

American Landmarks and Symbols

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Essential Question

What is special to schools? What is special to our school? How do we know our school from other schools? How could you tell a visitor how to find their way around the school?

Activity

School Walk Around

1. Decide how you want to group students (groups of six or less is ideal) and give each group a digital camera to work with. Students will walk around school and take pictures of places that will help them give directions. Each group should come up with 6-10 photos.
2. Download pictures into iPhoto and project onto screen.
3. Review pictures and discuss which ones give the most information and are the most helpful.
4. Which ones are “prominent features of the landscape that serve to identify a particular locality”? – definition of a landmark.
5. Students work with a partner: Briefly give directions to our classroom using at least three landmarks at school. Example: Walk straight from the flag pole. Turn right at the P.E. closet. Etc.

Essential Question

Is this a general landmark or a specific landmark?

Activity

Slide Show of Famous US symbols and landmarks

1. Teacher shows slide show of some famous US symbols (flag, Liberty Bell, bald eagle) and landmarks(ex. Golden Gate Bridge, Washington Monument, Mount Rushmore).

Notable World Landmarks photos and information:

<http://www.worldcityphotos.org/landmarks.htm>

National Landmarks photos and information:

<http://www.factmonster.com/ipka/A0933602.html>

Landmarks are symbols of the US that mark a special spot to remind us of a special person, event or idea. They are places we can visit.

2. Teacher asks students which landmark do we live close to?
3. If someone is coming from San Francisco to your house in Marin, which landmark would you tell them to cross?

Essential Question

Why are landmarks important? Why is what you chose a landmark?

Activity

Landmark Report

1. Class lists as many famous landmarks as they can and teacher types it on computer and projects it onto whiteboard.
2. Children choose one landmark from the list to research (no duplicates, everyone should have their own if possible)

Report: 5 or more facts about the landmark answering the essential question, “Why is this a landmark?”

Things to think about and possibly include:

- a. Where it is located?
- b. When it was made?
- c. What it looks like?
- d. What it is made of?
- e. Why it is famous?
- f. Why does this landmark remind them of our country?
- g. How does this special spot remind us of a special person, event or idea?

Include pictures or drawing.

3. Children will research on the computer about their landmark using kid friendly search websites such as www.yahooligans.com, www.news.bbc.co.uk/cbbcnews, www.scholastic.com, <http://cybersleuth-kids.com/>, <http://www.awesomelibrary.org/>
4. Children will type up their five facts in Microsoft word in five complete sentences. Children will include one photo of their landmark in their report having saved an image to iPhoto.
5. Children will then put their information into five keynote slides with one title slide and various photos.
6. Children will present their report to the class in an oral presentation along with their keynote presentation.
7. Teacher will videotape the presentation to put together in an iMovie and show later in the year (Ex: Open House)

Extension if time or want to further explore the unit: Use clay to make a tile or clay replica of the landmark.

Standards: HSS 1.3 Students know and understand the symbols, icons and traditions of the United States that provide continuity and a sense of community across time.

HSS1.3.3 Identify American symbols, landmarks and essential documents such as the flag, bald eagle, Statue of Liberty, US Constitution and know the people and events associated with them.

Oral report standards

Interactions:

Small groups: take pictures of landmarks around school

One-to-one: interview family members

Whole group: share info with group and give presentation to whole group

Logistics:

School walk 20 min.

Slide show and discussion: 20 min.

Interview parents: 20 min.

Share info with group 45 min.

Research: 1 week of homework

Prepare oral presentation and practice: 1 week of homework

Presentations: 4 class periods

Assessment: Camcord the oral presentations. Display pictures.

Look for evidence of understanding.

Tools:

Digital cameras

Laptop-iphoto slide show

LCD projector

Camcorder