How does the American Flag inspire patriotism and citizenship among people in America?
TO THE EDUCATOR:

The purpose of the Educational Resource Handbooks is to develop and enhance the students’ knowledge and understanding of leadership, citizenship and character.

Through the study of people, their values, and the events that led to the development of the United States Flag and its symbols, students will develop an understanding of their American heritage and of the need to continue strong leadership, citizenship and character.

FEATURES OF THE HANDBOOKS

1. Aligned to the Common Core Standards in the area of…
   a. Reading – Literature
   b. Reading – Informational Text
   c. Foundational Skills
   d. Writing
   e. Speaking and Listening
   f. Language
2. Interdisciplinary approach
3. Adaptable across grade levels
4. Adaptable to all levels of learning
5. Teacher friendly
6. Format includes: Lesson Objectives
   a. Motivation
   b. Discussion
   c. Activities
   d. Culminating Activities
8. Blackline masters
9. Lesson rubrics

The material in these handbooks is appropriate for activities during National Flag Week (PAUSE FOR THE PLEDGE OF ALLEGIANCE – June 14) and also other historical events observed throughout the school year.

The range of activities included in the lesson format can be tailored to meet the needs of the students. These suggested activities cover a broad spectrum of educational disciplines.

If you have any questions or suggestions, please feel free to contact The American Flag Foundation at 443-243-3437.
ACKNOWLEDGEMENTS: We would like to acknowledge the work of our reviewers who provided thoughtful revisions, added lessons and activities, and aligned them to the Common Core standards.

Thanks to:

Grade 3 Resource Handbook
- Danielle Taylor, 5th Grade Teacher, Church Creek Elementary School
- Sondra Bender, 3rd Grade Teacher, Churchville Elementary School

Grade 4 Resource Handbook
- Kristie Spiker, 4th Grade Teacher, Forest Hill Elementary School
- Andrew Smith, Gifted and Talented/4th Grade Teacher, Joppatowne Elementary School

Grade 5 Resource Handbook
- April Kenney, Math Class Size Reduction Teacher Grades 3 to 5, William-Paca Old Post Road Elementary School
- Diane May, 5th Grade Teacher, Ring Factory Elementary School

Program of
The American Flag Foundation, Inc.
P. O. Box 435 • Riderwood, MD 21139
443-243-3437 • www.americanflagfoundation.org

3rd Grade Resource Guide • The American Flag Foundation • www.americanflagfoundation.org
Preface

This educational handbook has been prepared by The American Flag Foundation, Inc. and its content approved by the Maryland State Department of Education. This handbook has been prepared especially for 3rd, 4th and 5th grade elementary school students by members of the Star-Spangled Banner Education Committee of the Foundation who have had experience in developing curriculums in the State of Maryland for grades K-12. The Foundation is a nonprofit organization that promotes, through its programs below, a sense of patriotism and the historic symbols and meanings of the American Flag.

Living American Flag

Since 1984, approximately 4,000 3rd, 4th and 5th graders from public, private and home study schools in Baltimore City and the surrounding counties have formed a Living American Flag at Fort McHenry and elementary schools sites. This represents the concluding stages of the Living American Flag Educational Program, a goal and “wrap up” event which is worked toward throughout the school year, integrated with a student essay contest on the U. S. Flag. All of this student/teacher/parent work and preparation culminates in a reenactment of the original “Human Flag” formed in 1914 to celebrate the 100th anniversary of the successful 1814 defense of Baltimore during the War of 1812 and the origin of the writing of the Star-Spangled Banner, our national anthem. Programs have the option of being accompanied by Francis Scott Key, Mary Pickersgill and additional historic characters in period clothing who will discuss with students their place and period in history.

The Annual National Pause for the Pledge of Allegiance

Flag Day, June 14, 7:00 p.m. — A centerpiece of the mission of The American Flag Foundation is to promote the participation of all Americans in the Annual National Pause for the Pledge of Allegiance held each year at Fort McHenry and throughout the United States. In partnership with the National League of Cities, The American Flag Foundation coordinates with 2,500 mayors of cities and towns across the United States, encouraging them to lead their local citizens at 7:00 p.m. in a Pause to recite the Pledge of Allegiance. The concept of the Pause originated in 1980. The American Flag Foundation has sponsored the annual National Pause for the Pledge of Allegiance program every year since.
Star-Spangled Banner Outreach Program

A key program under development is the Star-Spangled Banner 15-State Living American Flag project. Initiated in 2001, the program seeks to expand the Living American Flag Program held in Baltimore to take place at historic sites in the original fifteen states. A local task force of key government officials is currently actively working with representatives from a number of the fifteen original states to organize this effort.

21 Days to Honor America

The United States Congress dedicated the period from Flag Day, June 14th, through Independence Day, July 4th, as “21 Days to Honor America” (89 STAT. 211). We encourage all Americans to fly the U. S. Flag during those official 21 days.

Louis V. Koerber Patriotism Award

The Louis V. Koerber Patriotism Award is presented to promote the observance of Flag Day, June 14th and the annual National Pause for the Pledge of Allegiance, by honoring a citizen who has offered extraordinary service and support to educate the public about the meaning of the Flag, the need for national unity and to raise the awareness of the American people of the history, the spirit, the legacy and the promise of the Star-Spangled Banner.

We continue to owe a debt to our many colleagues and friends for their helpful comments and suggestions in the development of earlier editions of our text.

Special thanks also go to the Educational Review Committee of The American Flag Foundation, Inc.: Patricia Perluke, Sam Smith, and Linda Bishop.
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Grade 3 Match To Common Core Standards
Standard Area: Reading Standards - Literature

Students will build their stamina and skill to proficiently read challenging, grade-appropriate complex literature and informational text such that they can draw on or infer specific details and examples from the text, understand the craft and structure of text, and integrate knowledge and ideas.

<table>
<thead>
<tr>
<th>Content Standards</th>
<th>Corresponding Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>RL.3.1 Students will ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (KID)</td>
<td>Lesson 4: Activity 3</td>
</tr>
<tr>
<td>RL.3.2 Students will recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. (KID)</td>
<td>Lesson 1: Motivation 1, Lesson 3: Motivation 1</td>
</tr>
<tr>
<td>RL.3.3 Students will describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. (KID)</td>
<td>Lesson 1: Motivation 1, Lesson 2: Motivation 2, Lesson 3: Motivation 1, Lesson 4: Motivation 3, Lesson 6: Motivation 6, Lesson 7: Motivation 4</td>
</tr>
<tr>
<td>RL.3.4 Students will determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language. (CAS)</td>
<td>Lesson 1: Motivation 1, Lesson 4: Activity 3</td>
</tr>
<tr>
<td>RL.3.5 Students will refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. (CAS)</td>
<td>Lesson 1: Motivation 1, Lesson 2: Motivation 2, Lesson 3: Motivation 1, Lesson 4: Motivation 3, Lesson 6: Motivation 6, Lesson 7: Motivation 4</td>
</tr>
<tr>
<td>RL.3.6 Students will distinguish their own point of view from that of the narrator or those of the characters. (CAS)</td>
<td>Lesson 1: Motivation 1, Lesson 4: Activity 3</td>
</tr>
<tr>
<td>Content Standards</td>
<td>Corresponding Activities</td>
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<tr>
<td>RL.3.7 Students will explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting). (IKI)</td>
<td>Lesson 1: Motivation 1</td>
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<tr>
<td></td>
<td>Lesson 2: Motivation 2</td>
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<td>Lesson 3: Motivation 1</td>
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<td>Lesson 4: Motivation 3</td>
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<td>Lesson 6: Motivation 6</td>
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<td>Lesson 7: Motivation 4</td>
</tr>
<tr>
<td>RL.3.9 Students will compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series.) (IKI)</td>
<td>Lesson 1: Motivation 1</td>
</tr>
<tr>
<td></td>
<td>Lesson 2: Motivation 2</td>
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<td></td>
<td>Lesson 3: Motivation 1</td>
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<td>Lesson 4: Motivation 3</td>
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<td></td>
<td>Lesson 6: Motivation 6</td>
</tr>
<tr>
<td></td>
<td>Lesson 7: Motivation 4</td>
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<tr>
<td>RL.3.10 Students will, by the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2 – 3 text complexity band independently and proficiently. (ROR)</td>
<td>Lesson 1: Motivation 1</td>
</tr>
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<td>Lesson 2: Motivation 2</td>
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<td>Lesson 3: Motivation 1</td>
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<td>Lesson 4: Motivation 3</td>
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<td>Lesson 6: Motivation 6</td>
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<td>Lesson 7: Motivation 4</td>
</tr>
</tbody>
</table>
Grade 3  Match To Common Core Standards
Standard Area: Reading Standards – Informational Text

Students will build their stamina and skill to proficiently read challenging, grade-appropriate complex literature and informational text such that they can draw on or infer specific details and examples from the text, understand the craft and structure of text, and integrate knowledge and ideas.

<table>
<thead>
<tr>
<th>Content Standards</th>
<th>Corresponding Activities</th>
</tr>
</thead>
</table>
| RI.3.1 Students will ask and answer questions to demonstrate understanding of a   | Lesson 2: Discussion 1  
| text, referring explicitly to the text as the basis for the answers. (KID)       | Lesson 3: Discussion 1  
|                                                                                 | Lesson 4: Discussion 2  
|                                                                                 | Lesson 5: Discussion 1  
|                                                                                 | Lesson 6: Activity 1  
|                                                                                 | Lesson 6: Activity 4  |
| RI.3.2 Students will determine the main idea of a text; recount the key details   | Lesson 2: Activity 1  
| and explain how they support the main idea. (KID)                               | Lesson 4: Discussion 6  |
| RI.3.3 Students will describe the relationship between a series of historical     | Lesson 2: Activity 1  
| events, scientific ideas or concepts, or steps in technical procedures in a     | Lesson 2: Activity 2  
| text, using language that pertains to time, sequence, and cause/effect. (KID)   | Lesson 3: Activity 3  
|                                                                                 | Lesson 4: Discussion 2  
|                                                                                 | Lesson 6: Activity 2  |
| RI.3.4 Students will determine the meaning of general academic and domain-specific| Lesson 1: Discussion 1  
| words and phrases in a text relevant to a grade 3 topic or subject area. (CAS)   | Lesson 1: Discussion 6  |
| RI.3.5 Students will use text features and search tools (e.g., key words,        | Lesson 1: Activity 3  
| sidebars, hyperlinks) to locate information relevant to a given topic efficiently.| Lesson 1: Motivation 3  
| (CAS)                                                                           | Lesson 1: Resource 10  
|                                                                                 | Lesson 2: Activity 1  
|                                                                                 | Lesson 2: Resource 11  
|                                                                                 | Lesson 2: Boy Scout website  
|                                                                                 | Lesson 3: Discussion 2  
|                                                                                 | Lesson 3: Activity 2  
|                                                                                 | Lesson 3: Additional Media  
|                                                                                 | Lesson 4: Motivation 2  
|                                                                                 | Lesson 4: Activity 1  
|                                                                                 | Lesson 4: Activity 2  
|                                                                                 | Lesson 4: Activity 4  
|                                                                                 | Lesson 4: Resource 7  
|                                                                                 | Lesson 5: Motivation 1  
|                                                                                 | Lesson 5: Video and Text 1  
|                                                                                 | Lesson 6: Motivation 3  
|                                                                                 | Lesson 6: Activity 4  
<p>|                                                                                 | Lesson 7: Discussion 2  |</p>
<table>
<thead>
<tr>
<th>Content Standards</th>
<th>Corresponding Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>RI.3.6 Students will distinguish their own point of view from that of the author</td>
<td>Lesson 4: Activity 3</td>
</tr>
<tr>
<td>of a text. (CAS)</td>
<td>Lesson 5: Video and Text 2</td>
</tr>
<tr>
<td>RI.3.7 Students will gain information from illustrations (e.g., maps, photographs)</td>
<td>Lesson 1: Motivation 3</td>
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<tr>
<td>and the words in a text to demonstrate understanding (e.g., where, when, why, and</td>
<td>Lesson 6: Activity 1</td>
</tr>
<tr>
<td>how key events occur). (IKI)</td>
<td>Lesson 7: Discussion 1</td>
</tr>
<tr>
<td>RI.3.8 Students will describe the logical connection between particular sentences</td>
<td>Lesson 3: Activity 2</td>
</tr>
<tr>
<td>and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in</td>
<td>Lesson 3: Activity 3</td>
</tr>
<tr>
<td>a sequence). (IKI)</td>
<td>Lesson 5: Video and Test</td>
</tr>
<tr>
<td>RI.3.9 Students will compare and contrast the most important points and key</td>
<td>Lesson 3: Discussion 2</td>
</tr>
<tr>
<td>details presented in two texts on the same topic. (IKI)</td>
<td>Lesson 3: Activity 1</td>
</tr>
<tr>
<td>RI.3.10 Students will, by the end of the year, read and comprehend informational</td>
<td>Lesson 1: Motivation 1</td>
</tr>
<tr>
<td>texts, including history/social studies, science, and technical texts, at the</td>
<td>Lesson 2: Activity 1</td>
</tr>
<tr>
<td>high end of the grades 2 – 3 text complexity band independently and proficiently.</td>
<td>Lesson 3: Discussion 2</td>
</tr>
<tr>
<td>(ROR)</td>
<td>Lesson 3: Activity 2</td>
</tr>
<tr>
<td></td>
<td>Lesson 4: Discussion 7</td>
</tr>
<tr>
<td></td>
<td>Lesson 5: Discussion 1</td>
</tr>
</tbody>
</table>
Grade 3 Match To Common Core Standards
Standard Area: Reading Standards – Foundational Skills

Students will build their stamina and skill to proficiently read challenging, grade-appropriate complex literature and informational text such that they can draw on or infer specific details and examples from the text, understand the craft and structure of text, and integrate knowledge and ideas.

<table>
<thead>
<tr>
<th>Content Standards</th>
<th>Corresponding Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>RF.3.3 Students will know and apply grade-level phonics and word analysis skills in decoding words. (PWR)</td>
<td>All Lessons</td>
</tr>
<tr>
<td>RF.3.4 Students will read with sufficient accuracy and fluency to support comprehension. (F)</td>
<td>All Lessons</td>
</tr>
</tbody>
</table>
Grade 3 Match To Common Core Standards
Standard Area: Writing Standards

Students will write with frequency and increasing sophistication to present the relationships between ideas and information efficiently; with emphasis on argumentative, informative/explanatory, and narrative writing, the development of understanding of production and distribution of one’s writing, and the use and understanding of research tools and ethics.

<table>
<thead>
<tr>
<th>Content Standards</th>
<th>Corresponding Activities</th>
</tr>
</thead>
</table>
| W.3.1 Students will write opinion pieces on topics or texts, supporting a point of view with reasons. (TTP) | Lesson 1: Activity 3  
Lesson 7: Activity 3 |
| W.3.2 Students will write informative/explanatory texts to examine a topic and convey ideas and information clearly. (TTP) | Lesson 2: Activity 6  
Lesson 5: Learning Journal  
Lesson 6: Activity 3 |
| W.3.3 Students will write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. (TTP) | Lesson 3: Activity 5  
Lesson 7: Activity 2 |
| W.3.4 Students will, with guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose (Grade-specific expectations for writing types are defined in standards 1–3 above). (PDW) | Lesson 4: Activity 2 |
| W.3.5 Students will, with guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3). (PDW) | Lesson 1: Activity 3  
Lesson 2: Activity 6  
Lesson 3: Activity 5  
Lesson 4: Activity 2  
Lesson 5: Learning Journal  
Lesson 6: Activity 3  
Lesson 7: Activity 2  
Lesson 7: Activity 3 |
| W.3.6 Students will, with guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. (PDW) | Lesson 4: Activity 2  
Lesson 6: Activity 2 |
| W.3.7 Students will conduct short research projects that build knowledge about a topic. (BPK) | |
| W.3.8 Students will recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. (BPK) | Lesson 2: Discussion 1 |
| W.3.10 Students will write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (ROW) | |

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Grade 3 Match To Common Core Standards
Standard Area: Speaking and Listening Standards

Students will speak (both in informal discussions and in more formal presentations) with growing maturity to convey ideas and information both clearly and persuasively while developing listening skills that allow them to participate effectively and contribute to groups.

<table>
<thead>
<tr>
<th>Content Standards</th>
<th>Corresponding Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>SL.3.1 Students will engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly. (CAC)</td>
<td>All Lessons</td>
</tr>
<tr>
<td>SL.3.2 Students will determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (CAC)</td>
<td>Lesson 1: Motivation 1</td>
</tr>
<tr>
<td>SL.3.3 Students will ask and answer questions about information from a speaker, offering appropriate elaboration and detail. (CAC)</td>
<td>Lesson 1: Activity 3</td>
</tr>
<tr>
<td>SL.3.4 Students will report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. (PKI)</td>
<td>Lesson 1: Activity 3</td>
</tr>
<tr>
<td>SL.3.5 Students will create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details. (PKI)</td>
<td>Lesson 7: Activity 2</td>
</tr>
<tr>
<td>SL.3.6 Students will speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification (See grade 3 Language standards 1 and 3 here for specific expectations). (PKI)</td>
<td>Lesson 1: Activity 3</td>
</tr>
</tbody>
</table>
Grade 3 Match To Common Core Standards  
Standard Area: Language Standards

Students will take a close look at the texts they encounter through the conventions of Standard English, knowledge of language and grammar, and to acquire and use vocabulary while speaking, reading, and writing.

<table>
<thead>
<tr>
<th>Content Standards</th>
<th>Corresponding Activities</th>
</tr>
</thead>
</table>
| L.3.1 Students will demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CSE) | Lesson 1: Activity 3  
Lesson 2: Activity 6  
Lesson 3: Activity 5  
Lesson 4: Activity 2  
Lesson 5: Learning Journal  
Lesson 6: Activity 3  
Lesson 7: Activity 2  
Lesson 7: Activity 3                                           |
| L.3.2 Students will demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CSE) | Lesson 1: Activity 3  
Lesson 2: Activity 6  
Lesson 3: Activity 5  
Lesson 4: Activity 2  
Lesson 5: Learning Journal  
Lesson 6: Activity 3  
Lesson 7: Activity 2  
Lesson 7: Activity 3                                           |
| L.3.3 Students will use knowledge of language and its conventions when writing, speaking, reading, or listening. (KOL) | All Lessons                                           |
| L.3.4 Students will determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. (VAU) | All Lessons                                           |
| L.3.5 Students will demonstrate understanding of figurative language, word relationships and nuances in word meanings. (VAU) |                                               |
| L.3.6 Students will acquire and use accurately grade-appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them). (VAU) |                                               |
Grade 3 Lesson One: An Introduction to the Flag of the United States

Enduring Question: How does the American Flag inspire patriotism and citizenship among people in America?

Objectives: Students will...

1. Identify names given to the United States Flag (Old Glory; Stars and Stripes; Star-Spangled Banner; Red, White and Blue).
2. Identify the United States Flag, its parts and what it represents.
3. Read or listen to the explanation of the color, symbols, and logo found on the Flag.
4. Recognize the terminology: a flag, a banner, and a pennant.

Motivation:

2. Identify the stars and stripes of the Flag and note the Flag colors through observation of the Flag or a picture of the Flag. http://www.ace-clipart.com/clipart/american_flag_photos/flag-c.jpg
3. Observe the stars on the Flag and the location of the star for their state. http://www.usflag.org/the.13.star.flag.html

Discussion:

1. The meaning of the colors of the Flag: Red - hardiness and courage; blue—loyalty, vigilance, perseverance and justice; white - purity and freedom.
2. The meaning of the stripes; they represent the thirteen original colonies.
3. The position of the stripes: red is positioned at the top and bottom; there are seven stripes from the top to bottom of the blue field.
4. Where do you see the Flag and other flags displayed?
5. Why flags are unifying symbols for a group of people.
6. The differences between a flag, a banner, and a pennant; refer to Resource Sheet – “Flags, Banners, Pennants.”

Activities:

1. Bring from home samples of flags, banners, and pennants.
2. Students can draw (correctly) and/or color an original picture or a black line master of the United States Flag to reinforce proper color and position of the stripes on the Flag.
3. Students will write an opinion piece. “What the Flag Means to Me?” would be the topic. Students must use the poems, songs, and the book presented to support their point of view with reasons. Students will present the opinion writing to an audience. Examples, http://amhistory.si.edu/starspangledbanner/share-your-story.aspx
4. Students can identify their state star by writing a brief **caption** underneath the drawing.
5. Make a word game. Write parts of the Flag on cards and place them in the correct location on a large Flag. Use the “Parts of a Flag” Resource Sheet for correct placement.
6. Create a flag or banner for your class or your school.
7. Sponsor a school-wide contest to create a school flag.
8. Design a chart or charts giving examples of flags, banners, and pennants.

**Resource Sheets:**

1. I Am the Flag – by Ruth Apperson Rous
2. The Story of Old Glory
3. Flags, Banners, Pennants
4. Poem first stanza - “Old Glory” by Ella Killam Bennet
5. Poem – “Strength In Union” by Alice C. Hoffman
6. Story Map
7. Blank Story Map
8. Black Line Master of Flag.
9. Parts of the Flag
10. The Flag We Love by Pam Munoz Ryan:  
Lesson 1 Resource Sheet 1: I am the Flag

I am the Flag of the United States of America. I was born on June 14, 1777, in Philadelphia.

There the Continental Congress adopted my stars and stripes as the national Flag.

My thirteen stripes alternating red and white, with a union of thirteen white stars in a field of blue, represented a new constellation, a new nation dedicated to the personal and religious liberty of mankind.

Today fifty stars signal from my union, one for each of the fifty sovereign states in the greatest constitutional republic the world has ever known.

My colors symbolize the patriotic ideals and spiritual qualities of the citizens of my country.

My red stripes proclaim the fearless courage and integrity of American men and boys and the self-sacrifice and devotion of American mothers and daughters.

My white stripes stand for liberty and equality for all.

My blue is the blue of heaven, loyalty, and faith.

I represent these eternal principles: liberty, justice, and humanity.

I embody American freedom: freedom of speech, religion, assembly, the press, and the sanctity of the home.

I typify that indomitable spirit of determination brought to my land by Christopher Columbus and by all my forefathers - the Pilgrims, Puritans, settlers at James town and Plymouth.

I am as old as my nation.

I am a living symbol of my nation's law: the Constitution of the United States and the Bill of Rights.

I voice Abraham Lincoln's philosophy: "A government of the people, by the people, for the people."
I stand guard over my nation’s schools, the seedbed of good citizenship and true patriotism.

I am displayed in every schoolroom throughout my nation; every schoolyard has a flag pole for my display.

Daily thousands upon thousands of boys and girls pledge their allegiance to me and my country.

I have my own law—Public Law 829, “The Flag Code” – which definitely states my correct use and display for all occasions and situations.

I have my special day, Flag Day. June 14 is set aside to honor my birth.

Americans, I am the sacred emblem of your country. I symbolize your birthright, your heritage of liberty purchased with blood and sorrow.

I am your title deed of freedom, which is yours to enjoy and hold in trust for posterity.

If you fail to keep this sacred trust inviolate, if I am nullified and destroyed, you and your children will become slaves to dictators and despots.

Eternal vigilance is your price of freedom.

As you see me silhouetted against the peaceful skies of my country, remind yourself that I am the Flag of your country, that I stand for what you are – no more, no less.

Guard me well, lest your freedom perish from the earth.

Dedicate your lives to those principles for which I stand “One nation under God indivisible with liberty and justice for all.”

I was created in freedom. I made my first appearance in a battle for human liberty.

God grant that I may spend eternity in my “land of the free and the home of the brave” and that I shall ever be known as “Old Glory,” the Flag of the United States of America. 

- Ruth Apperson Rous

http://www.usflag.org/i.am.the.flag.html
Lesson 1 Resource Sheet 2: The Story of Old Glory

“Old Glory” is a nickname for the Flag of the United States of America. A nickname is a shortened form of a real name. Or in some cases, a nickname is simply another name. Both people and objects have nicknames.

Many people have nicknames. A boy whose real name is William may be called Bill or Willy. A girl whose name is Margaret is sometimes called Peggy or Margie. Objects also have nicknames. A dollar bill is called a buck. A five-cent piece is called a nickel.

The Flag of the United States of America has many nicknames also. Some people call it “The Stars and Stripes.” The Flag got this nickname because it is made up of stars and stripes. Another nickname for the Flag is “Old Glory.” The story of how the Flag got this nickname is interesting.

The original Flag to be called “Old Glory” was a single Flag. This Flag belonged to Captain William Driver. Captain Driver was the captain of a sailing ship. The ship, called the Charles Doggett, sailed all over the world. Captain Driver’s Flag, “Old Glory,” was always flown from the Ship’s flagpole.

When Captain Driver retired from sailing, he went to live in Nashville, Tennessee. On every important holiday, Captain Driver would fly “Old Glory” from a flagpole in the front yard of his home. Many people asked him about the Flag. Captain Driver always said, “Old Glory is just fine, thank you.”

The nickname of “Old Glory” caught on. Soon many people in Nashville were calling their Flags by the same nickname. When these people moved to another part of the country, they still used the nickname “Old Glory” for their Flags. After a few years, many people in the United States were calling their Flags “Old Glory.”

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Good Apple, Inc.
Box 299
Carthage, IL 62321-0299
Lesson 1 Resource Sheet 3: Flags, Banners, Pennants

**Flag**
A piece of cloth with certain colors and designs, used as a symbol of a country, state, or organization.

**Banner**
A piece of cloth with an emblem or words on it. The Star-Spangled Banner.

**Pennant**
A long, narrow flag or banner, usually in the shape of a triangle. Often used in sporting events as the symbol for championship.

Webster’s New World Dictionary

Lesson 1 Resource Sheet 4: Old Glory
By Ella Killam Bennet

The Star-Spangled Banner: Wherever it gleams,
At the home or abroad, we behold, as it streams,
The symbol of liberty -- message of hope
And freedom and light to the captives who grope
In the darkness, where tyranny reigns, iron-heeled,
And courage to those who would otherwise yield.
Our Star-Spangled Banner! To thee we’ll be true,
Majestic Old Glory -- the Red, White, and Blue.

Lesson 1 Resource Sheet 5: Strength In Union
By Alice C. Hoffman

Many, many tiny threads
Each weak if used alone
Woven tightly have become
The finest banner known.
Many, many people, too,
Of ev’ry walk and station,
Bound in love with purpose true,
Make us a mighty nation.
Lesson 1 Resource Sheet 6: Story Map

Story Map Example

Title: Mary Pickersgill Makes a Flag

Setting: A home and malt house in Baltimore, Maryland.

Characters: Mary Young Pickersgill; Major George Armistead.

Problem: To make a large Flag.

Event 1  Major George Armistead asks Mary Pickersgill to make a Flag.

Event 2  Mary Pickersgill begins work on a Flag thirty by forty-two feet.

Event 3  It was so large it had to be put together in a large malt house.

Event 4  It was so heavy it took twelve men to raise it.

Solution: Pickersgill worked in a large malt house to assemble the Flag.

The Flag was completed and delivered to Fort McHenry on August 19, 1813.
Lesson 1 Resource Sheet 6: “Black Line” Master Flag
Lesson 1 Resource Sheet 7: Parts of the Flag
**Grade 3 Rubric for Opinion Writing**

<table>
<thead>
<tr>
<th>Focus/Opinion CCSS*: W-la W-lb W-4</th>
<th>4 (Above Grade Level)</th>
<th>3 (At Grade Level)</th>
<th>2 (Approaching Grade Level)</th>
<th>1 (Below Grade Level)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Responds skillfully to all parts of the prompt. States an opinion that demonstrates an insightful understanding of topic/text.</td>
<td>Responds to all parts of the prompt. States an opinion that demonstrates an understanding of topic/text.</td>
<td>Responds to most parts of the prompt. States an opinion that demonstrates limited understanding of topic/text.</td>
<td>Responds to some or no parts of the prompt. Demonstrates little to no understanding of topic/text.</td>
<td></td>
</tr>
<tr>
<td>Organizati CCSS: W-1a W-1c W-1d W-4</td>
<td>Organizes ideas and information into logical, coherent paragraphs that are clear to the reader. Uses linking words and phrases skillfully to connect reasons to opinion.</td>
<td>Organizes ideas and information using a clear topic sentence, details, explanation, and concluding sentence. Uses linking words and phrases to connect reasons to opinion.</td>
<td>Organizes ideas and information in an incomplete paragraph structure (e.g., missing conclusion). Uses some linking words to connect reasons to opinion but simplistically or ineffectively.</td>
<td>Organizes with no evidence of paragraph structure. Uses no linking words.</td>
</tr>
<tr>
<td>Support/Evidence CCSS: RIT-1 W-1b</td>
<td>Supports opinion skillfully with substantial and relevant facts, details, and/or reasons. Provides explanation/analysis of how evidence supports opinion.</td>
<td>Supports opinion with relevant reasons. Provides clear explanation of how reasons support opinion.</td>
<td>Supports opinion with minimal or irrelevant reasons. Provides some explanation of how reasons support opinion.</td>
<td>Does not support opinion with reasons. Provides no or inaccurate explanation of how reasons support opinion.</td>
</tr>
<tr>
<td>Language CCSS: L-1 L-2</td>
<td>Uses purposeful and varied sentence structures. Demonstrates creativity and flexibility when using conventions (grammar, punctuation, capitalization, and spelling) to enhance meaning. Uses precise and sophisticated academic and domain-specific vocabulary appropriate for the audience and purpose.</td>
<td>Uses correct and varied sentence structures. Demonstrates grade level appropriate conventions; errors are minor and do not obscure meaning. Uses academic and domain-specific vocabulary appropriate for the audience and purpose.</td>
<td>Uses some correct but repetitive sentence structures. Demonstrates some grade level appropriate conventions, but errors may obscure meaning. Uses limited academic and/or domain-specific vocabulary for the audience and purpose.</td>
<td>Uses little to no correct sentence structure. Demonstrates limited understanding of grade level appropriate conventions, and errors interfere with the meaning. Uses no academic or domain-specific vocabulary.</td>
</tr>
</tbody>
</table>

*CCSS – Common Core State Standards alignment (“W” = Writing strand; “RIT” = Reading-Informational Text; “L” = Language strand)
# Grade 3 Rubric for Listening

<table>
<thead>
<tr>
<th>4 - Above Grade Level</th>
<th>3 – On Grade Level</th>
<th>2 – Approaching Grade Level</th>
<th>1 – Below Grade Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engages effectively in a range of collaborative discussions (one-on-one, in groups, teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.</td>
<td>Engages in a range of collaborative discussions (one-on-one, in groups, teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own ideas.</td>
<td>Attempts to engage in a range of collaborative discussions (one-on-one, in groups, teacher-led) with partners on below grade level topics and texts, expressing their own ideas.</td>
<td>Student makes little to no attempt to engage in a range of collaborative discussions (one-on-one, in groups, teacher-led) with partners on below grade level topics and texts.</td>
</tr>
<tr>
<td>Determines the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</td>
<td>Determines the main ideas and some supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</td>
<td>Determines the main ideas and some supporting details of a text read aloud or information presented in a single format, which can include visually, quantitatively, and/or orally.</td>
<td>Struggles to determine the main ideas and supporting details of a text read aloud or information presented in a single format, which can include visually, quantitatively, and/or orally.</td>
</tr>
<tr>
<td>Asks and answers questions about information from a speaker, offering appropriate elaboration and detail.</td>
<td>Asks and answers questions about information from a speaker, offering detail.</td>
<td>Asks and answers questions about information from a speaker.</td>
<td>Struggles to answer questions about information from a speaker.</td>
</tr>
</tbody>
</table>
## Grade 3 Rubric for Speaking

<table>
<thead>
<tr>
<th>4 - Above Grade Level</th>
<th>3 – On Grade Level</th>
<th>2 – Approaching Grade Level</th>
<th>1 – Below Grade Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</td>
<td>Report on a topic or text, tell a story, or recount an experience with some appropriate facts and relevant descriptive details; mostly speak clearly at an understandable pace.</td>
<td>Report on a topic or text, tell a story, or recount an experience with some appropriate facts and/or details; attempting to speak clearly at an understandable pace.</td>
<td>Report on a topic or text, tell a story, or recount an experience with little to no appropriate facts and/or details; does not speak clearly at an understandable pace.</td>
</tr>
<tr>
<td>Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.</td>
<td>Create engaging audio recording of stories or poems that demonstrate reading at an understandable pace; add a few visual displays when appropriate to emphasize or enhance certain facts or details.</td>
<td>Create audio recording of stories or poems that attempt to demonstrate reading at an understandable pace; add at least one visual display in an attempt to enhance a fact or detail.</td>
<td>Create audio recording of stories or poems that do not demonstrate reading at an understandable pace; includes no visual display to enhance detail or fact.</td>
</tr>
<tr>
<td>Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</td>
<td>Speak in complete sentences when appropriate to task and situation in order to attempt to provide requested detail or clarification.</td>
<td>Attempt to speak in complete sentences when appropriate to task and situation in order to attempt to provide detail or clarification.</td>
<td>Does not speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</td>
</tr>
</tbody>
</table>
Grade 3 Lesson Two: Flag Etiquette

Enduring Question: How does the American Flag inspire patriotism and citizenship among people in America?

Objectives: Students will....
1. Be able to state and demonstrate simple Flag etiquette.
2. Understand the use of the word “Colors” as it applies to the United States Flag.
3. Be able to apply the proper terminology to the parts of the Flag.

Motivation:
1. Discuss the word etiquette (manners) by eliciting responses from the students (please, thank you, excuse me).
2. Read The Flag Keeper by Stacy Juba and Larry Drumtra.

Discussion:
Ask the students if they know any rules (etiquette) relating to the care or display of the Flag.
1. List rules given on the board or on story paper (Complete only the “K” and “W” sections before the readings; the “L” section is completed after readings).
a. Use group strategy chart for K—W—L.
   i. K —What we know.
   ii. W —What we want to find out.
   iii. L —What we learned or still need to know.
2. Have students tell what they have observed when they have seen the Flag displayed on a stage and when it is carried in a parade.
3. Make a shape planner (web) on the board to review flag etiquette.

Activities:
1. Read the information sheets regarding flag etiquette by the Boy Scouts. If possible, have Boy Scouts demonstrate proper flag etiquette or have students practice using the guidelines provided. The class can use the following link as a resource for flag etiquette. http://americanflagfoundation.org/all-about-the-flag/flag-etiquette/.
2. Make posters of the correct care and display of the Flag and display them in the school building (Use group strategy chart for K—W—L as a reference).
3. Students will develop a paragraph utilizing the shape planner about the proper care of the American Flag.
4. Have a Flag available for students to practice correct display of the Flag in the classroom.
5. Working in small groups have students identify, practice, and demonstrate:
   a. the proper way to present and retire “Colors” in the classroom or an assembly,
   b. the correct way to fold the Flag.
6. Arrange for a military person from The American Legion, V.F.W., or National Guard to talk to students about flag etiquette and why it is important. Have students write a letter of invitation to the military personnel.
Lesson 2 Resource Sheets

1. K—W—L Group Strategy Chart -- Example Sheet
2. K—W—L Elementary Student Strategy Sheet - Blank Form
3. Shape Planners
4. Web - Sample
5. Web - Master Form
6. Boy Scouts of America
7. Folding the Flag
8. Flying the Colors
9. Displaying the Flag
10. Flag Care

Other Resources

Visit “Boy Scouts of America” link below to read on the listed topics.
http://www.scoutingbsa.org/Council_Info/Misc/Flag_Regulations.html

1. Folding the Flag
2. Flying the Colors
3. Displaying the Flag
4. Flag Care
Lesson 2 Resource Sheet 1:  
Example of K-W-L Strategy Chart

Fort McHenry

<table>
<thead>
<tr>
<th>K – What We Know</th>
<th>W – What We Want to Find Out</th>
<th>L – What We Learned/Still Need to Know</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Located in Baltimore</td>
<td>1. How old it is</td>
<td></td>
</tr>
<tr>
<td>2. Near the water</td>
<td>2. Why it was built</td>
<td></td>
</tr>
<tr>
<td>3. Very old</td>
<td>3. Significance of its shape</td>
<td></td>
</tr>
<tr>
<td>4. Unusual shape</td>
<td>4. Significance of its location</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5. Why it is important</td>
<td></td>
</tr>
<tr>
<td>K – What We Know</td>
<td>W – What We Want to Find Out</td>
<td>L – What We Learned/Still Need to Know</td>
</tr>
<tr>
<td>------------------</td>
<td>-------------------------------</td>
<td>----------------------------------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>
Lesson 2 Resource Sheet 3: Using a Shape Planner

Shape planners help students organize ideas for writing. Shape planners may be webs, story maps or pyramids (examples follow).

1. Select a blank shape planner.
2. Write topic in indicated space.
3. Teacher and students brainstorm facts and ideas related to the topic.
4. Using only key words or phrases, write each idea in an appropriate space.
5. Encourage students to use a thesaurus for a more mature vocabulary.
6. Help students with vocabulary and spelling of key words.
7. When students are ready to begin writing, show them that a paragraph consists of the topic sentence, key words or phrases and a concluding sentence. The topic sentence will be the main idea, the key words and phrases will be the support details and the concluding sentence will restate the main idea.
8. Expand the topic sentence, key words, and phrases into complete sentences.
9. The topic sentence, all the supporting details, plus the concluding sentence form a complete paragraph.
Lesson 2 Resource Sheet 4: Example Shape Planner Web

Example Shape Planner Web

United States Flag
- Main Idea
- Proper care
- Symbol
- Many sizes
- Display guidelines
- Three colors

Example Shape Planner Pyramid

United States Flag
- Stars
- Stripes
- Red
- White
- Blue
Lesson 2 Resource Sheet 5: Web Shape Master Planner

Web Shape Master Planner

Main Idea

Pyramid Shape Master Planner
The National Council of the Boy Scouts of America supports more than 300 local councils that provide quality youth programs, including Cub Scouting, Boy Scouting, and Venturing.
Lesson 2 Resource Sheet 7: Folding The Flag

1. To fold the flag correctly, bring the striped half up over the blue field.

4. Then fold the upper point in to form another triangle. Continue until the entire length of the flag is folded.

2. Then fold it in half again.

5. When you get near the end—nothing but the blue field showing—tuck the last bit into the other folds to secure it.

3. Bring the lower striped corner to the upper edge, forming a triangle.

6. The final folded flag resembles a cocked hat with only the white stars on a blue field showing.
Lesson 2 Resource Sheet 8: Flying The Colors

- The U.S. Flag Code adopted in 1923 and amended by Public Law 94-344 in 1976 states, "It is the universal custom to display the Flag only from sunrise to sunset ... However, when a patriotic effect is desired, the Flag may be displayed 24 hours a day if properly illuminated during the hours of darkness."

- When flags or pennants of states, cities, or societies are flown with the national Flag on the same halyard, the U.S. Flag should fly at the peak, above all others.

- If other flags are flown from adjacent staffs, the U.S. Flag should always be to the right of all others and should be hoisted first and lowered last.

- Flags of other nations must be flown from separate flagpoles of equal height, and all flags should be approximately equal in size with the U.S. Flag. International usage forbids the display of the flag of one nation above that of another nation in time of peace.
Lesson 2 Resource Sheet 9: Displaying The Flag

• When the national Flag is displayed flat, either horizontally or vertically, on a wall or in a window, the union (blue field) should be at the top and to the observer's left when facing the Flag.

• When displayed from a staff projecting from a windowsill, balcony, or the front of a building, the union (blue field) should be at the staff's peak (unless the Flag is at half-staff).

• The U.S. Flag Code adopted in 1923 and amended by Public Law 94-344 in 1976 states, "It is the universal custom to display the Flag only from sunrise to sunset ... However, when a patriotic effect is desired, the Flag may be displayed 24 hours a day if properly illuminated during the darkness hours."

• When displayed on a stage or platform, the national Flag should be to the speaker's right. Any other flag is on the speaker's left.

• When suspended, the Flag should be vertical with the union to the north over an east-west street and to the east over a north-south street. The Flag should be hoisted out union (blue field) first.

• Flag decals and stickers may be correctly displayed on the inside of motor vehicle side windows.
Lesson 2 Resource Sheet 10: Flag Care

- Be sure Flags are dry before storing them.
- Colors affixed to staffs should be carefully furled, placed in a flag case or boot, or wrapped in plastic, then stored upright-preferably in a cool, dry, dark place.
- Iron-on patches make rips and holes easy to repair. They can be bought in fabric departments in colors and various materials to match the Flag. Follow the directions on the fabric package.
- Outdoor Flags should be correctly folded and sealed in moisture- and bug-proof plastic bags. Store in a safe, cool, dry place.
## Student Poster Rubric

<table>
<thead>
<tr>
<th></th>
<th>4 – Above Grade Level</th>
<th>3 – On Grade Level</th>
<th>2 – Approaching Grade Level</th>
<th>1 – Below Grade Level</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Use of Class Time</strong></td>
<td>Used time well during each class period. Focused on getting the project done. Never distracted others.</td>
<td>Used time well during each class period. Usually focused on getting the project done. Never distracted others.</td>
<td>Used some of the time well during each class period. There was some focus on getting the project done. Occasionally distracted others.</td>
<td>Did not use class time to focus on the project, OR, often distracted others.</td>
</tr>
<tr>
<td><strong>Content</strong></td>
<td>All requirements present, well written text and carefully chosen visuals work together to illustrate and inform about poster subject. At least 7 accurate facts are displayed on the poster.</td>
<td>All requirements present, descriptive text and appropriate visuals work together to inform viewers. 5 – 6 accurate facts are displayed on the poster.</td>
<td>Most requirements present, text contains some inaccuracies or lacks organization or impact, inappropriate or missing visuals. 3 – 4 accurate facts are displayed on the poster.</td>
<td>Requirements missing, poorly written, inaccurate or insufficient text and/or visuals or “cut &amp; pasted” text. Less than 3 accurate facts are displayed on the poster.</td>
</tr>
<tr>
<td><strong>Design</strong></td>
<td>Followed layout sample, logical and easy to read text and visuals, neatly designed layout complements content. All items of importance on the poster are clearly labeled and viewed.</td>
<td>Followed layout sample, logical text and visuals that are neat and easy to understand. Almost all items of importance on the poster are clearly labeled and viewed.</td>
<td>Followed layout sample, somewhat disorganized. Several items of importance on the poster are clearly labeled and viewed.</td>
<td>Did not follow layout sample, disorganized, hastily and carelessly planned. Labels are too small to view OR no important items were labeled.</td>
</tr>
<tr>
<td><strong>Creativity</strong></td>
<td>Pleasing use of color, shapes, symbols and other graphic elements, captures viewers' attention and interest.</td>
<td>Good use of color and eye-catching graphic elements.</td>
<td>Graphics have clustered appearances or are sparse (too much empty space).</td>
<td>Little constructive use of color or graphic elements.</td>
</tr>
<tr>
<td><strong>Grammar</strong></td>
<td>There are no grammatical mistakes on the poster.</td>
<td>There is 1 grammatical mistake on the poster</td>
<td>There are 2 grammatical mistakes on the poster.</td>
<td>There are more than 2 grammatical mistakes on the poster.</td>
</tr>
</tbody>
</table>
Grade 3 Lesson Three:
Recognizing Mary Pickersgill and the Flag House

Enduring Question: How does the American Flag inspire patriotism and citizenship among people in America?

Objective: Students will...
1. Identify Mary Pickersgill and her contributions to the Flag.
2. Read about and interpret the importance of the Flag House and its history.

Motivation:
1. Students will read or listen to The Biggest (and Best) Flag That Ever Flew by Rebecca C. Jones.

Discussion:
1. What important contribution did Mary Pickersgill make to the development of the Star-Spangled Banner?
2. What information about the Flag House adds to our knowledge about Mary Pickersgill and the first United States Flag?
   - http://www.flaghouse.org/index.php/flag/info/the_experience/
   - http://www.americanheritage.com/node/20773
   - http://amhistory.si.edu/starspangledbanner/pdf/SSB_Historians_3_5.pdf
3. What might have been different if Mary Pickersgill had not made such an enormous Flag? How do you think Mary Pickersgill felt when she recognized the impact that her flag had made on Baltimore?

Activities:
1. Have students read texts about Mary Pickersgill.
2. Complete the graphic organizer after reading “Mary Pickersgill and The Making of the Star-Spangled Banner,” Making the Flag from the Smithsonian, Mary Pickersgill from The American Flag Foundation
   - http://amhistory.si.edu/starspangledbanner/making-the-flag.aspx
3. Complete a sequence cartoon using the events from the story.
4. Illustrate the first Flag hung at Fort McHenry.
5. Have students complete a journal entry page from the perspective of Caroline, the daughter mentioned in the text about Mary Pickersgill.

Resource Sheets:
1. Mary Pickersgill and the Making of the Star-Spangled Banner.
2. Story Map
3. Comic Strip template and rubric

Additional Media:
1. A video, “The Battle of Fort McHenry” is available for purchase and is shown regularly at Fort McHenry (www.nps.gov/fome/). This video may be used at the discretion of the teacher.
2. The information in reference to the flags flown at Fort McHenry during the battle of Baltimore may be found on the following website… http://www.nps.gov/fome/historyculture/the-great-garrison-flag.htm
Mary Young Pickersgill was born in 1776 in Philadelphia. In 1807, Mary and her mother moved to a corner rowhouse on Albermarle Street in Baltimore, Maryland. Mary worked as a “flag, banner, and pennant maker.” She made flags for local ship owners.

Mary Pickersgill made the Flag for Fort McHenry in 1813. Following the wishes of the Fort’s Commander, Major George Armistead, the Flag was made “so large that the British will have no difficulty in seeing it from a distance.” The Flag was 30 feet by 42 feet. It contained 400 yards of bunting, and was so big that it had to be assembled in a nearby malt-house. It was delivered to Fort McHenry on August 19, 1813. The night of the Battle of Baltimore was a stormy one with rain showers and low clouds. The Flag flown at Fort McHenry that night was a smaller storm Flag. The Flag that Francis Scott Key saw at dawn, from the prisoner-of-war exchange sloop moored eight miles southeastward of the Fort was the large Flag made by Mary Pickersgill. It was raised at the Fort in the morning as the British were retreating. A replica of Mary Pickersgill’s Flag flies over the Fort periodically.

Mary Young Pickersgill’s home is a National Historic Landmark, and is known as “the Flag House.” People interested in learning more about the making of “The Star-Spangled Banner” are welcome to visit.

The original Flag is on display at the Smithsonian Institute in Washington, D.C. Mary Young Pickersgill continued a family tradition. Her mother, Rebecca Flower Young, made the first American Flag displayed by General George Washington. Mother and daughter are both remembered for their patriotism and their skills in creating important symbols of the United States.
Story Map Example

Title: Mary Pickersgill Makes a Flag

Setting: A home and a malthouse in Baltimore, Maryland.

Characters: Mary Young Pickersgill; Major George Armistead.

Problem: To make a large Flag.

Event 1  Major George Armistead asks Mary Pickersgill to make a Flag.

Event 2  Mary Pickersgill begins work on Flag thirty by forty-two feet.

Event 3  It was so large it had to be put together in a large malthouse.

Event 4  It was so heavy it took twelve men to raise it.

Solution: Pickersgill worked in a large malthouse to assemble the Flag. The Flag was completed and delivered to Fort McHenry on August 19, 1813.
## Story Map

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Title:</td>
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<tr>
<td>Setting:</td>
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<tr>
<td>Characters:</td>
<td></td>
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<td>Problem:</td>
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<tr>
<td>Event 1</td>
<td></td>
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<td>Event 2</td>
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<td>Event 3</td>
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<tr>
<td>Event 4</td>
<td></td>
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<tr>
<td>Solution:</td>
<td></td>
</tr>
</tbody>
</table>
Lesson 3 Resource Sheet 4: Comic Strip Template

Comic Strip
## Lesson 3 Resource Sheet 5: Comic Strip Rubric

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>4</th>
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<th>2</th>
<th>1</th>
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<tbody>
<tr>
<td><strong>Required Elements</strong></td>
<td>Comic Strip includes all required elements as well as a few additional elements.</td>
<td>Comic Strip includes all required elements and one additional element.</td>
<td>Comic Strip includes all required elements.</td>
<td>One or more required elements is missing from the comic strip.</td>
</tr>
<tr>
<td><strong>Content Accuracy</strong></td>
<td>All facts in the comic are accurate.</td>
<td>Almost all of the facts in the article are accurate.</td>
<td>Most of the facts in the article are accurate.</td>
<td>Some of the facts in the article are accurate.</td>
</tr>
<tr>
<td><strong>Organization</strong></td>
<td>All information is organized appropriately.</td>
<td>Most information is organized appropriately.</td>
<td>Some information is organized appropriately.</td>
<td>Organization of material is confusing to the reader.</td>
</tr>
<tr>
<td><strong>Clarity and Neatness</strong></td>
<td>Comic Strip is easy to read and all elements are clearly written and drawn.</td>
<td>Comic Strip is easy to read and most elements are clearly written and drawn.</td>
<td>Comic Strip is somewhat easy to read and some elements are clearly written and drawn.</td>
<td>Comic Strip is hard to read and few elements are clearly written and drawn.</td>
</tr>
<tr>
<td><strong>Spelling and Proofreading</strong></td>
<td>No spelling errors.</td>
<td>No more than one spelling error.</td>
<td>No more than three spelling errors.</td>
<td>Several spelling errors.</td>
</tr>
<tr>
<td><strong>Use of Time</strong></td>
<td>Used time wisely.</td>
<td>Used time wisely most of the time.</td>
<td>Used time wisely some of the time.</td>
<td>Wasted time in class.</td>
</tr>
</tbody>
</table>
Grade 3 Lesson Four: Francis Scott Key and Fort McHenry

Enduring Question: How does the American Flag inspire patriotism and citizenship among people in America?

Objective: Students will . . .
Identify Fort McHenry and discuss Francis Scott Key’s important role in the history of the Star Spangled Banner.

Motivation:
1. The teacher will display a picture of Fort McHenry.
2. The teacher will show the video that will give a brief overview of the Battle of Baltimore. [http://www.youtube.com/watch?v=6Uvf6eL51_g](http://www.youtube.com/watch?v=6Uvf6eL51_g)
3. The teacher will read the story Calvert the Raven in the Battle of Baltimore by Fuqua, Jonathon Scott.

Discussion:
1. Why do you think Fort McHenry is sometimes called the Star Fort?
2. How has Fort McHenry played an important role in American history?
3. Who was Francis Scott Key?
4. Where was Francis Scott Key when he stood watching the Fort?
5. Why was Francis Scott Key watching Fort McHenry and hoping to see the American Flag flying over the Fort?
6. Why do you think Francis Scott Key wrote the poem “The Defense of Fort McHenry”?
7. Compare and contrast the lives of Francis Scott Key and the Defenders of Fort McHenry.

Activities:
1. Watch the video about the defense of Fort McHenry [http://www.youtube.com/watch?v=zVn4OS2QUEE](http://www.youtube.com/watch?v=zVn4OS2QUEE)
3. Have students read and then listen to “The Star-Spangled Banner” using the link provided. Next, provide groups of students with a section of the template provided (each section of the template outlines a phrase from “The Star-Spangled Banner”). Each group should read their phrase and illustrate its meaning using the template provided. Post students’ templates in the classroom providing an opportunity for students to engage in a Gallery Walk, where they can review and discuss the meaning of the phrases outlined.

4. Play the game “Hold the Fort,” which is available using the following link:

   http://www.nps.gov/fomc/holdthefort/

**Resource Sheets:**

1. The History of Fort McHenry *(for teacher’s information and adaptation to class needs)*

2. Francis Scott Key (biography)

3. Francis Scott Key & The Star-Spangled Banner

4. The Song — The Star-Spangled Banner
   http://www.youtube.com/watch?v=ICIDWsPpUIE

5. The Defenders

6. The Star Fort & Why Baltimore?

7. Francis Scott Key Monuments:
   Eutaw Street, Baltimore, MD
   http://www.mdva.state.md.us/MMMC/inventoryPopups/FrancisKey.html

   Golden Gate Park, San Francisco, CA
Fort McHenry's history began in 1776 during the Revolutionary War. The people of Baltimore feared an attack by the British and wanted to build a fort for protection. Anticipating an attack at any time, a fort of earthen mounds was constructed quickly. Originally, it was called Fort Whetstone, because of its location on Whetstone Point.

Whetstone Point was an excellent location for a fort for two reasons. It was located far enough from Baltimore to provide protection without endangering the city, and the area was a peninsula - a body of land surrounded on three sides by water. Constructing the fort on this site meant that enemy ships, sailing into Baltimore, would have to pass the fort first.

The Revolutionary War ended without an attack on Baltimore, but improvements to the fort continued. In 1798, a French engineer was directed by the Secretary of War to draw plans for a new fort on Whetstone Point. These plans were expensive and it was difficult for the people of Baltimore to raise money for construction. However, James McHenry, a well-known politician, was instrumental in raising funds for the new fort. The fort was named “Fort McHenry” in his honor.

Fort McHenry became famous when the British tried to attack Baltimore during the War of 1812. When the bombardment began on September 13, 1814, there were 1,000 soldiers defending the fort. Some were federal soldiers who were stationed at Fort McHenry all the time. Many were volunteers from the city of Baltimore. Their commanding officer was Major George Armistead. For 25 hours, the British bombarded Fort McHenry, but the fort's artillery fire kept the British away. Baltimore was saved.

In the 1860’s, the United States was torn apart by the Civil War. Union troops were stationed at Fort McHenry to help keep Baltimore out of the hands of those who would have Maryland join the southern cause. The fort's guns were turned toward the city. Fort McHenry was used as a prison where political prisoners suspected of being Confederate sympathizers were held, often without trial. Many Confederate soldiers were imprisoned at the fort as well.

In 1917 during the First World War, General Hospital No. 2 was established at Fort McHenry by the War Department. It was the largest military hospital in the country, with over 100 temporary buildings to accommodate wounded American soldiers returning from the war in Europe.

When the war ended, the need for the hospital slowly diminished and in 1925 the temporary buildings were torn down. Fort McHenry became a national park which today is administered by the National Park Service as the country’s only National Monument and Historic Shrine. Exhibits around the fort help you visualize life at Fort McHenry during the various stages of its history.
Francis Scott Key was born on August 1, 1779 in western Maryland. His family was very wealthy and owned an estate called “Terra Rubra.”

When Francis was 10 years old, his parents sent him to St John’s College Grammar School in Annapolis. After graduating at the age of 17, he began to study law in Annapolis while working with his uncle’s law firm. By 1805, he had a well-established law practice of his own in Georgetown, a suburb of Washington, D.C. By 1833, he had appeared many times before the Supreme Court, and had been appointed the United States District Attorney.

Francis Scott Key was a deeply religious man. At one time in his life, he almost gave up his law practice to enter the ministry. Instead, he resolved to become involved in the Episcopal Church. Because of his religious beliefs, Key was strongly opposed to the War of 1812. However, due to his deep love for his country, he did serve for a brief time in the Georgetown field artillery in 1813. In 1814, he wrote the Star-Spangled Banner.

During the War of 1812, Dr. William Beanes, a friend of Key’s was taken prisoner by the British. Since Key was a well-known lawyer, he was asked to assist in efforts to get Dr. Beanes released. Knowing that the British were in the Chesapeake Bay, Key left for Baltimore. There Key met with Colonel John Skinner, a government agent who arranged for prisoner exchanges. Together, they set out on a small boat to meet the Royal Navy.

On board the British flagship, the officers were very kind to Key and Skinner. They agreed to release Dr. Beanes. However, the three men were not permitted to return to Baltimore until after the bombardment of Fort McHenry. The three Americans were placed aboard the American ship, and waited behind the British fleet. From a distance of approximately eight miles, Key and his friends watched the British bomb bombard Fort McHenry.

After 25 hours of continuous bombing, the British decided to leave since they were unable to destroy the fort as they had hoped. Realizing that the British had ceased the attack, Key looked toward the fort to see if the Flag was still there. To his relief, the Flag was still flying! Quickly, he wrote down the words to a poem which was soon handed out as a handbill under the title “Defense of Fort McHenry.” Later, the words were set to music, and renamed “The Star-Spangled Banner.” It became a popular patriotic song. It was not until 1931, however, that it became our national anthem.

After the war, Francis Scott Key continued to live a very religious life. He was well-liked by his friends and was active in society. On January 11, 1843, while visiting his daughter in Baltimore, Key died of pleurisy. To honor the author of “The Star-Spangled Banner,” there are monuments at Fort McHenry and Eutaw Place in Baltimore, and at the Presidio in San Francisco, California.
The Battle of Baltimore was one of many American victories in the War of 1812. It was made special by the poem written about the battle, the Flag, and the feelings of people about the victory. The poet was Francis Scott Key.

Francis Scott Key was born in 1779 in Frederick County, Maryland. After attending college in Annapolis, he practiced law in Georgetown. During the War of 1812, Key was a lieutenant and quartermaster in an army field company.

In September 1814, Key was approached by friends with a special problem. A Maryland doctor had been unjustly arrested by the British, and Key was asked to arrange for the doctor’s release. With the permission of President Madison, Key sailed towards the British fleet, where the doctor was being held prisoner.

Key boarded the British warship in the Chesapeake Bay and persuaded the British to release the doctor. Since the Americans might give information about British movements towards Baltimore, they were ordered to remain with the fleet until the Battle of Baltimore was over. Thus, Francis Scott Key watched the attack on Fort McHenry with the British!

On the morning of September 14, Key saw the Fort’s Flag over the battered Fort. He began to write the words for “The Star-Spangled Banner” on the back of an envelope. He jotted down notes aboard the ship and finished the poem a few days later when he returned to Baltimore.

The poem was set to a well-known English tune, printed on handbills, and became very popular in Baltimore. Within months, the song appeared in newspapers, magazines, and books. During the Civil War, “The Star-Spangled Banner” became the most popular national song. It was used by both Northern and Southern forces and was frequently used as an “unofficial” anthem during military ceremonies.

During World War I, a campaign was begun to make “The Star-Spangled Banner” our national anthem. It was not easy to win Congressional approval. Many people thought that “America the Beautiful” or “Yankee Doodle Dandy” were better choices. The supporters of “The Star-Spangled Banner” worked hard and on March 3, 1931, they finally won. On that day, President Herbert Hoover signed Public Law 823, designating “The Star-Spangled Banner” as the national anthem of the United States.
Lesson 4 Resource Sheet 4 – The Star-Spangled Banner

Francis Scott Key, a young poet-lawyer, witnessed the bombardment of Fort McHenry while under British guard on an American truce ship in the Patapsco River. Seeing his country’s Flag still flying over the fort the next morning, he was moved to pen these immortal lines:

O say, can you see, by the dawn’s early light,
What so proudly we hailed at the twilights last gleaming?
Whose broad stripes and bright stars, through the perilous fight,
O’er the ramparts we watched, were so gallantly streaming!
And the rockets’ red glare, the bombs bursting in air,
Gave proof through the night that our Flag was still there;
O say, does that Star-Spangled Banner yet wave
O’er the land of the free and the home of the brave?

On the shore, dimly seen through the mists of the deep,
Where the foe's haughty host in dread silence reposes,
What is that which the breeze, o’er the towering steep,
As it fitfully blows, now conceals, now discloses?
Now it catches the gleam of the morning's first beam,
In full glory reflected now shines on the stream:
‘Tis the Star-Spangled Banner! O long may it wave
O’er the land of the free and the home of the brave!

And where is that band who so vauntingly swore
That the havoc of war and the battle’s confusion
A home and a country should leave us no more?
Their blood has washed out their foul footsteps pollution.
No refuge could save the hireling and slave
From the terror of flight, or the gloom of the grave:
And the Star-Spangled Banner in triumph doth wave
O’er the land of the free and the home of the brave!

O thus be it ever, when free men shall stand
Between their loved homes and the war's desolation!
Blest with victory and peace, may the heaven-rescued land
Praise the Power that hath made and preserved us a nation.
Then conquer we must when our cause it is just
And this be our motto: “In God is our trust.”
And the Star-Spangled Banner in triumph shall wave
O’er the land of the free and the home of the brave.
The 1,000 men who defended Fort McHenry during the Battle of Baltimore were members of three fighting units. The first groups were members of the U.S. Army "Corps of Artillery." These men lived at Fort McHenry and were paid eight dollars a month for their services. The "Corps of Artillery" uniform consisted of a dark blue jacket called a "coatee." It had a high red collar trimmed with yellow and a single row of brass buttons down the front. In addition, the men were given a linen shirt, one pair of white summer trousers and one pair of blue wool trousers. A stiff felt hat, called a "shako," protected the soldier's head, much as a helmet would.

Another group of defenders was the "Maryland Militia," private citizens who felt it necessary to aid in the defense of the city. Militiamen were volunteers who were not paid until April 1813, when the militia was federalized for 30 days and released. From early August through September 20, 1814, the militia was given rations. These men came from all walks of life - bakers, tailors, shipbuilders, merchants, bankers and lawyers. The uniform was a blue wool jacket with a red collar and cuffs, a white linen shirt and white trousers. Militiamen wore large, black felt hats, trimmed in yellow and adorned with a large red feather. The third group was sailors from Commodore Joshua Barney's Flotilla, which had been formed in 1813 to provide naval protection for the Chesapeake Bay. Sailors did not have a regular uniform. Sometimes the ship's captain would decide what the crew would wear. It is likely, however, that many sailors wore blue wool jackets and vests. Their trousers, usually white, but sometimes blue striped, may have been made from linen or heavy canvas. Sailors wore hats that had been waterproofed with "tar" to protect the hat while at sea.

In spite of their different uniforms, the three groups of men had one thing in common - the protection of Baltimore from destruction. The bravery of these men and their skill in operating the cannons helped defend Baltimore. Cannon firing was a difficult and dangerous job. Artillery soldiers drilled long and hard, until they could load and fire the guns four times in one minute. There was always the possibility that a cannon might explode, killing the crew members. Often, men lost their hearing from the frequent, loud cannon blasts.
Fort McHenry was constructed between 1799 and 1802. It was in the shape of a five-pointed star which was a popular design during the period. Each point of the star was visible from the point on either side; and every area of land surrounding the fort could be covered with as few as five men.

The wall of Fort McHenry and the buildings within were constructed of brick. There were four barracks to house the garrison consisting of the Commanding Officer’s Quarters, Junior Officers’ Quarters and two buildings for the enlisted men. A guardhouse stood next to the Commanding Officer's Quarters. Here, soldiers of the Fort McHenry Guard lived and worked; sometimes unruly soldiers were confined in the guardrooms. The Powder Magazine, where the gunpowder was stored, stood between the Commanding Officer’s Quarters and the Junior Officers’ Quarters. The magazine was of solid enough construction to protect the gunpowder from sparks, fire and explosion.

During the 1830’s, major improvements were made to the fort. Second stories were added to the barracks and two new guardhouses were built on each side of the Sally Port to replace the two earlier ones. While you are visiting the fort, try to imagine how it looked during its early years.

In the early 1800’s, Baltimore was a fast-growing harbor city. The population was close to 50,000. Many of the men worked in the city at skilled jobs such as sail makers, ironworkers, shipwrights and merchants. Successful shipbuilding and the city’s central location for trade helped to make Baltimore an important international seaport.

Meanwhile, France and Great Britain at war with one another, had set up economic blockades to keep each other from getting important supplies. As a neutral carrier for both countries, America’s merchant ships sometimes were caught in the blockades, and all of the goods would be confiscated by one or the other of the two countries. In addition, the British frequently captured American seaman and forced them to serve in the Royal Navy. Also, the Americans thought the British were encouraging the Indians in the West to attack frontier settlements. Shortly, the Americans became so angry with the way they were being treated that the United States declared war on Great Britain in June 1812 to protect “free trade and sailor’s rights,” and American rights on land.

When news of the Declaration of War reached Baltimore, some ship-owners began turning their vessels into privateers. These privately owned ships were given permission from the government to capture British merchant ships. Soon, Baltimore was described as “a nest of pirates,” and the British were determined to put an end to privateering. Expecting a British attack, the people of Baltimore strengthened the city’s defenses at Fort McHenry.
Oh, say can you see by the dawn's early light

What so proudly we hailed at the twilight's last gleaming?
Whose broad stripes and bright stars thru the perilous fight,

O'er the ramparts we watched were so gallantly streaming?
And the rocket's red glare, the bombs bursting in air,

Gave proof through the night that our flag was still there.
Oh, say does that star-spangled banner yet wave o'er the land of the free and the home of the brave?
## Lesson 4 Resource Sheet 8: PowerPoint Rubric

<table>
<thead>
<tr>
<th>4 – Above Grade Level</th>
<th>3 – On Grade Level</th>
<th>2 – Approaching Grade Level</th>
<th>1 – Below Grade Level</th>
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<tr>
<td>All content presented in the PowerPoint is accurate. There are no factual errors.</td>
<td>Most content presented in the PowerPoint is accurate. There is one piece of information that is inaccurate.</td>
<td>The content of the PowerPoint is generally accurate. There are some factual errors.</td>
<td>The content of the PowerPoint is not accurate. There are many factual errors throughout the presentation.</td>
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<tr>
<td>There are 5 – 6 resources used to obtain information for the presentation</td>
<td>There are 3 – 4 resources used to obtain information for the presentation.</td>
<td>There are 2 resources used to obtain information for the presentation.</td>
<td>There is 1 or no resources used to obtain information for the presentation.</td>
</tr>
<tr>
<td>All graphics used are attractive and enhance the development of the presentation.</td>
<td>Some graphics used are attractive and enhance the development of the presentation.</td>
<td>Some graphics used are attractive but do not enhance the development of the presentation.</td>
<td>Graphics used either detract from the development of the presentation OR there are no graphics used.</td>
</tr>
<tr>
<td>All information is presented in a clear and logical sequence that is easy to follow.</td>
<td>Most information is presented in a clear and logical sequence that is easy to follow.</td>
<td>Some information is presented in a clear and logical sequence that is easy to follow.</td>
<td>There is no clear and logical sequence of information.</td>
</tr>
<tr>
<td>All transitions and animations are used to enhance the information presented.</td>
<td>Most transitions and animations are used to enhance the information presented.</td>
<td>Some transitions and animations are used to enhance the information presented.</td>
<td>There are either no transitions or animations OR transitions and/or animations detract from the information presented.</td>
</tr>
<tr>
<td>The presentation has no spelling, grammar, or sentence structure mistakes.</td>
<td>The presentation has 1 - 2 spelling, grammar, and/or sentence structure mistakes.</td>
<td>The presentation has 3 – 4 spelling, grammar, and/or sentence structure mistakes.</td>
<td>The presentation has 5 or more spelling, grammar, and/or sentence structure mistakes.</td>
</tr>
</tbody>
</table>
Grade 3 Lesson Five: Historical Character – Charles Ball

Enduring Question: How does the American Flag inspire patriotism and citizenship among people in America?

Objectives: Students will....

1. Identify hardships Charles Ball encountered by giving an explanation of what they would do in a similar situation.
2. List as a group, two positive and two negative effects of slavery.

Motivation:

1. Have students watch the video “Charles Ball The Great Slave Writer”
   http://www.youtube.com/watch?v=abw3MwqiAUo

Teacher Background: http://docsouth.unc.edu/neh/ballslavery/summary.html

Discussion:

• What were the positive and negative aspects of Charles Ball’s decision to fight for America?
• What impact did Charles Ball’s decision have upon the slave population?

Activities:

1. Think-Pair-Share.
2. Have students individually think of what they know about slavery and any famous people during this era of the 1800s. In pairs, have students share what they remember and write it down. Then have the whole class contribute to a class list on the chalkboard of everything that was shared.
3. Using the following link read and discuss the text about slavery in Maryland: www.mdroots.thinkport.org/interactives/slaverytimeline/help.asp
4. Read the following texts “Charles Ball” and “Battle of Bladensburg” to help students gather information about Charles Ball and African American soldiers. You may also want to share the selection “Fighting for Both Sides in the War” from the link below… http://www.pbs.org/wned/war-of-1812/essays/black-soldiers-and-sailors-war-of-1812/

During the reading of the texts, display a blank copy of the Double-Entry Journal to demonstrate how to use this printout to make connections with the text.
Lesson 5 Resource Sheet 1: Double-Entry Journal

Directions for Double-Entry Journal:

In the first column, students should choose a quote or situation from the text that they can relate/react to. In the second column, students should record their thoughts or reaction.

Reinforce the fact that the thoughts/reactions that student’s record should make a connection between the text and themselves (text-to-self), another text (text-to-text), or the world (text-to-world). Use chart paper or an overhead projector to model the process so that all students can see your reactions and reflections and follow along as you complete the Double-Entry Journal.

After students have had ample time to record their connections, ask students to share them aloud. Remind students to explain which of the three types of connections they are making, and also to make sure they are making connections that are productive and enhance their understanding of the text.

Learning Journal:

1. In a learning journal, have each student write an entry telling three historical facts they have learned in studying slavery and Charles Ball’s life. Explain why these facts are important.
Double-Entry Journal

Idea from Text: 

Reaction/Connection: 

www.ReadWriteThink.org

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Charles Ball was the third generation of an enslaved family in Calvert County, Maryland. In 1805, he was sold to a Georgia trader and spent the next several years working on plantations in the south. Seven years later, Ball made an arduous escape back to Maryland.

Declaring himself a free man, Ball worked for local farmers until war broke out in the Chesapeake. In December 1813, Ball enlisted under Commodore Joshua Barney and served as seaman and cook for the Chesapeake Flotilla. He later helped to sink the flotilla to keep it out of British hands. Soon after, he marched with Barney’s troops from Benedict to Bladensburg and manned the cannon to the left of Barney until the Commodore was shot down.

“I stood at my gun, until the Commodore was shot down, when he ordered us to retreat, as I was told by the officer who commanded our gun. If the militia regiments that lay upon our right and left could have been brought to charge the British in close fight, as they crossed the bridge, we should have killed or taken the whole of them in a short time, but the militia ran like sheep chased by dogs.” - Charles Ball, describing a scene during the Battle of Bladensburg (from Slavery in the United States, New York: Published by John S. Taylor, 1837. p. 468).

Ball served with at least two other black men in Barney’s flotilla: Gabriel Roulson and Caesar Wentworth. During the war, he was one of few black men who did not flee to the promise of freedom with the British. Ironically, perhaps the same white man who sold Ball to a Georgia trader six years earlier may have served on the same side as Ball during the war. Ball was discharged in the fall of 1814 and behaved as a free man, though he was still subject to fugitive slave laws. Black troops loyal to the United States were in constant danger of being apprehended as runaway slaves and often changed their names to avoid capture. Ball may have changed his name.
In July 1814, after the British fleet had been in control of the Chesapeake Bay for more than a year, a separate military command was created under Brigadier General William Winder for the defense of Washington, Maryland, and eastern Virginia. General John Armstrong, the Secretary of War, thought this was more than enough to protect the capital.

On August 20, 1814, over 4,500 seasoned British troops landed at the little town of Benedict on the Patuxent River and marched fifty miles overland bent on destroying the Capitol and other federal buildings.

President James Madison sent Secretary of State James Monroe out to reconnoiter, and on August 23rd, Madison received a frightening dispatch from Monroe... “The enemy are in full march to Washington. Have the materials prepared to destroy the bridges. PS – You had better remove the records.” To the later regrets of President Madison and his advisers, Monroe’s reports were ignored. Incorrect deductions were drawn on the fact that the British troops maneuvered to give the Americans the impression that Baltimore was their destination, and General Armstrong could not be convinced that Washington would be the target of the invasion and not Baltimore, an important center of commerce. As a precaution, two bridges across the Anacostia River were destroyed to protect the capital, thus leaving a route through Bladensburg as the logical approach. General Winder sent troops to Marlborough to intercept the British, but they hurried back when they learned the enemy was already entering Bladensburg. Finally, several regiments of the Maryland Militia were called from Baltimore to defend the capital.

The strongest repulse against the British was made by Commodore Joshua Barney and his almost 600 seasoned Marines and sailors. They were valiant fighters; however, the authorities in Washington “forgot” Barney for several days. Without orders, they were tardy arrivals on the field of contest. Had they been supplied with sufficient ammunition and supporting infantry, the course of the battle could have been changed.

Even though the Americans numbered about 7,000, they were poorly trained,
equipped, and deployed. The determined sweep of the British was so strong that a general rout began which swept the defenders back to Washington. By four o’clock, the battle was over and the Americans were defeated due to delay, indifference, and indecision.

The British then moved on toward the capital. By the end of the same day, the Capitol building, the President’s Mansion, and many other public buildings were in flames. The following day more buildings were burned. At about noon, a tremendous storm of hurricane force descended upon the city halting further destruction.

With their mission accomplished, the British feared the Americans would reassemble their forces and attack while they were in the vulnerable position of being a long distance from their fleet. The men were miserable in the 98 degree temperatures. They were tired, ill, and wounded. At dusk, the troops quietly withdrew from the city. The troops were so exhausted that many died of fatigue on the four-day march back to the ships; several deserted, but the body of men marched on. Four days later on August 30th, they re-embarked at Benedict. Three weeks later, the British assaulted Fort McHenry in Baltimore Harbor.

A larger version of the map can be viewed at...http://www.loc.gov/resource/g3841s.ct002347/
Grade 3 Lesson Six: Building a Living American Flag

Enduring Question: How does the American Flag inspire patriotism and citizenship among people in America?

Objectives: Students will….

1. Prepare the materials to make a Living American Flag to be used in the culminating activity.

2. Plan, prepare, and send original invitations to other classes, parents, servicemen and women, and organizations to be invited to their presentation of the Living American Flag. Remember to contact organizations such as Fort McHenry or The American Flag Foundation. They are able to provide schools with contact information for historical figures who can visit the school.

3. (Optional) Prepare, if they are to be used in the culminating activity, programs, song sheets, skits, and demonstrations of Flag etiquette.

Motivation:

1. Ask students how they feel about celebrating their birthday. Discuss what goes into celebrating one’s birthday (i.e. cake, ice cream, balloons).

2. How would you celebrate the birthday of the American Flag?

3. The teacher will open the discussion by having as focal points, a United States Flag and a calendar. The teacher will ask the students to respond to questions that will identify special days when the symbol of our country, the United States Flag, is highly visible. The class can use the following link as a reference for calendar holidays: 
   http://americanflagfoundation.org/all-about-the-flag/flag-holidays/. A student or students could record individually or as a class, the month and special day as they are cited:
   - **June 14** – Flag Day (This celebration is not a legal holiday in all 50 states. The President proclaims a public Flag Day observance each year. However, Flag Day is a legal holiday in Pennsylvania.)
   - **July 4** – Independence Day

4. With the teacher, the students will read: “A Living American Flag History.”
   http://americanflagfoundation.org/wp-content/uploads/2011/02/LAF-HISTORY3.pdf. With the teacher, the students will visit:
   http://americanflagfoundation.org/educational-programs/the-living-american-flag/
   http://americanflagfoundation.org/educational-programs/photo-gallery/ and view the previous years’ Living American Flag.

5. Students will prepare and send original invitations to other classes, parents, service men and women, and organizations to be invited to their presentation of the Living American Flag.
6. Teachers may read the story *Backyard Bandit Mystery* by Lewis, Beverly during literature time.

**Activity:**

1. Have students read, “The History of Flag Day” and “Flag Day.”

2. Students should identify the most important dates charting the history of the Flag. Then, students should use those dates to help them construct a timeline. Students can illustrate or add visuals to their timelines after their completion. The students can create their timelines traditionally or use Microsoft Word to access the timeline template (search “timelines” in the “Create a New Document” tab.)

3. Students should prepare a brief speech describing what they have learned about the history of the Flag and Flag Day. This speech should accompany the presentation of their timelines.

4. Ask the students, “Did you agree or disagree with the statement made by Franklin K. Lane, Secretary of the Interior, when he delivered a 1914 Flag Day address in which he repeated words the Flag had spoken to him that morning: "I am what you make me; nothing more. I swing before your eyes as a bright gleam of color, a symbol of yourself." Use information from the readings to support your opinion.

5. As a culminating activity, have the students build the Living American Flag using the guidelines provided.

**Resource:**

1. Build your own Living American Flag.

2. Layout and formation.

Contact The American Flag Foundation for more detailed assistance in building a Living American Flag (i.e. further directions, making/obtaining materials, site preparation, time frame).

**Materials:**

- Placards colored red, white, and blue for Living Flag (15 of the blue placards will have a white star).

- Large landscape paper or computers for timeline project.

**Participants:**

Figure out how many children will be included in your Living American Flag. Determine which Flag is appropriate by utilizing the charts on pages 57 – 60.
# Lesson 6 Resource Sheet 1: Timeline Rubric

<table>
<thead>
<tr>
<th>4 - Above Grade Level</th>
<th>3 – On Grade Level</th>
<th>2 – Approaching Grade Level</th>
<th>1 – Below Grade Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Correctly identified and included the 6 most important events.</td>
<td>Correctly identified the 4-5 most important events.</td>
<td>Correctly identified 2-3 most important events.</td>
<td>Correctly identified 1 or no most important events.</td>
</tr>
<tr>
<td>All events and dates are in proper chronological order.</td>
<td>Most events and dates are in proper chronological order.</td>
<td>Some events and dates are in proper chronological order.</td>
<td>No events and dates are in proper chronological order.</td>
</tr>
<tr>
<td>Each date has an appropriate, historically accurate description of the event.</td>
<td>Most dates have an appropriate, historically accurate description of the event.</td>
<td>Some dates have an appropriate, historically accurate description of the event.</td>
<td>No date has an appropriate, historically accurate description of the event.</td>
</tr>
<tr>
<td>Each date has an appropriate picture that illustrates the event.</td>
<td>Most dates have an appropriate picture that illustrates the event.</td>
<td>Some dates have an appropriate picture that illustrates the event.</td>
<td>No date has an appropriate picture that illustrates the event.</td>
</tr>
<tr>
<td>The timeline has no spelling, grammar, or sentence structure mistakes.</td>
<td>The timeline has 1-2 spelling, grammar, and/or sentence structure mistakes.</td>
<td>The timeline has 3-4 spelling, grammar, and/or sentence structure mistakes.</td>
<td>The timeline has 5 or more spelling, grammar, and/or sentence structure mistakes.</td>
</tr>
</tbody>
</table>
Lesson 6 Resource Sheet 2 – The History Of Flag Day

The Fourth of July was traditionally celebrated as America's birthday, but the idea of an annual day specifically celebrating the Flag is believed to have first originated in 1885. BJ Cigrand, a schoolteacher, arranged for the pupils in the Fredonia, Wisconsin Public School, and District 6 to observe June 14 (the 108th anniversary of the official adoption of The Stars and Stripes) as “Flag Birthday.” In numerous magazines and newspaper articles and public addresses over the following years, Cigrand continued to enthusiastically advocate the observance of June 14 as “Flag Birthday,” or “Flag Day.”

On June 14, 1889 George Balch, a kindergarten teacher in New York City, planned appropriate ceremonies for the children of his school, and his idea of observing Flag Day was later adopted by the State Board of Education of New York. On June 14, 1891, the Betsy Ross House in Philadelphia held a Flag Day celebration, and on June 14 of the following year, the New York Society of the Sons of the Revolution celebrated Flag Day.

Following the suggestion of Colonel J Granville Leach (at the time, historian of the Pennsylvania Society of the Sons of the Revolution), the Pennsylvania Society of Colonial Dames of America, on April 25, 1893, adopted a resolution requesting the mayor of Philadelphia and all others in authority and all private citizens to display the Flag on June 14th. Leach went on to recommend that thereafter, the day be known as “Flag Day,” and on that day, school children be assembled for appropriate exercises, with each child being given a small Flag.

Two weeks later on May 8th, the Board of Managers of the Pennsylvania Society of Sons of the Revolution unanimously endorsed the action of the Pennsylvania Society of Colonial Dames. As a result of the resolution, Dr. Edward Brooks, then Superintendent of Public Schools of Philadelphia, directed that Flag Day exercises be held on June 14, 1893 in Independence Square. School children were assembled, each carrying a small Flag, and patriotic songs were sung and addresses delivered.

In 1894, the governor of New York directed that on June 14, the Flag be displayed on all public buildings. With BJ Cigrand and Leroy Van Horn as the moving spirits, the Illinois organization, known as The American Flag Day Association, was organized for the purpose of promoting the holding of Flag Day exercises. On June 14th, 1894, under the auspices of this association, the first general public schoolchildren's celebration of Flag Day in Chicago was held in Douglas, Garfield, Humboldt, Lincoln, and Washington Parks, with more than 300,000 children participating.

Adults, too, participated in patriotic programs. Franklin K. Lane, Secretary of the Interior, delivered a 1914 Flag Day address in which he repeated words he said the Flag had spoken to him that morning: "I am what you make me; nothing more. I swing before your eyes as a bright gleam of color, a symbol of yourself."

Inspired by these three decades of state and local celebrations, Flag Day - the anniversary of the Flag Resolution of 1777 -was officially established by the Proclamation of President Woodrow Wilson on May 30th, 1916. While Flag Day was celebrated in various communities for years after Wilson's proclamation, it was not until August 3rd, 1949, that President Truman signed an Act of Congress designating June 14th of each year as National Flag Day.
Lesson 6 Resource Sheet 3 – Flag Day

The Stars and Stripes came into being on June 14, 1777, when the Second Continental Congress authorized a new Flag to symbolize the new nation, the United States of America. The commemoration of this day as the birthday of the Flag developed slowly.

The Stars and Stripes first flew in a Flag Day celebration in Hartford, Connecticut, in 1861, the first summer of the Civil War. The first national observance of Flag Day came on June 14, 1877, the centennial of the original Flag resolution. In the decades that followed, a number of individuals and organizations, quite possibly unaware of the efforts others were making, pressed to have Flag Day observed regularly.

One individual who waged a life-long crusade for a national Flag Day observance was Bernard J. Cigrand. As a 19-year-old teacher in the Stony Hill School near Waubeka, Wisconsin, he kept on his desk mounted in a bottle, a 38-star Flag, ten inches high. At the close of school in 1885, Cigrand observed a first Flag Birth Day with his pupils.

Although Cigrand left his teaching post in 1886 for a career in dentistry, he persisted in furthering a national Flag Day holiday on June 14. He wrote, lectured, lobbied, and organized to advance the cause. In 1894, he helped found The American Flag Day Association in Chicago, which soon expanded nationally.

Similar grass-roots movements in support of Flag Day developed elsewhere. Numerous patriotic societies, such as The Sons of the American Revolution, took the lead. Many Civil War veterans’ groups in New England and the Mid-West also became identified with the Flag Day movement.

A major objective of the advocates of Flag Day was to stimulate patriotism among the young. Entreated by patriotic societies, Superintendents of Schools were often the first public officials to direct that exercises be conducted. In large cities these exercises in the schools were viewed as a contribution to the Americanization of immigrant children.

By the mid-1890s, the observance of Flag Day on June 14 had caught on everywhere. Official recognition of the date as Flag Day was slower to come, however. Gradually, mayors and governors began to issue proclamations establishing the holiday in their jurisdictions.

It was 1916 when President Woodrow Wilson issued a proclamation calling for a nationwide observance of Flag Day on June 14. It was not until 1949, however, that Congress gave the holiday permanence by resolving, “That the 14th day of June of each year is hereby designated as Flag Day...” President Harry Truman immediately signed the measure into law.

Today, Flag Day is not a legal holiday, except in Pennsylvania. Notwithstanding, the appeal to Americans of the day of reverence for Old Glory remains high. Every year on June 14, The American Flag Foundation, Inc. invites America to share in this happy celebration of history and heritage.
Lesson 6 Resource Sheet 4: Directions for the Living Flag

Cone Grid Set Up

Flag Grid Instructions

You are about to create a 30" X 30" grid pattern using soccer cones as markers for participants to stand at.

The supplied rope has markings every 30".

Begin by choosing your site and determine the middle of the top of the flag on the field.

Measure out to the top left corner of the flag and stake the spot A. Attach the string at this location.

Move to the bottom corner of the left side of the flag 14 marks on the string since the stake is the 15th row. Pull tight enough to straighten out the string. At each mark, place one cone under the string centered on the hole of the cone. Precision here helps later!

Mark this point with another stake and extend 90 degrees to the lower right corner of the flag C. Remember your geometry here. A2 + B2 = C2. Note the RED marker on the string as the corner of the flag where the stake should be. There is another mark at 3' and 4' from the corner. Adjust your angle so that the hypotenuse of the triangle is 5' and you have confirmed the 90 degree angle. Mark with another stake.

Once again, tug the string straight and place one more cone at each 30" mark. This will be 20 marks away from the second corner.

Continue with another 90 degree exercise and establish the short side and mark with a stake. D. and continue with the cones.

Once the 3 sides have been established, move the rope and measure out the 21 marks on the string. Should align with the red and black marks.

To fill in the remainder of the cones, use the same string with 30" marks, align string using perimeter cones and place interior cones at the marks until field is complete.
Build the Flag

Count out the correct placards and place at one edge of the flag. Row by Row

Fill in the flag grid one row at a time handing out the placard from the stack and go to the end of the row and stand at the next open cone.

Youth tend to smash up to one end of the row. Use an adult to redress the line as the next row is filling in.

Be Careful! Instruct participants to stay in the same row and in order. The American Flag may look like the flag of a different country if they move to be next to a friend.

Once the rows are complete, do a practice run to get them to hold the placard up overhead so that the photo can be taken from above from an airplane or rooftop or other high place.

At conclusion, have participants exit the rows from where they came in and hand off to the person collecting the placards at the end of the row.

The cones should be left by the participants and collected at the end by volunteers.

Determine the center of the flag on the bottom side and align with 2nd base and home plate. Adjust to square it up on the field.

Driving a stake into the field will probably not be permitted so volunteers must stay and hold at all 4 corners. Use the provided stakes upside down as a handle.

From corners B and C extend the sides of the flag up to the top of the flag and use the 345 square method to get the right angles.

The rope is marked with green tape at 3' and 4' from the corner. Align the marks with a 5' stick or tape measure and it is done.

Keeping the corners held down, begin to fill the rows from the bottom of the flag to the top.

Participants will have to get used to “shoulder dressing” the row by standing behind the person in front of them and next to them. Only the perimeter is marked for this event due to time constraints.

Use volunteers to eye up the straightness of the lines for tidyness.

Once in place, use bull horn to instruct the participants to raise placards over head so that the image is created for all to see in the stadium. I will bring one with me.

At conclusion of event, instruct participants to drop off the placards to volunteers for packing and storage and return to their seat.

Roll up the rope on spool and keep the stakes for next event.
Tape Mark Legend

- 30" marks for spacing
- Corner of 15th row for 315 participant flag
- Right angle marks 3' and 4' from corner
- 2nd corner mark for 360 participant flag
- Right angle marks for 360 participant flag

![Diagram of flag layout with tape marks and counts]

Total: 315
- Blue: 115
- Red: 136
- Yellow: 15

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15
Grade 3 Lesson 7: Pause for the Pledge of Allegiance

Enduring Question: How does the American Flag inspire patriotism and citizenship among people in America?

*Schools may not be in session on June 14th. Therefore, schools are encouraged to identify an alternative day to celebrate Flag Day and incorporate the Pause for the Pledge activities.

Objectives: Students will...
1. State the purpose for the annual PAUSE FOR THE PLEDGE OF ALLEGIANCE.
2. State the date of the annual PAUSE FOR THE PLEDGE OF ALLEGIANCE.
3. With the teacher, reread the “The History of Flag Day.” Also, read “The Annual PAUSE FOR THE PLEDGE OF ALLEGIANCE.”
4. In their own words, be able to explain some reasons for the annual PAUSE FOR THE PLEDGE OF ALLEGIANCE.
5. Recite the Pledge of Allegiance, paying close attention to the punctuation (Note: There is no comma after “Nation”).
6. Demonstrate the proper posture for reciting the Pledge of Allegiance.

Motivation:
1. With the teacher, the students will recite the Pledge of Allegiance, assuming the proper stance and paying close attention to the punctuation and phrasing.
2. Show the pledge in sign language:
   http://www.youtube.com/watch?v=GxynqOEFJI (normal speed)
   http://www.youtube.com/watch?v=dgIqGFrq-co (slow motion)
3. Use the resource sheets with the class (The teacher may use this as background information).
4. The teacher may share the following story during literature time: I Pledge Allegiance : the Pledge of Allegiance by Miller, Charles Dean

Discussion:
1. Discuss the 5 W’s (who, what, when, where, and why) for the Pledge of Allegiance. The students can use details from the text, “Annual Pause for the Pledge of Allegiance” and “A Brief History of the Annual Pause for the Pledge.”
2. Recite and discuss the meaning behind the Pledge of Allegiance. The following link is available to assist you in the discussion of the meaning behind the Pledge of Allegiance: http://www.youtube.com/watch?v=TZBTyTWOZCM
Activities:
1. Locate on a map, cities and states relative to the historic figures and locations important to the development of an American Flag celebration (Give examples and answers from “The History of Flag Day” and “The Annual PAUSE FOR THE PLEDGE OF ALLEGIANCE”).

2. Create a television commercial advertising Flag Day and The Annual PAUSE FOR THE PLEDGE OF ALLEGIANCE.

3. Write a persuasive paragraph convincing American citizens they should participate in the Annual PAUSE FOR THE PLEDGE OF ALLEGIANCE.

Resource Sheets:
1. The History of Flag Day
2. The Annual PAUSE FOR THE PLEDGE OF ALLEGIANCE
3. Brief History of the Annual PAUSE FOR THE PLEDGE OF ALLEGIANCE
Lesson 7 Resource Sheet 1 – The American Flag Foundation, Inc. and the Annual PAUSE FOR THE PLEDGE OF ALLEGIANCE

The American Flag Foundation, Inc. was chartered in December, 1982 as a non-profit 501[c] (3) organization.

Its Long-Term VISION is to encourage all Americans to observe National Flag Day (63 Stat. 492) and participate in the annual National PAUSE FOR THE PLEDGE OF ALLEGIANCE, June 14, Flag Day, at 7:00 p.m. EDT (99 Stat. 97) – All Americans everywhere to pause for a moment on June 14, Flag Day, at 7:00 p.m. EDT to say simultaneously the thirty-one words of the Pledge of Allegiance to the Flag.

The effect of this simple ceremony each year is a stimulating patriotic experience at home and a sign of unity abroad.

2013 was the 34th Annual National Pause for the Pledge of Allegiance on Flag Day, June 14 — at Fort McHenry National Monument and Historic Shrine in Baltimore, Maryland.

-Alan Walden
(The American Flag Foundation Board of Directors: News Commentator, Historian)
Displays of patriotism have always been a part of our American heritage. Patriotism is the unifying force for every citizen in our land and is the single bond that unites us as a nation. The American Heritage Dictionary - Second College Edition - defines patriotism as “...Love and devotion to one’s country.”

Flying, waving, or displaying the United States Flag is the visual symbol of our unity and patriotism. Though the Flag is flown daily at government buildings, historic sites, and schools, there are special days throughout the year when many Flags are visible.

Another day, though not a legal holiday, is Flag Day, June 14. This is not an official national holiday, but the President proclaims a public Flag Day observance each year. However, in the state of Pennsylvania, June 14 is celebrated as a legal “state holiday” (i.e., Congress declares “Federal holidays”).

Flag displays are very prominent on these designated days. In addition, commemorative ceremonies are held by veterans’ and civic organizations, communities and governmental organizations. The climactic part of any patriotic ceremony is the simultaneous recitation of the Pledge of Allegiance.

The FOCUS of this lesson is the “PAUSE FOR THE PLEDGE OF ALLEGIANCE” on Flag Day, June 14th each year. The concept of the PAUSE FOR THE PLEDGE OF ALLEGIANCE originated in 1980 at a small meeting of the Flag Day Committee of the Star-Spangled Banner Flag House, a National Historic Landmark in Baltimore, Maryland.

This was the home of Mary Young Pickersgill, who sewed the huge Flag that flew over Fort McHenry during the successful defense of Baltimore. The 30 foot by 42 foot Flag inspired Francis Scott Key to write the words that became “The Star-Spangled Banner.”

During the planning discussion under the leadership of Herbert E. Witz, an attorney and President of the Flag House, concern was expressed about the lack of public interest in Flag Day, June 14. What could be done to rekindle that interest?

A new committee member, Louis V. Koerber, a Baltimore businessman, suggested that they ask the President of the United States to invite all Americans to join him in simultaneously reciting the thirty-one words of the Pledge of Allegiance on Flag Day each year.

The effect of this simple ceremony would not only be a stimulating patriotic experience at home, but would also be a sign of national unity abroad. Its name came a week later when Marion Sinwell, a public relations volunteer consultant, suggested “THE PAUSE FOR THE PLEDGE.” The name was perfect for the concept!

This simple concept transcends age, race, religion, and national origin, geographic and political differences. It is a program of national unity that provides all Americans with the opportunity to honor their Flag as the symbol of our country, its Constitution and Bill of Rights.
The concept has swept across the country in a grassroots movement supported by a broad spectrum of individuals and businesses. Appropriate local Flag Day ceremonies of many kinds are now held throughout the nation in conjunction with the national PAUSE FOR THE PLEDGE OF ALLEGIANCE ceremony at Fort McHenry. Governors of all fifty states and thousands of Mayors across the country join with our program each year.

The American Flag Foundation, Inc. was chartered in December 1982, and is a non-profit 501(c)(3) Foundation. It is chartered to, “Conduct educational programs throughout the United States in promotion of the annual PAUSE FOR THE PLEDGE OF ALLEGIANCE, whereby the entire nation will simultaneously pause on National Flag Day and recite the Pledge of Allegiance to the Flag.”

The Foundation, through its National Flag Day Operations Committee of over 100 volunteers in Maryland and thousands more across the country, is committed to an education opportunity to help people of all ages better understand the history and origins of the Flag, as well as those major events in our history that have made this a free nation of many people.

The 99th United States Congress passed, and President Reagan signed, Public Law 99-54 on June 20, 1985, recognizing the PAUSE FOR THE PLEDGE OF ALLEGIANCE as part of the National Flag Day ceremonies. President Reagan also participated in Flag Day ceremonies at Fort McHenry in 1985.

Since 1983, the spirit of national unity and cooperation has been signified each year when Governors of the fifty states select an outstanding high school student to represent their states in five days of ceremonies during National Flag Week in Maryland.

The formation of a National Alumni Association of past State Representatives and Coordinators was created at their request in 1989. In order to carry the education mission of the Foundation throughout every state, the Association reaches out to student council organizations, youth groups, educational TV networks, parent/teacher groups, service clubs and veterans’ organizations.

Since 1984, a Living American Flag has been formed by 3500-4000 students at Fort McHenry with the full support and cooperation of the Governor and the Maryland State Superintendent of Schools, as well as the Mayor and School Superintendent of Baltimore City. This educational and patriotic experience provides lasting memories for every student. A participant from the original “Human Flag” formed at the Fort in 1914 passed the “baton of patriotism” to a student of the current year’s Flag.

In 1993, The American Flag Foundation, Inc. completed its most important project – the Educational Resource Handbook, revised in 2013. Thousands of hours have been invested in this project, over three years initially, by professional volunteers of the Foundation’s Education Committee to enhance your students’ knowledge and appreciation of our great nation. This is a brief history of how, from a simple beginning, the thirty-one word Pledge of Allegiance has become a unifying symbol of patriotism.
Grade 3 Lesson Eight - Culminating Activity

General Suggestions

The suggested culminating activity following the use of this national Flag Day Educational Resource Handbook would involve the entire school. Grades 3, 4, and 5 would participate in activities similar to The American Flag Foundation, Inc.’s own professional events.

Those events include:
Grade 3 - The Living American Flag
(The preparation for this celebration can be found in Lesson Six.)
Grade 4 - The Parade of Flags
Grade 5 - THE PAUSE FOR THE PLEDGE OF ALLEGIANCE

Adjustments will need to be made for individual school facilities or limitations. Ideally, each grade would be responsible for presenting an activity that represents their unit of study. However, the program may need to be limited to one grade level. If that is the case, we strongly suggest use of the material on the origin and history of Flag Day and THE PAUSE FOR THE PLEDGE OF ALLEGIANCE. There is an abundance of additional material available within this teacher handbook.

On the following page, you will find suggestions for the preparation and presentation of activities organized by grade level. Supplemental materials that enrich, enhance, and support the major focus can be found within the Resource Guide. The goal is to provide teachers with sufficient information from which they can easily develop their own unique plans.

The Living American Flag

Preparation:

1. Date of program approved by administration.

2. Students will prepare and send original invitations to parents, speakers, and other classes for their culminating activity.

3. If students invite speakers, they may wish to suggest some topics to local service organization people (“What the Flag Means to Me” “Why the Flag is an Important Symbol to Us”).

4. Students will have prepared the red, white, and blue placards to be held during the presentation of “The Living American Flag.” They will have practiced using the grid (see separate sheet).

5. The songs will have been rehearsed.

6. If they are to be used, the program and song sheets will have been designed, typed and ready.
7. Student speakers or skit players will be prepared to present information on flags, banners, and pennants; their likenesses and differences (examples will be available for display).

8. A poem, skit or explanation will be used to describe:
   a. Stars, stripes, field of the Flag
   b. Meaning of the colors in the Flag
   c. Other names for our Flag

9. Demonstrations can be given by pairs of students explaining basic Flag etiquette.

10. Seating for visitors will be planned.

11. This is the time when students and teacher may decide what other information (poems, songs, choral speaking, etc.) will be used in the program.

Parade of Flags and Pledge of Allegiance

Preparation:
1. Emcee welcomes guests and states purpose of the program.

2. Colors will be presented and all will recite the Pledge of Allegiance to the Flag followed by a patriotic song (music can be recorded, taped, live or played on bells, autoharp or xylophones).

3. A song or poem can be presented.

4. Students can present information on flags, banners, and pennants using real examples.

5. The guest speaker will make a brief address to the group.

6. Student presentations on the makeup of our Flag.

7. Student presentation on other names for our Flag.

8. Students can present the poem that uses several names for our Flag asking that the audience listen carefully.

9. Students can present examples of proper Flag etiquette.

10. Formation of the Living American Flag with musical accompaniment.

11. Dismissal.
This handbook made possible through the generosity of

THE DOROTHY L. AND HENRY A. ROSENBERG, JR. FOUNDATION

Traveling Living American Flags in Maryland at Ruhrah Elementary School in Baltimore City 2009 and Bayview Elementary School in Cecil County 2012