



The American Flag Foundation, Inc.

THE EDUCATIONAL RESOURCE HANDBOOK

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



*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
7. Resource Guide & Resource Pages
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.



The American Flag Foundation, Inc.

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



The American Flag Foundation, Inc. Educational Resource Handbook

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 held each year at Fort McHenry and throughout the United States. In partnership with the National League of Cities, The American Flag Foundation coordinates with 2,500 mayors of cities and towns across the United States, encouraging them to lead their local citizens at 7:00 p.m. in a Pause to recite the Pledge of Allegiance. The concept of the Pause originated in 1980. The American Flag Foundation has sponsored the annual National Pause for the Pledge of Allegiance program every year since.

Star – Spangled Banner Outreach Program

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

21 Days to Honor America

The United States Congress dedicated the period from Flag Day, June 14th, through Independence Day, July 4th, as “21 Days to Honor America” (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 Perluk, Sam Smith, and Linda Bishop.

Copyright©2013, The American Flag Foundation, Inc.

All rights reserved. Teachers and schools may reproduce these materials without written permission of the publisher. Excerpts may be reproduced for purposes of review. No part of this book, however, may be reproduced for purposes of resale.

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

Correlation Matrix – Common Core Standards	ix
Lesson One: Unity, Citizenship and Patriotism	1
Resource Sheet 1: “Why She Wrote America’s Favorite Song”	3
Resource Sheet 2: Analyzing “Why She Wrote America’s Favorite Song”	5
Lesson Two: The Author of the Pledge of Allegiance	6
Resource Sheet 1: The Pledge of Allegiance	8
Resource Sheet 2: “The Story of the Pledge of Allegiance” Frances Barrett Lucas	9
Resource Sheet 3: Democracy	10
Resource Sheet 4: Signing the Pledge	11
Resource Sheet 5: Text Features BCR	12
Lesson Three: June 14th Flag Day & Pause for the Pledge of Allegiance	13
Resource Sheet 1: Flag Day	15
Resource Sheet 2: The Origins of Flag Day	16
Resource Sheet 3: Brief History of the Annual PAUSE FOR THE PLEDGE OF ALLEGIANCE	18
Lesson Four: Symbolism and the United States Flag	20
Resource Sheet 1: The United States Flag Diagram	22
Resource Sheet 2: “Meaning of the Colors of the Flag” Article	23
Resource Sheet 3: Stars and Stripes Writing Activity	24
Resource Sheet 4: “The Flag”	25
Resource Sheet 5: “I Am Your Flag”	26
Lesson Five: Flag Etiquette	27
Resource Sheet 1: Parts of the Flag	30
Resource Sheet 2: Flag Etiquette Pamphlet	31
Resource Sheet 3: Folding Our Flag	33
Resource Sheet 4: How to Display the Flag	34
Lesson Six: The Legend of “Uncle Sam”	35
Resource Sheet 1: “‘Uncle Sam’ Like the American Flag is Symbolic of Freedom”.	37
Resource Sheet 2: Example of K-W-L Strategy Chart	38
Resource Sheet 3: K-W-L Strategy Chart	39
Resource Sheet 4: Story Map Example	40
Resource Sheet 5: Story Map Master Form	41
Resource Sheet 6: Uncle Sam Timeline	42

Lesson Seven: The Legend of Betsy Ross	43
Resource Sheet 1: The 13-Star Flag – The First U. S. Flag	44
 Grade 5 Lesson Resources	45
Maps	45
Rubrics	50
Websites	73
Publications	75
Videos	75

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.

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

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.

Content Standards	Corresponding Activities
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
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
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.

Content Standards	Corresponding Activities
RF.5.3 Students will know and apply grade-level phonics and word analysis skills in decoding words. (PWR)	Lesson 2, Activity 1 Lesson 6, Discussion 8 Anytime students decode words
RF.5.4 Students will read with sufficient accuracy and fluency to support comprehension. (F)	Lesson 2, Activity 1 Lesson 4, Motivation 2 Anytime students read orally

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.

Content Standards	Corresponding Activities
W.5.1 Students will write opinion pieces on topics or texts, supporting a point of view with reasons and information. (TTP)	Lesson 3, Activities 2, 3, 4 Lesson 4, Activities 3, 4, 7 Lesson 5, Activity 4 Lesson 6, Activity 3
W.5.2 Students will write informative/explanatory texts to examine a topic and convey ideas and information clearly. (TTP)	Lesson 2, Activity 7 Lesson 3, Activities 2, 3, 4 Lesson 4, Activities 3, 4, 7 Lesson 5, Activity 4 Lesson 6, Activity 3
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)	Lesson 2, Activity 7 Lesson 3, Activities 3, 4 Lesson 4, Activity 7 Lesson 5, Activity 4 Lesson 6, Activities 3, 7
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)	Lesson 2, Activity 7 Lesson 3, Activities 2, 3, 4, 8, 9, 10 Lesson 4, Activities 3, 4, 7 Lesson 5, Activities 4, 9 Lesson 6, Activities 3, 7
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)	Lesson 2, Activity 8 Lesson 3, Activities 3, 4, 10 Lesson 4, Activities 3, 4, 7 Lesson 5, Activity 4 Lesson 6, Activity 3
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)	Lesson 1, Activities 4, 5 Lesson 2, Activity 5 Lesson 4, Activity 7 Lesson 5, Activity 4 Lesson 6, Activities 3, 7

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)	Lesson 5, Activities 5, 6, 7 Lesson 6, Activity 3
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)	Lesson 4, Activity 7 Lesson 5, Activities 5, 6, 7 Lesson 6, Activity 3
W.5.9 Students will draw evidence from literary or informational texts to support analysis, reflection, and research.(BPK)	Lesson 2, Activity 5 Lesson 5, Activities 5, 6, 7 Lesson 6, Activity 3
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)	All Written Work

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.

Content Standards	Corresponding Activities
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)	All Lessons, All Discussions Lesson 1, Activity 6
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)	Lesson 1, Activity 10 Lesson 3, Motivation
SL.5.3 Students will summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. (CAC)	Discussions/Debates Lesson 1, Activity 7 Lesson 3, Motivation
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)	Lesson 2, Activity 2 Lesson 2, Activity 5
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)	Lesson 2, Activity 5 All presentations can be adapted to include these components.
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)	Lesson 3, Activity 2 Any time students quote from primary sources embedded within the lessons

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.

Content Standards	Corresponding Activities
L.5.1 Students will demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CSE)	All Written Work All Discussions All Debates Lesson 2, Activities 1, 4
L.5.2 Students will demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CSE)	All Written Work
L.5.3 Students will use knowledge of language and its conventions when writing, speaking, reading, or listening. (KOL)	Lesson 2, Activity 1 All Debates All Written Work All Discussions All Reading Activities
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)	Lesson 2, Discussion 1 All Reading Activities
L.5.5 Students will demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (VAU)	Lesson 2, Discussion 1
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)	All Lessons, All Grade Level, Domain-Specific Vocabulary Lesson 2, Discussion 1, 2, 3

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. Read 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”

Lesson 1 Resource Sheet 1: “Why She Wrote America’s Favorite Song” (Lexile 830)

By Michael Drury

*Reprinted with permission from the July 1993 Reader’s Digest,
(c) Michael Drury 1976*



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. Where did it come from? Who wrote it?

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 Ver-

dun 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.

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 dis-

plays, 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

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 every one 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.