

For Which It Stands

*A DVD about the history
of the flag of the United States,
the significance and meaning of our flag,
and respecting and caring for our flag.*

Teacher's Guide

*For the 20-minute linear video
and*

*Interactive enhancements
associated with segments of the video*



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Contents

Credits	iii
Introduction.....	1
Objectives.....	2
Program Summary	3
Before the Using the DVD	8
Basic DVD Operating Instructions	9
Using the DVD	9
After Using the Video Portion of the DVD ...	10
Enhancement Activities	14
Enhancement Activity 1: George Learns the Pledge.....	15
Enhancement Activity 2: Rally 'Round the Flag.....	19
Enhancement Activity 3: Flag Timeline	24
Enrichment Activities.....	28
Further Resources	29
Blackline Masters/Other Forms	33

Introduction

The *For Which It Stands* DVD is a multimedia instructional resource for school flag education programs conducted by American Legion members and/or by professional educators throughout the United States. It is intended primarily for use with students in the upper elementary and middle/junior high school grades.

A 20-minute linear video is a major element of the *For Which It Stands* DVD. The video uses a compelling story to provide instruction on the history, the significance and meaning, and the care of and respect for the United States flag. Periodically, users can stop the video and examine issues in more depth. After completing each of these enhancement activities, users can return to the video and continue viewing. In the enhancements, students can examine the meaning of the Pledge of Allegiance, get answers to questions about appropriate care and respect for the flag, and create and analyze a flag timeline. There is also a glossary of flag terms on the DVD.

Users will be able to view the video without stopping for the enhancements. They can view the video and choose enhancements to pursue. Or users can move directly to specific sections of the video and use the associated enhancement activities as desired.

The video, enhancements, and activities contained in this guide are designed to support state flag instruction laws* and are consistent with state education standards in civic education for upper elementary and middle/junior high schools.

Objectives

The purpose of these materials is to increase students' understanding of the history, the significance and meaning, and the care of and respect for the flag of the United States.

After viewing the DVD, using the enhancements, and participating in the activities in this guide, students will be able to:

- articulate the fundamental American ideals symbolized by the flag of the United States
- explain the meaning of the Pledge of Allegiance

* According to a study published by the National Flag Foundation in 1992 and revised in 1999, most states have flag instruction laws. The laws are in three groups:

- **Etiquette:** Instruction in flag etiquette/Conduct of patriotic exercises
- **Pledge:** Pledge of Allegiance salute
- **Citizenship:** Instruction in the U.S. Constitution, state constitutions, patriotism, free enterprise system, good citizenship.

- identify specific ways to care for and respect the flag
- describe the evolution of the flag of the United States

Program Summary

Opening

The program begins with Joe, who is reading the introduction of his paper to his teacher. She interrupts him to say that what he is outlining does not seem to have anything to do with the assigned theme, the American flag. She says, "I don't see what snakes or an all-star team have to do with the American flag." That's when Joe begins his story.

Respect the Flag

We see that last summer, Joe's older brother Matt, an Army veteran, took him to a baseball game. When the playing of the National Anthem is announced, everyone stands. As the anthem plays, Matt looks over at Joe and tells him to remove his hat. This later leads to an argument in which Matt insists that Joe should respect the flag by removing his hat. Joe retorts, "Who cares? It's just a crummy piece of material."

Matt explains that when the flag passes you, or when the National Anthem is played,

you remove your hat with your right hand and hold it at your left shoulder so that your right hand is over your heart. He goes on to say that if he had been in uniform, he would have saluted the flag. Joe responds that those behaviors are for old people and, besides, taking off your hat and putting your hand over your heart is “lame.” Matt comes back with, “Was it lame for me to be in the army? Was it lame when Grandpa defended our country? Is it lame to be an American?” They near home angry with each other.

Pledge of Allegiance

As they approach home, Matt quizzes Joe about the Pledge of Allegiance. Joe is able to say it, mechanically, but it is clear that he does not really know what the Pledge means. Their feud continues.

Care for the Flag

Days later, Joe is playing catch in the back yard with his friend Juan. Joe tells Juan, for the 174th time, that he made the all-star baseball team. Just then, Joe’s next door neighbor, Uncle Roy, comes out of his house and is standing near his flag pole.

Uncle Roy explains that he needs to replace his torn flag. He will take the old one to the local American Legion post for disposal. He points out that “You never throw away an

American flag. You respect it. You treat it with honor.” He lowers the old flag.

Next, in a documentary-like segment, Uncle Roy describes various ways in which the flag should be cared for and respected. He describes how the American flag should be positioned when flown with other flags, he dispels the myth that flags must be destroyed when they touch the ground, and he tells how to dispose of faded or torn flags.

At the end of the segment we return to Joe’s story. We see Uncle Roy hoisting his new flag.

Flag History

The boys see Uncle Roy place his hand over his heart as he looks up at the new flag. For Joe, something is beginning to sink in about the significance of the flag. Suddenly, Juan notices a snake. Joe indicates that Uncle Roy knows a lot about snakes. Before he can go on to explain, the scene moves back to school, where the teacher is concerned that, with his discussion of snakes, Joe is getting off the topic of flags.

Joe then goes on to explain that some of the first American flags had snakes on them. He describes the “Don’t Tread on Me” flag that had a snake on it. He describes several other flags that are part of our nation’s history: the Grand Union flag, that featured stripes, but had a Union Jack in the upper left

corner, the Betsy Ross flag that showed the stars in a circle, the fifteen stars and fifteen stripes flag that inspired the writing of “The Star-Spangled Banner,” and today’s flag.

With that said, Joe’s teacher admits that the snake fits right into a paper about the American flag. She invites him to continue.

Meaning of the Flag

Back to his story, Joe tells about his visit to the firehouse where his brother is stationed. He points out that the firefighters are all volunteers and that community service is a responsibility of every citizen.

Joe notices that there are flags everywhere in the firehouse. This leads to an interview with a firefighter who was at Ground Zero in New York, following the September 11, 2001, attack on America. He tells about his experiences and what the flag meant to him and others there.

Next, we see Joe watching a program about the Olympics on TV. The program features a member of the 2004 U.S. Women’s Olympic Gold Medal Basketball Team. She talks about her experiences and feelings when the American flag was raised as the members of her team received their medals. Matt returns from fighting a fire and notices Joe getting emotional as he watches the program. Joe pretends that he is not affected.

The next day, Joe learns that Uncle Roy had a heart attack and died. He also discovers that Uncle Roy was a veteran. We then see a funeral ceremony for Uncle Roy. Joe describes the scene: An American flag is draped over the coffin. Any honorably discharged veteran is entitled to a burial flag. While anyone can have a flag draped over their coffin, it is an honor usually reserved for veterans and other notables, such as presidents.

Joe says that the flag is never lowered into the grave with the casket. Instead, it is carefully folded and given to family members. In this case it was given to Joe’s mother, and finally to him. Joe reflects that a few weeks ago he could not have cared less about the flag. Now it means something really important to him.

This segment of the program ends with interviews with veterans talking about their military experiences and what the flag means to them.

Closing

We see Joe being introduced as a member of the all-star team. As the National Anthem begins, Joe removes his ball cap with his right hand, places the cap over his shoulder, and has his right hand over his heart. He looks at the player next to him, who is still wearing his cap. Joe tells him, “Take off your hat. Show

some respect for your country.” His teammate complies. Joe looks proud. Matt, in the stands to watch the game, sees what Joe has done, and is proud too.

The program ends, as it started, back in the classroom. Joe’s teacher responds positively and emotionally to his story. It is clear that he has learned a great deal about the meaning of the flag. She invites him to present his work to the entire school on Flag Day.

Before Using the DVD

Use the following activity to stimulate students’ curiosity about the video program (and enhancement activities) they are about to see (and participate in).

1. Ask students, “What does the flag of the United States mean to you?”
2. Give students some time working in pairs or groups of three or four to consider and record their responses to this question.
3. Reconvene the entire class and record student ideas on the chalkboard.
4. Tell students that they are about to see a video program (and participate in enhancement activities) that addresses the general question, “What does the United States flag mean to you?” The video and

enhancements are about the history of the flag of the United States, the significance and meaning of our flag, and respecting and caring for our flag. As students watch the video (and participate in the enhancement activities), have them keep track of how their responses compare with the ideas developed in *For Which It Stands*.

Basic DVD Operating Instructions

- To highlight buttons on the screen, click on the four **Arrow** buttons on your remote control.
- To choose a button on the screen, click on the **Enter** button on your remote control.
- To return to the **Main Menu**, click on the **Title** button or the **Menu** button on your remote control.
- To exit the DVD, click on the **Stop** button on your remote control.

Using the DVD

You can use the *For Which It Stands* DVD in different ways. You can show the 20-minute *For Which It Stands* video, without enhancements. You can show the video and have

students participate in any or all of the three enhancement activities that expand on topics developed in specific parts of the video. You can go directly to a particular chapter of the enhanced video. Or you can go directly to the enhancements. These choices are available on the **Main Menu** of the DVD.

After using the video portion of the DVD, you can conduct the suggested postviewing activities, which appear on the following pages. Suggested plans for introducing and following up on the enhancement activities begin on page 14.

NOTE TO TEACHERS: *If you are interested simply in showing the video “George Learns the Pledge,” go to the **Main Menu** of the DVD, click **Enhancements**, then click **George Learns the Pledge**.*

After Using the Video Portion of the DVD

After showing the video, give students an opportunity to comment on the program, express opinions, or ask questions about what they saw. Then continue, using questions and activities such as the following to structure the discussion. You may need to replay segments of the video. Use the **Chapters** option on the **Main Menu**.

Opening

1. Question: Joe has an assignment to write about the American flag. He starts by listing three things that happened to him last summer: He made the all-star baseball team, Uncle Roy had a heart attack, and he learned that snakes don’t blink. Now that you have seen the video, what does each of these events have to do with the American flag? *(Snakes have been used as symbols on American flags; when Uncle Roy died from a heart attack, Joe got to see how the flag was used to honor him; by the time of the all-star game, Joe had learned how and why to respect the flag, and he was able to start others in the same direction.)*

Respect for the Flag

2. Question: What should you do to show respect for the flag (for example, when the flag passes by in a parade, or when the National Anthem is played at a sporting event)? What if you are wearing a hat? What if a person is in uniform? *(You should stand up, remove your hat with your right hand, and hold it at your left shoulder so that your right hand is over your heart. A person in uniform should salute the flag.)*

Pledge of Allegiance

NOTE TO TEACHERS: *The enhancement activity “George Learns the Pledge” is associated with this segment of the video. It contains a follow-up activity that can be used here, even if your students don’t use the enhancements. For more information, see pages 15–18 of this guide.*

Care for the Flag

- 3. Question:** Uncle Roy tells Joe and his friend Juan about ways to care for and respect the flag. What should be done with a flag that is ripped or faded? What should be done with a flag that touches the ground? *(A ripped or faded flag should be properly destroyed—for example, in an American Legion flag disposal ceremony; if a flag touches the ground, but is in good condition, it can still be displayed.)*

NOTE TO TEACHERS: *The enhancement activity “Rally ’Round the Flag” is associated with this segment of the video. It contains a follow-up activity that can be used here, even if your students don’t use the enhancements. For more details, see pages 19–23 of this guide.*

Flag History

- 4. Question:** How does Joe tie the topic of snakes to the theme of the American flag? *(Some early American flags used a snake as a symbol of vigilance and freedom.)*

NOTE TO TEACHERS: *The enhancement activity “Flag Timeline” is associated with this segment of the video. It contains a follow-up activity that can be used here, even if your students don’t use the enhancements. For more information, see pages 24–27 of this guide.*

Meaning of the Flag

- 5. Question:** In *For Which It Stands* you heard a firefighter, an Olympic athlete, and veterans talk about what the American flag means to them. How were their comments similar and different? *(Answers will vary.)*

Closing

- 6. Activity:** Have students compare their answers to the question, “What does the flag of the United States mean to you?” asked in the opening activity, with the ideas developed in the video portion of the DVD. What would they add to their responses, based on what they saw and did? (If your students complete the enhancement

activities, you might wait until after they finish to do this activity.) (*Answers will vary.*)

Enhancement Activities

The suggested lesson plans that follow are not meant to be prescriptive. (For example, you may decide to have students work on the enhancement activities on their own, at their own pace. Everything students need to know about using the enhancement activities is revealed, as needed, on-screen or by clicking the **Help with Enhancements** button on the **Main Menu**.) Rather, they are intended to serve as ideas that you can use and adapt to the needs of your students and also use in various teaching situations, such as learning stations, computer labs, or small groups. For each activity, the guide provides:

- a learning objective for students
- a description of the activity
- suggestions for activities to complete before and after using the activity

NOTE TO TEACHERS: *To assure the proper operation of the enhancement activities, the **Scan Forward** and **Scan Reverse** buttons have been deactivated.*

Enhancement Activity 1 **George Learns the Pledge**

Learning Objective

To explain the meaning of the Pledge of Allegiance

Description

This animated video, produced by The American Legion, focuses on the meaning of the Pledge of Allegiance. The teacher assigns George the task of leading the class in reciting the Pledge the next day and of explaining what the Pledge means to him. George needs help with the assignment. This is offered by an eagle, the finial at the top of the school flag pole. The eagle introduces George to the meaning of the Pledge.

Before Using

“George Learns the Pledge”

1. Remind students that when they were watching the *For Which It Stands* video, Joe could recite the Pledge of Allegiance, but he really didn't know what the Pledge meant.

2. Indicate to students that they will be seeing a video about George, a boy who has the same problem. In the video George learns some things about the Pledge.
3. Ask students to list the information that George learns about the meaning of the Pledge on a piece of paper as they watch the video.
4. Indicate to students that they will use this information in a follow-up activity.
5. When they complete the enhancement activity, ask students to spend a few minutes reflecting on the question posed at the end of the activity: What did you learn from watching the video?
6. Ask for volunteers to share their thinking with the class. (*Responses will vary.*)

Follow-up Activity

In the video, Joe can recite the Pledge of Allegiance, but he does not really know what it means. This activity is intended to help students explore what the Pledge of Allegiance means to them. Here is a suggested procedure for conducting this activity:

1. Remind students that in the video program Joe could recite the Pledge of

- Allegiance, but he did not really know what it meant. (If students watched “George Learns the Pledge,” remind them that the same was true for him.)
2. Indicate to students that during this activity they will have an opportunity to explore the meaning of the Pledge for themselves.
 3. Divide the class into small groups of three to five.
 4. Distribute copies of the **Pledge of Allegiance** handout to each group. A blackline master appears on page 33.
- NOTE TO TEACHERS:** *You might want to enlarge the **Pledge of Allegiance** handout before making copies for student use. As an alternative, you can go to [The American Legion Web site at www.legion.org/ourflag](http://www.legion.org/ourflag) and download a full-size version of this handout.*
5. Ask the student groups to work their way through the phrases in the Pledge and to agree on a meaning for each phrase. (Encourage students to use what they learned from George to help in their discussions.) Assign a member of each group to record the group’s thinking for each phrase.

6. Circulate among the groups to monitor their work and to answer questions.
7. When students have completed the task, ask for volunteers to share their thinking with the class. Record their responses on a transparency of the **Pledge of Allegiance** handout. Encourage students to comment and expand on what is recorded on the transparency.
8. To conclude the activity, have each student write one or two sentences that expresses what the Pledge means to them, based on what they learned in this activity. Ask for volunteers to share their writing with the class. Ask all students to share their work with you.
9. You might ask for a few volunteers to use the work of the class, as reported on the transparency, to create a classroom poster, indicating how the class interprets the Pledge of Allegiance.

NOTE: See **Further Resources** for links to interpretations of the Pledge of Allegiance. See especially “*Interpretation of the Pledge of Allegiance*” and “*Red Skelton Interprets the Pledge of Allegiance*.”

Enhancement Activity 2 **Rally 'Round the Flag**

Learning Objective

To identify specific ways to care for and respect the flag.

Description

In this activity, students have an opportunity to ask a flag expert, Mike Buss from The American Legion, questions about the respectful treatment, care, and appropriate display of the American flag.

Before Using “Rally 'Round the Flag”

1. Remind students that while they were watching *For Which It Stands*, Uncle Roy described some ways of caring for and respecting the flag. He describes how the American flag should be positioned when flown with other flags, he dispels the myth that flags must be destroyed when they touch the ground, and he tells how to dispose of faded or torn flags.

2. Indicate to students that in this activity they will have a chance to ask questions of a flag expert about the respectful treatment, care, and appropriate display of the American flag.
3. Distribute a copy of the **Flag Questions and Answers** handout to each student to record what he or she learned in this activity. A blackline master appears on page 34

NOTE TO TEACHERS: *You might want to enlarge the **Flag Questions and Answers** handout before making copies for student use. As an alternative, you can go to [The American Legion Web site at www.legion.org/ourflag](http://TheAmericanLegion.org) and download a full-size version of this handout.*

4. When they complete the enhancement activity, ask students to spend a few minutes reflecting on the question posed at the end of the activity: What can you do to treat the flag with respect?
5. Ask for volunteers to share their thinking with the class. (*Responses will vary.*)

Follow-up Activity

To help students learn more about respecting and caring for the flag, you might conduct the

Flag Quiz* activity. (The game can be played several times.) This strategy is designed like the popular TV game show *Jeopardy*—except that the questions are given, and the challenge is to come up with the correct answer. Here is a suggested procedure for conducting this activity:

1. Remind students that Uncle Roy mentioned a few ways to care for and respect the flag. (If students used the “Rally ’Round the Flag” enhancement, remind them that Mike Buss offered some more suggestions of ways to care for and respect the flag.)
2. Indicate to students that in this activity they will learn more about respecting and caring for the flag by playing a quiz game called **Flag Quiz**.
3. Create a game board on a large piece of paper, a transparency or on a chalkboard. Announce the categories and the point values. (See model game board on page 35.)
4. Divide students into teams of three to five.

* Based on Mel Silberman, “Jeopardy Review,” *Active Learning: One Hundred Strategies to Teach Anything* (Boston: Allyn and Bacon, 1996), pp. 83–84.

5. Ask teams to choose a team captain and team scorekeeper.
6. As the game moderator, you are responsible for keeping track of which questions have been asked. As each question is used, cross it off the game board. Put a check mark next to any question that participants have difficulty answering. *You can come back to these questions when the game is over.* (See the sample questions on pages 36–41.)
7. Review the following rules of the game with the class:
 - The team captain who holds up his or her hand first gets the opportunity to answer. Team captains must confer with team members before giving an answer.
 - If the correct response is given, the point value for that category is awarded. If the response is incorrect, the point value is deducted from the team's score, and the other teams have an opportunity to answer.
 - Scorekeepers are responsible for adding and subtracting points for their team.

- The team that gives the last correct answer controls the board.
8. Start the game!

*NOTE: To extend the game, have students examine documents such as Let's Be Right on Flag Etiquette available from The American Legion (P.O. Box 1055, Indianapolis, IN 46206; 317-630-1249) to generate additional questions. Internet links to additional questions can be found in **Further Resources**. See especially "Our Flag" and "Flag Code."*

Enhancement Activity 3

Flag Timeline

Learning Objective

To describe the evolution of the flag of the United States.

Description

In this activity, students are asked to create and then interpret a timeline related to the history of the American flag. They first place six images of historic and modern flags in chronological order. They can then learn more about each of the flags in the timeline. Finally, they will be asked to consider what they learned and reflect on the development of the American flag and what it symbolizes.

Before Using “Flag Timeline”

1. Remind students that while they were watching *For Which It Stands*, Joe described flags that have flown at different points in American history. He talks about the Grand Union flag that featured stripes, but had a Union Jack in the upper left corner, the Betsy Ross flag that showed the stars in a circle, the fifteen stars and

fifteen stripes flag that inspired the writing of “The Star-Spangled Banner,” and today’s flag.

2. Indicate to students that in this activity they will have a chance to learn more about the history of the American flag, by creating a flag timeline.
3. Tell students that when they complete the timeline, they can learn more about each flag used to create the timeline. To help them learn more about each flag, distribute a copy of the **Flag Timeline** handout to students to use as a reference, *after they complete the timeline*. A blackline master appears on pages 42–49.

NOTE TO TEACHERS: *You might want to enlarge the three handouts used in this activity before making copies for student use. As an alternative, you can go to The American Legion Web site at www.legion.org/ ourflag and download full-size versions of these handouts.*

4. When they complete the enhancement activity, ask students to spend a few minutes reflecting on the question posed at the end of the activity: What have you learned about the development of the American flag and what it means, from creating this timeline?

5. Ask for volunteers to share their thinking with the class. (*Responses will vary.*)

Follow-up Activity

There are many stories about who designed the first American flag. There is no doubt, however, about who designed the 50-star flag. It was a high school student named Robert Heft from Lancaster, Ohio. In this activity, students will have an opportunity to learn how the 50-star flag was born. Here is a suggested procedure for conducting this activity:

1. Indicate to students that they are going to learn about the birth of the 50-star American flag.
2. Divide students into groups of three to five. As an alternative, the activity can be done as a class.
3. Distribute a copy of the **Birth of the 50-Star Flag** handout and the **Information Chart** handout to each student. Blackline masters appear on pages 50–53 and page 54, respectively.
4. Have students read the article to themselves or read the article to them.
5. Ask each group to analyze the article using the **Information Chart** as a guide.

Have them record their findings on a separate sheet of paper. Remind students that there can be more than one answer to the questions on the chart.

6. Circulate among the groups to provide assistance and monitor their work.
7. Ask groups to write a short summary of the Robert Heft story, based on the data gathered. Their summaries should provide answers to who, what, when, where, and why questions.
8. Ask for volunteers to share their work with the class. (*Answers will vary.*)

To conclude the activity, ask students to share their reactions to the story of how the current flag was born. Were they surprised by what they read? Were they inspired to design the next flag? What conclusions did they draw about the impact that an individual citizen can have? (*Answers will vary.*)

Enrichment Activities

As an extension of this lesson, you might want your students to complete one or more of the enrichment activities described below. They are available on The American Legion Web site at: www.legion.org/ourflag.



The Changing Pledge

Learning Objective: To explore the evolution of the Pledge of Allegiance

In this activity, students try to solve a mystery about the Pledge of Allegiance. They are asked to detect differences between the current pledge and the October 1892 version. They are also asked to speculate about why those changes occurred. Finally, they can compare their solution with those offered by experts from the National Flag Day Foundation.



Flag Day Proclamation

Learning Objective: To analyze a primary source related to Flag Day

In this activity, students learn about Flag Day and the meaning of the American flag by analyzing a *primary source*—an actual proclamation that the President of the United States issues each year recognizing Flag Day.



Veteran Interviews

Learning Objective: To explore the meaning of the flag

In this activity, students conduct interviews with veterans to determine what the American flag means to them.



With Liberty and Justice for All: The Meaning of the Flag

Learning Objective: To articulate the fundamental American ideals symbolized by the flag of the United States

In this activity, students examine the meanings of the American principles expressed in the Preamble of the U.S. Constitution as a way of gaining a better understanding of what the flag and the nation symbolize.

Further Resources

A. GENERAL

The American Legion Web Site, Flag Page
http://www.legion.org/?section=our_flag

Our Flag
http://www.pueblo.gsa.gov/cic_text/misc/ourflag/titlepage.htm

National Flag Foundation

<http://www.americanflags.org/html/index.flash.html>

B. RESPECT FOR THE FLAG

Smithsonian National Museum of American History:

Star-Spangled Banner Web Site

<http://americanhistory.si.edu/ssb/>

The Flag House and Star-Spangled Banner Museum

<http://www.flaghouse.org/>

National Flag Day Foundation

<http://www.flagday.org/>

Kent, Deborah. *The Star-Spangled Banner*. Chicago:

Children's Press, 1995. (For elementary students.)

Kroll, Steven. *The Story of the Star-Spangled Banner: By the Dawn's Early Light*. New York: Scholastic, 1994.

Out of print—check your library.

Patterson, Lillie. *Francis Scott Key: Poet and Patriot*.

New York: Chelsea House, 1991. (For elementary students.)

Quiri, Patricia Ryon. *The National Anthem*. New York:

Children's Press, 1998. (For elementary students.)

Spier, Peter (illustrator). *The Star-Spangled Banner*.

New York: Dell, 1973. (For elementary students.)

St. Pierre, Stephanie. *Our National Anthem*. Brook-

field, CT: Millbrook Press, 1992. (For elementary students.)

Taylor, Lon. *The Star-Spangled Banner: The Flag*

and the Anthem It Inspired. New York: Harry N.

Abrams, 2000.

C. PLEDGE OF ALLEGIANCE

Interpretation of the Pledge of Allegiance

http://www.legion.org/?section=our_flag&subsection=flag_pledge&content=flag_pledge

History of the Pledge of Allegiance

http://www.legion.org/?section=our_flag&subsection=flag_history&content=flag_history

Red Skelton Interprets the Pledge of Allegiance

<http://www.poofcat.com/july.html>

D. CARE FOR THE FLAG

The Flag Code is available on The American Legion

Web site at: http://www.legion.org/?section=our_flag&subsection=flag_code&content=flag_code

Frequently Asked Questions about the Flag

http://www.legion.org/?section=our_flag&subsection=flag_faq&content=flag_faq

E. FLAG HISTORY

Fort McHenry

<http://www.nps.gov/fomcl/index.htm>

National and Historical American Flags available for downloading

<http://www.law.ou.edu/hist/flags/fedflag.shtml>

The Flag of the United States

<http://www.usflag.org/toc.html>

Furlong, William Rea, and Byron McCandless. *So*

Proudly We Hail: The History of the United States Flag.

Washington, DC: Smithsonian Institution Press,

1981. (For secondary school students.)

Guenter, Scot M. *The American Flag, 1777–1924*. Cranbury, NJ: Fairleigh Dickinson University Press, 1990. (For secondary school students.)

F. MEANING OF THE FLAG

Our Flag

http://www.pueblo.gsa.gov/cic_text/misc/ourflag/titlepage.htm

We the People: The Citizen and the Constitution. Calabasas, CA: Center for Civic Education, 2003.

Patrick, John, and Richard Remy. *Civics for Americans*. Glenview, IL: Scott Foresman, 1980.

Pledge of Allegiance

“I pledge allegiance”

“to the flag”

“of the United States of America”

“and to the Republic”

“for which it stands,”

“one Nation”

“under God,”

“indivisible,”

“with liberty and justice”

“for all.”

Flag Questions and Answers

Question	What did you learn from the flag expert?
1. What is the significance of displaying the flag at half-staff?	
2. How are unserviceable flags destroyed?	
3. Are there penalties for vandalizing the flag?	
4. What is appropriate behavior when the flag is hoisted, lowered, or passed?	
5. What is the proper method for folding the flag?	

For reflection: *The flag of the United States is a symbol of the nation. The flag represents the many freedoms, rights, and responsibilities that we share as Americans. As the symbol of our country, the flag should be treated with care and respect. What can you do to treat the flag with respect?*

Flag Quiz: Model of Game Board

Flag Care 1	Flag Care 2	Flag Care 3
10 points	10 points	10 points
20 points	20 points	20 points
30 points	30 points	30 points
40 points	20 points	40 points
50 points	50 points	50 points

The columns contain five questions/answers of increasing difficulty. This is reflected in the point value given to each.

Flag Quiz Questions/Answers:

Flag Care 1

Point Value	Questions (moderator)		Answers (contestant)
10	How are unserviceable flags destroyed?		When a flag has served its useful purpose, it should be destroyed, preferably by burning. For individual citizens, this should be done discreetly so the act of destruction is not perceived as a protest or desecration. Many American Legion Posts conduct Disposal of Unserviceable Flag Ceremonies on June 14, Flag Day. This ceremony creates a particularly dignified and solemn occasion for the disposal of unserviceable flags.
20	What are the penalties for the physical desecration of the flag?		There are currently no penalties for the physical desecration of the flag. The American Legion and other members of the Citizens Flag Alliance continue working toward securing a Constitutional amendment to protect the flag from physical desecration.
30	Is it proper to fly the flag of the United States at night?		It is the universal custom to display the flag only from sunrise to sunset on buildings and on stationary flag staffs in the open. However, when a patriotic effect is desired, the flag may be displayed twenty-four hours a day if properly illuminated during the hours of darkness. The American Legion interprets "proper illumination" as a light specifically placed to illuminate the flag (preferred) or having a light source sufficient to illuminate the flag so it is recognizable as such by the casual observer.
40	Can the flag be used as wearing apparel?		The flag should never be used as wearing apparel, bedding, or drapery.
50	How should the flag be displayed when it is against a wall or in a window?		When displayed either horizontally or vertically against a wall, the union should be uppermost and to the flag's own right, that is, to the observer's left. When displayed in a window, the flag should be displayed in the same way, with the union or blue field to the left of the observer in the street.

Flag Quiz Questions/Answers:

Flag Care 2

Point Value	Questions (moderator)		Answers (contestant)
10	What is the significance of displaying the flag at half-staff?		This gesture is a sign to indicate that the nation mourns the death of an individual(s), such as the President or former President, Vice President, Supreme Court Justice, member of Congress, secretary of an executive or military department, etc. Only the President of the United States or the governor of the state may order the flag to be half-staffed.
20	Can the United States flag be displayed on days when the weather is inclement?		The flag should not be displayed on days when the weather is inclement, except when an all-weather (nylon or other nonabsorbent material) flag is displayed. However, most flags are made of all-weather materials.
30	Can any part of the flag be used as a costume or athletic uniform?		No part of the flag should ever be used as a costume or athletic uniform. However, a flag patch may be affixed to the uniform of military personnel, firemen, policemen, and members of patriotic organizations.
40	What should be the position of the flag when displayed from a staff?		When the flag of the United States is displayed from a staff projecting horizontally or at an angle from a window sill, balcony, or front of a building, the union of the flag should be placed at the peak of the staff unless the flag is at half-staff.
50	Can a flag that has been used to cover a casket be displayed after its original use?		It would be a fitting tribute to the memory of the deceased veteran and their service to a grateful nation if their casket flag were displayed.

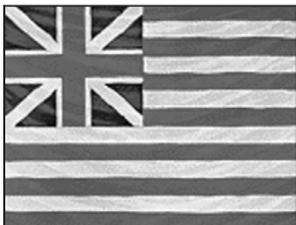
Flag Quiz Questions/Answers:

Flag Care 3

Point Value	Questions (moderator)		Answers (contestant)
10	Are you required to destroy the flag if it touches the ground?		The flag should not touch anything beneath it such as the ground. This is stated to indicate that care should be exercised in the handling of the flag, to protect it from becoming soiled or damaged. You ARE NOT required to destroy the flag when this happens. As long as the flag remains suitable for display, even if washing or dry-cleaning (which is an acceptable practice) is required, you may continue to display the flag.
20	Can the flag be washed or dry-cleaned?		Yes. The decision to wash or dry-clean would depend on the material.
30	What is the significance of the gold fringe that we see on some American flags?		Records indicate that fringe was first used on the flag as early as 1835. It was not until 1895 that it was officially added to the national flag for all regiments of the army. For civilian use, fringe is not required as an integral part of the flag, nor can its use be said to constitute an unauthorized addition to the design prescribed by statute. It is considered that fringe is used as an honorable enrichment only.
40	May a person, other than a veteran, have their casket draped with the flag of the United States?		Yes, although this honor is usually reserved for veterans or highly regarded state and national figures.
50	When can the flag be displayed with the union down?		The flag should never be displayed with the union down, except as a signal of dire distress in instances of extreme danger to life or property.

Flag Timeline

Grand Union Flag 1775



The first flag of the colonists to look like the present Stars and Stripes was the Grand Union flag. Its design consisted of 13 stripes, alternately red and white, representing the Thirteen Colonies, with a blue field in the upper left-hand corner bearing the red cross of St. George of England with the white cross of St. Andrew of Scotland.

As the flag of the revolution, it was used on many occasions. It was first flown by the ships of the Colonial Fleet on the Delaware River. On December 3, 1775, it was raised aboard the ship *Alfred* by John Paul Jones, then a Navy lieutenant. Later the flag was raised on the liberty pole at Prospect Hill, which was near George Washington's headquarters in Cambridge, Massachusetts. It was the unofficial national flag on July 4, 1776, Independence Day; and it remained the

unofficial national flag and ensign of the Navy until June 14, 1777, when the Continental Congress authorized the Stars and Stripes. It was only by degrees that the Union flag of Great Britain was discarded. The final break between the Colonies and Great Britain brought about the removal of the British Union from the canton of our striped flag and the substitution of stars on a blue field.

Don't Tread On Me 1775



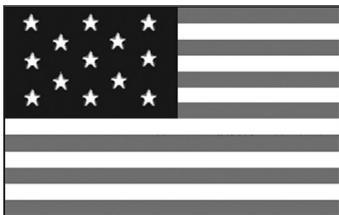
Flags with a rattlesnake theme were popular with colonists. The slogan “Don’t Tread on Me” almost always appeared on rattlesnake flags. The flag seen here, the Gadsden flag from 1775, had a yellow field with a rattlesnake in the center, ready to strike. Below the snake was the motto, “Don’t Tread on Me.”

In December of 1775, an anonymous Philadelphia correspondent wrote about the symbolic use of the snake. He began the letter by saying:

I recollected that her eye excelled in brightness that of any other animal, and that she has no eye-lids. She may, therefore, be esteemed an emblem of vigilance. She never begins an attack, nor, when once engaged, ever surrenders. She is, therefore, an emblem of magnanimity and true courage.

It was probably the deadly bite of the rattler, however, that was foremost in the minds of flag designers, and the threatening slogan “Don’t Tread on Me” added further to the design.

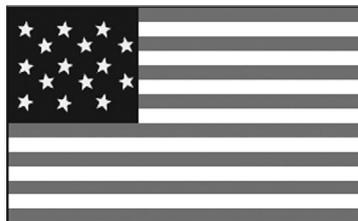
Stars and Stripes 1777



On June 14, 1777, the Continental Congress passed a resolution to establish an official flag for the new nation. The resolution read: “Resolved, that the flag of the United States be made of thirteen stripes, alternate red and white; that the union be thirteen stars, white in a blue field, representing a new constellation.”

The 1777 resolution gave no instruction as to how many points the stars should have, nor how the stars should be arranged on the blue union. So, some flags had stars scattered on the blue field without any specific design, some had them arranged in rows, and some had them in a circle. The first Stars and Stripes had the stars arranged in staggered formation in alternate rows of threes and twos on a blue field. Much evidence exists pointing to Congressman Francis Hopkinson as the person responsible for its design. The only President to serve under this flag was George Washington. This flag was to last for a period of 18 years.

Fifteen Stars and Stripes 1795

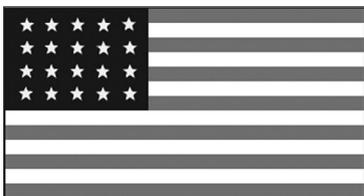


On May 1, 1795, after Kentucky and Vermont were admitted to the Union, a resolution was adopted by the U.S. Congress expanding the flag to 15 stars and 15 stripes. This flag was the official flag of our country

from 1795 to 1818. It inspired Francis Scott Key to write “The Star-Spangled Banner” during the bombardment of Fort McHenry in 1814. It was the first flag to be flown over a fortress outside the United States when American Marine and Naval forces raised it above the pirate stronghold in Tripoli in what is now Lebanon, on April 27, 1805. It was the ensign of American forces in the Battle of Lake Erie in September of 1813 and it was flown by General Jackson in New Orleans in January of 1815.

The National Museum of American History has undertaken a major conservation project of the enormous 1814 garrison flag that survived the 25-hour shelling of Ft. McHenry in Baltimore by British troops.

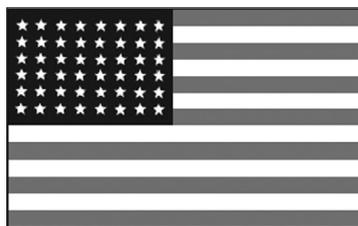
Thirteen Stripes 1818



Realizing that the flag would become too bulky with a stripe for each new state, Capt. Samuel C. Reid, USN (U.S. Navy), suggested to Congress that the stripes remain 13

in number to represent the Thirteen Colonies, and that a star be added to the blue field for each new state coming into the Union. So, in April 1818, President James Monroe accepted a bill requiring that the flag of the United States have a union of 20 stars, one for each state. The stars would be white on a blue field, and upon admission of each new state into the Union one star would be added to the union of the flag on the Fourth of July following its date of admission. The 13 alternating red and white stripes would remain unchanged. This act succeeded in prescribing the basic design of the flag, while assuring that the growth of the nation would be properly symbolized.

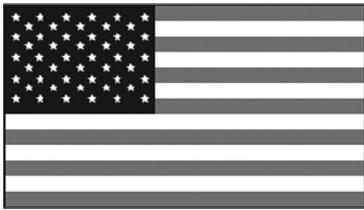
Forty-Eight Stars 1912



As new states were added to the union, the president of the day gave orders on how they were to be arranged. Congress did not say how the stars should be arranged, so there

were variations of the flag until President Taft fixed the position of the stars in 1912. In that year, the growth of the country resulted in a flag with 48 stars upon the admission of Arizona and New Mexico. This flag flew from 1912 to 1959, and was carried into battle by American troops in WW1, WW2, and the Korean Conflict.

Fifty Stars 1960



Alaska added a 49th star in 1959, and Hawaii a 50th star in 1960. With the 50-star flag came a new design and arrangement of the stars in the union, a requirement met by President Eisenhower in Executive Order No. 10834, issued August 21, 1959. A national banner with 50 stars became the official flag of the United States. The flag was raised for the first time at 12:01 a.m. on July 4, 1960, at the Fort McHenry National Monument in Baltimore, Maryland. This was the flag that American troops carried in Vietnam, the Persian Gulf, and continue to carry today.

The flag consists of thirteen horizontal stripes, seven red alternating with six white. The stripes represent the original 13 colonies; the stars represent the 50 states of the Union.

For reflection: *You have now created a timeline showing some of the flags that have flown over the United States. From creating this timeline, what have you learned about the development of the American flag and what it means?*

Birth of the 50-Star Flag*

*All the spunky high school kid wanted
was a better grade in history.*

But before it was over, the nation got a new flag.

BY JUNE HUFFMAN

The scene, perhaps, has been repeated in American classrooms thousands, if not millions of times, in our history. The student-teacher confrontation over grades. On this occasion, however, time proved that both were right and the United States, as a result, would get a new flag.

Robert Heft, designer of our 50-star American flag, is a robust, enthusiastic American who travels 100,000 miles a year promoting Old Glory's history and Americanism to groups ranging from members of The American Legion to elementary school children.

But the flag, which was designed in 1958 on his grandparent's living room floor in Lancaster, Ohio, would have been an unheralded event if not for Heft's determination and foresight as an 18-year-old high school student.

Actually, the 50-star design was an American History project which earned a B-minus because it "lacked originality." When Heft complained, his teacher, Stanley Pratt,

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challenged him to have Congress accept his design, then the grade would be changed.

At that time Alaska was seeking admission to the Union. But Heft designed a 50-star flag because he assumed if Alaska gained admission, Hawaii would soon follow.

With this in mind, Heft designed his own flag. He snipped and stitched and spent \$2.87 for a piece of white iron-on material from which he cut 50 stars. He devoted his entire weekend to the project, developing blisters from the scissors. Devastated by his B-minus grade, Heft vowed to have it changed—somehow!

"I shipped the flag to the governor of Ohio explaining that this is what the flag should look like when we have 50 states," Heft said. "It was returned, so I sent it to my congressman, Walter Moeller, informing him to keep it handy, just in case there was a need.

"Every time I saw something in the paper about new statehood I forwarded the article to him as a reminder that I had a flag ready."

Alaska was admitted into the Union on Jan. 3, 1959, and Hawaii on Aug 21, 1959. Statehood can be granted anytime, but a star can only be added on July 4th, thus the 49-star flag was only good for one year, and the 50-star flag was needed—just as Heft had anticipated.

Moeller didn't forget the pesky kid from home, and entered the flag for consideration. Heft's teacher had been right, the flag was not exactly original. Of the 109,000 submissions 90,000 were exactly like Heft's; however, they were just paper sketches.

Two weeks following his high school graduation, Bob Heft was tipped off by Moeller that President Eisenhower would be calling.

The White House tried phoning him at home, but his grandmother thought it was a prankster. Finally, when the President reached Heft at his new job he was asked if he recalled sending a 50-star flag. "Vaguely," the designer replied naively.

"Moreover, when the President said my design was chosen and invited me to attend the dedicatory ceremony, I put him on hold," Heft recalled. He requested time off, then said, "Dwight, are you there?" From the Oval Office Eisenhower chuckled at the 18-year-old's informality.

Heft packed a borrowed suitcase, drove his red Plymouth Valiant to Washington, parked it among the limousines, and spent four days at the White House before accompanying Eisenhower to the ceremony.

Dignitaries milled around, military bands performed, and 100,000 spectators filed into the bleachers.

"Golly, this is okay," Heft remembered thinking. To generate conversation he whispered to the Chief Executive, "How do you like your job?" Ike flashed his famous grandfatherly grin and answered, "It is a challenge."

"At 12:01 EST they raised my flag over the Capitol. It was thrilling, but I fidgeted and squirmed, secretly wanting to go home to have my grade changed," Heft reminisced recently.

Bob Heft is now mayor of Napoleon, Ohio, and lectures extensively as a flag historian. He concludes his sessions with a stirring Pledge of Allegiance to his original flag.

As for the prototype flag Heft made in his grandparent's living room, it has logged more than 2½ million miles, has flown over all the state capitols, the White House during four administrations, the Betsy Ross House in Philadelphia, Fort McHenry where Francis Scott Key wrote the Star-Spangled Banner, the Arizona Memorial in Hawaii, and over 88 American embassies. Shot at while flying over the American Embassy in Vietnam, the flag was returned with one red stripe neatly patched.

Oh yes, as NBC and CBS filmed the event for the news, Heft finally received an "A" from his teacher.

June Huffman, a freelance writer from Grand Rapids, Ohio, has been a member of American Legion Auxiliary Unit 232 for more than 39 years.

Information Chart

Use this chart to investigate the “Birth of the 50-Star Flag” article. There may be more than one answer to each question.

Who? Who is the article about?	
What? What happened— what events are described in the article?	
When? When did the events described in the article happen?	
Where? Where did the events described in the article happen?	
Why? Why did the events described in the article happen ?	