Law, Youth, and Citizenship Program of the New York State Bar Association
and Law-Related Education Department of the State Bar of Texas

A Salute to Our Flag

Curriculum Guide

Written by Kathy Aldridge

INTRODUCTION

The flag of the United States of America symbolizes freedom and represents the efforts of countless generations who have protected and preserved the liberty that citizens of the United States and other countries enjoy today. The purpose of "A Salute to Our Flag" is to acquaint young children, in kindergarten through the third grade, with the significance of the flag. Children will be introduced to the purpose, symbolism, and history of the flag. They will also learn how to demonstrate respect for the flag and will have many opportunities to communicate what they have learned with others. It is hoped that this curriculum will help prepare young children to become more responsible, active citizens who appreciate and respect the flag.

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WHAT DO YOU KNOW ABOUT THE FLAG OF THE UNITED STATES OF AMERICA?

Learning Objective(s): Students will:

1. State what they already know about the United States flag and what they would like to know.
2. Demonstrate their personal knowledge of the United States Flag.

Texas Essential Knowledge and Skills: Social Studies K.10A; K.15; 1.14A; 1.18; 2.14C; 2.19; 3.18

New York State Learning Standards:

Social Studies Learning Standard 1: History of the United States and New York

Key Idea 1: The study of New York State and United States history requires an analysis of the development of American culture, its diversity and multicultural context, and the ways people are unified by many values, practices, and traditions.

Performance Indicator: Students explore the meaning of American culture by identifying the key ideas, beliefs, patterns of behavior, and traditions that help define it and unite all Americans.

Social Studies Learning Standard 5: Civics, Citizenship, and Government

Key Idea 3: Central to civics and citizenship is an understanding of the roles of citizens within American constitutional democracy and the scope of a citizen's rights and responsibilities.

Performance Indicator: Students understand that citizenship includes an awareness of the holidays, celebrations, and symbols of our nation.

Materials: Chart paper, overhead transparency of the "Nicknames" attachment, copies of "**A Salute to Our Flag**" for each student in the class, 12" X 18" blank paper for each student, crayons

Vocabulary: Flag, nickname, predict

Teaching Strategy:

1. (Preceding this lesson, the teacher should prepare two sheets of chart paper. One chart should be titled "What I Know About the Flag" and the other should be titled "What I Want to Know About the Flag?" All U.S. flags should be

removed from the classroom so that the teacher can truly assess what students know about the flag.)

2. Using the “Nicknames” overhead transparency, the teacher should ask students if any of them know what the nicknames on the transparency describe. If students do not know, tell them these are nicknames for the flag of the United States of America.

3. Explain to students that they are going to be learning all about the United States flag during the next few weeks. Tell them that they will also be making a special book that they will be able to take home with them and share with their family.

4. Inquire about what the students already know about the American flag and list the facts on the appropriately headed piece of chart paper.

5. Ask students what they would like to know about the flag and list those questions on the other piece of chart paper. Tell students that they will be discovering the answers to their questions during their study of the flag.

6. Give students a piece 12” X 18” paper and instruct them draw a picture of the United States flag. Tell students to make their illustration large and include as many details as they can remember. Allow students to color their illustration when it is completed.

7. Ask students if they think their flag looks exactly like the U.S. flag. Discuss why they think it does or doesn’t resemble the real flag. Tell students that as they study more about the flag they will be looking back at the one they drew to see how accurate they were.

8. The teacher should store the drawings until they are needed at the end of the study of the flag.

Student Book Activity:

Give students their own personal copy of “**A Salute to Our Flag**.” After students have written their names on their books, have them turn to page one. Explain that students are going to get to predict or tell in advance what they think the answers are to questions about the flag before they even learn the information.

Prediction Page Answers: (1) False, (2) True, (3) False, (4) True, (5) True, (6) False, (7) False, (8) False, (9) True, (10) True.

NICKNAMES

THE PURPOSE AND CHARACTERISTICS OF FLAGS

Learning Objective(s): Students will:

1. Understand why every country has a flag.
2. Compare and contrast the United States flag to the flags of other countries.
3. Draw conclusions about the general characteristics of all flags.

Texas Essential Knowledge and Skills: Social Studies K.10A; K.14; 1.14A; 1.17; 2.14C; 2.18A, B, E; 3.17C,E; 3.18A, C

New York State Learning Standards:

Social Studies Learning Standard 2: World History

Key Idea 1: The study of world history requires an understanding of world cultures and civilizations, including an analysis of important ideals, social and cultural values, beliefs, and traditions.

Performance Indicator: Students study about different world cultures and civilizations focusing on their accomplishments, contributions, values, beliefs, and traditions.

Social Studies Learning Standard 1: History of the United States and New York

Key Idea 1: The study of New York State and United States history requires an analysis of the development of American culture, its diversity and multicultural context, and the ways people are unified by many values, practices, and traditions.

Performance Indicator: Students explain those values, practices, and traditions that unite all Americans.

Materials: Picture(s) of McDonald's, Target, and/or a soft drink logo, color copies of the "National Flags" attachment, copies of the "Descriptions of the National Flags" attachment, copies of the "Comparing Flags Diagram" attachment for each pair of students, student copies of "**A Salute to Our Flag**"

Vocabulary: Symbol

Teaching Strategy:

1. (Preceding the lesson the teacher should make copies of the National Flags attachment. Each pair of students will need a United States flag and a flag from another country. Each group will be comparing the United States flag to

the flag of a different country. If the attached flags cannot be copied in color, the teacher may want to download the flags from the internet and print them on a color printer. The description of each national flag on pages 15-17 may be glue on the back of each flag, if desired.)

2. Introduce the lesson by showing students a picture or pictures of the McDonald's "golden arches," the red Target symbol, and/or an automobile emblem. Ask students what the picture(s) represent(s). Tell students that symbols are pictures or designs that stand for something.

3. Ask students why they think companies such as McDonald's, Target, etc. have symbols in their ads and on sacks and signs. Discuss how it is important for these companies to have a symbol that customers can identify and how the symbols represent the company.

4. Tell students that countries, states, cities, universities and even sports teams have flags that represent or stand for their group. Divide students into pairs. Give each pair a colored picture of the United States flag and one of another country. Each pair should also be given a "Comparing Flags Diagram."

5. Using the "Comparing Flags Diagram," students should compare and contrast the U.S. flag to the flag from their assigned country. They should record the ways they are alike in the center of the overlapping circles and list how they are different in the individual circles.

6. After students have finished completing their diagrams, the teacher should have each group share the commonalities and differences between the United States flag and the flag of the country they studied. Lead students to draw the general conclusion that all flags have colors and some type of symbols to represent the history, culture, beliefs etc. of a country.

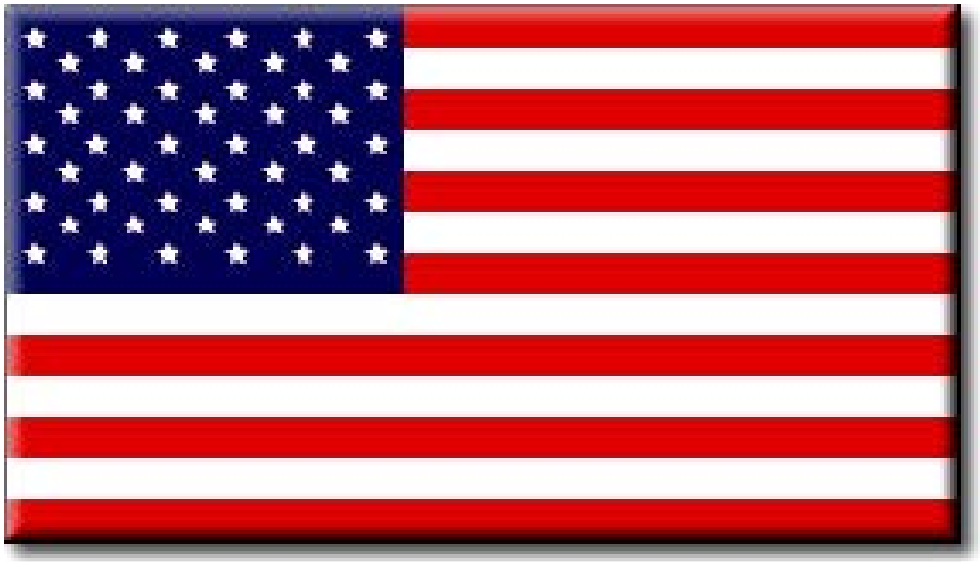
7. Discuss the following questions with students:

    - Why do you think it is important for a country to have a flag?
    - What things might a flag tell you about the country it represents?
    - Why do you think countries have flags that are different from those of other countries?

Student Book Activity:

Have students turn to page two in their "**A Salute to Our Flag**" books. Tell students that they are going to design their own personal flag that represents or symbolizes things about them such as their interests, favorites, talents, personality etc. After students have finished their flags, have them share them with the class and explain the meaning of the symbols and colors that they used.

NATIONAL FLAGS

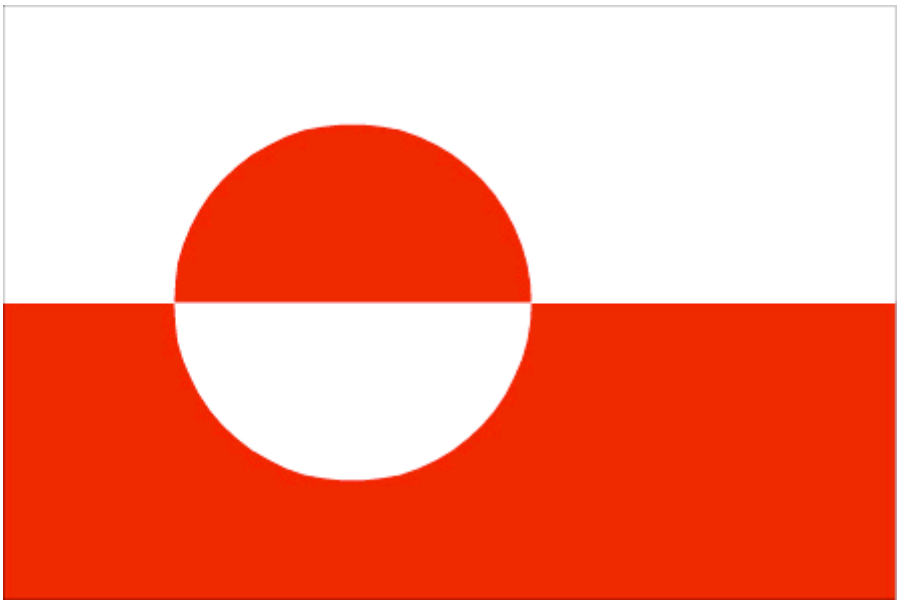


United States

Australia

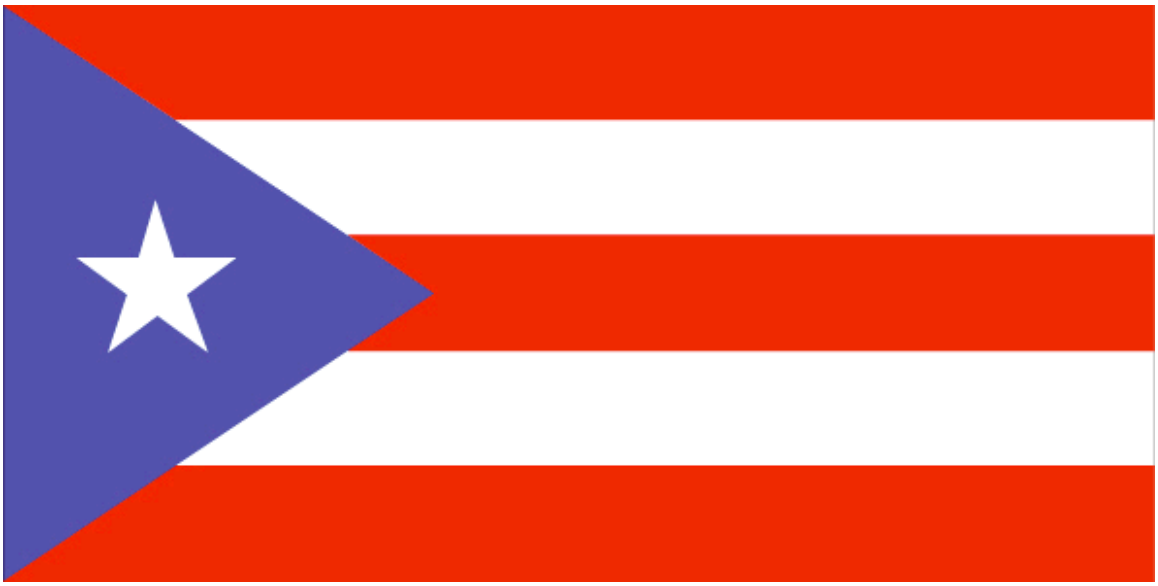
Canada

South Africa



Greenland

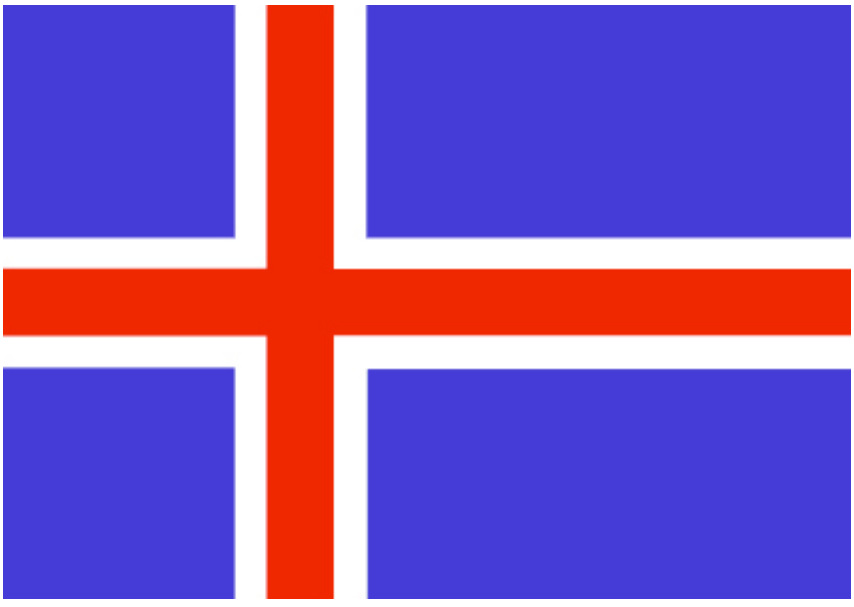
Mexico



Puerto Rico

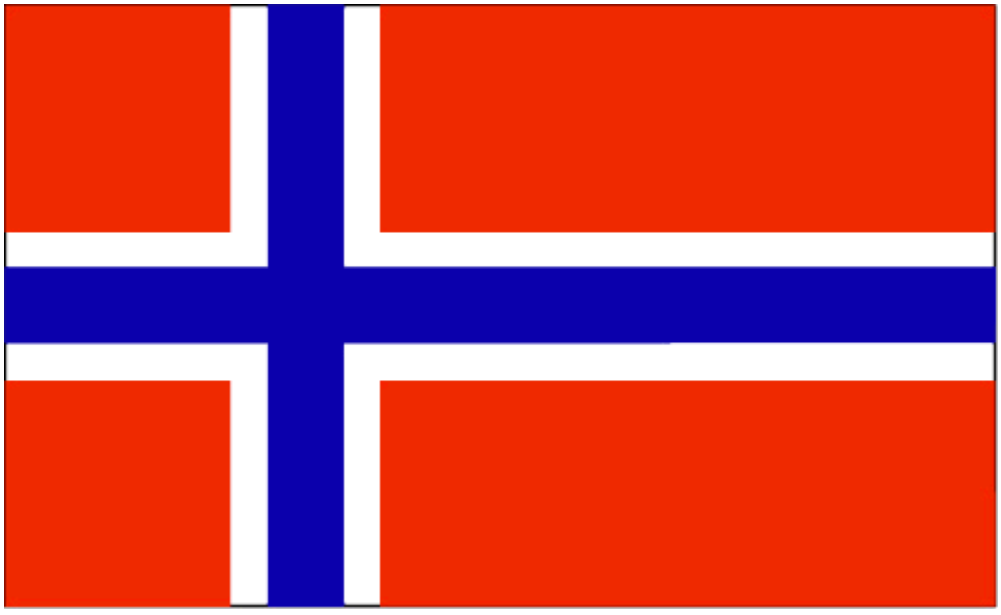
Scotland

Peru



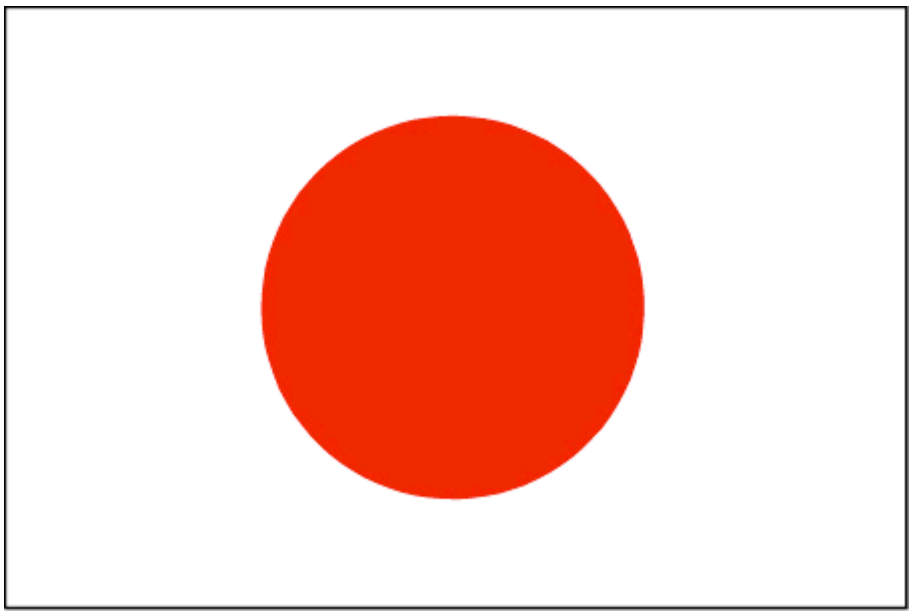
Iceland

Kuwait



Norway

Egypt



Japan

Descriptions of the National Flags

United States: The national flag of the United States is comprised of 50 white stars on a blue background and 13 stripes of alternating red and white. The 50 white stars represent the 50 states while the 13 stripes represent the original 13 American colonies. In June 1777, the Second Continental Congress resolved that:" … the flag of the United States be thirteen stripes, alternate red and white; that the union be 13 stars, white in a blue field representing a new constellation." By executive order, President Eisenhower declared the 50 star flag our national banner. It was raised for the first time on July 4, 1960.

Australia: This flag features three main symbols on a dark blue background. A British Union Jack showing Australia's close historic links to England appears in the upper left quarter of the flag. The Commonwealth Star, with seven points for each of Australia's six states and the combined territories, appears under the Union Jack. The constellation, the Southern Cross, is included in the right quarter. The Southern Cross includes five stars and represents an important navigational aid in the southern hemisphere. It places Australia in that hemisphere and has been linked to Australia since its very early history. This flag was adopted as the official flag of Australia in 1954.

Canada: This flag consists of a red maple leaf on a white background flanked by two red bars. Red and white are the official colors of Canada as appointed by King George V in 1921. According to historical accounts, during the First Crusade, a Norman lord, Bohemund I, ordered that each crusader attach a red cross to his garment as a symbol of France. The French also used red crosses on their banners. The English used white crosses. Today, these two colors represent the French (red) and English (white) influences in Canada. The maple leaf signifies the historical importance of the maple tree and maple sap as a food source throughout Canada's history.

South Africa: This national flag was adopted in 1994 and shows the main elements of South African history and culture. The different colors of the flag represent different ideas to different people. The main design of the flag shows a single horizontal band in the shape of an inverted "v". Some interpret this symbol to mean the coming together of different people and cultures in South African society. The flag is very colorful comprised of black, gold, red, white, green, and blue colors.

Greenland: This flag, introduced in 1985 by artist Thue Christiansen, is red and white in color with a large circle representing the rising sun. The sun is rising over the polar ice symbolizing the return of light and heat at midsummer in Greenland. The red and white colors, like the Danish national flag, represent the strong connections and relationships between Greenland, Denmark and other Scandinavian nations.

Mexico: The Mexican flag consists of three colors (green, white, and red) and features the national emblem in the center. It was adopted as the official national flag in 1968. Some people believe that the colors represent independence (green), purity of religion (white), and the union of the Americas (red). Others believe that they stand for territory or land (green), the people of Mexico (white), and the struggle for independence (red). The national emblem shows a large eagle perched on a cactus plant eating a serpent. Early Aztecs believed in a legend that predicted they would be led to a place where an eagle had landed on a prickly-pear cactus and was eating a snake. After years of wandering, these early people found the place and settled on an island in Lake Texcoco. This location is in the center of present-day Mexico City, the capital.

Puerto Rico: This flag was approved by the Puerto Rican Legislature in 1952. It features a single star on a blue field and five stripes- three red and two white. The colors stand for the blood that nourishes the three branches of government (red), the individual liberties and rights that keep the Puerto Rican government in balance (white), and the republican form of government with its three branches (blue triangle). The white lone star represents the "Commonwealth of Puerto Rico."

Scotland: The Scottish flag has a blue background with a white cross that runs diagonally across the flag. According to Scottish legend, in 832 AD a Scottish army was about to enter into battle when its King prayed to St. Andrew for help. On a clear day, the King saw an image of St. Andrew in the bright, blue sky. St. Andrew had been martyred on a diagonal cross. After seeing the cross in the sky, the King vowed that if the Scots won the battle, St. Andrew would always be the patron saint of Scotland. When the Scots won the battle, this flag was adopted as the national flag of Scotland.

Peru: This flag displays three equal bands of red and white with the national emblem in the center. The national emblem shows a vicuna (the national animal of Peru), a cinchona tree (the source of quinine used in medicines as a cure for malaria), and a yellow cornucopia with gold coins spilling from it (symbolizing Peru's mineral riches). These three symbols also represent the three kingdoms- animal, vegetable, and mineral.

Iceland: The national flag of Iceland includes a sky blue background with a snow-white cross and a fiery-red cross inside the white cross. The colors represent the blue of Iceland's mountains, the white of its glaciers, and the red of its volcanic fires. It was approved as the national flag in 1915.

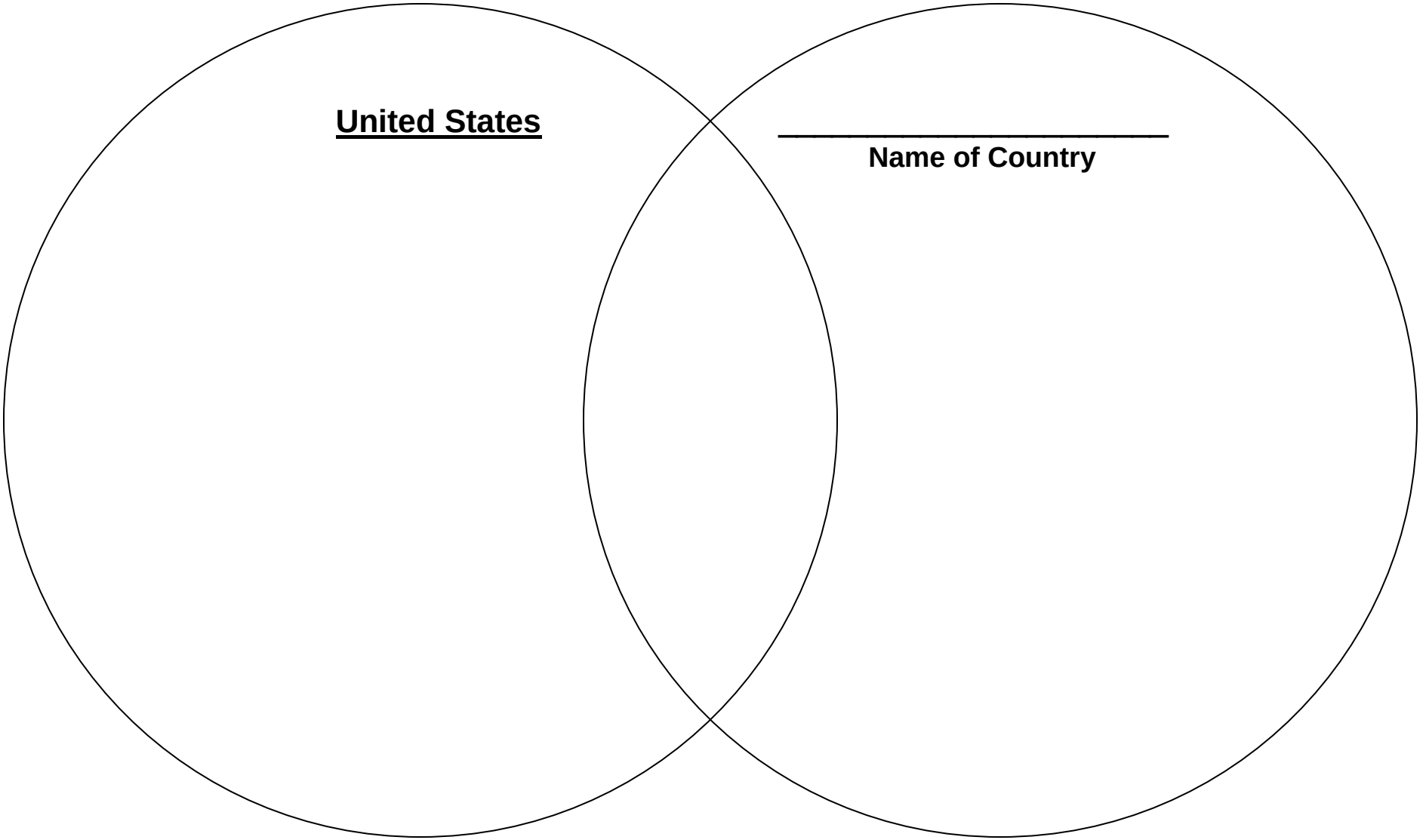
Kuwait: This multi-colored flag was adopted in 1961. It features three bands of green, white, and red linked by a black trapezoid. The colors represent decisiveness (black), Kuwait hospitality (green), commitment to peace (white), and determination to resist aggression (red).

Norway: The Norwegian flag uses the colors of red, white, and blue to display a cross on a red background. The colors of the flag represent Norway's historic links with Denmark (red), Norway's freedom (white), and Norway's connections to Sweden (blue). Norwegian kings used white in their banners and on their weapons.

Egypt: The Egyptian flag includes three equal bands of red, white, and black with the national emblem in the center. The national emblem is a golden eagle above a scroll bearing the name of the country in Arabic.

Japan: The Japanese flag features a crimson disc, symbolizing the sun, on a white background. It is called hinomaru, which means rising sun or circle of the sun. Legend says that at the time of the Mongol invasions of Japan during the 13th century, a Buddhist priest offered the sun disc flag to the Japanese emperor who was considered a descendent of the sun goddess. By 1868, the sun disc became a national symbol. In 1999, by decree this flag was made the official national flag of Japan.

COMPARING FLAGS DIAGRAM



WHAT OUR FLAG REPRESENTS

Learning Objective(s): Students will:

1. Understand the significance of the American flag.
2. Exhibit their knowledge of the meaning of the symbols used on the American flag.

Texas Essential Knowledge and Skills: Social Studies K.10A; K.14A, B; 1.14A; 1.17A, B; 2.14C; 2.18A, B

New York State Learning Standards:

Social Studies Learning Standard 5: Civics, Citizenship and Government

Key Idea 3: Central to civics and citizenship is an understanding of the roles of citizens within American constitutional democracy and the scope of a citizen's rights and responsibilities.

Performance Indicator: Students understand that citizenship includes an awareness of the holidays, celebrations, and symbols of our nation.

Social Studies Learning Standard 1: History of the United States and New York

Key Idea 1: The study of New York State and United States history requires an analysis of the development of American culture, its diversity and multicultural context, and the ways people are unified by many values, practices, and traditions.

Performance Indicator: Students explain those values, practices, and traditions that unite all Americans.

Materials: An American flag, an overhead transparency of the "Map of the Thirteen Colonies" attachment, an overhead transparency of the "Map of the United States" attachment, student copies of "**A Salute to Our Flag**"

Vocabulary: Colonies, field, stars, states, stripes, symbols, union

Teaching Strategy:

1. Tell students that the flag is one of the symbols of our country that represents each one of them. Explain that during this lesson, they are going to examine the flag and learn what each symbol on the flag represents.

2. Using a United States flag and a map of the United States, explain that there are thirteen red and white stripes representing the first thirteen colonies/states that began our country. Point out the states on the map and show how each state is represented by a stripe on the flag. Tell student there are seven red stripes and six white stripes.

3. Point to the stars on the flag and discuss how each star represents each of the states on the map. Tell students that every time a new state enters the union, a new star is added to the flag. At the present time, there are fifty stars on the flag representing our fifty states. The stars are on a field of blue.

4. Ask students what they think the colors red, white, and blue represent. Tell them that when the color red is used on flags, it usually stands for courage or not being afraid. White stands for purity or being clean and blue stands for justice or fairness.

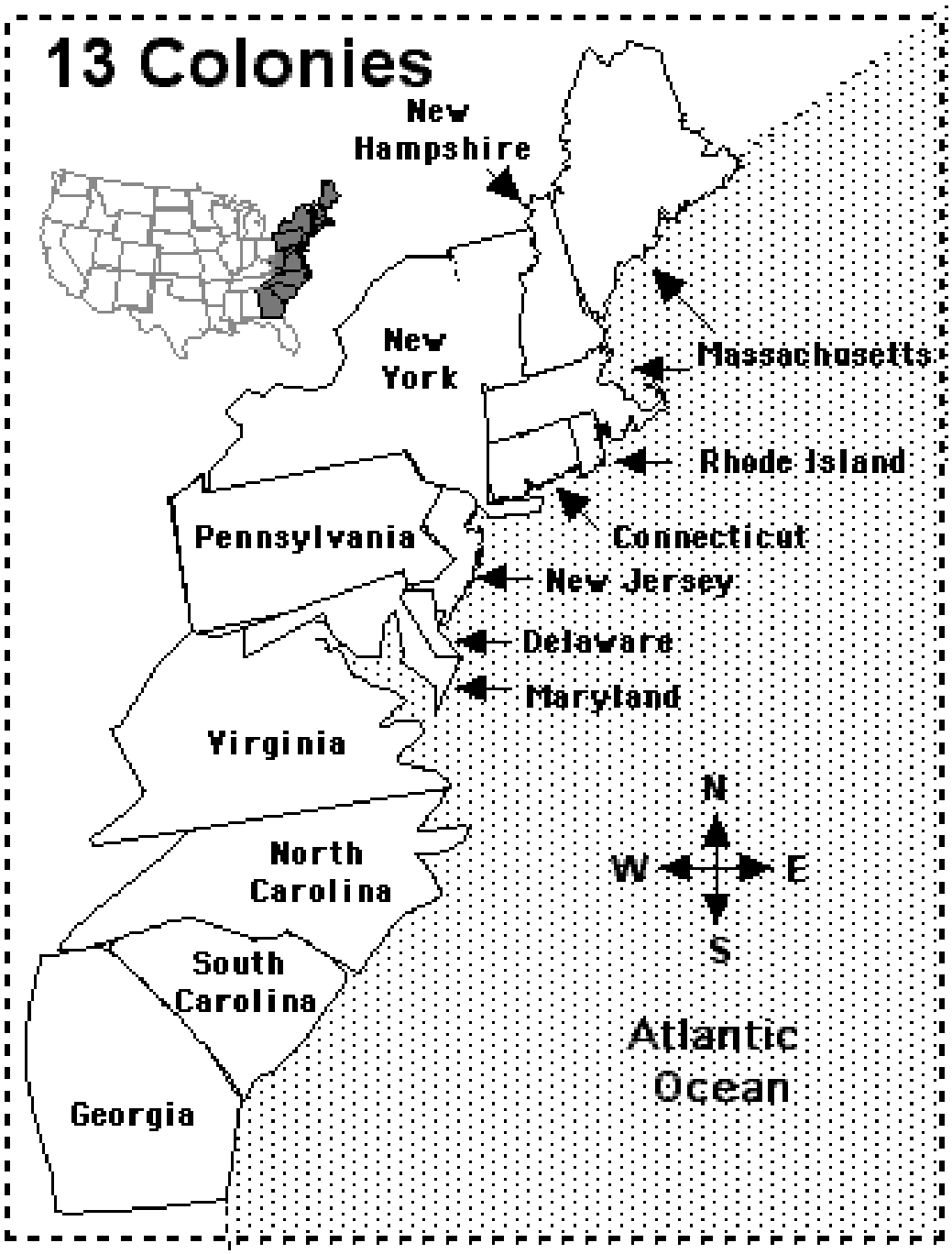
5. Have students respond to the following questions:

    - What does the flag mean or symbolize to you? Explain.
    - How would you feel if you saw someone cutting the flag into pieces? Why?
    - Is our flag a good symbol of the United States? Why or why not?
    - What changes, if any, would you make to our flag? Why?

Student Book Activity:

Have students turn to page three in their "**A Salute to Our Flag**" books. Explain the instructions to students and have them read each sentence and supply the correct word from the Word Bank.

Map of the Thirteen Colonies



Map of the United States

WHERE WE FIND THE FLAG

Learning Objective(s): Students will:

1. Create a collage, through the use of pictures and words, to depict the various places where the United States flag is flown.
2. Express their ideas through writing.

Texas Essential Knowledge and Skills: Social Studies K.10A; K.14B; K.15B; 1.14A; 1.17B; 1.18B; 2.14C; 2.18B; 2.19B; 3.17E; 3.18A, C

New York State Learning Standards:

Social Studies Learning Standard 5: Civics, Citizenship and Government

Key Idea 3: Central to civics and citizenship is an understanding of the roles of citizens within American constitutional democracy and the scope of a citizen's rights and responsibilities.

Performance Indicator: Students understand that citizenship includes an awareness of the holidays, celebrations, and symbols of our nation.

Social Studies Learning Standard 1: History of the United States and New York

Key Idea 1: The study of New York State and United States history requires an analysis of the development of American culture, its diversity and multicultural context, and the ways people are unified by many values, practices, and traditions.

Performance Indicator: Students explain those values, practices, and traditions that unite all Americans.

Materials: Old magazines, scissors, glue, large pieces of construction paper, student copies of "**A Salute to Our Flag**"

Vocabulary: Collage

Teaching Strategy:

1. Have students brainstorm a list of places where they have seen the American flag flown. The teacher should write the brainstormed list on the board or overhead. (If students have difficulty thinking of places where the flag is displayed, show them photographs of flags being flown in different locations.)

2. Tell students that they are going to create flag collages. Explain that a collage is made by arranging and gluing magazine pictures and words on a piece of construction paper. The pictures and letters/words may be placed anywhere, in any direction, on the paper. The pictures and words may even overlap each other.

3. Give each student, or pair of students, a large piece of construction paper. Instruct students to write the following title at the top of their papers: "Where We Find Our Flag."

4. Tell students that they are to look through the provided magazines and cut out pictures and letters/words that depict all the different places that the flag is usually displayed. After students cut out the pictures and letters/words they should arrange them on their construction paper and then glue them down.

5. When students have completed their collages, the teacher should assign students, or pair of students, to groups. Students in each group should share their collages with their group and explain their choices of pictures and words.

6. After group sharing, ask students in each group to tell what they liked best about a classmate's collage and why.

Student Book Activity:

Have students turn to page four in their "**A Salute to Our Flag**" books. Instruct students to complete the scene by drawing a picture of a place where an American flag is usually flown.

HISTORICAL TIMELINE OF THE AMERICAN FLAG

Learning Objective(s): Students will:

1. Become familiar with important moments involving our American flag.
2. Recognize how the flag has changed over time.
3. Place events in chronological order.
4. Strengthen their critical thinking skills through deductive reasoning.
5. Utilize their creative thinking skills by creating a new American flag.

Texas Essential Knowledge and Skills: Social Studies K.3; K.14; K.15; 1.3C; 1.14A; 1.17; 1.18; 2.2C; 2.14C, D; 2.18B, D; 2.19; 3.3B; 3.17B, E; 3.18A, C

New York State Learning Standards:

Social Studies Learning Standard 1: History of the United States and New York

Key Idea 2: Important ideas, social and cultural values, beliefs, and traditions from New York State and United States history illustrate the connections and interactions of people and events across time and from a variety of perspectives.

Performance Indicator: Students investigate key turning points in New York State and United States history and explain why these events or developments are significant.

Materials: Sets of the "Flag Timeline Cards" attachment, copies of the "Flag Timeline Instruction Sheet" attachment, student copies of "**A Salute to Our Flag**"

Vocabulary: Astronaut, Flag Code, North Pole, official, Pledge of Allegiance, reduced, "The Star Spangled Banner," timeline

Teaching Strategy:

1. (Preceding the lesson, the teacher should duplicate the "Flag Timeline Cards" attachment. It is recommended that the cards be duplicated or printed on tag board or a similar weight of card stock. Before cutting the cards out, the teacher may want to laminate them.)

2. Begin the lesson by explaining to students that the flag is one of our oldest symbols. Tell students that it is not exactly known who really created the first flag. Some believe it was Betsy Ross, others think it was a man who signed the Declaration of Independence named

Francis Hopkinson. The creator of our first flag will probably always remain a mystery.

3. Each student, pair of students, or group of students should receive a set of Flag Timeline Cards. The “Flag Timeline Instruction Sheet“ should be given to students, if they can read. If most students are non-readers, the teacher should read the instructions to the class.

4. Tell students that the set of cards illustrate and give information about the United States flag from the time of its creation to the present time. Students should turn all the cards face up and then follow the directions on the “Flag Timeline Instruction Sheet.” If students follow the directions correctly, the cards will be arranged in chronological order when completed. The correct order is as follows:

    - The 1777 flag that had 13 stars arranged in a circle and 13 red and white stripes.
    - The flag had 15 stars and 15 stripes.
    - Francis Scott Key wrote a poem about our flag.
    - The number of stripes on the flag was reduced from 15 to 13.
    - The Pledge of Allegiance was first printed.
    - The first Flag Day was held.
    - Robert Peary placed a flag at the North Pole.
    - The “Star-Spangled Banner” became official national anthem.
    - The Flag Code was created.
    - Barry Bishop put a flag on Mount Everest.
    - Astronauts placed the first flag on the moon.
    - The present flag has 50 stars.

5. Debrief students by discussing the following questions:

    - How has our flag changed over time?
    - Why do you think United States astronauts and explorers placed a flag on the moon or North Pole?
    - Why do you think most countries have pledges to their flag and a national anthem?
    - What are the advantages and/or disadvantages of having a Federal Flag Code?
    - Do you think it is important for our country to celebrate Flag Day? Why or why not?
    - Optional: Do you think it should be illegal to burn the flag as a form of protest? Why or why not?

Student Book Activity:

Have students turn to page five in their "**A Salute to Our Flag**" books. Tell them that they are going to have the opportunity to design a new United States flag. Their new flag should symbolize/represent all of the different groups of people in our country and show what our country stands for. Students may color their flag after it is drawn.

After students have completed their new flags, the teacher should give them the opportunity to share their flags with the class and explain the reasons and importance of the symbols that they used on their flags.

FLAG TIMELINE INSTRUCTION SHEET

1. The first Flag Day was held before Robert Peary placed a flag at the North Pole.

2. “The Star-Spangled Banner” became the official national anthem after Robert Peary placed a flag at the North Pole.

3. The Pledge of Allegiance was first printed and recited before the first Flag Day was held and came after the number of stripes on the flag was reduced from 15 to 13 and stars were added for each new state.

4. The Flag Code was created after “The Star-Spangled Banner” became the official national anthem and astronauts placed a flag on the moon next.

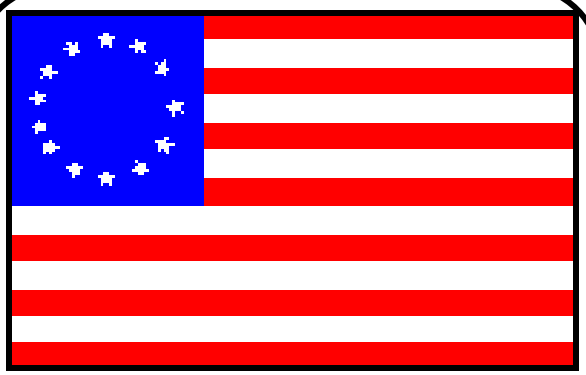
5. Our present flag with 50 stars is last.

6. Francis Scott Key wrote a poem about our flag before the number of stripes on the flag was reduced from 15 to 13 and stars were added for each new state and after the flag had 15 stars and 15 stripes.

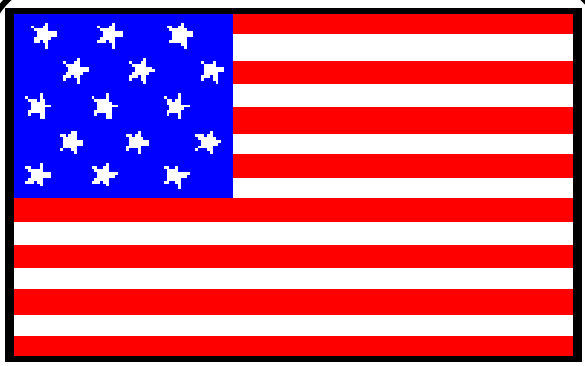
7. The flag made in 1777 that had 13 stars arranged in a circle and 13 red and white stripes was our first flag.

8. Barry Bishop put a flag atop Mount Everest between the year the Flag Code was created and the year astronauts first placed a flag on the moon.

Flag Timeline Cards

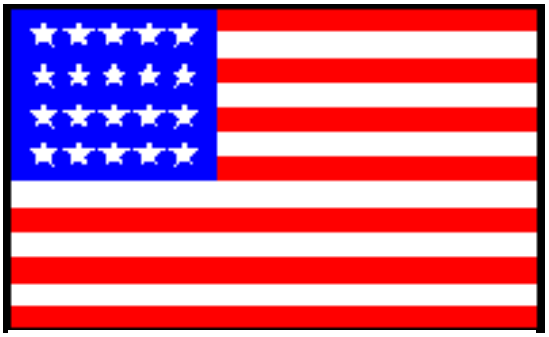


The flag made in 1777 had 13 stars arranged in a circle and 13 red and white stripes. Many believe that Betsy Ross made this flag, however several other people are also thought to have made it. The creator of this flag will probably always remain a mystery.



When Vermont and Kentucky became states, 2 more stripes and 2 more stars were added to the flag. The flag then had 15 stars and 15 stripes.

Francis Scott Key wrote a poem about how our flag was still flying after the Battle at Ft. McHenry. Later music was added and the song became the “Star-Spangled Banner.”



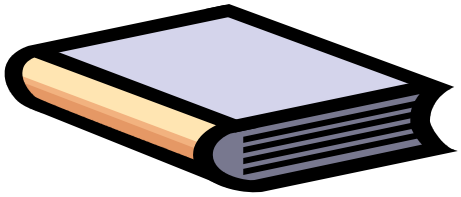
As more states were added to our nation, Congress reduced the number of stripes on the flag from 15 to 13. From then on, a new star was put on the flag when a new state was added.

The Pledge of Allegiance was first printed in a magazine and recited in schools to celebrate Columbus Day.

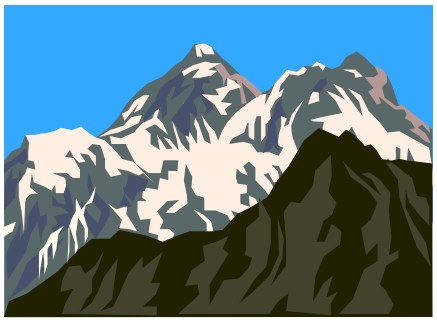
President Wilson declared June 14 as the first Flag Day.

Explorer Robert Peary placed a flag made by his wife on the top of the North Pole.

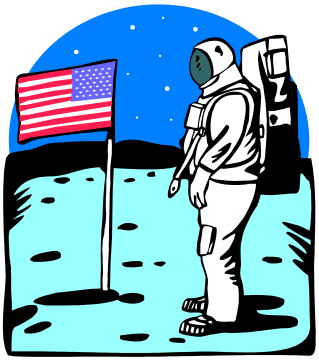
“The Star-Spangled Banner” became the official national anthem.



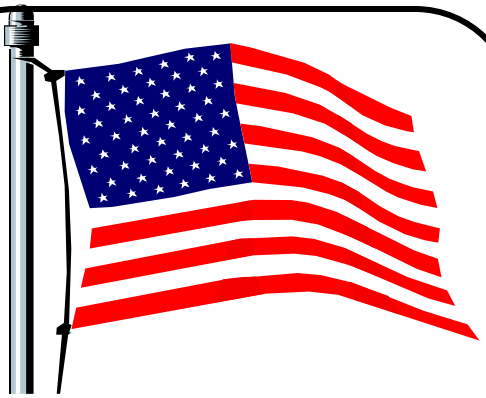
A Flag Code was created to tell people the correct way to display and show respect for the flag.



Barry Bishop placed the United States flag on the top of Mount Everest, the tallest mountain in the world.



The first men to ever land on the moon were United States astronauts. Neil Armstrong placed the first American flag on the moon and 5 more were added during later Apollo flights.



Our present flag has 50 stars which represent each state in United States. The 13 stripes stand for the original 13 colonies.

THE PLEDGE OF ALLEGIANCE

Learning Objective(s): Students will:

1. Develop an understanding of the meaning of the Pledge of Allegiance.
2. Increase their appreciation for the importance of the Pledge of Allegiance and the U.S. Flag and how they both represent our American beliefs.

Texas Essential Knowledge and Skills: Social Studies K.10B; K.14B,C; 1.14B; 1.17B, C; 2.18B, D; 3.17A, B

New York State Learning Standards:

Social Studies Learning Standard 5: Civics, Citizenship and Government

Key Idea 3: Central to civics and citizenship is an understanding of the roles of citizens within American constitutional democracy and the scope of a citizen's rights and responsibilities.

Performance Indicator: Students examine what it means to be a good citizen in the classroom, school, home, and community.

Social Studies Learning Standard 1: History of the United States and New York

Key Idea 1: The study of New York State and United States history requires an analysis of the development of American culture, its diversity and multicultural context, and the ways people are unified by many values, practices, and traditions.

Performance Indicator: Students explain those values, practices, and traditions that unite all Americans.

Materials: I Pledge Allegiance by June Swanson or any other book about the Pledge of Allegiance, sets of "The Pledge of Allegiance Rebus Cards" attachment, sets of the "The Pledge of Allegiance Definition Match Cards" attachment, an overhead transparency of the "The Pledge of Allegiance Definition Match Cards" attachment, student copies of "**A Salute to Our Flag**"

Vocabulary: Allegiance, indivisible, justice, liberty, nation, pledge, republic

Teaching Strategy:

1. Explain to students that the Pledge of Allegiance expresses our feelings for the flag, so it is important that we understand what the

words in the pledge mean. Present background information about the Pledge of Allegiance by reading the book I Pledge Allegiance by June Swanson to the class.

2. Divide students into groups of two to four students. Give each group an envelope containing a set of "The Pledge of Allegiance Rebus Cards." Tell students to create the Pledge of Allegiance by arranging the picture cards in the correct order. Check for accuracy.

   Alternative Teaching Strategy: Divide students into groups of two to four students. Give each group an envelope containing color-coded "The Pledge of Allegiance Definition Match Cards." Tell students that the cards containing the words to the Pledge of Allegiance are one color and the definitions of the words in the Pledge of Allegiance are another color. Instruct them to create the Pledge of Allegiance by arranging the words and their definitions in the correct order. After the students have finished matching the cards, display the overhead of "The Pledge of Allegiance Definition Match Cards" attachment, so students can check their answers.

3. Have students discuss or write responses to the following questions:

   - What kind of feeling do you get when you look at the flag and say the Pledge of Allegiance?
   - Why do you think the flag, Pledge of Allegiance, and/or the National Anthem make people feel a certain way?
   - Is it important for a country to have its own flag? Why or why not?
   - In 1943 the Supreme Court ruled that people should not be required to salute the flag if it interferes with their religious beliefs. How do you feel about this ruling? Explain why?

Student Book Activity:

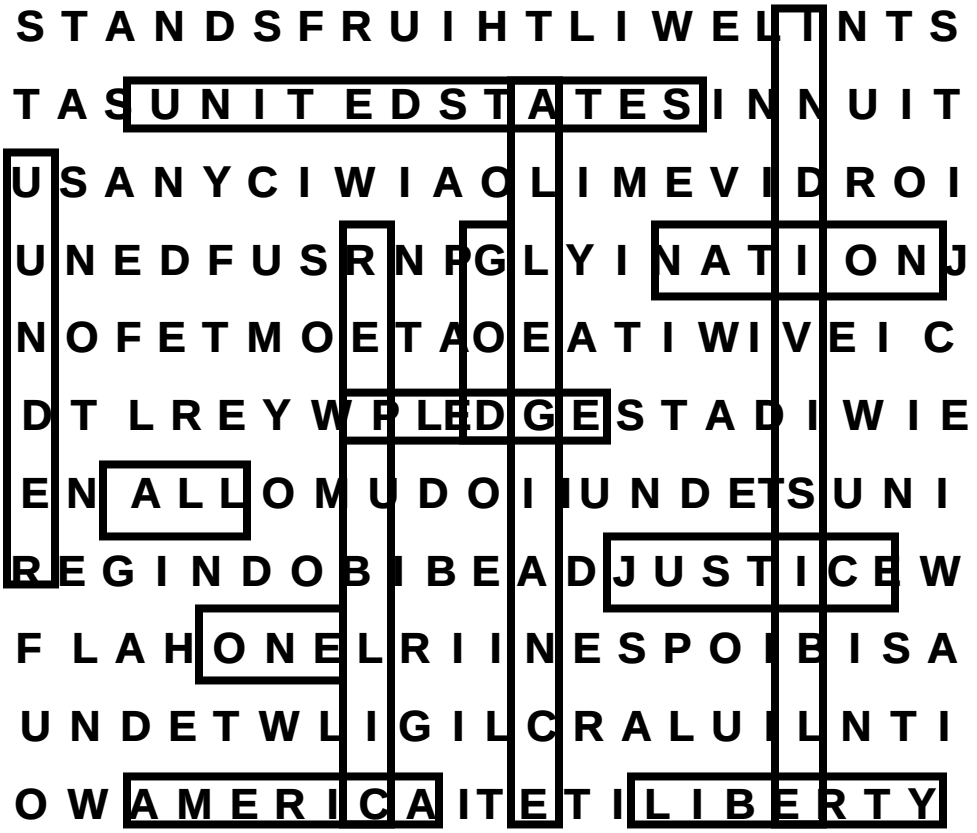
Have students turn to page six in their "**A Salute to Our Flag**" books. Tell students that the Word Search on the page contains words from the Pledge of Allegiance. The words that are hidden in the Word Search are listed at the bottom of the page. Students should circle the words which will be listed either horizontally or vertically in the Word Search. (See attached "Word Search Answer Key" for the correct answers.)

Resource:

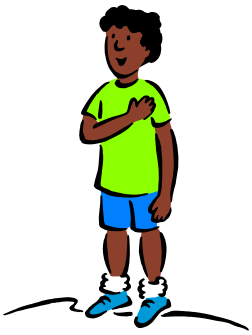
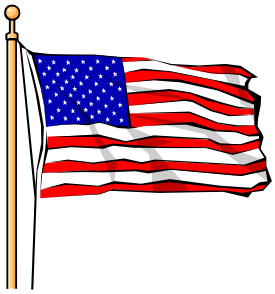
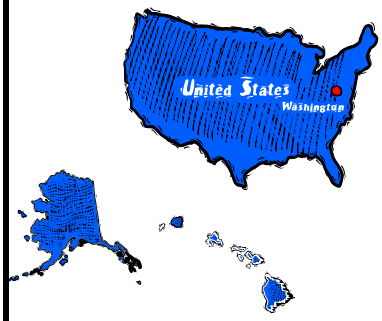
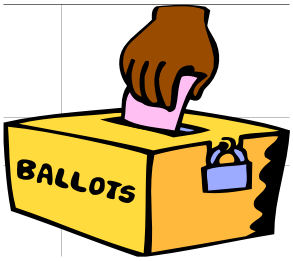
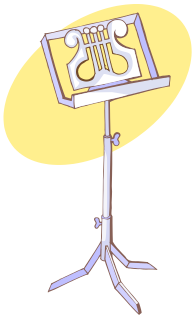
A valuable resource in every community is The Veterans of the Foreign Wars of the United States and its Ladies Auxiliary. The VFW will provide classroom teachers with a Pledge of Allegiance coloring page that includes the words to the Pledge of Allegiance, The Pledge of Allegiance

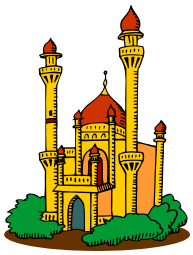
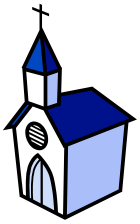
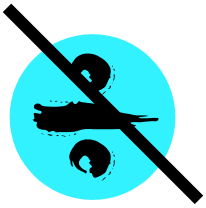
in sign language, and will present students with a Young American Award certificate for memorizing the Pledge of Allegiance.

Words Search Answer Key:



The Pledge of Allegiance Rebus Cards

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
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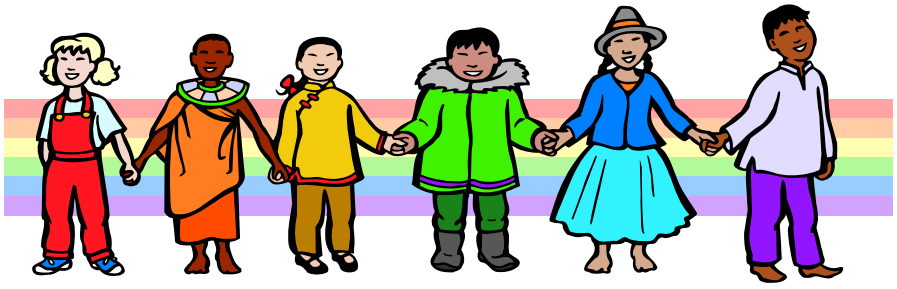
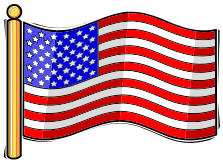
all. 		



THE PLEDGE OF ALLEGIANCE
DEFINITION MATCH CARDS

I --	**me, myself, an individual, a committee of one**
Pledge --	**promise, guarantee**
Allegiance --	**my loyalty, my support, my love, my devotion**
to the flag --	**the stars and stripes, “Old Glory,” symbol of freedom**
of the United States of America --	**my country, fifty states**
and to the republic --	**a nation in which supreme power rests in representatives chosen by the people they govern, no dictators**
for which it stands --	**which the flag symbolizes**
one nation --	**fifty separate and unique states sharing equally the rights and responsibilities of one nation**
under God --	**the right of freedom of religion**
indivisible --	**can’t be divided**
with liberty --	**freedom**
and justice --	**dealing fairly with others**
for all --	**everyone, citizens and immigrants, boys and girls, men and women, you and me**

THE STAR-SPANGLED BANNER

Learning Objective(s): Students will:

1. Understand how the United States flag inspired the writing of "The Star-Spangled Banner."
2. Understand the significance of the words in "The Star-Spangled Banner."
3. Work cooperatively with their peers in order to achieve a common goal.

Texas Essential Knowledge and Skills: Social Studies 1.14C; 1.17A; 1.18; 2.18A; 2.19; 3.17A; 3.18A

New York State Learning Standards:

Social Studies Learning Standard 1: History of the United States and New York

Key Idea 2: Important ideas, social and cultural values, beliefs, and traditions from New York State and United States history illustrate the connections and interactions of people and events across time and from a variety of perspectives.

Performance Indicator: Students recognize how traditions and practices were passed from one generation to the next.

Social Studies Learning Standard 5: Civics, Citizenship and Government

Key Idea 3: Central to civics and citizenship is an understanding of the roles of citizens within American constitutional democracy and the scope of a citizen's rights and responsibilities.

Performance Indicator: Students understand that citizenship includes an awareness of the holidays, celebrations, and symbols of our nation.

Materials: A copy of "It all Began with a Flag and a Poem" attachment, copies of "The Star-Spangled Banner" attachment for each student, an overhead transparency of "The Star-Spangled Banner" attachment, overhead pen, sets of number signs for each team of studnets, student copies of "**A Salute to Our Flag**," crayons

Vocabulary: (Covered in Teaching Strategy)

Teaching Strategy:

1. Tell students that our national anthem, “The Star-Spangled Banner,” was originally a poem. The teacher should state that he/she would like to tell them the story about why and how the poem was written. Relate the attached story, “It All Began with a Flag and a Poem.” (Note: Students may view the original flag from Fort McHenry that is at the Smithsonian Institute at the following website: http://photo2.si.edu/different/dif_banner.html)

2. Students should discuss the following questions:

   - Describe how you think Francis Scott Key and his two friends felt as they watched the British bomb Fort McHenry.
   - Describe what you think the sky looked like as the bombing continued.
   - Describe the sounds Francis Scott Key might have heard.
   - Describe how the air probably smelled.
   - Describe how you would have felt if you had been there and saw the flag still standing the next morning after the battle ended.
   - Describe how you think Francis Scott Key and his friends would have felt if the United States flag had been destroyed by the British.
   - Do you think Francis Scott Key’s poem should still be our national anthem? Why or why not?
   -

3. Divide students into groups of three or four. Give each student a copy of “The Star-Spangled Banner” handout. Each team should receive a set of answer signs with the numbers “one,” “two,” and “three” written on them.

4. Displaying an overhead transparency of the “The Star-Spangled banner” attachment, the teacher should tell students that the national anthem contains words with which they may not be familiar. Explain that the class is going to play a game called “Define It!” which will help them understand the meanings of the words in “The Star-Spangled Banner.”

5. Explain that students will be given a word from the national anthem along with three possible definitions. Each team will have sixty seconds to discuss the possible meaning of the word. When the time is up, the teacher will say, “Define It!” A student from each group should hold up the number card that represents the number of the definition that each group thinks is correct.

6. Before beginning the game, each team should choose a member of their team to record the number of points their team earns. The score keeper may also help answer the questions.

7. Using the "Define It Questions," the teacher will state the first vocabulary word and the three possible definitions. Students may refer to their own copy of "The Star-Spangled Banner" for the context and should discuss which answer is correct. (There are questions on many levels of understanding, so the teacher may pick and choose which questions are most appropriate for the class.)

8. After the appropriate amount of time, the teacher should announce, "Define It!" A student from each group should hold up the number of the definition that their team members thought was correct. All correct answers will earn 10 points.

9. Using an overhead pen, the teacher should note the correct answer above the vocabulary word on the overhead transparency. When all the selected words have been defined, the team with the most points should be declared the winner. The teacher may want to reward the winning team.

10. End the lesson with the singing or recitation of "The Star-Spangled Banner."

Student Book Activity:

Have students turn to page seven in their "**A Salute to Our Flag**" books. Tell students that they are to pretend that they are the flag at Ft. McHenry. They should write about what it was like as the British fired bombs and shot rockets at Fort McHenry and why they managed to still stand through the battle. The teacher may want to play patriotic music in the background as students write their stories.

It All Began with a Flag and a Poem

In 1812, which was several hundred years ago, our country was at war with the British. In 1814 the British had captured Washington D. C. and even set the capitol and the White House on fire.

Everyone knew that the British would attack Baltimore, Maryland next. At this time, Francis Scott Key, who was a well-known lawyer, heard that the British had captured the town's doctor. Francis Scott Key and another friend attempted to save Dr. Beanes. The two men sailed from Baltimore to the British boat where Dr. Beanes was being held. The men had convinced the British to free the doctor, but the British felt they had to put all 3 men under guard because the men had heard the British plan of attack on Ft. McHenry.

Francis Scott Key had to watch the bombing of Fort McHenry from the British ship. The American commander of Fort McHenry had a 30 by 42 foot flag made for the fort so that "the British would have no trouble seeing it from a distance." The British fired 1,500 bombshells from their ships, which caused lots of smoke. They also fired rockets that had red flames and at night the rainy sky was filled with fireworks.

When daylight came Francis Scott Key could see that the "flag was still there." He was so inspired that he wrote a poem on the back of a letter that he had in his pocket. After adding more lines to the poem, Key's brother-in-law had copies of the poem printed.

Francis Scott Key's poem became so popular that people began singing it to the tune of a familiar song. When a Baltimore actor sang Key's song during a performance before the public, he called it "The Star-Spangled Banner."

In 1931 Congress officially adopted the song, "The star-Spangled Banner," as our national anthem. The original flag that flew over Fort McHenry is now at the Smithsonian Institute Museum of American History. It is so delicate that it is protected from light and dust and is only shown to museum visitors a few minutes each hour.

“THE STAR-SPANGLED BANNER”

O say, can you see, by the dawn's early light,

What so proudly we hail'd at the twilight's last gleaming?

Whose broad stripes and bright stars, thro' the perilous fight,

O'er the ramparts we watch'd, were so gallantly streaming?

And the rockets' red glare, the bombs bursting in air,

Gave proof thro' the night that our flag was still there.

O say, does that star-spangled banner yet wave

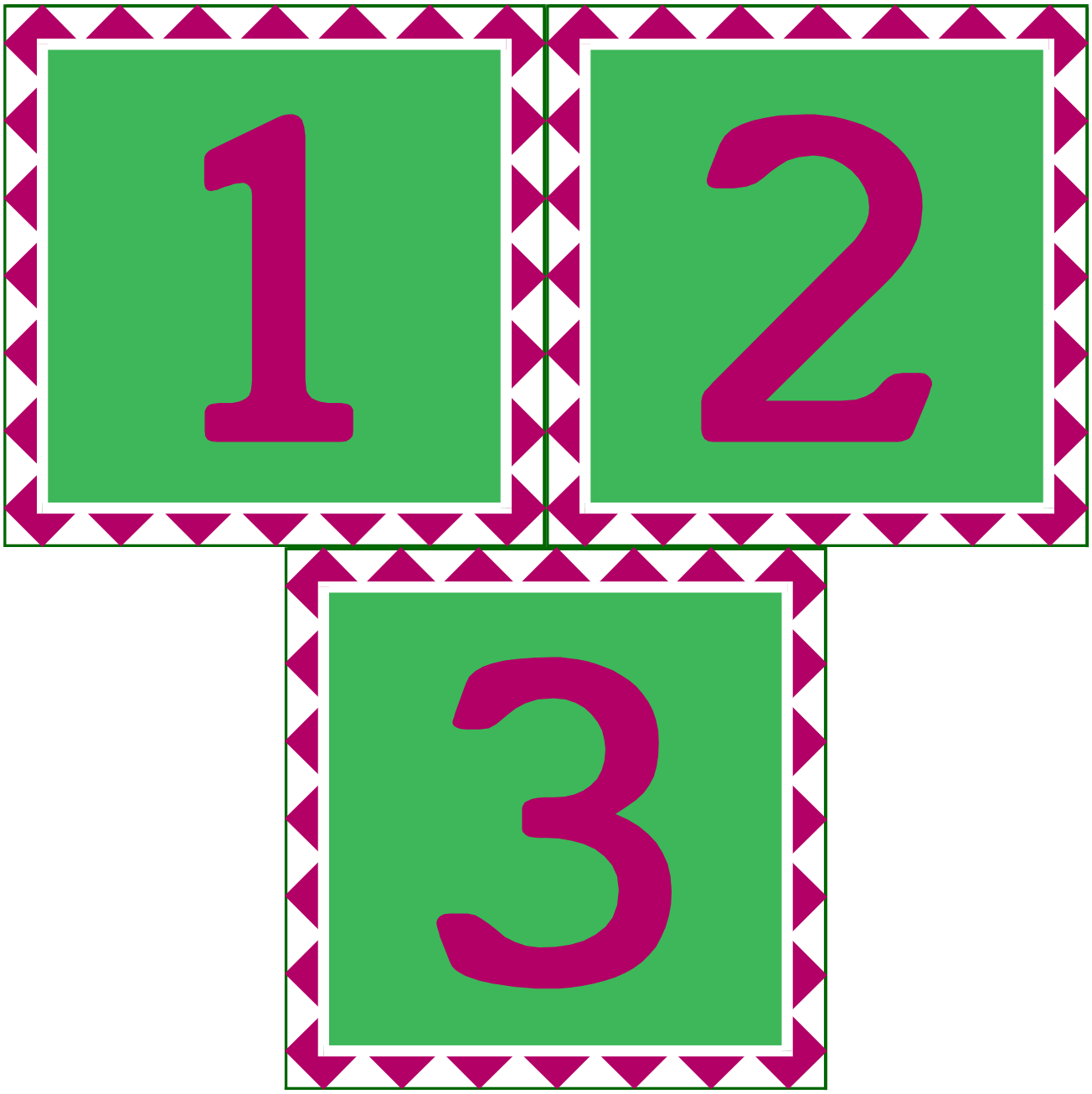
O'er the land of the free and the home of the brave?

DEFINE IT QUESTIONS

- What does “banner” mean? (1) a flag (2) a picture (3) a sign
- What is the “dawn’s early light?” (1) a streetlight (2) sunrise (3) the moon
- What is the “twilight’s last gleaming?” (1) sunset (2) the last star (3) the end of the world
- When the line says “broad stripes” what does “broad” mean? (1) thin (2) dark (3) wide
- When the line says “bright stars” what does “bright” mean? (1) shining (2) falling (3) neon
- What does “perilous” mean? (1) loud (2) scary (3) dangerous
- What does “O’er” mean? (1) under (2) over (3) a wooden pole used to row a boat
- What are ramparts? (1) the side of a ship (2) piles of earth built around a fort for more protection (3) waves
- What does “gallantly” mean? (1) fast (2) slowly (3) bravely
- What does streaming mean? (1) flowing like a river (2) falling (3) waving
- What is a glare? (1) blinding light (2) anger (3) fire
- What is proof? (1) safe place (2) evidence (3) hope

Number Signs

(Cut the three signs apart.)



THE FLAG CODE: HOW TO SHOW RESPECT FOR THE FLAG

Learning Objective(s): Students will:

1. Become aware of some of the flag guidelines in the Federal Flag Code.
2. Develop a deeper respect for the United States Flag.

Texas Essential Knowledge and Skills: Social Studies K.10A; K.15; 1.14A, E; 1.18; 2.14C, D; 2.19; 3.18 A, C

New York State Learning Standards:

Social Studies Learning Standard 5: Civics, Citizenship and Government

Key Idea 1: The study of civics, citizenship, and government involves learning about political systems; the purposes of government and civic life; and the differing assumptions held by people across time and place regarding power, authority, governance, and law. (Adapted from *The National Standards for Civics and Government*, 1994).

Performance Indicator: Students explain the probable consequences of the absence of government and rules.

Materials: Guidelines on the "United States Flag Code" attachment -- cut into strips, a piece of 8 ½" x 11" paper for each student, crayons, glue (optional), student copies of "**A Salute to Our Flag**,"

Vocabulary: Code, etiquette, respect

Teaching Strategy:

1. Tell students that there are no laws concerning how we should treat the flag, but there is a Federal Flag Code. This code has been developed over many years and serves as a guideline for all of us to follow. It states the right way to treat and show respect for our nation's flag.

2. Discuss why people should show respect for the flag. The teacher should emphasize that many people have sacrificed their lives to protect our flag and the freedom it represents.

3. Explain to students that they are each going to get to illustrate one of the flag guidelines that are listed in the Federal Flag Code. All of the illustrations will be bound together to form a classroom "Flag Etiquette" book that students will be able to read and take home to share with their parents.

4. Give each student one of the paraphrased U.S. flag code guideline strips and an 8½" x 11" piece of paper. The guideline may be glued on student's paper or they may recopy the rule at the bottom of the paper.

5. After the rule is listed on the paper, students should draw a picture that illustrates their rule. After students have colored their pictures, the teacher should have them share their rules and pictures with the class. Students should also explain why they think the Federal Flag Code includes the guideline they illustrated.

6. Before binding the book of flag guidelines, the teacher may want to laminate each page. Allowing students the opportunity to take the book home to share with their parents is encouraged.

Student Book Activity:

Remind students again that there are no federal laws regarding the flag though some states may have laws applying just to that state. Tell students to pretend that they have been chosen to write one law pertaining to the flag and everyone will have to obey it.

Instruct students to create a rough draft of their law on notebook paper. After the rough draft has been proofread and corrected, students should turn to page eight in their "**A Salute to Our Flag**" books. After they record their law, student should write the reason for the law on the opposite page.

Encourage students to share their new flag laws with the class.

United States Flag Code

(Adapted from: Veterans of Foreign Wars of the United States)

Do not let the flag touch anything beneath it such as the ground, floor, or water.

Do not fly the flag upside down unless there is an emergency.

Do not use the flag as clothing.

No words, letters, designs, pictures, or drawings should be placed on the flag.

The flag should never be used as a cover.

When a flag is badly, worn, torn, or faded, it should be destroyed in a dignified way, preferably by burning.

The flag should fall free and never be fastened or tied back.

The flag should be displayed every day at public institutions such as schools and fire departments.

The flag should be displayed near voting places on Election Day.

Display the flag from sunrise to sunset on buildings and flagpoles.

The flag may be displayed 24 hours a day if there is light shining on it during the night.

The flag should be raised in rapid manner, but lowered in a slow, ceremonious fashion.

Flags may be repaired, washed, or dry cleaned.

The flag should not be displayed on days that there is bad weather unless it is an all-weather flag.

When flags of states, cities, or organizations are flown on the same flagpole, the U.S. flag is always on top.

By order of the President of the United States, the flag may be flown at half-staff out of respect for a leading citizen who has died.

During the Pledge of Allegiance to the Flag people should stand at attention facing the flag with the right hand over the heart.

When the flag is folded, it should be folded in a triangular shape.

During the Pledge of Allegiance and national anthem men not in uniform should remove their hats.

The flag should never be printed on things that will be thrown away such as paper plates or napkins.

Never use the flag for decoration. Use cloth with blue on top, then white, and then red.

DISPLAYING THE FLAG ON HOLIDAYS

Learning Objective(s): Students will:

1. Increase their knowledge about specific holidays on which the flag is flown.
2. Enhance their retrieval skills by locating facts about an assigned topic.
3. Collaborate with a partner in order to accomplish an assigned task.

Texas Essential Knowledge and Skills: Social Studies K.1; K.14B; K.15; 1.1A; 1.17B,C; 1.18; 2.1A; 2.18B,C,E; 2.19; 3.17A,C,D; 3.18A, C

New York State Learning Standards:

Social Studies Learning Standard 1: History of the United States and New York

Key Idea 1: The study of New York State and United States history requires an analysis of the development of American culture, its diversity and multicultural context, and the ways people are unified by many values, practices, and traditions.

Performance Indicator: Students know the roots of American culture, its development from many different traditions, and the ways many people from a variety of groups and backgrounds played a role in creating it.

Social Studies Learning Standard 5: Civics, Citizenship and Government

Key Idea 3: Central to civics and citizenship is an understanding of the roles of citizens within American constitutional democracy and the scope of a citizen's rights and responsibilities.

Performance Indicator: Students understand that citizenship includes an awareness of the holidays, celebrations, and symbols of our nation.

Materials: Names on the "Holiday List" attachment -- cut into strips, copies of the "Finding the Facts" attachment for each student, access to the Internet or reference materials, student copies of "**A Salute to Our Flag**"

Vocabulary: Holidays

Teaching Strategy:

1. Explain to students that the Federal Flag Code states specific occasions that the flag should be displayed. These occasions include national holidays and other days of importance.

2. Divide students into pairs. Tell students that they are going to become experts on a holiday on which the flag should be displayed. Give each pair of students a slip of paper listing the name of a holiday to be researched. (The teacher may choose from any of the holidays listed in this lesson.)

3. Give each student a "Finding the Facts" attachment and provide access to the Internet or appropriate reference materials.

4. After students have completed their research, instruct them to create a song about their holiday that includes the information they gathered during their research. They may use the tune of any familiar song or create their own melody.

5. Provide an opportunity for students to share their songs with the class. These songs may be reused and sung to honor the holiday when it occurs.

Student Book Activity:

On page nine of "**A Salute to Our Flag**," students should design a commemorative stamp to honor their holiday. The stamp should include the name of the holiday, a symbol or picture to represent the holiday, and the cost of the stamp.

HOLIDAY LIST

New Year’s Day

Inauguration Day

Martin Luther King, Jr.’s Birthday

Lincoln’s Birthday

Washington’s Birthday

Mother’s Day

Armed Forces Day

Memorial Day (half staff until noon)

Flag Day

Independence Day

Labor Day

Constitution Day

Columbus Day

Veterans Day

Thanksgiving Day

Election Days

State Birthday/holidays (Class Challenge or Bonus Question)

FINDING THE FACTS

Name of your holiday: _____

Date your holiday is celebrated: _____
_____

What or who your holiday honors: _____
_____

List some facts about the event or person your holiday honors:

1. _____
2. _____
3. _____

Tell about any special activities that are usually held to celebrate your holiday.

_____
_____
_____
_____
_____

Draw a symbol or picture to represent your holiday.

WHAT I LEARNED ABOUT THE FLAG

Learning Objective(s): Students will:

1. Demonstrate their understanding of the symbolism and significance of our country's flag.
2. Strengthen their comprehension and listening skills by participating a word loop.
3. Express their appreciation for our flag through the creation of a poem.

Texas Essential Knowledge and Skills: Social Studies K.10A; K.14A,B; K.15; 1.14A, C, E; 1.17A,B; 1.18; 2.14B, C; 2.18A, B; 2.19; 3.17A, C; 3.18A, C

New York State Learning Standards:

Social Studies Learning Standard 5: Civics, Citizenship and Government

Key Idea 4: The study of civics and citizenship requires the ability to probe ideas and assumptions, ask and answer analytical questions, take a skeptical attitude toward questionable arguments, evaluate evidence, formulate rational conclusions, and develop and refine participatory skills.

Performance Indicator: Students participate in activities that focus on a classroom, school, or community issue of problem.

Materials: The "What I Know About the Flag" and "What I Want to Know About the Flag?" charts from the second lesson, a piece of chart paper titled "What I Learned About the Flag," the flags that students drew for the first lesson, a set of Flag Word Loop Cards, a copy of the "Our Flag Rough Draft" attachment for each student, student copies of "**A Salute to Our Flag**," tape

Vocabulary: Evaluate

Teaching Strategy:

1. Tell students that they are going to evaluate how much they learned about the flag during the past weeks. Post the "What I Know About the Flag" and "What I Want to Know About the Flag?" charts from the second lesson and the chart paper headed, "What I Learned About the Flag." The teacher should ask students to share all of the new things they learned about the flag and record student responses on the chart.

2. Give each student the picture he/she drew of the flag during the first lesson. Have students share the things they drew or colored on their pictures that they now know are incorrect and explain what they should have done instead.

3. To reinforce the comprehension of facts presented during this unit, have students turn to page one in their copy of "**A Salute to Our Flag**." Review each statement and ask students to respond with the correct answer. (Prediction Page answers are as follows: 1. False; 2. True; 3. False; 4. True; 5. True; 6. False; 7. False; 8. False; 9. True; 10. True.)

4. If an answer to a statement is false, ask students to explain why the statement is incorrect. Lead students to analyze and conclude how well they predicted information about the United States flag.

5. Give each student, or pair of students, a Flag Word Loop Card. Appoint a student to start the activity and have him/her read the bottom part of the card which states, "Who has ..." The student(s) who has/have the answer to the question should respond by saying, "I have..." and then read the question at the bottom of their card. Students continue reading and responding to the information on the cards until the person who started the activity answers the last question. (After students catch on to the activity, they usually want to do it a second time.)

Student Book Activity:

Give each student a copy of the "Our Flag Rough Draft" poetry sheet. Explain to students that they are going to create a poem about the flag and this will be their rough draft. After students have written their poems, the teacher should proof read them and have students make necessary corrections.

After students have corrected their rough drafts of their poem, they should recopy the completed poem on page ten of "**A Salute to Our Flag**." The books may be taken home by students to share with their families.

FLAG WORD LOOP CARDS

I have 50.

Who has what the stars on the flag represent?

I have each of the 50 states in the United States.

Who has the number of stripes on our flag?

I have 13.

Who has what the 13 stripes stand for?

I have the original 13 colonies.

Who has the number of red stripes that are on the flag?

I have 7.

Who has the number of white stripes on the flag?

_____

I have 6.

Who has the field of color behind the stars on the flag?

_____

I have a blue.

Who has the name of the person who made the first flag?

_____

I have no one really knows.

Who has a short nickname for our flag?

_____

I have “Old Glory.”

Who has the title of a song about our flag?

_____

I have “The Star-Spangled Banner.”

Who has the verse we recite to honor the flag?

_____

_____

I have the Pledge of Allegiance.

Who has the position the flag is flown to honor someone who has died?

_____

I have half-staff.

Who has what it means when the flag is flown upside-down?

_____

I have to signal there is an emergency.

Who has where astronauts put the American flag?

_____

I have the moon.

Who has the date of our flag's birthday?

_____

I have June 14th.

Who has the number of stars on the flag?

_____

Our Flag Rough Draft

Our flag - _____and_____.
(two "ing" words)
It symbolizes _____ to me.
For fun the flag likes to _____
_____.
And its favorite place is _____.
The flag's best friend is _____
_____.
The flag is happiest when _____
_____,
But_____makes it sad.
_____
(A nickname for the flag)
It is as _____ as _____
_____.
(Make an analogy)
The flag makes me feel _____.
I will always _____.

By: _____