



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.

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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 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.

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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

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 4: Symbolism & The United States Flag

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

Objectives: *Students will...*

1. Describe and explain what the colors, stars, and stripes represent on the United States Flag in their own words.
2. Connect knowledge of the 13 Colonies and 50 states to their representation on the Flag.

Motivation:

1. As a class, go through the symbols' and holidays' interactive tutorial: <http://americanhistory.si.edu/citizenship/index.html?theme=15> (Be sure to discuss the facts and take the brief quiz at the end!)
2. Share "I am the Flag" presentation at <http://www.chaplin-nest.com/unkarock/flag.htm> with students during the study of the United States Flag.

Discussion:

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

Activities:

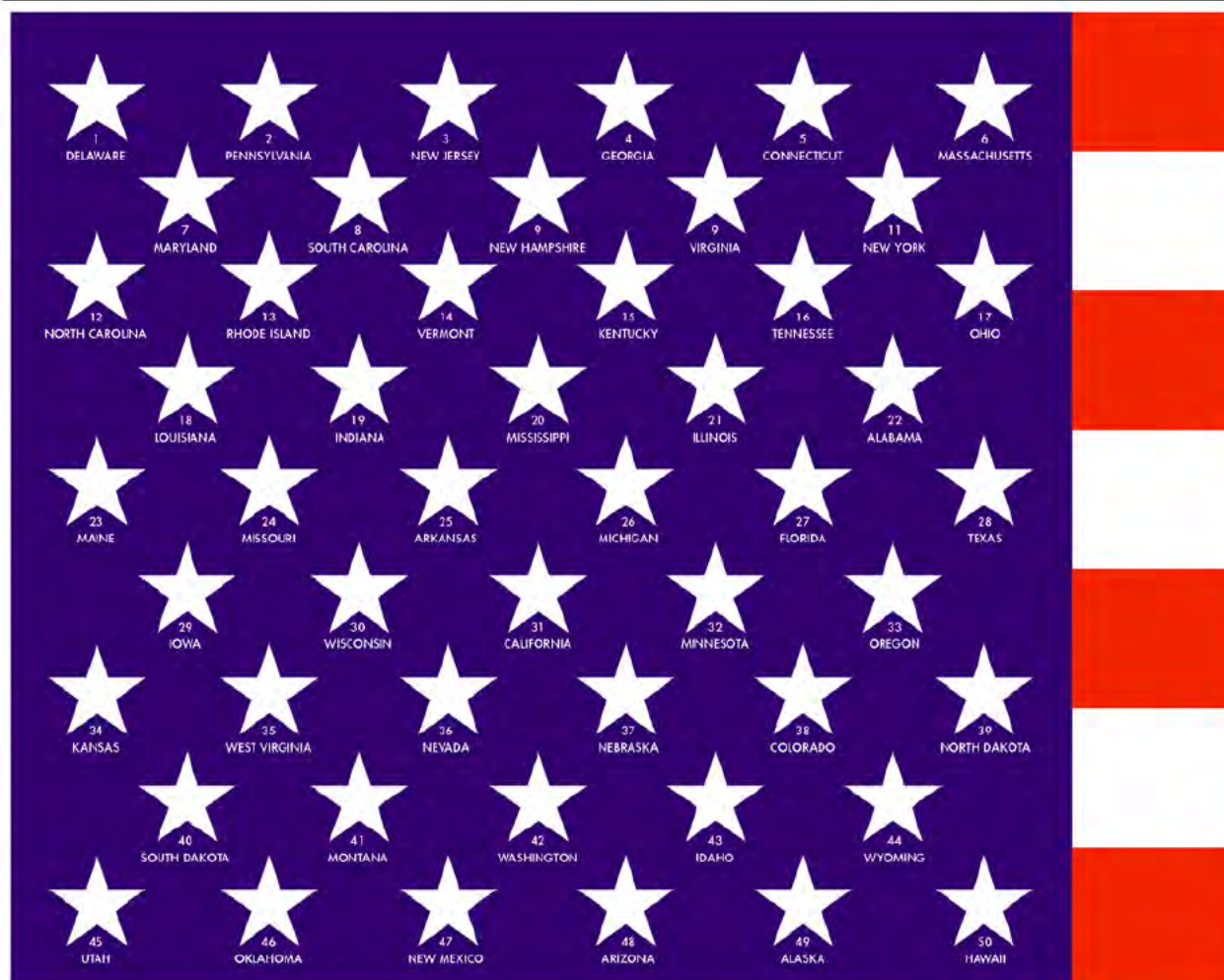
1. Read and discuss the article, "Meaning of the Colors of the Flag" from The American Flag Foundation. The students will then focus their attention on the United States Flag. They will discuss the colors used and the symbols of stars and stripes (the colors from the Great Seal of the United States were incorporated into the flag). According to the Continental Congress, the meaning of the colors: Red — hardiness and valor (courage); White — purity and freedom; Blue — vigilance, perseverance, justice (loyalty). "By implication, these are also the meanings of the colors on our Flag," Vera Rollo, author of The American Flag.
2. On a blank flag, write the name of the 13 colonies each of the 13 stripes. [Optional: also label your state's star, and other stars.]
3. Write to your representative in Congress to request a Flag that has flown over the Capitol in Washington. Include something about your study of the Flag. [Optional: take this piece through the entire writing process.]
4. Have students compose, "What the Flag Means to Me" essays to share with others. [Optional: take this piece through the entire writing process.]
5. Read and discuss "The Flag" Resource Sheet 4, also available at: <http://staging.americanflagfoundation.org/wp-content/uploads/2011/02/The-Flag.pdf>
6. Read and discuss the poem, "I am Your Flag" Resource Sheet 5, also available at: <http://staging.americanflagfoundation.org/wp-content/uploads/2011/02/I-Am-Your-Flag.pdf>.

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

Resource Sheets

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

Lesson 4 Resource Sheet 1: THE UNITED STATES FLAG



- | | | | |
|--------------------|-----------------|-------------------|------------------|
| 1. Delaware | 14. Vermont | 27. Florida | 40. South Dakota |
| 2. Pennsylvania | 15. Kentucky | 28. Texas | 41. Montana |
| 3. New Jersey | 16. Tennessee | 29. Iowa | 42. Washington |
| 4. Georgia | 17. Ohio | 30. Wisconsin | 43. Idaho |
| 5. Connecticut | 18. Louisiana | 31. California | 44. Wyoming |
| 6. Massachusetts | 19. Indiana | 32. Minnesota | 45. Utah |
| 7. Maryland | 20. Mississippi | 33. Oregon | 46. Oklahoma |
| 8. South Carolina | 21. Illinois | 34. Kansas | 47. New Mexico |
| 9. New Hampshire | 22. Alabama | 35. West Virginia | 48. Arizona |
| 10. Virginia | 23. Maine | 36. Nevada | 49. Alaska |
| 11. New York | 24. Missouri | 37. Nebraska | 50. Hawaii |
| 12. North Carolina | 25. Arkansas | 38. Colorado | |
| 13. Rhode Island | 26. Michigan | 39. North Dakota | |

Lesson 4 Resource Sheet 2: Meaning of the Colors of the Flag (Lexile) -1070)

Sentimental writers and orators sometimes ascribe meanings to the colors in the Flag. The practice is erroneous, as are statements on this subject attributed to George Washington and other founders of the country.

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

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

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

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

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

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

The colors are Old Glory Red (PMS 193C), White, and Old Glory Blue (PMS 281C).

(The above article was written by The American Flag Foundation and is from <http://staging.americanflagfoundation.org/wp-content/uploads/2011/02/MEANING-OF-COLORS.pdf>)

Lesson 4 Resource Sheet 3: Stars and Stripes Writing Activity (Lexile 970)

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

services held to honor our national symbol.

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



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

- Your first paragraph should include an introduction on the importance of the Flag and its history to our country.
- The Second paragraph should include your feelings about the Flag.
- The third paragraph should include what the Flag means to you, your life, our country.
- The last paragraph should summarize your thoughts and ideas about the Flag.

Lesson 4 Resource Sheet 4: THE FLAG – (Lexile 960)

I raised a flag today
A flag with fifty stars
I raised a flag today
A flag with thirteen bars.
I raised a flag today
To honor those who died
I raised a flag today
And then I stood and cried.
I cried and wept and cursed and prayed
And had to wonder "why?"

Angst and anger welled inside me
And then I saw it fly.
The flag snapped briskly in the wind
It unfurled in the sky

Its glory rose above my fears
Its freedom was not denied.
The symbol of our country
The banner of our pride
The flag of these United States

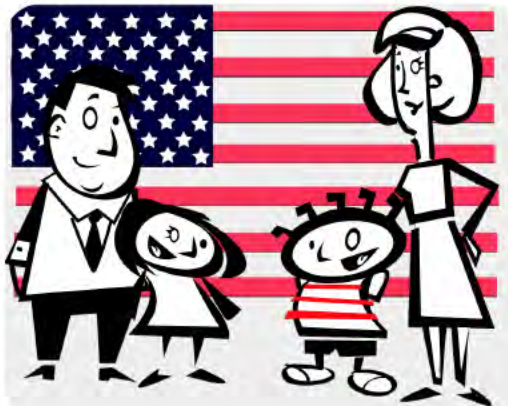
Flew boldly at my side.
I raised a flag today
But the flag, it lifted me.
I raised a flag today
For all the world to see.
I raised a flag today
And upon seeing it, I knew:
Above the dusty, ashen gray would rise
The red, the white, and the blue.

God Bless America

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

➤ Bob, a true patriot

Lesson 4 Resource Sheet 5: I AM YOUR FLAG (Lexile980)



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

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

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

When I come down your street, and you just stand there with your hands in your pockets,

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

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

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

I AM YOUR FLAG

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