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1.2 Cultural Universals and Symbols

I saw the sign...

Lesson Plan for Grade 3 Unit 1, Lesson 2

OVERVIEW AND PURPOSE

This lesson will help students begin to understand the concepts of cultural universals and symbolism through reading *Weslandia* by Paul Fleischman and by analyzing different symbols of the United States.

ADDITIONAL EDUCATOR BACKGROUND

[Analyzing Photographs and Prints](#) activity directions

[VPS Style Guide](#)

EDUCATION STANDARDS

Social Studies

SSS2.3.1: Use a graphic organizer to organize main ideas and supporting details from a variety of print and non-print texts

G2.3.2: Examine the cultural universals of place, time, family life, economics, communication, arts, recreation, food, clothing, shelter, transportation, government, and education

ELA

SL.3.2: Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally

RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

SL.3.1 Engage effectively in a range of collaborative discussions with diverse partners

on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

SEL

Benchmark 4A: Demonstrates awareness of other people's emotions, perspectives, cultures, languages, histories, identities, and abilities

Benchmark 4B: Demonstrates an awareness and respect for similarities and differences among community, cultural, and social groups

Benchmark 4C: Demonstrates an understanding of the variation within and across cultures

OBJECTIVES

1. Students will be able to identify elements of culture/civilization in *Weslandia*.
2. Students will begin to identify elements of American culture.
3. Students will summarize their learning.

SUCCESS CRITERIA

Students will be successful if they can use a graphic organizer to organize their ideas about cultural universals.

VOCABULARY

- **{*WOL} Symbols-** a thing that represents ideas or objects

MATERIALS NEEDED

1. Large manilla envelope with fastener
2. [Lesson Slides](#), [DL 1.2 Cultural Universals and Symbols - Weslandia](#)
3. Worksheet [WOL](#) worksheet (print one copy per student),
[DL Word of the Lesson](#)
4. Graphic Organizer [Weslandia](#)
5. Images either printed or digital (shown in Slides):
 - a. [Construction of the Statue of Liberty](#)
 - b. [The Statue of Liberty](#)

6. Book **Weslandia** by Paul Fleischman
DL teachers: There is no translated version of this book, and we could not find a comparable story. Please teach this lesson as it works best for your schedule (during your English time or skip the book and just use the translated slides).. Reach out to Rose Nelson if you find a comparable book in Spanish.
7. Weslandia Symbol Image (also in graphic organizer pdf)
 - a. [Jpg](#)
 - b. [Google Slide version](#)
8. Worksheet [Primary Source Analysis Tool](#)
[DL Analyzing Photographs and Prints worksheet](#)

ASSESSMENT OPPORTUNITIES

Formative Assessments:

- Assess students' understanding of the topic through their responses to the questions asked throughout the lesson
- Student graphic organizer

ACTIVITY

Introduce the Topic::

- Using the provided [slide deck](#), display the [construction of the statue of liberty image](#) ([Link to DL Slides](#))
- Have students use the [primary source observation](#) handout to make observations about the image.
- Share observations with the whole group or with partners.
- Explain to students that this is a real photo of an American symbol or landmark being built and see if anyone can correctly guess what it is: the Statue of Liberty
- Show students this picture of the completed [Statue of Liberty](#)
 - Or, if there is time or interest, show this set of photos of the Statue from many angles at this Library of Congress website:
<https://www.loc.gov/resource/hhh.ny1251.photos?st=gallery>
- Explain that a symbol is something that represents an idea or object and that many countries and cultures have symbols
- Pass out the Word of the Lesson [worksheet](#). Go over the part of speech for the

word Symbols.

- Have students draw a definition for the word Symbols based on their learning.
- Have students create a sentence using the word Symbols...
- Ask students if they can see any symbols of the United States here in this classroom (the flag)
 - Discuss the meaning behind the flag (stars and stripes) and how people treat the flag and why, and where we often see the flag in the United States
 - Stripes = 13 original colonies
 - Stars = 50 states of the Union
 - Red = symbolizes hardiness and valor
 - White = symbolizes purity and innocence
 - Blue = symbolizes vigilance, perseverance, and justice

Read Aloud:

- Tell students that symbols can play a huge part in culture and today they'll be hearing a story about a boy who created his own *culture*.
- Before reading, tell students that throughout this book they should be paying attention and listening for examples of aspects of culture.
 - Remind them to think back to the prior lesson on culture. Review vocabulary here if needed.
- Display the symbol Wesley developed for Weslandia (stylized W made by plants) and have them predict what the symbol might represent.
- Display the **Weslandia** read aloud [Slides/DL Slides](#) and ask students to make a few predictions based on the cover and title (acknowledge and accept answers)
- Read the book **Weslandia** out loud, pausing to discuss as needed.

Graphic Organizer:

- Pass out the [Weslandia Cultural Universals Graphic Organizer](#)
- Students will be completing the graphic organizer based on the reading. This can be completed whole group, small group, or independently depending on your students.
- Have students complete the graphic organizer
 - If you did not do this step as a whole class, take time for a share out at

that end.

Closing Thoughts:

- Display the Weslandia symbol again and have students look at the Weslandia symbol now that they have read the story.
 - Ask students what it represents
 - Discuss the meaning behind the symbol
 - Choose to have students write their ideas down on their graphic organizer or share with a friend

Extra Resources

- Epic Collection: [Loc Symbols](#)
- Book: **Show Way** by Jacqueline Woodson

SOURCES

Activity Directions- [information](#)

Image- Petit, P., photographer. (1883) Workmen constructing the Statue of Liberty, hammering copper, with left hand and head in background, at the Gaget, Gauthier & Co. workshop in Paris, -1883. Paris France, 1883. [Paris, France, publication date] [Photograph] Retrieved from the Library of Congress, <https://www.loc.gov/item/97502750/>.

Image- Historic American Engineering Record, C., Eiffel, G., Bartholdi, F. A., Hunt, R. M., Buerglener, R., Lockett, D. [...] Texas Tech University, C., Boucher, J. E., Lowe, J. & Depalo, F., photographer. (1968) Statue of Liberty, Liberty Island, Manhattan, New York County, NY. New York New York County, 1968. Jandoli, L., Christianson, J. & Christianson, J., transs Documentation Compiled After. [Photograph] Retrieved from the Library of Congress, <https://www.loc.gov/item/ny1251/>.

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