



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](http://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](http://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, 4<sup>th</sup> and 5<sup>th</sup> 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 5<sup>th</sup> 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 100<sup>th</sup> 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](http://www.americanflagfoundation.org)



<b>Correlation Matrix – Common Core Standards</b>	ix
<b>Lesson One: Unity, Citizenship and Patriotism</b>	1
Resource Sheet 1: “Why She Wrote America’s Favorite Song”	3
Resource Sheet 2: Analyzing “Why She Wrote America’s Favorite Song”	5
<b>Lesson Two: The Author of the Pledge of Allegiance</b>	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
<b>Lesson Three: June 14th Flag Day &amp; Pause for the Pledge of Allegiance</b>	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
<b>Lesson Four: Symbolism and the United States Flag</b>	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
<b>Lesson Five: Flag Etiquette</b>	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
<b>Lesson Six: The Legend of “Uncle Sam”</b>	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

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



## 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.

<b>Content Standards</b>	<b>Corresponding Activities</b>
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 3 June 14th Flag Day & Pause for the Pledge of Allegiance**

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

*(Schools may not be in session on June 14th, therefore, you are encouraged to find an alternative day to celebrate Flag Day and the Annual PAUSE FOR THE PLEDGE OF ALLEGIANCE.)*

### ***Objective: Students will...***

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

### ***Motivation:***

View and discuss this introductory video about the history of Flag Day:

<http://www.youtube.com/watch?v=PMwjjmjwQmw>, and analyze a United States Flag and a June calendar with the 14th highlighted

### ***Discussion:***

Have students read and discuss the history of Flag Day (Resource Sheets 1 and 2).

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

### ***Activities:***

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



celebration. Be sure to include the 5 W's! [Optional: take this piece through the entire writing process. See rubric for informational/explanatory writing.]

5. Use the articles to label a map showing the places where important events concerning the development of Flag Day celebrations are located.
6. Secure speakers from local organizations to discuss the importance of the Flag within their organization and what they do to promote Flag Day (see rubric for listening found in resource section).
7. Other Flag Day texts available at: <http://www.military.com/flag-day>.
8. Prepare material for presentation on the announcements, a poster/wall display, audio/visual, or to another class or grade level (see rubrics for PowerPoint/media presentation and poster).
9. Make a poster, school announcement, or radio/television commercial for the Annual PAUSE FOR THE PLEDGE OF ALLEGIANCE on Flag Day (see rubrics for PowerPoint/media presentation and poster).
10. Have students write letters to The American Flag Foundation requesting that they be given the privilege of leading the Annual PAUSE FOR THE PLEDGE OF ALLEGIANCE at Fort McHenry. Students must explain why they deserve to be chosen. [Optional: take this piece through the entire writing process. See rubric for informational/explanatory writing found in resource section.]
11. Read and discuss "The History for the Annual PAUSE FOR THE PLEDGE OF ALLEGIANCE" (Resource Sheet 3).
12. Describe how your family could celebrate Flag Day and the Annual PAUSE FOR THE PLEDGE OF ALLEGIANCE.

### ***Lesson3 Resource Sheets:***

1. Flag Day – Lexile 1100
2. The Origins of Flag Day - Lexile 1310
3. Brief History of the Annual PAUSE FOR THE PLEDGE OF ALLEGIANCE – Lexile 1290

## Lesson 3 Resource Sheet 1: Flag Day, June 14 (Lexile1100)

On June 14, 1777, the Second Continental Congress authorized the Stars and Stripes as the Flag of the United States. It was not until much later that this event was celebrated as Flag Day.

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

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

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

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

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

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



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

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

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

Although Flag Day is not a legal holiday, people celebrate the history and meaning of the Stars and Stripes every June 14.



## Lesson 3 Resource Sheet 2: The Origins of Flag Day (Lexile 1310)



U.S. Department of Veterans Affairs  
Washington, D.C. 20420



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

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

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

Observance of the adoption of the Flag was not soon in coming, however. Although there are many claims to the first official ob-

servance of Flag Day, all but one took place more than an entire century after the Flag's adoption in 1777.

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

The most recognized claim, however, comes from New York. On June 14, 1889, Professor George Bolch, principal of a free kindergarten for the poor of New York City, had his school hold patriotic ceremonies to observe the anniversary of the Flag Day resolution. This initiative attracted attention from the State Depart-



ment of Education, which arranged to have the day observed in all public schools thereafter.

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

Another claim comes from Philadelphia. In 1893, the Society of Colonial Dames succeeded in getting a resolution passed to have the Flag displayed on all of the city's public buildings. Elizabeth Duane Gillespie, a direct descendant of Benjamin Franklin and the president of the Colonial Dames of Pennsylvania, that same year tried to get the city to call June 14 "Flag Day." Resolutions by women were not granted much notice, however, and it was

not until May 7, 1937 that Pennsylvania became the first state to establish the June 14 Flag Day as a legal holiday. Flag Day is a nationwide observance today, but Pennsylvania is the only state that recognizes it as a legal holiday.

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

Both President Wilson in 1916 and President Coolidge in 1927 issued proclamations asking for June 14 to be observed as National Flag Day. But it wasn't until August 3, 1949, that Congress approved the national observance, and President Harry Truman signed it into law.



## Lesson 3 Resource Sheet 3: Brief History of the Annual PAUSE FOR THE PLEDGE OF ALLEGIANCE ( Lexile 1290)



Displays of patriotism have always been a part of our American heritage. Patriotism is the unifying force for every citizen in our land and is the single bond that unites us as a nation. The American Heritage Dictionary — Second College Edition — defines patriotism as “...Love and devotion to one’s country.” Flying, waving or displaying the United States Flag is the visual symbol of our unity and patriotism.

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

Flag displays are very prominent on these designated days. In addition, Commemorative ceremonies are held by Veterans’ and civic organizations, communities, and governmental organizations. The climactic part of any patriotic ceremony is the simultaneous recitation of the Pledge of Allegiance. The FOCUS of this lesson is the “PAUSE FOR THE PLEDGE OF ALLEGIANCE” on Flag Day, June 14th each year. The original concept of the PAUSE FOR THE PLEDGE OF ALLEGIANCE originated in 1980 at a small meeting of the Flag Day

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

During the planning discussion under the leadership of Herbert E. Witz, an attorney and President of the Flag House, concern was expressed about the lack of public interest in Flag Day, June 14. What could be done to re-ignite that interest? A new committee member, Louis V. Koerber, a Baltimore businessman, suggested that they ask the President of the United States to invite all Americans to join him in simultaneously reciting the thirty-one words of the Pledge of Allegiance on Flag Day each year. The effect of this simple ceremony would not only be a stimulating patriotic experience at home, but would also be a sign of national unity abroad. Its name came a week later when Marion Sinwell, a public relations volunteer consultant, suggested “THE PAUSE FOR THE PLEDGE.” The name was perfect for the concept! This simple concept transcends age, race, religion, and national origin, geographic and political differences. It is a program of national unity that provides all Americans with the opportunity to honor their Flag as the symbol of our Country, its Constitution and Bill of Rights. The concept has swept across the country in a grassroots movement supported by a broad spectrum of individuals, organizations and businesses. Appropriate local Flag Day ceremonies of many kinds are now held throughout the nation in conjunction with the national PAUSE FOR THE



PLEDGE OF ALLEGIANCE ceremony held at Fort McHenry. Governors of all fifty states and thousands of Mayors across the country join with our program each year. The American Flag Foundation, Inc. was chartered in December 1982, and is a non-profit 501(c)(3) Foundation. It is chartered to "Conduct educational programs throughout the United States in promotion of the annual PAUSE FOR THE PLEDGE OF ALLEGIANCE, whereby the entire nation will simultaneously pause on National Flag Day and recite the Pledge of Allegiance to the Flag." The Foundation, through its National Flag Day Operations Committee of over 100 volunteers in Maryland and thousands more across the country, is committed to an educational opportunity to help people of all ages better understand the history and origins of the Flag, as well as those major events in our history that have made this a free nation of many people. The 99th United States Congress passed, and President Reagan signed Public Law 99-54 on June 20, 1985 recognizing the PAUSE FOR THE PLEDGE OF ALLEGIANCE as part of the National Flag Day ceremonies. President Reagan participated in Flag Day ceremonies at Fort McHenry in 1985. Since 1983, the spirit of national unity and cooperation has been signified each year when Governors of the fifty states select an outstanding high school student to represent their states in five days of ceremonies during National Flag Week in Maryland. The formation of a

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

Since 1984, a Living American Flag has been formed by 3,500-4,000 students at Fort McHenry with the full support and cooperation of the Governor and the School Superintendent of Maryland, as well as the Mayor and School Superintendent of Baltimore City. This educational and patriotic experience provides lasting memories for every student. A participant from the original "Human Flag" formed at the Fort in 1914 passed the "Baton of Patriotism" to a student of the current year's flag. In 1993, The American Flag Foundation, Inc. completed its most important project — this Educational Resource Handbook. Thousand of hours have been invested in this project over three years by professional volunteers of the Foundation's Education Committee to enhance your students' knowledge and appreciation of our great nation. The current revised edition was completed in 2013. This is a brief history of how, from a simple beginning, the thirty – one word Pledge of Allegiance has become a unifying symbol of patriotism.