Guidance Overview

Third Grade Unit: Making Civic Monuments Personal

Learning Objective

- Students will synthesize their understanding of the symbolism and iconography of the Statue of Liberty and artist Pacita Abad’s L.A. Liberty to create a self-portrait using personal symbols that is inspired by the Statue of Liberty and L.A. Liberty.

Key Questions

- What is a symbol?
- What is the Statue of Liberty’s symbolism?
- What is a self-portrait?
- How can I use symbols?

Standards

- HSS 3.4.3, 3.VA:Cr2.1, 3.VA:Cr3, 3.VA:Cr2.2, 3.VA:Re7.3, 3.VA:Re8.1

Students Assessed On

- Symbolism of the Statue of Liberty
- Creating symbolism and meaning in their personal artwork
- Construction of a self-portrait

Vocabulary

- **Symbol** - a thing that represents or stands for something else.
- **Portrait** - an artwork that depicts a person.
- **Self-portrait** - a portrait that an artist makes of themselves.
- **Primary Source** - an object, artwork, or other source of information that was made by someone who was there to experience it.

Resources

- 3rd Grade Unit: “Making Civic Monuments Personal” slide deck
- “Symbols” worksheet
- “Statue of Liberty Symbolism” worksheet
- “Statue of Liberty Personal Symbols” worksheet
- Unit rubric

Distance Learning Accommodations

- Push out Key Exercises to students synchronously using video conferencing software
- Push out Key Exercises to students asynchronously using an online learning platform
- Provide take-home kits of art materials to students
- Push out Student Project to students synchronously using video conferencing software
- Push out Student Project to students asynchronously using an online learning platform
- Students can turn artwork in for assessment using a photograph of artwork and an online learning platform
Handout on Symbols:
Complete this form by describing the meaning of each symbol and how it might be used.

1. 🏷️

2. 🔴

3. ⚠️

4. ★★★

5. 🏠

6. 🇺🇸
Statue of Liberty Personal Symbols
Label and draw the symbols you will add to your Statue of Liberty self-portrait.

I will wear a

Because

I will carry a

Because

I will carry a

Because
**Statue of Liberty**
Label and draw the missing symbols on the Statue of Liberty.

The Statue of Liberty wears a _____________ with rays because liberty shines down on people like the sun.

The Statue of Liberty carries a _____________

With the date of American Indepence, July 4, 1776, on it.

The Statue of Liberty carries a _____________
because she lights the way to freedom.
### Teaching Visual Arts in Connection with History/Social Studies

**Developed by Stanislaus County Office of Education and Butte County Office of Education**

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**HANDOUT**

**Title: Grade 3 Unit Rubric**

**Content:**

Rubric For Third Grade Unit: Making Civic Monuments Personal

<table>
<thead>
<tr>
<th>Descriptor</th>
<th>Standard</th>
<th>Skills</th>
<th>Guiding Questions</th>
<th>1</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Symbolism of the Statue of Liberty</td>
<td>HSS.3.4.3: Know the histories of important local and national landmarks, symbols, and essential documents that create a sense of community among citizens and exemplify cherished ideas (e.g., the U.S. Flag, the bald eagle, the Statue of Liberty, the U.S. Constitution, the Declaration of Independence, The U.S. Capital)</td>
<td>As shown in a worksheet, the student identifies, labels, and draws the crown, tablet, and torch for the Statue of Liberty.</td>
<td>Does the student identify, label, and draw the crown, tablet, and torch of the Statue of Liberty on a worksheet?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Creating symbolism and meaning in personal artwork</td>
<td>3.VA:Cr3: Discuss, reflect, and add details to enhance an artwork’s emerging meaning</td>
<td>The student self-identifies three symbols to represent self. Students labels and draw these symbols on a worksheet. The student draws these symbols on a self-portrait artwork. The student discusses symbolism with a partner and revises symbols as needed.</td>
<td>Does the student identify, label, and draw three personal symbols on the Statue of Liberty worksheet? Does the student draw these symbols on a self-portrait artwork? Does the student discuss symbols with a partner and make revisions to their artwork based on feedback?</td>
<td></td>
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<tr>
<td>Construction of a self-portrait</td>
<td>3.VA:Cr2.1: Create personally satisfying artwork using a variety of artistic processes and materials.</td>
<td>The student creates a realistic as is developmentally appropriate self-portrait.</td>
<td>Does the student use an egg shape to define the head? Does the student draw eyes in the center of the head? Does the student draw a nose in the middle of the head? Does the student create lips under the nose? Does the student draw the shape of hair instead of just lines for hair?</td>
<td></td>
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</tr>
</tbody>
</table>