

Team 8

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The Great State of Illinois

Approximate time for lesson: 45 minutes

Grade Level: 3rd Grade

Broad Goals: The students will learn important facts about their home state of Illinois. Students will be able to identify the state flag, important state symbols, boarding states, and major rivers or lakes in and surrounding Illinois. Students will also have a better understanding of where their hometown is located on the map of Illinois. Overall students will have a better understand of the great attributes of Illinois and why Abraham Lincoln was so fond of this state.

Standards:

- IL.4.A.1a > Listen attentively by facing the speaker, making eye contact and paraphrasing what is said.
- IL.4.A.1b > Ask questions and respond to questions from the teacher and from group members to improve comprehension.
- IL.4.A.1c > Follow oral instructions accurately.
- IL.16 GOAL: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.
- IL.16.B.1a.US > Identify key individuals and events in the development of the local community (e.g., Founders days, names of parks, streets, public buildings).
- IL.16.E STANDARD: Understand Illinois, United States and world environmental history.
- IL.17.A.1a > Identify physical characteristics of places, both local and global (e.g., locations, roads, regions, bodies of water).
- IL.17.D STANDARD: Understand the historical significance of geography.

Objectives: The students will be able to identify different state symbols, what states border Illinois, and other important facts about Illinois. Students will be able to locate approximate location of Charleston on the Illinois map. Students will also be able to create their own state flag using symbols they believe to be important in the state of Illinois.

Illinois and some reasons as to why they like those things about Illinois then we will move on to looking at the map that I will provide of Illinois. I will give each student a map and then I will tell them a few hints about where Charleston is on the map and ask them to label where they think Charleston is on the map. The hints will be based off the map they are given and will read:

- Charleston is south of Chicago
- Charleston is north of Carbondale
- Charleston is a little southeast of Springfield
- Charleston is northeast of Alton

I will begin by asking the students the following questions:

- Does anyone know Illinois' state bird?
- Does anyone know what the state mammal is in Illinois?
- Who can tell what the state flower is in Illinois?
- What is the state insect in Illinois?
- How about the state fish, does anyone know what that is?
- Can anyone tell me what the state tree is in Illinois?
- Now who can tell me the capital of Illinois? Was this always the capital? How about when Lincoln was alive?
- How many people do you think live in Illinois?

After we have discussed some of the state symbols and facts about Illinois then we will talk about the states that border the Illinois. I will begin by asking the students if they already know what states border Illinois. Once we have discussed the states that border Illinois then I will show them a map that shows the bordering states of Illinois. Using this map I will ask them if they notice anything else that is on the border of Illinois. (I am looking for Lake Michigan as the answer)

After we have discussed the facts about Illinois and looked at maps showing Illinois and the surrounding areas then I will show the students a picture of the Illinois State Flag. We will briefly discuss the flag and what's on it. I will then give each student a piece of small poster board and ask them to pretend they have been asked to design the new Illinois State Flag. While designing this I will ask them to keep in mind all the things they have learned about Illinois including the natural resources, the state symbols and facts, the effect Lincoln had and etc. To help the students generate ideas for their flag I will ask them to quickly review the interesting things they've learned about Illinois and while they tell me I will write these ideas out for them on a large piece of poster board. Each student will then design his/her own Illinois State Flag.

Modeling for Guided Practice:

To help the students with designing their state flags I will review with them all the things they have learned about Illinois. While we are reviewing and they are telling me the fun things they have learned I will write these items on a large piece of poster board so they have some ideas to use while making their flags. I will also use a picture of the current Illinois state flag to get them started on what a state flag looks like. We will discuss the importance of printing the word Illinois somewhere on the flag and using items that represent our state of Illinois.

Conclusion:

The students have now learned more information about their state of Illinois. Not only do the students know the different types of resources in Illinois but now they also know the state symbols, the state capital and population, and the states that surround Illinois. Students will also have a better understanding of when and how long Lincoln lived in this state and reasons as to why he may have liked this state so much. The lesson will help students to take pride in the state they live in.