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:

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- Sondra Bender, 3rd Grade Teacher, Churchville Elementary School

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

Grade 5 Resource Handbook
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- 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
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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Flag Day Lesson Contents
Correlation Matrix- Common Core Grade 4

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.4.1 Students will refer to details and examples in a text when explaining what</td>
<td>Lesson 2 Activity 3</td>
</tr>
<tr>
<td>the text says explicitly and when drawing inference from the text. (KID)</td>
<td></td>
</tr>
<tr>
<td>RL.4.2 Students will determine a theme of a story, drama, or poem from details</td>
<td>Lesson 2 Activity 3</td>
</tr>
<tr>
<td>in the text: summarize the text. (KID)</td>
<td></td>
</tr>
<tr>
<td>RL.4.3 Students will describe in depth a character, setting, or event in a story</td>
<td>Lesson 2 Activity 4</td>
</tr>
<tr>
<td>or drama, drawing on specific details in the text (e.g., a character’s thoughts,</td>
<td></td>
</tr>
<tr>
<td>words, or actions). (KID)</td>
<td></td>
</tr>
<tr>
<td>RL.4.4 Students will determine the meaning of words and phrases as they are used</td>
<td>Lesson 5 Activity 4</td>
</tr>
<tr>
<td>in a text, including those that allude to significant characters found in</td>
<td></td>
</tr>
<tr>
<td>mythology (e.g., Herculean). (CAS)</td>
<td></td>
</tr>
<tr>
<td>RL.4.5 Students will explain major differences between poems, drama, and prose,</td>
<td>Lesson 3 Activity 1</td>
</tr>
<tr>
<td>and refer to the structural elements of poems (e.g., verse, rhythm, meter) and</td>
<td></td>
</tr>
<tr>
<td>drama (e.g., casts of characters, settings, descriptions, dialogue, stage</td>
<td></td>
</tr>
<tr>
<td>directions) when writing or speaking about a text. (CAS)</td>
<td></td>
</tr>
<tr>
<td>RL.4.6 Students will compare and contrast point of view from which different</td>
<td></td>
</tr>
<tr>
<td>stories are narrated, including the difference between first-and third-person</td>
<td></td>
</tr>
<tr>
<td>narrations. (CAS)</td>
<td></td>
</tr>
<tr>
<td>RL.4.7 Students will make connections between the text of a story or drama and a</td>
<td>Lesson 5 Activity 4</td>
</tr>
<tr>
<td>visual or oral presentation of the text, identifying where each version reflects</td>
<td></td>
</tr>
<tr>
<td>specific descriptions and directions in the text. (IKI)</td>
<td></td>
</tr>
<tr>
<td>RL.4.8 Students will compare and contrast the treatment of similar themes and</td>
<td></td>
</tr>
<tr>
<td>topics (e.g., opposition of good and evil) and patterns of events (e.g., the</td>
<td></td>
</tr>
<tr>
<td>quest) in stories, myths, and traditional literature from different cultures.</td>
<td></td>
</tr>
<tr>
<td>(IKI)</td>
<td></td>
</tr>
<tr>
<td>RL.4.9 Students will read and comprehend literature, including stories, dramas,</td>
<td>Lesson 2 Activity 3</td>
</tr>
<tr>
<td>and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding</td>
<td>Lesson 7 Motivation 2</td>
</tr>
<tr>
<td>at the high end of the range. (ROR)</td>
<td></td>
</tr>
</tbody>
</table>
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>
<tbody>
<tr>
<td>RI.4.1 Students will refer to details and examples in a text when explaining what</td>
<td>Lesson 1 Activity 1&lt;br&gt;Lesson 3 Activity 2&lt;br&gt;Lesson 6 Activity 2&lt;br&gt;Lesson 7 Activity 1</td>
</tr>
<tr>
<td>the text says explicitly and when drawing inferences from the text. (KID)</td>
<td></td>
</tr>
<tr>
<td>RI.4.2 Students will determine the main idea of a text and explain how it is</td>
<td>Lesson 2 Activity 1&lt;br&gt;Lesson 4 Activity 2&lt;br&gt;Lesson 4 Activity 3&lt;br&gt;Lesson 6 Activity 4</td>
</tr>
<tr>
<td>supported by key details; summarize the text. (KID)</td>
<td></td>
</tr>
<tr>
<td>RI.4.3 Students will explain events, procedures, ideas, or concepts in a historical,</td>
<td>Lesson 1 Activity 1&lt;br&gt;Lesson 3 Activity 1&lt;br&gt;Lesson 4 Activity 1&lt;br&gt;Lesson 5 Activity 1&lt;br&gt;Lesson 6 Activity 1</td>
</tr>
<tr>
<td>scientific, or technical text, including what happened and why, based on specific</td>
<td></td>
</tr>
<tr>
<td>information in the text. (KID)</td>
<td></td>
</tr>
<tr>
<td>RI.4.4 Students will determine the meaning of general academic and domain-specific</td>
<td>Lesson 1, Motivation 1&lt;br&gt;Lesson 1 Motivation 2</td>
</tr>
<tr>
<td>words or phrases in a text relevant to a grade 4 topic or subject area. (CAS)</td>
<td></td>
</tr>
<tr>
<td>RI.4.5 Students will describe the overall structure (e.g., chronology, comparison,</td>
<td>Lesson 3 Activity 3&lt;br&gt;Lesson 7 Activity 5</td>
</tr>
<tr>
<td>cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. (CAS)</td>
<td></td>
</tr>
<tr>
<td>RI.4.6 Students will compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. (CAS)</td>
<td>Lesson 3 Activity 2</td>
</tr>
<tr>
<td>RI.4.7 Students will interpret information presented visually, orally, or</td>
<td>Lesson 2 Activity 2&lt;br&gt;Lesson 4 Activity 3&lt;br&gt;Lesson 4 Motivation 1&lt;br&gt;Lesson 5 Activity 1</td>
</tr>
<tr>
<td>quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or</td>
<td></td>
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<tr>
<td>interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. (IKI)</td>
<td></td>
</tr>
<tr>
<td>RI.4.8 Students will explain how an author uses reason and evidence to support</td>
<td>Lesson 6 Activity 2</td>
</tr>
<tr>
<td>particular points in a text. (IKI)</td>
<td></td>
</tr>
<tr>
<td>RI.4.9 Students will integrate information from two texts on the same topic in order</td>
<td>Lesson 6 Activity 4&lt;br&gt;Lesson 7 Activity 4</td>
</tr>
<tr>
<td>to write or speak about the subject knowledgably. (IKI)</td>
<td></td>
</tr>
<tr>
<td>RI.4.10 Students will by the end of the year, read and comprehend informational</td>
<td>All lessons with texts provided (see lexiles)</td>
</tr>
<tr>
<td>texts, including history/social studies, science, and technical texts in the grades</td>
<td></td>
</tr>
<tr>
<td>4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range. (ROR)</td>
<td></td>
</tr>
</tbody>
</table>
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.4.3 Students will know and apply grade-level phonics and word analysis skills in decoding words. (PWR)</td>
<td>All lessons with text provided</td>
</tr>
<tr>
<td>RF.4.4 Students will read with sufficient accuracy and fluency to support comprehension. (F)</td>
<td>All lessons with text provided Lesson 2 Motivation 2 Lesson 3 Activity 1</td>
</tr>
</tbody>
</table>
### 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.4.1 Students will write opinion pieces on topics or texts, supporting a point of view with reasons and information. (TTP) | Lesson 1 Activity 3  
Lesson 3 Activity 4 |
| W.4.2 Students will write informative/explanatory texts to examine a topic and convey ideas and information clearly. (TTP) | Lesson 4 Activity 2  
Lesson 4 Activity 3  
Lesson 4 Activity 4 |
| W.4.3 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 4  
Lesson 6 Activity 5 |
| W.4.4 Students will produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience (Grade-specific expectations for writing types are defined in standards 1–3 above). (PDW) | Lesson 3 Activity 4  
Lesson 4 Activity 4  
Lesson 8 Activity 5 and 6 |
| W.4.5 Student will, with guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (PDW) | Any writing assignments that the teacher chooses to take additional time:  
Lesson 2 Activity 1 |
| W.4.6 Students will, with some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. (PDW) | Lesson 7 Activities 2,3, and 4 |
| W.4.7 Students will conduct short research projects that build knowledge through investigation of different aspects of a topic. (BPK) | Lesson 7 Activities 2, 3, and 4 |
| W.4.8 Students will recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. (BPK) | Lesson 7 Activity 4 |
| W.4.9 Students will draw evidence from literary or informational texts to support analysis, reflection, and research. (BPK) | Lesson 4 Activity 4 |
| W.4.10 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) | Many opportunities for various types of writing are included. |
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>
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</thead>
<tbody>
<tr>
<td>SL.4.1 Students will engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly. (CAC)</td>
<td>Lesson 1, Motivation A</td>
</tr>
<tr>
<td></td>
<td>All lessons include discussion topics and/or questions to meet this standard.</td>
</tr>
<tr>
<td>SL.4.2 Students will paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (CAC)</td>
<td>Lesson 1, Motivation A</td>
</tr>
<tr>
<td>SL.4.3 Students will identify the reasons and evidence a speaker provides to support particular points. (CAC)</td>
<td>Lesson 3 Motivation 2</td>
</tr>
<tr>
<td>SL.4.4 Students will report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. (PKI)</td>
<td>Lesson 1 Activities 1 and 3, Lesson 8 Activity 7</td>
</tr>
<tr>
<td>SL.4.5 Students will add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. (PKI)</td>
<td>Lesson 1 Activity 3</td>
</tr>
<tr>
<td>SL.4.6 Students will differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (PKI)</td>
<td>Lesson 3 Activity 4</td>
</tr>
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</table>
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>
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</thead>
<tbody>
<tr>
<td>L.4.1 Students will demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. (CSE)</td>
<td>The use of the provided rubric in scoring the included writing assignments meets this standard.</td>
</tr>
<tr>
<td>L.4.2 Students will demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. (CSE)</td>
<td>The use of the provided rubric in scoring the included writing assignments meets this standard.</td>
</tr>
<tr>
<td>L.4.3 Students will use knowledge of language and its conventions when writing, speaking, reading, or listening. (KOL)</td>
<td>The use of the provided rubric in scoring the included speaking assignments meets this standard.</td>
</tr>
<tr>
<td>L.4.4 Students will determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. (VAU)</td>
<td>Students will be required to do this as they read texts in all lessons which provide text.</td>
</tr>
</tbody>
</table>
| L.4.5 Students will demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (VAU) | Lesson 2 Activity 3  
Lesson 5 Activity 4 |
| L.4.6 Students will acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). (VAU) | Lesson 1 Activity 2  
Lesson 3 Activity 4 (Rubric) |
Grade 4 Lesson 1: Unity, Citizenship, Patriotism

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

**Objectives:** Students will...
Determine the meaning of being a patriot and how citizenship and unity are important to our country.

**Motivation:**
1. Draw a large circle representing unity on the board. Use the cards provided which describe unity and citizenship (add any other words that you see fit or that students develop) to fill in the circle. There are also words that do not fit the topic. Through discussion, have the students place words that do not exemplify unity and citizenship outside of the circle.

2. Allow students to share patriots that they know (parents, grandparents, etc). Look up the definition of patriot (using dictionary.com or a regular dictionary) and see if any students have additional patriots. Lead students to understand that defending their country does not have to be fighting in war (most citizens, including students are patriots).

**Discussion:**
1. What does it mean to be a citizen, and how does that relate to patriotism?

2. How do the rights of American citizens differ from those of other citizens around the world?

3. Discuss freedom and how Americans have valued freedom and independence enough to go to war for it many times?

4. How can you be a good citizen?

5. What does it mean to be a patriotic American?

6. If you could elect or nominate a good citizen or patriotic American, who would it be and why? Or what qualities would you want them to have?

**Activities:**
1. Read and report (see rubric for speaking presentations) on an American they consider to be a good citizen or patriotic American. Be sure students use specific examples to support why their person is a good citizen. Several websites and texts are provided/suggested for this activity.
2. Have students read “The True Meaning of a Patriot” and pull out key vocabulary words in order to complete a shape planner. Encourage students to include other words that they know to describe the topic.

3. In cooperative small groups, have students design a poster or PowerPoint (see rubric for PowerPoint) about citizenship and patriotism and what it means to them. Allow students to use a program such as Pixie, Glogster, or Wordle. Have students share their poster and identify similarities in their understandings. Compile students’ understandings into 1 list and have students create an announcement to share over the loudspeaker, on the morning announcements, or to another class.

**Resources:**

1. Cards for Unity and Citizenship Sort
2. Good Citizen or Patriotic American Research Resource
3. The True Meaning of a Patriot (Lexile 870)
4. Using a Shape Planner
5. Sample Shape Planner
6. Shape Planner Master
### Lesson 1: Resource Sheet 1: Cards for Unity and Citizenship Sort

<table>
<thead>
<tr>
<th>unified</th>
<th>citizenship</th>
</tr>
</thead>
<tbody>
<tr>
<td>freedom</td>
<td>loyalty</td>
</tr>
<tr>
<td>cooperation</td>
<td>harmony</td>
</tr>
<tr>
<td>disagreement</td>
<td>together</td>
</tr>
<tr>
<td>unsupportive</td>
<td>selfish</td>
</tr>
<tr>
<td>criminal</td>
<td>unwilling</td>
</tr>
<tr>
<td>teamwork</td>
<td>sacrifice</td>
</tr>
</tbody>
</table>
Lesson 1: Resource Sheet 2: Good Citizen or Patriotic American Research Resource

Clara Barton:
http://www.ducksters.com/biography/women_leaders/clara_barton.php
http://gardenofpraise.com/ibdbarto.htm

Clara Barton: “Face Danger, But Never Fear It” by Don Nardo (2008)

George Washington:
http://www.ducksters.com/biography/uspresidents/georgewashington.php
http://mrnussbaum.com/presidents/georgewashington/
http://www.mountvernon.org/meet-george-washington/biography-and-influence

President George Washington by David A. Adler (2005)

Abraham Lincoln:
http://www.notablebiographies.com/Ki-Lo/Lincoln-Abraham.html
http://kidsfront.com/biography/abraham_lincon_biography.html

Abraham Lincoln by Sarah Bowler (2001)
Abraham Lincoln Goes to Washington 1837-1865 by Cheryl Harness (1999)

Harriett Tubman:
http://www.ducksters.com/biography/women_leaders/harriet_tubman.php
http://www.pbs.org/wgbh/aia/part4/4p1535.html

Harriett Tubman by David A. Adler (1992)
Lesson 1: Resource Sheet 2 Continued

Frederick Douglass:
http://www.gardenofpraise.com/ibdfdoug.htm


Douglass, Frederick (1994) Escape from Slavery: The Boyhood of Frederick Douglass in His Own Words.


General list of citizens:
http://gardenofpraise.com/leaders.htm
http://www.ducksters.com/history/american_revolution/patriots_and_loyalists.php
http://www.landofthebrave.info/famous-people-in-american-history.htm


Other books:
The Remarkable Ben Franklin  by Cheryl Harness (2005)

Thomas Jefferson  by Elizabeth Sirimarco (2008)

Helen Keller  by Carin T. Ford (2002)

Martin Luther King Jr.  by David A. Adler (2003)

Free At Last; The Story of Dr. Martin Luther King  by Angela Bull (2009)

Thurgood Marshall  by Carla Williams (2001)

Rosa Parks  by Eloise Greenfield (1995)

Eleanor Roosevelt  by Janatha A. Brown (2005)

Lesson 1: Resource Sheet 3: The True Meaning of a Patriot

What does it mean to be considered a “patriot?” Is every American citizen a patriot or is that term saved for only special people? Can anyone be a patriot or is it something with which you are born? Who do you think of when you think of the word?

The easiest way to understand the word patriot is to think of someone who is very passionate about his or her country. A patriot has a lot of love for his or her country. A patriot is very loyal to his or her country and will even support his or her country during bad times.

But are strong feelings enough to be called a patriot? There are also actions that are associated with being a patriot. Patriots are willing to defend their country in times of need. They may choose to defend their country physically, such as in times of war; or they may choose to defend their country verbally, such as debating someone who is speaking negatively about the country. Patriots have to be willing to serve their country. Patriots are more concerned with what they can do for their country than what their country can do for them. A patriot is truly selfless.

You don’t think that you can serve your country during times of war or debate someone who is speaking negatively against your country? That’s okay; you can still be a patriot! Think of other creative ways that you can be of use to your country. You can participate in community service projects to help your neighborhood or other members of your country. When you get older, you can serve on a jury or vote to help your country’s government work well.

Being a patriot doesn’t have to take up all of your time or be a very difficult task. Several suggestions have been given to help you become a better patriot. Just remember that a patriot is a very loyal citizen to his or her country and really believes in the main ideas of the country. You don’t have to wait until you’re older to be a good patriot. Just look around you and think of ways that you can show your love and support for your country.
Lesson 1 Resource Sheet 4: 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 and key words or phrases. The topic sentence will be the main idea and the key words and phrases will be the support details.
8. Expand the topic sentence, key words, and phrases into complete sentences.
9. The topic sentence, plus all the supporting detail, forms a complete paragraph.
Lesson 1 Resource Sheet 5: Example Shape Planner

Example Shape Planner Web

United States Flag
- where we see the flag
- symbol
- many sizes
- display guidelines
- proper care
- three colors

Example Shape Planner Pyramid

United States Flag
- Stars
- Stripes
- Red
- White
- Blue

Main Idea
Grade 4 Lesson 2: The United States Flag-History, Development, and Importance

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

Objectives: Students will...

1. Observe and describe the changes in the early American Flags.
2. Correlate historic events with changes in the Flag’s design or arrangement.
3. Discuss and list values and rights symbolized by the Flag that is our unifying symbol.
4. Relate this to the colonists and a young country as well as to us today.

Motivation:

1. The teacher will display pictures of American Flags (do not share yet that the Flags all represent America). Use the Prezi provided for pictures of Flags: (http://prezi.com/3m4x6zpdn/?utm_campaign=share&utm_medium=copy). As the students look at the different Flags, have them notice similarities and differences. Allow students to share what they may know about the Flags shown and discuss that they were all at one time a symbol of our country.


Discussion:

1. The students will discuss likenesses and differences of our Flags (location, number, and placements of stars and stripes).

2. Discuss the vocabulary of colonization, taxation, tax without representation, unity, freedom connected with the change of the British to the American Flag and the change from colonies to states.

3. What does our United States Flag symbolize for us?
   a. The territory of our states
   b. A way of life
   c. Citizen rights
   d. Shared beliefs and values
   e. Courage and sacrifice of those in battle and at home who have fought for our right to be free and to rule ourselves

4. Why is our Flag an important symbol?
Activities:

1. In small groups or individually, students will research a specific Flag. This may be done as a jigsaw activity. Have students write a summary about their Flag (see rubric for writing). Then come together and have each group share their summaries. Be sure they share when their Flag was changed. How it changed? And the date and/or event that caused the change. Use the 3 Flag texts provided for this.

2. Students will work to complete a timeline including dates, pictures, and Flag information. Cards are provided for this.

3. To help understand why the Flag is important have students:
   
   Listen to “You’re a Grand Old Flag” (find song on link: www.teachertube.com/viewVideo.php?video_id=60449), sing, and then discuss the meaning of the words in the song. Have students read and infer the meaning of each line using the provided notes page. Guide students to infer how the speaker feels about his/her country and how they can tell.

4. Read The Flag Maker by Susan Caroline Bartoletti (2007) or The Biggest and Best Flag that ever Flew by Rebecca Jones (1994). Stop and discuss how making the Flag today would be different than it was when the first official Flag was made.

Advanced Preparation:

Students will plan a Parade of Flags to be held as a culminating activity. Student groups will prepare invitations, programs, and song sheets for parents, other students in the school, or service organizations attending the Parade of Flags. Students should create Flag replicas and it is a good idea to include real Flags as well. A template for this can be found following lesson 8.

Resources:

1. Text 1 From the British to the Grand Union Flag (Lexile 1170)
2. Text 2 Old Glory (Lexile 1160)
3. Text 3 The American Flag (Lexile 1180)
4. Flag Timeline Cards
5. Flag Card Answer Sheet
6. “You’re a Grand Old Flag” Lyrics and Notes Sheet (Lexile 820)
Lesson 2 Resource Sheet 1: From the British to the Grand Union Flag (Lexile 1170)

The British Flag

The Grand Union Flag

When the first settlers from England came to America in 1607, they were under the rule of King George III and their flag was therefore that of their motherland (their original country) and ruler.

When citizens of America were no longer happy with their ruler because of being unfairly taxed and receiving no representation in government, they wanted to break free. As a sign of being separate from Britain, they created the Grand Union Flag, which is sometimes called the “First Navy Ensign” and the “Cambridge Flag,” among other names. It was the flag that came directly before our flag included stars and stripes.

This type of flag was carried on the flagship “Alfred” on December 3, 1775 to represent the Thirteen Colonies when Commodore Esek Hopkins assumed command of the Navy built in Congress. It was then hoisted by General Washington in January 1776, at Cambridge Camp, Prospect Hill, as the standard of the Continental Army, and it was also carried ashore by the Marines who made an expedition to the Bahamas in March of 1776.

At the end of the Revolution, it was used on many occasions before June 14, 1777, when the Continental Congress authorized the Stars and Stripes.

The part of the flag, with its crosses of St. George and St. Andrew, indicated our relation with the “mother country” until the separation of those ties brought about its replacement with the white stars in the blue field. Washington later wrote that it was flown at Cambridge “out of compliment to the United Colonies.”
The original thirteen colonies each functioned much like separate nations. Thus, all flags were somewhat local. Then the colonies began to unite and they adopted a flag called the Congress Colors, which contained the thirteen stripes as they appear today. The union contained the British Union Jack to show our allegiance and love of the Mother Country.

When the colonies decided to rebel against England, Congress established the first truly American Flag -- a Flag which contained thirteen stars arranged in a circle and the thirteen stripes as we know them today. Each was representative of one of the thirteen original colonies. The date of that Flag was June 14, 1777. That day is now celebrated as Flag Day.

The first Army flag had the stars arranged in a circle to show that no colony was superior than another. The first Navy Stars and Stripes, flown by the man-of-war “Guerriere” when she sailed from Boston on July 25, 1818, for Cowes, England, had the stars arranged in a staggered formation in alternate lines and rows of threes and twos on the field of blue.

However, on September 9, 1818, the Board of Navy Commissioners was given directions from President Monroe for a standard flag pattern to remain the same in order to keep the Flag consistent.

Following an Act of Congress on January 13, 1794, this was the Flag of our country from 1795 until 1818. The addition of the two stars and two stripes came with the admission of Vermont, March 4, 1791, and Kentucky, June 1, 1792, into the Union. It flew during many battles.
The first American Flag with stars and stripes contained 13 of each. When Vermont and Kentucky joined the union in 1795, the number of stars and stripes was increased from 13 to 15. For a time, the Flag was not changed when new states were admitted.

On April 4, 1818, a plan was passed by Congress at the suggestion of U.S. Naval Captain Samuel C. Reid in which the Flag was changed to have 20 stars, with a new star to be added when each new state was admitted. However, the number of stripes was then reduced to 13 so as to honor the original colonies and because it was believed that too many stripes would make the Flag cluttered. The act specified that new Flag designs should become official on the first July 4 (Independence Day) following admission of one or more new states. Thus, for nearly a quarter of a century, this Flag with its fifteen stars and stripes was the banner of our growing Nation.

Nicknames for the Flag include: the "Stars and Stripes," "Old Glory," and "The Star-Spangled Banner." The design of the Flag has been modified 26 times officially, since 1777. The 48-star Flag was in effect for 47 years until the 49-star version became official on July 4, 1959. The 50-star Flag was ordered by President Eisenhower on August 21, 1959.

The most recent change, from 49 stars to 50, occurred in 1960 when the present design was chosen, after Hawaii gained statehood in August 1959. Before that, the admission of Alaska in January 1959 prompted the debut of a short-lived 49-star Flag.

Prior to the adoption of the 48-star Flag in 1912, there was no official arrangement of the stars in the canton (the upper left corner), although the Army and Navy used standardized designs. Throughout the 19th century there were a plethora of star patterns, rectangular and circular.
<table>
<thead>
<tr>
<th>Flag Timeline Cards</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>13-star Flag</strong></td>
</tr>
<tr>
<td><img src="image" alt="13-star Flag" /></td>
</tr>
<tr>
<td>Each of the Colonies was represented by a star and stripe.</td>
</tr>
<tr>
<td><strong>20-star Flag</strong></td>
</tr>
<tr>
<td><img src="image" alt="20-star Flag" /></td>
</tr>
<tr>
<td>The first Flag used to represent the colonies of the New World.</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Flag Timeline Cards</td>
</tr>
<tr>
<td>-----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>50-star Flag</td>
</tr>
<tr>
<td>30-star Flag</td>
</tr>
<tr>
<td>Union Jack</td>
</tr>
<tr>
<td>The most popular unofficial Flag representing the country during its first year.</td>
</tr>
<tr>
<td>Flag Timeline Cards</td>
</tr>
<tr>
<td>---------------------</td>
</tr>
<tr>
<td>Betsy Ross Flag</td>
</tr>
<tr>
<td>With the addition of Utah to the Union, this Flag used alternating lines of alternating numbers of stars similar to our Flag today.</td>
</tr>
<tr>
<td>43-star Flag</td>
</tr>
<tr>
<td>48-star Flag</td>
</tr>
</tbody>
</table>
### Lesson 2 Resource Sheet 5: Flag Card Answer Sheet

<table>
<thead>
<tr>
<th>Flag</th>
<th>Date</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Union Jack</td>
<td>1607 – 1775</td>
<td>The first Flag used to represent the colonies of the New World.</td>
</tr>
<tr>
<td>Betsy Ross Flag</td>
<td>1776</td>
<td>The most popular unofficial Flag representing the country during its first year.</td>
</tr>
<tr>
<td>13-star Flag</td>
<td>June 14, 1777</td>
<td>Each of the colonies was represented by a star and stripe.</td>
</tr>
<tr>
<td>15-star Flag</td>
<td>May 1, 1795</td>
<td>Kentucky and Vermont joined the Union and a star and stripe was added.</td>
</tr>
<tr>
<td>20-star Flag</td>
<td>April 13, 1818</td>
<td>Congress returned to 13 stripes to represent the 13 original colonies and added a star for each new state.</td>
</tr>
<tr>
<td>21-star Flag</td>
<td>July 4, 1819</td>
<td>8 more states were added including the latest Illinois. Stars form uneven rows.</td>
</tr>
<tr>
<td>30-star Flag</td>
<td>July 4, 1863</td>
<td>The latest star represented West Virginia, the only state to join the Union during the Civil War. Stars make even rows.</td>
</tr>
<tr>
<td>43-star Flag</td>
<td>July 4, 1890</td>
<td>Montana and Idaho added to the Union, this Flag has 5 rows of 7 stars and 1 row of 8 stars.</td>
</tr>
<tr>
<td>45-star Flag</td>
<td>July 4, 1896</td>
<td>With the addition of Utah to the Union, this Flag used alternating lines of alternating numbers of stars, similar to our Flag today.</td>
</tr>
<tr>
<td>48-star Flag</td>
<td>July 4, 1912</td>
<td>President Taft set the proportions for the United States Flag, along with making equal rows of stars. This Flag was the official Flag for 47 years, longer than any other U.S. Flag. The stars represent all the continental states.</td>
</tr>
<tr>
<td>50-star Flag</td>
<td>July 4, 1960</td>
<td>This is the 27th and latest Flag of the United States representing the addition of Hawaii to the Union.</td>
</tr>
</tbody>
</table>
You’re a Grand Old Flag

Read the lyrics to “You’re a Grand Old Flag” and record your thoughts as to the meaning of the song in the notes section.

<table>
<thead>
<tr>
<th>Song Lyrics</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>You're a grand old Flag,</td>
<td></td>
</tr>
<tr>
<td>You're a high flying Flag</td>
<td></td>
</tr>
<tr>
<td>And forever in peace may you wave.</td>
<td></td>
</tr>
<tr>
<td>You're the emblem of</td>
<td></td>
</tr>
<tr>
<td>The land I love.</td>
<td></td>
</tr>
<tr>
<td>The home of the free and the brave.</td>
<td></td>
</tr>
<tr>
<td>Ev'ry heart beats true</td>
<td></td>
</tr>
<tr>
<td>'neath the Red, White and Blue,</td>
<td></td>
</tr>
<tr>
<td>Where there's never a boast or brag.</td>
<td></td>
</tr>
<tr>
<td>Should auld acquaintance be forgot,</td>
<td></td>
</tr>
<tr>
<td>Keep your eye on the grand old Flag.</td>
<td></td>
</tr>
</tbody>
</table>
Grade 4 Lesson 3: The War of 1812

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

Objective: Students will...
1. Build background knowledge on the War of 1812.
2. Understand the key events and reasons for the war.
3. Compare first-hand and second-hand accounts of the war to understand the events of the war and citizens’ reactions at the time of the war.

Motivation:
1. Ask students what war was fought against Britain. Most students will mention the American Revolution. Explain that after the Revolutionary War, there was another war—The War of 1812.
2. Watch a video up to 13:45 on the war of 1812 found at: http://www.youtube.com/watch?v=CnRQ8-MMX28

Discussion:
1. What were the reasons for the War of 1812?
2. What were the main events during the War of 1812?
3. What were perspectives of the citizens during the war?

Activities:
1. Read the background of the War of 1812 in order to:
   • Have students act out the events of the War of 1812 (reader’s theater) and practice fluency.
   • Create a comic strip showing the major cause of the war.
2. Read the quotes from citizens at the time of the war. Complete a close read to help students better understand their meanings. Have students identify how the quotes relate to the events of the War of 1812 based on the background knowledge text.
3. Research and construct a timeline of the events that led to and occurred during the War of 1812 and specifically the Battle of Baltimore. A model timeline can be found at: www.warof1812.ca/1812events.htm
4. Have students pretend they are a U.S. citizen at the time of the war. Have them write a letter to a British soldier or leader explaining their feelings about that war (see rubric for writing). Encourage students to use proper English because they would want the reader to listen to them. If it is informal (written in slang), their letter would not be taken seriously.
5. For additional lessons on the role of privateers, the maritime causes to the war using primary source documents, and a comparison of the War of 1812 to the Revolutionary War visit: http://www.friendsoffortmchenry.org/_assets/PDF/2-Patriots-or-Pirates-4.pdf

Resources:
1. War of 1812 (Lexile 770)
2. War of 1812 Reader’s Theater
3. Quotes from Citizens During the War of 1812
Lesson 3 Resource Sheet 1: War of 1812 (Lexile 770)

People compare the War of 1812 to the Revolutionary War. It has even been called the Revolutionary War Part 2. This is because there are many similarities between the two wars. The most common similarity is both wars were fought between the United States and Great Britain. The main causes for both wars were shipping and trade disputes. Another similarity between the two is that the main fighting occurred in North America. Like the Revolutionary War, the War of 1812 ended with the United States winning. The main difference with the War of 1812 was that it was a war meant to decide how much say America would have in other countries.

It all started with Thomas Jefferson. As President, Jefferson set up laws for trading overseas. The problem was he had no interest in foreign affairs. This meant he did not want to take part in foreign wars. Other countries did not like this. They did not want to trade with a country that would not support them in spats with other nations.

England and France were at war prior to the War of 1812. The English believed the United States was supplying France with food and weapons. The French believed the same thing. They thought the U.S. was sending goods to Britain to help them. The war between these two nations was so bad that any time an American ship was sent to Europe, both British and French troops refused to let the ships pass without searching them first. The U.S. passed the Embargo Act of 1807 as a result.

In the Embargo Act, America was no longer allowed to sail to any foreign ports. This meant they could not trade with any country across the world. Many Americans were furious! The government hoped by passing this Act that France and Britain would need them, but both countries did fine without any help. The plan had backfired.

Jefferson had no choice but to repeal the Embargo Act right before he left office. The new president was James Madison. The damage had already been done. American ships began to trade again, but the British and French went back to searching their ships. Nothing had changed. Madison was determined to keep the United States out of the war.

The Americans wanted a war and eventually Madison had no choice. America would go to war with Britain though and not France. This was mainly due to a new British Policy. British ships were allowed to seize American sailors and force them to serve in the British navy. This was illegal. It had been a part of the Treaty of Paris, which was signed in 1783. The Treaty helped end the Revolutionary War.

<table>
<thead>
<tr>
<th>Other Reasons For Fighting The British:</th>
<th>Reasons For Victory:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Britain owned Canada. The U.S. wanted control of the country.</td>
<td>• Oliver Hazard Perry was an excellent leader.</td>
</tr>
<tr>
<td>• The U.S. blamed England for encouraging Native Americans to raid U.S. settlements out west.</td>
<td>• The Americans had more ships.</td>
</tr>
</tbody>
</table>

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Prior to 1814, the British soldiers only seemed to win victories in Canada. The troops did not fight during the cold winter. This gave them time to prepare. The British had one goal in mind: Capture Washington. In the spring of 1814, they stormed the streets of Washington D.C., burning the Capitol Building, the White House, the War Offices, and the Treasury building!

Near the end of 1814, an important battle changed the scope of the war. The British wanted the success they had in Washington in Baltimore. This time, U.S. troops were prepared. During the fighting, an important song, our national anthem was written. Francis Scott Key wrote the words to the Star Spangled Banner as he watched the battle unfold.

In August of 1814, Britain and the U.S. spoke of peace, but it was not until Christmas Eve that a treaty was signed. This was the Treaty of Ghent. Even though a treaty was signed, fighting continued. No one told the soldiers the war was over.

The final battle of the war was in January of 1815. The Battle of New Orleans was another U.S. victory. The U.S. had control of this entire region. Word spread of the signing of the Treaty of Ghent. The war finally ended.

The War of 1812 did not solve the problems of trading, but it did help reshape our country. Through the War, the U.S. gained several territories out west, the lines of Canada were redrawn, and we gained control of the Great Lakes. The war was a victory, which helped make America what it is today.
**Lesson 3 Resource Sheet 2: War of 1812 Reader’s Theater**

**Have groups of students hold signs labeled England, France, and U.S. to show the setting.**

Narrator: …The year was 1812. Thomas Jefferson had just set up laws for trading overseas. He did not want to be involved in foreign wars and other countries did not like this one bit because they didn’t want to trade with a country that wouldn’t support them if they had a fight with another country. Another part of the problem was that France and England were already at war...

--- England ---

English Man 1: I believe that the United States are supplying the French with food and weapons.

English Man 2: That is unacceptable! We must put a stop to this right away!

--- France ---

French Man 1: I believe that the United States are supplying England with food and weapons.

French Man 2: That is unacceptable! I say we make it hard for those scoundrels to trade.

--- United States ---

Narrator: …A U.S. ship lands in Europe to trade tobacco...

U.S. Man 1: Hello French Man. We have come to trade this tobacco with you for some goods.

French Man 1: We need to search your ship because you are helping England and we don’t like that one bit.

U.S. Man 2: Oh no, I guess we will go see if we have better luck with England.

Narrator: …The American ship sails to England...

U.S. Man 1: Hello British Man. We have come to trade this tobacco with you for some goods.

English Man 1: We will need to get on your ship and search everything!

U.S. Man 2: Let’s get back to the United States and let them know what is going on over here!

Narrator: …The U.S. ship sails back to the United States to report what has been going on...

U.S. Man 1: Everyone listen! France and England are searching our ships when we try and trade with them. They think that we are helping their enemy by supplying food and weapons.
Thomas Jefferson: I know what to do. We will stop sailing to any foreign ports. No trading with anyone across the sea.

Crowd: What! But they have goods that we want!

Thomas Jefferson: Don’t worry. They will stop this silliness when they can’t live without our goods.

----------------------------------------------England-----------------------------------------------

English Man 1: Ha! They think they’ll stop trading with us…well we don’t need them anyway.

Narrator: …And they didn’t...

----------------------------------------------France-----------------------------------------------

French Man 1: Ha! They think they’ll stop trading with us…well we don’t need them anyway.

Narrator: …And they didn’t...

----------------------------------------------United States -----------------------------------------------

U.S. Man 2: Well that didn’t work.

Thomas Jefferson: You are right. We will have to start trading again. As I leave office, we will begin trading again.

Narrator: …And so they did. And nothing had changed. France and England continued to search U.S. ships when they sailed to their ports. In fact, the English had even begun seizing American sailors and forcing them to serve in the British navy…

U.S. Crowd: We’ve had enough! Let’s fight! And let’s focus on the British! How dare they steal our men! And that is illegal since they signed agreeing not to do this at the end of the Revolutionary war.

U.S. Man 2: And if we win we can take control of Canada from them too.

Narrator: ...The War of 1812 was fought between the U.S. and Britain. Many battles were fought until its final battle in January of 1815. It did not solve the problems of trading, but it did help reshape our country. Through the War, the U.S. gained several territories out west, the lines of Canada were redrawn, and we gained control of the Great Lakes. The war was a victory, which helped make America what it is today...
Lesson 3: Resource Sheet 3: Quotes from Citizens During the War of 1812

<table>
<thead>
<tr>
<th>Quote</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>“British cruisers have been in the continued practice of violating the American Flag on the great highway of nations, and of seizing and carrying off persons sailing under it…”</td>
<td></td>
</tr>
<tr>
<td>From President Madison’s war message to Congress, contained in a confidential letter, June 1, 1812 [Quoted in Lonn Taylor, et al. The Star-Spangled Banner: The Making of an American Icon (Smithsonian Institution Press, 2008)]</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Connection</th>
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<table>
<thead>
<tr>
<th>Quote</th>
<th>Meaning</th>
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<tbody>
<tr>
<td>“…that a horde of American cruisers should be allowed, unheeded, unresisted, unmolested, to take, burn, or sink our own vessels in our own inlets, and almost in sight of our harbors…”</td>
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<tr>
<td>Excerpt from the Glasgow memorial of September 7, 1814 reprinted in Baltimore’s Niles Weekly Register, Saturday, November 26, 1814: 190-19</td>
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<th>Connection</th>
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**Lesson 3: Resource Sheet 3 Continued: Quotes from Citizens During the War of 1812**

<table>
<thead>
<tr>
<th>Quote</th>
<th>Meaning</th>
<th>Connection</th>
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<tbody>
<tr>
<td>“At dawn on the 14th, our morning gun was fired, the Flag hoisted, Yankee Doodle played, and we all appeared in full view of a formidable and mortified enemy, who calculated upon our surrender in 20 minutes after the commencement of the action.”</td>
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<tr>
<td>– Private Isaac Monroe of the Baltimore Fencibles (1st Maryland Regiment of Artillery), writing to a friend in Boston, September 17, 1814 [Note: Subsequent research by NPS ranger Scott Sheads indicates that the garrison Flag was hoisted at 9a.m., not dawn, as per military procedures]</td>
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<tr>
<td>“The war has renewed and reinstated the national feelings and character which the Revolution had given, and which were daily lessening. The people have now more objects of attachment… they are more American; they feel and act more as a nation…”</td>
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<tr>
<td>– Albert Gallatin, United States Peace Commissioner at Ghent [August - December 1814]</td>
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Grade 4 Lesson 4: Fort McHenry and "The Battle of Baltimore"

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

Objective: Students will...

1. Discover the place in which the "War of 1812" took place in Maryland.
2. Discuss Maryland’s, and more specifically Baltimore’s, role in the "War of 1812."
3. Discuss the "Battle of Baltimore," and its relationship to Fort McHenry.

Motivation:

1. Show pictures of Fort McHenry and have students guess the location. Use the prezi to see pictures- [http://prezi.com/lpfh28zxcgqq/?utm_campaign=share&utm_medium=copy](http://prezi.com/lpfh28zxcgqq/?utm_campaign=share&utm_medium=copy)
2. What do you think a “nest of pirates” means? Some people in Great Britain called Baltimore “a nest of pirates.” Have students draw a quick sketch of what they visualize when they hear this phrase. Encourage students to return to their sketch at the end of the lesson to see how their visualization changed after learning about the phrase.

Discussion:

1. Why do you think Baltimore was called a “nest of pirates?”
2. Why is Fort McHenry called The Star Fort?
3. Why was the "Battle of Baltimore" important?
4. The people of Baltimore worked together to fortify their city and harbor. What would have happened if they hadn’t worked together?
5. What do you think would have happened if the Americans had been defeated in the "Battle of Baltimore?"

Activities:

1. Read the text “Why Baltimore?” List reasons why the British wanted to attack Baltimore.
2. Read the snippet of text on the specifics of the "Battle of Baltimore." Then have students create a poster or newspaper article announcing and celebrating the fact that America won (see rubric for writing).
3. Read about the defenders of Fort McHenry. Then have students create an award for a defender. Have them include a made up name and description for why the person earned the award.
4. Have students write a paragraph explaining why, or why not, the "Battle of Baltimore" was important. Be sure they use details to explain their thinking (see rubric for writing).

5. If you are close to Baltimore, Maryland, consider taking a field trip to Fort McHenry. If you are not close, there are resources that can be found on their website: [http://www.nps.gov/fomc/index.htm](http://www.nps.gov/fomc/index.htm) and/or view the video found at: [http://www.youtube.com/watch?v=dsCbzrEXIb8](http://www.youtube.com/watch?v=dsCbzrEXIb8)

6. Using computers, have students play a game about defending Fort McHenry (Game found: nps.gov/fomc/holdthefort/game.html).

For additional lessons to complement Lesson 4, please visit the following sites:

- [http://teachingamericanhistorymd.net/000001/000000/000064/html/t64.html](http://teachingamericanhistorymd.net/000001/000000/000064/html/t64.html) ("Battle of North Point" history with links to primary sources and information related to the "Battle of Baltimore.")

- [http://teachingamericanhistorymd.net/000001/000000/000148/html/t148.html](http://teachingamericanhistorymd.net/000001/000000/000148/html/t148.html) (Star-Spangled Banner with links to primary sources and information related to the Flag.)

- [http://www.nps.gov/fomc/forteachers/upload/YDLesson.pdf](http://www.nps.gov/fomc/forteachers/upload/YDLesson.pdf) (This lesson uses primary sources to help the students understand the role Baltimore played in the "War of 1812.")

- [http://www.friendsoffortmchenry.org/_assets/PDF/1-Whats-In-a-Name-4.pdf](http://www.friendsoffortmchenry.org/_assets/PDF/1-Whats-In-a-Name-4.pdf) (This lesson plan focuses on researching the roles of many prominent people in the "Battle of Baltimore" and the roles they played.)

- [http://www.friendsoffortmchenry.org/_assets/PDF/9-Citizens-Defense-4.pdf](http://www.friendsoffortmchenry.org/_assets/PDF/9-Citizens-Defense-4.pdf) (This lesson uses primary source documents so the students can identify the contributions of the people of Baltimore in the defense of the city.)

- [http://www.friendsoffortmchenry.org/_assets/PDF/14-Star-Fort-4-8.pdf](http://www.friendsoffortmchenry.org/_assets/PDF/14-Star-Fort-4-8.pdf) (In this lesson, students will use the primary source documents of Fort McHenry to identify the purpose of a fort and describe what makes a fort effective.)

- [http://www.friendsoffortmchenry.org/_assets/PDF/12-Cannons-4-8.pdf](http://www.friendsoffortmchenry.org/_assets/PDF/12-Cannons-4-8.pdf) (In this STEM lesson, students will be able to explain why cannons work and how cannons worked to protect Baltimore in the "War of 1812.")

**Resource Sheets:**

1. Why Baltimore? (Lexile 1040)

2. The "Battle of Baltimore" (Lexile 990)

3. The Defenders (Lexile 1090)
Lesson 4 Resource Sheet 1 : Why Baltimore? (Lexile 1040)

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 shipowners 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.
Lesson 4 Resource Sheet 2: The Battle of Baltimore (Lexile 990)

The War of 1812, fought against Great Britain between 1812 and 1814, was important. It was a war which proved that although the United States was young, it was still a nation to be respected. By the end of the war, the United States was respected by other nations. For that reason, some historians have called the War of 1812 “The Second War of Independence.”

Great Britain had developed a clever plan to defeat the United States: divide the United States into three sections, by controlling Lake Champlain, the Chesapeake Bay and the Mississippi river. Once divided, the United States would be an easy target for the British army and navy.

The people of Baltimore knew the British wanted to capture Baltimore. The closer the British came to Baltimore, the more alarmed the Americans became. When news reached Baltimore that the British had burned Washington, D.C., the Americans began to fortify the Baltimore Harbor. People worked together to protect the city. Gun batteries were installed at Fort McHenry, which was called the “star fort,” and supplies of ammunition for the guns were stored at the fort.

More than 4,500 British troops first came by land at North Point with the intention of attacking and burning Baltimore. They were met by a smaller group of Americans. After a short battle, the Americans retreated to the city where there were major reinforcements.

The British continued on to the city where the Americans had retreated. When they arrived, they were surprised to find about 15,000 troops. Because Baltimore was expecting them, they recruited many troops and were prepared with weapons and trenches.

A thousand men at Fort McHenry, trained to fight and ready, surprised the British when they tried to attack by sea. The British needed reinforcements but their ships could not get close enough for troops to land. They were able to fire from sea because their ships were out of range from Fort McHenry’s cannons, however, very few of their attempts to hit Fort McHenry were successful.

After a bombardment of twenty-five hours, the large American Flag made by Mary Pickersgill was flying over Fort McHenry. Because they were not making any headway, had lost men and used up expensive ammunition, they retreated and headed for southern United States to try their luck there. This event inspired the writing of “The Star-Spangled Banner.” Fort McHenry stills flies the 15-star Flag every hour of every day.
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 were 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.
Grade 4 Lesson 5: Francis Scott Key and The Star Spangled Banner

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

Objective: Students will . . .
1. Discuss Francis Scott Key’s important role in the history of the American Flag.
2. Discover the story of Francis Scott Key and his creation of the National Anthem.
3. Determine the connection between the battle of Baltimore and the lyrics to his song, “The Star Spangled Banner.”

Motivation:
1. Read the biography on Francis Scott Key to review who he was.
2. Have students sing the National Anthem (version with lyrics: http://www.youtube.com/watch?v=1gZ6VYXIW2A . Share that they will be learning the connection between Francis Scott Key, our Flag, Fort McHenry, and our anthem).

Discussion:
1. Who was Francis Scott Key?
2. Where was Francis Scott Key when he stood watching the Fort?
3. Why was Francis Scott Key watching Fort McHenry and hoping to see the American Flag flying over the Fort?
4. What inspired him to write our national anthem?

Activities:
1. Read “Francis Scott Key and the Star-Spangled Banner” in order to:
   a. Draw a diagram of the Star Fort and where the British ships and FSK’s boat were located. Encourage students to use details from the text to include a title, captions, labels, etc. Students can do this from scratch or label the map provided.
   b. Role-play Francis Scott Key as he watched to see if the American Flag was still flying. Encourage students to dramatize their reactions (See rubric for speaking).
2. Play the game Defending Fort McHenry.
3. Using computers, have students play a game about defending Fort McHenry (Game found: nps.gov/fomc/holdthefort/game.html)
4. Read the Star Spangled Banner and make connections about what FSK was seeing and what he wrote or use the lesson plan: http://www.nps.gov/fomc/forteachers/upload/FSK-Writing-About.pdf.

Resources:
1. Francis Scott Key (biography) (Lexile 950)
2. Francis Scott Key & The Star-Spangled Banner (Lexile 830)
3. The Song — The Star-Spangled Banner (Lexile 1190)
4. Game: Defending Fort McHenry
5. War of 1812 Map
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 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 5 Resource Sheet 3: Star Spangled Banner Lyrics and Notes (Lexile 1190)

<table>
<thead>
<tr>
<th>Francis Scott Key’s Lyrics</th>
<th>Events in the War</th>
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<tbody>
<tr>
<td>Oh, say, can you see, by the dawn's early light,</td>
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<tr>
<td>What so proudly we hail'd at the twilight's last gleaming?</td>
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<tr>
<td>Whose broad stripes and bright stars, thro' the perilous fight,</td>
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<tr>
<td>O'er the ramparts we watch'd, were so gallantly streaming?</td>
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<tr>
<td>And the rockets' red glare, the bombs bursting in air,</td>
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<tr>
<td>Gave proof thro' the night that our Flag was still there.</td>
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<tr>
<td>O say, does that star-spangled banner yet wave</td>
<td></td>
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<tr>
<td>O'er the land of the free and the home of the brave?</td>
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</table>

On the shore dimly seen thro' 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, half conceals, half 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 wash'd 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 freemen shall stand,
Between their lov'd homes and the war's desolation;
Blest with vict'ry and peace, may the heav'n-rescued land
Praise the Pow'r that hath made and preserv'd 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!
Lesson 5 Resource Sheet 4: Game: Defending Fort McHenry

Equipment Needed:

- Rubber playground ball
- Chalk or painted circles in gym or on playground
- Indian club (you may substitute using bowling pins)
- For the fort, place the Indian club inside a 24” circle. The students stand around a 20’ outside circle.

Objective:

To elude the guard and take the defended fort.

Directions:

One player defends the fort. The players on the outside circle, attempt to hit the fort by rolling the ball which the defender kicks away. When the ball enters the fort and knocks the club over, the defender changes places with the player who rolled the ball.
Lesson 5 Resource Sheet 5: War of 1812 Map

Draw a * and label where FSK was during the battle. Label Baltimore. Draw a ⭐ and label Fort McHenry.
Grade 4 Lesson 6: William Williams

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

Objectives: Students will…
1. Identify information about the life of William Williams.
2. Read about and categorize the main events in William Williams’ life.
3. Decide the motives leading to the decisions made by William Williams.
4. Identify the contributions of African-Americans in the War of 1812.

Motivation:
Ask the class if they had the choice to either fight in a war or remain a slave what they would choose?

Discussion:
1. Why would an escaped slave serve his country?
2. What did William Williams hope to accomplish by enlisting in the military?
3. In what ways was William Williams’ decision different from other slaves who sided with the British?

Activities:
1. Read the text on African-Americans at the time of the War of 1812 in order to build background knowledge. Be sure to stop and discuss, as this text includes some difficult language and ideas.
2. Read the REWARD description and have students create a sketch of William Williams using the descriptive words. Discuss with students the details the author included at the end of the text and how the author felt about William Williams. Have students share evidence provided by the author.
3. List the life events of William Williams before, during, and after the Battle of Baltimore.
4. Have students compare William Williams’ decision to join the Americans in battle to the slaves siding with the British.
5. After reading about William Williams, create a newspaper article, song/poem, or an award to commemorate the accomplishments of William Williams in the Battle of Baltimore (See rubric for writing).

Resource Sheets:
1. British Tactics of African-American slaves
2. Negro Frederick, alias William Williams, 38th Infantry at Fort McHenry, Sept. 1814
3. William Williams’ Life Events
4. Comparing William Williams to Other Slaves of the Time
Lesson 6 Resource Sheet 1: British Tactics of African-American Slaves

During both the American Revolution and the War of 1812, English military officials did their best to induce American slaves to leave their masters for freedom behind British lines. On April 2, 1814, British Vice-Admiral Sir Alexander Cochrane continued this policy when he issued a proclamation to the enslaved people of the United States, promising freedom to those who crossed over. “…[you] will have [the] choice of either entering into His Majesty’s sea or land forces, or being sent as free settlers to the British possessions in North America or the West Indies where [you] will meet with all due encouragement.” The result of this proclamation was an ever-increasing number of slave desertions to the British wherever the British happened to operate. In early July, slaves flocked to Royal Navy transports in Hampton, Virginia and at Point Lookout in St. Mary’s County, Maryland. An American militia officer publicly estimated that St. Mary’s County would lose ninety percent of its slaves if the British were not quickly driven away.

Hoping to stem the tide of runaways, Maryland’s governor suggested that landowners should remove all small boats from the coastline, and armed patrols in these areas were increased. These patrols sometimes indiscriminately opened fire on groups of escaped slaves hiding by the water, and accounts exist of patrols successfully luring the British into ambushes by pretending to be runaways, and of slaves being lured into American vessels that identified themselves as English.

Not yet having received reinforcements from their war against Napoleon, the British were in great need of troops, and Cochrane believed that runaways, properly trained, could make the difference, as was evidenced by his correspondence at the time: “The Blacks are all good horsemen. Thousands will join upon their master’s horses, and they will only need to be clothed and accoutered to be as good Cossacks as any in the European army, and I believe more terrific to the Americans than any troops that could be brought forward.” Cochrane also knew that his offer would frighten American slaveholders who were perpetually on the alert for signs of slave revolts.

American newspapers, oddly enough, widely reprinted Cochrane’s proclamation, and there is little doubt but that Benjamin Oden’s slave “Frederick,” soon to be William Williams, would have become aware of the British offer. If he had already made it to Baltimore by that time, taking to the roads again in search of the redcoats would have been a risky proposition at best. If he was, in fact, in Baltimore in early April, he may have decided that remaining sequestered there was the prudent course of action. Since Williams ended up fighting for the Americans in Baltimore without leaving any trace of his thoughts on the matter, it is impossible to know what his intentions were, or how, if at all, the British proclamation affected him. It did, however, influence the choices of many others like him.
It is estimated that between three to five thousand enslaved people fled to the British from Maryland and Virginia alone, before the British landings in late August 1814, greatly disrupting the region’s plantation economy. Some of these runaways would eventually become guides, leading British raiding parties to their former plantations, while a few enlisted in the “Colonial Marines,” which was comprised entirely of former slaves and trained at the newly constructed Fort Albion on Tangier Island in the Chesapeake Bay. Those who chose this route knew that, if captured in battle, there would be no mercy for them from their captors. Unlike ordinary redcoats, a Colonial Marine or a black acting as a scout for the British would quickly find himself dangling at the end of a noose. Some took the risk anyway. The “Colonial Marines,” which never numbered more than 120 troops, fought with the British at the Battle of Bladensburg on August 24, 1814, helping to drive off those who formerly enslaved them and paving the way for the burning of the American capital a few days later.

Runaways who chose not to join the military were put to work behind British lines as laborers, while older slaves and women were taken by the Royal Navy to Halifax, Nova Scotia or sometimes to the West Indies. In these places, they were generally freed without clear direction or support, and many of them fell ill, and were left to rely on charity. Land given to the Halifax group by the British government turned out to be frozen for much of the year and useless for farming.

Many free blacks, feeling their homes threatened, joined the whites in throwing dirt as entrenchments, and fortifications sprang up around Baltimore. Other free blacks served on privateers, such as George Roberts, who worked on the *Chausseur*. When the *Chausseur* captured the British schooner *St. Lawrence* in February of 1815, Roberts was commended for having “displayed the most intrepid courage and daring.” Still others, like Charles Ball, served as a seaman in Commodore Joshua Barney’s U. S. Chesapeake Flotilla, while Gabriel Roulson fought as an Ordinary Seaman on the sloop of war *Ontario* in the fledgling United States Navy. For “Frederick,” his act of independent agency was to enlist in the 38th United States Infantry as Private William Williams and put his life on the line in the defense of Baltimore.

http://userpages.umbc.edu/~jamie/html/william_williams_and_the_battl.html
“FORTY DOLLARS REWARD – For apprehending and securing in jail so that I get him again, NEGRO FREDERICK; Sometimes calls himself FREDERICK HALL a bright mulatto; straight and well made; 21 years old; 5 feet 7 or 8 inches high, with a short chub nose and so fair as to show freckles, he has no scars or marks of any kind that is recollected; his clothing when he left home, two months since, was homemade cotton shirts, jacket and Pantaloons of cotton, and yarn twilled, all white. It is probable he may be in Baltimore, having relation there, a house servant to a Mr. Williams, by the name of Frank who is also a mulatto, but not so fair as Frederick. BENJAMIN ODEN, Prince George’s County, May 12th, 1814.”

In the Spring of 1814, the 21 year old slave Frederick Hall ran away from his owner Benjamin Oden (1762-1836) of Prince George’s County. On April 14, Frederick, alias William Williams was enlisted as a private in the 38th U. S. Infantry by an Ensign Martin. Federal law, however, prohibited the enlistment of slaves because they “could make no valid contract with the government.”

The officer who signed Williams up for duty did not question him. Even though it was against the law, Williams still received his enlistment bounty of $50 and was paid a private's wage of $8 per month. In September, the 38th U. S. Infantry were ordered to Baltimore to Fort McHenry, taking part in its defense, within the dry ditch surrounding the Star Fort with 600 other U.S. Infantry soldiers. Records at the National Archives reveal that Williams was “severely wounded, having his leg blown off by a cannon ball.” He was taken to the garrison hospital at Fort McHenry where he died two months later. His final resting place remains unknown.

After the war in 1833-34, Mr. Oden petitioned the government for Williams' land bounty, but since Williams was a slave, and “therefore, inasmuch as a slave cannot possess or acquire title to real estate by the laws of the land, in his own right, no right can be set up by the master as his representative.” Mr. Oden’s claim was therefore dismissed.

Williams was not the only black man to serve in the armed services during the War of 1812. There are numerous records of black sailors. Many of these men and slaves helped construct gun carriages and build defenses. Williams is unique because he served in the U.S. Army, a branch of the armed services that was almost exclusively white at the time.


Lesson 6 Resource Sheet 2: Negro Frederick, alias William Williams, 38th U.S. Infantry at Fort McHenry, Sept. 1814

Lesson 6 Resource Sheet 3: William Williams (Life Events)

Directions: List the major events and details about William Williams life before, during and after the War of 1812.

<table>
<thead>
<tr>
<th>Before the War</th>
<th>During the War</th>
<th>After the War</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>
Lesson 6 Resource Sheet 4: Comparing William Williams to other slaves of the time

<table>
<thead>
<tr>
<th>Similarities Between William Williams and Other Slaves</th>
<th>Slaves who fought for the British Decision and the Results</th>
</tr>
</thead>
<tbody>
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<td></td>
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</tbody>
</table>
Grade 4 Lesson 7: Flag Etiquette

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

Objective: Students will...

1. Identify proper flag etiquette.
2. Identify the importance of having flag etiquette.

(Note to teacher - This lesson lends itself to guest speakers. Contact people from some of these local organizations to visit your class and discuss proper flag care and etiquette: Veterans of Foreign Wars, The American Legion, Veterans Association, Armed Forces, Kiwanis Club, Scout leaders, Civilian Clubs, Veterans of Operation Desert Storm. These organizations may be able to bring students Flags, certificates, etc., if you give them enough advance notice.)

Motivation:

1. Ask students where they have ever seen an American Flag? Ask them why they think businesses, schools, government buildings, home owners, etc. fly the Flag.
2. Ask students: What is etiquette? Have students act out the scenarios on the role playing cards. They must include a way to show etiquette in the situation.

Discussion:

Suggested topics for discussion:
1. What is proper flag etiquette?
2. Why is it important to know and use proper flag etiquette?
3. How to: Display the Flag, raise and lower the Flag, fold the Flag, store the Flag, care for the Flag in inclement weather, use the Flag at special occasions (funerals, Memorial Day, monuments, school assemblies, etc.), properly dispose of the Flag, properly present a hand-carried Flag in the classroom or assembly setting.

Some of the above recommendations are addressed in the resource: The American Legion’s comic book, “Our Country’s Flag,” page 13. Copies may be obtained by contacting your local The American Legion post (Go to: http://emblem.legion.org/cpmic-books/products/438/)

Activities:

1. Read the speech by Senator John McCain and discuss why the Flag was important to the men, and what they did to show this importance. What does this speech tell us about the Flag?
2. Complete the anticipation guide to determine what students already know/think they know. Have them research proper etiquette and answer questions after reading.

3. View the video about flag etiquette at: www.youtube.com/watch?v=APpFEZwzmG.

4. With students’ research, have them complete one of the following:
   a. Create a brochure on proper flag etiquette and the importance of using etiquette (See rubric for writing). Be sure they include the sources they use. They might also use some information from library books and/or combine information learned from lesson 2 on Flag history.
   b. Make up a class game (possibly Jeopardy style) using facts about flag etiquette.
   c. Create posters promoting flag etiquette to hang around the school.
   d. Let students plan a program to be held outside around the Flag pole demonstrating proper Flag etiquette.

5. Have students read the directions for folding the Flag and practice folding the Flag.

**Resources:**

1. Etiquette Role Play
2. John McCain’s Speech (Lexile 1080)
3. Anticipation Guide on Flag Etiquette
4. Flag Folding Instructions
<table>
<thead>
<tr>
<th>Scenario</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>A classmate has their hands full and they are trying to leave the room but the door is closed.</td>
<td>A student is eating lunch and just took a bite of their apple, but really wants to tell their friend a story.</td>
</tr>
<tr>
<td>A student is going through the lunch line and wants nachos from the server.</td>
<td>Two students are sitting in the library studying for a test.</td>
</tr>
<tr>
<td>One student is swinging on the swing and another student is waiting for a turn.</td>
<td>Two friends are talking loudly during class and another classmate lets them know they are having a hard time concentrating.</td>
</tr>
<tr>
<td>A student is eating lunch and drops their napkin on the floor.</td>
<td>A new student comes into your classroom.</td>
</tr>
</tbody>
</table>
Lesson 7 Resource Sheet 2: John McCain’s Speech (Lexile 1080)

From a speech made by Capt. John S. McCain, USN, (Ret.) who represents Arizona in the U.S. Senate:

As you may know, I spent five and one half years as a prisoner of war during the Vietnam War. In the early years of our imprisonment, the NVA kept us in solitary confinement, or two or three to a cell. In 1971, the NVA moved us from these conditions of isolation into large rooms with as many as 30 to 40 men to a room. This was, as you can imagine, a wonderful change and was a direct result of the efforts of millions of Americans on behalf of a few hundred POWs 10,000 miles from home.

One of the men who moved into my room was a young man named Mike Christian. Mike came from a small town near Selma, Alabama. He didn't wear a pair of shoes until he was 13 years old. At 17, he enlisted in the US Navy. He later earned a commission by going to Officer Training School. Then he became a Naval Flight Officer and was shot down and captured in 1967.

Mike had a keen and deep appreciation of the opportunities this country – and our military – provide for people who want to work and want to succeed. As part of the change in treatment, the Vietnamese allowed some prisoners to receive packages from home. In some of these packages were handkerchiefs, scarves, and other items of clothing. Mike got himself a bamboo needle. Over a period of a couple of months, he created an American Flag and sewed it on the inside of his shirt.

Every afternoon, before we had a bowl of soup, we would hang Mike's shirt on the wall of the cell and say the Pledge of Allegiance. I know the Pledge of Allegiance may not seem the most important part of our day now, but I can assure you that in that stark cell, it was indeed the most important and meaningful event.

One day, the Vietnamese searched our cell, as they did periodically, and discovered Mike's shirt with the Flag sewn inside and removed it. That evening they returned, opened the door of the cell, and for the benefit of all of us, beat Mike Christian severely for the next couple of hours. Then, they opened the door of the cell and threw him in. We cleaned him up as well as we could.

The cell in which we lived had a concrete slab in the middle on which we slept. Four naked light bulbs hung in each corner of the room. As I said, we tried to clean up Mike as well as we could. After the excitement died down, I looked in the corner of the room, and sitting there beneath that dim light bulb with a piece of red cloth, another shirt and his bamboo needle, was my friend, Mike Christian. He was sitting there with his eyes almost shut from the beating he had received, making another American Flag.

He was not making the Flag because it made Mike Christian feel better. He
was making that Flag because he knew how important it was to us to be able to pledge allegiance to our Flag and our country.

So the next time you say the Pledge of Allegiance, you must never forget the sacrifice and courage that thousands of Americans have made to build our nation and promote freedom around the world. You must remember our duty, our honor, and our country.

"I pledge allegiance to the Flag of the United States of America and to the republic for which it stands, one nation under God, indivisible, with liberty and justice for all."

Why does the American Flag hold such importance? Use details from the text above.
**Lesson 7 Resource Sheet 3: Anticipation Guide on Flag Etiquette**

**Directions:** Before researching, answer whether you agree or disagree with each statement. After researching, return to the statements to see if your thinking changed.

| Statements                                                                 | Before Researching | After Researching |
|                                                                           |                    |                   |
| The American Flag should always be on the audience’s left.                  | AGREE              | AGREE             |
| AGREE                                                                      | DISAGREE           |
| Burning the American Flag is always disrespectful.                         | AGREE              | AGREE             |
| AGREE                                                                      | DISAGREE           |
| The American Flag must be lit if it is flown at night.                      | AGREE              | AGREE             |
| AGREE                                                                      | DISAGREE           |
| The American Flag should never be used for advertising.                    | AGREE              | AGREE             |
| AGREE                                                                      | DISAGREE           |
| It’s okay for the American Flag to be placed on the ground.                | AGREE              | AGREE             |
| AGREE                                                                      | DISAGREE           |
| The Flag should only be flown upside down if there is an emergency.        | AGREE              | AGREE             |
| AGREE                                                                      | DISAGREE           |

Use the websites below to learn about flag etiquette.

[http://www.usflag.org/flagetiquette.html](http://www.usflag.org/flagetiquette.html)
[http://www.vfw.org/community/flag-education](http://www.vfw.org/community/flag-education)
Lesson 7 Resource Sheet 4: Flag Folding Instructions

Step 1: To properly fold the Flag, begin by holding it waist-high with another person so that its surface is parallel to the ground.

Step 2: Fold the lower half of the stripe section lengthwise over the field of stars, holding the bottom and top edges securely.

Step 3: Fold the Flag again lengthwise with the blue field on the outside.

Step 4: Make a triangular fold by bringing the striped corner of the folded edge to meet the open (top) edge of the Flag.

Step 5: Turn the outer (end) point inward, parallel to the open edge, to form a second triangle.

Step 6: The triangular folding is continued until the entire length of the Flag is folded in this manner.

Step 7: When the Flag is completely folded, only a triangular blue field of stars should be visible.
Grade 4 Lesson 8: The Annual 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 OF ALLEGIANCE activities.

**Objectives: Students will...**

1. Understand the purpose for the annual PAUSE FOR THE PLEDGE OF ALLEGIANCE.
2. Identify the importance in observing Flag Day and participating in the annual PAUSE FOR THE PLEDGE.
3. Show respect for the Flag by reciting the Pledge of Allegiance, paying close attention to the punctuation (Note: There is no comma after “nation”) and demonstrating the proper posture for reciting the Pledge of Allegiance, etc.

**Motivation:**

1. 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. A student (or students) could record individually or as a class the month and special day as they are cited:
   a. January 15 - Martin Luther King’s Birthday (observed on the third Monday)
   b. February 22 - Presidents’ Day (George Washington’s Birthday) (observed on the third Monday)
   c. May 31 - Memorial Day
   d. 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.)
   e. July 4 - Independence Day
   f. September - Labor Day (observed on the first Monday)
   g. October 12 - Columbus day (observed on the first Monday)
   h. November 11 - Veterans’ Day (The 11th day of the 11th month at the 11th hour)

4th Grade Resource Guide • The American Flag Foundation • [www.americanflagfoundation.org](http://www.americanflagfoundation.org)
2. After the special days have been listed, emphasize the FOCUS of today’s lesson will be on Flag Day, June 14 when the PAUSE FOR THE PLEDGE OF ALLEGIANCE has special prominence.

3. With the teacher, the students will recite the Pledge of Allegiance, assuming the proper stance and paying close attention to the punctuation and phrasing.

4. Read the Joint Resolution and identify when the PAUSE FOR THE PLEDGE OF ALLEGIANCE became part of Flag Day.

*Note: Teachers should use Resource Sheets for Background Information on the Pause for the Pledge of Allegiance.

**Discussion:**

1. Discuss where, when, why and how the Pledge of Allegiance is recited.
2. Discuss the meaning behind the Pledge of Allegiance.
3. Discuss the proper posture when reciting the Pledge of Allegiance and why we should assume such a stance.
4. Students will discuss the possibilities of promoting patriotism within the school unit by forming a “club” that features special activities on patriotic holidays.

**Activities:**

1. Read the Brief History of the Annual PAUSE FOR THE PLEDGE OF ALLEGIANCE and/or Flag Day and create a list of ways that citizens have honored the Flag.
2. Students will brainstorm ways that they can be good ambassadors and spread the word about the importance of participating in the PAUSE FOR THE PLEDGE OF ALLEGIANCE activities on Flag Day in their home, school, neighborhood, community or service organization (Boy/Girl Scouts, 4-H and other club groups).
3. Locate on a map, cities and states relative to the historic figures and locations important to the development of a national Flag Day celebration (Star-Spangled Banner Flag House, Fort McHenry, etc.).
4. Search the newspapers, magazines, internet and listen to television for announcements of celebrations for Flag Day. Have students create their own announcement or posters to share with the school.
5. E-mail a friend to remind them to “pause” for the Pledge of Allegiance on Flag Day.
6. Invite a serviceman or woman from the local reserves or local National Guard Center or a Veteran from The American Legion or Veterans of Foreign Wars to explain the importance of the Flag and the Pledge of Allegiance to their organization.
7. Create a flyer or advertisement for a local school program or community parade in relation to Flag Day.
8. Plan and stage a **PAUSE FOR THE PLEDGE OF ALLEGIANCE** ceremony for your class, grade, school, or PTA.

9. Form and name a patriotic-based club in your class or school that will accept the responsibility of planning and presenting an activity on each of the country’s legal holidays (Be sure to include the Pledge of Allegiance within the program).

**Resources:** (Teachers may wish to use for background information.)

1. Brief History of the Annual **PAUSE FOR THE PLEDGE OF ALLEGIANCE** (Lexile 1370)
2. Flag Day (Lexile 1210)
3. Joint Resolution - Public Law 99-54, 99th Congress (Lexile 1490)
Displaying 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 military service 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 original 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, 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, whereby the entire nation will simultaneously pause on National Flag Day and recite the Pledge of Allegiance to the Flag.”
The American Flag Foundation, Inc. was chartered in December 1982, and is a non-profit 501(c)(3) organization. It is chartered to “conduct educational programs throughout the United States in promotion of the annual PAUSE FOR THE PLEDGE OF ALLEGIANCE. The Foundation, through its National Flag Day Operations Committee of over 100 volunteers in Maryland and thousands more across the country, supported by a broad spectrum of individuals, organizations and businesses 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.

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. President Reagan participated in Flag Day ceremonies at Fort McHenry in 1985.

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. The formation of a National Alumni Association of past State Representatives and Coordinators was created at their request in 1989. In order to carry out 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 military veterans organizations.

Appropriate local Flag Day ceremonies of many kinds are now held throughout the nation in conjunction with the annual 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.

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 – this Educational Resource Handbook. Thousands of hours have been invested in the project over three years by professional volunteers of the Foundation’s Education Committee to enhance your students’ knowledge and appreciation of our great nation.

In 2013, The American Flag Foundation, Inc. reviewed, revised, and expanded this handbook to ensure that teachers have instructional materials that reflect the reading, writing, speaking, and listening standards of the Common Core.

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.
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, 10 inches high. At the close of school in 1885, Cigrand observed a first Flag Birthday 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 for a 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 8 Resource Sheet 3 - Joint Resolution
(Lexile 1490)

PUBLIC LAW 99-54 JUNE 20, 1985

Public Law 99-54
99th Congress Joint Resolution

To recognize the Pause for the Pledge of Allegiance as part of National Flag Day activities;

Whereas, by Act of the Congress of the United States, dated June 14, 1777, the first official Flag of the United States was adopted; and

Whereas, by Act of Congress, dated August 3, 1949, June 14 of each year was designated “National Flag Day” and the Star-Spangled Banner Flag House Association in Baltimore, Maryland, has been the official sponsor since 1952 of National Flag Day for the United States; and

Whereas, on June 14, 1980, the Star-Spangled Banner Flag House Association developed a national campaign to encourage all Americans to pause for the Pledge of Allegiance as part of National Flag Day ceremonies; and

Whereas, this concept has caught the imagination of Americans everywhere, and has received wide citizen support and recognition, and there has now been created The American Flag Foundation, Inc., to plan the Nation’s Flag Day ceremonies:

Now, therefore, be it

Resolved, by the Senate and House of Representatives of the United States of America in Congress assembled, That the Congress of the United States recognizes the Pause for the Pledge of Allegiance as part of the celebration of National Flag Day throughout the Nation, and urges all Americans to participate on that day by reciting in unison the Pledge of Allegiance to our Nation’s Flag, at seven o’clock post meridian eastern daylight time on June 14, 1985.

Sec. 2. The Congress shall transmit a copy of the resolution to The American Flag Foundation, Inc., in Baltimore, Maryland.

Approved June 20, 1985.

LEGISLATIVE HISTORY — H.J. Res. 211:

June 11, considered and passed House.
June 13, considered and passed Senate.
Grade 4 Lesson 9: Culminating Activity

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

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’s own professional events. Those events include:

Grade 3 - The Living American Flag
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 writers do not expect all activities to be completed. Their goal is to provide teachers with sufficient information from which they can easily develop their own unique plans.

Parade of Flags Preparation:

1. Date of program approved by administration.
2. Invitations incorporating original artwork prepared and issued to other classes, parents, and outside guests.
3. Flag replicas completed - cloth or paper (May be affixed to yardsticks or long dowels for presentation).
4. Real Flag, state, school, city or county stored and ready.
5. Other speakers describing and explaining local flags have been invited.
6. The emcee costumed as Mary Pickersgill, “Uncle Sam”, or Francis Scott Key has a script prepared.
7. Program and song sheets with original art work typed and ready.
8. Needed bulletin boards and/or posters ready.
9. Speakers or skit groups prepared to share information on:
   a. Flag etiquette
   b. Flag design
   c. Flag folklore
   d. Fort McHenry
   e. Francis Scott Key

10. Music prepared (Record, tape, C.D., etc.).

11. If the program is done solely by the fourth grade, this is the point where the teacher with the students makes the decision as to how much information will be used along with the focus material -- The Parade of Flags.

**Presenting a Program Presentation:**

1. Emcee welcomes the guests.

2. Local flags are presented in a mini-parade as the colors are presented prior to saying the Pledge of Allegiance.

3. The audience participates in the recitation of the Pledge and sings a patriotic song.

4. Students will speak to and demonstrate major points of flag etiquette.

5. Outside speaker addresses group on topic selected. “Why the Flag is “Important” or “What the Flag Means to Me.”

6. The students present their Parade of Flags and brief explanation of same.

7. A poem or choral speaking may be presented.

8. Acknowledgements are made to all who assisted with the program.

9. Patriotic songs are sung.

10. Closing.
# Grade 4 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>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.</td>
<td>Engage in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own ideas.</td>
<td>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, 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>Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</td>
<td>Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, or orally.</td>
<td>Paraphrase a single portion of a text read aloud or information presented in a single format, which can include visually, quantitatively, and/or orally.</td>
<td>Struggles to paraphrase a single portion of a text read aloud or information presented in single format, which can include visually, quantitatively, and/or orally.</td>
</tr>
<tr>
<td>Identify the reasons and evidence a speaker provides to support particular points.</td>
<td>Identify the reasons and some evidence a speaker provides to support particular points.</td>
<td>Identify some reasons and some evidence a speaker provides to support particular points.</td>
<td>Struggles to identify reasons and evidence a speaker provides to support particular points.</td>
</tr>
</tbody>
</table>
# Grade 4 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 in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</td>
<td>Report on a topic or text, tell a story, or recount an experience in an organized manner, using some appropriate facts and relevant details to support main ideas or themes; 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 to support the main ideas or themes; 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 or details to support the main ideas or themes; does not speak clearly at an understandable pace.</td>
</tr>
<tr>
<td>Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</td>
<td>Add audio recordings and visual displays to presentations when appropriate to attempt to enhance the development of main ideas or themes.</td>
<td>Add audio recordings and/or visual displays to presentations to attempt to enhance the development of main ideas or themes.</td>
<td>Does not add audio recordings or visual displays to presentations to enhance the development of main ideas or themes.</td>
</tr>
<tr>
<td>Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.</td>
<td>Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); attempt to use formal English when appropriate to task and situation.</td>
<td>Attempt to differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where information discourse is appropriate (e.g., small-group discussion); attempt to use formal English when appropriate to task and situation.</td>
<td>Does not differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where information discourse is appropriate (e.g., small-group discussion); does not use formal English when appropriate to task and situation.</td>
</tr>
</tbody>
</table>
## Grade 4 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>
</tr>
</thead>
<tbody>
<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>
</tr>
<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 4 Writing Rubric

<table>
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<tr>
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<th>1 – Below Grade Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Responds skillfully to all parts of the prompt. Demonstrates a strong understanding of topic/text(s).</td>
<td>Responds to all parts of the prompt. Demonstrates an understanding of topic/text(s).</td>
<td>Responds to most parts of the prompt. Demonstrates limited understanding of topic/text(s).</td>
<td>Responds to some or no parts of the prompt. Demonstrates little to no understanding of topic/text(s).</td>
</tr>
<tr>
<td>Organizes ideas and information into purposeful, coherent paragraphs that include an elaborated introduction with clear thesis, structured body, and insightful conclusion. Logically groups related information into paragraphs or sections, including formatting. Uses linking words, phrases, and clauses skillfully to connect ideas within categories of information.</td>
<td>Organizes ideas and information into logical introductory, body, and concluding paragraphs. Groups related information into paragraphs or sections, including formatting (e.g., headings). Uses linking words and phrases appropriately to connect ideas within categories of information.</td>
<td>Organizes ideas and information in an attempted paragraph structure that includes a sense of introduction, body and conclusion. Grouping of ideas lacks cohesion (e.g., list-like, rambling, or repetitive). Attempts to use some simplistic linking words to connect ideas.</td>
<td>Does not organize ideas and information coherently due to lack of paragraph structure and/or a missing introduction, body, or conclusion. Does not group related information together. Uses no linking words.</td>
</tr>
<tr>
<td>Skillfully uses relevant and substantial text support from the resources with accuracy. Uses credible and varied sources.</td>
<td>Uses relevant and sufficient text support from the resources with accuracy. Uses credible sources.</td>
<td>Uses mostly relevant text support but may lack sufficient evidence and/or accurate use. Uses mostly credible sources.</td>
<td>Does not use relevant or sufficient text support from the resources with accuracy. Uses few to no credible sources. Does not support opinion with facts, details, and/or reasons.</td>
</tr>
<tr>
<td>Utilizes precise and domain-specific vocabulary accurately throughout student writing.</td>
<td>Utilizes precise language and domain-specific vocabulary.</td>
<td>Utilizes some precise language and/or domain-specific vocabulary but minimally and/or inaccurately.</td>
<td>Does not utilize precise language or domain-specific vocabulary.</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 4 Poster Rubric

<table>
<thead>
<tr>
<th></th>
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<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 and never distracted others.</td>
<td>Used some of the time well during each class period. There was some focus on getting the project done but 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 compliments 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>
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