



HANDOUT

Title: Grade 3 Unit Guidance Overview

Handout #:

Content:

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

- **Statue of Liberty** - a sculpture of a lady representing liberty that was a gift from the people of France to the United States. It is a symbol of freedom and democracy.
- **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

Title: Grade 3 Unit Identifying Symbols

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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.





HANDOUT

Title: Grade 3 Unit Personal Symbols

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Name: _____

Statue of Liberty Personal Symbols

Label and draw the symbols you will add to your Statue of Liberty self-portrait.

I will carry a

Because _____

I will wear a

Because _____

I will carry a

Because _____



HANDOUT

Title: Grade 3 Unit Statue of Liberty Symbols

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Name: _____

Statue of Liberty

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

The Statue of Liberty

carries a

because she lights the

way to freedom.

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

Independence, July 4, 1776,

on it.



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Teaching Visual Arts in Connection with History/Social Studies

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



HANDOUT

Title: Grade 3 Unit Rubric

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Rubric For Third Grade Unit: Making Civic Monuments Personal

Descriptor	Standard	Skills	Guiding Questions	1	2	3
Symbolism of the Statue of Liberty	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).	As shown in a worksheet, the student identifies, labels, and draws the crown, tablet, and torch for the Statue of Liberty.	Does the student identify, label, and draw the crown, tablet, and torch of the Statue of Liberty on a worksheet?			
Creating symbolism and meaning in personal artwork	3.VA:Cr3: Discuss, reflect, and add details to enhance an artwork's emerging meaning.	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.	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?			
Construction of a self-portrait	3.VA:Cr2.1: Create personally satisfying artwork using a variety of artistic processes and materials.	The student creates a realistic as is developmentally appropriate self-portrait.	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?			