Instructional Unit:

1. Title of Lesson: Spotlight On Symbols: a study of United States Symbols
2. Lesson description: Learners will understand why symbols are important and why they are meaningful. At the end of the unit, learners will be able to identify U.S. National Symbols and tell why they are significant to us as a nation. At the end of the unit, students will create a product to share with their peers and family.
3. Grade level/subject: Second Grade / Social Studies
4. Collaboration Planning Steps:
   1. During quarterly planning meeting, the librarian and 2nd grade team discussed co-teaching a Social Studies unit about U.S. Symbols.
   2. Lessons within the unit were discussed and the team determined which lessons would take place in the library and which lessons would be taught in the classroom. The team also discussed including the Tiger Tech Team to assist learners with technology during the creation of their project at the end of the unit. A timeline was devised so that the unit could be completed in 2 weeks.
   3. The team designed evaluation tools for the unit. A rubric was designed for learners to evaluate their projects. Teachers designed a rubric to evaluate learners journal writing. A Google Document was used for the team to evaluate the unit.
5. Instructional Roles for School Librarian:
1. Introduce the unit to the learners using Google Slides.

2. Provide a variety of resources for learners to use for research. This included print and digital resources. The needs of special needs learners and EL learners were also addressed when curating resources so that every learner was able to successfully complete research for the unit.

3. Teach lessons on note taking and developing a simple bibliography.

4. Introduce learners to Google Slides, Chatterpix and Green Screen and give them time to explore each so learners can decide which one they want to use for creating their project.

5. Coordinate with the 5th grade teachers to make sure Tiger Tech Team learners were available to assist during 2nd grade create times and make sure the team understood their role in the create process.

6. Instructional Roles for Teacher:
   1. Lead whole group instruction using Social Studies lessons about symbols and their importance.
   2. After the learners have chosen which symbol they would like to study, provide time in the classroom for learners to research and take notes.
   3. Teach lessons on writing/revision and what to include in a written report. Learners will write a script to use in the creation of their final product. Provide time in class for learners to write and revise.

7. Subject Area Standards Met:

   Social Studies Content Standards *

   Citizenship Literacy

   Content Standard 1: The student will explain the importance of the basic principles that provide the foundation of the American system of government.
   Skill #3. Identify important American symbols and explain their meanings including United States Flag, the Bald Eagle, the Statue of Liberty, Lady Justice and the Liberty Bell.

   Geography Literacy

   Content Standard 3: The student will examine how humans modify their environment.
   Skill #4: Locate on a political map of the United States the state of Oklahoma and
the six bordering states, and the major cities of Washington D.C., New York, Los Angeles and Chicago.

History Literacy

Content Standard 4: The student will examine the lives of notable Americans who expanded peoples’ rights and freedoms in the American system of government.

Skill #2: Analyze the significance of historic places including the White House, the United States Capitol, the United States Supreme Court, the Washington Monument, and the Lincoln Memorial.

*PLEASE NOTE: This lesson was taught during the 2018-2019 school year, so the Standards listed here reflect last year’s standards. The Social Studies Standards adopted beginning with the 2019-2020 school year lists National Symbols in the First Grade Standards, so this unit of study will be modified to be used with First Grade this year.

English Language Arts Standards

2.1.R.2 Students will ask and answer questions to seek help, get information, or clarify about information presented orally, through text or other media to confirm understanding.

2.1.W.1 Students will report on a topic or text, tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

2.2.W.2 Students will develop and edit first drafts using appropriate spacing between letters, words, and sentences.

2.2.W.3 Students will correctly spell grade-appropriate words while editing.

2.2.W.4 Students will use resources to find correct spellings of words (e.g., word wall, vocabulary notebook, dictionaries).

2.3.R.5 Students will locate facts that are clearly stated in a text.

2.3.W.2 Students will write facts about a subject and include a main idea with supporting details.

2.4.R.1 Students will acquire new academic, content-specific, grade-level vocabulary, relate new words to prior knowledge, and apply vocabulary in new situations.

2.6.R.1 Students will create their own questions to find information on their topic.

2.6.R.2 Students will use graphic features including photos, illustrations, titles, labels, headings, subheadings, charts, and graphs to understand a text.

2.6.R.3 Students will consult various visual and text reference sources to gather information.
2.6.W.1 Students will generate a list of topics of interest and individual questions about one specific topic of interest.

2.6.W.2 Students will organize information found during group or individual research, using graphic organizers or other aids.

2.6.W.3 Students will organize and present their information in written and/or oral reports or display

2.7.R.1 Students will locate and use print and digital resources with guidance and support.

2.7.W.1 Students will select and use appropriate technology or media to communicate with others with guidance and support.

2.7.W.2 Students will create a simple presentation using audio, visual, and/or multimedia tools to support communication and clarify ideas, thoughts, and feeling.

8. AASL/State standards for Learners met:
   1. Inquire:
      i. A. Learners display curiosity and initiative by: 1. Formulating questions about a personal interest or a curricular topic. 2. Recalling prior and background knowledge as context for new meaning.
      ii. B. Learners engage with new knowledge by following a process that includes: 3. Generating products that illustrate learning.
      iii. C. Learners adapt, communicate, and exchange learning products with others in a cycle that includes: 1. Interacting with content presented by others. 4. Sharing products with an authentic audience.
   2. Include:
      i. A. Learners contribute a balanced perspective when participating in a learning community by: 2. Adopting a discerning stance toward points of view and opinions expressed in information resources and learning products.
      ii. B. Learners adjust their awareness of the global learning community by: 1. Interacting with learners who reflect a range of perspectives. 2. Evaluating a variety of perspectives during learning activities.
      iii. D. Learners demonstrate empathy and equity in knowledge building within the global learning community by: 2. Demonstrating interest in other perspectives during learning activities.
   3. Collaborate:
      i. A. Learners identify collaborative opportunities by: 1. Demonstrating their desire to broaden and deepen understandings.
ii. B. Learners participate in personal, social, and intellectual networks by: 1. Using a variety of communication tools and resources. 2. Establishing connections with other learners to build on their own prior knowledge and create new knowledge.

iii. C. Learners work productively with others to solve problems by: 1. Soliciting and responding to feedback from others.

iv. D. Learners actively participate with others in learning situations by: 1. Actively contributing to group discussions. 2. Recognizing learning as a social responsibility.

4. Curate:
   i. A. Learners act on an information need by: 1. Determining the need to gather information. 2. Identifying possible sources of information. 3. Making critical choices about information sources to use.
   ii. B. Learners gather information appropriate to the task by: 1. Seeking a variety of sources. 4. Organizing information by priority, topic, or other systematic scheme.

5. Explore:
   i. A. Learners develop and satisfy personal curiosity by: 1. Reading widely and deeply in multiple formats and write and create for a variety of purposes.
   ii. B. Learners construct new knowledge by: 1. Problem solving through cycles of design, implementation, and reflection.
   iii. C. Learners engage with the learning community by: 1. Expressing curiosity about a topic of personal interest or curricular relevance.
   iv. D. Learners develop through experience and reflection by: 3. Open-mindedly accepting feedback for positive and constructive growth.

6. Engage:
   i. A. Learners follow ethical and legal guidelines for gathering and using information by: 1. Responsibly applying information, technology, and media to learning.
   ii. B. Learners use valid information and reasoned conclusions to make ethical decisions in the creation of knowledge by: 2. Acknowledging authorship and demonstrating respect for the intellectual property of others.
   iii. C. Learners responsibly, ethically, and legally share new information with a global community by: 2. Disseminating new knowledge through means appropriate for the intended audience.

9. Activities and Procedures for completion:

   1. Introduction: In the library, learners were shown Google Slide show of various symbols they are familiar with and what they mean. 2nd grade SYMBOLS
2. **Background Knowledge:** In the classroom the teacher taught Social Studies lessons about symbols/symbolism in the classroom. During the lesson containing map skills (locations of some of the symbols), the librarian pushed into the classroom with the Ozobots. (Ozobots are small bots that follow patterns on the surfaces that they roll over. Ozobots can identify lines, colors, and codes. Learners code them by combining colors of lines from markers in particular ways.) The students used the Ozobots to “travel” from Oklahoma to a symbol they wanted to visit.

3. **Symbols Review:** In the library using Google Earth, the librarian introduced learners to symbolic locations in Oklahoma. (Norman: Oklahoma Memorial Stadium / Oklahoma City: State Capitol) Learners then explored Google Earth with a partner to visit a few key U.S. Symbols (White House, Liberty Bell, Statue of Liberty and United States Capitol)

4. **Research:** Classes returned to the library to begin research on symbols using digital and print resources. The librarian taught a lesson on note taking / citing sources. The learners took notes on symbols that were of interest to them.

5. **Research Continued:** Back in the classroom, learners reviewed their notes and decided which symbol they would like to research in depth. Teacher provided time in class for in-depth research. IPads and MacBooks were used for the digital resources and a cart with books was delivered to the classroom by the librarian.

6. **Introduction to Technology:** Learners came to the Makerspace to be introduced to Google Slides, Chatterpix and Green Screen. Time was given to explore each program so learners could decide which one they wanted to use for creating their project. Tiger Tech Team assisted with exploration.

7. **Writing:** In the classroom, the teacher taught writing lessons and learners began the writing/revision process for their scripts. When scripts were complete the learners scheduled a time to come to the library to create.

8. **The 2nd grade learners worked with the 5th grade Tech Team to create the product of their choice.**

9. **Learners shared their work with their classmates and with other 2nd grade classes. Learners were held responsible for information shared by their peers so they took notes as the products were shared. Student projects were shared individually with their parents via email. Finally, projects were shared with the whole school at morning assembly.**

10. **Resources:**

    **Books**

    Binns, Tristan Boyer. *The American Flag*
Binns, Tristan Boye. *The Bald Eagle*
Curlee, Lynn. *Liberty*
Douglas, Lloyd G. *The Liberty Bell*
Douglas, Lloyd G. *The Statue of Liberty*
Harris, Nancy. *The White House*
Hicks, Terry Allan. *The Capitol*
Kalman, Bobbie. Walker, Nik. *Spotlight on the United States of America*
Kishel, Ann-Marie. *U.S. Symbols*
Landau, Elaine. *The Statue of Liberty*
Monroe, Tyler. *The Statue of Liberty*
Monroe, Tyler. *The American Flag*
Silate, Jennifer. *The United States Capitol*
Nobleman, Marc Tyler. *The Statue of Liberty*
Yanuck, Debbie L. *The Bald Eagle*
Yanuck, Debbie L. *The Liberty Bell*
Yanuck, Debbie L. *The White House*

**Videos**

Students watched videos available through PebbleGo

**Online Resources**

Britannica Online Elementary

EPIC! eBooks

PebbleGo

Scholastic Go!

**Websites**

http://www.ushistory.org

https://www.nps.gov

https://www.britannica.com

https://www.pbs.org

https://www.history.com

https://www.americanhistoryforkids.com

11. Evaluation methods used:
a. For evaluating learners’ comprehension: Learners were required to take notes during the presentations. On presentation day, students wrote two things they had learned that day from the presentations on a post it note and stuck them to a chart tablet page. These were discussed by the teacher in the classroom and displayed in the class for students to revisit. Students self-evaluated their projects using a rubric provided by teachers. The teachers also had the students write about what they knew about each symbol (United States Flag, the Bald Eagle, the Statue of Liberty, Lady Justice and the Liberty Bell) in their journals.

b. For evaluating the unit: The team took notes throughout the teaching of the unit. Notes were made on a shared Google Document for the team to discuss at their next planning meeting. These notes proved useful for our team as this was the second year we had co-taught this unit and it made planning much easier.

c. For evaluating contributions by learning team members: The team discussed notes in Google Document and checked to see that the duties of the team were equally dispersed and each team member completed their assigned tasks.

12. Reflection on any changes needed in unit or modification after the unit was first taught:

   a. How were the unit’s goals met? After assessing the journal entries, the teachers determined that 100% of the students were able to name the U.S. Symbols. 80% were able to tell the significance of each. Every student completed a project to share with the class.
   b. How were the unit’s goals modified? The team discussed putting more emphasis on the significance of the symbols the next time we taught this unit.
   c. How were the unit’s goals exceed? The team was pleased with how the students took ownership of their learning throughout the unit. Bringing in the 5th grade Tech Team to help with the technology went extremely well.

13. Follow-Up- an extension for future research, inquiry: The team discussed bringing in more map skills to the unit by having students learn were some of the symbols are located in the United States.

14. Student Work

   Liberty Bell Greenscreen

   Statue of Liberty Chatterpix