGORY	4	3	2	1
Speaks Clearly	Speaks clearly and distinctly all (100-95%) the time, and is loud enough to be heard in the back of the room.	Speaks clearly and distinctly all (100-95%) the time, but has to be asked to speak louder.	Speaks clearly and distinctly most (94-85%) of the time. Has to be asked to speak louder.	Often mumbles or cannot be understood. Asked to speak up several times.
Content	Shows a full understanding of the topic and what the project was about.	Shows a good understanding of the topic and what the project was about.	Shows a good understanding of parts of the topic, not clear on what the project was about.	Does not seem to understand the topic very well, did not understand the project.
Posture and Eye Contact	Stands up straight and establishes eye contact with everyone in the room during the presentation. Paper is not in front of the student's face.	Stands up straight and establishes eye contact with everyone in the room during the presentation. Paper is sometimes in front of the student's face.	Sometimes stands up straight and establishes eye contact. Paper is in front of the student's face.	Slouches and/or does not look at people during the presentation. Paper is in front of the student's face.
Attractiveness	The poster is attractive in terms of design, layout and neatness. Space is used well.	The poster is acceptably attractive though it may be a bit messy. Space is used well.	The poster is acceptably attractive though it may be a bit messy. The picture is too small.	The poster is distractingly messy or very poorly designed. It is not attractive.
Required Elements	The poster includes all required elements. (Name, title, and picture.)	All but one of the required elements are included on the poster.	All but two of the required elements are included on the poster.	The picture has not been completed.
Listens to Other Presentations	Listens intently. Does not make distracting noises or movements.	Listens intently but has one distracting noise or movement.	Sometimes does not appear to be listening but is not distracting.	Sometimes does not appear to be listening and has distracting noises or movements.

Total _____/24