

## Coat of Arms

### Lesson Overview

<b>Overview:</b>	Students will examine Columbus' coat of arms. The website The Meanings Behind the Symbols will be used to decipher the meaning behind his coat of arms. Students will then create a personal coat of arms.
<b>Grade Range:</b>	Pre K-2
<b>Objective:</b>	After completing the activity, students will be able to: <ul style="list-style-type: none"><li>Analyze Columbus' coat of arms to determine the meaning of colors and symbols.</li><li>Create a personal coat of arms.</li></ul>
<b>Time Required:</b>	One class period of 45 minutes.
<b>Discipline/Subject:</b>	Social Studies and Reading
<b>Topic/Subject:</b>	Culture, Folklife, Immigration, American Expansion
<b>Era:</b>	Settlement, Beginning to 1763

### Standards

#### Illinois Learning Standards:

Common Core State Standards:  
English Language Arts Standards: Speaking & Listening: Grade 1  
SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

### Materials

<b>Handouts:</b>	The Meaning Behind the Symbols handout, Personal Coat of Arms template.
<b>Analysis Tools:</b>	Analyzing Photographs & Prints
<b>Other:</b>	Crayons

#### Library of Congress Items:

Title of Source: Columbus' Coat of Arms-1492 an Ongoing Voyage Exhibit  
Date of Creation: 1502  
URL of Source: <http://loc.gov/exhibits/1492/columbus.html>

#### Online Resources:

Title: The Meanings Behind the Symbols.  
URL: <http://www.fleurdelis.com/meanings.htm>  
Description: This website describes the meaning behind the colors and symbols found on a coat of arms.

## Procedures

Procedure Step #	Resource or Material Used
1. Project and pass out copies of the photo of <i>Christopher Columbus' coat of arms</i> . Ask general questions about the photograph, such as, "What is the object shown?" Look at and discuss each of the four sections on the coat of arms. The top left section displays a castle on a red background. Questions about this first section may include: "What does the castle tell you about the setting?" "The castle is on a red background. Why would Columbus choose the color red?"	LOC Item
2. Guide students through the examination of the photograph with observation questions, such as "What do you know about a coat of arms?" "Do people use coat of arms today?"	Analysis Tool
3. Move on to interpretation questions such as, "Why is it important?" "What do you think the items on the coat of arms represent?" "Why do you think Columbus chose these objects?", "What is another object Columbus could have added to his coat of arms?" "What objects would you put on your coat of arms?" "Why?" "What colors?" "Why?"	Analysis Tool
4. Ask the question, "How would I want my own coat of arms to symbolize me?"	
5. Distribute the handout based on The Meaning Behind the Symbols website and explain (cite) where the information on the handout came from. Use handout to determine the meaning behind Columbus' coat of arms.	Meaning Behind the Symbols handout
6. Pass out the Personal Coat of Arms template. Students will create their own coat of arms. Students should choose objects and colors reflective of their own personal values.	Personal Coat of Arms template
7. Finally, each child will present his/her coat of arms. The presenter is expected to identify each object or color and the meaning behind it. The teacher should informally assess each child's understanding of the symbols guide as he/she presents.	

## Evaluation

Students will be questioned throughout the lesson. Teacher questioning will be used to determine student understanding of the meaning behind Columbus' coat of arms. As each student presents and explains, his/her personal coat of arms the teacher will informally assess each child's interpretation of the symbols' guide.

## Extension

As a lead in activity, the teacher will read *Coat of Arms* by Catherine Daly-Weir. In this book, students will discover the importance of and reasoning behind a coat of arms. As an extension activity, students will visit the website Make Your Coat of Arms located at [www.makeyourcoatofarms.com](http://www.makeyourcoatofarms.com) to create and print a personal; coat of arms

### Author Credits:

L.Gosnell  
Carolyn Wenz Elementary School









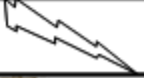






## The Meaning Behind the Symbols



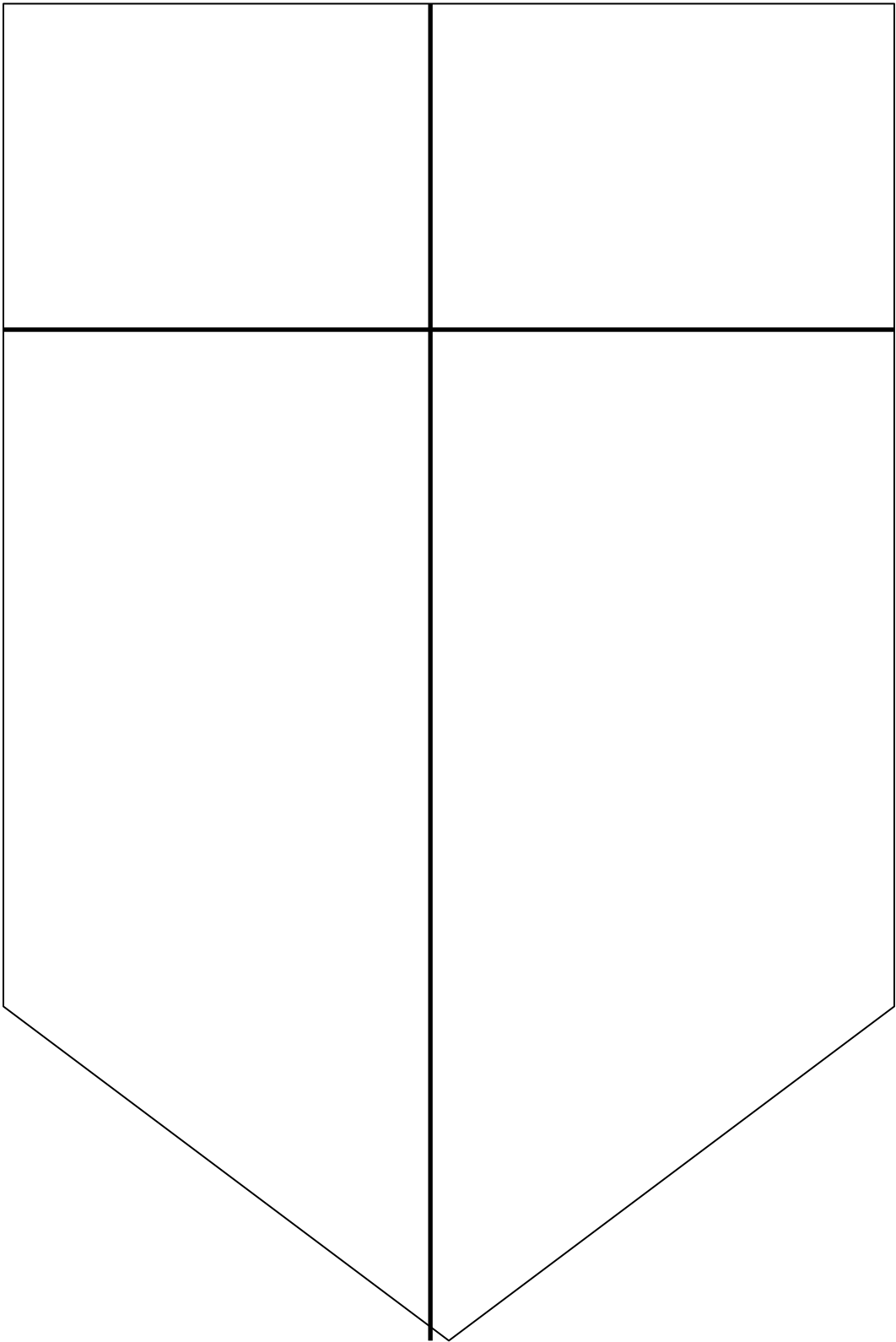
<u>Color</u>	<u>Meaning</u>
Gold	generosity or kindness
Silver or white	peace
Red	warrior, military strength
Blue	truth or loyalty
Green	hope, joy, happiness
Purple	royal, justice
orange	worthy ambition or goal



<u>Symbol</u>	<u>Picture</u>	<u>Meaning</u>
ant		wisdom
bear		strength
Butterfly		soul
candle		light, life
castle		safety; protection
cat		liberty, courage
cross		faith
dog		courage, loyalty
elephant		great strength, wit happiness, or good luck

<u>Symbol</u>	<u>Picture</u>	<u>Meaning</u>
flower		hope and joy
fox		wisdom or wit
heart		charity or give a helping hand
lightning bolt		power
lion		bravery, strength
snake		wisdom
ship		sea voyage
star		excellence
sun		glory, fountain of life
tree		life

\_\_\_\_\_ 's Coat of Arms



## Analyzing Photographs & Print

**Observe:** Have students identify and note details.

Sample Questions: What is the object shown? Where is your eye drawn first? What objects do you see? What is the physical setting? What colors do you see? What other details can you see?

**Reflect:** Encourage students to generate and test hypotheses about the image.

Sample Questions: Why do you think this image was made? When do you think it was made? Who do you think was the audience for this image? What tools were used to create this? What can you learn from examining this image? If someone made this today, what would be different? · What would be the same?

**Question:** Have students ask questions to lead to more observations and reflections.

What do you wonder about... who? what? when? where? why? how?