Patriotism

May's Key to Character

Definitions
Elementary: Patriotism is the respect for the laws and heritage of our country shown by our words and actions.
Secondary: Patriotism is appreciation of our heritage and government and willingness to sacrifice for it.

Related Words
- courage
- commitment
- ethics
- determination
- persistence
- values
- political
- obedience

What Patriotism Looks Like!

We show our Patriotism when we:
♦ face danger with determination and show our courage.
♦ show loyalty to the ideas our country was founded upon.
♦ vote and use our right to have a voice in our government.
♦ learn the history of our country to make sure we learn from the mistakes of the past to protect our future.
♦ respect the authority of local, state and federal officials.
♦ volunteer in our community
♦ obey the laws.

Grand Ole Flag

“You’re a grand ole 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.
Ev’ry heart beats true ‘neath the red, white and blue,
Where there’s never a boast or a brag.
Should o’uld acquaintance be forgot,
Keep your eye on the grand old flag.

by George M. Cohan

Memorial Day 2009
National Monument
Moment of Remembrance

“On May 25th, 2009, pause at 3:00 p.m. local time for a minute of respectful silence for those who have died in the service of our nation. During that minute, television and radio stations throughout America will air simultaneously a 60-second spot which includes ‘Taps.’ Turn on your radio or television to join your fellow Americans in putting Memorial back in Memorial Day.”

Visit the organizers: No Greater Love Web Page
source: http://annieshomepaage.com

School Spotlight

Good patriots protect and enrich our land!

18 Live Oak Trees were planted at Palmetto Elementary to honor “Green Day”. Reading The Giving Tree by Shel Silverstein added great discussion topics for first graders. Thank you to Mille Campbell for your leadership in this great project.

“The strength of the nation is in the character of its’ citizens.” Albert Schweitzer
Suggested Reading List

**Elementary:**

*America the Beautiful*: A Pop-up Book by Robert Sabuda. Master paper engineer Robert Sabuda has interpreted the classic American anthem “America the Beautiful” in dazzling dimension. From the Golden Gate Bridge to Mount Rushmore....More.

*The Scrambled States of America* by Laurie Keller. The states become bored with their positions on the map and decide to change places for a while. Includes facts about the states...More.

*Revolutionary War on Wednesday* (Magic Tree House Series #22) by Mary Pope Osborne, Sal Murdocca. Using their magic tree house, Jack and Annie travel back to the time of the American Revolution and help General George Washington during his famous crossing of the Delaware....More.

*The Impossible Patriotism Project* by Linda Skeers. Molly dresses up like the Statue of Liberty and Kareem draws a map of the United States...More.

*ABC of America* by Kim Bellefontaine. From Apple Pie to the San Diego Zoo, kids explore the alphabet on a guided tour of American places, faces, and fun. They’ll visit American landmarks on their journey....More.

*Happy America* by Marsha Wilson. Joined by an army of aunts, uncles, and cousins, eight-year old Kay and her family celebrate the Fourth of July....More.

*How to Bake an American Pie* by Karma Wilson. How do you bake an American pie? Preheat the world until fiery hot with a hunger and thirst to be free. Now find a giant melting pot on the shores of a great shining sea....More.

**Middle & High School:**

*So What is Patriotism Anyway?* by John LaMachia. There are many ways to show love and pride for one’s country. Readers will learn how Americans, past and present, have proved themselves to be patriots. This book helps students understand what patriotism is and what it is not.

*Kid’s with Courage* by Barbara A. Lewis. Inspiring stories of real kids who are making a difference in their communities.

*Main Street* by Sinclair Lewis. A young doctor’s wife tries to change the ugliness and ignorance, which prevails in Gopher Prairie, Minnesota.

*Eragon* by Paolini, Christopher. In Aagaesia, a fifteen-year boy of unknown lineage called Eragon finds a mysterious stone that weaves his life into an intricate tapestry of destiny, magic, and power, peopled with dragons, elves, and monsters.

*Eldest* by Paolini, Christopher. After successfully evading an Urgals ambush, Eragon is adopted into the Ingeitum clan and sent to finish his training so he can further help the Varden in their struggle against the Empire.

*Eclipse* by Meyer, Stephenie. Bella must choose between her friendship with Jacob, a werewolf, and her relationship with Edward, a vampire, but when Seattle is ravaged by a mysterious string of killings, the three of them need to decide whether their personal lives are more important the well-being of an entire city.

**Websites**

In this lesson, students investigate how increased patriotism as a reaction to national crisis can serve as both a uniting and dividing force.

Here is a collection of activities on patriotism for the classroom.

Pride in one’s nation is important, but feelings of patriotism should not infringe on the rights of others.

[http://eduscapes.com/42explore/olympics.htm](http://eduscapes.com/42explore/olympics.htm)
Olympic Games.

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**“A Toast to the Flag”**

By John Jay Daly

Here’s to the red of it; There’s not a thread of it—No nor a shred of it—in all the spread of it, from foot to head, but heroes bled for it, faced steel and lead for it—- Precious blood shed for it, bathing it red.

Here’s to the white of it; thrilled by the sight of it, who knows the right of it...but has felt the might of it.

Through day and night womanhood’s care for it, made manhood dare for it; purity’s prayer for it...kept it so white.

Here’s to the blue of it, heavenly view of it, star spangled hue of it, honesty’s due of it. Constant and true; here’s to the whole of it—stars, stripes and pole of it—here’s to the soul of it.

Red white and blue
Test Your Knowledge on The Flag and Betsy Ross

♦ Who cut the American flag into pieces and was honored for doing it?

♦ Is it ever appropriate to fly the flag upside down?

♦ What is done with worn or outdated flags?

♦ Francis Scott Key wrote the words to “The Star-Spangled Banner” on the back on an envelope. What is the source of the music for it?

♦ The American flag first flew over a foreign fort in what country?

♦ A vexillologist is an expert in what?

♦ “Shipwreck” Kelly (1885-1952) was famous for sitting for long periods of time. What did he have to do with flags?

(Answer box: Robert Peary, who left pieces of the flag scattered at the North Pole; Yes, but only in an emergency. It means “Help Me, I am in Trouble!”; Flags are used until they are worn out and then they are destroyed, preferably by burning; The music is from an old English drinking song called “To Anacreon in Heaven.”; Libya—over Fort Derne, on the shores of Tripoli; The history of flags; He set many flagpole-sitting records. He sat for 49 days on one flagpole. He once estimated that he spent a total of over 20,000 hours sitting on flagpoles. Flagpole sitting was a craze started in Baltimore, Maryland, in 1929.)

Frequently Asked Questions About the Flag

What do the red, white, and blue of the flag represent? The Continental Congress left no record to show why it chose the colors. However, in 1782, the Congress of the Confederation chose these same colors for the Great Seal of the United States and listed their meaning as follows: white to mean purity and innocence, red for valor and hardness, and blue for vigilance, perseverance, and justice. According to legend, George Washington interpreted the elements of the flag this way: the stars were taken from the sky, the red from the British colors, and the white stripes signified the secession from the home country. However, there is no official meaning for the colors of the flag.

Why is the flag called “Old Glory”? In 1831, Captain William Driver, a shipmaster from Salem, Massachusetts, left on one of his many world voyages. Friends presented him with a flag of 24 stars. As the banner opened to the ocean breeze, he exclaimed, “Old Glory.” He kept his flag for many years, protecting it during the Civil War, until it was flown over the Tennessee capital. His “Old Glory” became a nickname for all American flags..

True/False….Justify your answers

Students research the American Flag for facts:

2001—September 11 — The Flag from the World Trade towers survives and becomes a symbol of sacrifice in service, loss, and determination.

2004—June 14 — The Supreme Court declines to hear a case challenging “One country under God” in the Pledge of Allegiance. “While the court did not address the merits of the case, it is clear that the Pledge of Allegiance and the words ‘under God’ can continue to be recited by students across America,” said Jay Sekulow, Chief Counsel for the American Center for Law and Justice.

TRUE: When we view the flag, we think of liberty, freedom, pride, and Betsy Ross. The American flag flies on the moon, sits atop Mount Everest, and is hurtling out in space. The flag is how America signs her name.

Elementary Activity

Singing the Red, White, and Blue

Part of being a patriotic American lies in appreciating the diversity of our nation. This includes showing respect and consideration for people who speak different languages and have special needs. You can touch on these concepts while teaching about the American flag with this song. (Sing to the tune of “Three Blind Mice.”)

Red, white, blue
Red, white blue,
I love you,
I love you
Oh what a wonderful sight to see,
A flag for you and a flag for me,
It means we live in a land that’s free,
Red, white, blue.

Write the words to the song on chart paper, and sing it with the children. Source: http://teacher.scholastic.com
FCAT Power Writing Prompts

1. Think about where in our country there is evidence that freedom to fail creates success. List the second and third chances that are available in our country (divorce, bankruptcy, parole, remedial courses in community college, failed inventions) and write about how this freedom enables people to try again and succeed.

2. Discuss the quote: “None who have always been free can understand the terrible power of the hope of freedom to those who are not free.” Write a descriptive essay about what freedom means to you.

3. Write an essay convincing a new immigrant that it is important to respect our flag.

4. Write about the challenge of maintaining the pioneering and inventive spirit that made America great in the global society of the 21st Century.

5. Discuss how a patriotic citizenry changes the climate of our communities. Write about how our level of patriotism affects others.

The History of the American’s Creed

The American’s Creed was designed to be a brief summary of the American political faith founded upon things fundamental in American history and tradition. William Tyler Page was the author winning a nationwide contest with over 3,000 entries. He was presented his award by the Mayor of Baltimore, James H. Preston in the House of Representatives Office Building on April 3, 1918 in the midst of W.W.I. Referring to the Creed, Page said: “It is the summary of the fundamental principles of the American political faith as set forth in its greatest documents, its worthiest traditions, and its greatest leaders.” In designing the text of the American’s Creed he used text from the Declaration of Independence, the Preamble to the Constitution, Lincoln’s Gettysburg Address, and Daniel Webster’s reply to Robert Y. Hayne in the Senate in 1830. William Tyler Page had many relatives that paved the way toward establishing our free nation: John Page came to America in 1650 and settled in Williamsburg, Va., Carter Braxton signed the Declaration of Independence, and John Tyler, another ancestor, was the tenth president of the United States. William Tyler Page was elected clerk of the House and was later given the position of minority clerk of the House of Representative serving as a capital employee for 61 years.

The American’s Creed

“I believe in the United States of America as a Government of the people, by the people, for the people, whose just powers are derived from the consent of the governed; a democracy in a Republic, a sovereign nation of many sovereign states, a perfect Union, one and inseparable; Established upon those principles of freedom, equality, justice and humanity For which American patriots sacrificed their lives and fortunes.

I therefore believe it is my duty to my country to love it; to support its Constitution; to obey its laws; to respect its flag, and to defend it against all enemies.”
Patriotic Subject Area Lesson Plans

Graphing Fireworks

Grade Level: K-5 Subjects: Math; Health & Fitness, Language Arts

1. Fireworks are an integral part of Fourth of July activities. While fireworks are beautiful, they can also be dangerous.
2. Discuss firework safety with students as a lead into the activity. Who handles them? How do you handle them? Why do some states allow fireworks, while other states don’t?
3. Building on the fascination students have with fireworks, create different graphs on firework information.
5. Using the map provided, students can create line, bar or pictographs of state firework laws. How many states allow all fireworks? How many allow “safe” fireworks? How many don’t allow fireworks at all?
6. After students complete the graph, they can discuss how they feel about their own state’s laws on fireworks. Are they fair? Too strict? Too lenient?
7. Extension: Have students take a position on the strictness or leniency of firework laws, and ask them to write a letter to their representative either supporting the law or asking for a change.
8. As a follow up, students could view a fireworks display, either on video or if possible, live. Students can graph the colors used. Which color was most popular? Which was least?

The Science of Fireworks

Grade Levels: 4-7 Subjects: Science & Technology; Math

1. The previous lesson can be used as an initiation to this lesson. Have you ever wondered why fireworks only come in certain colors? Different chemicals burn different colors. Even today, pyrotechnicians look for ways to make new colors. Give students a copy of the table found in the article, “Chemistry of Firework Colors.” (found at http://chemistry.about.com/od/fireworkssprotechics/a/fireworkcolors.htm). The table lists the chemicals and which colors they create. If possible, give a teacher demonstration of the color that some of these compounds can create, and then ask students to identify the chemical compound used. Students can still identify the compounds by viewing a fireworks display.

Online Resources:

1. NOVA: Fireworks: http://www.pbs.org/wgbh/nova/fireworks/

What is Patriotism To You?

Grade Levels: 6-8; 9-12 Subjects: Reading & Language Arts; Social Studies; The Arts

1. Ask your students: What is your definition of patriotism? Have students share their definitions and ideas with a partner. Facilitate discussion about the different definitions.
2. Conduct a large group brainstorming and discussion session centered on a question like: Is being patriotic and expressing patriotism really important? This question will probably create some controversy and debate among students, depending on their personal beliefs. For example, a student who has a family member in the service may have much different views about patriotism than a student who believes that war is wrong. Use these responses to discuss how patriotism can be demonstrated and felt in a variety of ways.
3. Facilitate this type of discussion until all points of view have been discussed.
4. After the discussion concludes, write the following questions on the board or paper and distribute to students:
   - What does patriotism look like to you?
   - What does patriotism sound like to you?
   - How does patriotism make you feel (emotionally)?
   - What action(s) does/do patriotism inspire you to take?

Ask students to record their answers and ideas about each of these questions. They will use these ideas and the previous discussion to create a project that expresses their views on patriotism. This project could be:
   - a photograph
   - a poem, song, or story
   - a painting, drawing, collage, model, or sculpture
   - a letter to the editor, a persuasive speech, or another piece of writing
   - a short skit or play

When projects are completed, each student should share what he/she has created with the class and display them.
Who Is Betsy Ross & Did She Sew the First American Flag?

Betsy Ross was born January 1, 1752 and died at age 84 on January 30, 1836. She had 7 children, 5 of whom lived to adulthood. She had no children with John Ross.

At the age of 21, she eloped across the Delaware River to Gloucester, NJ and married at a tavern.

Betsy Ross was the 8th of 17 children.

Betsy Ross claimed to have done tailoring for George Washington.

A major Philadelphia bridge is named in her honor.

“Historically, the story of Betsy Ross remains unresolved. The timeline and facts do not contradict her story. The dates match. The need matches. She was familiar to Washington and to George Ross, her husband’s uncle. Is her story a fiction, a partial truth, completely true? We may never know for sure. Is the hostility to this story because she is one of few women whose place in Revolutionary history stands not beside a man, but on her own? Betsy Ross’s story is consistent with the facts, reasonable, and supported by the history. It is hoped that future historians can shed additional light on the unresolved question.”

Betsy Ross had sewn buttons for George Washington, and she was a niece of George Ross, it is not exceptional that these members of the Flag Committee formed by the Continental Congress would call upon Betsy Ross to make the flag.

What do you think? Did Betsy Ross make the flag? Why or Why not?

Source: www.ushistory.org/BETSY/index.html

Patriotism Bulletin Board

Decorate the board with students’ writings. Use the topic, “I am Proud to be an American” for a writing assignment.

Make a display of Patriotic Places. Some suggestions are: Mount Rushmore, the Liberty Bell, Jefferson’s home, Washington D.C., etc.

Brainstorm what patriotism means with the students. Try to think of as many words as possible that begin with the letter “I”. Here are a few suggestions: Intellect, independence, insight, interdependence, individuality, integrity, or ingenuity. Put each word on a star shape; then on the bulletin board, put a shape like a fountain. Disperse the stars on the board to look as if they are coming out of the fountain. Entitle the board, “The I’s of Patriotism.”

Quotes on The Flag

President Woodrow Wilson

“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. The choices are ours. It floats in majestic silence above the hosts that execute those choices, whether in peace or in war. 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.” (President Wilson, 1917)

Julia Ward Howe in “The Flag”

“Twas red with the blood of freemen and white with the fear of the foe; and the stars that fit in their courses ‘gainst tyrants its symbols know.”

Jessie Jackson

“Our flag is red, white and blue, but our nation is a rainbow—red, yellow, brown, black and white—and we’re all precious in God’s sight.”

Sunshine State Standards

PreK-2

HE.B.3.1.5 - The student listens attentively (e.g., does not talk while others are talking).
HE.B.3.1.8 - The student identifies healthy ways to handle feelings.
HE.C.1.1.1 - The student identifies health problems that require the help of a trusted adult (e.g., child abuse).

Grades 3-5

HE.B.3.2.3 - The student knows nonviolent, positive behaviors for resolving conflict (e.g., peer mediation).
HE.B.3.2.4 - The student knows various ways to communicate care, consideration, and acceptance of self and others (e.g., by cooperating).
HE.B.3.2.7—The student knows the difference between negative and positive behaviors used in conflict situations (e.g., talking vs. hitting, passivity vs. action).

Grades 6-9

HE.B.3.3.1—The student knows effective verbal and nonverbal communication skills.
HE.B.3.3.2—The student knows various ways to communicate care, consideration, and acceptance of self and others.
HE.C.2.3.3—The student knows how to influence others to make positive choices.

Grades 9-12

HE.B.14.1—The student understands the role of individual responsibility.
HE.B.3.4.1—The student understands the relationship between verbal & nonverbal communication.
HE.B.3.4.2—The student knows techniques for communicating care, consideration, & respect.
HE.B.3.4 - The student knows how to use effective communication skills that enhance health.
### Patriotism quotes

**Week 1—**  
“Change will not come if we wait for some other person or some other time. We are the ones we've been waiting for. We are the change that we seek.” President Obama

“If the people cannot trust their government to do the job for which it exists—to protect them and to promote their common welfare—all else is lost.” President Obama

“Americans...still believe in an America where anything's possible.” President Obama

“You may have to fight the battle more than once to win it.” Margaret Thatcher

“There are patriots who opposed the war in Iraq and there are patriots who supported the war in Iraq. We are one people, all of us pledging allegiance to the stars and strips, all of us defending the USA.” President Obama

**Week 2**  
“The time is near at hand which must determine whether Americans are to be free men or slaves.” President Washington

“Be courteous to all, but intimate with few, and let those few be well tried before you give them your confidence.” President Washington

“As Mankind becomes more liberal, they will be more apt to allow that all those who conduct themselves as worthy members of the community are equally entitled to the protections of civil government. I hope ever to see America among the foremost nations of justice and liberality.” President Washington

“Liberty means responsibility.” George Shaw

“If the freedom of speech is taken away then dumb and silent we may be led, like sheep to the slaughter.” President Washington

**Week 3**  
“People don’t start wars, governments do.” President Reagan

“The ultimate determinant in the struggle now going on for the world will not be bombs and rockets but a test of wills and ideas—a trial of spiritual resolve: the values we hold, the beliefs we cherish and the ideals to which we are dedicated.” President Reagan

“We must realize that no arsenal, or no weapon in the arsenals of the world, is so formidable as the will and moral courage of free men and women.” President Reagan

“The purpose of freedom is to create it for others.” Bernard Malomud

**Week 4**  
“For time and the world do not stand still. Change is the law of life. And those who look only to the past or the present are certain to miss the future.” President Kennedy

“Liberty without learning is always in peril; learning without liberty is always in vain.” President Kennedy

“It is difficult to make a man miserable while he feels worthy of himself.” President Lincoln

“The probability that we may fail in the struggle ought not to deter us from the support of a cause we believe to be just.” President Lincoln

“A drop of honey catches more flies than a gallon of gall.” So with men. If you would win a man to your cause, first convince him that you are his sincere friend. Therein is a drop of honey which catches his heart, which, say what he will, is the highroad to his reason.” President Lincoln

**Parent’s Corner**

- Talk to your children about current events, to make democracy come alive. You can promote good citizenship by reading the newspaper with your children, talk about the issues, and take them to vote with you, in order to learn and grow.

- Talk with your children about their past ancestors and discuss why they came to America.

- You can also teach patriotism by introducing your children to a veteran and discussing his/her military experiences. (Talk w/veteran beforehand and tell them that you would like for them to explain why you chose to enter the military and what the flag and freedom symbolizes.)

- Plan a vacation around a historical sight; have your children research the site prior to visiting.

- Ask your children, “What does it mean to be patriotic”?

- Ask your children, “What does it mean to you, when you say the Pledge of Allegiance”? 
The Original Pledge of Allegiance

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

On September 8, 1892, the Boston based "The Youth's Companion" magazine published a few words for students to repeat on Columbus Day that year written by Francis Bellamy, the circulation manager and native of Rome, New York. It was reprinted on thousands of leaflets and then sent out to public schools across the country. On October 12, 1892, the quadricentennial of Columbus' arrival, more than 12 million children recited the Pledge of Allegiance, thus beginning a required school-day ritual.

At the first National Flag Conference in Washington D.C., on June 14, 1923, a change was made. For clarity, the words "the Flag of the United States" replaced "my flag". In the following years various other changes were suggested but were never formally adopted.

It was not until 1942 that Congress officially recognized the Pledge of Allegiance. One year later, in June 1943, the Supreme Court ruled that school children could not be forced to recite it. In fact, today only half of our fifty states have laws that encourage the recitation of the Pledge of Allegiance in the classroom!

In June of 1954 an amendment was made to add the words "under God". Then-President Dwight D. Eisenhower said "In this way we are reaffirming the transcendence of religious faith in America's heritage and future; in this way we shall constantly strengthen those spiritual weapons which forever will be our country's most powerful resource in peace and war."

What Price Freedom?

(Divide the reading up for several students to read.)

Student #1: Have you ever wondered what happened to the 56 men who signed the Declaration of Independence? Five signers were captured by the British as traitors and tortured before they died. Twelve had their homes ransacked and burned. Two lost their sons serving in the Revolutionary Army; another had two sons captured. Nine of the 56 fought and died from wounds or hardships of the Revolutionary War. They signed and they pledged their lives, their fortunes and their sacred honor. What kind of men were they?

Student #2: Twenty-four were lawyers and jurists. Eleven were merchants, nine were farmers and large plantation owners; men of means, well educated, but they signed the Declaration of Independence knowing full well that the penalty would be death if they were captured. Carter Braxton of Virginia, a wealthy planter and trader, saw his ships swept from the seas by the British Navy. He sold his home and properties to pay his debts, and died in rags. Thomas McKean was so hounded by the British that he was forced to move his family almost constantly. He served in the Congress without pay, and his family was kept in hiding. His possessions were taken from him, and poverty was his reward. Vandals or soldiers looted the properties of Dillery, Hall, Clymer, Walton, Gwinnet, Heyward, Rutledge, and Middleton.

Student #3: At the battle of Yorktown, Thomas Nelson, Jr. noted that the British General Cornwallis had taken over the Nelson home for his headquarters. He quietly urged General George Washington to open fire. The home was destroyed, and Nelson died bankrupt. Francis Lewis had his home and properties destroyed. The enemy jailed his wife, and she died within a few months. John Hart was driven from his wife's bedside as she was dying. Their 13 children fled for their lives. His fields and his gristmill were laid to waste. For more than a year he lived in forests and caves, returning home to find his wife dead and his children vanished.

Teacher: Some of us take these liberties so much for granted, but we shouldn't. So take a few minutes while enjoying Memorial Day, 4th of July or Labor Day holidays, and silently thank these patriots. It's not much to ask for the price they paid. Remember: freedom is never free!

How Laws Are Started

Let's pretend the voters from Senator Jones' state (constituents) want a law requiring seatbelts on school buses. He and his staff write a bill, which is a draft (early version) of the proposed law. The bill is then passed out to each Senator. A Standing Committee (a small, permanent group made up of legislators who studies and reports on bills) reviews the bill and does one of three things:

1. Sends the bill back with no changes.
2. Makes changes and sends it back.
3. Tables the bill -- In other words, they can do nothing.