

Eagles and Emblems

Grade Level Range: 3-5

Content Areas Addressed: History

Group Size: Whole class

Duration: 45 minutes

Key Vocabulary: democracy, emblem, seal, Continental Congress

Materials Needed: paper, pencils, art supplies, example emblems

Lesson Objective:

The student will use the history of the bald eagle to create a new emblem representing how the student views America.

Methods:

Direct instruction and hands-on experience

Procedures:

1. Teach background knowledge on why the bald eagle is the national bird
2. Explain the significance of a national emblem or seal
3. Introduce activity; the students will design their own emblem to represent their view of America today. The eagle will be present on the emblem and they will create a new phrase in lieu of *E. Pluribus Unum*.
4. The students will work independently to create their emblems. Once they have written their phrase and receive approval from the teacher, they may use art supplies to create their final copy.

Evaluation Alternatives:

Students will present their emblems and provide sufficient evidence explaining why it represents America.

Background:

Teachers need to research the objectives of the Continental Congress and what caused the decision to make the bald eagle the national bird. Students should have an age-appropriate knowledge of democracy.

Resources:

<http://www.baldeagleinfo.com/eagle/eagle9.html>

http://www.statesymbolsusa.org/National_Symbols/Bird_bald_eagle.html

<http://www.nwf.org/news-and-magazines/national-wildlife/birds/archives/2007/americas-first-bird-controversy.aspx>

<http://www.greatseal.com/symbols/turkey.html>

<http://www.history.com/news/ask-history/how-did-the-bald-eagle-become-americas-national-bird>

Standards Addressed:

SS4H5: The student will analyze the challenges faced by the new nation.

b. Identify the major leaders of the Constitutional Convention and describe major issues debates, including states rights, the Great Compromise, and slavery.

NTASC: standard 4 and 5