



May's Key to Character—2012

Definitions

Elementary: love and devotion to one's country

Secondary: love of country and willingness to sacrifice for it

Sunshine State Standards

HE.K.B.2.2/HE.1.B.2.2—Demonstrating listening skills to enhance health.

SS.K.C.2.1—Demonstrate the characteristics of being a good citizen.

SS.1.C.2.1—Describe the characteristics of responsible citizenship in the school community.

HE.3.B.2.3—Demonstrate nonviolent strategies to manage or resolve conflict.

HE.4.B.2.2—Identify refusal skills and negotiation skills that avoid or reduce health risks.

HE.5.B.2.3—Illustrate effective conflict resolution strategies.

HE.6.B.2.1/HE.7.B.2.1/HE.8.B.2.1—Determine strategies to improve effective verbal and nonverbal communication skills to enhance health.

HE.6.B.3.3/HE.7.B.3.3/HE.8.B.3.3—Distinguish when individual or collaborative decision making is appropriate.

HE.912.B.2.1—Explain skills needed to communicate effectively with family, peers and others to enhance health.

HE.912.B.3.3—Assess whether individual or collaborative decision making is needed to make a healthy decision.

The Star Spangled Banner

Francis Scott Key

In 2011, Christina Aguilera came under fire when she flubbed the national anthem in front of hundreds of millions of viewers tuning in for Super Bowl XLV held in Arlington, Texas. That incident brings up an important question. How many people actually know the words to the National Anthem? In a very unscientific experiment, writer Clark Merrefield set out to a Portland, Oregon bookstore with a microphone and a pocket full of gift cards to give out to anyone who could get the words right. Out of 73 adults, only eight or 11% sang the song without error. Most failed by the third or fourth line. Take the Star-Spangled Banner challenge. The words are below. Without looking, sing the song, then check your accuracy. Even small words count.

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

For the 11% who accurately sang the song, don't be too smug. There are three additional verses!

Websites:

(These websites provide many activities, songs, poems and crafts.)

<http://enchantedlearning.com/crafts/patriotic>
(super crafts and worksheets)

<http://abcteach.com>

<http://ushistory.org/libertybell/>

<http://bensguide.gpo.gov>

www.field-trips.org/ss/merican/index.htm
(virtual field trip of America)

www.reacheverychild.com/feature/patriotic.html

www.funlessonplans.com/aUSE/usa.htm

www.earthcam.com/usa/newyork/statueofliberty/
(live webcam of the Statue of Liberty)



Bulletin Board Ideas

- ◇ With the phrase: "Patriotism is Always in Season," (letters in alternating colors of r/w/b), trace a tree with bare branches and use red, white, and blue leaves. Write the names of famous patriots on the leaves.
- ◇ Ask students to bring pictures of soldiers that they know are currently serving in the military and create a special bulletin board honoring them entitled: "Friends and Family in Service."



Parent Corner



Parents, Let Your Patriotic Light Shine!

Don't let the patriotic spirit pass you by this month without putting some of that patriotism into practice. Talk to your children about their national heritage and the men and women in history that stand out as good role models.

Also talk about the men and women of character who serve their country today—civic leaders, law enforcement agents, emergency response units, armed forces personnel, local educators, postal workers, maintenance crews, and the many other public servants we depend on to keep our communities in order. (May and July are great times of the year to teach your children practical ways to show their appreciation for the people who do so much for us each and every day.)

Set aside time this month to express your appreciation for these individuals. Look for specific character qualities you can raise, such as dependability, thoroughness, endurance, boldness, or sincerity. Select a different activity each week as a way for children to give something back to their communities. A few options follow:

- ◇ Bake cookies for you local police department
- ◇ Make homemade cards for you postal carrier
- ◇ Give bottled water to your garbage collector
- ◇ Send letters to your senators and representatives
- ◇ Collect food/clothes for a local homeless shelter
- ◇ Send care packages to soldiers overseas
- ◇ Pick up trash in a nearby park or roadside
- ◇ Call your city for other ways to volunteer

By putting good character qualities into action, your children can benefit themselves as well as others around them during May and July.

—www.characterfirst.com

The American Spirit

The winter of 1925 brought the usual ice, wind, and snow to the small town of Nome, Alaska. Yet, when a young boy died showing symptoms of diphtheria, everyone quickly realized that this winter could be their last if decisive action to stop the deadly illness was not taken.

Using a newly-developed anti-diphtheria serum, Dr. Curtis Welch began immunizing as many children and adults as he could. The doctor's supply quickly ran out, and the nearest serum was in Nenana, Alaska—674 bitterly cold miles away.

A group of trappers and prospectors courageously volunteered to cover the distance with their dog teams. Traveling 30-50 miles at a time, 20 teams relayed the serum non-stop from Nenana to the town of Nome. After 127 hours in minus 50-degree wind, fighting frostbite, fatigue, and exhaustion, the final sled carrying the medicine arrived in Nome. Only one other life was lost to the potential epidemic, thanks to the quick delivery of the vaccine. The dependability of the mushers had given an entire town the gift of life.

—www.characterfirst.com

Suggested Reading List



Elementary:

America: A Patriotic Primer, by Lynne Cheney - Each letter of the alphabet is represented by important people, ideas, and events in the history of the United States. (Grades Pre-K-2)

Patriotism, by Lucia Raatma - Explains the virtue of patriotism, or being proud of your country, and describes ways to show patriotism in the community. (Grades Pre K-2)

I Pledge Allegiance: The Pledge of Allegiance, by Bill Martin - Illustrations and the words to the Pledge of Allegiance are accompanied by simple explanations of their meaning. (Grades Pre K-2)

Henry's Fourth of July, by Holly Keller - Henry's Fourth of July is full of fun as he celebrates with his family and friends. (Grades Pre K-2)

Henrietta's Fourth of July, by Syd Hoff - An early reader about Henrietta, the chicken, who makes it her mission to recruit all the animals on the farm to be in the Fourth of July parade with Farmer Gray. (Grades K-2)

The Fourth of July Story, by Alice Dalgliesh - A brief recounting of the writing of the Declaration of Independence and of the events leading the colonists to decide that they indeed needed such a document. (Grades 1-3)

Fireworks, Picnics and Flags, by James Giblin - This book looks at the social history behind the celebration of Independence Day and examines the background of such national symbols as Uncle Sam, the bald eagle, the Liberty Bell and the flag. (Grades 3-5)

It's the Fourth of July, by Stan Hoig - This book looks at how the Fourth of July and the independence the holiday stands for, has evolved since 1776. (Grades 3-5)

Secondary:

Battle Dress, by Amy Efaw—Andi, a female freshman at West Point Military Academy, learns what it means to be part of a military cadet training.

Bigger, by Patricia Calvert—When Tyler's dad does not come home from the Civil War, Tyler still finds himself fighting a war that he will not win.

My Brother Sam is Dead, by Christopher Collier—Sam is part of the Revolutionary Army, but the rest of his family supports the English king. Tim knows that he will have to make a choice.

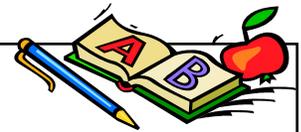
It's Your World—If You Don't Like It, Change It: Activism for Teens, by Mikki Halpin—Advises teens on how to cultivate change within their schools and communities as good citizens.

Teen Rights and Responsibilities, by Traci Truly—A 42 chapter guide to laws that apply to teenagers.

Flags of Our Fathers, by James Bradley and Ron Powers—Illuminates student understanding of sacrifices made in WWII focusing on the Battle of Iwo Jima and the experiences of James Bradley's father.

A Million Thanks, by Shauna Fleming (age 15)—Reviews Shauna's campaign to send one million letters to our troops.

Teacher's Corner



Celebrating Memorial Day

For many students, Memorial Day merely marks the beginning of summer fun. This year, introduce them to the true meaning of the holiday, and provide them with a glimpse into the lives of the men and women it honors. Included is an Internet Treasure Hunt plus web-based activities for learning about and celebrating Memorial Day!

To help your students celebrate Memorial Day with a deeper understanding of its history and importance, you might share these lines from Henry Wadsworth Longfellow about soldiers who died in battle:

Your silent tents of green
We deck with fragrant flowers;
Yours has the suffering been,
The memory shall be ours.

Invite students to discuss the meaning of the poem and why it is important to remember the men and women who died fighting for our country. After talking about that, you might then introduce the "Memorial Day Internet Treasure Hunt" that follows.

A MEMORIAL DAY INTERNET TREASURE HUNT

1. Web resource: Memorial Day at <http://wilstar.com/holidays/memday.htm>
When and why do we celebrate Memorial Day?

2. Web resource: Seneca County Memorial Day at <http://www.rootsweb.com/nyseneca/memorial.htm>
By what name was Memorial Day known when the first Memorial Day Order (General Order No. 11) was issued?

3. Web resource: Flag Folding at <http://www.usflag.org/fold.flag.html>
When the U.S. flag is properly folded, what shape is it? _____
4. Web resource: American War Library—Soldiers Killed at <http://members.aol.com/usregistry/allwars.htm>
In which war was the greatest number of American soldiers killed? _____
5. Web resource: Weldon McCoy Barr at <http://www.sheilascorner.com/war/dads.html>
On what date did Sergeant Weldon McCoy Barr record in his diary that the armistice that ended WWI was signed? _____
6. Web resource: Women Veterans at <http://usesrpages.aug.com/captbarb>
About how many U.S. women veterans are there? _____
7. Web resource: "The Wall" at <http://www.vietvet.org/thewall.htm>
Who designed the Vietnam Veterans' Memorial in Washington, D.C.? _____
8. Web resource: Memorial Day Quotes on War and Peace at <http://virtual-markets.net/vme/memorial/dvmquote.html#augustine>
According to St. Augustine, what is the purpose of all war? _____

Stars and Stripes Forever Unit: Patriotic Symbols

Subject: Primary Social Studies and Math Integration

Objectives:

1. Children will be able to produce a drawing of the flag representing their knowledge of its physical characteristics: 1) rectangle shape, 2) alternating red and white stripes, 2) blue rectangle with stars in the upper corner.
2. Children will demonstrate their understanding of the symbolism of the colors and the stars of the flag.
3. Children will use math skills to recognize the shapes incorporated in the U.S. flag, to count the stars and stripes, and to recognize the alternating AB pattern of the stripes.

Materials Needed:

1. U.S. Flag
2. Flannel Flag Pieces (pattern as follows) - Flannel Flag Dimensions:
3. Black Rectangle: 9 1/2" x 12" (Standard Sheet); Red Stripes: 1/2" x 12" (7 Stripes); White Stripes: 1/2" x 12" (6 Stripes); Blue
4. Rectangles: 2 1/2" x 1" (10 Rectangles with 5 stars each; I used stickers)
5. Flannel Board
6. Brown Paper Grocery Bags (pre-cut out the 2 largest sides)
7. Red, white and blue construction paper, glue and white crayons

Procedures:

As the students are seated, pass out the flannel pieces and ask them to look at their pieces, then hold them in their laps or place them on their desks if seated. Tell the students these are pieces to a type of puzzle. Ask them what they think the puzzle might look like when it's all put together.

1. Present the students with the flag. Ask if the students know what it is.
2. Ask the students to think of some of the places they've seen an American flag. Share examples (at school, the post office, ball games, scouts, parades, etc.)

Establish Context:

"We've been talking about the United States flag. The flag is a very important symbol of the United States, and we're going to talk about what it means today."

State Purpose or Objective:

"You'll be able to put together a flag and tell what the colors mean after we talk about it today. We'll also be able to find how much math is hidden in the flag."

Guided Learning:

"A long, long time ago, before cars, or television, or computers, when this country was brand new, the people decided that they needed a flag to represent their country. They knew that whenever anyone looked at their flag, they would think of America. The people started with a shape. What shape do you think it is? (Have a child place a black rectangle piece on flannel board.) Next, the people added stripes. What shape are the stripes? Let's start with a red one and then white. What comes next? What kind of pattern is this? An AB pattern. Count how many stripes there are. (Have students place stripes on the flag as it is appropriate.) Yes, there are thirteen stripes. The red represents bravery. What does it mean to be brave? Why would bravery be important to America? (Discuss.) The white represents hope. What is hope? When America was brand new, the people had a lot of hope that it would be a great country. Do we still have hope that America will be a great country?"

Now our flag looks almost exactly like the real one here. How is it different? We still need the blue rectangle with the stars. How many stars do you think there are on the flag? The stars are in groups of five on each piece of the square I handed out as you were seated. Let's count by fives while they put their pieces up here. (Have selected students place the appropriate pieces.) How many are there? There are 50 all together, for the 50 states in the US. Each star represents one of the states in the United States. One of these stars represents Florida. They look like the stars up in the night sky don't they? The blue represents truth. Is telling the truth important? Why? It was important to them too. Look at our flag. Does it look like the real flag that I showed you earlier?"

Activity:

Cut out the 2 wide sections of brown paper grocery bags. Give one to each student. To make it appear old, have the students crumble up the grocery paper and smooth it back out. Using red, white, and blue construction paper, have student cut enough red and white strips and a blue rectangle. Have students glue 13 alternating red/white stripes and then glue the blue rectangle on the top left just like a flag. Use white crayons to draw stars onto the blue rectangle. Have students write a patriotic phrase underneath their flag such as, "Land of Liberty" or "United We Stand."

Independent and Small-Group Activities for Memorial Day



- ◇ Challenge students to use the Web or library resources to match each of the songs below with the 20th-century conflict that it is associated with:
 - "White Cliffs of Dover" (WWII)
 - "Tie a Yellow Ribbon" (Desert Storm)
 - "Over There" (WWI)
 - "Where Have All the Flowers Gone?" (Vietnam)
- ◇ Have students read the diary of Weldon McCoy Barr and the words of other WWI soldiers, such as Harold Speakman, Charles L. Johnston, or the Spruce Soldiers. Then ask students to imagine they are soldiers far from home and to write letters describing their thoughts about serving their country.
- ◇ Students can use the resources found at the Women Veterans Web page to create a graph showing the number of U.S. women who served during each war or conflict.
- ◇ Have students read General John A. Logan's Memorial Day Order (establishing the very first Decoration Day celebration) and write an essay telling what Memorial Day means to them.
- ◇ Invite students to take part in a role play about a controversial Vietnam mural.
- ◇ Students can study the Powers of Persuasion—Poster Art from World War II to learn how propaganda was used to promote patriotism during WWII. Then they can create posters promoting peace.
- ◇ Ask each student to choose one of the women mentioned in the resources on the Women Veterans site, research her life and write a biography about her.

Whole-Class Activities for Memorial Day

- ◇ Have students complete the sentence, "Patriotism is _____." Create a class book with the same title that combines their responses.
- ◇ Arrange for students to interview veterans to learn about more recent wartime experiences. Contact the Department of Veterans Affairs for help in locating veterans.

Source: Education World

Reading and Writing

Read the following speech from President John F. Kennedy carefully. Answer the questions at the end. Think about a patriot's responsibilities that he describes and the global challenges facing us today. Write an essay describing a patriot of the 21st Century.

President John F. Kennedy, ca. 1960-1963

This famous speech by President Kennedy spotlights our responsibility as a citizen of our nation and the world.

"Man holds in his mortal hands the power to abolish all forms of human poverty and all forms of human life, and yet the same revolutionary beliefs for which our forbearers fought are still an issue around the globe - the belief that the rights of man come not from the generosity of the state but from the hand of God.

We dare not forget today that we are the heirs of that first revolution. Let the word go forth from this time and place, to friend and foe alike, that the torch has been passed to a new generation of Americans - born in this century, tempered by war, disciplined by a hard and bitter peace, proud of our ancient heritage - and unwilling to witness or permit the slow undoing of those human rights to which this nation has always been committed, and to which we are committed today at home and around the world.

Let every nation know, whether it wishes us well or ill, that we shall pay any price, bear any burden, meet any hardship, support any friend, oppose any foe to assure the survival and the success of liberty...

In the long history of the world, only a few generations have been granted the role of defending freedom in its hour of maximum danger. I do not shrink from this responsibility - I welcome it. I do not believe that any of us would exchange places with any other people or any other generation. The energy, the faith, the devotion which we bring to this endeavor will light our country and all who serve it - and the glow from that fire can truly light the world.

And so, my fellow Americans; ask not what your country can do for you - ask what you can do for your country.

My fellow citizens of the world: ask not what America will do for you, but what together we can do for the freedom of man.

Finally, whether you are citizens of America or citizens of the world ask of us here the same high standards of strength and sacrifice which we ask of you. With a good conscience our only sure reward, with history the final judge of our deeds, let us go forth to lead the land we love, asking His blessing and His help, but knowing that here on earth God's work must truly be our own."

Questions:

1. Kennedy stated the torch will be passed to a new generation. What does he feel they are unwilling to permit?
2. Does Kennedy feel all nations wish success for the U.S.?
3. How will our deeds be finally judged?
4. What goal does he feel America and the other nations of the world can reach together?





Quotes About Patriotism

Week 1	Week 2	Week 3	Week 4
<p>“If you want a symbolic gesture, don’t burn the flag; wash it.” —Norman Thomas</p> <p>“The peace and welfare of this and coming generations of Americans will be secure only as we cling to the watchword of true patriotism: ‘Our country—when right to be kept right; when wrong to be put right.’” —Carl Schurz</p> <p>“Ask not what your country can do for you, but what you can do for your country.” —John F. Kennedy</p> <p>“He loves his country best who strives to make it best.” —Robert G. Ingersoll</p> <p>“The proper means of increasing the love we bear our native country is to reside some time in a foreign one.” —William Shenstone</p>	<p>“True patriotism hates injustice in its own land more than anywhere else.” —Clarence Seward Darrow</p> <p>“Some men see things as they are and say, ‘Why?’ I dream of things that never were and say, ‘Why not?’” —George Bernard Shaw</p> <p>“Americanism is a question of principles, of idealism, of character: it is not a matter of birth-place or creed or line of descent.” —Theodore Roosevelt</p> <p>“A man’s country is not a certain area of land, or mountains, rivers and woods, but it is a principle and patriotism is loyalty to the principle.” —George William Curt</p> <p>“The real and lasting victories are those of peace, and not of war.” —Ralph Waldo Emerson</p>	<p>“We must concentrate not merely on the negative expulsion of war but the positive affirmation of peace.” —Martin Luther King, Jr.</p> <p>“How far can you go without destroying from within what you are trying to defend from without?” —Dwight D. Eisenhower</p> <p>“What a cruel thing war is....to fill our hearts with hatred instead of love for our neighbors.” —Robert E. Lee</p> <p>“Wars frequently begin ten years before the first shot is fired.” —K.K.V. Casey</p> <p>“None who have always been free can understand the terrible power of the hope of freedom to those who are not free.” —Pearl S. Buck</p>	<p>“We all have to be concerned about terrorism, but you will never end terrorism by terrorizing others.” —Martin Luther King III</p> <p>“Nothing good ever comes of violence.” —Martin Luther King, Jr.</p> <p>“Peace cannot be achieved through violence; it can only be attained through understanding.” —Ralph Waldo Emerson</p> <p>“The most successful war seldom pays for its losses.” —Thomas Jefferson</p> <p>“An eye for an eye makes us all blind.” —Gandhi</p>



Portrait of a Patriot

Courage	faces danger with determination	Volunteerism	giving time to help other individuals and the community
Loyalty	faithfulness to a person, institution or idea	Voter	making an informed decision
Honor	ethical conduct shown by doing what you promise to do	Jury Duty	joining your peers in judging the conduct of others
Respect	for leaders, laws, rules, symbols, country, city and state	Law Abiding	obeying the rules and laws

Navajo Code Talkers: American Patriots

In any war, communication between commanders and troops is essential. The goal of any communication is to get vital messages to the appropriate source without the message falling into enemy hands. To do this, messages are encoded. The object of any secret code is to make it impossible to be cracked by outsiders. In World War II the Marine’s enlisted the skills of Navajo men to develop and translate code based on the Navajo Indian language. The Navajo language had advantages over other types of code: it is unwritten and extremely complicated and the Navajos could encode, transmit and decipher a 3-line message at a fraction of the speed it took machines to do the same job.

Navajo men who were chosen were fluent in both English and Navajo. These men worked together to create their own code in their own language, so it was like two codes in one. The code was so well conceived that the best cryptographers in the Department of Defense could not decode it.

The Code Talkers and their “secret language” were vital to the military actions of the US Marines. They were so important, each Code Talker had 1-2 men assigned to protect him at any given time. If a US Marine assault occurred in the Pacific between 1942 and 1945, a Code Talker was there relaying important military information between the commanders and the troops. In the words of Major General Howard Conner, “Were it not for the Navajos, the Marines would never have taken Iwo Jima.” In 1945, about 540 Navajos were serving as Marines. Out of the 540, up to 420 were code talkers. The rest served in other capacities. All were volunteers. None were drafted.

Source: www.brownielocks.com/navajocodetalkers.html