

Lesson 9

Showing Respect for the United States Flag

*Inspiring Patriotism in all citizens regardless of age,
meaningfully, and everyday.*



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Historical Context

As you learned in previous lessons, the “Youth’s Companion” published the Pledge of Allegiance to the flag of the United States of America, for the first time, on September 8, 1892. The Pledge of Allegiance is important for Americans. The definition of pledge is a promise and we say the pledge as a way to honor our great nation.

The Pledge is often the beginning of many important events, such as school days, sporting events, some government meetings, and Congressional sessions. The pledge is a piece of patriotism to our country, stating that we are unified and stand together as a single nation. When we recite the pledge, it is a way of thanking our country and those who fought for us, who in turn gave us what we have today.

With that said, it is important to share some background history prior to analyzing one of the lesson’s photographs. During the early 1940’s, our country was at war. What started as an attack on American territory, the bombing of Pearl Harbor (December 7, 1941), promptly turned into a Declaration of War (December 8, 1941), ordered by President Franklin Roosevelt. Within months, he put in an order that affected thousands of Japanese Americans living on the west coast of the United States. His order demanded that all Japanese Americans be removed from their homes and placed in guarded internment camps.

How do we show respect to our flag?

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Enduring Understandings:

To show respect for the United States flag

Essential Questions:

How do we show respect to the United States flag?

Vocabulary/Targeted Skills:

repository, relocation

Unit Assessment/Culminating Unit Activity:

Create an action plan sponsored by students and teachers for the school to develop and maintain proper flag etiquette and education for the school and community.

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Lesson: showing flag respect	Time: 45 minutes	
Standard(s):		
SS5C24 Evaluate the importance of civic responsibilities in American Democracy.		
CCSS.ELA-Literacy.RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.		
CCSS.ELA-Literacy.RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.		
Content Purpose:		
Students will learn about showing respect to the American flag through Primary and Secondary Sources.		
Language Purpose:		
Students will write a 2-3 sentence response on how to show respect to the United States Flag.		
Assessment/Evaluation (for this lesson):		
The students will explain in 2-3 sentences, how we should show respect to the United States flag, giving 3 specific details from primary and secondary documents.		
Reading Materials/Primary Source links:		
http://www.loc.gov/pictures/item/2001705948/		
http://www.loc.gov/pictures/item/2001703605/		
Suggested Procedures:		
<ol style="list-style-type: none">1. Read through the Historical Context essay with the students to build context. (At this point, you may want to allow the students to do the close reading procedure independently or you may want to continue guiding the process.)<ul style="list-style-type: none">• Read it through once, modeling fluency		

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- Read it through a second time think aloud style; encourage students to write notes in the margins, circle things they do not understand, etc.
 - Have students share a few notes or ask about things they do not understand (class discussion)
 - Have students read it through a third time for meaning
2. Guide students through completing the first few pieces of the Primary Photograph Analyzing Organizer.
 3. Have the students work in pairs, in teams, or independently to complete the organizer, but have them stop at the “Question” portion.
 4. Allow the students to share a few of their responses prior to completing the final question.
 5. Have the students independently answer the “Question” portion, with the given guidelines.

References:

Johnston, F. B. (1899?). *Pledge of allegiance to the flag, 8th division*. Retrieved from <http://www.loc.gov/pictures/item/2001703605/>

no author. (1942, April). *San francisco, calif., april 1942. first-graders, some of japanese ancestry, at the weill public school pledging allegiance to the united states flag. the evacuees of japanese ancestry will be housed in war relocation authority centers for the duration of the war* . Retrieved from <http://www.loc.gov/pictures/item/2001705948/>

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Document A: San Francisco, Calif., April 1942.

First-graders, some of Japanese ancestry, at the Weill public school pledging allegiance to the United States flag. The evacuees of Japanese ancestry will be housed in War relocation authority centers for the duration of the war.



Date Created/Published: 1942 April

Summary: **Relocation** of Japanese-Americans. Calif.

Repository (a place where a collection of things are kept): Library of Congress Prints and Photographs Division Washington, D.C. 20540 USA:

<http://www.loc.gov/pictures/item/2001705948/>

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Document B: Pledge of allegiance to the flag, 8th Division



Creator: Frances Benjamin Johnston, photographer

Date Created/Published: 1899?

Repository (a place where a collection of things are kept): Library of Congress Prints and Photographs Division Washington, D.C. 20540 USA;
<http://www.loc.gov/pictures/item/2001703605/>

Primary Source (Photographs) Analyzing Organizer

Question to ponder	Your Response	Your Response
OBSERVE	Document A: San Francisco, Calif., April 1942	Document B: Pledge of allegiance to the flag, 8th Division
1. Write a quick description of what you are looking at. (1 minute)		
2. What stands out to you when you take a quick glance or what do you notice first?		
3. What people and objects are shown?		
4. How are they arranged?		
5. What is the physical setting?		
6. What, if any, words do you see (in the photograph)?		
7. What other details can you see?		

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REFLECT	Document A: San Francisco, Calif., April 1942	Document B: Pledge of allegiance to the flag, 8th Division
8. Why do you think this photograph was taken?		
9. What else was happening at the time the photograph was made? (refer to Historical Context)		
10. When was the photograph taken?		
11. Who do you think was the audience intended for this image?		
12. What can you learn by examining this photograph?		
13. What is missing from the image?		
14. One minute quick write: If someone made this today, what would be different?		
QUESTION		
15. In 2-3 sentences, explain how we should show respect to the United States flag. Give at least 3 specific details.		

Name _____

Date _____