Lesson 3: Coat of Arms and Family Monica Heilman

2nd Semester, 1st grade

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| Title of Lesson | Coat of Arms and Family |
| Topic | Symbolism using Coat-of-Arms |
| Objectives | Help students understand what a coat-of-arms and symbolism are  Produce a coat-of-arms  Be able to explain symbolism representing their/their families’ identities |
| Materials | Ppt, Coat-of-arms templates (2 versions), markers/colored pencils/art supplies  Your own example of a coat-of-arms  (optional) Google search to find “your family” coat-of-arms for fun |
| Hook | Do you know what a coat-of-arms is? |
| Vocabulary/Expressions for Lesson | coat-of-arms, crest, emblem, great seal  to represent, to symbolize |
| Guided Practice/  Individual Practice | Creating (drawing, writing) their own coat-of-arms  Presenting and explaining their coat-of-arms |

Lesson Plan Outline

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| Intro/Hook | Tongue Twister review & journal  Journal: students brainstorm as many family member words as they can within a time limit (i.e. mother, father, brother-in-law, stepmother).  Online timer: [**http://www.online-stopwatch.com/timer/3-min/**](http://www.online-stopwatch.com/timer/3-min/)  Stress that this doesn’t need to be THEIR own family members. Don’t forget people like: mother-in-law & stepmother. How many did you write? Have the student who wrote the most share their answers. You can offer them a small reward according to your system (stamp, ticket, etc.)  Alternatively (doesn’t require students to have their own pencil & paper): small talk on the Obama family – can they name his family members? |
| Lesson | Coat-of-Arms (CoA) explanation:  - Ask if ss know what a coat-of-arms is. Show pictures and explain that we will make these today.  - Explain the history of a coat-of-arms (used by knights in Europe).  - Connect it to “modern CoAs” such as country emblems/seals, Harry Potter crests, etc.  Countries each have a “coat-of-arms.” One country calls its CoA an “emblem”, another calls it a “great seal.” Can you guess which countries these are?  Have ss explain Korean flag symbolism to you.  Taeguk: peace, harmony  Rose of Sharon: national flower  Explain US seal symbolism or let ss guess:  Latin phrase means “Out of Many, One”  Olive branch and arrows: America has a strong desire for peace, but will always be ready for war  13 stars: 13 colonies original colonies  Explain as a little or as much as you like.   * Harry Potter house crests are also a good example, but they don’t have as much symbolism to talk through and my students weren’t really Potter fans.   Symbolism  - Explain symbolism and give examples. i.e. Olympics rings, exit sign, hot springs. You could also explain color symbolism.  - Look at a few “modern” CoAs and have students point out what they see, then guess what those objects symbolize. |
| Independent Practice | Creating Coat-of-Arms:  -Using one of the two templates, ss create their own CoAs including at least 4 components. These can be something you’ve studied in class or something new. Most ss need suggestions, so I suggest they include their family (those not good at drawing can draw something simple to symbolize their family, like shapes or candies), hobbies, dislikes/fears, and dream. I push more advanced classes or students to also think of a motto, either for themselves or their family.  Students typically finished their CoAs by the end of class, and were prepared to present next time. |
| Conclusion/check for understanding | Students prepare to present in the following class |

Class #2 Outline

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| Intro/Hook | Tongue Twister & Journal  Journal: Introduce one family member to me. Show students a funny example. |
| Lesson | Give students 5 minutes of preparation/finishing up time before they present. Today’s work should be more focused on what they will say, rather than adding decorations to their CoAs. |
| Independent Practice | In groups of 4, students present their CoAs to their classmates. After finishing they choose the best one and that student (with or without the help of their group members) presents their CoA to the class.  Alternate #1: If you have highly motivated students or a highly motivating reward system, ask for volunteers.  Alternate #2: Students present their CoAs to a partner, and the partner shares with the class. |
| Conclusion/check for understanding | Students spread their CoAs around the room and view each others’ work. |