



NSDAR Educational Resources Committee

"Flag Bookmark"

Lesson Plan

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Topic: Our Flag: The Flag of the United States of American and the Virtues Depicted in its Design

Grade Level: K-4th grade

Time Allocation: 15-40 minutes

1. **Identify the standards to be addressed:** K-4 National Common Core and the History-Social Science Framework for California Both Common Core and the California "History-Social Science Framework.
2. **Statement of the objective and lesson outcomes:** The CSSDAR Bookmark Lesson "Our Flag" is designed to introduce the meaning behind the design of the Flag of the United States of America to Kindergarten through Fourth Grade students. Additionally, the lesson encourages the children upon the idea that the American Flag is their Flag: a reflection of themselves. Hence, the virtues symbolized in the Flag are those that the students are encouraged to cultivate within themselves.
3. **Materials, resources, and technology to be used by teacher/students:** Each lesson plan includes an age-appropriate version of the "Flag Story", discussion questions that encourage the student to ponder self-application: to become a "flag maker", a supply sheet, drawing instructions, student evaluation guidelines, a lesson enrichment packet which includes poems, quotes, songs and two classroom projects, and ideas on how to use the bookmarks.
4. **Introduction of the topic:** See individual grade level plan
5. **Procedure for instruction:** See individual grade level plan
6. **Lesson closure:** Students will be able to tell what the different parts of the Flag represent and how they can apply the virtues represented in the flag in school, at home, and in their communities as appropriate to the age of the student.
7. **Assessment of student understanding:** Students will draw pictures on a bookmark that represent the virtues as they transfer word to action. The pictures are the tangible representation of what they have learned through reading the story about the flag's development, its symbolism, and pondering a short series of age-appropriate questions about how they can integrate these.

CSSDAR
AMERICAN HISTORY
BOOKMARK LESSON
“OUR FLAG”

BOOKMARK LESSON PRESENTATION

Welcome to CSSDAR American History Bookmark Lesson. This innovative program seeks to develop in younger students a love of country through learning about an iconic American symbol, and the virtues and ideas inherent in it.

The CSSDAR Bookmark Lesson “Our Flag” invites students in Grades Kindergarten through Fourth to explore the meaning of the United States flag in relation to themselves. First, the virtues and ideals expressed by the flag’s colors, stars, and stripes are presented in a story to place the flag’s birth in an historic context. Next, the students are asked a series of questions to encourage them to think about these virtues and how to develop them in their own life. Finally, the flag’s historical context, the virtues it expresses, and their personal application are distilled when the students draw their bookmark. Manual arts integrate the theme components with the students’ personal application. The result is a tangible expression of the students’ understanding of the lesson.

More importantly though, younger students are introduced to the American flag and to some of the essential virtues necessary for the health of the Republic. Thus it is a “living” American History lesson. As Thomas Jefferson noted, “If the children are untaught, their ignorance and vices will in their future life cost us much dearer in their consequence than it would have done in the correction by a good education.” *

Each lesson plan is specifically written for students in each grade level using both National and California Common Core Standards, as well as the History-Social Science Framework for California Public Schools. Thus it helps the students “understand the special role of the United States in world history as a nation of immigrants ** while correlating across subjects, (history, language arts and music), and using the visual/manual arts to enhance the learning experience.

The lesson can be delivered within a class session. The students may complete their bookmarks later in class or at home, depending upon the dynamics of the classroom. Specific guidelines are provided to help the students draw an on-topic bookmark. A “Drawing Your Bookmark/Evaluation” instruction sheet is included in the lesson packet with guidelines to evaluation the students’ grasp of the lesson topic.

The words given to George Washington are a compilation of his own, taken from the historic record, with additions sourced from records of the Second Continental Congress, 1775-1781; the Great Seal of the United States, designed over a period of six years from 1776-1782; and various other publications, including “Our Flag” published by the US House of Representatives in 1977 and 1989, and “Flag: An American Biography” by Marc Leepson.

The actual description pertaining to the meaning of the colors, the stripes, and the stars have been cast into words that are age appropriate. Thus the phrase “purity and innocence” has been transliterated into “love and thinking about others instead of oneself”; “hardiness and valor” became “being brave and strong”; “vigilance, perseverance and justice” became “never giving up, and telling the truth”.

Two quotes encapsulate the personal message of the lesson:

“For you are the makers of the flag and it is well that you glory in the making...” ***

“It is the flag just as much of the man who was naturalized yesterday as of the men whose people have been here many generations.” ****

While the overall message remains constant throughout, the historic detail presented is tailored to each grade level. In addition to the grade-specific lesson plans, each complete packet contains two bookmark templates, a supply sheet, topic-focused quotes, songs, and poems, “Drawing Your Bookmark” instructions, three classroom enrichment projects, lesson evaluation guidelines, and a “How to Use Your Bookmarks” sheet that outlines creative ideas for chapters and schools to use and display the bookmark artwork.

The comprehensive nature of the CSSDAR Bookmark Lesson packet ensures that both teachers and volunteers have all they need to awaken their students to the chapter of United States history they encounter each time they see the United States Flag

Join the adventure! Plant love of country seeds when you introduce this child-friendly activity at your local school. This new Bookmark Lesson program is easy, fun, and a great way to engage the younger students in your area in a “hands on” learning experience.

*Thomas Jefferson in a letter to Joseph C. Cabell, 1818.

**Franklin Knight Lane, (1864-1921), Secretary of the Interior under President Woodrow Wilson, one of the fathers of the National Park System.

***Henry Cabot Lodge, (1850-1924), US Senator 1893-1924, US Congressman 1887-1893, historian. Wrote “Hero Tales from American History” with Theodore Roosevelt”, biographies and essays.

****California Department of Education, “History-Social Science Framework, adopted 2016.

CSSDAR
AMERICAN HISTORY
BOOKMARK LESSON
“OUR FLAG”

DRAWING YOUR BOOKMARK
FOR STUDENTS/TEACHERS/PARENTS/VOLUNTEERS

Drawing a bookmark can be a lot of fun. It is a picture you can use to mark your place in a book, or give to someone you like as a gift.

The hints listed below will help you draw a great bookmark. It doesn't matter if you think you cannot draw. You will be surprised what you can do!

Think about our American flag, the story and your answers to the questions. This will help you draw a good bookmark.

DRAWING YOUR BOOKMARK

1. Your bookmark should be about you and the American flag.
2. Try to stay within the lines of the bookmark.
3. You may draw a picture with or without words.
4. Your bookmark must be your own work. You may ask for help, but its design and artwork must be your own.
5. Think about the story, the questions and your answers before you begin drawing.
6. Make some sketches before you begin drawing on your bookmark outline.
7. Please do not use stickers.
8. Color contrast, shading, and background help show your ideas and make a good bookmark.
9. Be creative. The more you think about the story and the questions, the more ideas you will have on what to draw.
10. Coloring or making a design in the frame of your bookmark makes your picture stand out.
11. Please do not write your name on your bookmark, unless you write your name very small in a corner. Your picture tells your story.
12. Have fun. This is your bookmark!

CSSDAR
AMERICAN HISTORY
BOOKMARK LESSON
“OUR FLAG”

SUPPLIES
FOR CLASSROOM AND HOMESCHOOL

PRINTING

Two bookmark templates are provided with the “Our Flag” Bookmark lesson packet. One is geared for younger children, the other for older children. Either may be used.

White 65 weight paper or heavier is best for the bookmark template copies. This weight paper will allow the children to take home a personal bookmark. The teacher may decide to slice it out of the page, using the one-armed guillotine (paper cutter) or scissors. It is not recommended that the children attempt to cut out the bookmark from the template sheet.

The Bookmark lesson sheet may be printed on standard copy paper and distributed to the students.

ART EQUIPMENT

Colored pencils, fine-point colored pens, and sharp graphite pencils are best for drawing the bookmarks. Older children may like fine point black drawing pens. Sparkles, gel pens, glue sparkle pens are all recommended to allow those inclined to add that something “extra” to the bookmark. Transfers and stickers should be discouraged.

Stubby crayons are not recommended. However, sharp crayons can be used to good effect. Pastels tend to smudge. Watercolors should only be used if watercolor paper is used for the template. Ditto acrylic paints.

Should an art class wish to participate, the art teacher will certainly know what type of paper/surface is suitable for the project. The bookmark template may be copied by hand, stencil or via copying device onto the desired material.

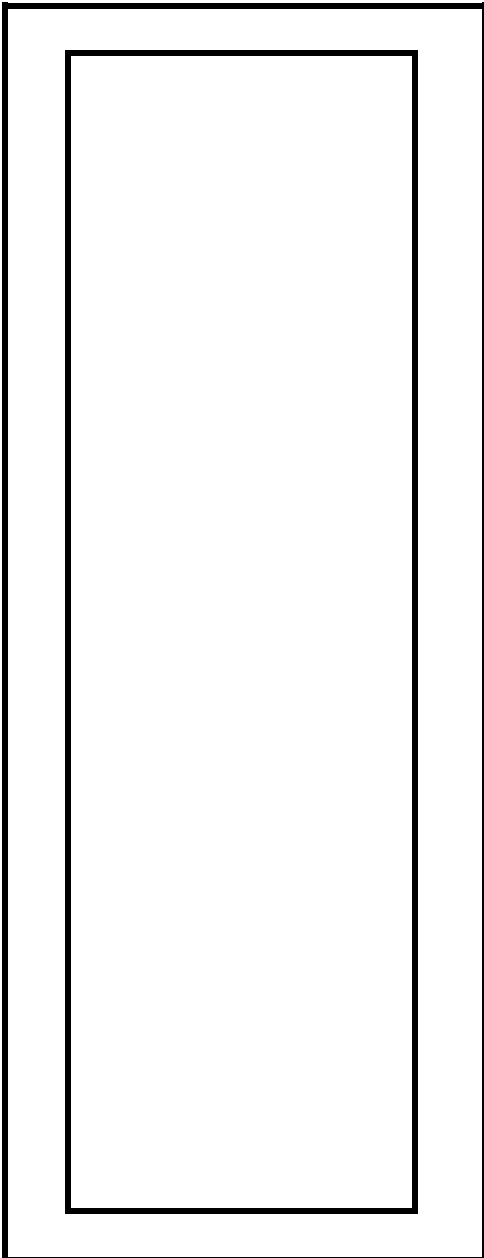
SPARE TEMPLATES

Usually, it is a good idea to give children scratch paper to work out their design ideas before they begin drawing on the heavy bond templates. It does happen now again that a student, after working out their thoughts on scratch paper, begins work on the template, only to have a pen sputter or a color smudge. Ensuring extra bookmark templates are available diffuses the artistic crisis and allows the class project to proceed tranquilly.

Bookmark Template

"Our Flag"

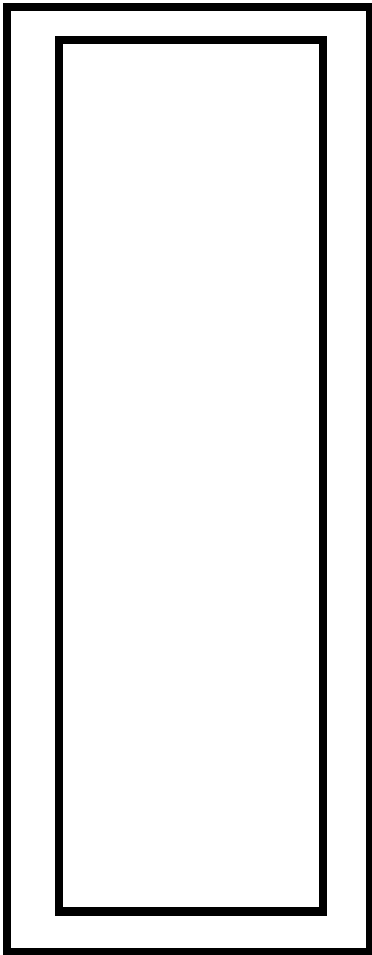
Name _____



SCRATCH PAPER

“OUR FLAG” BOOKMARK TEMPLATE
GRADES THIRD AND FOURTH

STUDENT NAME: _____



California State Society
Daughters of the American Revolution
Bookmark Lesson
Kindergarten
“Our Flag”

“For you are the makers of the flag and it is well that you glory in the making...”
Franklin Knight Lane

Where have you seen the American Flag? Is it in front of your school? Is it in front of your library? On holidays, like the Fourth of July, do you see it flying in your town or in front of homes?

Have you ever asked, “Where does the flag come from? What do the colors and the stars and the stripes mean?” Have you ever thought, “What does the flag mean to me?”

Every country has a flag. When boats travel on the sea, they fly the flag of their country. When sports teams come together from all over the world to play, they carry the flag of their country. Why? Because when we look at their flag, we think of their country, its history and its people.

The American flag is red, white and blue. The stripes are red and white. The square in the upper left hand corner is blue. It has fifty white stars on it.

Our flag was born during the American Revolution. In 1776, George Washington thought the new country should have its own flag. He talked with his friends about the new flag. They thought about what the flag should say about the new country.

They thought about all the people who came to America from many other countries. They thought about the important ideas they shared. They thought about how hard everyone worked to make America a place with hope and freedom.

George Washington said, “We will take the stars from the blue sky, red from the land of our birth, and white, like a fresh piece of paper, because we are starting a new story in this new country.” Then, his friends, said, “Yes. White will mean love and thinking of about others instead of oneself. Red will mean being brave and strong. Blue will mean truth and never giving up. The stars will tell us that that our Creator is always

watching over us. The stripes will be like the rays of the sun, to give us hope of a new day.”

Next, they went to see their friend Betsy Ross. She knew how to sew very well. They told her all about the new flag. They told her about the red and white stripes and the white stars in a blue sky. Then, they asked her if she could make the new flag for the new country. She was so happy and proud! Betsy worked very hard and made a beautiful flag.

The first flag had thirteen white stars made in a circle. The star circle was placed on a dark blue square. Next to it were thirteen stripes: seven red stripes and six white stripes. There was one star and one stripe for each of the thirteen colonies that joined hands under one flag. Together they made the United States of America. When the United States has grown, the number of stars has grown, too. Now our flag has fifty stars, one for each state!

Before you draw your bookmark, think about the American flag and you.

When you look at the red stripes, think about what it means to be brave and strong. Do you know someone whom you think is brave and strong? When are you brave and strong?

Then look at the white stripes. What can you do to show love and that you think about others instead of yourself? What can you do at school or at home?

When you look at the blue square, think about when you kept trying to do something that was very hard. How did you feel when you finally did it?

Then think about what it means to tell the truth? Do you feel happy and proud when you tell the truth, even when it is hard?

Then look at the stars and the rays of the stripes. What do you feel when you think about your Creator watching over you or when you see a fresh, new day begin?

When you draw your bookmark, take one or two of your answers to show what you can do to make the American flag fly strong and free. Be sure to draw the flag in your picture, too.

California State Society
Daughters of the American Revolution
Bookmark Lesson
First Grade
“Our Flag”

“For you are the makers of the flag and it is well that you glory in the making” *

Where have you seen the American Flag? Is it in front of your school? Is it in front of your library, or your fire station? On holidays, like the Fourth of July, or Presidents’ Day, do you see it flying in your town, or in front of homes?

When you say the Pledge of Allegiance, do you wonder, “Where did the flag come from? What do the colors, the stars and the stripes mean?” Have you ever asked, “What does the flag mean to me?”

Every country has a flag. When boats travel on the sea, they fly the flag of their country. When sports teams come together from all over the world, they carry the flag of their country. Why? Because when we look at their flag, we think of their country, its history and its people.

The American flag is red, white and blue. The stripes are red and white. The square in the upper left hand corner is blue. The blue square has white stars on it.

Our flag was born during the American Revolution. At that time, the thirteen colonies had many flags. In 1776, George Washington thought the new country should have its own flag to show that the thirteen colonies had come together under one flag to make one country.

He talked with his friends about the new flag. They thought about what the flag should say about the new country.

They thought about all the different people who came to America from many other countries. They thought about why they came here. They thought about the important ideas they shared. They thought about how hard everyone worked to make America a place where anyone could come to find hope, freedom, and, with hard work, a better life.

George Washington said, “We will take the stars from the blue sky, red from the land of our birth and white, for liberty in this new country.” Then, his friends, said, “Yes. White will mean love and thinking of about others instead of yourself. Red will mean being brave and strong. Blue will mean truth and never giving up. The stars will remind us that that our Creator is always watching over us. The stripes will be the rays of the sun, to give us hope of a new day.”

Next, George Washington went to see his friend, Betsy Ross. She knew how to sew very well. He told her all about the new flag. He drew a picture for her of the flag, with its stars against a blue sky, and its red and white stripes. Then, he asked her if she could make one. She was so happy and proud to sew the new country’s flag. Betsy worked very hard, and made a beautiful one.

The first flag had thirteen five-pointed white stars set in a circle, placed inside a dark blue square, and thirteen stripes: seven red and six white. There was one star and one stripe for each of the thirteen colonies that came together under one flag to make the United States of America. When a state has joined the United States, a star has been added to the flag. Now our flag has fifty stars, one for each state!

Before you draw your bookmark, think about the American flag and you.

When you look at the red stripes, think about what it means to be brave and strong. Do you know someone whom you think is brave and strong? When are you?

Then look at the white stripes. What can you do to show love and that you think about others instead of yourself? What can you do at school, or at home?

When you look at the blue square, think about when you kept trying to do something that was very hard. How did you feel when you finally did it? Then think about what it means to tell the truth? Do you feel happy and proud when you tell the truth, even when it is hard?

Finally, look at the stars and the rays of the stripes. What do you feel when you think about your Creator watching over you or see a fresh, new day begin?

When you draw your bookmark, take one or two of your answers to show what you can do to make the American flag fly strong and free. Be sure to draw the flag, too.

*Franklin Knight Lane, the father of the National Park Service, Secretary of the Interior under President Woodrow Wilson.

California State Society
Daughters of the American Revolution
Bookmark Lesson
Second Grade
“Our Flag”

“For you are the makers of the flag and it is well that you glory in the making...” *

Where have you seen the American Flag? Is it in front of your school? Is it in front of your library or your fire station? On holidays, like the Fourth of July, Memorial Day or Presidents’ Day, do you see it flying in your town or in front of homes?

When you recite the Pledge of Allegiance, do you wonder, “Where does the flag come from? What do the colors, the stars and the stripes mean?” Have you ever asked, “What does the flag mean to me?”

Every country has a flag. When ships travel on the sea, they fly the flag of their country. When sports teams come together from all over the world, they carry the flag of their country. Why? Because when we see their flag, we think of their country, its history and its people.

The American flag is red, white and blue. The stripes are red and white. The rectangle in the upper left-hand corner is blue with fifty white five-pointed stars on it.

Our flag was born during the American Revolution. At that time, there were many different flags in the thirteen colonies. In 1776, George Washington thought that there should be just one flag for all the colonies. This would show the British the colonies wanted to unite to make one new nation.

He talked with his friends about the new flag. They thought about what the flag should say about the new country. They thought about all the different people who came to America from many other countries and why they came here. They thought about the important ideas they shared and how hard everyone worked to make America a place where anyone could come to find hope, freedom and, with hard work, a better life.

Then George Washington said, “We will take the stars from the blue sky, because our new country is a new constellation, red from the land of our birth, ...and white for liberty.” His friends replied, “Yes. White will mean love and thinking of about others instead of oneself. Red will mean being brave and strong. Blue will mean truth and never giving up. The stars will remind us that that our Creator is always watching over us and the stripes will be the rays of the sun, to give us hope of a new day.”

Next, George Washington and his friends visited Betsy Ross in Philadelphia. She was a very good seamstress. They described the flag to her and asked if she could sew the flag for the new nation. She was very happy and proud to be asked to make the new flag. Betsy said she would try her best and she did! She made a beautiful flag.

The first flag had thirteen white, five-pointed stars, set in a circle, placed inside a dark blue square, and thirteen stripes: seven red and six white. There was one star and one stripe for each of the thirteen colonies that came together under one flag to make the United States of America. As the United States of America has grown, so, too, has the number of stars on its flag. When a state has joined the United States, a star has been added to the flag. Now our flag has fifty stars, one for each state!

Before you draw your bookmark, think about the American flag and you. Re-read the quote at the beginning of the lesson. Think about what it means to be a “maker of the flag”. Do you think you could be a “maker of the flag”, too?

When you look at the red stripes, think about what it means to be brave and strong. Do you know someone whom you think is brave and strong? When are you brave and strong?

Then look at the white stripes. What can you do to show love and that you think about others instead of yourself? What can you do at school, at home or in your neighborhood?

When you look at the blue rectangle, think about when you kept trying to do something that was very hard. How did you feel when you finally did it?

Then think about what it means to tell the truth? Do you feel happy and proud when you tell the truth, even when it is hard?

Finally, look at the stars and the rays of the stripes. What do you feel when you think about your Creator watching over you or when you see a fresh, new day begin?

When you draw your bookmark, take one or two of your answers to show what you can do to make the American flag fly strong and free. Be sure to draw the flag in your picture, too.

*Quote from Franklin Knight Lane, father of the National Park Service, Secretary of the Interior under President Woodrow Wilson.

California State Society
Daughters of the American Revolution
Bookmark Lesson
Third Grade
“Our Flag”

“For you are the makers of the flag and it is well that you glory in the making...” *

“It is a flag just as much of the man who was naturalized yesterday as of the man whose people have been here many generations.” **

Where have you seen the American Flag? Is it in front of your school? Is it in front of your library or your fire station? On holidays, like the Fourth of July, Memorial Day, Labor Day or Veterans Days, do you see it flying in your town, or in front of homes?

When you recite the Pledge of Allegiance, do you wonder, “Where does the flag come from? What do the colors, the stars and the stripes mean?” Have you ever asked, “What does the flag mean to me?”, or “What does it mean to “pledge allegiance”?

Every country has a flag. When ships travel on the sea, they fly the flag of their country. When sports teams come together from all over the world, like the Olympics, they carry the flag of their country. Why? Because when we see their flag, we think of their country, its history and its people.

The American flag is red, white and blue. The stripes are red and white. The rectangle in the upper left-hand corner is blue with fifty five-pointed white stars on it.

Our flag was born during the American Revolution. At that time, there were many different flags. There was the British Flag, of course, but the colonists didn’t want to use a British Flag. They wanted to make a new country.

There was the Pine Tree Flag, with a white background, a green pine tree, and “Appeal to Heaven” written on it. There was the Sons of Liberty Flag, with red and white stripes. There was the Liberty Flag, that was blue, with “Liberty” written in the corner. Some towns and regiments had their own flag. There were so many flags it was hard even for the British to figure out who was an enemy and who wasn’t! So, in 1776, George Washington decided the new country should have its own flag, one that would unite everyone.

He talked with some of his friends about the new flag. They thought about what the flag should say about the new country. They thought about all the different people who came to America from many other countries and why they came here. They thought about the important ideas they shared, like liberty and self-government. They thought about how hard everyone worked to make America a place where anyone could come to find hope, freedom, and, with hard work, a better life.

Finally, George Washington said, “We will take the stars from the blue sky, because our new country is a new constellation, red from the land of our birth, ...and white for liberty.” Then, his friends,

said, “Yes. White will mean love and thinking of about others instead of oneself. Red will mean being brave and strong. Blue will mean truth and never giving up. The stars will remind us that that our Creator is always watching over us, and the stripes will be the rays of the sun, to give us hope of a new day.”

Next, George Washington visited his friend, Betsy Ross, in Philadelphia. She was an excellent seamstress. He described the flag to her and asked if she could make the flag for the new nation. She was very happy and proud to be asked to make the flag. She said she would try and do her very best. She did! Betsy made a beautiful flag.

The first flag had thirteen five-pointed white stars set in a circle, placed inside a dark blue square, and thirteen stripes: seven red and six white. There was one star and one stripe for each of the thirteen colonies that united under one flag to make the United States of America. As the United States has grown, so, too, has the number of stars on its flag. When a state has joined the United States, a star has been added to the flag. Now our flag has fifty stars, one for each state!

Before you draw your bookmark, think about the American flag and you. Re-read the quote at the beginning of the lesson: “For you are markers of the flag...”. What do you think that means? Do you think you can be a maker of the American flag, too?

Next, look at the red stripes. Think about what it means to be brave and strong. Do you know someone whom you think is brave and strong? When are you brave and strong? Is it hard to be brave, especially if you don’t want to be brave?

Then look at the white stripes. What can you do to show love and that you think about others instead of yourself? What can you do at school, or at home or in your community?

When you look at the blue square, think about when you kept trying to do something that was very hard. How did you feel when you finally did it? Then think about what it means to tell the truth? Do you feel happy and proud when you tell the truth, even when it is hard?

Finally, look at the stars and the rays of the stripes. What do you feel when you think about your Creator watching over you or when you see a fresh, new day begin?

When you draw your bookmark, take one or two of your answers so you can show what you can do to make the American flag fly strong and free and live the promise started by George Washington. Be sure to draw the flag in your picture, too.

*Quote from Franklin Knight Lane, (1864-1921), father of the National Park Service, Secretary of the Interior under President Woodrow Wilson.

**Quote from Henry Cabot Lodge, (1850-1924), US Senator, Congressman (1887-1924) and historian.

California State Society
Daughters of the American Revolution
Bookmark Lesson
Fourth Grade
“Our Flag”

“For you are the makers of the flag and it is well that you glory in the making...” *

“It is the flag just as much of the man who was naturalized yesterday as of the men whose people have been here many generations.” **

Where have you seen the American Flag? Is it in front of your school? Is it in front of your library or your fire station? On holidays, like the Fourth of July, Memorial Day, Veterans Day, or Martin Luther King Day, do you see it flying in your town or in front of homes?

When you look at the flag, do you wonder, “What do the colors, the stars and the stripes mean?” Have you ever asked yourself when you recite the Pledge of Allegiance, “What does the flag mean to me? What am I promising when I say, “I Pledge Allegiance?”

Every country has a flag. When ships travel on the sea, they fly the flag of their country. When sports teams come together from all over the world, like during the Olympics, they carry the flag of their country. Why? Because when we see their flag, we think of their country, its history and its people.

Henry Ward Beecher said, “A thoughtful mind, when it sees a Nation’s flag, sees not the Flag only, but the Nation itself...the principles, ...the history which belongs to that Nation...” ***

The American flag is red, white and blue. The stripes are red and white. The rectangle in the upper left-hand corner is blue with fifty white five-pointed stars on it.

Our flag was born during the American Revolution. When the Revolution started the colonists didn’t have just one flag. They had many. There was the British Flag, of course, but the colonists didn’t want to use a British Flag. They wanted to make a new country. There was the Sons Of Liberty Flag, with red and white stripes; the Liberty Flag, that was blue, with the word “Liberty” written in a crescent in the corner; the Pine Tree Flag, that was white, with a green pine tree, and the words, “Appeal to

Heaven” written above the tree. There were even flags from different towns and regiments. Sometimes, even the British didn’t know who was their enemy and who wasn’t!

In January 1776, George Washington thought the new country should have its own flag. He talked with some of his friends about the new flag, too. They wanted the flag to represent the new country that was just being born.

So they thought about all the different people who came to America from many other countries. They thought about why they came here. They thought about how hard everyone worked to make America a place where anyone could come to find hope, freedom and, with hard work, a better life. They thought about the important ideas they shared, especially that this new nation would be different from all the others. Life, liberty and the pursuit of happiness, they believed, came from the Creator, not from a king or queen. So instead, they would have a President and a government chosen by the people of their new country.

Finally, George Washington said, “We will take the stars from the blue sky, because our country is a new constellation, red from the land of our birth, ...and white for liberty.” Then, his friends, said, “Yes. White will mean liberty and love and thinking of about others instead of oneself. Red will mean being brave and strong. Blue will mean truth and never giving up. The stars will remind us that that our Creator is always watching over us, and the stripes will be the rays of the sun, to give us hope of a new day.”

Next, George Washington and his friends visited Betsy Ross, who lived in Philadelphia. She and her family had known George Washington for a long time. He knew that she was an excellent seamstress. They told her that they wanted her to make a new flag for the new nation, and drew a picture of its design. Betsy felt very proud to be asked to make the flag for her new country. She promised to do her very best. Betsy worked hard sewing our nation’s first flag. It was beautiful!

The first flag had thirteen five-pointed white stars set in a circle, placed inside a dark blue square, and thirteen stripes: seven red and six white. There was one star and one stripe for each of the thirteen colonies that came together under one flag to make the new United States of America. When a new state joined the United States, a star was added to the flag. Now our flag has fifty stars!

Before you draw your bookmark, think about the American flag and you. Re-read the quote at the beginning of the lesson: “For you are a makers of the flag...”. What do

you think it means to be “the maker of the flag”? Do you think you could be a “maker of the flag”, too?

Next, look at the red stripes. Think about what it means to be brave and strong. Do you know someone whom you think is brave and strong? When are your brave and strong?

Then look at the white stripes. What can you do to show love and thinking about others instead of yourself? What can you do at school or at home? What does liberty mean to you? Does the idea make you feel excited and responsible all at the same time?

When you look at the blue rectangle, think about when you kept trying to do something that was very hard. How did you feel when you finally did it, instead of giving up? Then think about what it means to tell the truth? Do you feel happy and proud when you tell the truth, even when it is hard?

Finally, look at the rays of the stripes and the stars. What do you feel when you see a fresh, new day begin and think about your Creator watching over you? Do you feel hope? Can you imagine the hope George Washington had when the United States of America was just getting started? What can you do to make that hope happen in your home, school or community?

When you draw your bookmark, take one or two of your answers so you can show what you can do to make the American flag fly strong and free and live the promise started by George Washington. Be sure to draw the flag in your bookmark, too.

*Franklin Knight Lane, (1864-1921), father of the National Park Service, Secretary of the Interior under President Woodrow Wilson

.
**Henry Cabot Lodge, US Senator 1893-1924, US Congressman 1887-1893), historian: wrote “Hero Tales from American History” with Theodore Roosevelt”, biographies and essays.

***Henry Ward Beecher, (1813-1887), celebrated anti-slavery Congregational Church pastor, social reformer, speaker and writer.

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APPENDIX/ADDITIONAL ACTIVITIES

These three additional classroom activities can be pursued in connection with the Bookmark Lesson to enhance the lesson’s message.

THE CLASSROOM FLAG

-SUPPLIES

- Butcher paper, 4 feet long by about 2 feet wide.
- Red construction paper, cut in 7 strips
- White construction paper, cut in 6 strips
- White five-point paper stars, one for each member of the class
- Blue construction paper
- Sharpie pen, or other wide-point pen **or**
- Photographs of each child’s face in the class.

-FORMAL DIMENSIONS

The dimensions of the American Flag were formalized under President Taft in 1912. At that time, President Taft noted that there were sixty-six different sizes of the flag in use in the Executive Department.

The official ratios are as follows:

The overall height: 1

The overall width: 1.9

Stripe height: $1/13^{\text{th}}$ of 1 or .0769/1.

The upper stripe length, those that meet the blue field are 1.9 minus .76 or 1.14 long.

The lower stripes are 1.9 long.

The blue field height: .538/1

The blue field length: .76/1.9

The star diameter is .0616/1.

-YOUR DIMENSIONS

Unless one wishes to measure to the millimeter, approximating the size of the American Flag is the way to go. The most important points to remember are: the top of the flag has the blue field on the left and a red stripe on the right; there is a red stripe at the bottom of the flag; and the bottom of the fourth red stripe lines up with the bottom of the blue field. That point is called the “union”.

If you start with a blank, white piece of butcher paper, two feet in height, the outer dimensions of your flag will be:

24” high by 45.6” wide.

Each stripe will be just a shade under two inches high (1.845 inches).

The upper stripes will be 27.6" wide.
The lower stripes will be 45.6" wide.
The blue field is about 13' high and about 18" wide.

- CONSTRUCTION

Use the butcher paper as your backing. Glue the cut blue construction paper in the upper left-hand corner. Glue one short red stripe next to the blue at the top of your butcher paper backing. Alternate gluing your red and white stripes. Make certain that your fourth red stripe base meets the base of your blue field, forming a clean line. Then glue your long white and red stripes onto the butcher paper backing. Your last stripe is red. Trim the backing to tidy the edges.

To make the stars, follow the instructions below "On How to Make a Five-Point Star in One Snip". On each star, either affix a photograph of each child or write the child's name. Glue the stars in the blue field

This classroom flag helps the students visualize these words of Franklin Knight Lane:

“For you are the makers of the flag and it is well that you glory in the making...”

When the students look at the classroom flag, they begin to understand that their thoughts and actions affect those around them, at home and at school, in their community, and by extension, to the country as a whole. Thus, the idea is planted that opening lines of the Declaration of Independence, especially "life, liberty and the pursuit of happiness" confers responsibility. Even the youngest students can think about growing up to be thoughtful people, ready to accept the responsibilities of being an "informed citizen" of the United States. While the students cannot assume adult roles, they can nurture good habits by being kind to someone who isn't popular, forgiving someone who has hurt them or helping out with chores in the classroom and at home. Little press-on stars can be placed on their star, or around the stars when a student completes an assignment, finishes a book, helps a classmate, or does something else worthy of note.

Further, each child can be given a flag to take home, so they can share their school experience with their family members.

THE FIVE-POINT STAR IN ONE SNIP

Did you know that years ago almost all girls were taught how to sew? As soon as a girl was old enough to handle a needle and thread, she began her sampler to learn all the stitches she would need to accomplish the sewing for her family.

Indeed, before the days of the sewing machine, girls and women frequently did all the sewing for the family. Some seamstresses and needlewomen earned money for the themselves and their families by plying their needle by making whites (underclothes), stitching fancy pieces (stomachers, collars, fichus, flounces), designing and stitching gowns, embroidering and making lace.

Stars were a popular cut piece. These were often embroidered and then sewn onto petticoats or made into sleeve or fichu insets. Small stars could decorate handkerchiefs, cap ends, napkins, or any number of small articles.

The perfect star was very easy to make, with just one snip of the scissors! All that was needed was a 4:5 rectangle or a square and some folding. Then, snip! A star was born.

Betsy Ross knew exactly how to make the stars for the first American flag. That is why some scholars believe that the perfect five-point star on the American flag originated from the knowledge of this skilled embroiderer and seamstress. The five-point star was the easiest star to make quickly and perfectly, every time.

NOTE: Before presenting this to the class, practice the folding technique first. This exercise not recommended for very young children.

Please visit the USHistory.org website, “The Betsy Ross Flag”, **Error! Hyperlink reference not valid.**, for the instructions on how to make a five-pointed star from a square or an 8 ½ by 11 (remove an inch of the length) piece of paper. There is a video, too, for the more visual learners. It is easy and fun to do. Once the perfect angled cut has been mastered, stars will be carpeting the table top.

One interesting note, the shading we see today in the star used for patriotic purposes matches the folds in the star made when folding the paper.

FLAG DAY

June 14th is Flag Day. In his proclamation on 30 May 1916, President Woodrow Wilson stated: “Let us on that day rededicate ourselves to the nation “one and inseparable” from which every thought that is not worthy of our fathers’ first vows in independence, liberty, and right shall be excluded and in which we shall stand with united hearts...” * On June 14th, 1777, the Second Continental Congress passed the Flag Resolution. It decreed: “Resolved. That the flag of the United States be thirteen stripes, alternate red and white; that the union be thirteen stars, white in a blue field, representing a new Constellation.” **

What better way to celebrate Flag Day than with the “Our Flag” bookmarks?

If space permits in the classroom, the students can make a collage of their bookmarks using push pins on a bulletin board near the classroom’s American flag, and recite together the poem “A Song of Our Flag” by E Nesbit, found in the “Poems” appendix.

Flag Day is the perfect time to focus attention on the United States flag, its history, its meaning, and the important role students have to become “flag makers”. See the appendix entitled, “How to Use Your Bookmarks”, for more ideas on how to be creative with bookmarks.

*Proclamation 1335 Flag Day, 30 May 1916. University of California, Santa Barbara, American Presidency Project.

**Journal of the Continental Congress 1774-1779, Vol VIII 1777.

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APPENDIX/POEMS

These poems amplify the message of the “Our Flag” Bookmark Lesson: the students are “makers” of the United States flag. Further, the poems reveal some of the patriotic, geographic and historic aspects inherent in the flag. Students may be encouraged to read these poems aloud as a group, discuss their meaning and self-applicability, and to simply enjoy them, as joyous expressions celebrating the United States flag.

A SONG OF OUR FLAG

Your Flag and my Flag!
And, oh, how much it holds-
Your land and my land-
Secure within its folds!
Your heart and my heart
Beat quicker at the sight;
Sun-kissed and wind-tossed,
Red, blue and white
The one Flag-the great Flag-the Flag for me and you.
Glorified all else beside-the red and white and blue.

Your Flag and my Flag!
To every star and stripe
The drum beats as hearts beat
And fifers shrilly pipe!
Your Flag and my Flag-
A blessing in the sky;
Your hope and my hope-
It never hid a lie!
Home land and far land and half the world around.
Old Glory hears our glad salute and ripples to the sound!

Wilbur D. Nesbit (1871-1927) Writer, poet, humorist.

THE LAND OF LIBERTY

I love my country's pine-clad hills,
Her thousand bright and gushing rills,
Her sunshine and her storms;
Her rough and rugged rocks, that rear
Their hoary heads high in the air
In wild and fantastic forms.

I love her rivers deep and wide,
Those mighty streams that seaward glide
To seek the ocean's breast;
Her smiling fields, her pleasant vales,
Her shady dells, her flow'ry dales,
The haunts of peaceful rest.

I love her forests, dark and lone,
For there the wild bird's merry tone
I hear from morn to night;
And there are lovelier flowers, I ween,
Than o'er in Eastern lands were seen,
In varied colors bright.

Her forests and her valleys fair,
Her flowers that scent the morning air-
All have their charms for me;
But more I love my country's name,
Those words that echo deathless fame,
"The Land of Liberty".

anonymous

THE NAME OF OLD GLORY

Old Glory! Say, who,
By the ships and the crew.
And the long, blended ranks of the grey and the blue.
Who gave you, Old Glory, the name that you bear
With such pride everywhere
As you cast yourself free to the rapturous air
And leap out, full-length, as we're waiting you to?

Who gave you that name, with the ring of the same.
And the honor and fame so becoming to you?
Your stripes stroked in ripples of white and of red,
With your stars at the glittering best overhead
By day or by night
Their delightfulest light
Laughing down from their little square heaven of blue!
Who gave you the name Old Glory? -say, who-
Who gave you the name of Old Glory?

The old banner lifted, and altering then,
In vague lisps and whispers fell silent again.

...

And it spake, with a shake of the voice, and it said:
By the driven snow-white and the living blood-red
Of my bars, and their heaven of stars overhead
By the symbol conjoined of them all, skyward cast,
As I float from the steeple, or flap at the mast,
Or droop o'er the sod where the long grasses nod,
My name is as old as the glory of God.
...So I came by the name of Old Glory.

James Whitcomb Riley (1849-1916) Writer, poet.

THE FLAG GOES BY

Hats off!
Along the street there comes
A blare of bugles, a ruffle of drums,
A flash of color beneath the sky:
Hats off!
A flag is passing by!

Blue and crimson and white it shines,
Over the steel-tipped, ordered lines.
Hats off!
The colors before us fly;
But more than the flag is passing by.

Sea-fights and land-fights, grim and great,

Fought to make and to save the State:
Weary marches and sinking ships,
Cheers of victory on dying lips.

Days of plenty and years of peace;
March of a strong land's swift increase;
Equal justice, right and law,
Stately honor and reverend awe;

Sign of a nation, great and strong
To ward her people from foreign wrong:
Pride and glory and honor-all
Live in the colors to stand or fall.

Hats off!
Along the street there comes
A blare of bugles, a ruffle of drums;
And loyal hearts are beating high:
Hats off!
The flag is passing by!

Henry Holcomb Bennett (1863-1924) Author, journalist, poet.

THE AMERICAN FLAG (excerpts)

I

When Freedom from her mountain-height
Unfurled her standard to the air,
She tore the azure robe of night,
And set the stars of glory there.
She mingled with its gorgeous dyes
The milky baldric of the skies,
And striped its pure, celestial white
With streakings of the morning light.
Then from the mansions of the sun,
She called her eagle bearer down,
And gave into his mighty hand,
The symbol of his chosen land.

V

Flag of the free heart's hope and home!
By angel hands to valour given!
Thy stars have lit the welkin dome,
And all the hues were born in heaven.
Forever float that standard sheet!
Where breathes the foe but falls before us,
With Freedom's soil beneath our feet,
And Freedom's banner streaming o'er us.

Joseph Rodman Drake (1795-1820) Poet.

CONCORD HYMM

Sung at the completion of the Battle Monument in Concord, MA 4 July 1837

By the rude bridge that arched the flood,
Their flag to April's breeze unfurled,
Here once the embattled farmers stood
And fired the shot heard round the world.

The foe long since in silence slept;
Alike the conqueror silent sleeps;
And Time the ruined bridge has swept
Down the dark stream which seaward creeps.

On this green bank, by this soft stream,
We set today a votive stone;
That memory may their deed redeem,
When, like our sires, our sons are gone.

Spirit, that made those heroes dare
To die, and leave their children free,
Bid Time and Nature gently spare
The shaft we raise to them and thee.

Ralph Waldo Emerson (1803-1882) Writer, philosopher, poet.

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APPENDIX/QUOTES

Listed below are quotes that can be used in the classroom to enhance the Bookmark Contest. This list is by no means exhaustive. The quotes are selected to promote discussion in the classroom of the attributes inherent in the American Flag.

George Washington (1732-1799) Statesman, General, First US President.

“We take the star from Heaven, the red from our mother country, separating it by white stripes, thus showing that we have separated from her, and the white stripes shall go down to posterity representing liberty.”

“Let us raise a standard to which the wise and honest can repair: the rest is in the hands of God.”

“Knowledge is in every country the surest basis of public happiness.”

Benjamin Franklin (1706-1790) Printer, writer, statesman, inventor, first US Postmaster, Ambassador to France.

John Adams (1735-1826) Attorney, writer, statesman, Ambassador to Great Britain, second US President.

“Thirteen stripes alternating red and white. And blue: a small square in the upper angle next the flag staff, is a blue field with thirteen stars, denoting a new constellation.”

Henry Ward Beecher (1813-1887) Pastor, writer, social reformer.

“If anyone, then, asks me the meaning of our flag, I say to him-it means just what Concord and Lexington meant: which was, in short, the rising up of a valiant young people against an old tyranny to establish the most momentous doctrine that the world had ever known-the right of men to their own selves and to their liberties.”

“Our flag means all that our fathers meant in the Revolutionary War. It means all that the Declaration of Independence meant. It means justice. It means liberty. It means happiness...Every color means liberty. Every thread means liberty. Every stripe means liberty.”

Orison Swett Marden (1848-1924) Author, physician, inspirational writer.

“With five chances on each hand and one unwavering aim, no boy, however poor, need despair. There is bread and success for every youth under the American flag who has energy and ability to seize his opportunity.”

President Woodrow Wilson (1856-1924) Academic, President of Princeton University, Governor of New Jersey, 28th US President.

Flag Day address/entry into WWI 14 June 1917

“We meet today to celebrate Flag Day, because this flag, which we honor and under which we serve is the emblem of our unity, our power, our thought and purpose as a nation. It has no other character than that which we give it from generation to generation...And yet, though silent, it speaks to us-speaks to us of the past, of the men and women who went before us and of the records they wrote upon it.

We celebrate the day of its birth: and from its birth until now it has witnessed a great history, has floated on high the symbol of great events, of a great plan of life worked out by a great people.

We are about to carry it into battle...to go forth on fields...far away... Once more we shall make good with our lives and fortunes the great faith to which we were born, and a new glory shall shine in the face of our people.”

President Harry Truman (1884-1972) Railroad timekeeper, WWI Captain, shop owner, farmer, Judge, Senator, Vice-President, 33rd US President.

Berlin, 20 July 1945

“This is an historic occasion. We have conclusively proven that a free people can successfully look after the affairs of the world.

We are here today to raise the flag of victory over the capital of our greatest adversary. In doing that, we must remember that in raising that flag, we are raising it in the name of the people of the United States, who are looking forward to a better world in which all the people will have an opportunity to enjoy the good things in life, not just the few at the top.

Let us not forget that we are fighting for peace, and for the welfare of mankind. We are not fighting for conquest...We want peace and prosperity for the world as a whole...if we can put this tremendous machine of ours which has made victory possible, to work for peace we can look forward to the greatest age in the history of mankind. This is what we propose to do.”

US House of Representatives “Our Flag” 1977.

“White signifies purity and innocence. Red hardiness and valour. Blue signifies vigilance, perseverance and justice. The star is the symbol of the heavens and the divine goal to which man has aspired from time immemorial. The Stripe is the symbol

of the rays of light emanating from the sun.” (Quote taken from Charles Thompson, Secretary of the Second Continental Congress.)

Ronald Reagan (1911-2004) actor, SAG President, Governor of California, 40th US President.

“When we honor our flag, we honor what we stand for as a Nation—freedom, equality, justice and hope.”

“As the American Republic grew and prospered and new stars were added to the flag, the ideal of freedom grew and prospered. From the rolling hills of Kentucky to the shores of California to the Sea of Tranquility on the Moon, our pioneers carried our flag before them, a symbol of the indomitable spirit of a free people.”

“And let us never forget that in honoring our flag, we honor the American men and women who have courageously fought and died for it over 200 years, patriots who set an ideal above any consideration of self. Our flag flies free today because of their sacrifice.”

Adrian Cronauer (1938-) Sergeant/American Armed Forces Network/Vietnam, attorney (disbarred), radio host.

“Martin Luther King, Jr, didn’t carry just a piece of cloth to symbolize his belief in racial equality: he carried an American Flag.”

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APPENDIX/SONGS

A country’s patriotic songs often reveal a great deal about its history, aspirations and philosophy. This selection of songs ranges from one popular in Revolutionary times, “Yankee Doodle,” to a favorite during World War II, “This is My Country.” All are well known, including the United States national anthem, “The Star-Spangled Banner.” If possible, students should be able to listen to recordings of some of these songs or sing together some of ones that pique their interest. Singing and hearing thoughts expressed musically are both excellent methods to help students internalize the Bookmark Lesson’s message, as well as to gain a deeper understanding and appreciation of the historic and aspirational aspects of the United States flag.

AMERICA THE BEAUTIFUL

O beautiful for spacious skies, for amber waves of grain,
For purple mountains majesties, above the fruited plain!
America! America! God shed His grace on thee
And crown thy good with brotherhood, from sea to shining sea!

O beautiful for pilgrim feet, whose stern impassion’d stress
A thoroughfare for freedom beat across the wilderness!
America! America! God mend thine ev’ry flaw,
Confirm thy soul in self-control, thy liberty in law!

O beautiful for heroes proved in liberating strife.
Who more than self their country loved, and mercy more than life!
America! America! May God thy gold refine
Till all success be nobleness, and ev’ry gain divine.

O beautiful for patriot dream that sees beyond the years
Thine alabaster cities gleam, undimmed by human tears!
America! America! God shed his grace on thee
And crown thy good with brotherhood from sea to shining sea!

O beautiful for halcyon skies, for amber waves of grain,
For purple mountain majesties above the enameled plain!
America! America! God shed his grace on thee
Till souls wax fair as earth and air and music-hearted sea!

O beautiful for pilgrim feet, whose stern impassioned stress
A thoroughfare for freedom beat across the wilderness!
America! America! God shed his grace on thee
Till paths be wrought through wilds of thought by pilgrim foot and knee!

O beautiful for patriot dream that sees beyond the years
Thine alabaster cities gleam undimmed by human tears!
America! America! God shed his grace on thee
Till nobler men keep once again thy whiter jubilee!

Katherine Lee Bates (1859-1929) Author, English professor, Wellesley College.

This poem was originally entitled "Pike's Peak". It was first published in "The Congregationalist" in its 1895 Fourth of July edition. When Katherine Bates visited Colorado Springs, in 1893, she went up Pike's Peak via mule. She was so inspired by the grandeur of the mountains and her view across the high plains to Kansas, that she composed this poem then.

It was published as "America the Beautiful" in 1910, with music by organist Samuel Ward.

THIS IS MY COUNTRY

This is my country! Land of my birth!
This is my country! Grandest on earth!
I pledge thee my allegiance, America, the bold,
For this is my country to have and to hold.

What difference if I hail from North or South
Or for East or West?
My heart is filled with love for all of these.
I only know I swell with pride and deep within my breast
I thrill to see Old Glory paint the breeze.

With hand upon heart I thank the Lord for this my native land,
For all I love is here within her gates.
My soul is rooted deeply in the soil on which I stand,
For these are mine own United States

This is my country! Land of my choice!
This is my country! Hear my proud voice!
I pledge thee my allegiance, America, the bold,
For this is my country! To have and to hold.

Don Raye (1909-1985) and Al Jacobs (1903-1985), songwriters.
This song was composed in 1940.

AMERICA-MY COUNTRY 'TIS OF THEE

My country, 'tis of Thee, sweet Land of Liberty
Of thee I sing;
Land where my father's died! Land of the Pilgrims' pride!
From every mountain side,
Let freedom ring.

My native country, thee, land of the noble free,
Thy name I love;
I love thy rocks and rills, thy woods and templed hills,
My heart with rapture thrills
Like that above.

Let music swell the breeze, and ring from all the trees
Sweet freedom's song.
Let mortal tongues awake; let all that breathe partake;
Let rocks their silence break,
The sound prolong.

Our father's God to Thee, Author of Liberty,
To Thee we sing.
Long may our land be bright, with Freedom's holy light,
Protect us by Thy might
Great God, our King.

Our glorious land today, 'neath Educations' sway,
Soars upward still.
It's hills of learning fair, whose bounties all may share,
Behold them everywhere
On vale and hill.

Thy safeguard Liberty, the school shall ever be,
Our Nation's pride!
No tyrant hand shall smite, while with encircling might
All here are taught the Right
With Truth allied.

Beneath Heaven's gracious will the stars of progress
Still our course do sway;
In unity sublime to broaden heights we climb,
Triumphant over Time,
God speeds our way!

Grand birthright of our sires, our altars and our fires
Keep we still pure!
Our starry flag unfurled, the hope of all the world,
In peace and light imperaled,
God hold secure!

Samuel Francis Smith (1808-1895) Pastor, missionary, writer. He wrote nearly 150 hymns. This one was composed in 1832.

GOD BLESS AMERICA

God bless America, land that I love,
Stand beside her and guide her
Thru the night with the light from above;

From the mountains, to the prairies
To the oceans white with foam,
God bless America, my home sweet home.

Irving Berlin (1888-1989) Songwriter, composer. This song was composed in 1918.

BATTLE HYMM OF THE REPUBLIC

Mine eyes have seen the glory of the coming of the Lord.
He is trampling out the vintage where the grapes of wrath are stored,
He has loosed the fateful lightning of His terrible swift sword
His truth is marching on.

REFRAIN: Glory! Glory! Hallelujah!
Glory! Glory! Hallelujah!
Glory! Glory! Hallelujah!
His truth is marching on!

I have seen Him in the watch-fires of a hundred circling camps,
They have builded Him an altar in the evening dews and damps,
I can read His righteous sentence by the dim and flaring lamps,
His day is marching on.

REFRAIN

I have read a fiery gospel writ in burnish'd rows of steel,
"As ye deal with my contemnors, so with you my grace shall deal,"
Let the Hero, born of woman, crush the serpent with his heel,
Since God is marching on.

REFRAIN

He has sounded from the trumpet that shall never call retreat,
He is sifting out the hearts of men before His judgement seat,
Oh, be swift, my soul, to answer Him! Be jubilant my feet!
Our God is marching on.

REFRAIN

In the beauty of the lilies Christ was born across the sea,
With a glory in His bosom that transfigures you and me:
As He died to make men holy, let us die to make men free,
While God is marching on.

REFRAIN

Julia Ward Howe (1819-1910) Author. The song, inspired by Mrs. Howe's meeting with President Lincoln, was composed in 1861. After its publication in the "Atlantic Monthly" in February 1862, it became quite popular.

YANKEE DOODLE

Yankee Doodle went to town, a-riding on a pony,
Stuck a feather in his cap, and called it "macaroni".

*CHORUS

Yankee doodle, keep it up, Yankee doodle dandy;
Mind the music and the step,
And with the girls be handy.

Father and I went down to camp, along with Captain Gooding;
And there we saw the men and boys, as thick as hasty pudding.*

There was Captain Washington upon a slapping stallion,
A-giving orders to his men, I guess there was a million. *

And then the feathers on his hat, they looked so' trarnal fin-a
I wanted pockily to get to give to my Jemima.*

And then we saw a swamping gun, large as a log of maple;
Upon a deuced little cart, a load for father's cattle.*

And every time they shoot it off, it takes a horn of powder;
It makes a noise like father's gun, only a nation louder. *

I went as nigh to one myself, as Siah's underpinning;
And father went as nigh agin, I thought the deuce was in him. *

We saw a little barrel, too, the heads were made of leather;
They knocked upon it with little clubs, and called the folks together. *

And there they'd fife away like fun, and play on cornstalk fiddles,
And some had ribbons red as blood, all bound around their middles. *

The troopers, too, would gallop up and fire right in our faces;
It scared me almost to death to see them run such races.*

Uncle Sam came there to change some pancakes and some onions,
For' lassies cake to carry home to give his wife and young ones.*

But I can't tell half I see they kept up such a smother;
So I took my hat off, made a bow, and scampered home to mother.*

Cousin Simon grew so bold, I thought he would have cocked it;
It scared me so I streaked it off, and hung by my father's pocket.*

And there I saw a pumpkin shell, as big as mother's basin;
And every time they touched it off, they scampered like a nation.

Yankee doodle, keep it up, Yankee doodle dandy;
Mind the music and the step,
And with the girls be handy.

The authorship of "Yankee Doodle" is debated. This "Yankee Doodle" is one of many versions extant.

I'M A YANKEE DOODLE DANDY

I'm a Yankee Doodle Dandy
A Yankee Doodle, do or die
A real live nephew of Uncle Sam
Born on the Fourth of July.

I've got a Yankee Doodle sweetheart
She's my Yankee Doodle joy
Yankee Doodle came to London
Just to ride the ponies
I am the Yankee Doodle Boy!

George M. Cohen (1878-1942) Dramatist, composer, theatre director, actor. This song is from his musical "Little Johnny Jones", produced in 1904. More verses can be found on the internet by typing "I'm a Yankee Doodle Dandy Cohen". Many sites have all the verses.

YOU'RE A GRAND OLD FLAG

You're a grand old flag, you're a high-flying flag
And forever in peace may you wave.
You're the emblem of the land I love.
The home of the free and the brave.
Every heart beats true 'neath the Red, White and Blue,
Where there's never a boast or a brag.
Should auld acquaintance be forgot,
Keep your eye on the grand old flag.

George M. Cohen (see above)

This song was written in 1906 for his musical "George Washington, Jr".

THE STAR-SPANGLED BANNER

O say can you see, by the dawn's early light,
What so proudly we hail'd at the twilight's last gleaming,
Whose broad stripes and bright stars through the perilous fight
O'er the ramparts we watch'd were so gallantly streaming?
And the rocket's red glare, the bomb bursting in air,
Gave proof through the night that our flag was still there,
O say does that star-spangled banner yet wave
O'er the land of the free and the home of the brave?

On the shore dimly seen through the mists of the deep
Where the foe's haughty host in dread silence reposes,
What is that which the breeze o'er the towering steep
As it fitfully blows, half conceals, half discloses?
Now it catches the gleam of the morning's first beam,
In full glory reflected now shines in the stream,
'Tis the star-spangled banner - O long may it wave
O'er the land of the free and the home of the brave!

And where is that band who so vauntingly swore,
That the havoc of war and the battle's confusion
A home and a Country should leave us no more?
Their blood has wash'd out their foul footsteps' pollution.
No refuge could save the hireling and slave
From the terror of flight or the gloom of the grave,
And the star-spangled banner in triumph doth wave
O'er the land of the free and the home of the brave.

O thus be it ever when freemen shall stand
Between their lov'd home and the war's desolation!
Blest with vict'ry and peace may the heav'n rescued land
Praise the power that hath made and preserv'd us a nation!
Then conquer we must, when our cause it is just,
And this be our motto—"In God is our trust,"
And the star-spangled banner in triumph shall wave
O'er the land of the free and the home of the brave.

This version is from the Key's manuscript in the Maryland Historical Society Collection.

Francis Scott Key (1779-1843) Author, attorney, amateur poet.
This song composed during the War of 1812, was inspired by the bombardment of Fort McHenry by the British during the Battle of Baltimore in 1814.

CSSDAR
AMERICAN HISTORY
BOOKMARK LESSON
“OUR FLAG”

APPENDIX/HOW TO USE YOUR BOOKMARKS

Bookmarks are a work of art by their nature. This program offers the classroom, school and parents the opportunity to “be creative with bookmarks.”

If the school, classroom or family has the resources, the bookmarks can be made into posters, illustrations, notecards, flags and bookmarks. Even art exhibits have been made with bookmarks. Fundraising has been very successful by using bookmark-based art as raffle items.

BOOKMARKS

Many schools have used bookmarks to promote school events, by printing the bookmark on the front of the card stock and the promotional event on the reverse. For a special day, like Memorial Day, Flag Day, Martin Luther King Day, Presidents’ Day or Veterans Day, some schools have printed a quote, song or message on the reverse of the bookmark.

Those receiving the bookmark have a cheerful reminder to donate, attend the event, ponder a thoughtful message, be encouraged to read or remember a loved one.

Children often enjoy reading a book at home if they can use their own bookmark to mark the page.

POSTERS

Enlarged, the bookmarks make great posters. These can be used as an art show, hallway art, promotion for a school event or a special day. The creative aspect of the bookmark lends itself to posters. Art shows and hallway art are especially popular.

FLAGS

Many printing services can replicate bookmark art on fabric. These “flags” have been used to promote school events, church events, alumni days and special events.

TILES

Local tile makers have been able to replicate bookmark art on single tiles, or a tile set. Several schools have made these available to parents for donations to the school, raffles, permanent wall decorations and personal art for the home.

NOTECARDS

The bookmarks are perfectly suited to be printed vertically on fold-over white notecards. Some schools have had a great response from parents by offering to print a set of bookmark-personalized notecards. Additionally, many home printing systems can size the bookmark to fit stationery and note cards. Who wouldn’t want such great stationery?

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BOOKMARK LESSON
“OUR FLAG”

DRAWING YOUR BOOKMARK/EVALUATION
TEACHERS/PARENTS/VOLUNTEERS

Drawing a bookmark can be a wonderful experience for a child. However, for those children who believe they cannot draw, the Bookmark Lesson presents a quandary. It is important to work with these children to develop ideas they can use to draw their bookmark. Sometimes, simply helping a child think of two or three words they can print on their bookmark can encourage them to add a simple illustrative drawing.

The evaluation of the Bookmark Lesson is straightforward.

1. Use the “Drawing Your Bookmark” (see below) instructions as a guideline.
2. Did the student follow the instructions?
3. Did the student complete the drawing?
4. Does the bookmark contain a United States flag?
5. Does the bookmark contain some representation of the questions posed in the lesson?
6. How well did the student express “maker of the flag”?
7. How well did the student use color to express the topic?

Evaluation of art can be somewhat an exercise of “in the eye of the beholder”, yet the evaluation list above provides the guidelines to determine if the student has achieved basic mastery of the lesson.

DRAWING YOUR BOOKMARK

1. Your bookmark should be about you and the American Flag.
2. Try to stay within the lines of the bookmark.
3. You may draw a picture with or without words.
4. Your bookmark must be your own work. You may ask for help, but its design and artwork must be your own.
5. Imagine being a “maker of the flag” before you begin sketching.
6. Make some sketches before you begin drawing on your bookmark outline.
7. Please do not use stickers.
8. Color contrast, shading, and background help show your ideas and make a good bookmark.
9. Be creative. The more you think about the story and the questions, the more ideas you will have on what to draw.
10. Coloring or making a design in the frame of your bookmark helps your picture stand out.
11. Please do not write your name on your bookmark, unless you write your name very small in a corner. Your picture tells your story.