

TITLE OF LESSON

Multiculturalism Unit 1 Lesson 3 – Coat of Arms Introduction

TIME ESTIMATE FOR THIS LESSON

One class period

ALIGNMENT WITH STANDARDS

California History- Social Science Content Standards: Grades 9-12 Historical and Social Sciences Analysis Skills

Chronological and Spatial Thinking

1. Students compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons that were learned.

Historical Research, Evidence, and Point of View

4. Students construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations.

MATERIALS

Sample final unit projects

“Coat of Arms: History” – Reading

Copy of Columbus Coat of Arms image from <http://www.ibiblio.org/expo/1492.exhibit/full-images/columbus.gif>

Coat of Arms Final Project Assignment Sheet – Teacher Page

Note: Using the Coat of Arms Final Project Assignment sheet (Teacher Page), create a sample Coat of Arms Final Project (or if you have taught this unit before, use student work samples of their final projects) and post it in the room.

LESSON OBJECTIVES

- To continue with an examination of symbols and their meanings
 - To explore how names and labels are symbols
 - To explain the purpose of a Coat of Arms and begin developing individual ones
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FOCUS AND MOTIVATE STUDENTS – WARM-UP ACTIVITY

- 1) Agenda – As students enter the class, greet them at the door again (remember to use their names!) and remind them of the routine of getting out their folder and writing the agenda (make sure you have posted it on the front board).
 - 2) Name Game – Ask if there are any students who can stand and tell all of the names of their classmates and the image they chose to represent themselves. Give out prizes to any student that can remember all of them with no help.
 - 3) Homework Check – Stamp or initial all completed homework.
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ACTIVITIES – INDIVIDUAL AND GROUP

1. Symbols Review – Lead a short review/discussion about symbols. What are they? Where can we find them? Are names symbols? How is the name “California” a symbol? Explain that today the class will be exploring symbols some more and beginning to develop a Coat of Arms that will be a collection of symbols of each person in the class.
2. Coat of Arms – Now, call attention to the sample Coat of Arms Final Project (that should be displayed prominently in the class) and remind students that this is their goal for this unit. Ask them if they know what the name of this is (Coat of Arms), if they could guess what the purpose of it is, and whether the images in these Coat of Arms might make a good Coat of Arms for California. The purpose of this brief discussion is to make

the connection between the students' images and the "identity" of California. Would these images "identify" California adequately? Why or why not?

3. **Paired Reading** and Response – Have students take out their **Round the Clock Sheet**. Call a random time and have students sit with their partner. Pass out the reading titled, "Coat of Arms – History"; this reading can be found at <http://www.intl-research.com/heraldry.htm> (If you have a computer in your classroom that is online, you may want to show the site, as the Coat of Arms at the top of the page is quite impressive.). Tell them they will read "Coat of Arms – History" aloud with their partner. One person should read a sentence and then the other person reads a sentence until they have completed the reading. When they have finished reading, tell them they must answer three questions on a separate sheet of paper: a) What is a Coat of Arms? b) What is its purpose? and c) Why is it important? Tell students they will have ten minutes to complete this starting now.
4. **Present** – At the end of ten minutes, call time. Tell students they will present their answers to the class. Have them decide which partner will present. Tell them you are going to get through this quickly. So as soon as they are called upon they should stand and read or explain their answers to the three questions.
5. **Image Interpretation** – Next, post on the overhead the following Coat of Arms (or you can hold it up for the class to see or you can photocopy it for each pair): a copy is located at <http://www.loc.gov/exhibits/1492/columbus.html>. **Make sure you only show students the Coat of Arms, because you want them to look at images/symbols and decipher what they represent. (The text on the page tells whose Coat of Arms it is, which defeats the purpose—you want students to try to figure out what the images/symbols mean without having any previous knowledge of the owner).** Ask students to examine it and see if they can guess what the images are and whose Coat of Arms it might be. Take answers from as many students as you can, being sure to ask them why they believe their answer is correct. Ask them to support their answers with evidence from the Coat of Arms and any background knowledge they may bring to the discussion.
6. **Popcorn Reading** – Finally, hand out the two paragraphs below (or you can place it on the overhead). This is who the Coat of Arms belonged to. Tell the students you would like them to **Popcorn** read these paragraphs as a class. This means that one student begins the reading out loud. When that student finishes, she calls on the next student to read. No one may read more than a paragraph, but they must read at least one sentence. Tell them the idea is to have no pauses between students. As soon as they hear their name called, they should continue the reading. Ask for a volunteer to start.

“As a reward for his successful voyage of discovery, the Spanish sovereigns granted Columbus the right to bear arms. According to the blazon specified in letters patent dated May 20, 1493, Columbus was to bear in the first and the second quarters the royal charges of Castile and Leon -- the castle and the lion -- but with different tinctures or colors. In the third quarter would be islands in a wavy sea, and in the fourth, the customary arms of his family.

The earliest graphic representation of Columbus's arms is found in his Book of Privileges and shows the significant modifications Columbus ordered by his own authority. In addition to the royal charges that were authorized in the top quarters, Columbus adopted the royal colors as well, added a continent among the islands in the third quarter, and for the fourth quarter borrowed five anchors in fess from the blazon of the Admiral of Castille. Columbus's bold usurpation of the royal arms, as well as his choice of additional symbols, help to define his personality and his sense of the significance of his service to the Spanish monarchs.”

7. **Explain** – When students have finished reading, ask if anyone guessed correctly, that the Coat of Arms they were looking at was Columbus'. Tell students they will be creating their own Coat of Arms to represent the important aspects of themselves. Tell them they have already started by creating the four images last night for homework. Tell them they may use those images or they may choose to create new ones. The Coat of Arms they studied today may have given them new ideas for their own Coat of Arms. That's great! Tell them to think about how they will convey the important aspects of themselves through images so that others will understand.

8. Create a Motto—Tell students their job tonight will be to create a motto for their four images and to add two more images to make a total of six. If they would like to change any of their images, now is their chance.
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HOMEWORK

- 1) Create a Motto for your images.
 - 2) Add two more images that represent you.
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GROUP ROLES

None, except for their pair work

DOCUMENTATION FOR PORTFOLIO

None