



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:

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Grade 4 Resource Handbook

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Grade 5 Resource Handbook

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

Star – Spangled Banner Outreach Program

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

21 Days to Honor America

The United States Congress dedicated the period from Flag Day, June 14th, through Independence Day, July 4th, as “21 Days to Honor America” (89STAT.211). We encourage all Americans to fly the U.S. Flag during those official 21 days.

Louis V. Koerber Patriotism Award

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

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

Special thanks also go to the Educational Review Committee of The American Flag Foundation, Inc.: Patricia Perluk, Sam Smith, and Linda Bishop.

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Grade 5 Match To Common Core Standards

Standard Area: Reading Standards - Literature

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

| 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 |

| | |
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| 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 |

| | |
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| 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 2: The Author of the Pledge of Allegiance

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

Objectives: Students will...

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

Motivation:

[Note: instead of 1 & 2, you may decide just to use motivation 3!]

1. Read and discuss the resource sheet, "The Pledge of Allegiance" regarding the writing of the Pledge of Allegiance and the author Francis Bellamy.
2. Discuss when and why he wrote it, and the changes in the Pledge as they occurred.
3. Watch the video introducing Bellamy at: <http://www.youtube.com/watch?v=-KMa8NFXq3A>

Discussion:

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

Activities:

1. Learn to say the Pledge of Allegiance following proper punctuation and phrasing. [Optional: Read “The Pledge of Allegiance” published by Scholastic, and/or use this video that shows the Pledge with words: <http://www.youtube.com/watch?v=NHWGxPeh3Qc>]
2. Have students do a jigsaw using the three attached texts, using the resource sheets, “The Story of the Pledge of Allegiance,” “Signing the Pledge of Allegiance,” and “Democracy.” Have students become experts on their assigned topic. Each group will report to his/her group and describe/discuss the major facts from the assigned topic.
3. If this lesson is done near June 14, listen for public service announcements on radio and TV concerning activities going on in your community. Take part if possible.
4. Plan an outdoor Flag-raising for your grade or school. Incorporate the recitation and signing of the Pledge in this program.
5. Teach the correct phrasing of the Pledge of Allegiance on the announcements and/or create an instructional video to teach younger students how to say the Pledge correctly.
6. Learn how to sign the Pledge. Use the attached resource sheet, and/or these instructional videos:

Instructional video, featuring students:

http://www.teachertube.com/viewVideo.php?video_id=76953

Instructional video, taught by “We Sign”:

<http://www.youtube.com/watch?v=GXyUnqOEFJI&noredirect=1>

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

7. Go over student’s BCR responses and improve one as a class. Have students revise their own answers to improve their text support, clarity/fluency, etc. with guidance from you and/or from a peer.
8. Read resource sheet 1 and 2 and compare and contrast the overall structure of the pieces, analyze the points of view and describe similarities and differences between the two pieces.
9. Read and discuss resource sheet 1 and 2, comparing the point of view/perspective of the two pieces.

Resource Sheets:

1. The Pledge of Allegiance – Lexile 1090
2. “The Story of the Pledge of Allegiance” Frances Barrett Lucas – Lexile 1290
3. Democracy – Lexile 940
4. Signing the Pledge
5. Text Features BCR

Lesson 2 Resource Sheet 1: The Pledge of Allegiance (Lexile 1090)

Francis Bellamy (1855-1931), an ordained minister and magazine writer, wrote the Pledge of Allegiance to commemorate the 400th Anniversary of the discovery of America by Christopher Columbus. He was working on a children's journal, called "Youth's Companion" when he wrote the Pledge of Allegiance. He and James B. Upham, the Editor of the magazine, worked closely together.

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

Bellamy visited President Benjamin Harrison in Washington to ask him to endorse the idea of a Flag over every schoolhouse and the teaching of patriotism in every classroom. On June 21, 1892, President Harrison signed a Proclamation that stated, "Let the National Flag float over every schoolhouse in the country and the exercises be such as

shall impress upon our youth the patriotic duties of American citizenship!"



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

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

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

The Pledge of Allegiance, as it now reads, expresses Francis Bellamy's desire to proclaim "... what our republic meant and what was the underlying spirit of its life."

Lesson 2 Resource Sheet 2: The Story of the Pledge of Allegiance (Lexile – 1290)

By Frances Barrett Lucas

The Pledge of Allegiance to the Flag of the United States, according to James A. Moss, an authority on the Flag and its history, was first given national publicity through the official progress of the National Public School Celebration of Columbus Day in 1892. The Pledge had been published in the Youth's Companion for September 8, 1892, and at the same time, sent out in leaflet form throughout the country during the Celebration. It was repeated by more than 12,000,000 public school pupils in every state in the Union.

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

To determine, in the interest of historical accuracy, the actual authorship, the United States Flag Association (formerly in Washington, D.C., now disbanded) in 1939 appointed a committee, consisting of Charles C. Tansill, Professor of American History; W. Reed West, Professor of Political Science; and Bernard Mayo, Professor of American History, to carefully weigh the evidence of the two contending families. Unanimously, the committee decided in favor of Francis Bellamy, and on

May 18, 1939, the decision was accepted by the American Flag Committee. Mr. Bellamy had been chairman of the executive committee which formulated the program for the National Public School Celebration and furnished the publicity when he was on the staff of the Youth's Companion.

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

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

According to Colonel Moss, no disrespect is displayed by giving the Pledge with a gloved hand over the heart, but he calls our attention to the fact that an Army Officer or an enlisted man always removes his right glove upon taking his oath as a witness. The Daughters of the American Revolution follow the custom of having the right hand ungloved."

Lesson 2 Resource Sheet 3: Democracy (Lexile – 940)

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

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

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

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

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

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

As citizens in a democracy, we have responsibilities to:

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

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

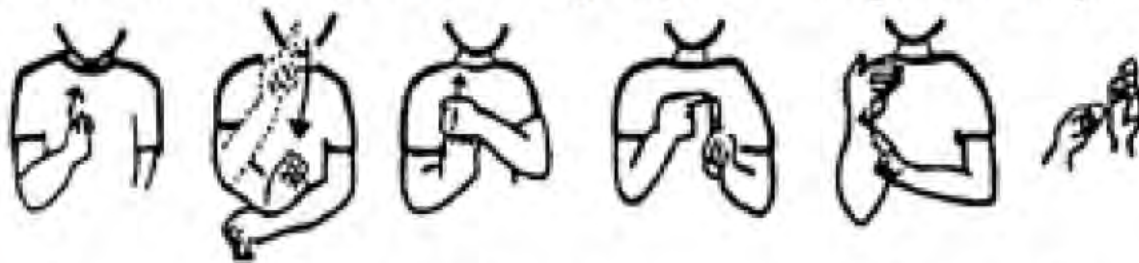
Colonel James A. Moss was President of the American Flag Association and in 1939 inaugurated Flag Week, beginning on the 8th and ending on the 14th of June — Flag Day. After his retirement from the Army, the Colonel devoted his life to the protection of Old Glory and in writing the most authoritative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

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

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

Let’s heed the warning, protect our Republic and keep Old Glory flying...”

Lesson 2 Resource Sheet 4: Signing the Pledge Of Allegiance



"I pledge allegiance to the flag of



the United States of America and to



the Republic for which it stands, one nation under



God, indivisible, with liberty



and justice for all."

Lesson 2 Resource Sheet 5: Text Features BCR

Text Features

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

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