

Open Up the Textbook (OUT)

Enlarge

Complicate

Contest

Vivify

Title: Nevada Symbols and Mottos

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In this OUT analysis, 4th grade students will study Nevada symbols, poetry, and songs in order to better understand Nevada's image and portrayal. This OUT analysis provides students with documents that are meant to deliberately enlarge the textbook.

This analysis will be most effective if students are allowed to collaborate, working in small heterogeneous groups to analyze the texts. The texts that accompany the textbook are complex and include difficult vocabulary and syntax. This lesson should take between 3-4 days allowing students to comprehend and practice fluency is an essential part of this lesson please allow time for these by utilizing the following strategies: Multiple readings, Annotation, Collaboration, Discussion, and Writing. **It is essential to pre-teach Super Annotator skills before this lesson.**

ELA Standards:

Reading: RL4.4, RL4.5, RL4.9, RI.4.1; Writing: W.4.2; Speaking and Listening: SL.4.1, SL.4.6;
Language: L.4.5, L.4.6

Social Studies Standards:

H2.4.5: Explain the symbols, mottoes, and slogans related to Nevada, i.e., "Battle Born," the state seal, and "Silver State."

H3.4.4: Explain how advances in technologies have impacted Nevada, i.e., railroads, mining and gaming.

G6.4.4: Show how regional change in Nevada from decade to decade has affected characteristics of place, i.e., plows allow farmers to prepare the land for planting, pick axes assist in mining operations.

E.10.4.4: Define productive resources.

Source A: The Textbook – *Nevada: Our Home*, by G.P. DeBunnah, p.10-12, excerpted.

If you were asked to name an animal that stands for Nevada, what would you say? Could you name a flower that blooms all around the state? Do you know which tree has been an important part of our state's history? Nevada has many state symbols. Symbols are a source of pride for the people who live here. They are also keys to understanding Nevada's history. ...

Our State Flag

Nevada has had four different state flag designs. The first flag had a blue background with 36 silver and gold stars. The stars stood for Nevada as the 36th state in the United States. The silver and gold stood for our mining wealth.

Our second flag had the state seal in the center. But a mistake was made with 37 stars were put on the flag instead of 36. The flag stayed that way for a long time. On the third flag, the

state seal was taken off. Two branches of sagebrush were added near the top left corner. The words “Battle Born” were also added. They remind us that Nevada became a state during the Civil War.

Our State Trees

Did you know Nevada has two state trees? The first tree our state adopted was the single leaf pinon pine. It is one of Nevada’s most common trees. It can grow even in dry, rocky places. Pine nuts are the seeds of the pinon pine. Early Native Americans gathered pine nuts for food. Each year, Native Americans had a celebration to give thanks for the pine nut harvest. Early miners also used the pinon pine. Trees were cut into timbers to support the walls and ceilings of the mine. The wood was also burned to make charcoal. Hot charcoal fires were used to smelt, or melt metals from rocks.

Not long ago, the bristlecone pine also became a state tree. It was the idea of students from Ely, Nevada. This bristlecone pine is one of the oldest living things on earth. These pines live in our states highest mountains. Some bristlecone pines are more than 4,000 years old. Like the pinon pine, the bristlecone also thrives in Nevada’s harsh, or rough, land.

Sagebrush, our state flower, is really a bush with small yellow and white flowers. It blooms in the spring and can grow up to 12 feet high. Sagebrush also grows in the dry soil, where most plants cannot. It was used in many ways by early Native Americans. They ground the leaves for medicine and stripped its bark to weave into mats. Early settlers used sagebrush to help them learn about the soil. Where the sagebrush was tall, they knew the soil would also be good for growing crops. Sagebrush was important for animals too. Cattle, sheep, and wild animals ate it during the long winter months.

...

Our State Colors and Nicknames

Silver and blue are Nevada’s state colors. Silver stands for our most important mineral and blue for our beautiful skies. Our state nicknames are *The Silver State*, *Battle-Born State*, and *The Sagebrush State*. The word Nevada means “snow-capped” in Spanish.

Nevada symbols are very important to us. They remind us that Nevada is different from other states. Each symbol reflects strengths that are needed to survive in Nevada’s harsh deserts. We can develop pride in Nevada by learning about our symbols and how they make our state unique.

(More information on the state bird, fossil, metal, animal, fish, gemstone, rock, reptile, and artifact can be found in Chapter 1.)

Source A: Questions for Consideration

1. A symbol is an object that represents, stands for, or suggests an idea, visual image, belief, or action. List the symbols describe in the text and next to each write down a phrase about what that symbol represents.

2. What is meant by the motto Battle-Born?

3. What is the purpose of having state symbols?

**Source C: Song Lyrics – *Home Means Nevada* by Bertha Raffetto
(Adopted by the Legislature as the State Song on February 6, 1933)**

Way out in the land of the setting sun,
Where the wind blows wild and free,
There's a lovely spot, just the only one
That means home sweet home to me.
If you follow the old Kit Carson trail,
Until desert meets the hills,
Oh you certainly will agree with me,
It's the place of a thousand thrills.
Home means Nevada
Home means the hills,
Home means the sage and the pine.
Out by the Truckee, silvery rills,
Out where the sun always shines,
Here is the land which I love the best,
Fairer than all I can see.
Deep in the heart of the golden west
Home means Nevada to me.

Whenever the sun at the close of day,
Colors all the western sky,
Oh my heart returns to the desert grey
And the mountains tow'ring high.
Where the moon beams play in shadowed glen,
With the spotted fawn and doe,
All the live long night until morning light,
Is the loveliest place I know.
Home means Nevada
Home means the hills,
Home means the sage and the pines.
Out by the Truckee's silvery rills,
Out where the sun always shines,
There is the land that I love the best,
Fairer than all I can see.
Right in the heart of the golden west
Home means Nevada to me.

Source C Questions for Consideration

1. Make a list of physical elements of geography described in the state song.
2. Does the text of the state song better align with the state seal one of the state mottos? Explain your answer using evidence.
3. What descriptive words and phrases are used to describe how the author feels about Nevada?

Source D: *Dame Nevada* by cowboy poet laureate Waddie Mitchell, for Nevada's 150th birthday

Watch the author recite the poem at www.youtube.com/watch?v=fFpEGX4RNEE. Watch before reading and then again after students have tackled the questions. If time permits, take time to interpret each stanza of this beautiful poem.

There's a basin, wrought of reason,
tortoise dry and clean of air
Where rivers hike to meet their fate,
get lost and disappear
Where Grand Adventure had a say
and different would prevail
And where only hardy life hangs on
to all that it entails

Where hidden hints of Eden¹
are revealed to those who seek
And where Bristlecone stand sentinel²
from high atop her peaks
Where the Shoshone and the Paiute
and the Washo stories tell;
'If we but live within Her wishes,
we will prosper and live well'

Deemed and destined Dame Nevada,
cloaked in sage and sunset crowned
Making sense and friends and legends,
turning prudence upside down
She alludes to and may prove to
be enigma in disguise
Dealing wisdom and compassion,
still, refusing compromise

She's the rugged scent of essence
and immense in scope and feel
Mountainous and rightly stubborn,
cold and sensuous and real
Open minded and closed fist ed
and diverse in all she's of
And, as tight with her resources
as she's liberal with her love

And She settled hardy settlers,
and She dished prospectors ore
And She was booming as the U. S.
fought its most un-Civil War
And when there's have and needed'
bureaucratic tape gets cleared
So, She's flown the flag of statehood now, one
hundred fifty years

And as stewards of Her masterpiece,
the standards been set high,
Be protective and responsive to Her needs and feed
Her pride
And as Nevadans, we should not forget what native
stories tell;
'If we but live within her wishes, we will prosper
and live well'

Source D Questions for Consideration

1. This poem uses personification, referring to Nevada as a "dame" or woman. Underline all of the words in the poem that demonstrate this personification.
2. Circle words and phrases in the poem that you recognize from Nevada history and geography. Choose two ideas you circled and describe what you know about this idea.
3. What cultural traits about Nevada are highlighted in this poem? What symbols are highlighted?

¹ A perfect, heavenly garden

² guard

Culminating Task

This is an informative writing task based on NVACS standards W.4.2, W.4.4, and L.4.6. Students will demonstrate their understanding of the texts as well as the ways in which the textbook was enlarged through a poem of their own.

The Governor of the State of Nevada has proposed a contest for the best poem that symbolizes Nevada. Students will be asked The winning poem will be read by the author at the 4th of July celebration for the State. The governor will also award the winning poet a full scholarship to the University of Nevada!

The poem must be well-written and encompass qualities from all areas of the state. It must also include important historical details. The poem must describe the most important environmental, geographical, human, and cultural aspects of Nevada. Guidelines follow:

- Use appropriate words and phrases to describe Nevada. Use a variety of words and avoid using the same words multiple times.
- Title your poem.
- Your poem should include at least four stanzas. The stanzas should each focus on one of the big ideas behind Nevada symbols: environment (plants and animals), geography (land formations and weather), human (history and jobs), culture (lifestyle and groups of people).
- Each stanza should include important vocabulary and evidence from the sources in this OUT.
- Highlight the evidence from OUT sources.
- Your poem can rhyme but does not have to rhyme.
- Make sure to capitalize proper nouns within your poem.

Title: Nevada Symbols and Mottos

Teacher Instructions

In this OUT analysis students will study Nevada symbols, poetry and songs to better understand Nevada's image and portrayal and the difference between symbols and mottos. This OUT provides students with documents to deliberately enlarge the textbook.

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1. Annotation
2. Collaboration
3. Discussion
4. Writing
5. Essential to pre teach the Super Annotator skills before this lesson.

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Source A: The textbook – Nevada: Our Home, by G.P. DeBunnah, p. 10-12, excerpted.

Teaching strategies:

Day 1-2: Depending on your class, either read aloud or have the class read independently. After the first read, discuss initial reactions to the text whole class allowing time for students to talk in small groups first. Discussion prompting questions: What is the gist of this reading? What is the most important piece of information you remember from the reading? What type of text is this: informative, opinion or narrative?

Teacher reads the text aloud to the students allowing students to annotate while he/she reads. Scaffold this lesson by annotating the text under the ELMO or interactively with your class. If just beginning the annotation process, teacher should stop after the end of every section or paragraph and have students write the main idea in the margin, circle words they don't understand and note the most important information.

Whole class: have students share words they don't understand. Give them time to discover the meaning of words themselves, unless previously noted.

Day 2-4:

1. Students will partner read this text aloud using the EEKK strategy for fluency practice.
2. In groups, have students discuss and share whole class the answers to the following questions:

1. What is a symbol?
2. What is a mottoes?

Create a t-chart with symbols and mottoes at the top. Have class generate a list of symbols and mottoes using the text as evidence to support their reasoning. They should do this activity in their small groups first. Teacher may use a give one get one strategy to keep students engaged during this part of the lesson.

Set the timer for 5-10 minutes allowing students to find as many of each as they can. After the time is up, have students find one partner to share their lists and add or change anything that they have on their current list. Teacher can decide how many rotations to use.

Have one student record information as the whole class shares symbols and mottoes from their list.

Leave this chart up for the class during this entire OUT. May even decide to leave up for the entire school year.

Source B:

1. Add any symbols from the Nevada Seal to your class list created with Source A.
2. Discuss with your group: using evidence/symbols in the seal, which mottoes, you have on your class list, seem most appropriate. (examples should include: The Silver State, Battle-Born, or The Sagebrush State.) Have students do a quick write describing their decision.
3. Have students share whole class.

Source C: Song Lyrics

1. Read aloud or have students read independently.
2. Read aloud and have students annotate.
3. Share words students don't understand whole class and discuss meanings.
4. Break the song into the following chunks and have students work in groups to understand the gist of each section. (Option: have groups work on different sections and then share whole class.) 1. Lines 1-8. 2. 9-15. 3. 16-25. 4. 26-end.

Possible activities: list the emotions the author states, list the figurative language the author uses, list the physical geographic points the author uses. Have students discuss these topics focusing on author's purpose.

Share whole class.

Discuss: does the text of the song better align with the state seal or one of the state mottoes? Use evidence to explain your reasoning.

What descriptive words and phrases are used to describe how the author feels about Nevada?

Source D: Dame Nevada by cowboy poet laureate Waddie Mitchell, for Nevada's 150th birthday

1. Read aloud to whole class. Discuss students' initial reactions.
2. Read aloud and have students annotate the poem.
3. Discuss students' annotations.
4. Possible activities for students include the following:
 - a. List all the last words from each line of the poem: reason, air, fate, disappear, say, prevail, on, entails....). Have students discuss the words as a whole focusing on author's purpose for choosing these words.
 - b. Find words that rhyme and list them. Discuss author's purpose for using these words.
 - c. Read one stanza in small groups and find the gist.
 - d. Find any figurative language in the stanza assigned and decipher the meaning.
 - e. Share findings whole class and discuss.
 - f. Quick write: How does the author feel about Nevada? How does he show these feelings?

Alternative Culminating activity:

Students create their own “state seal” using the attached template. They must include a caption with a brief explanation of their seal and a key describing the elements they have chosen to include and reasons for including each element.

FINAL PROJECT RUBRIC

	4	3	2	1
Symbols	Final project contains more than 5 symbols that clearly and effectively represent you and your life	Final project contains at least 5 symbols that adequately represent you and your life	Final project contains less than 5 symbols that unevenly represent you and your life.	Final project contains less than 3 symbols that have a vague connection to you and your life.
Caption	The caption is consistent, focused, clear and appropriate to the audience.	The caption is adequate and generally focused and adequately addresses the audience.	The caption is somewhat clear with some extraneous material and insufficiently addresses the audience.	The caption has little or no focus, very brief and may be confusing and inappropriate for the audience.
Key	The key is clear, effective and well organized.	The key has some organization with minor flaws.	The key is inconsistent and lacks organizational structure.	The key has no organizational structure and extraneous ideas.