

# Hand to Heart: The Significance of the Pledge of Allegiance and National Anthem

Students learn the Pledge of Allegiance and National Anthem are important to our country's history and culture

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<b>Grade Level</b>	1 <sup>st</sup>
<b>Duration</b>	2 class periods

## National Geography Standards

### ELEMENT FOUR: HUMAN SYSTEMS

10. The characteristics, distribution and complexity of Earth's cultural mosaics.

## Arizona Geography Strand

### Concept 4 Human Systems

**PO 1.** Discuss cultural elements (e.g., food, clothing, housing, sports, holidays) of groups (e.g., local community, Arizona, Egypt).

## Other Arizona Standards

### Strand 3 Civics/Government

#### Concept 1 Foundations of Government

**PO 2.** Recognize the Pledge of Allegiance and the National Anthem.

### Strand 1 American History

#### Concept 3 Exploration and Colonialization

**PO 4.** Recognize that the United States began as the Thirteen Colonies ruled by England.

### Common Core Standards

#### Reading

##### Informational Text

##### Key Ideas and Details

**1.RI.2** Identify the main topic and retell key details of a text.

##### Craft and Structure

**1.RI.4** Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

#### Writing

##### Text Types and Purposes

**1.W.2** Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

## Overview

Students should have an understanding of the significance of the Pledge of Allegiance and the National Anthem. Knowledge of these works helps students gain an appreciation for the culture and history of the United States.

## Purpose

In this lesson students will learn how the Pledge of Allegiance and the National Anthem are important to the citizens of the United States. They will also look at how America celebrates the 4<sup>th</sup> of July.

## Materials

- The Pledge of Allegiance Worksheet

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- The Pledge of Allegiance Pictures worksheet
- The 4<sup>th</sup> of July graphic organizer
- How to Celebrate the 4<sup>th</sup> of July worksheet
- Recording of *The Star Spangled Banner* <http://bands.army.mil/music/nationalanthem.asp>
- Pingry, P.(2005)*The Story of the Star Spangled Banner*. Nashville, TN: Candy Cane Press
- *The Pledge of Allegiance* (2000). New York: Scholastic Inc., Scholastic
- What Do I Know About My Country assessment

### Objectives

The student will be able to:

1. recognize the Pledge of Allegiance.
2. write sentences that introduce a topic, provide details, and serve as a conclusion.
3. identify activities that occur on the 4<sup>th</sup> of July.
4. identify the National Anthem.
5. recall that the original flag contained 13 stars representing the 13 states which were originally colonies.

### Procedures

#### SESSION ONE

1. Ask students to list important symbols to our country (flag, bald eagle, Statue of Liberty, etc.). Ask them to tell you what they know about those symbols.
2. Explain that they will look at two writings that are important to our country: the Pledge of Allegiance and the National Anthem. These two writings are also symbols of our country.
3. Discuss the student's background on the pledge (when it is done and how).
4. Using the Pledge of Allegiance worksheet, read the words along with the students. Repeat.
5. Ask the students to cut out the pictures and explain that they will glue the pictures in correct order while the teacher reads and

- shows pictures from the book *The Pledge of Allegiance*.
6. Begin first by having the students draw self-portraits in the "I" box.
  7. Then skip to the back cover of the book to explain the history of the Pledge. Show the last page of the book which has the original flag. Read aloud this page to explain that there were only 13 stars that represented the first 13 states. These first 13 states were the 13 colonies that fought for independence in the American Revolution.
  8. As you read the picture book, pause to show the pictures and have students glue pictures to their pledge worksheet. Pause for the students to ask questions about the pictures. Example: What is the picture of? How does the picture go with the words? Hint: The back of the book explains the photos.
  9. Conclude by having students say in unison the Pledge of Allegiance.

#### SESSION TWO

10. Begin by explaining that we will listen to a special song. Ask students to try and guess what the name of the song is and when they have heard it.
11. Play a recording of "The Star Spangled Banner."
12. Ask the students to explain what they know about the song and where they may have heard it.
13. Explain that the song is our national anthem. It is named "The Star Spangled Banner." Explain that you will show a book that tells about the history of "The Star Spangled Banner." Read *The Story of the Star Spangled Banner*. Pause to ask the students questions. What are the baseball players and fans doing in this picture? (Singing the national anthem) What does the American flag at the fort mean? (The Americans own the fort). Why was Francis worried? (The Americans could lose the battle) What did Francis see in the morning? (The American flag waving) Stand to show how what you do during the anthem.
14. Explain that there is a special day of the year that we celebrate our country and show that we are proud to be Americans. Ask if the students can guess. Tell them that on the 4<sup>th</sup> of July, we celebrate the United States becoming a country. To jog their memory of when this day occurs, you can show images of families enjoying fireworks and 4<sup>th</sup> of July celebrations.
15. On the 4<sup>th</sup> of July graphic organizer, ask the student to write down (around the food bubble) foods they remember eating on this day (i.e. hot dogs, watermelon, pie). Ask them

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to write things they remember their family doing (barbeque, water balloons, sparklers) on this day. Ask them to also write down things the town does to celebrate. You can refer to your city guides or local websites for more information to assist the students (i.e. fireworks, parades, pancake breakfasts).

16. Then have the students use their 4<sup>th</sup> of July paper to write three sentences on the How to Celebrate the 4<sup>th</sup> of July paper. Read through the sentence starters and model some sentences to give them an idea of what is wanted.
17. Close by asking students to share some of the customs they have for celebrating the 4<sup>th</sup>.

### Assessment

Social Studies:

Students will receive 100% on the Pledge of Allegiance worksheet by drawing a self-portrait and correctly ordering the pictures.

Mastery on the What Do I Know About My Country? assessment will be correctly answering each of the questions.

Writing and Reading:

Students will achieve mastery on the 4<sup>th</sup> of July graphic organizer by writing at least two examples for each bubble.

Students will achieve mastery on the How to Celebrate the 4<sup>th</sup> of July writing assignment by having a plausible sentence for each of the three sections.

### Extensions

As a class, the students can write a pledge to their class or as individuals, write a pledge to his/her family.

Students can look at flags after the time of the American Revolution to see how the number of stars grows as new states are added to our union.

### Sources

Microsoft ClipArt

Pingry, P.(2005)*The Story of the Star Spangled Banner*.Nashville, TN: Candy Cane Press

*The Pledge of Allegiance* (2000). New York: Scholastic Inc., Scholastic

U.S. Army Bands

<http://bands.army.mil/music/nationalanthem.asp>