



POLITICAL SYMBOLISM (3-6)

OBJECTIVES: Students will be able to recognize and explain political symbols in the United States. Students will create a symbol based on the values of their school and SPB.

STANDARDS:

- **3.C1.2** Use listening, consensus-building, and voting procedures to decide on and act in their classrooms. An understanding of civic and political institutions in society and the principles these institutions are intended to reflect including knowledge about law, politics, and government are essential to effective citizenship.

CIVICS EXAM QUESTIONS:

- Why does the American flag have 13 stripes? A: They represent the 13 original colonies.
- Why does the American flag have 50 stars? A: One star for each state.

TIMELINE: This lesson best fits before the brainstorming of ideas and after the initial explanation of SPB. It is best done in a new program to help with visibility and branding.

APPROXIMATE LESSON LENGTH: 50-60 minutes

SUPPORTING MATERIALS:

- [Creating a Symbol 3-6](#)

VOCABULARY:

- **American Symbols:** Representations that stand for the ideals, history, and principles of the United States of America.
- **American Flag:** The national flag of the United States, consisting of 13 horizontal stripes in red and white alternating with a union of 50 white stars on a blue field.
- **Political Symbols:** Objects or images that convey political ideas, represent a group, or stand for a specific political entity.
- **Values:** Beliefs or principles that are important and guide the behavior and decisions of individuals or groups.
- **School Symbol:** A representation that embodies the core values, culture, and identity of a school community.

INSTRUCTIONS:

1. Engage

- Direct students' attention to the American flag in the room.
- In small groups have them brainstorm the meaning of each element of the flag- stripes, stars, colors.
- Discuss – why are flags used? What does our flag mean to you?
- Provide the definition of a symbol.

2. Explore

- Have students review key requirements and steps for creating a symbol.
- Discuss what values they want their symbols to represent.
- Have students develop their own symbol in small groups using the *Creating a Symbol K-6 checklist*.
 - Provide students with paper, colored pencils, and other materials to create their symbol.

3. Explain

- Each group will place their symbol on the wall and students will do a gallery walk to see all the symbols.

4. Elaborate

- The class will vote for the symbol they want to represent the SPB Process.

FORMATIVE ASSESSMENT OR ARTIFACT:

- **Artifact:** Students will show thinking and learning through the creation of a symbol for their SPB process.
- **Assessment:** Students will be able to answer the question on the symbolism of the flag on the Arizona Civics Exam.

EXTENSION ACTIVITIES:

Analyze other symbols in their community or around the world. Students can pull symbols from sports teams, companies, other countries. Discuss what makes them memorable or how different groups show different values.

Creating a Symbol

Creating a symbol for a new organization is a multifaceted process that involves both creative and strategic considerations. Here are the **key requirements and steps** to follow:

1. Define the Purpose and Values
 - a. Values and Principles: Identify the values and principles that the organization stands for. These should be embodied in the symbol.
2. Design Elements
 - a. Simplicity: Ensure the symbol is simple and easily recognizable. It should be able to scale well from small to large sizes.
 - b. Relevance: The design should be relevant to the organization's purpose and industry.
 - c. Uniqueness: Create a unique design that sets the organization apart from others.
3. Color Scheme
 - a. Color: Use colors that evoke the desired emotions and align with the organization's values.
 - b. Brand Consistency: Ensure the colors chosen are consistent with the organization's branding guidelines.

STEPS TO CREATE THE SYMBOL

1. Brainstorming and Sketching:
 - a. Start with brainstorming ideas that represent your school values.
 - b. Sketch initial concepts by hand or using digital tools.
2. Review and Feedback:
 - a. Present the designs to your group or class and gather feedback.
 - b. Make necessary adjustments based on the feedback.
3. Finalization:
 - a. Choose the final design and refine it.
 - b. Ensure it meets all design element requirements.
4. Approval:
 - a. Following the class vote, get final approval from teacher and principal.