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.

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

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

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

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

Thanks to:

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

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

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

Program of
The American Flag Foundation, Inc.
P. O. Box 435 • Riderwood, MD 21139
443-243-3437 • www.americanflagfoundation.org
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 non-profit 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” even to 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 the 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 help 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” (89STAT.211). We encourage all Americans to fly the U.S. Flag during those official 21 days.

Louis V. Koerber Patriotism Award

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

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

Special thanks also go to the Educational Review Committee of The American Flag Foundation, Inc.: Patricia Perluke, Sam Smith, and Linda Bishop.
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Grade 5 Match To Common Core Standards
Standard Area: Reading Standards - Literature

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

<table>
<thead>
<tr>
<th>Content Standards</th>
<th>Corresponding Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>RL.5.1 Students will quote accurately from a text when explaining what the text</td>
<td>Lesson 1, Activity 6</td>
</tr>
<tr>
<td>says explicitly and when drawing inferences from the text. (KID)</td>
<td>Lesson 4, Activities 5, 6</td>
</tr>
<tr>
<td>Lesson 6, Activity 2</td>
<td></td>
</tr>
<tr>
<td>RL.5.2 Students will determine a theme of a story, drama, or poem from details</td>
<td>Lesson 1, Motivation 2, Discussion 7, Activities</td>
</tr>
<tr>
<td>in the text, including how characters in a story or drama respond to challenges</td>
<td>6, 9</td>
</tr>
<tr>
<td>or how the speaker in a poem reflects upon a topic; summarize the text. (KID)</td>
<td>Lesson 4, Activities 5, 6</td>
</tr>
<tr>
<td>RL.5.3 Students will compare and contrast two or more characters, settings, or</td>
<td>Lesson 1, Motivation 2, 3</td>
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<tr>
<td>events in a story or drama, drawing on specific details in the text (e.g., how</td>
<td>Lesson 4, Activities 5, 6</td>
</tr>
<tr>
<td>characters interact). (KID)</td>
<td>Lesson 6, Activity 3</td>
</tr>
<tr>
<td>RL.5.4 Students will determine the meaning of phrases as they are used in a text,</td>
<td>Lesson 1, Activity 9</td>
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<tr>
<td>including figurative language such as metaphors and similies, students will</td>
<td>Lesson 4, Motivation 2, Activities 5, 6</td>
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<tr>
<td>determine the meaning of words. (CAS)</td>
<td>Lesson 6, Activity 2</td>
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<tr>
<td>RL.5.5 Students will explain how a series of chapters, scenes, or stanzas fits</td>
<td>Lesson 1, Motivation 2, 3, Activity 9</td>
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<td>together to provide the overall structure of a particular story, drama, or poem.</td>
<td>Lesson 4, Activities 5, 6</td>
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<tr>
<td>(CAS)</td>
<td>Lesson 8, Activity 6</td>
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<tr>
<td>RL.5.6 Students will describe how a narrator’s or speaker’s point of view</td>
<td>Lesson 1, Activity 9</td>
</tr>
<tr>
<td>influences how events are described. (CAS)</td>
<td>Lesson 8, Discussion 1</td>
</tr>
<tr>
<td>RL.5.7 Students will analyze how visual and multi-media elements contribute to</td>
<td>All multi-media presentations</td>
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<tr>
<td>the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem). (IKI)</td>
<td>Lesson 1, Activity 6</td>
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<tr>
<td>RL.5.9 Students will compare and contrast stories in the same genre (e.g.,</td>
<td>Lesson 4, Activities 5, 6</td>
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<tr>
<td>mysteries and adventure stories) on their approaches to similar themes and topics.</td>
<td>Lesson 8, Activity 6</td>
</tr>
<tr>
<td>(IKI)</td>
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<tr>
<td>RL.5.10 Students will, by the end of the year, read and comprehend literature,</td>
<td>All Literature Activities</td>
</tr>
<tr>
<td>including stories, dramas, and poetry, at the high end of the grades 4–5 text</td>
<td></td>
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<tr>
<td>complexity band independently and proficiently. (ROR)</td>
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</tbody>
</table>
Grade 5 Match To Common Core Standards
Standard Area: Reading Standards – Informational Text

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

<table>
<thead>
<tr>
<th>Content Standards</th>
<th>Corresponding Activities</th>
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</thead>
</table>
| RI.5.1 Students will quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (KID) | Lesson 1, Activity 9  
Lesson 3, All Activities  
Lesson 4, Activity 1  
Lesson 5, Activity 1  
Lesson 7, Activity 1  
Lesson 8, Motivation 2, 3, Activity 9 |
| RI.5.2 Students will determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. (KID) | Lesson 1, Activity 10  
Lesson 2, Activities 2, 7  
Lesson 4, Activity 1  
Lesson 5, Activity 1  
Lesson 7, Activity 1 |
| RI.5.3 Students will explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. (KID) | Lesson 1, Activity 6  
Lesson 4, Activity 1  
Lesson 5, Activity 1  
Lesson 6, Activities 3, 6, 9  
Lesson 7, Activity 1  
Lesson 8, Motivation 2, 3, Activity 9 |
| RI.5.4 Students will determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. (CAS) | Lesson 2, Activities 1, 2  
Lesson 4, Activity 1  
Lesson 5, Activity 1  
Lesson 7, Discussion 5 |
| RI.5.5 Students will compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. (CAS) | Lesson 2, Activity 9  
Lesson 3, Activity 1  
Lesson 6, Activities 3, 6  
Lesson 7, Activity 1 |
| RI.5.6 Students will analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. (CAS) | Lesson 2, Activity 9  
Lesson 3, Activities 3, 4, 6  
Lesson 6, Activities 3, 6  
Lesson 7, Activity 1 |
| RI.5.7 Students will draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. (IKI) | Lesson 2, Activity 3  
Lesson 3, All Activities  
Lesson 6, Activities 3, 6, 9  
Lesson 7, Activity 1 |
| RI.5.8 Students will explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). (IKI) | Lesson 2, Activity 2  
Lesson 4, Activity 1  
Lesson 5, Activity 1  
Lesson 7, Activity 1 |
| RI.5.9 Students will Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. (IKI) |
| RI.5.10 Students will, by the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently. (ROR) | All Informational Reading Activities |
Grade 5 Match To Common Core Standards
Standard Area: Reading Standards – Foundational Skills

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

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<tr>
<th>Content Standards</th>
<th>Corresponding Activities</th>
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<tbody>
<tr>
<td>RF.5.3 Students will know and apply grade-level phonics and word analysis skills in decoding words. (PWR)</td>
<td>Lesson 2, Activity 1</td>
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<td>Lesson 6, Discussion 8</td>
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<td>Anytime students decode words</td>
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<td>RF.5.4 Students will read with sufficient accuracy and fluency to support comprehension. (F)</td>
<td>Lesson 2, Activity 1</td>
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<td>Lesson 4, Motivation 2</td>
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<td>Anytime students read orally</td>
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</table>
Grade 5 Match To Common Core Standards
Standard Area: Writing Standards

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

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<tr>
<th>Content Standards</th>
<th>Corresponding Activities</th>
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<tbody>
<tr>
<td>W.5.1 Students will write opinion pieces on topics or texts, supporting a point of view with reasons and information. (TTP)</td>
<td>Lesson 3, Activities 2, 3, 4</td>
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<td>Lesson 4, Activities 3, 4, 7</td>
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<td>Lesson 5, Activity 4</td>
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<td>Lesson 6, Activity 3</td>
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<td>Lesson 9, Activity 1</td>
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<tr>
<td>W.5.2 Students will write informative/explanatory texts to examine a topic and convey ideas and information clearly. (TTP)</td>
<td>Lesson 2, Activity 7</td>
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<td>Lesson 3, Activities 2, 3, 4</td>
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<td>Lesson 4, Activities 3, 4, 7</td>
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<td>Lesson 5, Activity 4</td>
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<td>Lesson 6, Activity 3</td>
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<td>Lesson 9, Activity 1</td>
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<tr>
<td>W.5.3 Students will write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. (TTP)</td>
<td>Lesson 2, Activity 7</td>
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<td>Lesson 3, Activities 3, 4</td>
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<td>Lesson 4, Activity 7</td>
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<td>Lesson 5, Activity 4</td>
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<td>Lesson 6, Activities 3, 7</td>
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<td>Lesson 8, Activity 9</td>
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<td>Lesson 9, Activity 1</td>
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<tr>
<td>W.5.4 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)</td>
<td>Lesson 2, Activity 7</td>
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<td>Lesson 3, Activities 2, 3, 4, 8, 9, 10</td>
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<td>Lesson 4, Activities 3, 4, 7</td>
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<td>Lesson 5, Activities 4, 9</td>
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<td>Lesson 6, Activities 3, 7</td>
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<td>Lesson 8, Activity 9</td>
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<td>Lesson 9, Activity 1</td>
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<td>W.5.5 Student will, with guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5) (PDW)</td>
<td>Lesson 2, Activity 8</td>
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<td>Lesson 3, Activities 3, 4, 10</td>
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<td>Lesson 4, Activities 3, 4, 7</td>
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<td>Lesson 5, Activity 4</td>
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<td>Lesson 8, Activity 9</td>
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<td>Lesson 9, Activity 1</td>
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<tr>
<td>W.5.6 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 two pages in a single sitting. (PDW)</td>
<td>Lesson 1, Activities 4, 5</td>
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<td>Lesson 2, Activity 5</td>
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<td>Lesson 4, Activity 7</td>
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<td>Lesson 5, Activity 4</td>
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<td>Lesson 6, Activities 3, 7</td>
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<td>Lesson 8, Activity 9</td>
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<td>Lesson 9, Activity 1</td>
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<tr>
<td>W.5.7 Students will conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. (BPK)</td>
<td>Lesson 5, Activities 5, 6, 7 Lesson 6, Activity 3 Lesson 9, Activity 1</td>
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<tr>
<td>W.5.8 Students will recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. (BPK)</td>
<td>Lesson 4, Activity 7 Lesson 5, Activities 5, 6, 7 Lesson 6, Activity 3 Lesson 9, Activity 1</td>
</tr>
<tr>
<td>W.5.9 Students will draw evidence from literary or informational texts to support analysis, reflection, and research. (BPK)</td>
<td>Lesson 2, Activity 5 Lesson 5, Activities 5, 6, 7 Lesson 6, Activity 3 Lesson 8, Activity 9 Lesson 9, Activity 1</td>
</tr>
<tr>
<td>W.5.10 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)</td>
<td>All Written Work</td>
</tr>
</tbody>
</table>

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Grade 5 Match to Common Core Standards  
Standard Area: Speaking and Listening Standards

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

<table>
<thead>
<tr>
<th>Content Standards</th>
<th>Corresponding Activities</th>
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</thead>
<tbody>
<tr>
<td>SL.5.1 Students will engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly. (CAC)</td>
<td>All Lessons, All Discussions Lesson 1, Activity 6</td>
</tr>
<tr>
<td>SL.5.2 Students will summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (CAC)</td>
<td>Lesson 1, Activity 10 Lesson 3, Motivation</td>
</tr>
<tr>
<td>SL.5.3 Students will summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. (CAC)</td>
<td>Discussions/Debates Lesson 1, Activity 7 Lesson 3, Motivation</td>
</tr>
<tr>
<td>SL.5.4 Students will report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. (PKI)</td>
<td>Lesson 2, Activity 2 Lesson 2, Activity 5</td>
</tr>
<tr>
<td>SL.5.5 Students will include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. (PKI)</td>
<td>Lesson 2, Activity 5 All presentations can be adapted to include these components.</td>
</tr>
<tr>
<td>SL.5.6 Students will adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 here for specific expectations.) (PKI)</td>
<td>Lesson 3, Activity 2 Any time students quote from primary sources embedded within the lessons</td>
</tr>
</tbody>
</table>

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Grade 5 Match To Common Core Standards
Standard Area: Language Standards

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

<table>
<thead>
<tr>
<th>Content Standards</th>
<th>Corresponding Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>L.5.1 Students will demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CSE)</td>
<td>All Written Work, All Discussions, All Debates, Lesson 2, Activities 1, 4</td>
</tr>
<tr>
<td>L.5.2 Students will demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CSE)</td>
<td>All Written Work</td>
</tr>
<tr>
<td>L.5.3 Students will use knowledge of language and its conventions when writing, speaking, reading, or listening. (KOL)</td>
<td>Lesson 2, Activity 1, All Debates, All Written Work, All Discussions, All Reading Activities</td>
</tr>
<tr>
<td>L.5.4 Students will determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. (VAU)</td>
<td>Lesson 2, Discussion 1, All Reading Activities</td>
</tr>
<tr>
<td>L.5.5 Students will demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (VAU)</td>
<td>Lesson 2, Discussion 1, Lesson 8, Discussion 1</td>
</tr>
<tr>
<td>L.5.6 Students will acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). (VAU)</td>
<td>All Lessons, All Grade Level, Domain-Specific Vocabulary, Lesson 2, Discussion 1, 2, 3</td>
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Lesson 1: Unity, Citizenship,Patriotism

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

Objectives: Students will...

1. Describe and paraphrase the elements of unity, citizenship, and patriotism as stated or depicted in works of literature, art, and American symbols.

2. Analyze and explain characteristics in the literature and art forms that inspire feelings of unity, patriotism and citizenship.

Motivation:

1. Ask the students to name or identify all the symbols they can think of that represent America. (Flag, Liberty Bell, Eagle, Statue of Liberty, etc.)

2. Present to the class or small groups a biography or poem about a person or event, a painting, a replica of a statue or memorial, a copy of a patriotic song, etc. (Examples include This Land is Your Land, Midnight Ride of Paul Revere, Gilbert Stuart’s portrait of George Washington Bill of Rights).

Discussion:

1. What is the origin of these symbols?

2. What do the symbols represent to you?

3. How do they relate to our country?

4. Why are most of these actual buildings or monuments clustered together on the East Coast?

5. What does this suggest to you?

6. The students will discuss the person or event and place it into historical perspective. (Students should determine that events continue to happen throughout history and often people are inspired to memorialize the event in some way.)

7. The group or class will discuss how the work relates to unity, citizenship, or patriotism.

8. The group or class will summarize those values and characteristics that represent and have helped build America.

9. The class will discuss why they think America is having trouble today and what actions of good citizenship could begin to turn the problems around. Begin by starting in class, in school, at home, and in the community.
Activities:

1. Locate and label the sites where the physical symbols are found on a map. (Map is available in the resource section of this guide.)

2. Locate and label the thirteen original colonies on a map. (Map is available in the resource section of this guide.)

3. Prepare a timeline of the appearance of as many symbols as you are able.

4. Research and create a brief report or audio/visual presentation about the authors, sculptors, composers, and painters discussed in class.

5. Create brief reports on historical figures or events discussed in class (The emphasis should be on their contributions to America.).

6. Using several copies of The Flag We Love, written by Pam M. Ryan, have students work in cooperative groups to read through the book and identify key elements of unity, citizenship, and patriotism.

7. Students can adapt work in class to read aloud on the announcements, at an assembly, or to share with another class, and/or develop a showcase or wall display using work (American Hall of Fame).

8. Have a historical corner that changes daily or weekly featuring a symbol, an event, a place, or a good citizen.

9. Listen to, analyze, and discuss the lyrics of patriotic songs. (Lyrics available at: http://americanflagfoundation.org/free-educational-resources/) Describe the concepts of unity, citizenship, and patriotism present in the songs. Discuss the symbols mentioned and the various references to the Flag.

10. Dead the information about Katharine Lee Bates and discuss “America the Beautiful.”

Resource Sheets:

1. “Why She Wrote America’s Favorite Song” – Lexile 830

2. Analyzing “Why She Wrote American’s Favorite Song”
AN EERIE QUIET fell over the battlefield near the French city of Verdun. It was November 11, 1918, and the guns were abruptly silent. Some of the soldiers sank to the ground; others stared into space. Some began to shake. The Great War was finished, but the men could not take it in.

On the little rise a group of American soldiers began singing softly. Hearing them, the others seemed to come alive again. They sprang to their feet and joined in the song, with tears running down their cheeks. What they sang was a jubilant hymn that begins, O beautiful for spacious skies, for amber waves of grain… It had been sung in its present form for only a dozen years or so, yet already almost all Americans knew at least the first verse. It was a song that spoke to a people and of a people—and it still does, so immediately that few of us can remember having learned it.

Besieged by questions when the poem appeared in print in 1895, Bates finally published a leaflet recounting the bare facts. In her diary on the day the poem was first published, there is only the merest mention of it. Nor did she ever complain that she made no money from it other than the few dollars her publisher may have paid her.

These are the facts: In July 1893, Bates went with several other professors to teach a three-week summer session at Colorado College in Colorado Springs. The railroads were proud of their new “facilities for ladies,” but the seats were bolt-upright and “facilities” meant a non-smoking car with a kind of outhouse at one end. It took a day and a half just to get to Chicago, where the party stopped to visit the World’s Fair that opened that year. The Fair was called “The White City” because of its gleaming alabaster buildings which held exhibits depicting a vision of America’s future. Still marveling at the displays, Bates and the others proceeded to Colorado.

To Katharine Bates’ New England eyes, the Rockies were a staggering sight; more than a sight, a felt presence—purple, brown, green, midnight blue under the moon, gold in the rising sun. In addition, the vastness of the prairies full of ripening grain, the intellectual excitement of the great Fair, and the sense of calling she brought to her teaching—all combined into an almost explosive understanding of the American idea.

At the end of their stay, the professors went to the top of Pikes Peak in a wagon drawn by horses and, on the steepest part, by mules. There, 14,000 feet into the sky—and yet, characteristically, with her feet still firmly on earth—Bates conceived the poem that became known as “America the Beautiful.” At the hotel that evening, she wrote it down.

Two years passed before she came across the penciled lines

The words were written 100 years ago this month by Katharine Lee Bates, a professor of English at Wellesley College, a school for women near Boston. Of all the stories told about “America the Beautiful,” the one concerning the soldiers at Verdun was Bates’ favorite. She said so in a letter to her brother in 1926, two years before she died at age 69. It was a large admission for her to make. A reticent New England Victorian, she seldom talked about the poem in the years immediately after she had written it.
in her Colorado notebook. She sent the poem to The Congregationalist magazine, which published it, fittingly, on July 4, 1895. It attracted immediate attention.

Requests to use the words with various melodies poured in. In Canada the refrain was sung, “O Canada, O Canada!” in place of “America! America!” To the south, it became “Mi Méjico!”

When Bates found that people were setting the poem to music and miscopying some words, she recast her poem slightly. She changed “Above the enameled plain” to “Above the fruited plain” and “halcyon skies” to “spacious skies.” She also rewrote this original ending of the first stanza:

America! America!
God shed His grace on thee

Till souls wax fair as earth and air
And music-hearted sea!

Afterwards she gave permission for free and universal use of the version on condition that it not be altered.

The second edition was published on November 19, 1904, by the Boston Evening Transcript. Some years later, after an additional revision to the third stanza, the poem was set to music Samuel A. Ward had written for the ancient hymn, “Materna.”

Why was Bates so modest about her masterpiece? The clues are difficult to read. She published many volumes of poetry – much of it impassioned and not at all in keeping with her schoolmarm appearance. Photos taken during the flapper era show her looking a little like Queen Victoria, still clad in black dresses with a touch of lace. But she was prettier than the Queen, and her eyes were merry. She had a warm sense of humor and loved animals. Her pets included a crotchety old parrot named Polonius and several dogs. She believed in women’s minds and worth. A clergyman’s daughter, she was religious but not pious.

Where then was the key to her mingled reserve and openhandedness about the poem? One answer: she wrote the poem but perhaps felt she did not own it, any more than she owned the United States. Katharine Lee Bates was first and last a teacher, a guide who wakes others to their own powers. She was content to stand aside and let everyone of us, in the generations that would come after her, have his or her own encounter with America the beautiful – as a song, as a country, as a dream.

We wish to thank the author Michael Drury for allowing us to reprint this article.
Lesson 1 Resource Sheet 2: Analyzing “Why She Wrote America’s Favorite Song”

By Michael Drury

Name: ________________________________  Date: ______________

Directions: Use evidence from the text to answer the questions.

1. Use your knowledge of context clues to explain what the word “besieged” means in paragraph 5.

2. Why did Katharine Lee Bates revise her writing?

3. The text says that Bates is modest. What evidence from the text supports this character trait?

4. The last paragraph says, “…she wrote the poem but perhaps felt she did not own it, any more than she owned the United States.” Explain this quote using evidence from the text as well as your own inferential thinking.
Lesson 2: The Author of the Pledge of Allegiance

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

Objectives: Students will...
1. Read, interpret, and analyze the historical significance of the Pledge of Allegiance to the Flag.
2. Recite the Pledge of Allegiance, paying close attention to the punctuation. [Note: there is no comma after “Nation.”]

Motivation:
[Note: instead of 1 & 2, you may decide just to use motivation 3!]
1. Read and discuss the resource sheet, “The Pledge of Allegiance” regarding the writing of the Pledge of Allegiance and the author Francis Bellamy.
2. Discuss when and why he wrote it, and the changes in the Pledge as they occurred.
3. Watch the video introducing Bellamy at: http://www.youtube.com/watch?v=-KMa8NFXq3A

Discussion:
1. The students will discuss the Pledge of Allegiance to the Flag phrase by phrase in order to determine the meaning (this is a good time to clarify word meanings). Examples include: republic, liberty, justice, indivisible, allegiance. This can be done in small groups with each group doing a phrase and then restating it in the students’ words and coming back to share.
2. Why is it important to understand the Pledge as you recite it (contact The American Flag Foundation, Inc. for information).
3. Lead a discussion on the Pledge of Allegiance, incorporating the following questions (use the book and/or video described in activity 1 as you discuss these questions):
   - What is the Pledge of Allegiance?
   - Why do you think it is important to have the Pledge of Allegiance to the Flag?
   - How and why do we salute the Flag?
   - Does it give you a good feeling to see and honor the Flag? Why/Why not?
   - If more people really thought about what they were saying when they repeated the Pledge, do you think it would make us better citizens? Why/Why not?
   - How many times has the Pledge undergone changes? Can you name them?
Activities:
1. Learn to say the Pledge of Allegiance following proper punctuation and phrasing. [Optional: Read “The Pledge of Allegiance” published by Scholastic, and/or use this video that shows the Pledge with words: http://www.youtube.com/watch?v=NHWGxPeh3Qc]

2. Have students do a jigsaw using the three attached texts, using the resource sheets, “The Story of the Pledge of Allegiance,” “Signing the Pledge of Allegiance,” and “Democracy.” Have students become experts on their assigned topic. Each group will report to his/her group and describe/discuss the major facts from the assigned topic.

3. If this lesson is done near June 14, listen for public service announcements on radio and TV concerning activities going on in your community. Take part if possible.

4. Plan an outdoor Flag-raising for your grade or school. Incorporate the recitation and signing of the Pledge in this program.

5. Teach the correct phrasing of the Pledge of Allegiance on the announcements and/or create an instructional video to teach younger students how to say the Pledge correctly.

6. Learn how to sign the Pledge. Use the attached resource sheet, and/or these instructional videos:
   Instructional video, taught by “We Sign”: [http://www.youtube.com/watch?v=GXyUnqOEFJI&noredirect=1](http://www.youtube.com/watch?v=GXyUnqOEFJI&noredirect=1)

   Have students respond to the BCR question after reading the texts.

7. Go over student’s BCR responses and improve one as a class. Have students revise their own answers to improve their text support, clarity/fluency, etc. with guidance from you and/or from a peer.

8. Read resource sheet 1 and 2 and compare and contrast the overall structure of the pieces, analyze the points of view and describe similarities and differences between the two pieces.

9. Read and discuss resource sheet 1 and 2, comparing the point of view/perspective of the two pieces.

Resource Sheets:
1. The Pledge of Allegiance – Lexile 1090
3. Democracy – Lexile 940
4. Signing the Pledge
5. Text Features BCR
Francis Bellamy (1855-1931), an ordained minister and magazine writer, wrote the Pledge of Allegiance to commemorate the 400th Anniversary of the discovery of America by Christopher Columbus. He was working on a children’s journal, called “Youth’s Companion” when he wrote the Pledge of Allegiance. He and James B. Upham, the Editor of the magazine, worked closely together.

Bellamy’s job at the journal was to promote patriotism and the flying of the United States Flag at schools nationwide. He felt that every public and private school should fly our nation’s Flag. His commitment to the cause led him to accept the position of chairman of the Executive Committee for the “National Public School Celebration of Columbus Day” in 1892.

Bellamy visited President Benjamin Harrison in Washington to ask him to endorse the idea of a Flag over every schoolhouse and the teaching of patriotism in every classroom. On June 21, 1892, President Harrison signed a Proclamation that stated, “Let the National Flag float over every schoolhouse in the country and the exercises be such as shall impress upon our youth the patriotic duties of American citizenship!”

Francis Bellamy penned these now familiar words, first printed in the Youth’s Companion, September 8, 1892 edition:

“I pledge allegiance to my Flag and (to) the Republic for which it stands - one Nation indivisible - with liberty and justice for all.”

Over the years, the wording of the Pledge has been modified three times. In 1923, the words, “the Flag of the United States,” were substituted for “my Flag” on the ground that some foreign-born, when giving the Pledge, might have in mind the flag of their native land. A year later, even greater specificity was attained when “of America” was added. On Flag Day 1945, President Dwight Eisenhower signed a law which added the words, “under God.”

The Pledge of Allegiance, as it now reads, expresses Francis Bellamy’s desire to proclaim “... what our republic meant and what was the underlying spirit of its life.”
The Pledge of Allegiance to the Flag of the United States, according to James A. Moss, an authority on the Flag and its history, was first given national publicity through the official progress of the National Public School Celebration of Columbus Day in 1892. The Pledge had been published in the Youth’s Companion for September 8, 1892, and at the same time, sent out in leaflet form throughout the country during the Celebration. It was repeated by more than 12,000,000 public school pupils in every state in the Union.

Mr. Francis Bellamy of Rome, New York, and Mr. James Upham of Malden, Massachusetts, were both members of the staff of the Youth’s Companion when the Pledge was published. The family of each man has contended that his was the authorship and both hold evidence to substantiate their claim.

To determine, in the interest of historical accuracy, the actual authorship, the United States Flag Association (formerly in Washington, D.C., now disbanded) in 1939 appointed a committee, consisting of Charles C. Tansill, Professor of American History; W. Reed West, Professor of Political Science; and Bernard Mayo, Professor of American History, to carefully weigh the evidence of the two contending families. Unanimously, the committee decided in favor of Francis Bellamy, and on May 18, 1939, the decision was accepted by the American Flag Committee. Mr. Bellamy had been chairman of the executive committee which formulated the program for the National Public School Celebration and furnished the publicity when he was on the staff of the Youth’s Companion.

As first published, the Pledge contained the words “my flag” and did not contain “the Flag of the United States.” On June 14, 1923, at the First National Flag Conference held in Washington, D.C., the latter words were added on the ground that some foreign-born children and adults, when giving the Pledge, might have in mind the flag of their native land.

When the Pledge is being given, all should stand with the right hand over the heart, fingers together and horizontal with the arm at as near a right angle as possible. After the words “justice for all,” the arm should drop to the side. While giving the Pledge of Allegiance all should face the Flag.

According to Colonel Moss, no disrespect is displayed by giving the Pledge with a gloved hand over the heart, but he calls our attention to the fact that an Army Officer or an enlisted man always removes his right glove upon taking his oath as a witness. The Daughters of the American Revolution follow the custom of having the right hand ungloved.”
Lesson 2 Resource Sheet 3: Democracy (Lexile – 940)

“...and to the Republic for which it stands”

These words are used every time we say the Pledge of Allegiance. Many people do not know the meaning of these words.

A republic is a form of government in which people have the power to elect their own leaders. A republic can also be called a representative democracy, since we vote for leaders who represent our points of view.

As a democracy, the United States follows rules which protect our rights and ensure that the people have power over government. These rules can be found in the Constitution, laws, and court decisions. People in the United States can vote. Decisions of our government are based upon the will of the majority. People can use the court system to protect their rights. People in the United States are free to make their own decisions.

The spirit of democracy surrounds us. You are enjoying the benefits of democracy when you(r):

- decide for yourself how to spend money,
- and your friends decide how to spend their free time,
- class decides where to take a class trip,
- family decides where you will live, and
- parent(s) decide which candidates they will support in elections.

As citizens in a democracy, we have responsibilities to:

- treat others fairly,
- respect property rights, and
- live peaceably under our laws.

Anytime you decide for yourself, anytime you are treated fairly, anytime you give an opinion, think of these words, “...and to the Republic for which it stands.”

Colonel James A. Moss was President of the American Flag Association and in 1939 inaugurated Flag Week, beginning on the 8th and ending on the 14th of June — Flag Day. After his retirement from the Army, the Colonel devoted his life to the protection of Old Glory and in writing the most authoritative book we have found, “Flag of the United States, Its History and Symbolism.”

The Flag of the United States is the symbol of our indomitability if, as Americans, we have faith and believe unwaveringly in victory. No battle in war, business or in any other sphere of human endeavor is won without faith in God, in Country and in one’s self. This is the spirit of the American Flag written on every page of American history.

Francois Guizot, the noted French writer, historian, and statesman, once asked James Russell Lowell, the famous American poet and author, “How long do you think the American Republic will endure?” Lowell replied, “So long as the ideas of its founders continue to be dominant.” Guizot answered, “I agree with you.”

Let’s heed the warning, protect our Republic and keep Old Glory flying...”
"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."
Lesson 2 Resource Sheet 5: Text Features BCR

Text Features

What text feature could you add to this article to improve the reader’s understanding of this text?

In your response, use information from the article that supports your explanation.

____________________________________________________________________
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Lesson 3 June 14th Flag Day & 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, you are encouraged to find an alternative day to celebrate Flag Day and the Annual PAUSE FOR THE PLEDGE OF ALLEGIANCE.)

Objective: Students will...
1. Research and be able to describe the origin, purpose, and importance of Flag Day.
2. Describe the purpose for the Annual PAUSE FOR THE PLEDGE OF ALLEGIANCE.

Motivation:
View and discuss this introductory video about the history of Flag Day: http://www.youtube.com/watch?v=PMwjjmjwQmw, and analyze a United States Flag and a June calendar with the 14th highlighted

Discussion:
Have students read and discuss the history of Flag Day (Resource Sheets 1 and 2).
1. Why do you think a request was made for a national flag?
2. Why do you think it was important to set aside a day to “celebrate” the Flag?
3. Why do you think it is still important to do so today?
4. Where is the major Flag Day celebration held in Maryland? Why?
5. What can you do as an individual or a family to be a part of the Flag Day celebration?
6. What do you think Annual PAUSE FOR THE PLEDGE OF ALLEGIANCE means?
7. How might people celebrate the Annual PAUSE FOR THE PLEDGE OF ALLEGIANCE?

Activities:
1. Read and discuss both articles to create a timeline showing the events which led to the development of Flag Day (“Flag Day” and “The Origins of Flag Day”).
2. Set up a debate where students either oppose or are for celebrating Flag Day. Have students construct at least two viable arguments to prepare for the debate (see rubric for speaking found in resource section).
3. Pretend you are a newspaper or television reporter. Either write an article about, or prepare a video about an incredible Flag Day celebration. Be sure to include the 5 W’s! [Optional: take this piece through the entire writing process. See rubric for informational/explanatory writing or PowerPoint/multimedia presentation rubric found in resource section.]
4. In “journal” form, write your reaction as a citizen to an early or a current Flag Day
celebration. Be sure to include the 5 W’s! [Optional: take this piece through the entire writing process. See rubric for informational/explanatory writing.]

5. Use the articles to label a map showing the places where important events concerning the development of Flag Day celebrations are located.

6. Secure speakers from local organizations to discuss the importance of the Flag within their organization and what they do to promote Flag Day (see rubric for listening found in resource section).


8. Prepare material for presentation on the announcements, a poster/wall display, audio/visual, or to another class or grade level (see rubrics for PowerPoint/media presentation and poster).

9. Make a poster, school announcement, or radio/television commercial for the Annual PAUSE FOR THE PLEDGE OF ALLEGIANCE on Flag Day (see rubrics for PowerPoint/media presentation and poster).

10. Have students write letters to The American Flag Foundation requesting that they be given the privilege of leading the Annual PAUSE FOR THE PLEDGE OF ALLEGIANCE at Fort McHenry. Students must explain why they deserve to be chosen. [Optional: take this piece through the entire writing process. See rubric for informational/explanatory writing found in resource section.]

11. Read and discuss “The History for the Annual PAUSE FOR THE PLEDGE OF ALLEGIANCE” (Resource Sheet 3).

12. Describe how your family could celebrate Flag Day and the Annual PAUSE FOR THE PLEDGE OF ALLEGIANCE.

Lesson 3 Resource Sheets:

1. Flag Day – Lexile 1100
2. The Origins of Flag Day - Lexile 1310
3. Brief History of the Annual PAUSE FOR THE PLEDGE OF ALLEGIANCE – Lexile 1290
On June 14, 1777, the Second Continental Congress authorized the Stars and Stripes as the Flag of the United States. It was not until much later that this event was celebrated as Flag Day.

The first Flag Day celebration was held in Hartford, Connecticut in 1861.

Sixteen years later, the first National observance of Flag Day took place to honor the centennial of the original flag resolution.

In the decades that followed, individuals and groups worked to have Flag Day observed regularly.

One person who worked hard for Flag Day was Bernard H. Cigrand. During careers in teaching and dentistry, Cigrand wrote, lectured, and organized to advance the cause.

In 1894, he helped to organize the American Flag Day Association in Chicago, which soon became a national organization.

By the mid-1890’s, Flag Day was being celebrated throughout the United States.

Mayors and governors began to issue holiday proclamations in their cities and states.

In 1916, President Woodrow Wilson issued a proclamation calling for a nationwide observance of Flag Day on June 14th.

In 1949, Congress passed a resolution designating June 14th as Flag Day, and President Truman signed the measure into law.

Although Flag Day is not a legal holiday, people celebrate the history and meaning of the Stars and Stripes every June 14.
Lesson 3 Resource Sheet 2: The Origins of Flag Day (Lexile 1310)

“*That the flag of the United States shall be of thirteen stripes of alternate red and white, with a union of thirteen stars of white in a blue field, representing the new constellation.*”

This was the resolution adopted by the Continental Congress on June 14, 1777. The resolution was made following the report of a special committee which had been assigned to suggest the Flag’s design.

A Flag of this design was first carried into battle on September 11, 1777 in the Battle of the Brandywine. The American Flag was first saluted by foreign naval vessels on February 14, 1778, when the *Ranger*, bearing the Stars and Stripes and under the command of Captain Paul Jones, arrived in a French port. The Flag first flew over a foreign territory in early 1778 at Nassau, Bahama Islands, where Americans captured a British fort.

Observance of the adoption of the Flag was not soon in coming, however. Although there are many claims to the first official observance of Flag Day, all but one took place more than an entire century after the Flag’s adoption in 1777.

The first claim was from a Hartford, Connecticut celebration during the first summer of 1861. In the late 1800s, schools all over the United States held Flag Day programs to contribute to the Americanization of immigrant children, and the observance caught on with individual communities.

The most recognized claim, however, comes from New York. On June 14, 1889, Professor George Bolch, principal of a free kindergarten for the poor of New York City, had his school hold patriotic ceremonies to observe the anniversary of the Flag Day resolution. This initiative attracted attention from the State Depart-
ment of Education, which arranged to have the day observed in all public schools thereafter.

Soon the state legislature passed a law making it the responsibility of the State Superintendent of Public Schools to ensure that schools hold observances for Lincoln’s Birthday, Washington’s Birthday, Memorial Day and Flag Day. In 1897, the governor of New York ordered the displaying of the Flag over all public buildings in the state, an observance considered by some to be the first official recognition of the anniversary of the adoption of the Flag outside of schools.

Another claim comes from Philadelphia. In 1893, the Society of Colonial Dames succeeded in getting a resolution passed to have the Flag displayed on all of the city’s public buildings. Elizabeth Duane Gillespie, a direct descendant of Benjamin Franklin and the president of the Colonial Dames of Pennsylvania, that same year tried to get the city to call June 14 “Flag Day.” Resolutions by women were not granted much notice, however, and it was not until May 7, 1937 that Pennsylvania became the first state to establish the June 14 Flag Day as a legal holiday. Flag Day is a nationwide observance today, but Pennsylvania is the only state that recognizes it as a legal holiday.

Bernard J. Cigrand, a school teacher in Waubeka, Wisconsin reportedly spent years trying to get Congress to declare June 14 as a national holiday. Although his attempts failed, the day was widely observed. “Father of Flag Day” honors have been given to William T. Kerr, who was credited with founding the American Flag Day Association in 1888 while still a schoolboy in Pittsburgh, Pennsylvania.

Both President Wilson in 1916 and President Coolidge in 1927 issued proclamations asking for June 14 to be observed as National Flag Day. But it wasn’t until August 3, 1949, that Congress approved the national observance, and President Harry Truman signed it into law.
Displays of patriotism have always been a part of our American heritage. Patriotism is the unifying force for every citizen in our land and is the single bond that unites us as a nation. The American Heritage Dictionary — Second College Edition — defines patriotism as “...Love and devotion to one’s country.” Flying, waving or displaying the United States Flag is the visual symbol of our unity and patriotism.

Though the Flag is flown daily at government buildings, historic sites, and schools, there are special days throughout the year when many Flags are visible. Another day, though not a legal holiday is Flag Day, June 14. This is not an official National Holiday, but the President proclaims a public Flag Day observance each year. However, in the state of Pennsylvania, June, 14th is celebrated as a legal holiday (i.e., Congress declares Federal holidays).

Flag displays are very prominent on these designated days. In addition, Commemorative ceremonies are held by Veterans’ and civic organizations, communities, and governmental organizations. The climactic part of any patriotic ceremony is the simultaneous recitation of the Pledge of Allegiance. The FOCUS of this lesson is the “PAUSE FOR THE PLEDGE OF ALLEGIANCE” on Flag Day, June 14th each year. The 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 re-kindle that interest? A new committee member, Louis V. Koerber, a Baltimore businessman, suggested that they ask the President of the United States to invite all Americans to join him in simultaneously reciting the thirty-one words of the Pledge of Allegiance on Flag Day each year. The effect of this simple ceremony would not only be a stimulating patriotic experience at home, but would also be a sign of national unity abroad. Its name came a week later when Marion Sinwell, a public relations volunteer consultant, suggested “THE PAUSE FOR THE PLEDGE.” The name was perfect for the concept! This simple concept transcends age, race, religion, and national origin, geographic and political differences. It is a program of national unity that provides all Americans with the opportunity to honor their Flag as the symbol of our Country, its Constitution and Bill of Rights. The concept has swept across the country in a grassroots movement supported by a broad spectrum of individuals, organizations and businesses. Appropriate local Flag Day ceremonies of many kinds are now held throughout the nation in conjunction with the national PAUSE FOR THE
PLEDGE OF ALLEGIANCE ceremony held at Fort McHenry. Governors of all fifty states and thousands of Mayors across the country join with our program each year. The American Flag Foundation, Inc. was chartered in December 1982, and is a non-profit 501(c)(3) Foundation. It is chartered to “Conduct educational programs throughout the United States in promotion of the annual PAUSE FOR THE PLEDGE OF ALLEGIANCE, whereby the entire nation will simultaneously pause on National Flag Day and recite the Pledge of Allegiance to the Flag.” The Foundation, through its National Flag Day Operations Committee of over 100 volunteers in Maryland and thousands more across the country, is committed to an educational opportunity to help people of all ages better understand the history and origins of the Flag, as well as those major events in our history that have made this a free nation of many people. The 99th United States Congress passed, and President Reagan signed Public Law 99-54 on June 20, 1985 recognizing the PAUSE FOR THE PLEDGE OF ALLEGIANCE as part of the National Flag Day ceremonies. President Reagan participated in Flag Day ceremonies at Fort McHenry in 1985. Since 1983, the spirit of national unity and cooperation has been signified each year when Governors of the fifty states select an outstanding high school student to represent their states in five days of ceremonies during National Flag Week in Maryland. The formation of a National Alumni Association of past State Representatives and Coordinators was created at their request in 1989. In order to carry the education mission of the Foundation throughout every state, the Association reaches out to student council organizations, youth groups, educational TV networks, parent/teacher groups, service clubs and veteran organizations.

Since 1984, a Living American Flag has been formed by 3,500-4,000 students at Fort McHenry with the full support and cooperation of the Governor and the School Superintendent of Maryland, 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. Thousand of hours have been invested in this project over three years by professional volunteers of the Foundation’s Education Committee to enhance your students’ knowledge and appreciation of our great nation. The current revised edition was completed in 2013. 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.
Lesson 4: Symbolism & The United States Flag

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

Objectives: Students will...

1. Describe and explain what the colors, stars, and stripes represent on the United States Flag in their own words.

2. Connect knowledge of the 13 Colonies and 50 states to their representation on the Flag.

Motivation:

1. As a class, go through the symbols’ and holidays’ interactive tutorial: http://americanhistory.si.edu/citizenship/index.html?theme=15 (Be sure to discuss the facts and take the brief quiz at the end!)


Discussion:

1. Ask students what the different parts of the flag mean (discuss their thinking about the possible reasons for the stars, blue background, red stripes, and white stripes).

Activities:

1. Read and discuss the article, “Meaning of the Colors of the Flag” from The American Flag Foundation. The students will then focus their attention on the United States Flag. They will discuss the colors used and the symbols of stars and stripes (the colors from the Great Seal of the United States were incorporated into the flag). According to the Continental Congress, the meaning of the colors: Red — hardiness and valor (courage); White — purity and freedom; Blue — vigilance, perseverance, justice (loyalty). “By implication, these are also the meanings of the colors on our Flag,” Vera Rollo, author of The American Flag.

2. On a blank flag, write the name of the 13 colonies each of the 13 stripes. [Optional: also label your state’s star, and other stars.]

3. Write to your representative in Congress to request a Flag that has flown over the Capitol in Washington. Include something about your study of the Flag. [Optional: take this piece through the entire writing process.]

4. Have students compose, “What the Flag Means to Me” essays to share with others. [Optional: take this piece through the entire writing process.]


7. Complete “Stars and Stripes Writing Activity” – see resource sheet/student handout at the end of this lesson.

**Resource Sheets**

1. The United States Flag Diagram
2. Meaning of the Colors of the Flag article– Lexile 1070
3. Stars and Stripes Writing Activity – Lexile 970
4. “The Flag” – Lexile 960
5. “I am Your Flag”– Lexile 980
Lesson 4 Resource Sheet 1: THE UNITED STATES FLAG

1. Delaware
2. Pennsylvania
3. New Jersey
4. Georgia
5. Connecticut
6. Massachusetts
7. Maryland
8. South Carolina
9. New Hampshire
10. Virginia
11. New York
12. North Carolina
13. Rhode Island
14. Vermont
15. Kentucky
16. Tennessee
17. Ohio
18. Louisiana
19. Indiana
20. Mississippi
21. Arkansas
22. Michigan
23. Maine
24. Missouri
25. Arkansas
26. Michigan
27. Florida
28. Texas
29. Iowa
30. Wisconsin
31. California
32. Minnesota
33. Oregon
34. Kansas
35. West Virginia
36. Nevada
37. Nebraska
38. Colorado
39. North Dakota
40. South Dakota
41. Montana
42. Washington
43. Idaho
44. Wyoming
45. Utah
46. Oklahoma
47. New Mexico
48. Arizona
49. Alaska
50. Hawaii
Sentimental writers and orators sometimes ascribe meanings to the colors in the Flag. The practice is erroneous, as are statements on this subject attributed to George Washington and other founders of the country.

From the book, “Our Flag” published in 1989 by the House of Representatives, “On July 4, 1776, the Continental Congress passed a resolution authorizing a committee to devise a seal for the United States of America. This mission, designed to reflect the Founding Fathers’ beliefs, values, and sovereignty of the new Nation, did not become a reality until June 20, 1782. In heraldic devices such as seals, each element has a specific meaning. Even colors have specific meanings. The colors red, white, and blue did not have meanings for The Stars and Stripes when it was adopted in 1777.

However, the colors in the Great Seal did have specific meanings. Charles Thompson, Secretary of the Continental Congress, reporting to Congress on the Seal, stated: “The colors of the pales (the vertical stripes) are those used in the Flag of the United States of America; White signifies purity and innocence; Red, hardiness & valor; and Blue, the color of the Chief (the broad band above the stripes) signifies vigilance, perseverance & justice.”

Also, this from a book about the Flag published in 1977 by the House of Representatives: “The star is a symbol of the heavens and the divine goal to which man has aspired from time immemorial; the stripe is symbolic of the rays of light emanating from the sun.”

The quote below concerning gold fringe on the Flag is from the book, “So Proudly We Hail, The History of the United States Flag,” Smithsonian Institute Press 1981, by William R. Furlong and Byron McCandless:

“The placing of a fringe on our Flag is optional with the person or organization, and no act of Congress or Executive Order either prohibits the practice, according to the Institute of Heraldry. Fringe is used on indoor Flags only, as fringe on outdoor Flags would deteriorate rapidly. The fringe on a Flag is considered an “honorable enrichment only,” and its official use by the U. S. Army dates from 1895. A 1925 Attorney General’s Opinion states: “The fringe does not appear to be regarded as an integral part of the Flag, and its presence cannot be said to constitute an unauthorized addition to the design prescribed by statute. An external fringe is to be distinguished from letters, words, or emblematic design printed or superimposed upon the body of the Flag itself. Under law, such additions might be open to objection as unauthorized; the same is not necessarily true of the fringe.

“The gold trim is generally seen on ceremonial indoor Flags that are used for special services and is believed to have been first used in a military setting. It has no specific significance that I have ever run across, and its (gold trim) use is in compliance with applicable Flag codes and laws.”

The colors are Old Glory Red (PMS 193C), White, and Old Glory Blue (PMS 281C).
Lesson 4 Resource Sheet 3: Stars and Stripes Writing Activity (Lexile 970)

On June 14, 1777, The Continental Congress adopted the official Flag of a new nation. This Flag consisted of stars and stripes. There is a legend that Betsy Ross made the Flag according to this new design. Many names have been given to the Flag over time: the Stars and Stripes, Old Glory, and The Red, White, and Blue. On the 100th anniversary of its adoption, on June 14th, 1877, we celebrated the first Flag Day as a nation. President Harry Truman approved the resolution designating June 14th as National Flag Day in 1849. Flag Day is not a legal holiday where government and businesses are closed, but special observances are held on June 14th every year. Flags are displayed with pride on public buildings and businesses and homes. There are also parades and services held to honor our national symbol.

This symbol of the United States stands for freedom and opportunity. It also honors the many men and woman who died defending it. We have many expressions of love for our Flag in music, poetry and stories. The Flag that flew over Fort McHenry in Baltimore during the War of 1812 inspired Francis Scott Key to write “The Star-Spangled Banner,” which is our national anthem. John Philip Sousa wrote several marches for the Flag, including “The Stars and Stripes Forever.” The popular songwriter George M. Cohan wrote “You’re a Grand Old Flag.” Francis Bellamy wrote “The Pledge of Allegiance,” which is said each morning in many schools to honor our national symbol.

You will now write an essay about the Flag and its meaning to you. Why is the Flag important to our country? Use what you know and what you have learned to describe how you feel about the meaning of the Flag.

- Your first paragraph should include an introduction on the importance of the Flag and its history to our country.
- The Second paragraph should include your feelings about the Flag.
- The third paragraph should include what the Flag means to you, your life, our country.
- The last paragraph should summarize your thoughts and ideas about the Flag.
I raised a flag today
A flag with fifty stars
I raised a flag today
A flag with thirteen bars.
I raised a flag today
To honor those who died
I raised a flag today
And then I stood and cried.
I cried and wept and cursed and prayed
And had to wonder "why?"
Angst and anger welled inside me
And then I saw it fly.
The flag snapped briskly in the wind
It unfurled in the sky
Its glory rose above my fears
Its freedom was not denied.
The symbol of our country
The banner of our pride
The flag of these United States
Flew boldly at my side.
I raised a flag today
But the flag, it lifted me.
I raised a flag today
For all the world to see.
I raised a flag today
And upon seeing it, I knew:
Above the dusty, ashen gray would rise
The red, the white, and the blue.

God Bless America
I am attaching a copy of a poem I wrote on Sept. 14th, shortly after the WTC attacks. I wrote the poem when raising a flag at home to honor the victims of that day and I thought about it again this Memorial Day. The poem would also be very appropriate for Flag Day.

Bob, a true patriot
Some people call me Old Glory, others call me the Star-Spangled Banner, but whatever they call me, I am your Flag – the Flag of the United States of America.

Something has been bothering me, so I thought I might talk it over with you, because you see, it is about you and me. I remember, some time ago, people lined up on both sides of the street to watch the parade and, naturally, I was leading every parade, proudly waving in the breeze.

When your daddy saw me coming, he immediately removed his hat and placed it against his left shoulder so that his hand was directly over his heart – remember? What happened? I’m still the same old flag. Oh, I have a few more stars since you were a boy and a lot more blood has been shed since those parades of long ago. But now I don’t feel as proud as I used to.

When I come down your street, and you just stand there with your hands in your pockets, I may get a small glance and then you look away. Then I see children running around and shouting – they don’t seem to know who I am. I saw a man take his hat off, then look around. He didn’t see anybody else with their hats off, so he quickly put it back on. And what about that night at the ballgame, when they played the “Star-Spangled Banner” and I waved so proudly in the breeze, but nobody bothered to sing? Oh, they stood up, all right, as sort of a mild patriotic gesture, but then they talked among themselves about the game and weather, but they did not sing. I felt hurt. Is it a sin to be patriotic?

Have you forgotten what I stand for and where I have been? Anzio, Guadalcanal, Korea, and Vietnam. Take a look at the memorial honor rolls sometime – names of those who never came back – who gave their lives to keep this republic free. One nation, under God.

When you salute me, you are saluting them. I may not be coming down your street for a long time, as it seems that patriotic parades are a thing of the past. But when I do, will you do me a big favor? Stand up straight, place your right hand over your heart, and if they play the “Star-Spangled Banner,” sing out loud and clear. I will salute you by waving back. Show me you remember.

I AM YOUR FLAG

Author Unknown
Lesson 5: Flag Etiquette

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

Objective: Students will...
1. Analyze pamphlets and diagrams to describe flag etiquette.
2. Synthesize research from multiple sources to create informational presentations.

Motivation:
1. Discuss the word “etiquette” with students. Use the prezi’s and/or video clips to describe etiquette in different situations.

   Etiquette Prezi’s:
   - Business Lunch Etiquette Prezi: [Link]
   - Etiquette Overview Prezi, (Cell phone, digital media, school computer): [Link]

   Etiquette Video Clips:
   - Handshake Etiquette: [Link]
   - Digital Etiquette: [Link] (Subscription Required)

Discussion:
1. Review the colors, placement, and shape of the Flag and what is represented.
2. Identify the star that represents our home state.
3. Have the students state where they have seen the Flag displayed.
4. How was it displayed? [Examples: suspended from a stick, a pole, mounted on a wall, inside, outside, speaker’s platform, stage, over a street on a rope?]
5. Define the word “etiquette” as the requirements of social behavior/properties of conduct; such as etiquette in a library, at school, on the playground, at a concert, at dinner in a fancy restaurant vs. a fast food restaurant.
6. What do you think the term “flag etiquette” means?
7. Why is it important to have standards set for displaying the Flag?

Activities:
1. Read and discuss the “Flag Etiquette” pamphlet (Resource Sheet 2), also found at: [Link]
2. Use the “Frequently asked questions” section on the pamphlet for discussion.
3. Other texts and resources are available in PDF form at:
http://americanflagfoundation.org/all-about-the-flag/flag-etiquette/

4. Students can prepare a program to share on the announcements, with another class, or in an auditorium setting that addresses Flag etiquette, terminology, and display.

[To spark interest, questions on sentence strips could be posted around the building prior to the presentation: What is a halyard? How do you properly raise our Flag? Where should the Flag be located on a speaker’s platform? What does the color red represent in our Flag?]

5. Students can prepare and present an opening exercise program that involves raising the school Flag. Other classes or the entire school could participate.

6. Write an essay, illustrate, and state what our Flag represents and what it means to me (a discussion of all Americans united under the Flag would be appropriate here). [Optional: take this piece through the entire writing process. See rubric for informational/explanatory writing found in resource section.]

7. Have students research and, in small groups, demonstrate how to fold a Flag correctly (hands-on experience is best). Student resource (Resource Sheet 3) also available at: http://americanflagfoundation.org/wp-content/uploads/2011/02/Folding-Our-Flag-How-To.pdf


9. Working in small groups, have students use the resource sheet “Parts of the Flag” to learn Flag terminology. Play a fun game of Jeopardy as a review.

10. Write a class, small group, or individual poem, or “rap” about the Flag. Try to incorporate some of the information covered in the lesson (see rubric for informational/expository writing found in resource section).

11. Guest speakers, musicians, or drill teams blend well with this particular lesson.

12. Invitations provide a good letter writing experience for the students. If the invitation is to be by telephone, this is also a good time to discuss telephone etiquette.

13. Invite volunteers from the local VFW or American Legion to teach students the proper way to:

   • Prepare the Flag for proper display,
   • Raise the Flag on a pole,
   • Present the Flag (Colors) to a group,
   • Lower the Flag from a pole,
   • Retire Colors,
• Set the Flag for half-mast,
• Fold the Flag,
• Care for the Flag in inclement weather,
• Dispose of a worn Flag,
• Use the Flag properly on special occasions (funerals, Memorial Day, cemetery use, etc.),
• Use the United States Flag in conjunction with other flags, and
• Use the Flag on a speaker’s platform or stage.

**ResourceSheets**

1. Parts of the Flag Diagram
2. Flag Etiquette Pamphlet – Lexile 1220
3. Folding Our Flag
4. How to Display the Flag - Lexile 1060
Lesson 5 Resource Sheet 1: Parts of the Flag

- Canton or Union
- Hoist (Vertical Dimension)
- Hoist Rope
- Halyard
- Staff or Pole
- Finial
- White Stars
- Blue Field
- red
- white
- red
- white
- red
- white
- red
- white
- red
- white
- red

Fly (Horizontal Dimension)
Frequently Asked Questions About the Flag

Q: What do the colors and gold fringe on the American Flag mean?
A: Sentimental writers and orators sometimes ascribe meanings to the colors in the flag.

From the book "Our Flag" published in 1989 by the House of Representatives...

"On July 4, 1776, the Continental Congress passed a resolution authorizing a committee to devise a seal for the United States of America. This mission, designed to reflect the Founding Fathers' beliefs, values, and sovereignty of the new Nation, did not become a reality until June 20, 1782. In heraldic devices such as seals, each element has a specific meaning. Even colors have specific meanings. The colors red, white and blue did not have meanings for The Star's and Stripes when it was adopted in 1777.

However, the colors in the Great Seal did have specific meanings. Charles Thompson, Secretary of the Continental Congress, reporting to Congress on the Seal, stated: "The colors of the pales (the vertical stripes) are those used in the flag of the United States of America; White signifies purity and innocence, Red, hardiness & valor, and Blue, the color of the Chief (the broad band above the stripes) signifies vigilance, perseverance & justice."

The gold trim is generally used on ceremonial indoor flags that are used for special services and is believed to have been first used in a military setting. It has no specific significance that I have ever run across, and its (gold trim) use is in compliance with applicable flag codes and laws.

Q: What is the significance of displaying the flag at half-staff?
A: The right hand, raised without a weapon, was a sign of peace. The right hand, to any observer, is the observer's left. Therefore, as used in the Flag Code, the flag and/or blue field is displayed to the left of the observer, which is the flag's own right. (Ref Flag Code 7(d),(i))

Q: Can a flag that has been used to cover a casket be displayed after its original use?
A: The Flag Code states it is the universal custom to display the flag only from a staff.

Q: When the flag is not flown from a staff, how should it be displayed?
A: When the flag is not flown from a staff, it should be displayed, preferably by burning. For individual citizens, this should be done discreetly so the act of destruction is not perceived as a protest or desecration. Many American Legion Posts conduct Disposal of Unserviceable Flag Ceremonies.

Q: Are you required to destroy the flag if it touches the ground?
A: Flag Code section 176b states that the flag should not touch anything beneath it such as the ground. Thus is stated to indicate that care should be exercised in the handling of the flag, to protect it from becoming soiled or damaged. You ARE NOT required to destroy the flag when this happens. As long as the flag remains suitable for display, even if washing or dry-cleaning (which is acceptable practice) is required, you may continue to display the flag as a symbol of our great country. (Ref Flag Code 8(b))

Q: What is the proper method for folding the flag?
A: The Flag Code does not require any specific method, however, there is a tradition that has developed over time. This method produces a triangular shaped form like that of a three corner hat with only the blue union showing.

Q: May a person, other than a veteran, have their casket draped with the flag of the United States?
A: Yes, although this honor is usually reserved for veterans or highly regarded state and national figures, the Flag Code does not prohibit this use.

Q: Where does the flag fly 24 hours a day?
A: There are currently no penalties for the physical desecration of the flag.

Q: Can the United States flag be displayed on days when the weather is inclement?
A: The Flag Code does not require any specific method, however, there is a tradition that has developed over time. This method produces a triangular shaped form like that of a three corner hat with only the blue union showing.

Q: Is it proper to fly the flag of the United States 24 hours a day?
A: The Flag Code states it is the universal custom to display the flag only from sunrise to sunset on buildings and on stationary flag staffs in the open. However, when a patriotic effect is desired, the flag may be displayed twenty-four hours a day if properly illuminated during the hours of darkness. (Ref Flag Code 9(a))

Q: When does the flag fly 24 hours a day?
A: After the addition of the new House and Senate wings in the 1850s, even before the great dome was completed in 1863, photographs of the period show flags flying over each new wing and the central east and west fronts. The custom of flying the flag 24 hours a day over the east and west fronts was begun during World War I. This was done in response to requests received from all over the country urging that the flag of the United States be flown continuously over the public buildings in Washington, DC.

- Presidential proclamations and laws since that time authorize the display of the flag 24 hours a day at the following places:
  - Fort McHenry National Monument and Historic Shrine, Baltimore, Maryland (Presidential Proclamation No.2795, July 2, 1948).
  - Flag House Square, Albemarle and Pratt Streets, Baltimore, Maryland (Public Law 83-319, approved March 26, 1954).
  - United States Marine Corp Memorial (Iwo Jima), Arlington, Virginia (Presidential Proclamation No.3418, June 12, 1961).
  - On the Green of the Town of Lexington, Massachusetts (Public Law 89-335, approved November 8, 1965).
  - United States Customs Ports of Entry which are continually open (Presidential Proclamation No.4131, May 5, 1972).

Q: How are unserviceable flags destroyed?
A: The Flag Code suggests that, when a flag has served its useful purpose, it should be destroyed, preferably by burning. For individual citizens, this should be done discreetly so the act of destruction is not perceived as a protest or desecration. Many American Legion Posts conduct Disposal of Unserviceable Flag Ceremonies.
Standards of Respect

The Flag Code, which formalizes and unifies the traditional ways in which we give respect to the flag, also contains specific instructions on how the flag is not to be used. They are:

- The flag should never be dipped to any person or thing. It is flown upside down only as a distress signal.
- The flag should not be used as a drapery, or for covering a speaker’s desk, draping a platform, or for any decoration in general. Bunting of blue, white and red stripes is available for these purposes. The blue stripe of the bunting should be on the top.
- The flag should never be used for any advertising purpose. It should not be embroidered, printed or otherwise impressed on such articles as cushions, handkerchiefs, napkins, boxes, or any thing intended to be discarded after temporary use. Advertising signs should not be attached to the staff or halyard.

The flag should not be used as part of a costume or athletic uniform, except that a flag patch may be used on the uniform of military personnel, firemen, policemen and members of patriotic organizations.

The flag should never have placed on it, or attached to it, any mark, insignia, letter, word, number, figure, or drawing of any kind.

The flag should never be used as a receptacle for receiving, holding, carrying, or delivering anything.

- When the flag is lowered, no part of it should touch the ground or any object, but should be hoisted briskly and lowered slowly and ceremoniously. Ordinarily it should be displayed only between sunrise and sunset. It should be illuminated if displayed at night. The flag of the United States of America is saluted as it is hoisted and lowered. The salute is held until the flag is unsnapped from the halyard or through the last note of music, whichever is the longest.

- When flown with the national banner of other countries, each flag must be displayed from a separate pole of the same height. Each flag should be the same size. They should be raised and lowered simultaneously. The flag of one nation may not be displayed above that of another nation.

DISPLAYING THE FLAG OUTDOORS

When the flag is displayed from a staff projecting from a window, balcony, or a building, the union should be at the peak of the staff unless the flag is at half staff.

When it is displayed from the same flagpole with another flag - of a state, community, society or Scout unit - the flag of the United States must always be at the top except that the church pennant may be flown above the flag during church services for Navy personnel when conducted by a Naval chaplain on a ship at sea.

When the flag is displayed over a street, it should be hung vertically, with the union to the north or east. If the flag is suspended over a sidewalk, the flag’s union should be farthest from the building.

When flown with flags of states, communities, or societies on separate flag poles which are of the same height and in a straight line, the flag of the United States is always placed in the position of honor - to its own right.

- The other flags may be smaller but none may be larger.

No other flag ever should be placed above it.

The flag of the United States is always the first flag raised and the last to be lowered.

DISPLAYING THE FLAG INDOORS

When on display, the flag is accorded the place of honor, always positioned to its own right. Place it to the right of the speaker or staging area or sanctuary. Other flags should be to the left.

The flag of the United States of America should be at the center and at the highest point of the group when a number of flags of states, localities, or societies are grouped for display.

When one flag is used with the flag of the United States of America and the staffs are crossed, the flag of the United States is placed on its own right with its staff in front of the other flag.

When displaying the flag against a wall, vertically or horizontally, the flag’s union (stars) should be at the top, to the flag’s own right, and to the observer’s left.

DISPLAYING THE FLAG IN MOURNING

The flag is to be flown at half staff in mourning for designated, principal government leaders and upon presidential or gubernatorial order.

When used to cover a casket, the flag should be placed with the union at the head and over the left shoulder. It should not be lowered into the grave.

PARADING AND SALUTING THE FLAG

When carried in a procession, the flag should be to the right of the marchers. When other flags are carried, the flag of the United States may be centered in front of the others or carried to their right. When the flag passes in a procession, or when it is hoisted or lowered, all should face the flag and salute.

THE SALUTE

To salute, all persons come to attention. Those in uniform give the appropriate formal salute. Citizens not in uniform salute by placing their right hand over the heart and men with head cover should remove it and hold it to left shoulder, hand over the heart.

Members of organizations in formation salute upon command of the person in charge.

THE PLEDGE OF ALLEGIANCE AND NATIONAL ANTHEM

The pledge of allegiance should be rendered by standing at attention, facing the flag, and saluting. When the national anthem is played or sung, citizens should stand at attention and salute at the first note and hold the salute through the last note. The salute is directed to the flag, if displayed, otherwise to the music.

THE AMERICAN FLAG FOUNDATION, INC.

PO Box 435 • Riderwood, Maryland 21139
(443) 243-3437
www.americanflagfoundation.org

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Questions/Comments
Lesson 5 Resource Sheet 3: Folding Our Flag

How to Fold Our Flag

Fold the flag in half width-wise

Fold the flag in half width-wise again

Fold up a triangle, starting at the striped end ... and repeat ...

... until only the end of the union is exposed.

Then fold down the square into a triangle and tuck inside the folds.
When displayed over a street, the Flag should be suspended vertically. The union will be to the north in an east-west street, and to the east in a north-south street.

When displayed with another flag in the crossed-staff format, the American Flag should be on its own right—and in front of the other flags’ staff.

When the Flag is flown at half-staff, it should first be elevated to peak position, held there momentarily, and lowered. At the day’s end, the Flag should again be elevated to peak position before lowering.

If other flags are flown on the same staff with the American Flag, the American Flag should be placed at the peak of the staff.

When covering a casket, the Flag should be positioned so the union is at the head and over the left shoulder. It should not be lowered into a grave or allowed to touch the ground.

When the flag is suspended over a sidewalk from a rope extending from a house to a pole at the edge of the sidewalk, the flag should be hoisted out, union first, from the building.

When the Flag is suspended from a staff projecting horizontally from a building, the union should be at the peak of the staff—except when the Flag is at half-staff.

The Flag, when carried in a procession with another flag, should be on the marching right. If in a line of other flags, in front of the center of that line.

The American Flag should always have the position of honor on speakers’ platforms, standing to the right of the speaker. All other flags should be on the speakers’ left.

When displayed either horizontally or vertically against a wall, the union should be uppermost and to the flag’s own right.

During the raising or lowering of the Flag, or during its passage in a parade, all present should face the Flag, and stand at attention with hand over heart. Men should remove their caps/hats. Veterans may salute, with or without cap.

When flags of two or more nations are displayed, they are to be flown from separate staffs of the same height. The flags should be of approximately equal size. International usage forbids the display of the flag of one nation above that of another nation in time of peace.

The flag of the United States of America should be at the center and at the highest point of the group when a number of flags of States or localities or pennants of societies are grouped and displayed from staffs.

When the flag is displayed on a car, the staff shall be fixed firmly to the chassis or clamped to the right fender.

When hung in a window where it is viewed from the street, place the union at the head and over the left shoulder.

Bunting for ceremonial or decorative use should be arranged with the blue on the top, white in the middle, and red on the bottom. Never use the Flag for decoration or as bunting.
Lesson 6: The Legend of “Uncle Sam”

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

Objective: Students will...
Determine the importance and historical significance of “Uncle Sam” by synthesizing information from multiple sources.

Motivation:
View and discuss the video clip introducing Uncle Sam at:
http://news.discovery.com/history/videos/history-uncle-sam-who-was-he.htm

Discussion:
1. Who was Uncle Sam?
2. How did America’s “Uncle Sam” start?
3. Where did the initials U.S. come from?
4. Explain Sam Wilson’s role in the War of 1812.
5. When did “Uncle Sam” first appear in the United States?
6. Explain the meaning of the words “Uncle Sam.”
7. How can history be told by using legends based on facts?
8. Recall the definition of the word “symbols.”
   a. Why are symbols important?
   b. Recall some symbols of our state and country.
9. Discuss the value and importance of having “Uncle Sam” as a national figure of patriotism.
10. Where have you seen “Uncle Sam” depicted or personified? Relate the occasion(s) to our study of patriotism.
11. Discuss the importance of patriotism.
12. Why do you think “Uncle Sam” was a good citizen? How can you be a good citizen in your school and in your community, and country?
13. What ways can you help others become good citizens?

Activities:
1. Use the K and W columns on the resource sheet “K-W-L Strategy Chart” with students to determine students’ background knowledge of “Uncle Sam.”
2. Read and discuss the article, “‘Uncle Sam,’ Like the American Flag, is Symbolic of Freedom” and complete the story map. After reading, complete the L column of the KWL chart.
3. Students can conduct research, compare and contrast, and synthesize information from multiple sources on the Internet using the sites listed below to learn more about “Uncle Sam.”

www.americanflagfoundation.org
After students conduct their research, have them create “Uncle Sam” presentations in a format of your choosing (see rubrics for listening, speaking, and PowerPoint/media presentation in resource section).

4. Plan a “news broadcast” program to present on the announcements or in an assembly to introduce the real “Uncle Sam” (see rubric for speaking in resource section).

5. Have students research drawings of what “Uncle Sam” looks like today and ways he has been presented over the years.

6. Using the resource sheet “‘Uncle Sam,’ Like the American Flag, is Symbolic of Freedom,” have students work in small groups to determine what additional information is presented in the article that was not obtained through research conducted on the Internet in Activity 1.

7. Write a play or reader’s theater about “Uncle Sam.” Reflect on his patriotism and citizenship (see rubric for informational/explanatory writing found in resource section).

8. Have students create “Uncle Sam” posters (see rubrics for media presentation and posters found in resource section).

9. Analyze the “Uncle Sam Timeline” (Resource Sheet 6). Discuss how illustrations of Uncle Sam have changed throughout time. Have students predict why the drawings/illustrations have changed based on their knowledge of U. S. History.

ResourceSheets:

1. “‘Uncle Sam’ Like the American Flag, is Symbolic of Freedom” – Lexile 890
2. Example of K—W—L Strategy Chart
3. K—W—L Strategy Chart
4. Story Map Example
5. Story Map Master Form
6. Uncle Sam Timeline
Lesson 6 Resource Sheet 1: "'Uncle Sam,' Like the American Flag, is Symbolic of Freedom" (Lexile 890)

By Ken England (The American Flag Foundation, Inc.’s “Uncle Sam”)

Everyone has heard of “Uncle Sam,” but few people know where the reference came from. The origin of the infamous Nickname can be traced back to 1789 and attributed to Samuel Wilson, a meat packer from Troy, New York. Even at the age of 18, young Samuel Wilson was patriotic, credited with saving the town of Arlington, Massachusetts. History is recorded that while Samuel was out playing one day, they discovered the British Redcoats were advancing in the direction of Arlington. The young lad immediately ran to alert his own people giving them advance warning of the imminent danger. His patriotic good deeds did not stop then. Six years later, Samuel joined the Army to fight in the Revolutionary War.

As an adult, Samuel Wilson was a happy man whose honesty in business won him many friends. He was affectionately called “Uncle Sam” by everyone in town. Being a meat packer, he was asked to provide pork and beef to the military troops fighting in the War of 1812. To differentiate between the military crates of meat and those for other trade, he stamped each of his crates with a large “U.S.” for United States. One day when one of his workers was asked what the “U.S.” on the crates meant, he responded, jokingly that it’s to hold for his employer, “Uncle Sam” Wilson. The nickname took hold, and soon the military rations were said to have come from “Uncle Sam.” In 1820, New England newspapers began printing illustrations of an imaginary “Uncle Sam.” Their drawings were of a clean-shaven man wearing a black tailcoat and a solid black top hat; but time has evolved “Uncle Sam” into the colorful figure we recognize today. His solid red pants came from the era of Andrew Jackson’s presidency and his beard was modeled after Abraham Lincoln. By the end of the 19th century, political cartoonists began to give “Uncle Sam” an even more patriotic look. His red pants sported stripes in 1856 and his top hat was soon adorned with stars and stripes. It was at this time in history that his costume closely resembled the American Flag. Today’s “Uncle Sam” is usually dressed with red and white striped pants, a blue vest dotted with white stars, under a plain blue tailed coat, and a top hat with stars on the hatband. Originally, “Uncle Sam” was portrayed as a short and portly figure. However, in the 1860’s, Thomas Nast, the political cartoonists Powell known for his drawings of Santa Claus, drew “Uncle Sam” as a tall, very thin man. Coincidentally, Samuel Wilson strongly resembled this new thin “Uncle Sam,” although Nast used Abraham Lincoln as his model. Illustrators who drew “Uncle Sam” during World War I permanently etched his image into the minds of all Americans. Perhaps the most famous “Uncle Sam” drawing was by Montgomery Flag for the 1917 Army recruiting poster showing “Uncle Sam” pointing and saying, “I want you for U.S. Army.” (Interestingly, “the” is missing in the above message.) Charles Dana Gibson, originator of the famous Gibson Girls, also used “Uncle Sam” as a subject for cartoons during World War I. The original “Uncle Sam” (Samuel Wilson) entered politics in later life and died July 31, 1854 at the age of 88. His tombstone in the Oakwood Cemetery in Troy reads: “In loving memory of “Uncle Sam.” President John F Kennedy was the first to officially recognize Samuel Wilson with the passage of an act of the 87th Congress which states: “The Congress salutes ‘Uncle Sam’ Wilson of Troy, New York as the progenitor of America’s national symbol of ‘Uncle Sam.’”
Lesson 6 Resource Sheet 2: Example of K—W—L Strategy Chart

Uncle Sam

<table>
<thead>
<tr>
<th>K— WHAT WE KNOW</th>
<th>W— WHAT WE WANT TO FIND OUT</th>
<th>L— WHAT WE LEARNED/STILL NEED TO KNOW</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. has a white beard</td>
<td>1. who is he</td>
<td></td>
</tr>
<tr>
<td>2. is tall and thin</td>
<td>2. how did he get his name</td>
<td></td>
</tr>
<tr>
<td>3. his clothes are red, white, and blue</td>
<td>3. why do we have the sym-</td>
<td></td>
</tr>
<tr>
<td>4. wears a tall hat</td>
<td>bol of Uncle Sam</td>
<td></td>
</tr>
<tr>
<td>5. is patriotic</td>
<td>4. is he a legend</td>
<td></td>
</tr>
<tr>
<td>6. we see him July 4th</td>
<td>5. why do his pictures show</td>
<td></td>
</tr>
<tr>
<td>7. is at Fort McHenry for Flag Day</td>
<td>him pointing a finger</td>
<td></td>
</tr>
<tr>
<td>8. he comes to the Living Flag</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. he points his finger at you</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. he’s old</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Lesson 6 Resource Sheet 3: K—W—L Strategy Chart

<table>
<thead>
<tr>
<th>K— WHAT WE KNOW</th>
<th>W— WHAT WE WANT TO FIND OUT</th>
<th>L— WHAT WE LEARNED/STILL NEED TO KNOW</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Lesson 6 Resource Sheet 4: Story Map Example

**Story Map Example**

<table>
<thead>
<tr>
<th>Title:</th>
<th>Uncle Sam</th>
</tr>
</thead>
<tbody>
<tr>
<td>Setting:</td>
<td>Troy, New York – 1812</td>
</tr>
</tbody>
</table>
| Characters: | Samuel Wilson  
Workers at his meat packing plant |
| Problem: | How Uncle Sam got his name |

**Event 1**  
Sam Wilson owned a large meat packing plant in Troy, New York.

**Event 2**  
He supplied meat for United States troops in northern states during the War of 1812.

**Event 3**  
Sam Wilson put the initials “U.S.” meaning the United States on his meat barrels.

**Event 4**  
Workmen jokingly told people “U.S.” meant Uncle Sam Wilson

**Event 5**  
Sam Wilson became known as Uncle Sam.

**Solution**  
The Legend of Uncle Sam developed from the U. S. symbol on his meat barrels and other government property labeled U. S. for United States.
Lesson 6 Resource Sheet 5: Story Map Master Form

Story Map Master Form

Title: 

Setting: 

Characters: 

Problem: 

Event 1  

Event 2  

Event 3  

Event 4  

Solution: 

5th Grade Resource Guide • The American Flag Foundation • www.americanflagfoundation.org
Lesson 6 Resource Sheet 6: Uncle Sam Timeline

1861
1869
1876
1917
Lesson 7: The Legend of Betsy Ross

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

**Objectives:** Students will…
Use multiple media sources to research and describe historical impact of Betsy Ross and the first United States Flag.

**Motivation:**
Show the following video clip to introduce Betsy Ross: [http://www.history.com/topics/betsy-ross/videos#deconstructing-history-american-flag](http://www.history.com/topics/betsy-ross/videos#deconstructing-history-american-flag)

**Discussion:**
1. When did Betsy Ross make flags?
2. Who was William Canby?
3. How do you think the story of Betsy Ross and the first United States Flag started? How has it been circulated?
4. What historic location in Baltimore would have information about the first United States Flag?
5. What is the meaning of the word “legend” and how does it apply to the story of Betsy Ross?

**Activities:**
1. Students can conduct research on the Internet by visiting the following Web sites listed below:
   - The Betsy Ross Homepage: [http://www.ushistory.org/betsy/](http://www.ushistory.org/betsy/) - includes virtual tour of her home, the history and controversy concerning her role.
   - [http://www.foundingfathers.info/American-flag/Betsy-Ross.html](http://www.foundingfathers.info/American-flag/Betsy-Ross.html)
   - [http://betsyrossfacts.com/](http://betsyrossfacts.com/)
   - [http://www.usflag.org/about.betsy.ross.html](http://www.usflag.org/about.betsy.ross.html)
   - [http://www.ushistory.org/betsy/flagtale.html](http://www.ushistory.org/betsy/flagtale.html)
   While conducting their research, encourage students to compare and contrast several different sources of information regarding the legend to note any discrepancies in the legend (see rubric for informational/expository writing found in resource section).

2. Teachers may wish to use the lesson plan, “The Betsy Ross Story, Truth or Legend” located at [http://www.education-world.com/a_lesson/02/lp267-05.shtml](http://www.education-world.com/a_lesson/02/lp267-05.shtml) to complete the objective for this lesson.

**Resource Sheets:**
1. The 13-Star Flag – The First U. S. Flag
Lesson 7 Resource Sheet 1: The 13-Star Flag – the first U. S. Flag

The Betsy Ross Flag

First – 1777

Since there was no official flag during the first year of the United States, there were a great number of homespun flag designs. This flag is without question the most well known of those, and is often confused with the first official U.S. flag.

The First Official United States Flag

June 14th, 1777

This is the First Official United States Flag by Congressional action, designed by Charles Thompson (Secretary of the Continental Congress, who also designed the Great Seal for the United States). The only President to serve under this Flag was George Washington (1789-1797). This Flag lasted for a period of 18 years. Each star and stripe represented a Colony.

The 13 Colonies By The Date That Each Ratified The Constitution And Became A State

1st Delaware December 7th, 1787
2nd Pennsylvania December 12th, 1787
3rd New Jersey December 18th, 1787
4th Georgia January 2nd, 1788
5th Connecticut January 9th, 1788
6th Massachusetts February 6th, 1788
7th Maryland April 28th, 1788
8th South Carolina May 23rd, 1788
9th New Hampshire June 21st, 1788
10th Virginia June 25th, 1788
11th New York July 25th, 1788
12th North Carolina November 21st, 1789
13th Rhode Island May 29th, 1790
Lesson 8: Baltimore and DC in The War of 1812

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

Objectives: Students will…
Examine how Maryland and Washington DC influenced the outcome of The War of 1812.

Motivation:
1. Show this 1 minute, 23 second video clip introducing The War of 1812: http://video.pbs.org/video/2088398138 to provide background about the war (or show this longer 3 minute version: http://video.pbs.org/video/2089393593).

2. Analyze/Interpret the art work (primary source) and map: http://amhistory.si.edu/starspangledbanner/baltimore-in-the-balance.aspx (also click on the thumbnails to view other primary sources).
   http://amhistory.si.edu/starspangledbanner/the-capital-captured.aspx

Discussion:
1. With students, view and discuss this interactive PowerPoint about “The Burning of Washington” with quotes to analyze, primary source information, and several more:

Activities:
* (Use teacher judgment to select order of activities. Teachers may choose to have students explore using the interactive map(s) first, or to analyze the letter from Dolley Madison and the article first and then explore using the interactive maps.)


2. Read and discuss Resource Sheet 2 about the burning of Washington.

3. To achieve this objective and others, visit:
   http://amhistory.si.edu/starspangledbanner/pdf/SSB_History_Overview.pdf

4. The White House Historical Association, Reading About The War of 1812:
   http://www.whitehousehistory.org/whha_shows/whitehouse_timemachine/index.htm

5. The burning of Washington DC during The War of 1812:
   http://www.youtube.com/watch?v=LgV6KIIdtoE

6. Optional Historical Fiction Literature Resources to be used during SSR, Literature Circle Discussion Groups, Literature, Independent Book Study, etc.
• The Star-Spangled Secret by K. M. Kimball
• Washington City Is Burning by Harriette Robinet
• The Smuggler's Treasure (American Girl History Mysteries) by Sarah Masters Buckey
• Into the Wind (American Dreams) by Jean Ferris
• Once on This Island by Gloria Whelan
• Whispers of War: The War of 1812 Diary of Susanna Merritt by Kit Pearson
• Sackets Harbor Powder Monkey: The War of 1812 by Hope Marstin
• The Town that Fooled the British: A War of 1812 Story by Lisa Papp
• Famous People of the War of 1812 by Robin Johnson
• Flames in the City: A Tale of the War of 1812 by Candice Ransom
• The War of 1812: A Short History by Donald R. Hickey
• Take Command, Captain Farragut! by Peter Roop
• The Twins, the Pirates, and the Battle of New Orleans by Harriette Robinet
• Washington City is Burning by Harriette Robinet

7. Additional War of 1812 Texts:

• Bartoletti, Susan Campbell, The Flag Maker, Houghton Mifflin Company, Boston 2004
• Childress, Diana. The War of 1812: Chronicle of America’s Wars. Minneapolis : Lerner, c2004
• Jones, Rebecca C. The Biggest and Best Flag That Ever Flew. Centreville, MD: Tidewater Publishers, c1988
• Figley, Marty R. Washington is Burning. Minneapolis: Millbrook Press, c2006
• Maynard, Charles W., Fort McHenry: Famous Fort throughout American History, Rosen Publishing Group, 2002
• Penland, Timothy, The Night Before Francis Wrote a New Song, Dawson Media, 2010
• Raatma, Lucia. We the People: The War of 1812. Minneapolis, Minn. : Compass Point Books, c2005
• Speir, Peter. The Star-Spangled Banner. New York, 1973

8. Additional War of 1812 Lessons to supplement this lesson are available from thinkport.org at: http://www.thinkport.org/Tools/Search/Default.aspx?Keywords=war%20of%201812

The Lexiles for articles in this lesson are:
• New Brunswick during the war - 1100
9. Have students complete the “Rewriting History” activity to rewrite Dolley Madison’s letter in present day (see Resource Sheet 5. see rubric for informational/explanatory writing found in resource section).

**Resource Sheets:**

1. War of 1812 Interactive Map Note Taking Sheet
2. The Burning of Washington – Written by Dolley Madison – Lexile 1190
3. The Burning of Washington and The War of 1812 – Lexile 1160
4. Analysis of The Burning of Washington and The War of 1812
5. Rewriting History
War of 1812 Interactive Map Activity

1. What was the first battle in the War of 1812? *(Hint: it occurred in 1811)*
   __________________________________________________________

2. Explain what happened to Washington DC when British troops landed.
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

3. Explain what happened at the Battle of Baltimore.
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

4. Explain what happened at the Battle of New Orleans.
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

5. Pick one other battle and explain what happened at that battle.
   Battle Name: ____________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

   Explanation:
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
Lesson 8 Resource Sheet 2: The Burning of Washington (Lexile 1190) by Dolley Madison, August 23, 1814

This is taken from a letter by First Lady Dolley Madison to her sister, Anna, written the day before Washington, D.C. was burned by British forces during the War of 1812. The letter describes the abandonment of the White House and Mrs. Madison’s famous actions saving Gilbert Stuart’s priceless portrait of George Washington. As Mrs. Madison fled she rendezvoused with her husband, and together, from a safe distance, they watched Washington burn.

My husband left me yesterday morning to join General Winder. He inquired anxiously whether I had courage or firmness to remain in the President's house until his return on the morrow, or succeeding day, and on my assurance that I had no fear but for him, and the success of our army, he left, beseeching me to take care of myself, and of the Cabinet papers, public and private. I have since received two dispatches from him, written with a pencil. The last is alarming, because he desires I should be ready at a moment’s warning to enter my carriage, and leave the city; that the enemy seemed stronger than had at first been reported, and it might happen that they would reach the city with the intention of destroying it. I am accordingly ready; I have pressed as many Cabinet papers into trunks as to fill one carriage; our private property must be sacrificed, as it is impossible to procure wagons for its transportation. I am determined not to go myself until I see Mr. Madison safe, so that he can accompany me, as I hear of much hostility towards him. Disaffection stalks around us. My friends and acquaintances are all gone, even Colonel C. with his hundred, who were stationed as a guard in this enclosure. French John (a faithful servant), with his usual activity and resolution, offers to spike the cannon at the gate, and lay a train of powder, which would blow up the British, should they enter the house. To the last proposition I positively object, without being able to make him understand why all advantages in war may not be taken.

Wednesday Morning, twelve o'clock. -- Since sunrise I have been turning my spy-glass in every direction, and watching with unwearied anxiety, hoping to discover the approach of my dear husband and his friends; but, alas! I can descry only groups of military, wandering in all directions, as if there was a lack of arms, or of spirit to fight for their own fireside.

Three o'clock. -- Will you believe it, my sister? We have had a battle, or skirmish, near Bladensburg, and here I am still, within sound of the cannon! Mr. Madison comes not. May God protect us! Two messengers, covered with dust, come to bid me fly; but here I mean to wait for him... At this late hour a wagon has been procured, and I have had it filled with plate and the most valuable portable articles, belonging to the house. Whether it will reach its destination, the "Bank of Maryland," or fall into the hands of British soldiery, events must determine. Our kind friend, Mr. Carroll, has come to hasten my departure, and in a very bad humor with me, because I insist on waiting until the large picture of General Washington is secured, and it requires to be unscrewed from the wall. This process was found too tedious for these perilous moments; I have ordered the frame to be broken, and the canvas taken out. It is done! and the precious portrait placed in the hands of two gentlemen of New York, for safe keeping. And now, dear sister, I must leave this house, or the retreating army will make me a prisoner in it by filling up the road I am directed to take. When I shall again write to you, or where I shall be tomorrow, I cannot tell!
On the morning of August 22, 1814 President James Madison mounted his horse to join the American troops who were trying to stop the British Soldiers from marching towards what was then known as Washington City. Many American soldiers were very young and not ready to fight. The president was leaving his wife, Dolley, behind to wait for him in the President’s House, a grand white mansion. There were many treasures in the capital home which included china, silver, precious letters and documents and most importantly, the treasured portrait of our first president, George Washington. George Washington had won the Revolutionary War against Britain and many were wondering if they could defeat the British again. The war of 1812 had been raging for two years. The British did not respect the United States still. American ships were taken at sea and the sailors were forced to work on British ships. Now it was feared that the British would attack Washington and the American soldiers weren’t prepared. On August 23, Dolley received word from her husband that she must be ready to leave “at a moment’s warning.” Dolley wanted to stay until she knew her husband was safe, but she knew that important government papers needed to be saved so she placed them in her trunk before it was latched. Dolley remained calm and began packing other precious items to be taken if Washington was indeed invaded. The mayor of Washington City urged Dolley to leave the city but she refused to do so until she knew that her husband was out of harm’s way. She continued on as normal, even setting the dining room for a dinner party. She received notice later that afternoon from James Smith, who had rode with her husband to the Battle of Bladensburg, that the battle had been lost. She realized that she must leave before the British arrived and packed the silver into a bag. Dolley also had one of her servants remove the picture of George Washington telling him to “…save the picture if possible. If not possible, destroy it. Under no circumstances allow it to fall into the hands of the British!” The picture was successfully removed from the frame and taken with the other treasures in the carriage that carried Mrs. Madison. At sundown on Wednesday, August 24, the British defeated the American troops at the Battle of Bladensburg. The president and his men watched safely from across the Potomac River at the billowing smoke and glowing sky that told them Washington City was burning. Three days later on Sunday, August 28, James and Dolley Madison returned to the city to find their home burned, the Capitol building as well as the Treasury. To add insult to injury, a tornado ravaged the city as well which further added to the destruction of the burnt out building shells. Washington would be rebuilt and the American troops would go on to stand firm with a victory at the battle at Fort McHenry near Baltimore.
Lesson 8 Resource Sheet 4: Analysis of The Burning of Washington in the War of 1812

1. After reading the article on the burning of Washington in the War of 1812, and using the letter that Dolley Madison wrote to her sister, describe how the following quote, “It is done... the precious portrait placed in the hands of the gentlemen for safe keeping,” captured the importance of saving the picture had during the battle of Washington in the War of 1812.

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

2. Describe the importance of saving the George Washington portrait as a national icon.

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

3. Using examples from the text, describe how Dolley Madison demonstrated patriotism and citizenship even though she was in danger.

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________
Lesson 8 Resource Sheet 5: Rewriting History

REWITE “THE BURNING OF WASHINGTON” AS IF IT TOOK PLACE IN PRESENT DAY.

Be sure to address the following:

- Update the language to reflect present day terms/phrases. (Remember to use proper grammar, spelling, and punctuation.)

- Differences in Communication: Describe how the first lady would be notified of the developments in the war and possibly being in danger in present times.

- Differences in Valuables: In 1812, Dolley Madison packed silver, George Washington’s portrait, and important government documents. In present day, what items from The White House do you think the first lady would save? (Have students use the following link to The White House website http://www.whitehouse.gov/about/inside-white-house to access an interactive tour and research the interior of The White House. This link provides several options for students to use in response to this question.)

- Differences in Transportation: Dolley Madison depended on horses for her transportation. Describe what mode(s) transportation the present day first lady would use if she were in danger. This link provides a photo history of presidential transportation: http://www.latimes.com/business/la-na-presidential_transportation-pg_0,7055476.photogallery.
Lesson 9: Fort McHenry in The War of 1812

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

Objective: Students will...
Analyze the historical significance of Fort McHenry and describe its importance in the War of 1812.

Motivation:
1. Play the game “Defending Fort McHenry” at: http://www.nps.gov/fomc/holdthefort/ as a class. Students are placed “in” the action and learn more history about Fort McHenry as they make decisions and the defense of the fort is in their hands! (Note: you do not need to create an account unless you want to save your game progress. If you do not wish to create an account, click “skip and log in” toward the bottom of the screen.)


Discussion (during game play):
1. Review the course of the War of 1812 prior to the Battle of Baltimore. Focus on the strategies of the British and Americans. Clearly establish that neither side had won a convincing victory, and that the course of the war was very much in doubt in 1814.

2. Discuss the map of Baltimore in 1814 shown. Review the locations of Fort McHenry, North Point, and the Baltimore Harbor. Demonstrate the British strategy for capturing Baltimore.

Activities:
1. Complete The Forgotten War Project (see Resource Sheet 6) (see all rubrics for writing found in the resource section – teacher will grade projects based on the type of project chosen).

2. Have students improve or create skits about the Battle of Baltimore (see rubric for speaking found in the resource section).

3. Have students read and discuss important participants in the War of 1812 (see resources). After reading, have students to prepare scripts to interview a historian as a class presentation. Have a student be the historian you read about, and have other students interview him/her, creating questions based on what was read (see rubrics for listening and speaking found in the resource section).
4. Direct students to create posters representing the events of the Battle of Baltimore (see rubrics for informational/explanatory writing and posters found in resource section).


6. Video showing a visit to Fort McHenry:
   http://www.youtube.com/watch?v=CQc7XwCkwSo

7. Fort McHenry – selection of YouTube Videos:
   http://www.youtube.com/watch?v=hMAXsrG7CEE


**Resources:**

1. The Forgotten War Project
Lesson 9 Resource Sheet 1: The Forgotten War Project

The War of 1812 is often referred to as “The Forgotten War.”

Create one of the following:

1. Essay
2. Story
3. Reader’s theater
4. Personal narrative
5. Rap
6. Poem
7. Media presentation
8. Persuasive poster/mural/visual (with detail)
9. Other – be sure to get this approved by your teacher before you begin

In your project, explain the historical significance of The War of 1812:

Be sure to include…

1. The significance of The Burning of Washington,
2. The significance of The Battle of Baltimore at Fort McHenry,
3. The writing of The Star Spangled Banner poem by Francis Scott Key, and
4. The creation of the actual Star Spangled Banner by Mary Pickersgill.

Throughout the piece, describe the possible impacts if The War of 1812 really was “forgotten” (or did not take place).
Lesson 10: The Annual PAUSE FOR THE PLEDGE OF ALLEGIANCE

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, Inc.’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

(Schools may not be in session on June 14th therefore, you are encouraged to find an alternative day to celebrate Flag Day and the Annual National 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. The goal is to provide teachers with extensive information from which they can easily develop their own unique plans.

GRADE 5 — PAUSE FOR THE PLEDGE OF ALLEGIANCE

If this activity is to be carried out as a total school activity, specific attention to the mechanics of student movement to and from the program presentation area and refreshment area needs to be worked out by staff well in advance of the day of the culminating activity.

Preparation:

1. The date of this presentation should be June 14th; however, select a date based on your school’s needs and calendar (you may want to schedule this along with your school’s patriot program assembly/celebration – if your school does this).

2. Create invitations using student artwork – send to other classes, parents, community, and/or service organizations. This includes speakers.
3. Designate someone to design and type program covers.

4. Prepare and copy song sheets.

5. Collaborate to create costumes in advance of activity (simple early colonial style hats, collars, and aprons made from paper would suffice).

6. Select and work with student speakers to prepare to share information on the History of Flag Day, the Pledge of Allegiance to the Flag and the author Francis Bellamy, the history of Fort McHenry, events during the War of 1812 and the Battle of Baltimore, and Francis Scott Key’s part in penning the words to the national anthem (see Resource Sheet 1 for information for speakers).

7. Copy and practice choral speaking piece, “50 Stars for Old Glory” by Mary P. Vogels (see Resource Sheet 2).

8. Select a student emcee to dress up and act as Uncle Sam. A costume may be made up of red, white, and blue with top hat (real or paper).

9. Create posters, flyers, and other artwork.

10. Invite and confirm other participating groups received (band, orchestra, chorus, pep squad, etc.).

11. Create a contest for best door decoration and create an award for the winner (be sure to request approval as fire code can prohibit door decorations).

12. Make arrangements for set up of sound system, chairs, flag stand, flags, etc. (incorporates flag etiquette).

13. If applicable/allowed, prepare arrangements for a snack or outdoor picnic (use parent organization or room parents to help).

**Presentation:**

This format is presented in coordination with Grades 3 and 4. To make it a focus program for Grade 5, pull out only the subject information of 5 and 6 below. The instructor may also supplement from other information in the Educational Resource Handbooks (*denotes other grade level focus incorporated into a whole school activity).

1. *Parade of Flags led by “Uncle Sam” into the program area. Parade accompanied by patriotic music (band, orchestra, tape, recording, etc.).

2. Welcome by “Uncle Sam.”

3. Raising of the Flag or presentation of Colors (depending on indoor or outdoor program).

4. Recitation of the Pledge of Allegiance to the Flag.

5. “Uncle Sam” introduces students who will share information on the author and the History of the Pledge of Allegiance to the Flag.
6. “Uncle Sam,” in conjunction with other students, presents history of Flag Day.

7. * Presentation of The Living American Flag by the third grade students. As an introduction, students will explain the stars, stripes, field of the Flag as well as what the colors represent. They may also present a choral speaking poem relevant to the Flag before presenting their Living Flag.

8. * Explanation of flag, pennant, and banner with examples (Grade 4).

9. * Explanation of design and meaning of school, city, state, county flag (Grade 4).

10. * Presentation of Parade of Flags by Grade 4. Each presenting student of a “buddy” will make a brief statement about their flag as they pass the platform.

11. * The grade 4 students could recite the poem “Strength in Union” by Alice C. Hoffman.

12. Guest speaker on “Importance of our Flag” or “What the Flag Means to Me.”

13. Presentation of award for the door decoration contest incorporated.

14. Choral speaking (Grade 5) “Fifty Stars for Old Glory.”

15. Acknowledgement of those who attended or assisted in the presentation (speakers, parents, custodial staff, band, chorus, etc.)

16. Patriotic song(s) by all.

17. Retiring of Colors and dismissal to music.

**Resource Sheets:**

1. Baltimore’s Living History (Maryland) – Lexile 1190

2. 50 Stars for Old Glory - Lexile 1040
The Star-Spangled Banner Museum, with its Great Flag Window, is the centerpiece of the newly expanded Flag House campus. This unique window is a 30 x 42-foot glass replica, the same size, color, and design of the original Star-Spangled Banner. In the museum, visitors can watch an informative orientation film to learn about the War of 1812, the history of the Star-Spangled Banner and our National Anthem. Then, they are offered a guided tour of the Star-Spangled Banner Flag House.

The Flag House, built in 1793, was the home of Mary Pickersgill, who sewed by hand the 30 x 42-foot Flag that flew over Fort McHenry and inspired Francis Scott Key to write the poem that became our National Anthem. Mary Pickersgill lived and worked in Baltimore from 1807 until her death in 1857. She was not only a well-known businesswoman of her day, but a widow supporting her family, a mother, and active in her community.

Fort McHenry National Monument and Historic Shrine is the birthplace of the National Anthem.

“O say can you see, by the dawn’s early light,” a large red, white and blue banner? “Whose broad stripes and bright stars . . . were so gallantly streaming! Over the star-shaped Fort McHenry during the Battle of Baltimore, September 13-14, 1814. The valiant defense of the fort by 1,000 dedicated Americans inspired Francis Scott Key to write “The Star-Spangled Banner.”

To learn more about Fort McHenry, visit the National Park Service site at www.nps.gov/fomc/.

Inside the Fort with one of the Fort McHenry Guards.
Lesson 10 Resource Sheet 2: Fifty Stars for Old Glory
(Lexile 1040)

Choral Reading

Two intermediate or upper-grade classrooms could join together to present this choral reading, which honors our American Flag. Assign each of 50 children a state in the Union, and have each child cut out a white star from cardboard. For the presentation, pupils should be arranged in Rows, with one Flag placed on either side of the stage to frame the group.

All:
Long ago, when our nation had just begun,
With hope that the struggle could be won,
The brave people who shaped it in thought and deed
Cried, “A flag is what we need!
“A flag to fly proudly before all the world,
“To proclaim freedom in splendor unfurled,
“Make it red, white, and blue!
“And for each state a star bright and true!”

Row 1 (13 children):
In 1777, our first Flag was designed. Just one year after the Declaration was signed.
It had red and white stripes, and a deep blue background. With a circle of 13 white stars going round.

[Each child holds up his or her star and takes a turn calling the name of his or her state in the order in which it entered the Union: Delaware, Pennsylvania, New Jersey, Georgia, Connecticut, Massachusetts, Maryland, South Carolina, New Hampshire, Virginia, New York, North Carolina, Rhode Island.]

Row 2 (7 children):
The next Flag that was made had the stars in a square, And with two new states added, two new stars were there!

[Children representing Vermont and Kentucky hold up stars and call out names of respective states.]

Then for 23 years our Flag stayed the same. ‘Til five new states joined with a star for each name.
[Children representing Tennessee, Ohio, Louisiana, Indiana, and Mississippi hold up stars and callout names of those states.]

Row 3 (8 children):
In 1846, another change was made. Eight new states marched in the American parade. So with 28 stars, our Flag was portrayed.

[Children representing Illinois, Alabama, Maine, Missouri, Arkansas, Michigan, Florida, and Texas hold up stars and call out their state names.]

Row 4 (8 children):
After our country had been divided by war, North and South agreed to fight no more. And our Flag proudly added its 36th star.

[Children representing Iowa, Wisconsin, California, Minnesota, Oregon, Kansas, West Virginia, and Nevada hold up stars and call out their state names.]

Row 5 (9 children):
Thirty-seven years passed in our country’s history. Now it stretched north and south and from sea to sea.

Then came the year 1898 –
Nine new stars were added on that date.

[Children representing Nebraska, Colorado, North Dakota, South Dakota, Montana, Washington, Idaho, Wyoming, and Utah hold up stars and call out their state names.]

Row 6 (5 children):
And still America grew even more great! On the 1912 Flag the stars numbered 48.

[Children representing Oklahoma, New Mexico, and Arizona hold up stars and call out those state names.]

The states added in ’59 were two, and again a new Flag flew.

[Children representing Alaska and Hawaii hold up stars and call out state names.]

All:

Now 50 stars tell America’s story.

In the years since the birth of our Flag, Old Glory.
A star for each state – united and true,
Hail to America’s Red, White, and Blue!

[All join in for a chorus of “It’s a Grand Old Flag.”]

Curtain Mary P. Vogels
Map #1 - http://www.50states.com/maps/usamap.htm

Map #2 - http://commons.wikimedia.org/wiki/File:Map_of_USA_with_state_names.svg

Copyright for map 2

Copyright (C) 2000, 2001, 2002 Free Software Foundation, Inc.
51 Franklin St, Fifth Floor, Boston, MA 02110-1301 USA
Everyone is permitted to copy and distribute verbatim copies
Of this license document, but changing it is not allowed.

Maps #3 and #4 - http://www.eduplace.com/ss/maps/pdf/colonies.pdf and
## Grade 5 – American Flag Foundation Lesson Resources

### PowerPoint/Media Presentation 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/Media Presentation is accurate. There are no factual errors.</td>
<td>Most content presented in the PowerPoint/Media Presentation is accurate. There is one piece of information that is inaccurate.</td>
<td>The content of the PowerPoint/Media Presentation is generally accurate. There are some factual errors.</td>
<td>The content of the PowerPoint/Media Presentation 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 5 Rubric for Listening - (Aligned with CCSS – Grade 5)

<table>
<thead>
<tr>
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</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 5 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 5 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>Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</td>
<td>Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, or orally.</td>
<td>Summarize a portion of a text read aloud or information presented in diverse media and formats, which can include visually, quantitatively, and/or orally.</td>
<td>Struggles to summarize a portion of a text read aloud or information presented in diverse media and formats, which can include visually, quantitatively, and/or orally.</td>
</tr>
<tr>
<td>Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</td>
<td>Summarize the points a speaker makes and explain how some claims are supported by reasons and evidence.</td>
<td>Attempt to summarize the points a speaker makes and explain how some claims are supported by reasons and evidence.</td>
<td>Struggles to summarize the points a speaker makes and explain how some claims are supported by reasons and evidence.</td>
</tr>
</tbody>
</table>
## Grade 5 Rubric for Speaking - (Aligned with CCSS – Grade 5)

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Report on a topic or text or present an opinion, sequencing ideas logically and 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 a text or present an opinion, sequencing ideas logically and using appropriate facts and details to support the main ideas or themes; mostly speak clearly at an understandable pace.</td>
<td>Report on a topic or text or present an opinion, mostly sequencing ideas and using 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 or present an opinion, with little to no sequencing of ideas and using little to no appropriate facts and/or details to support the main ideas or themes; does not speak clearly at an understandable pace.</td>
</tr>
<tr>
<td>Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</td>
<td>Include multimedia components (e.g., graphics, sound) and visual displays in presentations to attempt to enhance the development of main ideas or themes.</td>
<td>Include multimedia components (e.g., graphics, sound) and visual displays in presentations that do not enhance the development of main ideas or themes.</td>
<td>Does not add multimedia components (e.g., graphics, sound) in presentation to enhance the development of main ideas of themes.</td>
</tr>
<tr>
<td>Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.</td>
<td>Adapt speech to a variety of contexts and tasks, attempt to use formal English when appropriate to task and situation.</td>
<td>Attempt to adapt speech to a variety of contexts and tasks, attempt to use formal English when appropriate to task and situation.</td>
<td>Does not adapt speech to a variety of contexts and tasks, does not use formal English when appropriate to task and situation.</td>
</tr>
</tbody>
</table>
# Rubric – Opinion/Argument Writing (Aligned with CCSS Grade 5)

<table>
<thead>
<tr>
<th>Focus/Information</th>
<th>4 - Above Grade Level</th>
<th>3 – On Grade Level</th>
<th>2 – Approaching Grade Level</th>
<th>1 – Below Grade Level</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Focus/Information</strong></td>
<td>Addresses all parts of prompt with strong argument/claim with evidence of a strong understanding skill/strategy/topic/text</td>
<td>Addresses all parts of prompt with argument/claim with evidence of a understanding skill/strategy/topic/text</td>
<td>Addresses the majority of the parts of the prompt with an opinion with evidence of some understanding of the skill/strategy/topic/text</td>
<td>Does not address the parts of the prompt; does not include an opinion, and/or demonstrates very limited or no understanding of the skill/strategy/topic/text</td>
</tr>
<tr>
<td><strong>Organization</strong></td>
<td>Organizes information into cohesive, structured paragraphs with effective transitions; includes an insightful introduction and conclusion that elaborate to create connections between ideas</td>
<td>Organizes information into, structured paragraphs with transitions; includes an introduction and conclusion, sometimes elaborates to create connections between ideas</td>
<td>Organizes information into paragraphs/sections with somewhat of an introduction and conclusion; tries to connect ideas</td>
<td>Does not organize information into paragraphs, missing introduction/conclusion; ideas are not connected</td>
</tr>
<tr>
<td><strong>Support/Evidence</strong></td>
<td>Opinion/argument is evidence based - supported substantially, relevantly, and accurately; insightfully explains how evidence supports opinion</td>
<td>Opinion/argument is evidence based - supported, relevantly, and accurately; explains how evidence supports opinion</td>
<td>Opinion/argument is supported minimally and/or partially accurately; ineffectively explains how evidence supports opinion</td>
<td>Opinion/argument is not supported with evidence and/or is supported with inaccurate evidence; does not explain how evidence supports opinion</td>
</tr>
<tr>
<td><strong>Language</strong></td>
<td>Sentence structure is varied and complex; conventions are above grade level; domain-specific vocabulary is present throughout</td>
<td>Sentence structure is varied; conventions are on grade level; domain-specific vocabulary is present somewhat</td>
<td>Sentence structure is correct, but not varied; conventions are approaching grade level; domain-specific vocabulary is minimal</td>
<td>Sentence structure is incorrect; conventions are significantly below grade level; domain-specific vocabulary is not present</td>
</tr>
</tbody>
</table>
## Rubric for Informational/Explanatory Writing - (Aligned with CCSS Grade 5)

<table>
<thead>
<tr>
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<th>1 – Below Grade Level</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Focus/Information</strong></td>
<td>Addresses all parts of prompt with evidence of a strong understanding of the skill/strategy/topic/text</td>
<td>Addresses all parts of the prompt with evidence of understanding the skill/strategy/topic/text</td>
<td>Addresses the majority of the parts of the prompt with some understanding of the skill/strategy/topic/text</td>
<td>Does not address the parts of the prompt; demonstrates with very limited or no understanding of the skill/strategy/topic/text</td>
</tr>
<tr>
<td><strong>Organization</strong></td>
<td>Organizes information into cohesive, structured paragraphs with effective transitions; includes an insightful introduction and conclusion that elaborate to create connections between ideas</td>
<td>Organizes information into, structured paragraphs with transitions; includes an introduction and conclusion, sometimes elaborates to create connections between ideas</td>
<td>Organizes information into paragraphs/sections with somewhat of an introduction and conclusion; tries to connect ideas</td>
<td>Does not organize information into paragraphs, missing introduction/conclusion; ideas are not connected</td>
</tr>
<tr>
<td><strong>Support/Evidence</strong></td>
<td>Evidence is substantial, relevant, accurate and enhances the described skill/strategy/topic/Text</td>
<td>Evidence is adequate, relevant, accurate and develops the described skill/strategy/topic/text</td>
<td>Evidence is limited and may not develop the described skill/strategy/topic/text</td>
<td>Little to no evidence is included; does not develop the described skill/strategy/topic/text</td>
</tr>
<tr>
<td><strong>Support/Evidence</strong></td>
<td>Evidence is substantial, relevant, accurate and enhances the described skill/strategy/topic/Text</td>
<td>Evidence is adequate, relevant, accurate and develops the described skill/strategy/topic/text</td>
<td>Evidence is limited and may not develop the described skill/strategy/topic/text</td>
<td>Little to no evidence is included; does not develop the described skill/strategy/topic/text</td>
</tr>
<tr>
<td><strong>Language</strong></td>
<td>Sentence structure is varied and complex; conventions are above grade level; domain-specific vocabulary is present throughout</td>
<td>Sentence structure is varied; conventions are on grade level; domain-specific vocabulary is present somewhat</td>
<td>Sentence structure is correct, but not varied; conventions are approaching grade level; domain-specific vocabulary is minimal</td>
<td>Sentence structure is incorrect; conventions are significantly below grade level; domain-specific vocabulary is not present</td>
</tr>
</tbody>
</table>
## Student Poster Rubric

<table>
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<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 complements content. All items of importance on the poster are clearly labeled and viewed.</td>
<td>Followed layout sample, logical text and visuals that are neat and easy to understand. Almost all items of importance on the poster are clearly labeled and viewed.</td>
<td>Followed layout sample, somewhat disorganized. Several items of importance on the poster are clearly labeled and viewed.</td>
<td>Did not follow layout sample disorganized hastily and carelessly planned. Labels are too small to view OR no important items were labeled.</td>
</tr>
<tr>
<td><strong>Creativity</strong></td>
<td>Pleasing use of color, shapes, symbols and other graphic elements captures viewers’ attention and interest</td>
<td>Good use of color and eye-catching graphic elements</td>
<td>Graphics have clustered appearances or are sparse (too much empty space)</td>
<td>Little constructive use of color or graphic elements</td>
</tr>
<tr>
<td><strong>Grammar</strong></td>
<td>There are no grammatical mistakes on the poster.</td>
<td>There is 1 grammatical mistake on the poster.</td>
<td>There are 2 grammatical mistakes on the poster.</td>
<td>There are more than 2 grammatical mistakes on the poster.</td>
</tr>
</tbody>
</table>
General Web Sites

The American Flag Foundation Web Site  http://www.americanflagfoundation.org/

The Flag House and Star-Spangled Banner Museum  http://www.flaghouse.org/  Click on “Links”

The American Legion  http://www.legion.org/index.php  This website contains a wealth of information for the AFF lessons.  Click on “Our Flag.”

Smithsonian Institution’s Star-Spangled Banner Restoration Project  http://web8.si.edu/nmah/htdocs/ssb_old/2_home/fs2.html

The Unofficial American Flag Home Page  http://www.treefort.org/~rgrogan/web/flag.html
Includes a wealth of resources to use with these lessons.

Research and view primary sources associated with American symbols.

The University of Oklahoma College of Law  http://www.law.ou.edu/hist/

A Chronology of U.S. Historical Documents


Lesson 1: Unity, Citizenship, Patriotism


American Symbols WebQuest:  http://www.hardin.k12.ky.us/Burkhead/Teams/5th/Skees/WebQuest/AmericanSymbols.html

Lesson 2: The Pledge of Allegiance

The Pledge of Allegiance (Meaning behind the words):  http://www.legion.org/?section=ourflag&subsection=flagpledge&content=flagpledge

History of the Pledge of Allegiance:  http://www.legion.org/?section=ourflag&subsection=flaghistory&content=flaghistory

The Pledge of Allegiance:  http://www.homeofheroes.com/hallofheroes/1stfloor/flag/1bfcpledge.html

Lesson 3: June 14th Flag Day & Pause for the Pledge

Flag Day: A Special Day of Tribute to our Symbol of Liberty  http://www.homeofheroes.com/hallofheroes/1stfloor/flag/1bfbdisp.html

Occasions for Displaying the American Flag  http://www.legion.org/flag/code
Lesson 4: Symbolism – The US Flag


Stars and Stripes Writing Activity http://www.teachervision.com/lesson-plans/lesson-5922.html

The United States Flag: Symbol of Our Freedom http://www.homeofheroes.com/hallofheroes/1stfloor/flag/1bf.html

“I Am the Flag” http://www.chaplin-nest.com/unkarock/flag.html

Lesson 5: Flag Etiquette

Frequently Asked Questions about Flag Etiquette http://www.legion.org/ourflag/offaqflag.htm

Folding the flag http://www.legion.org/ourflag/offoldingflag.htm

Flag Etiquette http://www.homeofheroes.com/hallofheroes/1stfloor/flag/1bf DISP1.html

Lesson 6: Uncle Sam


Biography of Uncle Sam http://home.nycap.rr.com/content/usbio.html

Uncle Sam Image Gallery http://home.nycap.rr.com/content/uscontent_s.html

Lesson 7: Betsy Ross


Betsy Ross House: http://historicphiladelphia.org/betsy-ross-house/what-to-see/

Lesson 8: The War of 1812

The White House Historical Association, Reading About The War of 1812: http://www.whitehousehistory.org/whashows/whitehousetimemachine/index.htm

The burning of Washington DC during The War of 1812: http://www.youtube.com/watch?v=_LgV6K1DtoE

PBS Introductory Video http://video.pbs.org/video/2088398138

3 Minute PBS Introductory Video http://video.pbs.org/video/2089393593

Interactive Map – War of 1812: http://warof1812.thinkport.org/#interactive-map.html

Interactive Map – War of 1812: http://mrnussbaum.com/war1812/

Additional War of 1812 Activities: http://amhistory.si.edu/starspangledbanner/pdf/SSBHistoryOverview.pdf
Lesson 9: Fort McHenry

http://www.bcpl.net/~etowner/patriots.html  Everything you need to know about Ft. McHenry!

Lesson 10: Culminating Activity


Slide Shows on the Internet
“America” - Song sung by Neil Diamond http://www.familytorn.net/america.htm

“America the Beautiful”: http://chaplin-nest.com/america-the-beautiful/

“Gettysburg Address” http://www.chaplin-nest.com/unkarock/gettysburg/

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Bowdish, Lynea, and Harry Burman; Francis Scott Key and “The Star Spangled Banner”. (Mondo Pub, September 2002)


Collins, David, and Joe Van Severen (Illustrator), Francis Scott Key. (Mott Media, 1982)


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Kroll, Steven, By the Dawn’s Early Light. (Scholastic Inc., New York, 1994)

Miller, Natalie, and G. Wilde (Illustrator), The Story of the Star-Spangled Banner. (Children’s Book Press, 1965)

Patterson, Lilie, Francis Scott Key: Poet and Patriot (Discovery Biographies). (Chesea House Pub., 1991)


Ryan, Pam Munoz, Ralph Masiello (Illustrator), The Flag We Love. (Charlesbridge Publishing, 1996)

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Videos

The Star-Spangled Banner. (HTV Productions, The History Channel, Nov.1998): http://www.youtube.com/watch?v=j52eA7DHgRs

http://www.statesymbolsusa.org/National_Symbols/Bird_bald_eagle.html

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