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## A Lesson on The First Flag by Jodie Slininger

**Grade Level:** Grade 3

**Subject Area:** English Language Arts

**Lesson Length:** 2 hours

**Lesson Keywords:** the First Flag

**Lesson Description:** This lesson covers a reading about the first flag. Students will demonstrate their ability to comprehend a text and reflect on the text bringing in their own ideas, opinions and experiences. Students in grade 3 will read the text multiple times to gain understanding and to be able to critically think about and analyze the text. Student will complete various writing activities to demonstrate understanding.

### Common Core Standards Covered with This Lesson

CCSS.ELA-Literacy.RL.3.4: Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

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CCSS.ELA-Literacy.RI.3.6: Distinguish their own point of view from that of the author of a text.

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CCSS.ELA-Literacy.RF.3.4a: Read grade-level text with purpose and understanding.

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CCSS.ELA-Literacy.W.3.1: Write opinion pieces on topics or texts, supporting a point of view with reasons.

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CCSS.ELA-Literacy.L.3.5b: Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).

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## Lesson Content: Book/Story/Reading Passage

**Instructions:** Please read the following reading passage as many times as needed (aloud and silent) before starting to go through other lesson pages. Understanding the content of this passage is very important since the lesson activities will be all about this content. Feel free to print the passage if needed.

### The First Flag

by

**Content:** It had been a busy day. I helped Betsy Ross. I am a seamstress. I can sew well. We were tired from sewing. Betsy Ross made her living by sewing for people. She sewed many things. She sewed clothes. She sewed curtains. Every day she would start with a pile of cloth and end with things people needed. Everyone knew she would do a good job. So they came to her home and asked her to sew for them. She hired me to help.

One day three men came to her home. They asked her if she could make a flag. I listened to them talk. One of them was named George Washington. I had heard of him. There he was. He came to the store in May. I remember it well because it was my birthday. He was leading the army. The army did not have a flag. The army was fighting for freedom. No one knew if we would win.

They showed Betsy Ross a drawing. It was for the flag of the new country. It had stars. It had stripes. It would have stripes and stars. I said, Silver stars would be good. Betsy said, No. It will be too hard to make. It should be red, white, and blue. So we set to work that day.

We worked on the flag for the next month. It would be very big. We had to do other work, too. She said we have to make more clothes to get money. We're doing the flag as a present. We would not be paid for the flag. It would be a present.

Finally the flag was ready. George Washington sent someone to get it. He opened it up and said, This is it. This is just what we need to inspire the army. He did not show it anyone yet, though. He kept it for a special day.

On July 4th, the army flew the new flag. That was the first Independence Day. On that day the United States said it was a new country. It had a new flag. We were not there. But we heard about it later.

The army had to fight more battles. Just saying they were independent did not make it true. The war went on for 7 more years. We worried. We made more flags. In all those battles, soldiers saw that flag. Still, it was hard to win.

When the war ended, the country started. I was proud when I saw the flag. I didn't just make a flag. I was part of making the United States.

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## Task 1: Vocabulary

**Instructions:** Please complete the following vocabulary activity by choosing the correct meaning of each word selected from the passage and use of each word correctly in a sentence.

**Q: 1 WordPhrase:** Fighting for freedom **WordPhraseTier:** 2

**Question:** In the sentence "The army was "fighting for freedom" what does the author mean by the phrase "fighting for freedom."

- A: Fighting for a country's rights and freedoms.
- B: Fighting for fairness.
- C: Fighting a hard war.
- D: Fighting to keep families together.

**Question:** Which one of the sentences below uses the phrase "fighting for freedom" correctly?

- A: Military members fighting for freedom face many challenges for our country daily.
  - B: Students love fighting for freedom from homework.
  - C: Fighting for freedom is hard to do.
  - D: Fighting for freedom is uninteresting.
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**Q: 2 WordPhrase:** Finally **WordPhraseTier:** 2

**Question:** In the sentence "Finally the flag was ready." What does the word "finally" mean?

- A: Never
- B: Appropriate
- C: Wishful
- D: Last

**Question:** Which of these sentences uses the word "finally" correctly?

- A: Will you finally get your library book turned in.
  - B: Finally, the dog was able to go outside when the rain stopped.
  - C: I finally got my homework done after doing many chores and spending time with my family.
  - D: I will finally get my Driver's License.
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**Q: 3 WordPhrase:** Busy **WordPhraseTier:** 3

**Question:** In the sentence "It had been a busy day." What does the word busy mean?

- A: Hard
- B: Boring
- C: Having a lot to do
- D: Not fun or interesting

**Question:** Determine which of these sentences uses the word busy correctly.

- A: My busy work schedule did not allow for much spare time.
  - B: The colors were very busy on the girl's dress.
  - C: It had been a very busy day preparing for the party.
  - D: Busy-colored clothing can be too distracting in school settings.
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**Q: 4 WordPhrase:** Seamstress **WordPhraseTier:** 3

**Question:** In the sentence "I am a seamstress." Determining the meaning of the word seamstress?

- A: One who writes books
- B: One who sews.
- C: One who creates short plays.
- D: One who rides bikes on weekends.

**Question:** Which of the following sentences uses the word "seamstress" correctly?

- A: The seamstress was unable to find the problem with the patient.
  - B: The seamstress wanted to go to the park, but the storm was too dangerous.
  - C: The seamstress could not sew the broken pieces of cloth back together.
  - D: The seamstress wanted to go home on Friday.
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## Task 2: Forum Discussion

**Instructions:** This discussion forum will have questions for students to respond. Read the posted questions, and respond to each. Students are responsible for posting one initial and and two peer responses for each topic.

### 1 - How Do You Think?

How do you think the army felt about the war for freedom??

### 2 - Why do you think?

Why do you think Betsy chose the colors red, white, and blue??

### 3 - What if?

What if you were you were a part of the army? How would you have felt about fighting for you freedoms??

### 4 - What do you think?

What do you think made it difficult for the army to win the war? Why was the war such a challenge??

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Task 3: Writing Activity

**Instructions:** You are to write and post here 500 words essay on .... Make sure to provide specific examples. If you were given the opportunity to change or influence something in the world, such as making the first flag, what would you change or influence? How would you go about this? Be sure to use new vocabulary where possible.

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